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Need more information?
Write, call or visit our website at:
Baker University
618 Eighth Street
P.O. Box 65
Baldwin City, Kansas 66006-0065
785-594-6451; 800-873-4282
www.bakerU.edu

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THE UNIVERSITY
VISION, PURPOSE, MISSION, AND VALUES

VISION AND PURPOSE

Baker University is a premier private university with a tradition of academic excellence and student engagement in a respectful, inviting values-based learning community. The faculty provides creative, student-focused learning experiences challenging students to analyze issues with depth and clarity. Students fully engage in their learning; connect with peers, faculty and staff; and develop lifelong relationships with diverse groups of people. Graduates realize their potential to become confident, competent contributors to society.

MISSION

Baker University is committed to assuring student learning and developing confident, competent and responsible contributors to society.

VALUES

In the tradition of our United Methodist heritage, Baker University values:

- **Student learning and academic excellence.** We provide quality learning environments promoting intellectual, professional and personal development resulting in lifelong learning.
- **Critical thinking, inquiry and freedom of expression.** We challenge all participants to think critically using open inquiry and freedom of expression.
- **Integrating learning with faith and values.** We expect all participants to be open to questions of faith and values as part of intellectual inquiry in the United Methodist tradition. In particular, we expect personal and professional responsibility that is based on high standards of ethical conduct.
- **Connections.** We promote a community of belonging and Baker family connections, which result in lifelong associations.
- **Inclusiveness.** We embrace diversity of community, thought and expression.
- **Service to the community.** We address the civic, social, health and environmental needs of our global community.

STRUCTURE OF THE UNIVERSITY

In keeping with its mission to serve both recent high school graduates and the lifelong learning needs of adults, Baker University is comprised of the College of Arts and Sciences, the School of Professional and Graduate Studies, the School of Nursing, and the School of Education.

The College of Arts and Sciences (CAS), at the Baldwin City campus, has its own educational goals and offers the wide selection in courses of study usually associated with a superior undergraduate liberal arts education. It offers the Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.E.), and Bachelor of Science (B.S.) degree programs. The School of Nursing (SON), located at the Stormont-Vail Regional Health Center in Topeka, prepares recent high school graduates and adult students for the nursing profession. It offers the Bachelor of Science in Nursing (B.S.N.) and B.S.N. completion degree programs.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of adult students, offers educational programs in Kansas City, Wichita, Topeka, and other locations in Kansas and Missouri. It offers the Associate of Arts in Business (A.A.B.), Bachelor of Business Administration (B.B.A.), Bachelor of Science in Management (B.S.M.), Bachelor of Business Information
The School of Education (SOE) offers over 20 undergraduate licensure programs and three graduate education programs. SOE undergraduate programs are located at the main campus in Baldwin City where students receive a B.A. or B.S. degree with majors in education and their content area of concentration. Non-traditional students who have previously earned a degree may obtain licensure in their content area. Five SOE graduate degree programs can be found in Overland Park, Wichita, and other Kansas and Missouri locations. Graduate degree programs offered include the Master of Arts in Education (M.A.Ed.), Master of Science in School Leadership (M.S.S.L.), and Doctorate of Education (Ed.D.) in Educational Leadership. The SOE also offers a Master of Science in Special Education (M.S.S.E.) and a Master of Science in Teaching (M.S.T.) for alternative licensure in secondary education.

ACCREDITATION

Baker University is accredited by the North Central Association of Colleges and Schools for degree programs in arts, sciences, and professional curricula at the Associate, Bachelor, Master, and Doctorate levels. Its accreditation has been continuous since first granted in 1913 and was most recently renewed in 2002.

Baker University is also accredited by the Kansas State Department of Education and the National Council for the Accreditation of Teacher Education and is a member of and approved by the University Senate of the United Methodist Church. The B.S.N. program is accredited by the Commission on Collegiate Nursing Education and the Kansas State Board of Nursing. The majors of accounting, business, and international business offered by the Department of Business and Economics in the College of Arts and Sciences at Baker University are fully accredited at the national level by the Association of Collegiate Business Schools and Programs (ACBSP). The ACBSP accreditation is limited to degree programs offered by the College of Arts and Sciences on the Baldwin City campus. The music programs—the Bachelor of Arts in Music and Bachelor of Music Education—are accredited by the National Association of Schools of Music.

The University is a member of numerous professional organizations in higher education including the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the National Association of Intercollegiate Athletics, the Kansas Independent College Association, and others.

HISTORY

Chartered on February 12, 1858, three years prior to establishment of Kansas’ statehood, Baker University is the state’s oldest university. It is named for a distinguished scholar and bishop, Osmon Cleander Baker, who presided over the first conference convened in this new region by the Methodist Episcopal Church.

Instruction began in November 1858. It was at first preparatory only, but expanded after four years to include collegiate courses. In 1866, the University awarded its first bachelor’s degrees. For most of its first quarter-century it struggled for survival in the face of almost overwhelming odds. But new leadership drew Baker out of its depression to begin an era of expansion in the 1880s. Continued growth and achievements of alumni, including two Rhodes Scholars in the class of 1907, brought the institution widespread recognition.

In 1930, Baker broadened its geographic responsibility and reach through a merger with Missouri Wesleyan College of Cameron, Missouri, and maintains that institution’s heritage as well.

Weathering the strains of both the Great Depression and World War II, Baker has maintained a record of unbroken service for 150 years. Its rich academic tradition includes four Rhodes Scholars and a Pulitzer Prize winner. Following World War II, the University embarked upon a program of expansion of its physical facilities. During the past decades, Baker has renovated its older structures and continued to
increase its endowment through the establishment of endowed chairs and professorships and expanded student scholarship funds.

New programs to serve the changing needs of new student groups have been introduced throughout the University’s history. In 1975 Baker expanded horizons by developing a Master of Liberal Arts degree program for adult students in Kansas City. In 1988 this program was incorporated into the School of Professional and Graduate Studies, which offers graduate and undergraduate degree programs for adult students.

In August 1991, the School of Nursing was established in the Pozez Education Center at Stormont-Vail HealthCare, which serves as Baker University’s Topeka Campus. The school provides professional nursing education to meet the growing needs of the state and nation.

In 2005, the School of Education was formed with undergraduate programs provided on the Baldwin City campus and graduate programs provided on the Overland Park campus. The School of Education offers the University’s only doctoral program, Doctorate of Education (Ed.D.) in Educational Leadership.

**FACILITIES AND LOCATIONS**

The Baldwin City campus of Baker University is home to the College of Arts and Sciences and the School of Education undergraduate programs. Baldwin City, Kansas, a beautiful small community of tree-line streets and rich tradition, is about 40 miles southwest of Kansas City and 40 miles southeast of Topeka. The historic campus is only a few blocks south of the old Santa Fe Trail, now followed by U.S. Highway 56. It is easily accessible from north or south by U.S. 59 and from east or west by U.S. 56.

The School of Professional and Graduate Studies and School of Education graduate program administrative offices are located in Overland Park, Kansas at 8001 College Boulevard. These offices house the School’s administrative functions including faculty services, student services, admissions, academic advising, financial aid, business office, registrar, educational resources, the Dean of the School of Professional and Graduate Studies and the Dean of the School of Education. Classes are offered in the evenings at various locations convenient to working professionals including Overland Park, North Kansas City, Lee’s Summit, Topeka, Wichita, and Kansas City, Missouri, as well as other locations. Classes may be arranged in corporate sites and other more rural areas to serve the educational needs of adult learners in the service region.

The School of Nursing is located in the Pozez Education Center of Stormont-Vail HealthCare, 1500 Southwest 10th Street, Topeka, Kansas. This modern facility provides both administrative offices and excellent educational facilities for the School of Nursing. Large modern classrooms, fully equipped clinical training rooms, and individual study areas provide functional and appealing space. A computer lab is accessible to students for both word processing and interactive tutorial programs in nursing. The Stauffer Health Sciences Library provides a strong learning resource for both students and faculty. In addition, nursing students are encouraged to use the Mabee Health and Fitness Center.

**SPECIAL COLLECTIONS**

Baker University’s Special Collections are the results of the historic and generous support of graduates and friends with a diversity of interests. The collections range from artifacts and paintings to illuminated manuscripts and published works of scholarship. They are special assets of the University, available to enrich students’ learning.

**The Elsie Nuzman Allen Art Collection** is named for a graduate of 1891 who had a lifelong interest in the promotion of the arts. She was the wife of the well-known Henry Justin Allen, Kansas journalist and political figure, who was governor and United States Senator.

**The museum complex** on campus includes the Old Castle, Baker’s first home, and the old post office of Palmyra, the adjacent town preceding Baldwin that served as a station on the fabled Santa Fe Trail. This museum complex offers many insights into the life of the early Kansas settlers as well as examples of the craftsmanship of Native Americans and is open by appointment only during the academic year. Special group tours may also be arranged.
The William Alfred Quayle Collection of rare Bibles and related manuscripts, housed in the Kenneth A. and Helen Foresman Spencer Wing of Collins Library, exemplifies the work of medieval scribes as well as modern printers. It was a gift from the first graduate of Baker to serve as its president and who later was the first alumnus elected to the episcopate.

The lower level of the Spencer Wing houses the Archives of the Kansas East Conference of the United Methodist Church and the Baker University Archives. The histories of Baker and the Methodist Church in Kansas are intertwined. Baker was founded by the Methodists during the Territorial period of Kansas history, and the archives contain manuscripts, diaries, photographs, records, and other documentation of the history of Kansas, the Civil War, and Baldwin City, as well as of Baker and the Methodist Church.

Clarice L. Osborne Memorial Chapel was built in 1864 as the Methodist Chapel of Sproxton, a small village in Leicestershire, England. It was served by several Methodist clergy and Mr. Alf Roberts, a lay minister and father of Lady Margaret Thatcher, former Prime Minister of England. Closed for lack of attendance, the Chapel stood unused until the summer of 1995, when it was dismantled stone-by-stone and reassembled on its present site. The Chapel, of Victorian Gothic architecture and constructed of ironstone, honors the wife of Mr. R.R. Osborne whose generosity made possible this historic and beautiful structure. The Osborne Chapel hosts University worship, weddings, and other religious activities and provides offices for the Minister to the University.

Ivan L. Boyd Woods, a 35-acre area two miles north of Baldwin, is used by biology classes and independent study students to investigate ecological phenomena common to woodland areas. The area is particularly valuable for studying patterns of succession, ecotone, and woodland species of plants and animals.

Baker Wetlands Research and Natural Area is a 573-acre area 11 miles northwest of Baldwin in the Wakarusa River floodplain. The area contains 45 acres of native wetland prairie. The remaining acreage has been restored as wetlands through a variety of federal, state, and local grants. The area was acquired by Baker University from the federal government in 1968 and is used for education and research on a variety of ecological phenomena and for preservation of the native wetland prairie. The area was identified as a National Natural Landmark by the National Park Service in 1969 and a Natural and Scientific Area by the state of Kansas in 1987. The Baker Wetlands contain one of the highest levels of biodiversity in the state.

**COMPLIANCE WITH FEDERAL POLICIES**

**FERPA Notification**

Baker University maintains compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. FERPA defines educational requirements which are designed to protect the privacy of students concerning their records maintained by Baker University.

FERPA accords students certain rights with respect to their education records. They are:

- The right to inspect and review their records
- The right to request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of privacy or other rights
- The right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Complaints may be addressed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901
All requests to release, inspect, or review education records or to petition to amend education records should be made in writing to:

Ms. Ruth Miller
University Registrar
Baker University
P.O. Box 65
Baldwin City, KS 66006-0065

Education records may be disclosed without prior written consent to school officials having a legitimate educational interest. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee (such as a disciplinary or grievance board). A school official has a legitimate educational interest if the official needs to review an education record in order to perform a task that is his or her professional responsibility, related to a student’s education, related to the discipline of a student, or necessary for supportive service to the student. Determination of legitimate educational interest will be made by the University Registrar. Education records may also be disclosed without prior written consent of students in order to comply with a judicial order or subpoena, and to various federal, state, and local authorities as outlined in the FERPA and Patriot Act statutes.

RELEASE OF DIRECTORY INFORMATION

Baker University hereby gives notice that it has designated the following categories of personally identifiable information as “Directory Information” under the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended). This information can be released without the prior consent of students as permitted by law. Under the terms of FERPA, Baker University defines “Directory Information” as follows:

- Name
- Permanent address and telephone number
- Baker email address
- Dates of attendance
- Enrollment status
- Class level
- Major area(s) of study
- Academic honors and awards
- Degree(s) conferred (including dates)
- Date of birth
- Height and weight of athletes

In order to request that your “Directory Information” not be made available to the public (including friends, family, and current or potential employers), a signed form must be submitted to the Office of Records and Registration. All inquiries regarding this policy should be directed to the University Registrar (785-594-4530 or records@bakeru.edu).

NON-DISCRIMINATION POLICY

It is the policy of Baker University to afford equal opportunity for all persons without distinction or discrimination because of an individual’s race, color, sex, religion, age, national origin, handicap or disability, veteran status, sexual orientation, or other status protected by law, while making every reasonable effort to comply with the discipline of the United Methodist Church. Any person having inquiries concerning Baker University compliance with the regulations implementing Title VI, Title IX or section 504 is directed to contact the Chief Operating Officer, Baker University, P.O. Box 65, Baldwin City, Kansas 66006-0065 (785-594-8311), who has been designated by Baker University to coordinate the institution’s efforts to comply with the regulations implementing Title VI, Title IX and section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution’s compliance with regulations implementing Title VI, Title IX or section 504.
The University acknowledges that failure to implement the plan, in the absence of any previously agreed revision could constitute a violation and lead to the initiation of enforcement activity by the Office of Civil Rights.

**ADA POLICY**

Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Students must provide appropriate documentation of the disability which should include appropriate diagnostic testing and a recommendation form prepared by qualified personnel outside of Baker University. “Reasonable accommodations” will be determined by University staff in consultation with the student, faculty and/or staff member. Accommodations are not retroactive.

Examples of accommodations include but are not limited to: advocacy, extended test time, testing environment with minimal distractions, note-taking services, assistive technology, assessment referral, registration assistance, accessibility, and liaison to University academic service areas and to community agencies.

Baker University staff provides accommodations only in the sense that they send confidential letters to faculty or administrative staff (in the cases of housing or dining services) explaining the nature of the student’s disability and suggested accommodations. These support services are designed to equalize opportunities for students with disabilities, not to lower academic standards or to alter the essential nature of the degree requirements. To that end, accommodations at Baker University do not include:

- Reduced standards of academic performance,
- Special classes or programs for students with learning disabilities,
- Evaluation or diagnostic testing of learning disabilities,
- Separate or special tutorial programs for students with disabilities,
- Waivers of essential academic courses.

Although certain facilities are not fully accessible to physically handicapped persons, Baker University will take such actions as are necessary to ensure that no qualified person is denied the benefits of, excluded from participation in, or use of any programs or activities provided by the University. Baker will meet federal standards of accessibility by reassignment of classes or other services to accessible locations, or through alterations or new construction. Structural changes to existing facilities will not be required where other methods are sufficient to comply with the federal standards as published.

Students at the Baldwin City campus seeking accommodations should contact the Student Academic Services (SAS) Office located on that campus (785-594-8352). Students at the School of Nursing (SON) should contact the Student Affairs Specialist at the SON campus (785-354-5850). Students enrolled in all other programs or campuses should contact the ADA Compliance Officer located at the Overland Park, KS campus (913-491-4432).

**BOARD OF TRUSTEES**

In 1858 the founders of Baker University deemed the University to be governed by an overseeing body of no more than thirty-two members elected by the annual conference of the United Methodist Church to serve a four year term. Members meet three times annually—October, February, and May—to approve University programs, budgets and faculty promotions. The Board of Trustees, made up of civic, professional and spiritual leaders, remain the highest governing body of the University.

**ADMINISTRATIVE OFFICERS**

PATRICIA N. LONG .......................................................... President
CASSY BAILEY ............................................................. Dean of Students
MARK BANDRE ........................ Vice President of Enrollment Management and Student Development
IRA DESPAIN .......................................................... Minister to the University
KATHLEEN HARR................................................... Vice President and Dean of the School of Nursing
PEGGY A. HARRIS.............................................. Vice President and Dean of the School of Education
MARVIN HUNT...... Vice President and Dean of the School of Professional and Graduate Studies
LYN LAKIN................................................................................ Vice President of University Advancement
ROBERT LAYTON................................................................................................... Vice President of Finance
SUSAN LINDAHL ........................................................................................................ Chief Operating Officer
SIMON MAXWELL.............................................. Associate Vice President of Information Technology
RANDALL PEMBROOK........... Special Assistant to the President for Accreditation and Academics
JERRY L. WEAKLEY ............................................... Vice President of Endowment and Planned Giving
D. RAND ZIEGLER....................... Vice President and Dean of the College of Arts and Sciences

**ADMINISTRATIVE FACULTY**

**ROBERT W. FLAHERTY, 1995**  
Associate Dean of the College of Arts and Sciences  
Professor of Psychology  
B.S. University of Washington, 1989  
M.A. The Ohio State University, 1991  
Ph.D. The Ohio State University, 1996  
M.B.A. Baker University, 2004

**KATHLEEN HARR, 1997**  
Vice President and Dean of the School of Nursing  
Professor of Nursing  
B.S.N. Incarnate Word College, 1976  
M.S.N. University of Texas Health Science Center, San Antonio, 1978  
D.N.Sc. University of San Diego, 1991

**PEGGY A. HARRIS, 1986**  
Vice President and Dean of the School of Education  
Professor of Education  
B.S. University of Missouri, 1971  
M.S. Southwest Missouri State University, 1974  
Ph.D. University of Kansas, 1998

**MARVIN HUNT, 2008**  
Vice President and Dean of the School of Professional and Graduate Studies  
B.G.S. University of Kansas, 1989  
M.A. University of Kansas, 1991  
Ph.D. University of Nebraska-Lincoln, 2006

**ERIN E. JOYCE, 1999**  
Interim Assistant Dean of Liberal Studies  
Professor of French  
B.A. University of Richmond, 1991  
M.A. Pennsylvania State University, 1994  
Ph.D. Pennsylvania State University, 1999

**PATRICIA N. LONG, 2006**  
President of the University  
B.A. Southwest Baptist University, 1973  
M.S.E. Central Missouri State University, 1978  
Ed. D. University of Kansas, 1993
Randal Pembroke, 2007
Special Assistant to the President for Accreditation and Academics
B.M. Southern Illinois University – Edwardsville, 1978
M.M. Southern Illinois University – Edwardsville, 1980
Ph.D. Florida State University, 1984

Judith A. Smrha, 1995
Assistant Dean for Student Engagement and Success
Associate Professor of Business and Economics
B.A. Mills College, 1987
M.A. Johns Hopkins University, 1991
Ph.D. Johns Hopkins University, 1996

D. Rand Ziegler, 1981
Vice President and Dean of the College of Arts and Sciences
Professor of Psychology
B.A. Dickinson College, 1976
M.A. West Virginia University, 1979
Ph.D. West Virginia University, 1983
Baldwin City Campus

Lush grounds, colorful trees, and architecture displaying 150 years of tradition are hallmarks of the University’s Baldwin City campus. At its heart is the Ivan Boyd Arboretum, which displays over 100 varieties of trees and shrubs. Nestled in the arboretum is one of the University’s earliest buildings, Parmenter Hall, which was built in the 1860s.

Instructional Facilities

Bennett Art Building, built in 1977 across the street from the main quadrangle, houses Baker’s Studio Art program.

Case Hall, constructed in 1904, long served as the Baker Library. Presently it houses humanities and education faculty and classrooms. Restoration of the exterior of the building was completed in 1988. Case Hall is one of three campus buildings listed on the National Register of Historic Places.

Collins Library, an academic centerpiece of the University, was constructed in 1961, remodeled in 1980, expanded and completely renovated in 2002. The main collection contains library materials including books, periodicals, audio and video materials (with special strengths in music and foreign language films), and government documents. The library has been a partial depository for federal documents since 1908. The Spencer Wing houses the Archives and Quayle Bible Collection. Computers throughout the building provide access to articles and citations which can be downloaded or printed out and may be used to search the Internet, write papers, and manipulate data. Student Academic Services, computer classrooms and the 24-hour information commons are all housed in the lower level.

George F. Collins, Jr. Sports and Convention Center was completed in 1985 just in time for basketball season. Located across the street from Mabee Memorial Hall, which still provides some athletic facilities, it provides the home for athletic staff, two practice basketball courts, the varsity court (with a seating capacity of 1800), four racquetball courts, a jogging track, athletic support facilities, and the Baker Athletic Hall of Fame.

Liston Stadium and the Charlie Richard Outdoor Sports Complex are located a few blocks east of the main campus and provide practice and varsity fields for football, track, baseball, softball, and soccer. Significant improvements to both facilities were completed in 2006.

Mabee Memorial Hall debuted as Taylor Hall in 1908 and is the place where on September 24, 1911 President William Howard Taft delivered the first public pronouncement for world peace by the U.S. federal government. When the original building burned, it was restored in 1947 as Memorial Hall to honor those who served in World War II. When it was renovated in 1972, through a generous grant from the Mabee Foundation, it was given its present name. In 1995, Mabee Memorial Hall was completely renovated. It now houses the Academic Dean’s Office for the College of Arts and Sciences, along with programs in Psychology; Social Science; Health, Sport and Human Performance; and Business and Economics, as well as the campus’s intramural and varsity athletic programs.

Mulvane Science Hall was built in 1925 and has been periodically renovated. It is the home of the Biology, Chemistry, Computer Science, Mathematics, and Physics programs. The exterior of the building was renovated and landscaped in 1988.

Owens Musical Arts Building was built in 1966 to serve Baker’s well recognized student music programs. It contains McKibbin Recital Hall, the Audio-Visual Room, Band Room, Piano Laboratory, classrooms, and faculty offices.

Parmenter Hall has long served as the symbol of the University. Its stature as a mid-nineteenth century building on the prairie of Kansas is recognized by its place on the National Register of Historic Places. Begun in the 1860s and completed in 1870, Abraham Lincoln contributed $100 to its
construction. During its lifetime it has served the University as everything from science building to cafeteria to art gallery. Renovated in 1990, it now houses the Admissions Office and the Alumni Office. Its historic rooms include the Lincoln-Kemper Parlor, the Holt-Russell Art Gallery, and the Darby-Hope Theatre. It also provides classrooms, Art Department offices, and Art Studios.

**Pulliam Center** is only slightly younger than Parmenter, having been created in 1872 as “The Old Stone Church.” It, too, has served many University needs. Since its renovation in 1978, through the generosity of the Pulliam family, it has served the Mass Media and Communication programs.

**Rice Auditorium** was constructed in 1955 and renovated in 1983. It has a seating capacity of 950, houses the Theatre program and serves as the University center for fine arts events and public convocations.

**The Harter Union**, a 1959 addition to the University, is a vital center for student activity. The Truman Allen Dining Hall, the Wildcat Café, the University Bookstore, the Financial Aid Office, the Student Senate and Student Development offices, recreation facilities, and a student lounge are all located in the Harter Union. The building was named in 1989 for Dr. Edward Lin Harter and Sylvia Lloyd Fellers Harter, both alumni of Missouri Wesleyan College. It also serves as the home of the student newspaper, *The Baker Orange*.

**ADMINISTRATIVE FACILITIES**

**Collins House**, across the street from the Collins Library, is another reflection of the generosity of the Collins-Dietrich family. This house, which has been the home of Baker University Presidents since 1950, was expanded in 1992 to accommodate University social events.

**Constant Hall** was built in 1964 as the administrative center of the University. The President, the Provost’s Office, University Advancement, Marketing and Communication, and the Business Office are located here as well as the Office of Records and Registration, the Mailroom, and Human Resources. The interior was renovated in 1991.

**Maintenance Building**, erected in 1946, serves as a vital center in the physical operation of the University. It was renovated in 1993.

**RESIDENCE HALLS**

Baker University takes pride in being a residential community where students learn from each other in their living centers as well as the classrooms. Life in the residence halls and the eight Greek houses is a vital part of the Baker experience.

**Gessner Hall**, completed in 1966 and named for the Dean of the University from 1939 to 1969, is a men’s residence hall and contains 94 rooms.

**Irwin Hall** was erected in 1962 and contains 84 rooms. It currently serves as a women’s residence hall.

**Horn and Markham Student Apartments**, a complex completed in 1999, houses 96 students, primarily junior and senior men and women.

**The Living Learning Center** is our newest addition to the residential and learning facilities on the Baldwin campus, opening in August 2008. It houses 190 students in suite-style accommodations and includes classroom facilities on the second and third floors.

Other facilities that round out the physical environment of the campus include the tennis courts, intramural fields, the greenhouse, the Old Castle Museum complex, the Hartley Plaza, and the Student Health Center.
CAS MISSION, CORE VALUES AND GOALS

THE MISSION

Baker University was founded by the Methodist Church in 1858, as the first university in Kansas. At the heart of the institution rests Baker’s College of Arts and Sciences, which comprises the main campus in Baldwin City, Kansas.

The College offers a life enhancing experience that promotes rigorous scholarship and integrates student learning, student development, and student engagement in ways that educate the whole person and inspire student success and fulfillment.

Liberal arts education provides the foundation of the College educational experience for all academic programs, including those leading to a professional degree. The curriculum is infused with exposure to ethical considerations, experiential learning opportunities, and thoughtful reflection that, together, help students translate theory and research into practical tools for principled-decision making and creative problem solving at work, at home and in the global community. This intentional combination of liberal arts, professional programs, and experiential learning is designed to produce open-minded critical thinkers who understand diverse people and perspectives, and are prepared to lead in their chosen profession.

By encouraging faith and values exploration and deliberately surrounding the students with meaningful opportunities for student development and engagement in learning communities outside the classroom and beyond campus borders, we encourage each student to embrace our core values of community, character, and responsible citizenship. These pursuits reflect a steadfast belief in the relevance and importance of liberal arts education and a resolute commitment to our United Methodist heritage.

THE CORE VALUES

STUDENT LEARNING, DEVELOPMENT AND SUCCESS

We are passionate about student learning, development and success. We will provide a challenging, yet supportive, learning-centered educational experience that reflects a concern for academic excellence, sensitivity to changing and emerging student, stakeholder, and market requirements, and attention to the factors that influence student learning, development, fulfillment, and success. We will build a living-learning environment that promotes student engagement and ignites in our students a passion for lifelong learning. To do so, will require focus on organizational learning and agility.

COMMUNITY

Our commitment to community represents the essence of our campus culture. We will adopt policies, procedures, and practices that promote attention to individual needs and aspirations, as well as those that strengthen our University and the broader community which we serve. We value diverse perspectives and promote actions that demonstrate mutual respect among all members of our local community, and the global community of which we are a part. We will actively engage students, faculty, and staff in integrated learning communities that foster synergistic connections among and within academic disciplines, task groups, and social clusters. We will seek ways to partner with our extended community to promote mutual enrichment, professional progress, and the greater good.

CHARACTER

We understand that character development is a lifelong pursuit. Therefore, we encourage continued character development for students, faculty, and staff. We will seek and develop faculty and staff who will model ethical behavior, principled decision-making, and personal integrity in ways that will inspire these characteristics in our students. We will integrate ethics and analytical thinking throughout our curriculum and adopt an ethos of character development in our approach to athletics, co-curricular activities, student discipline, and employee relations.
CIVIC AND SOCIAL RESPONSIBILITY

We are committed to the traditional United Methodist concerns for social justice and service to others and we will seek faculty, staff, and students that share this concern, regardless of their faith tradition. We will encourage a sense of social responsibility among members of our community by integrating academics, student development, co-curricular activities, University governance, and community-service programs in ways that promote understanding of public policy and encourage activism, service to others, leadership development, and a lifelong commitment to civic and social engagement.

STUDENT LEARNING OUTCOMES

Through the five following student learning outcomes, students will demonstrate the skills that allow them to explore new ideas, techniques, and perspectives, and to learn independently throughout their lives as Baker alumni.

1. Liberal Studies and Scholarship
   Students will demonstrate a foundational understanding of the sciences, arts and humanities, as well as in-depth knowledge of their chosen field(s) of study. Students will demonstrate the skills necessary to reflect upon and critically evaluate the ideas, research, and arguments found throughout their studies.

2. Application of Knowledge
   Students will apply knowledge to the solution of problems, decision-making, creative and scholarly exploration, and the resolution of ethical issues.

3. Effective Communication
   Students will communicate effectively and appropriately through multiple forms of expression with emphasis on written and oral modes in personal and professional contexts.

4. Global Citizenship
   Students will demonstrate an understanding of their social and civic responsibilities within the local, national and global communities.

5. Health and Wellness Perspective
   Students will demonstrate an understanding of the attitudes and behaviors that promote lifelong physical, mental and spiritual health.

SOE MISSION, VISION AND PROGRAMS

THE SCHOOL OF EDUCATION

The School of Education (SOE) was approved by the Baker University Board of Trustees in November of 2005. The roots of SOE programs trace back many years during which more than 20 teacher education undergraduate licensure areas were provided through the College of Arts and Sciences. More recently graduate degree programs were first implemented through the School of Professional and Graduate Studies beginning in 1996 with the Master of Arts in Education (M.A.Ed.) followed in 1999 with the Master of Arts in School Leadership (M.A.S.L.; changed to Master of Science in 2008). After several years of development and work with accrediting agencies, the Doctor of Education (Ed.D.) in Educational Leadership degree became a reality and the first cohort group started in January of 2006. The M.A.Ed. program is offered at multiple sites found in Kansas and Missouri while the M.S.S.L. program is offered only on the Overland Park, Topeka and Wichita campuses. The Ed.D. program is offered only on the Overland Park campus. The SOE offers a Master of Science in Special Education (M.S.S.E.) and a Master of Science in Teaching (M.S.T.) for alternative licensure in secondary education.
SCHOOL OF EDUCATION (SOE) MISSION, VISION AND BELIEFS

SOE MISSION
The Baker University School of Education (SOE) is committed to learning and to developing confident and competent educational leaders.

SOE VISION
The SOE provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

SOE BELIEFS
The SOE believes a confident and competent educational leader:
- Advocates for all students and their learning successes;
- Has a strong knowledge base, sense of beliefs, and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs, and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

SOE PROGRAM SCOPE
The SOE offers a life enhancing experience that promotes rigorous scholarship and integrates student learning, development, and engagement in ways that educate the whole person and inspire student success and fulfillment. Baker’s teacher education program licenses elementary, middle and secondary teachers at the undergraduate level; building level administrators and special educators at the masters level; and district level administrators at the Ed.D. level. This document will provide information about the undergraduate teacher education program only.

UNDERGRADUATE EDUCATIONAL PROGRAMS
The School of Education undergraduate programs are located on the College of Arts and Sciences campus where students receive a B.A., a B.S., or a B.S.M. degree. An elementary education candidate will earn either a B.A. or a B.S. in elementary education, a music education candidate will earn a B.M.E., and a middle level candidate will earn either a B.A. or a B.S. degree in middle level English education, middle level science education, or middle level math education. Candidates planning to teach at the high school level will earn either a B.A. or a B.S. with a dual major: a major in secondary education and a major in the teaching area. Non-traditional students who have previously earned a degree may obtain licensure in their content area.

Undergraduate Licensure Areas: The SOE provides 22 undergraduate educational programs designed to prepare and license exemplary educators for classroom teaching at the elementary, middle school, or secondary level. These SOE licensure programs are developed in concert with the College of Arts and Sciences and are described beginning on p. 69 of the departmental section of this catalog.

GRADUATE EDUCATIONAL PROGRAMS
Master of Arts in Education (M.A.Ed.): This program is designed for adults with teaching experience to expand their potential to become exemplary leaders in the teaching profession.

Master of Science in School Leadership (M.S.S.L.): This program is designed to develop educators into exemplary building administrators eligible for building leadership licensure.

Master of Science in Special Education (M.S.S.E.): This program is designed for adults with teaching experience to expand their potential to become exemplary leaders in the special education classroom.

Master of Science in Teaching (M.S.T.): This program is designed for adults who possess a degree in a content area and wish to obtain teacher licensure in secondary education.
Doctor of Education (Ed.D.) in Educational Leadership: The Ed.D. graduate degree program is designed to prepare educators for leadership positions in the K-16 educational setting. Participants will expand their leadership skills and have the opportunity to gain district level licensure.

CAS AND SOE ADMISSION

Admission to Baker University’s College of Arts and Sciences (CAS) or the School of Education (SOE) undergraduate programs is dependent on readiness for the college experience. Readiness is determined by evidence of ability to do college work at Baker and an interest in acquiring a liberal arts education. Eligibility for admission is determined without regard to race, nationality, creed, color, national origin, religion, age, disability, gender, or sexual orientation.

Inquiries concerning admission for U.S. citizens and international students should be addressed to the Director of Admissions, Baker University, P.O. Box 65, Baldwin City, KS 66006-0065. Students may also call 1-800-873-4282 (in the U.S.), inquire through Baker’s website at www.bakeru.edu, or send an e-mail to admissions@bakeru.edu. A visit to the Baker campus to meet admission counselors and members of the faculty is strongly encouraged.

New degree-seeking students who have not been previously enrolled at the CAS or SOE within the last five years must complete their enrollment by the close of business at least two business days prior to the start of the term in which they intend to enroll. All inquiries regarding this policy should be directed to the Assistant Dean for Student Engagement and Success, Dr. Judy Smrha (785-594-8337 or jsmrha@bakeru.edu).

RECOMMENDED HIGH SCHOOL CURRICULUM

Baker University suggests the following curriculum for students who plan to attend Baker. This curriculum is not required for admission but is a guide for basic college preparation.

- English ............................................................................................................................ 4 units
- Mathematics .................................................................................................................. 3 units (Algebra I or higher)
- Natural Science ........................................................................................................... 3 units (including one lab science)
- World Language .......................................................................................................... 2-4 units (preferably at least two units of a single language)
- Social Science ............................................................................................................. 3 units
- Fine Arts ....................................................................................................................... 1 unit
- Computer Technology ................................................................................................. 1 unit

A unit is a full school year (two semesters or three quarters) of study in a subject area. Students intending to major in science, mathematics, or engineering during college are encouraged to take four units of high school mathematics.

FIRST-YEAR APPLICANTS

Any applicant beginning his or her first semester of full-time college enrollment will be evaluated using the freshman admission process described below. Applicants who have attempted 30 or more college credit hours or have been enrolled full-time for a semester at another college (excluding credit hours earned while enrolled in high school) will be evaluated as transfer applicants and should refer to the “Transfer Applicants” section.

Applications for admission by first-year applicants will be reviewed by the Director of Admissions and in some cases by the Academic Standards and Enrollment Management (ASEM) Committee. The admissions process includes careful review of the applicant’s academic performance in high school and on the American College Testing (ACT) exam or the SAT Reasoning Test. Students admitted by the ASEM Committee may have conditions placed on their enrollment.

To be considered for admission, students must submit:

1. An official transcript of the high school record complete through at least six semesters with the appropriate school official’s signature. Upon graduation, the student must have the guidance
office send a final official transcript, complete with eight semesters of grades, signature of the school official, and graduation date. Class rank and the school seal should be included, if available. High school students are also required to submit official transcripts of any college work taken before entering the University. Any admission decision is subject to review if transcripts received after the decision reflect a change in academic standing. Students must report all coursework taken at all institutions at which they have been enrolled, including courses completed for college credit while in high school.

2. Test scores from either the ACT or the SAT should be sent directly from the testing agency or posted on the high school transcript.

3. **Optional:** Students may choose to submit a supporting letter of recommendation from a teacher who knows them well and is familiar with their academic work.

Though not required for admission, each student must also submit the following prior to enrollment:

1. Health History Form. The student’s file is not complete until the health form has arrived in the Office of Admissions.
2. Housing Application.
3. Deposit of $100.

**TRANSFER APPLICANTS**

Any student who has been enrolled full-time (twelve hours attempted) for a semester at another college or university will be evaluated as a transfer applicant using the transfer admission requirements stated below. In addition, any student who has not been enrolled full-time but has attempted 30 or more college hours will be evaluated as a transfer applicant. Applications for admission will be reviewed by the Director of Admissions and in some cases an admissions committee.

Admission criteria for transfer applicants are as follows:

<table>
<thead>
<tr>
<th>Calculated College G.P.A.</th>
<th>Admission Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.50 and above</td>
<td>Admitted</td>
</tr>
<tr>
<td>2.30 – 2.49</td>
<td>Admitted with conditions</td>
</tr>
<tr>
<td>Below 2.30</td>
<td>Denied or referred to admissions committee</td>
</tr>
</tbody>
</table>

To be eligible for admission as a transfer student, applicants must have attained a 2.30 college G.P.A. in core academic coursework. The Baker University Office of Records and Registration will compute a calculated college G.P.A. of all accredited college-level coursework for all transfer applicants. Academic credit omitted from the calculated college G.P.A. will include, but is not be limited to, study hall attendance, service as a teacher’s aid, learning resource center attendance, participation in a sport, and training for a sport. Additionally, repeated completions of activity-based courses such as journalism, music, and physical education activity courses will not be included in the calculated college G.P.A. The aforementioned course omission from the calculated college G.P.A. is for admission purposes only and does not preclude transfer credit being awarded for omitted courses.

In an effort to provide the necessary academic support to promote academic success, transfer students with a calculated college G.P.A. between 2.30 and 2.50 will be admitted to the University with conditions. Conditionally admitted students will be required to enroll in FY 250 Transfer Year Experience, to attend weekly meetings with an advisor in Student Academic Services, and will have their enrollment limited to no more than four courses that are three credit hours or higher.

The Director of Admissions will review applications from prospective transfer students who do not meet the minimum 2.30 calculated college G.P.A. The Director may deny admission or offer students the opportunity to have their case considered by the admissions committee. In order to be considered by the committee, prospective students will be asked to interview with a faculty member from the admissions committee and the Vice President of Enrollment Management and Student Development. The committee may admit a student with conditions or deny admission. If admitted with conditions, these
students will be subject to the aforementioned conditions and may have additional conditions designed to maximize the probability of academic success placed on their enrollment as designated by the committee.

To be considered for admission as a transfer, students must submit:

1. A final official high school transcript, complete with eight semesters of grades, signature of the school official, and graduation date. Class rank and the school seal should be included, if available.
2. Test scores for either the ACT or the SAT should be sent directly from the testing agency or posted on the high school transcript.
3. A transfer recommendation form completed by an appropriate evaluator (see recommendation form).
4. Official transcripts from all colleges attended, sent from the institution to the Baker University Office of Admissions. If a student is currently enrolled when application is made, the admission decision will be based on all work prior to the current semester. Any admission decision is subject to review if transcripts received after the decision reflect a change in academic standing. Any student who fails to report work taken at another institution will be denied admission or suspended from the University.

After acceptance, transfer students must also submit the Housing Application, $100 deposit, and Health History Form described in the previous section outlining admission policies for first-year applicants.

All undergraduate programs at Baker University allow for the transfer of credit from regionally accredited institutions, subject to the following University-wide limitations:

1. Baker will accept up to twelve semester hours of technical courses completed at other accredited institutions.
2. Transfer grade points are not included in the calculation of the Baker University G.P.A.
3. Transfer courses in which a “D” or “F” was earned are not accepted for credit at Baker University.

GED AND HOME-SCHOOLED STUDENTS

Students with a GED rather than a traditional high school diploma must submit transcripts of any high school work completed and official GED scores. Home-schooled students should submit a transcript or portfolio of their home-school experience as well as transcripts of any high school work completed.

Students must submit other documents as required, including test scores and the recommendation form. In cases where the Student Recommendation form is not appropriate, a letter of recommendation from a reliable reference (i.e., someone other than a family member) may be substituted with the approval of the director of admissions.

INTERNATIONAL STUDENTS

Applicants who are residents of foreign countries are encouraged to apply for admission to Baker University. International students should complete the International Student Application, including the following documents. All documents must be submitted in typewritten or printed English to the Office of Admissions.

1. Official transcripts of academic credits from all high schools and colleges attended. Baker University requires that these international credentials be sent to Educational Credential Evaluators, Inc. for evaluation (www.ece.org) or another evaluator approved by the University. The transcript evaluation fee may vary, depending on the type of evaluation required. Detailed instructions are provided in the International Student application.
2. An official copy of the Test of English as a Foreign Language (TOEFL) results, sent directly to Baker from Education Testing Service (ETS), with a minimum score of 525 for the paper and pencil test, a minimum score of 195 for the computer-based test or a minimum score of 69 on the iBT, the Internet-based TOEFL. A list of TOEFL examination testing locations is available online at www.ets.org/toefl or may be obtained from U.S. consulates and embassies. Native speakers of English are not required to provide TOEFL scores.

3. The Student Financial Statement, which is part of the International Application. This provides evidence that the student or a sponsor is able and willing to assume full financial responsibility for tuition, books, fees, and room and board.

After the University has received all documents, the applicant will be considered for admission as a full-time degree-seeking student. If admitted, the candidate will receive an official letter of acceptance and an I-20 form to obtain a visa for entry into the United States.

**READMISSION OF FORMER STUDENTS**

Former students who have officially withdrawn or who have been away from Baker University for one semester or more must apply for readmission through the Office of Records and Registration. Applicants for readmission must submit official transcripts for all college work done during their absence from Baker. Former students who have been away from Baker for more than five years may upon request be required to submit new transcripts for work done at other colleges prior to their break in enrollment. Previously evaluated transcripts more than five years old are subject to re-evaluation, and the new evaluations will be used in assessing whether courses meet graduation requirements.

If five or more years have elapsed since a student’s last enrollment at Baker, the student will be required to meet graduation requirements of the catalog in effect at the time of readmission.

Applicants for readmission are expected to have been in good standing (cumulative grade point average of at least 2.00) at the time of their last enrollment at Baker. Those who were not in good academic standing may submit a petition for readmission to the **Academic Standards and Enrollment Management Committee** for review. Such applicants are encouraged to supply detailed information supporting their request for readmission.

**SPECIAL STUDENTS**

Non-degree seeking students may apply for admission as special students through the Office of Records and Registration. Such students are expected to maintain the same academic standards as degree-seeking students. Full-time special student status is limited to one semester unless authorized by the University Registrar. (Teacher licensure candidates are exempt from this policy.) Special students are normally not eligible for any type of financial aid or participation in intercollegiate athletics or Greek affiliations. Special students who wish to become degree-seeking students must file an Application for Admission with the Office of Admissions.

**TUITION AND FEES**

**TUITION**

Tuition and fees for the College of Arts and Sciences (CAS) and the undergraduate programs within the School of Education (SOE) during the 2009-2010 Academic Year are:

- Full-time Undergraduates (12-18 hours) .................................................. $22,200 per year
- Part-time Undergraduates (1-11 hours) ............................................ $675 per credit hour
- *Overload (each hour beyond 18) ..................................................... $385 per credit hour
- Summer courses .................................................................................... $385 per credit hour
- Summer internship/practica (1-3 hours) ........................................... $200 per credit hour
- Summer internship/practica (4 or more hours) .............................. $385 per credit hour
- High School students ........................................................................... $100 per credit hour
*NOTE: Baker policy provides for a waiver of overload tuition charges if one of the following conditions is met:
A. the student is enrolled in one or more approved production or performance courses (see the Office of Records and Registration for the approved list);
B. the student’s academic program requires overload enrollment due to circumstances beyond the student’s control—see the Office of Records and Registration.

Special fees for Applied Private Music lessons will not be waived under any circumstances.

If a student attends only Interterm, the Interterm tuition charge is $385 per credit hour. There is no charge for Interterm tuition if a student has:
1. successfully completed as a full-time student the Fall semester preceding Interterm, or
2. successfully completed as a full-time student the Spring semester immediately following Interterm.

**Fees**

- Student Health Insurance (optional)
- Student Identification Card (one time unless replaced) ............................................... $15
- Matriculation Fee (collected first semester of enrollment) .............................................. $80
- Official Transcript Request (each) .................................................................................. $10
- Student Teaching Fee ............................................................................ $15 per credit hour
- Music Fees (Private Lesson, per half hour, non-refundable) ......................................... $200
- College Level Learning Credit (per credit hour) ............................................................ $35
- Graduation Fee ................................................................................................................... $75
- Interest charged on late payments .............................................................. 1% per month
- Instructional Fees (non-refundable) .......................................................... $15-100 per certain courses

**Auditing**

The charge for auditing is one-half of the hourly rate of the semester or session. The charge of auditing in the regular school year will be one-half the hourly rate in summer school, one-half the summer school rate. This charge does not apply to a student enrolled in a minimum full load in the regular semester; it does apply to all approved audited courses in summer school.

**Senior Citizen Tuition Grant**

Baker allows students age 55 or older to take undergraduate courses at no cost. The policy applies to those who are non-degree seeking students and who enroll in a single course at a time in the CAS or SOE. Students may sign up on a space available basis for one class per semester.

**Area High School Student Tuition Reduction**

Area high school students who have received permission from their high school principal or guidance counselor may enroll as non-degree seeking students in the CAS or SOE. Students may enroll on a space available basis for one course per semester and summer sessions. All coursework will be recorded on an official Baker University transcript. The fee is $100 per credit hour.

**Room and Board**

<table>
<thead>
<tr>
<th>Room</th>
<th>Academic Year</th>
<th>Single Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gessner/Irwin Residence Halls:</td>
<td>$3,250</td>
<td>$1,625</td>
</tr>
<tr>
<td>Double Occupancy</td>
<td>$4,600</td>
<td>$2,300</td>
</tr>
<tr>
<td>Single Room</td>
<td>$4,170</td>
<td>$2,085</td>
</tr>
<tr>
<td>Living Learning Center:</td>
<td>$4,850</td>
<td>$2,425</td>
</tr>
<tr>
<td>Double Occupancy</td>
<td>$5,100</td>
<td>$2,550</td>
</tr>
<tr>
<td>Single Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apartments (summer rate: $165/week)</td>
<td>$5,100</td>
<td>$2,550</td>
</tr>
</tbody>
</table>
Commuting students and apartment residents can also purchase 75 meals in a single semester for $560.

CONFIRMATION DEPOSIT

A deposit of $100 is required of all new students.

METHODS OF PAYMENT

All University charges for the semester—tuition, fees, room, and board—are due and payable in full two weeks prior to the first day of class.

LONG-TERM FINANCING

For the convenience of those parents who desire long-term financing of educational expenses, the University recommends the PLUS Loan (Parent Loan for Students). This loan program requires the completion of the Free Application for Federal Student Aid; however, a family does not have to demonstrate financial need to be eligible. Payments begin within 60 days of the date on the check and can extend up to 10 years. Loan applications are available from the Office of Financial Aid.

SHORT-TERM FINANCING

Interest-free payment plans are available through Tuition Management Systems, Inc. (TMS), which administers Baker University’s monthly payment plan. The plans enable students and their parents to pay annual costs in equal installments. There are no late charges or interest charges if payments are remitted by the monthly due date; the only cost is an administrative fee of $55, which is paid to TMS. The basic charges for tuition, room, and board less the confirmed financial aid are divided into equal payments.

CREDIT CARD PAYMENT

VISA, MasterCard, Discover, and American Express are currently accepted for payment of tuition, fees, room, and board. Online payments may be processed via the student portal (“My Baker”). If the online option is not used, all credit cards must be presented in person to the Business Office for processing.

WITHDRAWALS AND REFUNDS

Federal regulations require the use of the Return of Title IV Funds Policy to be used for all students receiving any type of federal aid when calculating the aid a student can retain after withdrawing. This policy relates to Federal Academic Competitiveness, Pell, SEOG, and SMART Grants, as well as Federal Perkins, Stafford, and PLUS Loans. At Baker University, the same policy will be used for state, institutional, and outside aid sources.

These regulations govern the return of aid disbursed for a student who completely withdraws from a term or payment period. During the first 60% of the period/semester, a student “earns” aid in direct proportion to the length of time he or she remains enrolled. The percentage of time that the student remained enrolled determines the percentage of disburseable aid for that period that the student earned. A student who remains enrolled beyond the 60% point earns all aid for the period.

Students planning to withdraw need to start at the Office of Records and Registration to request a Withdrawal Form. Institutional charges and financial aid will be adjusted once the Withdrawal Date has been determined. For students receiving federal aid, the refund must first be repaid to the Title IV programs, state grants, and institutional funds in accordance with existing regulations in effect on the date of withdrawal.
of withdrawal and with respect to various types of aid. It is possible that the student who withdraws will still have an outstanding balance due to the University.

**REFUND SCHEDULE**

If a student withdraws from Baker University or decreases hours after classes begin, applicable credits for tuition, room and board will be computed according to the following schedule. Credits for classes are based upon the date determined by the Office of Records and Registration. The following percentages apply:

**Tuition and Room and Board for Fall and Spring:**
- Prior to and including the first day of class: 100% refund
- After first day of class up to and including the 10th day of class: 90% refund
- After the 10th day of class up to and including the 20th day of class: 75% refund
- After the 20th day of class up to and including the 30th day of class: 50% refund
- After the 30th day of class up to and including the 40th day of class: 25% refund
- After 40th day of class: NO REFUND

**Tuition and Room and Board for Summer School:**
- Prior to and including the first day of class: 100% refund
- After first day of class up to and including the 5th day of class: 75% refund
- After the 5th day of class up to and including the 10th day of class: 50% refund
- After 10th day of class: NO REFUND

**Tuition for Online Summer Courses:**
- Prior to and including the first day of class: 100% refund
- After first day of class up to and including the 7th calendar day: 75% refund
- After the 7th calendar day up to and including the 14th calendar day: 50% refund
- After 14th calendar day of class: NO REFUND

**RETURN OF TITLE IV FEDERAL STUDENT AID**

The account of the student who has federal aid and withdraws before 61% of the semester has elapsed will be evaluated according to the U.S. Department of Education guidelines and formula. The policy conforms to the Higher Education Amendments of 1998. Title IV programs affected by this provision are Subsidized and Unsubsidized Federal Direct Loans, Federal Perkins Loans, Federal PLUS loans, Federal Pell Grants and Federal SEOG Grants.

Federal aid is earned by the percentage of the payment period the student completes. To figure the percentage of aid earned, divide calendar days completed in the semester by total days in the semester. Weekends are included, but scheduled breaks that are at least five (5) days in length are excluded. If the student completes more than 60% of the semester, 100% of the aid is earned for the semester. If the student completes 60% or less of the semester, the portion of federal aid determined to be unearned must be repaid to the federal aid programs.

Institutional refunds and the formula used to determine the required return of federal and other student aid will be finalized within 30 days of the withdrawal date.

For students receiving federal aid, the refund must first be repaid to the Title IV programs, state grants, and institutional funds in accordance with existing regulations in effect on the date of withdrawal and with respect to various types of aid. It is possible that the student who withdraws will still have an outstanding balance due to the University.

**THE WITHDRAWAL DATE IS DETERMINED AS follows:**

- **Official Withdrawals** – the latter date of when the student began the institution’s official withdrawal process OR officially notified the institution of intent to withdraw;
- **Unofficial Withdrawals** – the midpoint of the period for a student who leaves without notifying the institution.
If the student has to leave without notification because of circumstances beyond the student’s control, the institution may determine a withdrawal date related to those circumstances. The institution always has the option to use the student’s last day of attendance at a documented academically-related activity.

The percentage of the period that the student remained enrolled is calculated based on the number of days the student was enrolled. Divide the number of days enrolled by the total days in the enrollment period. Calendar days are used including weekends, but breaks of at least five days are excluded from both the numerator and the denominator.

**Distribution of Unearned Aid**

If a student has not earned all of the federal aid received to date at the point of withdrawal, funds will be repaid in the following order: Federal Unsubsidized Stafford Loan, Federal Subsidized Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal Academic Competitiveness Grant, Federal SMART Grant, Federal SEOG Grant, state grant and scholarship funds, institutional aid, outside scholarships.

**Leave of Absence** – In order to avoid the possibility of federal student loans going into repayment, students experiencing serious medical or family problems can request a leave of absence not to exceed 90 days per twelve-month period. Requests for a leave of absence must be in writing to Jeanne Mott, Director of Financial Aid, before the leave begins in most cases. However, the institution may collect the student’s request after the leave begins under unforeseen circumstances. Students participating in the federal loan programs will not have to go into repayment on their loans during the approved Leave of Absence period. However, if the student does not return from the Leave of Absence, the last day of attendance prior to the beginning of the Leave of Absence will be the date used when notifying the lender of when the student ceased attending classes.

**Overpayment**

In the event a student has received funds for living expenses and an overpayment of federal grant funds occurs, Baker University will notify the student of the overpayment. It is the student’s responsibility to return the overpayment to the proper federal grant program. Students who fail to repay overpayments will not be eligible for additional financial aid funds, at any institution, until the overpayment has been satisfied.

Examples of the application of the refund policy are available to students upon request by contacting the Office of Financial Aid.

**Other Financial Policies**

1. **Enrollment in the CAS or SOE** is contingent upon the following criteria. Students:
   a) **must pay in full by the due date set forth by the Business Office**; OR
   b) must have sufficient financial aid to cover all charges exclusive of work awards; OR
   c) must have secured long-term financing or a combination of long-term financing and financial aid that will cover all charges at the University; OR
   d) must have confirmation of a deferred financing plan through Tuition Management Systems, Inc. or a combination of the deferred plan and financial aid that will cover all charges due the University. Confirmation may include making the first deferred payment to Baker University.

2. **University policy does not permit students to pre-enroll if they owe in excess of $50 from a previous term unless prior arrangements have been made with the Business Office.**

3. Transcripts and diplomas are not released until all accounts are paid in full and all loan obligations are current.

4. There will be a 24% fee (annual percentage rate) charged to all accounts with an outstanding balance.
5. Failure to pay accounts due on a timely basis or after sufficient notice constitutes grounds for termination of services and administrative withdrawal of the student from the University.

6. Students no longer attending Baker University, and having an unpaid account balance, will be required to make arrangements for payment with the collections department in the Office of Financial Aid. Failure to comply will result in the account being declared in default. Baker reserves the right to accelerate a defaulted account and demand immediate payment of the entire unpaid balance, plus interest, late charges, and collection costs. Collection costs will be calculated at a minimum of 25% to 50% of the unpaid principal and accrued interest. Accounts in default may also be placed for collections with one of Baker’s collection agencies and reported to a credit bureau.

**FINANCIAL AID**

**POLICY**

Though it is the policy of the College of Arts and Sciences (CAS) and School of Education (SOE) to provide financial assistance to as many undergraduate students as possible, early application is important. It is strongly recommended that students complete the Application for Admission and Financial Aid by March 1 to be assured priority consideration for all funds.

**PROCESS**

For most types of aid, students must:

a. Complete the Baker University Application for Admission and Financial Aid.

b. Complete the Free Application for Federal Student Aid (FAFSA).

These forms are available from the Office of Admission or the Office of Financial Aid at Baker University, P.O. Box 65, Baldwin City, KS 66006-0065.

Financial aid applications will be processed when the Financial Aid Office has received data from the federal processor, and when notification has been received from the Admissions Office that a student has been determined eligible to enroll.

**DEADLINES**

Unless otherwise specified, the priority date for the maximum amount of consideration is March 1. Students must have their financial aid file completed by April 15 to be eligible for all types of aid for the next academic year. Students applying after this date may receive aid only as it becomes available.

Please note other application deadlines that pertain to certain scholarships. Students must reapply for all sources of aid each year by completing a Baker Application for Renewal of Financial Aid and a new FAFSA.

**ELIGIBILITY FOR INSTITUTIONAL AID**

Entering freshmen must be determined eligible for admission to the CAS or SOE. Transfer or current students making initial application for aid must present a minimum cumulative 2.00 grade point average for the preceding semester(s) of full-time college work to qualify for any institutional aid. Specific required grade point averages are shown in current financial aid brochures for each grant and scholarship, for initial awards, and for renewal of awards.

To qualify for Baker University institutional aid, recipients must be full-time students enrolled in a minimum of twelve hours per semester. Students have a maximum of eight semesters of eligibility for institutional aid.

In order to remain eligible for scholarships, grants, participation awards, or campus work for the second semester at Baker, freshmen must have a minimum 1.40 grade point average at the end of the first semester. To renew their institutional aid for the following fall semester, freshmen must have earned 27 hours by the end of the first academic year (two semesters plus the first Interterm), plus have the
cumulative grade point average required for renewal of each scholarship, grant, participation award, loan and/or work award.

**Sophomores, juniors, and seniors (including transfers)** are checked for eligibility at the end of each semester. In order to remain eligible for these funds during the following semester, students must earn a minimum of twelve hours per semester with the minimum cumulative grade point average required for renewal of each scholarship, grant, participation award, and/or work award. **Interterm and summer session hours are not included in the twelve hours earned per semester required for aid renewal**, but the grades earned during these periods are included in the cumulative grade point average.

Students who lose eligibility for all institutional aid and work funds due to insufficient credit hours completed or low grades may complete a petition form available in the Office of Financial Aid, Harter Union, Room 18. Students must explain reasons for being in the present academic situation, develop a plan for improving their situation, and attach an unofficial copy of their Baker University transcript.

**Eligibility for Federal Funds**

All U.S. citizens and permanent residents are eligible to apply for a Federal PELL Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Academic Competitiveness Grant, National SMART Grant, Federal Perkins Loan, Federal Stafford Loan, Federal Parent Loan (PLUS), or Federal Work (FW). Permanent residents of the U.S.; students who intend to become citizens; or permanent residents of the Trust Territory of the Pacific Islands, Guam, or the Northern Mariana Islands are also eligible to apply. Students must be determined eligible for admission for the purpose of obtaining a bachelor’s degree. Funds from these programs are awarded to all eligible students who demonstrate need on the FAFSA, as long as these funds are available. Students may not receive money from these funds if they are in default on a Federal Stafford, Federal Perkins, or Federal PLUS loan received for attendance at any post-secondary institution, or if they owe a repayment on a Federal PELL Grant or Federal SEOG received while attending a post-secondary institution.

To remain eligible for federal student aid funds, students must make Satisfactory Academic Progress towards a degree. (Refer to the Satisfactory Academic Progress policy explained on p. 38 of this catalog.) Students must complete their bachelor’s degree within five academic years of full-time study, or ten academic years of part-time study. An exception to this policy is made for Music Education majors who must complete their degree in six academic years. Summer school enrollment is not counted as part of the maximum timeframe to complete the degree.

Students placed on Academic Probation may receive federal financial aid during one semester, but no institutional funds. The **Academic Standards and Enrollment Management Committee** reviews students’ records after each semester. Students may be continued on probation due to mitigating circumstances. Such students may be allowed to receive federal financial aid for a second semester on academic probation.

Students who are on Academic Probation for two consecutive semesters of enrollment, and who fail to meet the criteria for satisfactory academic progress, will be placed on financial aid suspension. Such students will not be eligible for any type of financial aid until they are again making satisfactory academic progress. Waiver of financial aid suspension will be granted after proper documentation has been filed with the Director of Financial Aid for the death of a relative of a student, injury or illness of a student, or special circumstances approved by the Financial Aid Advisory Committee.

**Statement of Educational Purpose/Registration Status**

To receive federal financial aid, students must sign a statement indicating that the federal funds will be used for education-related expenses, they have registered with the Selective Service or are not required to register, do not owe repayment on Title IV grants, are not in default, and have not borrowed in excess of loan limits.
SATISFACTORY ACADEMIC PROGRESS

A student is eligible to participate in financial aid programs funded or underwritten by the federal government if he/she is making “satisfactory progress” toward completion of his/her educational objective (degree). The University’s criteria for “satisfactory academic progress” are established in accordance with federal guidelines.

As a measure of quantitative progress, full-time students (those enrolled in at least twelve hours) are expected to have earned, as a minimum, the number of hours of credit associated with the pertinent number of semesters of college enrollment indicated in the table below. Part-time students (those taking fewer than twelve credit hours) are expected to make the same proportional progress as full-time students. Summer sessions are not included in the following number of semesters.

<table>
<thead>
<tr>
<th>Number of Semesters of Full-Time College Enrollment</th>
<th>Total Number of Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
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<td>3</td>
<td>33</td>
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<td>4</td>
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<td>8</td>
<td>102</td>
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<tr>
<td>9</td>
<td>117</td>
</tr>
<tr>
<td>10</td>
<td>132</td>
</tr>
</tbody>
</table>

As a measure of qualitative progress, students must maintain a cumulative G.P.A. that makes them eligible to continue their enrollment at Baker University. These G.P.A. guidelines are outlined on p. 41.

REFUND POLICY AND PETITION PROCESS

The University’s refund policy is printed under the section on Tuition and Fees. The Business Office can provide further information.

Students wishing to present petitions concerning grades, academic status, etc. should consult the Office of Records and Registration.

Students wishing to present petitions concerning financial aid implications of academic status should consult the Financial Aid Office.

STUDENTS’ RIGHTS, FREEDOMS AND RESPONSIBILITIES

Students are urged to review *The Student Handbook* to determine their rights, freedoms, and responsibilities. Questions regarding financial aid may be directed to the Office of Financial Aid at any time.

FINANCIAL AID DISBURSEMENTS

Financial aid is disbursed through the Business Office at the beginning of each semester. Grant and scholarship funds from all sources credit first to tuition, unless the specific aid is targeted to other educational costs. Questions about the balance due on student accounts should be directed to the Business Office.

CAMPUS WORK PROGRAM

The University employs as many competent and qualified students as possible on the Federal Work program and the Baker Work program. Employment cannot be guaranteed. To remain eligible to work,
students must maintain a minimum grade point average of 2.00 plus earn a minimum of twelve credit hours per semester.

**ADDITIONAL SCHOLARSHIPS**

Students are encouraged to apply for scholarships that are distributed by organizations outside the purview of Baker University. These outside scholarships must be considered part of the total financial aid students receive, but will usually not reduce institutional or state aid eligibility unless an adjustment has to be made to prevent an over-award when state and federal grants are involved.

Students who want further information should contact: Office of Financial Aid, Baker University, P.O. Box 65, Baldwin City, KS 66006-0065, 785-594-4595.

**SCHOLARSHIP DONORS**

Baker University has been fortunate to receive donations in honor or memory of many of its past graduates, former students, faculty, staff, United Methodists, and friends of the University. The endowed funds listed herein have a minimum corpus of $5,000 and are used to provide scholarships, grants, and participation awards for deserving and qualified students.

Students do not apply for the scholarships that follow. The Financial Aid Office matches eligible students with scholarships and awards based upon criteria established by the donor of the fund and with the permission of the Baker University Board of Trustees.

**ENDOWED SCHOLARSHIPS**

- Chester W. and Ina Fettters Adams Memorial Scholarship
- Florence Byers Allen Scholarship
- Dr. Hugh Allison Scholarship
- Jerome and Bessie Anderson
- Anna and Peter Arges Scholarship
- Chester P. and Rose D. Ashcraft Scholarship
- Claudia (Steele) Baker Scholarship
- H. Leigh Baker Scholarship
- Mary L. Barton Scholarship
- Bates Achievement Award
- Helen Bauer Scholarship in Education
- Claude B. Beeks Memorial Scholarship
- Bernstein-Rein Scholarship
- Big Six Scholarship
- Bishop Scholarship
- Ruby Blakeman-Cody Memorial Scholarship
- Howard Bonnell Memorial Scholarship
- Howard T. Bonnett Scholarship
- W.I. Boone and Mary Boone Scholarship
- Boweman Family Endowed Scholarship
- Dr. and Mrs. Ivan Boyd Memorial
- Ruth Virginia and Eugene B. Brackney Scholarship
- Elaine and Virgil Brady Scholarship
- Stella (Nattier) Brooks Memorial
- M.N. Brown Scholarship
- Sonia Browning Scholarship
- Brune Memorial Scholarship
- Bue Hill String Quartet Scholarship
- William D. and Charlene S. Bunten Scholarship Fund
- Burcham Family Scholarship
- Jennifer Burton Memorial Scholarship
- Carl and Leona Butell Scholarship
- Robert O. Butler Jr. Memorial Scholarship
- George and Mary Ann Carwell Scholarship
- S.R. Cellars and Esme Cellars
- Grace Barnhill Champlin Memorial
- Corrine (Pulliam) Chandler Memorial
- H. Neal and Edward M. Chastain Scholarship
- Ruth Crouchfoot Chastain Scholarship
- Greta and Gene Chubb Scholarship
- Mary Schneely Chubb Memorial Scholarship
- The George and Virginia Cleland Scholarship
- William Cofer ’49 Memorial Scholarship
- Clyde and Minerva (Bragg) Coffman Scholarship
- Charles I. and Ethel W. Coldsmith Scholarship
- Fred Conger Memorial
- Kristin Cooper Memorial Scholarship
- Wilson and Wilma (Crossan) Counts Memorial Scholarship
- Edward and Nellie Cowdrick Scholarship
- E.J. Cragoe Scholarship
- Etta Blanche Dahlgren Memorial Scholarship
- Warren E. and Marion Rhodes DeSpain Scholarship
- Paul R. Dick Family Scholarship
- Ira J. Dietrich Scholarship
- Lois Dixon Scholarship
- Linda H. Dreyer Scholarship
- Robert E. Dunham Memorial Scholarship
- Nettie Edens Scholarship
- Daniel Elswick Family Memorial Scholarship
- Henry Farrar Family Scholarship
- Gilbert A. and Martha Jane Lewis Ferguson Scholarship
- The Robert C. Findlay Scholarship
- Fleming-Shank Memorial Scholarship
- Dr. Stanley and Margarette E. Flickinger Memorial
- Arline Horne Flory Scholarship
- Dr. Calvin Foreman Memorial Scholarship
- Mrs. Dorothy Foreman Memorial Scholarship
- Joyce (Haskin) Fox Educational Scholarship
- Harriet Ross Frische and Carl Frische Memorial Scholarship in Science
Willard H. Garrett Scholarship
Benjamin Abendeen Gessner Honor Scholarship
Gessner-Cowherd Scholarship in Business/Finance
Rose Lister Goertz Memorial Scholarship
Goppert Foundation Scholarship
Osmon Grant and Socia B. Markham Scholarship
N.J. Grant Scholarship
William Graves Scholarship
Chris Grubb Memorial Saxophone Scholarship
Harold W. Guest Scholarship
Eulalia Weber Guise and Bryon E. Guise Memorial Scholarship
Hager Memorial Scholarship Fund
Alice M. Haigh Scholarship Fund
Belle (Benedict) Hamilton Scholarship Fund
Florence Hammond Memorial Scholarship
Esther and Elisabeth Hancock Scholarship
Nancy Brower Hanni Honorary Scholarship
Dan and Peggy Harris Scholarship
Sarah Hartford Scholarship
Charles T. and Inez L. Hartzog Memorial Scholarship
Robert Lee and Florence Martin Harvey Memorial Scholarship
Sam and Dorothy Haskin Memorial Scholarship
Harter Scholarship
Tammy Spiva Hawks '72 Scholarship
Francis O. Hawn Memorial Scholarship
Nellie Mae Haxton Scholarship
Sam and Frances E. Chubb Hedrick Family Scholarship
Hey Family Scholarship
Huiatt Alumni Scholarship Fund
Highbaugh/Ulland Memorial Scholarship
Dorothy J. & James F. Hilgenthorn Memorial Scholarship
Robert W. and Emily J. Honse Scholarship Fund
Howard-Nelson Memorial Scholarship
Iliff-Tufts Pre-Med Scholarship
Clara Louise Johanning-Dufrene Scholarship
Frank Brengfogle and Mary Lee Johnson Scholarship
Leona Butel and Mildred Johnson Scholarship
Kahle Scholarship Fund
Dorothy Mae Yerkes and Samuel Kajese Scholarship for International Students
Henry and Lilia Nora Kandt Scholarship
Katharine B. Kelly Memorial Scholarship
Sophia and L.F. Kempton Scholarship
Fred and Loreen Klasse Memorial Scholarship
Paul and Mary Lou Lincoln Kochan Scholarship
Jennie E. (Howell) Kopke Scholarship Fund
Reverend Eugene and Mrs. Minnie C. Kramer Scholarship
Paul and Della Mae Lambert Memorial Scholarship
Fredrick W. Lane Scholarship
Charles Lawrenz Scholarship
F.C. Joyce A. & Ruth Leitnaker Memorial Scholarship
Lois May Schlaegel and George B. Levering Memorial Scholarship
Donald R. Lidkay Scholarship in Track
Lloyd E. Ligon Memorial Scholarship
George and Ethel L. Malicky Memorial Scholarship
Thomas G. & Frances B. Manson Educational Scholarship
Max Martin Scholarship
J. Mid Mason and Charlotte W. Mason Scholarship
Michael J. McCarthy Football Scholarship Fund
Dr. Iona H. Shulenburger McLaughlin Memorial Scholarship
Dr. J.E. McManis Memorial Scholarship
Lillian Y. Messinger Scholarship Fund
Midwest Research Institute Environmental Scholarship
Carol Lee Miller and Carla Miller Reynolds Scholarship
Bonnie L. Miller Memorial Scholarship
Marjorie (Adams) Miller Journalism Award
Rolla and Beulah Miller Memorial Scholarship
KPMG-Cecil R. Miller Scholarship
Gladdys Miller Scholarship
Thelma Reinhard Morrelle Scholarship
Mark Harrison Morris Humanities Scholarship
Dr. Irene Murphy Memorial Scholarship
Oren and Eliza Murphy Memorial Scholarship
Helen Jane Conger Neal and O. Kenneth Neal Memorial Endowment
Marie Neal Memorial Scholarship
Neal Family Scholarship
Frank J. Nelson Prize in Pre-Medical Education
Nursing Honor Society at Baker Scholarship
Kay Norton Parkin and Larry M. Parkin Family Scholarship
Ella Frances and Norma Brisley Phillips Scholarship
Pinnell/Starr Scholarship
Suzanne Stannard Pope Memorial
William H. & Mary Powell Memorial Scholarship
Charles H. Price II Scholarship for British Studies
Eugene C. Pulliam Memorial Journalism Scholarship
Edith E. and Miner R. Pyles Scholarship Fund
Alexandra Scott Rampy Scholarship
Wayne Randall Scholarship
Lee and Lesa Rehrig Memorial Scholarship
E. Vincent "Doc" Reichley Scholarship
Ethel and Raymond F. Rice Scholarship
Coach Charlie Richard Scholarship in Football
Mildred Hunt Riddle Scholarship
Rogers Music Award
Rosedale United Methodist Church Scholarship
Marc C. Roudebush Memorial Scholarship
Vivian Weir Rowzer Scholarship
Rev. William M. Runyan Memorial Scholarship in Music
Gerry L. Rutherford Memorial Scholarship
Coralie Campbell Ryerson Memorial Scholarship
Robert and Ellen Sadler Scholarship Fund
Margaret E. Scanlon Memorial Scholarship
Jane and Richard Sees Scholarship
Siegrist Engraving C. Memorial Scholarship
David Sloop Memorial Scholarship
Ken and Dottie Snow Scholarship
Nancy Boudrot Spear and Karl (Bud) Spear Scholarship
The Sublett Family Scholarship
Renee Sudhuth Memorial Scholarship
Arthur Thomas (Tom) Swan Memorial Scholarship
Edric Parker Swanson Scholarship
Gary L. Tate Scholarship Fund
Dr. Norma L. Thorp Memorial Scholarship
Irma L. Unger Scholarship
Carly Upp Scholarship
STUDENT DEVELOPMENT

OFFICE OF STUDENT DEVELOPMENT

The Office of Student Development is located on the second floor of the Harter Student Union. Students should contact the office if they have concerns about student life or any aspect of the University.

HEALTH SERVICES

University Health Services provide basic health care to all Baldwin Campus students. Visits to the Health Center are covered within regular tuition. The Health Center is staffed by a full-time Nurse/Director. A physician is available several times a week and for consultation by the nurse for routine issues as well as emergencies.

The Health Center is located at 519 Grove (corner of 6th and Grove). Limited diagnostic testing and some medications are available in the Health Center. Physician referrals, testing and medication not available in the Health Center, as well as hospital emergency room visits, ambulance service, X-rays, and hospitalization are the financial responsibility of the student. A voluntary health insurance plan is available, and students who are not covered by their parents’ health insurance are strongly encouraged to enroll in this plan. Insurance coverage is mandatory for international students and student athletes.

Before being officially enrolled, students must submit a complete health form indicating medical history, complete and updated immunization record, and insurance information. This is kept in the student’s confidential medical file at the Health Center.

All athletes must complete an additional physical by a Medical Doctor (not a Chiropractor) before they are able to participate in their sport. The physical examination form is available via the Baker University Athletics website.

If it is necessary to miss class due to injury or illness, it is the student’s responsibility to contact his or her instructor(s). It is at the discretion of the instructor whether an excused absence is granted. Information may be requested from the Health Center in order to make this determination. Extended absences of more than three days should be reported to the Dean of Students.

The Student Health Center promotes wellness at Baker University by providing preventive services, holistic and quality health care in early treatment of illness and injury. Its mission is to maintain an optimum environment for students to pursue their academic work with a minimum of health-related interferences.

COUNSELING

The Counseling Center is located along with the Student Health Center at 519 Grove Street, directly across from the university tennis courts. A psychologist is available at the center Monday through Friday. The staff provides confidential, short-term individual counseling services, group and couples counseling, referrals, and consultation. Students seek counseling for a variety of reasons including adjustment problems, depression, anxiety, relationship concerns, and family difficulties. The Counseling Center offers educational programs and outreach to classes, student organizations, and residence halls on a variety of topics, including stress management, assertiveness, self-esteem, and sexual assault prevention.


**CAREER DEVELOPMENT CENTER**

The Career Development Center (CDC) provides opportunities for each student to explore major and career options, determine career goals, obtain relevant experience, research graduate and professional schools, and learn how to conduct a successful job search.

The center provides an extensive library with information about careers in various fields, resume writing, interviewing skills, company literature, graduate school information, and other career guidance topics. Students may access the center’s computers to access information regarding job and internship searches, view career development sites and for assistance with job seeking tools and skills. Full-time, part-time, and internship job vacancies are received and posted daily on the career center’s database.

Through the Career Involvement Program (internships) students can earn up to twelve academic credit hours while working in an academically based, career-related position (see the description of the Career Involvement Program starting on p. 33 of this catalog for more details). The career development staff assists students with arranging internships, making employer contacts and registration requirements.

Individual counseling is available to help student match personal interests, skills and strengths with potential careers and majors. Assistance is also provided for resume, cover letter, and graduate school application writing.

Area companies and organizations are invited to campus to interview students for internships, summer and fulltime positions, and to give informational presentations. Employers and alumni are also invited to participate in Mock Interviews and the Graduate School Fair. The center hosts Baker’s Teacher Fair and co-sponsors two annual Greater Kansas City Job Fairs and COSMC Interview Day.

**HOUSING**

**RESIDENCE HALLS**

The College of Arts and Sciences (CAS) and School of Education (SOE) provide housing for undergraduate students in three residence halls (Irwin Hall, Gessner Hall, and the Living Learning Center) and an apartment complex: Horn and Markham Student Apartments. The halls and apartments are open to all undergraduate, full-time students admitted to Baker, and assignments are made on a seniority basis. Freshmen, sophomores, juniors, and seniors must live in university owned residential facilities or Greek chapter houses, unless written permission for other arrangements is granted according to conditions outlined in the Student Handbook. Transfer students or current students who have attained sophomore status may not live in a fraternity or sorority house unless they have attended the University one semester after joining. Students living in residence halls must participate in the Baker University meal plans.

In order to obtain a room assignment, returning students may apply for an apartment or choose a residence hall room through the Student Housing Lottery. New students must have a completed housing application form and send in an application. New students must also have an advance deposit sent through the Office of Admissions to secure a place in housing. Room assignments for new students are made by the Office of Residence Life based upon the date the advance deposit is received by the Office of Admissions. Every consideration is given to room and hall preference, but choices are not guaranteed. The University reserves the right to make and to change room assignments.

**Residency Requirement Exemptions.** Baker University’s Baldwin City campus is a residential college; therefore students are required to live in University owned facilities. Residence life is part of the campus’ educational program in the belief that a residential community provides a more effective context for the type of education to which Baker is devoted. All full-time students are required to live in University-sponsored housing unless they qualify for a Residency Requirement Exemption. Residency Requirement Exemptions are granted on a very limited basis. Students must meet the established deadlines set forth by the Office of Student Development. Off-campus permission is valid for one academic year. Students must formally request permission on a yearly basis unless communicated otherwise. Students desiring to live off-campus must request exemption based on one of the reasons stated below. While not a
requirement, the student may meet with the Associate Dean of Students about the exemption. Appointments should be scheduled in advance at 785-594-8484. All forms of Baker Aid, including scholarships, participation awards, and grants are tied to compliance with Baker’s residential requirement, and may be reduced up to 40% if you are approved to live off campus.

Residency Requirement Exemptions:
1. Documented medical disability that requires off-campus accommodations.
2. Financial need as deemed by the Office of Financial Aid and Business Office (FAFSA completion is required).
3. Moving into a Greek chapter house.
4. Residing in the permanent primary residence of parent or legal guardian within 20 driving miles of the main campus.
5. Fifth-year student, having completed eight semesters of coursework or the equivalent.
6. Married or will be married by the first day of classes.
7. Part-time student (enrolled in less than twelve semester hours).
8. Age 23 or older by December 31, 2010.
9. Special situation not listed (e.g. attending Baker’s School of Nursing).

Students must type and submit proper and required documentation by designated deadlines. Application does not guarantee approval for the exemption. All applications are reviewed by the Residency Requirement Exemption Committee. Any change of status during the period of off-campus approval may nullify the decision of the Residency Requirement Exemption Committee, thus requiring that the student be invoiced for room and board charges. Students supplying false information to obtain off-campus residency will be held accountable through the Baker University conduct process and may be subject to loss of institutional financial aid. For current Baker students, the deadlines for receipt of Residency Requirement Exemption application requests are as follows:

For Spring 2011 semester: Friday, October 29, 2010
For 2011-12 academic year: Friday, February 4, 2011

Residency Requirement Exemptions are reviewed for incoming students on a rolling basis. University conduct actions may be taken against off-campus students who disrupt their neighborhoods (noise, alcohol, etc.). Off-campus residency can be rescinded in such situations.

FRATERNITIES AND SORORITIES

There are ten Greek social organizations in the Baker community, eight of which provide student housing for sophomores, juniors, and seniors. The sororities are: Alpha Chi Omega, Delta Delta Delta, Phi Mu, Zeta Phi Beta and Zeta Tau Alpha. The fraternities are: Delta Tau Delta, Kappa Alpha Psi, Kappa Sigma, Sigma Phi Epsilon, and Zeta Chi. Information can be obtained by writing to the Director of Greek Life, in care of Baker University.

STUDENT HONORARY SOCIETIES

Alpha Delta Sigma: Senior Scholastic
Alpha Mu Gamma: World Languages
Alpha Psi Omega: Dramatics
Blue Key: Junior and Senior Leaders
Cardinal Key: Junior and Senior Leaders
Delta Mu Delta: Business
Gamma Sigma Alpha: Greek Academic Leaders
Lambda Pi Eta: Communication
Omicron Delta Epsilon: Economics
Order of Omega Greek Honorary
Phi Beta Delta: International Scholarship

Phi Eta Sigma: Freshman Scholastic
Phi Sigma Tau: Philosophy
Pi Gamma Mu: Social Sciences
Pi Kappa Delta: Forensics
Pi Lambda Theta: Education
Psi Chi: Psychology
Sigma Delta Chi: Journalism
Sigma Delta Pi: Spanish
Sigma Tau Delta: English
Sigma Zeta: Science and Mathematics
STUDENT ORGANIZATIONS

The University sponsors a large number of clubs and social organizations that serve the needs of students. These are listed in the Student Handbook.

RECREATION

Several facilities on campus provide opportunities for recreational activity including the Harter Union, Collins Gymnasium, Mabee Gymnasium, Shore Weight Room, Mabee Fitness Center, Lauryn Tennis Courts, Charlie Richard Outdoor Sports Complex, and the Hey-Metzger Outdoor Track. Activities such as jogging, weight lifting, tennis, racquetball, aerobics, and basketball are popular areas of participation. Students take part in a year-round intramural program sponsoring team, individual, and coed sports.

INTERCOLLEGIATE ATHLETICS

The Department of Athletics has been a member of the Heart of America Athletic Conference (HAAC) since it was established in 1971 and the National Association of Intercollegiate Athletics (NAIA) since 1937. Rooted in deep tradition, former Baker Athletic Director Emil S. Liston was one of the founding fathers of the NAIA. During the 151 years of Baker’s existence, numerous athletes have been recognized for their efforts in the classroom by being named as NAIA All-American Scholar-Athletes. Athletes have also been honored for their efforts on the field of competition by being acknowledged as HAAC All-Conference and NAIA All-American performers. Baker University has been a Champions of Character Institution since the program’s inception in 2000-2001. The Champions of Character initiative seeks to cultivate change in the athletic arena through the five core values of respect, integrity, responsibility, servant leadership and sportsmanship.

The Wildcats currently sponsor twenty-one sports—ten men’s, ten women’s, and one co-ed program—whose participants represent 47% of the degree-seeking student body at the Baldwin City campus (data as of fall 2009). Sport programs include:

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<thead>
<tr>
<th>MEN</th>
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<tr>
<td>football</td>
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<td>cross country</td>
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<td>indoor track</td>
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CO-ED: spirit squad (cheer/dance)

ATHLETICS’ DRUG EDUCATION AND TESTING PROGRAM

The improper use of drugs and alcohol has become a matter of deep concern in the athletic arena. Baker University believes that there is no place in intercollegiate athletics for substance abuse that can alter performance or endanger the student-athlete. The purpose of this program is to respond to problems directly related to the improper use of any in appropriate substance by establishing policies and procedures that guide an intervention program. It is a privilege, not a right, to participate in the athletic programs and represent Baker University. The student-athlete is expected to acknowledge that this privilege has expectations for compliance with the university drug education and testing program as outlined in the BU Athletics Drug Education and Testing Program Policy document. Copies of this document are available upon request from the Athletic Department.

RELIGIOUS LIFE

Baker University was founded by the Methodist Church and continues to maintain an affiliation with the United Methodist Church. Through the office of the Minister to the University, students are
encouraged to cultivate religious and faith exploration as a part of their undergraduate experience. There are many opportunities for religious development and community service.

A university chapel service is held every Thursday of the academic year at 11:00 a.m. in Osborne Memorial Chapel. Attendance is not required, but no classes are scheduled for that time. The majority of participants are students, but some faculty and staff attend, too.

There are eleven churches in Baldwin City from which to choose to worship on Sundays. Many more worship opportunities can be found in nearby Lawrence.

The Baker Ambassadors are a student group on campus who represent the Christian community. They do this by attending chapel, planning recreational activities for the campus, and living lives consistent with the ideals of a Christian life. Applications for membership in the Ambassadors may be obtained from the University minister at the end of the student’s first year of attendance at Baker University.

The Minister to the University fosters faith and values exploration as a part of campus life. The minister is always available for counseling to students, faculty, and staff.

The University has a record of preparing young people for full-time Christian service. The Foundations of Church Leadership program is an important part of Baker’s educational mission.

Another key to the quality of Baker’s religious life is people. Students take an admirable leadership role in campus activities. The community of faith that gathers at weekly chapel is able and diverse. Baker is a place where people from different religious backgrounds learn to work together without sacrificing loyalty to their own traditions.

INTERNATIONAL COMMUNITY LIFE

Both student life and student education at Baker are enriched by the presence and participation of students from a number of foreign countries. Students from abroad learn much about the United States from campus life, and American students are encouraged to learn as much as possible about the rich and diverse cultures represented by the foreign students. Both the curriculum and campus life provide many opportunities for expanding international understanding among Baker students.

SOCIAL REGULATIONS

The Dean of Students is responsible for matters relating to student citizenship and social activities. Regulations governing individual conduct and student social life are detailed in *The Student Handbook*, and all students entering the CAS and the undergraduate programs within the SOE are expected to inform themselves of these rules.

Students who violate these regulations may be given a disciplinary sanction and must satisfy the conditions of the sanction in order to enroll for the following semester. Such students may forfeit any scholarships or grants they hold during the semester or semesters in which they are under sanction.

The University reserves the right to suspend or dismiss at any time a student whose continuation at the University is not in the best interest of himself/herself, fellow students, or the University.

STUDENT ACADEMIC SERVICES

Student Academic Services (SAS), located in the lower level of the Collins Library, is dedicated to assisting Baker University students of all abilities and backgrounds in becoming independent, self-confident, and proficient learners capable of meeting the University’s academic standards and attaining their own educational goals. SAS staff coordinates a variety of services for students seeking academic support, student athletes, students wishing to study abroad, international students, students with disabilities and those who want to enhance their learning skills. SAS staff also offers assistance in areas such as study skills, test taking, problem solving, and time management. In addition, SAS houses a testing center and employs peer tutors who provide individual and group tutoring in most academic disciplines offered at Baker.
Professional staff members are available to meet with students Monday through Friday during normal business hours. The services are available on a walk-in basis or by appointment and are free to all Baker students. Students who wish to make an appointment may do so by phone, e-mail, in person, or online for tutoring appointments.

**ACADEMIC ADVISING**

Academic advising for all students is facilitated in Student Academic Services. Students who have questions about their advising assignment or wish to change academic advisors can receive assistance at SAS. Moreover, supportive services and information for all academic advisors is provided through the SAS Office.

**ACADEMIC SUPPORT**

SAS staff is trained to assist students in all academic areas, including math, writing, critical thinking, business, sciences, and languages. Peer tutors are Baker University students who have completed at least one semester of college-level courses and carry a 3.00 or higher cumulative grade point average (G.P.A.). Students who meet these requirements and who enjoy helping others to learn are highly encouraged to apply for peer tutor positions.

Tutoring appointments are available in the afternoons and evenings Monday through Thursday, Friday afternoon, and Sunday evening. Students may view the tutor appointment schedule at [www.bakeru.edu/baker-life/undergrad-students/student-academic-services/tutor-schedule](http://www.bakeru.edu/baker-life/undergrad-students/student-academic-services/tutor-schedule).

In addition to attending tutoring sessions or meeting with a professional staff member, SAS provides a study area where students may do homework and study for exams. Many computer workstations are available for student use throughout the day. The SAS library contains reference guides, stylebooks, and handouts which are available for student use.

**DISABILITY SERVICES**

The Office of Disability Resources, housed within SAS, serves students with physical, psychological or learning disabilities, whether short- or long-term. Students who have or believe they may have a disability are encouraged to visit Student Academic Services where all questions regarding disability services can be addressed. Confidentiality is maintained at all times, in accordance with the Family Educational Rights and Privacy Act (FERPA) and disability services best practice guidelines.

**THE INTERNATIONAL CENTER**

The International Center is also located within SAS, combining services for students who wish to study abroad with international student advising. (For more detailed information on study abroad, see Study Abroad section below.)

Each semester, Baker University typically serves between eight and ten international students. Often it is the case that the students we serve are from as many different countries as there are students in this group. Any special needs these students may have—from assistance with documentation to cultural acclimation—are taken care of in SAS.

Additionally, in an effort to raise global awareness on campus and to provide access to each others’ international experiences and expertise, SAS welcomes Baker’s Heritage Students—U.S. students with strong cultural or family ties to another country—and hosts an “International Corner.” Here students will find a map indicating the countries of origin of our international and Heritage students, information about international activities on the Baker campus and in the surrounding area, and a roster of individuals on campus who have had international living experiences. All Heritage Students as well as any student who has lived overseas or who has international friends who might like to study at Baker are encouraged to visit the SAS office.
STUDY ABROAD

Study abroad is now recognized as a highly valuable experience for students in all areas of study. With this in mind, Baker offers a variety of study abroad experiences worldwide, from shorter interterm experiences to semester or full year programs. While the regular academic semester or year-long programs may be most appropriate for upper-level students, it is never too early to begin investigating options and planning your course of study. Students who are studying a world language are strongly encouraged to study in a country where that expertise can be developed. Otherwise, many English-language options are available around the world.

A wide variety of study abroad options is available, including semester, academic year, summer and Interterm possibilities. Many students choose to study in England through the Harlaxton Semester program (see paragraph below). Additionally, Baker students are eligible for study abroad programs worldwide through cooperative agreements with AustraLearn (Australia, New Zealand and Fiji), AsiaLearn, Central College Abroad, the American Institute for Foreign Study (AIFS), the Institute for Study Abroad (IFSA-Butler), International Studies Abroad (ISA), Cultural Experiences Abroad (CEA), and the Council for International Educational Exchange (CIEE). Internship and service-learning options are an integral part of some study abroad program options and are encouraged. Catalogs and additional information on these programs as well as information on other alternatives can be obtained from the Office of Study Abroad within Student Academic Services (785-594-8352 or sas@bakeru.edu).

Students enrolled in an approved study abroad experience during their last 27 hours at Baker are exempted from this component of the academic residency requirement for graduation (see p. 44 for further discussion of this requirement).

THE HARLAXTON SEMESTER

Each semester, Baker sends students and a faculty member to study and live at Harlaxton College in Grantham, England. The college is housed in a 100-room Victorian manor house in the English Midlands. Students, mostly from American colleges, take courses taught by British faculty and professors from cooperating American schools.

A full range of activities is provided, including an extensive optional weekend travel program. In the past, groups have visited historical sites in Britain with longer excursions available to Paris and Ireland. A weeklong trip in Europe is offered at the end of the semester. Further information may be obtained by contacting Martha Harris, Harlaxton Program Coordinator (785-594-8338 or martha.harris@bakeru.edu).

INTERTERM

During most Interterm sessions, CAS and SOE offer several opportunities to travel and study abroad. Interested students should confer with faculty members directly concerned with these programs at the earliest date possible. Additional international Interterm options are available through the Office of Study Abroad.

FINANCIAL ARRANGEMENTS

Scholarships and grants may be applied toward these programs, for one semester of study. Additional financial aid may be available to support study abroad. Students should consult with a representative of the Office of Financial Aid in order to determine aid eligibility and discuss financial plans for foreign study. If a student intends to be abroad for more than one term, they must consult with the Office of Financial Aid to determine whether this will affect the aid that they can apply to their program.

ELIGIBILITY FOR STUDY ABROAD

With the possible exception of the Interterm travel courses, approval for foreign study requires a minimum cumulative G.P.A. of at least 2.00. Some programs may require a higher G.P.A. In addition,
students must be in good standing with the University, not subject to disciplinary proceedings or social probation.

Some programs have additional requirements or procedures for determining eligibility. These may include world language assessment, faculty recommendations, or interviews. There may also be restrictions on the number of students who can be recommended for a particular program or term. In that event, placements will be determined after consideration of applicants’ seniority, academic standing, requirements of their majors, and availability of options for study abroad at another time or location.

HONORS PROGRAM

MISSION STATEMENT

The Baker University Honors Program seeks to enrich the intellectual life of the Baker community as it strives to identify and serve the needs of exceptional students within the Baker student body. The primary objectives of the Honors Program are to provide honors students with rewarding, academically challenging courses and opportunities, and a community of supportive peers engaged in mutual intellectual inquiry beneficial to the entire university.

Objective A: The Baker University Honors Program seeks to provide honors students with stimulating, challenging academic opportunities.

Objective B: The Baker University Honors Program seeks to create an intellectual community of peers for exceptional students.

Objective C: The Baker University Honors Program seeks to enable and encourage exceptional students to make significant contributions to the honors community, the Baker community, and the community at large.

Each year, entering freshmen are selected for the core program on the basis of high school G.P.A., ACT or SAT scores, and a faculty interview. Currently, entering freshmen honors candidates are expected to have at least a 3.60 high school G.P.A. and an ACT composite score of 28 or above. Students may enter the program at a later time on the basis of grades earned at Baker, a faculty referral, and an interview. Students may also petition the Coordinator of the Honors Program for participation in the program. Students must maintain a cumulative G.P.A. of 3.50 by the end of the second and subsequent semesters for continued participation in the program.

In addition to completing the honors core, students are invited to participate in the program each semester as their schedule and interests permit. A typical sequence would involve enrolling during the freshman and sophomore years in honors sections drawn from Baker’s general education offerings. Special honors courses are also available during Interterm. Interested sophomores, juniors, and seniors may enroll in honors contracts, which provide an enriched educational experience to a course for which the student is already enrolled. Juniors and seniors are expected to engage in research or other activity that may lead to a senior honors project. Many Baker honors students have presented their research and projects publicly on campus and at regional or national conferences. The Honors Undergraduate Research Grant Fund exists to support these efforts.

For further information, please contact Dr. Erin Joyce, Coordinator of the Honors Program, at 785-594-8413 or erin.joyce@bakeru.edu.

PRE-PROFESSIONAL PROGRAMS

Baker University believes, as do many professional schools, that the best pre-professional preparation for any career is a broad program in the liberal arts. Such pre-professional programs may lead directly to some vocations or serve as requisites for other professional fields of study. Suggested curricula have been identified by the related departments and some programs are described below. Further information about these and other pre-professional programs can be secured from department chairs.
HEALTH AND MEDICINE

Programs of study are available for students who are interested in pre-professional preparation leading to graduate study in medicine, veterinary medicine, dentistry, pharmacy, optometry, physical therapy, and physician’s assistant programs. Pre-professional programs in health and medicine are not official majors but rather a cluster or concentration of courses that are selected to prepare students for graduate study. Students who are interested in pursuing study in these fields will need to plan complete advanced coursework in both biology and chemistry. However, each program of study is specifically tailored to meet the needs and interests of the individual student.

For more information about pre-professional programs in health and medicine, please contact Dr. Darcy Russell at 785-594-8418 or darcy.russell@bakeru.edu.

PRE-LAW

The Baker University Pre-Law Program is available to students who are interested in pursuing graduate study in the law. The program does not provide a major or minor field of study in “Pre-Law.” In fact, nearly all reputable law schools discourage undergraduate applicants from pursuing a major in Pre-Law.

The Baker University Pre-Law Advisor works individually with interested students to identify the major and minor fields of interest that best suit the student as well as to identify a cluster or concentration of courses that will best prepare the Pre-Law candidate for graduate study in law. Likewise, the Baker University Pre-Law Advisor works individually with students to identify extracurricular and community/public service activities that will help to develop and demonstrate the student’s commitment to community, sense of social responsibility, and leadership abilities. Pre-Law students and the Baker University Pre-Law Advisor will work together to find fall or spring semester, Interterm, and summer internship and practicum experiences related to the law so that each Pre-Law candidate can develop a better sense of what application of law he or she may be interested in pursuing. And most importantly, the Baker University Pre-Law Advisor works individually with each Pre-Law candidate as he or she produces application materials and personal statement essays for admission to graduate study in law.

For more information about developing a Pre-Law Program of study, please contact Mr. Lee Green at 785-594-8336 or lee.green@bakeru.edu.

FOUNDATIONS OF CHURCH LEADERSHIP

This program is designed for students who are interested in various types of church related work and serves as preparation for graduate training in church leadership, especially a seminary degree leading to ministry. The program is not a major, and students of any major may participate. It is also open to students of any faith. Interested persons should reference the Philosophy and Religion section of the catalog to review the program requirements. Many of the required courses also satisfy general education requirements. The list of courses may change as the program develops. Please contact Dr. George Wiley, Professor of Religion (785-594-8476 or george.wiley@bakeru.edu), or The Reverend Dr. Ira DeSpain, University Minister (785-594-4553 or ira.despain@bakeru.edu), for additional information.

FORESTRY AND ENVIRONMENTAL STUDIES

Baker University offers a program in cooperation with Duke University leading to a master’s degree in forestry or environmental management. Qualified students can enter the School of Forestry and Environmental Studies at Duke University after three years of undergraduate study. The student must fulfill all Baker general education requirements. After completing 30 credit hours at Duke, and a minimum of 132 hours total, the student is eligible to receive the B.S. degree from Baker University. After four semesters at Duke, in which a minimum of 60 credit hours is earned, the student is eligible to receive the Master of Forestry or the Master of Environmental Management degree from Duke University. For more information about the Forestry and Environmental Studies program, please contact Dr. Cal Cink at 785-594-4548 or cal.cink@bakeru.edu.
PRE-ENGINEERING

The College of Arts and Sciences offers two programs that lead to a degree from Baker and a degree from an affiliated School of Engineering. The two schools of engineering are those at the University of Kansas (K.U.) and Washington University in St. Louis, Missouri. Each of these programs involves three years of study at Baker, to be followed by two years at the School of Engineering, either at K.U. or at Washington University. For this reason the programs are called “3/2 programs.”

The fields of study available through the K.U. program are chemical engineering, civil engineering, mechanical engineering, and petroleum engineering. At Washington University the fields available to 3/2 students are biomedical engineering, chemical engineering, civil engineering, computer engineering, electrical engineering, mechanical engineering, and system science and engineering.

In order to be recommended by Baker to these programs, a student must have at least a 3.00 cumulative G.P.A., and at least a 3.00 G.P.A. in courses in mathematics and natural science.

To satisfy the Professional Exemption requirements of the CAS, students must complete a minimum of 93 hours prior to beginning their studies at Washington University or K.U. This must include at least 31 hours in residency at Baker and 27 upper-college hours at Baker.

Natural and Computer Sciences: The following courses are required by both 3/2 programs. These courses also satisfy the natural science component of the Scientific Perspective within the College’s General Education program:

- CH 137 (4 hrs.)
- CS 175 (4 hrs.) or an appropriate computer language (this depends on the specific field of engineering)
- MA 171, 172 (8 hrs.)
- PC 225 (4 hrs.)

Depending on specific field of engineering, the following courses may be required by the 3/2 program:

- BI 132 (4 hrs.)
- CH 138, 140, 251, 361 (up to 13 hrs.)
- CS 185, 223 (up to 6 hrs.)
- MA 271, 281 or 359, 355, 372, 385, 472 (up to 17 hrs.)
- PC 226, 325, 332, 360, 470, 480 (up to 21 hrs.)

Additional courses may be required for the completion of some Baker University majors.

General Education Courses: The general education requirements for the pre-engineering programs are the same as the general education and proficiency requirements for all bachelor’s degrees from the College (see the description of the General Education Program starting on p. 48 in this catalog for details). Students in the 3/2 programs must complete courses that satisfy both Baker University general education requirements and those of the affiliated schools of engineering. Many courses fulfill the general education requirements in both programs.

Supplemental Writing Courses: Students participating in this program are required to complete one writing course for each 30 credit hours earned at Baker to a maximum of three courses.

Interterm Courses: Like all students at the College, pre-engineering students must complete one Interterm course for each year of residency at Baker.

For more information about the 3/2 programs that the College offers, students should contact Dr. Ran Sivron at 785-594-4501 or ran.sivron@bakeru.edu.

THE CAREER INVOLVEMENT PROGRAM

Baker University makes considerable effort to provide students with the information, services, and experiences that will enable them to have a competitive edge when they seek permanent employment. This is accomplished through the Career Development Center and the Career Involvement Program. The
mission of the Career Development Center is to provide students with outstanding career counseling, information, skills, and knowledge to excel in the world of work and beyond.

Consistent with this mission, the Career Involvement Program enables Baker students to integrate on-campus academic study with off-campus work experiences that are related to educational plans and needs. The experience should be related to the student’s academic area and cannot be a work position that they previously held. Students are not allowed to participate in internships with relatives acting as supervisors. To be eligible to participate in the Career Involvement Program, a student must be at least a sophomore (30 or more credit hours earned). All internships are taken on a Pass/No Credit basis, not for a letter grade.

An internship may be taken during the summer sessions, fall or spring semesters, or Interterm. Variable credit is given during the summer or a semester, with the standard being one credit for 40 working contact hours. Students may earn up to twelve hours of internship credit during their undergraduate years at Baker. Students register for CI 260 or 360 when enrolling in an internship experience during the regular semester or summer. During Interterm sessions, students can enroll for internships through II 255 or 355. These three-credit hour internships require a minimum of 120 working contact hours. Faculty sponsors work with interns to determine the number of credits for which the student should register, the level of the internship (i.e., lower college or upper college), learning objectives, and evaluation criteria.

To complete enrollment for internships, students must complete the Career Involvement Agreement form, available in the Career Development Center, and confirm their enrollment through the Records and Registration Office. The completed and signed agreement must be turned in to the Career Development Center, and the student must meet with a career counselor for verification and approval prior to the internship. Students must document hours worked plus complete all evaluation criteria required by the faculty sponsor. Credit must be earned during the actual work experience. Past employment cannot be presented for credit.

RESERVE OFFICERS TRAINING CORPS (ROTC)

Baker University maintains reciprocal programs with the University of Kansas Army and Air Force ROTC Detachments that allow Baker students to enroll in ROTC courses taught at the University of Kansas and to receive Baker credit for them. Students incur no service obligation for enrollment in any lower-college level ROTC courses, but may continue to complete upper college courses and receive a commission as a second lieutenant in the U.S. Army or Air Force Reserve.

Military science develops those skills and qualities of leadership in college-educated men and women that provide the Armed Services and the civilian community with well-rounded leaders. The program is designed to provide broad leadership education rather than to develop military specialists. The general military science curriculum provides the student with the leadership, management, and military skills needed to qualify for a commission in any branch of the Army or Air Force Reserve. For additional information, please contact the Office of Records and Registration.
COLLEGE OF ARTS AND SCIENCES and
UNDERGRADUATE SCHOOL OF EDUCATION
ACADEMIC POLICIES and REQUIREMENTS

CATALOG POLICIES AND STUDENT RESPONSIBILITIES

It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all other rules, regulations, and deadlines published in this catalog and in the Baker University Student Handbook.

Students are expected to meet the graduation requirements of the catalog in effect when they first enroll at Baker; however, continuously enrolled students may elect to meet in their entirety the graduation requirements of any subsequent catalog published during their enrollment. In the case of readmitted students, if five years or more have elapsed since a student’s last enrollment at Baker, the student will be required to meet all graduation requirements of the catalog in effect at the time of readmission.

While academic advisors assist students in interpreting requirements and policies and making plans, final responsibility for meeting requirements and adhering to policies belongs to each student. Students may contact the Office of Records and Registration (785-594-4530 or records@bakeru.edu) at any time to seek clarification on matters of policy.

ORIENTATION PROGRAM

The University provides a carefully planned program to assist students with their transition to college life. Because the orientation experience is so important for future success in college, all freshmen and new transfer students are required to participate in Orientation.

ACADEMIC ADVISING

Each entering student is assigned to a faculty academic advisor. A student enrolling at Baker University for the first time is assigned to a summer enrollment advisor and an advisor associated with his or her First Year course section, or in the case of a transfer student, an advisor in an area in which the student has expressed some interest. Transfer students who are undecided about their majors or course of study are assigned to advisors in a manner that distributes the advising load across the faculty as evenly as possible.

Advisors meet with advisees during summer enrollment sessions, during the academic advising period that precedes each enrollment period, and at various other times during the academic year. Academic advisors provide students with assistance in academic program interpretation and planning pertaining to academic work. The advisor may also provide assistance with study habits and personal adjustment problems as well as advice regarding longer term planning post-graduation. A student may request a change of advisor by completing an advisor change form, obtaining the new advisor’s signature, and submitting the form to the Student Academic Services office.

REGISTRATION

Enrollment dates for the first and second semesters and for Interterm and Summer sessions are indicated on the official Academic Calendar for the College of Arts and Sciences (CAS) and the undergraduate programs within the School of Education (SOE). Late enrollment is possible up to the dates indicated on the Academic Calendar. All course selections must be approved by the advisor before completion of registration at the Office of Records and Registration and the Business Office.

CLASSIFICATION

Degree-seeking students are classified according to the following criteria.
Freshman: 0 through 29 credit hours earned
Sophomore: 30 through 63 credit hours earned
Junior: 64 through 97 credit hours earned
Senior: 98 or more credit hours earned

**Course Load**

The minimum full-time student load is twelve credit hours per semester. The normal course load is fifteen or sixteen credit hours. Typically, students should limit enrollment to a maximum of eighteen hours. Newly admitted freshman should not enroll in more than eighteen credit hours. Other students who choose to enroll in more than eighteen hours must pay additional tuition (as outlined in the Tuition and Fees section of the catalog; see p. 17). Students who want to enroll in 21 or more hours must have the consent of the Assistant Dean for Student Engagement and Success.

**Lower- and Upper-College Courses**

Lower-college courses are numbered 100 to 299. Upper-college courses are numbered 300 to 499. Generally, freshman-level courses are numbered 100 to 199, sophomore-level courses 200 to 299, junior-level courses 300 to 399, and senior-level courses 400 to 499. Freshmen and sophomores who have satisfied the prerequisites or equivalents and have consulted with their academic advisors may enroll in upper-college courses.

**Grading System and Practice**

Students are graded on a letter basis (A, B, C, D, F) for most courses.

A limited number of courses are offered only on a Pass/No Credit (P/NC) basis, where Pass = A, B, or C and No Credit = D or F. Students must earn a grade of “C” or higher to receive credit for P/NC classes. Grades of D or F result in No Credit. P/NC courses are restricted to CS 141, FY 050, MA 090, MA 091, Internship courses, Interterm Experiential Learning courses, and co-curricular courses. Courses that a student takes on a letter grade basis are used to compute a grade point average (G.P.A.) for that student. Courses taken on a P/NC basis are not computed in a student’s G.P.A.

Grades A, B, C, D, and F carry grade point values of 4, 3, 2, 1, and 0 respectively, and are multiplied by the number of credit hours for a given course in order to determine the quality points earned for that course. A student's G.P.A. is computed by dividing the number of quality points earned by the number of credit hours attempted on a letter grade basis at Baker. The resulting cumulative or semester G.P.A. ranges from 0 to 4.0.

Students will receive both a midterm and a final grade for all courses although only the final course grade will appear on the academic transcript. Midterm grades are provided for informational purposes so that students are aware of their performance in a given course as of the midpoint in the semester. In addition, they are used to determine if a student should be placed on Academic Caution (see description of this status on p. 39). Neither midterm grades nor the Academic Caution status are recorded on a student’s transcript (only final grades and any applicable Academic Probation or Ineligibility status designations are recorded on the transcript).

Students who withdraw from a course after the “Drop Deadline” identified for the applicable term on the Academic Calendar, but before the “Withdrawal Deadline” (also identified on the Academic Calendar), will receive a final grade of “W” for the course. “W” grades are not used in a student’s G.P.A. computation. Students cannot withdraw from courses after the “Withdrawal Deadline” listed on the Academic Calendar.

**Incomplete/Change of Grade**

A temporary grade of Incomplete (I) may also be given to a student by an instructor indicating that all required course work was not completed because of conditions that were beyond the control of the student or instructor. Students receiving such a grade must make arrangements with the instructor to
complete all course work no later than four weeks into the next regular semester (i.e., fall or spring). The University Registrar may approve deadline extensions in exceptional cases. Failure to complete this work within this time period will result in a grade of “F” for the course.

The Office of Records and Registration will not accept grade changes more than six months after the end of the term in which the grade was awarded. Change of grade requests must be based on adequate cause and be approved by the University Registrar.

**Retake Policy**

If a course is retaken, the grade that was earned for any previous attempt and any quality points earned are disregarded and no longer computed in the student’s cumulative G.P.A. (however, all previous grades continue to appear on the transcript). The grade earned in the retake attempt and any quality points earned are substituted into the student’s G.P.A. calculation even if the retake grade earned is lower than a previous attempt. Regardless of the number of times a course is retaken, its credit hours are counted only once toward the completion of degree requirements. Courses cannot be retaken on an independent study basis.

**Auditing of Courses**

Full-time students may choose to audit up to six credit hours (not counted in the minimum twelve-hour full-time course load) in a given semester. Students who audit courses are expected to meet the given course’s attendance requirements but are not obligated to complete course assignments or meet the requirements necessary for obtaining a grade. No credit hours are awarded and no grades are earned in audited courses. No additional fee is charged to full-time students for auditing a course. Part-time students are charged a reduced fee and should refer to the Tuition and Fees section of the catalog.

**Independent Study**

Independent study and tutorial courses are available in limited number to qualified students during the regular semesters and summer sessions. In order to enroll for an independent study course, a student must have demonstrated prior superior achievement (3.00 cumulative G.P.A. or better) and be identified by the instructor involved and the department chair as being a student who can complete and profit from independent study.

The topics for independent study are limited. A careful statement must be prepared by the student prior to enrollment, providing a title, general outline, purpose, and procedure for the study. Forms are available at the Office of Records and Registration. Independent study projects must be approved by the instructor, the department chair, and the University Registrar. Enrollment must be completed in the Office of Records and Registration before the semester’s enrollment deadline. Only in exceptional circumstance can catalog courses be taken on an independent study basis. Courses cannot be retaken on an independent study basis.

**College-Level Learning Credit**

Baker accepts College-Level Examination Program (CLEP) scores from the Computer-Based Testing equal to or exceeding 50 in the following areas: English, Humanities, Math, Natural Science, and Social Science.

Baker accepts the Advanced Placement Tests if students score 3 or better. The number of credit hours granted toward the 132 needed to graduate is determined on an individual basis.

Students who have successfully completed courses in the International Baccalaureate Program may receive credit at Baker for scores of 4 and above. Credit to be granted will be determined on an individual basis.

A fee is charged for granting college level learning credit from all of these sources (consult the fee schedule on p. 18).
ACADEMIC HONORS

COURSE HONORS

Students in the Honors Program or any student with 30 hours of credit and a cumulative G.P.A. of 3.50 or higher may request permission to earn course honors through an honors contract. Honors contracts require the approval of the instructor, the department chair of the discipline in which the course is taken, and the Coordinator of the Honors Program. Honors credit is designated on the transcript.

DEAN’S LIST

At the conclusion of each semester, all full-time degree-seeking students earning a semester G.P.A. of 3.50 or higher in at least twelve hours of course work taken on a letter grade basis (excluding remedial coursework) are placed on the Dean’s List for that semester. This designation is recorded on the student’s permanent transcript.

SCHOLASTIC HONORS

Degree candidates who will have completed a minimum of 60 semester hours (exclusive of P/NC hours) of full-time resident study at Baker University by the time of their graduation are considered for graduation with Scholastic Honors. The determination of Scholastic Honors is made at the beginning of the last semester prior to graduation (therefore the last semester is not included in the calculation), and is based on the cumulative grade point average earned at Baker University as follows:

- Summa Cum Laude 3.90 - 4.00 G.P.A.
- Magna Cum Laude 3.75 - 3.89 G.P.A.
- Cum Laude 3.50 - 3.74 G.P.A.

ACADEMIC STANDING

ACADEMIC DISMISSAL AND RE-ENROLLMENT

ACADEMIC CAUTION

Academic Caution is an official warning to the student that he or she may be prohibited from enrolling or graduating if his or her record does not improve.

Students who have a midterm G.P.A. of less than 2.00 for a given term will be placed on Academic Caution for the remainder of the semester. Students who earn a cumulative grade point average below 2.00 will either be placed on Academic Probation or declared Ineligible to Enroll (see details below).

ACADEMIC PROBATION

The student whose cumulative G.P.A. at the close of the fall or spring semester falls within the range specified below will be placed on Academic Probation.

<table>
<thead>
<tr>
<th>Hours Attempted*</th>
<th>G.P.A. Between</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-18</td>
<td>1.00 and 2.00</td>
</tr>
<tr>
<td>19-37</td>
<td>1.30 and 2.00</td>
</tr>
<tr>
<td>38-up</td>
<td>1.60 and 2.00</td>
</tr>
</tbody>
</table>

If a student’s cumulative Baker G.P.A. does not remove him or her from Academic Probation after one semester (i.e., at the close of the subsequent fall or spring semester), the Academic Standards and Enrollment Management Committee may: a) declare the student Ineligible to Enroll effective immediately; or b) continue the student on Academic Probation for one more semester. If a student’s

* Includes any credit hours attempted at other institutions if transferred to Baker.
cumulative G.P.A. does not remove him or her from Academic Probation after two consecutive semesters, he or she will be declared ineligible to enroll effective immediately.

**INELIGIBILITY TO ENROLL (ACADEMIC DISMISSAL)**

In addition to the conditions for declaring a student Ineligible to Enroll outlined in the previous Academic Caution and Academic Probation sections, students may be declared Ineligible to Enroll if their cumulative grade point average falls into any of the ranges specified below even if they have not been placed on Academic Caution or Academic Probation in a previous semester.

The student whose cumulative G.P.A. at the close of the fall or spring semester falls below the relevant value in the table below will be declared ineligible to enroll (effective immediately).

<table>
<thead>
<tr>
<th>Hours Attempted*</th>
<th>G.P.A. Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-18</td>
<td>1.00</td>
</tr>
<tr>
<td>19-37</td>
<td>1.30</td>
</tr>
<tr>
<td>38-up</td>
<td>1.60</td>
</tr>
</tbody>
</table>

The period of ineligibility is at least one semester (one fall or spring semester). If a student who has been declared Ineligible to Enroll believes circumstances warrant a review of his or her case, an appeal may be directed to the **Academic Standards and Enrollment Management Committee**. The appeal process entails the submission of a petition generated by the student and written in consultation with his or her academic advisor. The petition should detail reasons for believing the circumstances warrant special consideration, indicate why the circumstances will not recur, and include a specific academic plan for the upcoming academic year. Students who have served a period of academic ineligibility and wish to continue their studies at Baker must file an Application for Readmission with the Office of Records and Registration.

**OTHER ENROLLMENT AND SCHEDULING POLICIES**

1. Students may add courses to their schedules through the last day of the late enrollment period (the “Add Deadline”), indicated on the official Academic Calendar. Students may add half-semester courses up to the second day of the half. Students must make such changes through the Office of Records and Registration by filing the appropriate Change of Enrollment form. No forms are accepted without both the student’s and the academic advisor’s signatures.

2. Students may drop courses from their schedules up until the “Drop Deadline,” indicated on the Academic Calendar. Courses dropped during this period do not appear on transcripts. Courses may also be dropped up until the “Withdrawal Deadline,” also indicated on the Academic Calendar. Courses dropped during this period are posted on students’ transcripts along with a final grade of “W,” which is not included in a student’s G.P.A. computation. Courses may not be dropped after the “Withdrawal Deadline” listed on the Academic Calendar.

3. Students may be administratively dropped from a course for just cause at the initiative of the instructor or the University Registrar.

4. CAS and SOE reserve the right to limit enrollment in any given class in order to ensure an appropriate learning experience for that class. CAS and SOE also reserve the right to cancel, if deemed necessary, any class in which fewer than five students enroll.

5. Students must meet the prerequisites for any course that designates prerequisites before they can officially enroll in that course. In general, a student for whom a prerequisite has been waived may not subsequently enroll for credit in any course satisfying that prerequisite.

6. Students are expected to meet class attendance requirements, which are established by the individual instructors of each course.

7. Final examinations will not be scheduled at times other than the officially assigned final examination time.

8. Faculty and staff may not schedule any required activity on Final Examinations Preparation Day.

* Includes any credit hours attempted at other institutions if transferred to Baker.
DECLARATION OF MAJOR AREA OF CONCENTRATION

Students are required to report to the Office of Records and Registration their choice of major field of concentration no later than the end of their fourth semester or upon achieving junior status (64 hours earned), whichever occurs earlier. At this time, students are also expected to have on file an approved degree plan. Students who do not have a major declared by this time will have a hold placed on their enrollment and will not be allowed to register for classes until the major declaration process has been completed.

CANDIDACY FOR GRADUATION

To become a Candidate for Graduation, a student must schedule an appointment through the Office of Records and Registration in order to complete a Degree Audit, which includes filing an Intent to Graduate form. The audit appointment must occur in the academic year prior to the student’s anticipated degree completion date. Students planning a spring or summer graduation must complete the degree audit no later than March 15th in the academic year prior to graduation. Students planning a winter graduation must complete the degree audit no later that October 15th of the academic year prior to graduation. All requirements for graduation, including any necessary petitions or other documentation, must be received by the Office of Records and Registration no later than May 1st for spring and summer graduates and December 1st for winter graduates.

GENERAL GRADUATION REQUIREMENTS

The College of Arts and Sciences (CAS) and the undergraduate programs within the School of Education (SOE) offer curricula leading to the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Music Education (B.M.E.). Listed below are the graduation requirements for all degrees as well as those that are associated with each specific degree.

CREDIT HOURS AND G.P.A.

A minimum of 132 credit hours in courses numbered 100 and above is required for graduation with a minimum G.P.A. of 2.00 for all credit hours completed at Baker University that apply toward a degree. At least 39 credit hours must be taken in upper-college courses (numbered 300 and above). No more than 50 credit hours in a single discipline may be applied toward the total hours required for graduation.

ADDITIONAL DEGREES

Students seeking a second bachelor’s degree from the CAS or SOE must: (a) have a minimum of 31 credit hours not counted toward the first degree awarded, (b) have 27 of these credit hours in upper-college courses, (c) meet all specific requirements for the degree, and (d) all requirements for the second major field.

MAJOR AREA OF CONCENTRATION

Each student must successfully complete a major area of concentration with a minimum G.P.A. of 2.00 in all courses taken at Baker University counted for the major. A student may choose either of the two following types of majors.

DEPARTMENTAL MAJOR

Students are required to earn a minimum of 24 credit hours of course work in one discipline, of which at least fifteen hours are comprised of upper-college courses (numbered 300 or higher). The exact credit hour totals vary from department to department and are outlined in the departmental sections of the catalog. In addition, up to 24 hours of supporting course work in other disciplines may be required by a given department in order to complete a major.
INTERDISCIPLINARY MAJOR

The interdisciplinary major allows students to design a program of study outside the specific undergraduate majors offered by CAS or SOE. Students must earn a minimum of 36 credit hours in two or more disciplines, fifteen of which must be upper-college. A minimum of eighteen credit hours must be earned in the primary discipline, nine of which must be upper-college. Eighteen credit hours must be earned in the remaining disciplines, six of which must be upper-college. The primary discipline determines the degree and degree requirements. Upon attaining junior status, students who decide to propose an interdisciplinary major must work out a specific degree plan with a faculty supervisor and obtain approval from the chairs of the departments involved and the Assistant Dean for Student Engagement and Success.

MINOR AREA OF CONCENTRATION

Students majoring in disciplines that require fewer than twelve credit hours of supporting course work must complete a minor area of concentration. Students wishing to minor in a given discipline must meet the minor requirements outlined by that department in the departmental section of the catalog. Some departments do not allow a minor area of concentration. For departments in which minors are not prohibited but specific courses required for a minor are not designated, a minimum of twelve credit hours from that department, three of which must be numbered 300 or above, are required for a minor. Students meeting the requirements for a second major area of concentration are considered to have fulfilled any requirements for a minor. Additional minors are optional.

CO-CURRICULAR COURSES

Although none are required for a degree, a maximum of eight credit hours of co-curricular activity course work may be counted toward the degree requirement of 132 credit hours. Co-curricular courses include theatre production courses, mass media workshops (except MC 241 and 245), varsity athletics, and physical education activity courses taken after the required two hours. A maximum of four co-curricular credit hours may be earned for participation in a single varsity sport. All co-curricular course work is evaluated on a P/NC credit basis.

ACADEMIC RESIDENCY

In order to obtain an undergraduate degree from the CAS or SOE, the following criteria must be met:

- A minimum of 31 credit hours of course work must be completed in residence at either CAS or SOE,
- At least 27 of the total credit hours completed at either CAS or SOE must be at the upper-college level (numbered 300 or higher), and
- The final 31 hours of course work applied toward the degree must be completed in residence at either CAS or SOE. * Up to four credit hours of transfer work may be applied toward meeting the residency requirement without making special appeal. These transfer hours require prior approval by Records and Registration staff. Upper-level course work applied toward major requirements requires approval by the major department.

Any student who wishes to be granted an exception to this policy must petition the Academic Standards and Enrollment Management Committee. Petition forms can be obtained from the Office of Records and Registration. The petition must include an explanation for the need to take a course out of residence, the desired course and academic institution, a transfer evaluation of the selected course from the Office of Records and Registration, and the academic advisor’s signature.

* Students enrolled in an approved study abroad experience during their last 31 hours will be exempted from this component of the residency requirement.
The CAS provides a Professional Exception to the residency requirement for Baker students who pursue professional programs at other institutions. Students interested in any of Baker’s pre-professional programs can earn a B.S. degree from Baker by completing the specified certification program of at least one year’s duration in medicine, nursing, veterinary medicine, medical technology, occupational therapy, pharmacy, inhalation therapy, radiology, forestry, or engineering at another accredited institution. Professional Exception students must generally complete 93 credit hours prior to the professional program, including at least 31 hours in residence at Baker, 27 upper-college hours at Baker, and nineteen credit hours in the major of which eleven must be upper-college. A student planning to enter a pre-professional program should work closely with the program supervisor in developing a degree plan, report his or her major to the Office of Records and Registration, and file an approved degree plan by the end of the fourth semester. Information about specific pre-professional programs can be found in the Special Educational Programs section of this catalog.

THE FIRST YEAR EXPERIENCE PROGRAM

PROGRAM OBJECTIVES
At Baker University, we believe that it is important to provide both academic challenge and student support during the first semester of study. We strive to promote success in the college environment as well as academic engagement in the classroom. Given these beliefs and priorities, the first year experience program has been designed to:

1. provide an atmosphere of intellectual challenge and exploration.
2. set an academic tone during the first semester and to communicate high expectations.
3. support students in their transition to university life during their first semester.
4. create a readily accessible avenue for support and advising.
5. provide opportunities for connections and engagement with other students.
6. provide opportunities for involvement with faculty and staff.

FIRST YEAR COURSE OBJECTIVES
A central feature of the first year experience is our First Year course that is required of all first year students. Each section of the course focuses on an academic seminar topic as well as facilitating the development of academic and personal skills. At the conclusion of this course, students will be able to:

1. understand the rigor and importance of academics at Baker.
2. apply various course concepts to the world around them.
3. reflect upon and evaluate the course topics.
4. express the course concepts orally and in writing.
5. understand the advising process and academic requirements.
6. identify the functions of various university offices and departments.
7. recognize enhanced connections with students and faculty.

THE TRANSFER YEAR EXPERIENCE PROGRAM
The Transfer Year Experience Program focuses on easing the transition to a new collegiate environment. Content and activities designed to promote acclimation to the campus and to facilitate academic skills are incorporated into this program. The Transfer Year Experience course is recommended for all transfer students and is required of all conditionally admitted transfer students.

SPECIFIC DEGREE REQUIREMENTS
BACHELOR OF ARTS
Proficiency in a world language must be demonstrated in order to fulfill the requirements for the Bachelor of Arts degree. This may be accomplished by completing world language courses through the fourth (204) level or beyond. The precise number of courses completed will vary from student to student.
dependent upon initial world language placement. Courses in Latin, ancient Greek, or American Sign Language may not be used toward the fulfillment of this requirement.

International students who are not U.S. citizens, whose native language and language of instruction in another country was not English, and who have subsequently studied English formally in an academic setting, may have the world language requirement for the B.A. degree waived upon successful completion of all other degree requirements. Documentation should be submitted to the Assistant Dean for Student Engagement and Success accompanied by an official transcript verifying formal English instruction.

Students may earn a Bachelor of Arts degree with the following major areas of concentration:

- Art:
  - Art Education
  - Art History
  - Studio Art
- Biology
- Chemistry
- Communication
- Economics
- Elementary Education
- English
- French
- German
- Health/Physical Education
- History
- International Business
- International Studies
- Mathematics
- Middle Level English Education
- Middle Level Mathematics
- Middle Level Science Education
- Music
- Philosophy
- Philosophy/Religion
- Physics
- Psychology
- Religion
- Secondary Education
- Sociology
- Spanish
- Sports Administration
- Theatre
- Accounting
- Biology
- Business
- Chemistry
- Communication
- Computer Science
- Economics
- Elementary Education
- Exercise Science
- Health/Physical Education
- International Business
- International Studies
- Mass Media
- Mathematics
- Middle Level Mathematics
- Middle Level Science
- Nursing
- Nursing (see School of Nursing)
- Physics
- Psychology
- Secondary Education
- Sociology
- Sports Administration
- Theatre

**BACHELOR OF SCIENCE**

Students may meet the specific requirements for the Bachelor of Science degree by successfully completing any one of the following courses and its prerequisites:

1. MA 153 Calculus for the Social Sciences
2. MA 171 Calculus and Analytical Geometry I
3. MA 262 Mathematics for Elementary and Middle School Teachers II (elementary education majors only)
4. MA 321 Statistics II
5. BS/MA 330 Quantitative Analysis for Business and Economics II

Statistics courses without a laboratory component taken at other institutions can not be transferred to Baker to meet the B.S. math requirement.

Students may earn a Bachelor of Science degree with the following major areas of concentration. Students within the engineering and forestry programs may choose one or more of the majors below (common choices include mathematics, physics and biology). See p. 35 for more details regarding these and other pre-professional programs.

- Accounting
- Biology
- Business
- Chemistry
- Communication
- Computer Science
- Economics
- Elementary Education
- Exercise Science
- Health/Physical Education
- International Business
- International Studies
- Mass Media
- Mathematics
- Middle Level Mathematics
- Middle Level Science
- Nursing
- Physics
- Psychology
- Secondary Education
- Sociology
- Sports Administration
- Theatre

**BACHELOR OF MUSIC EDUCATION**

No additional courses are required for the Bachelor of Music Education degree beyond those that are outlined in the General Education and Music Department sections of the catalog.
INTERTERM PROGRAM AND REQUIREMENTS

All freshmen must register for Interterm. Students who are admitted to Baker as first-time degree-seeking students must successfully complete three Interterm courses (nine credit hours) to graduate. Students who are admitted as transfer students and begin their studies at Baker with freshman status must also successfully complete three Interterm courses (nine credit hours) to fulfill their graduation requirements. Students admitted as transfer students with sophomore status must successfully complete two Interterm courses (six credit hours), and students admitted as transfer students with either junior or senior status must successfully complete one Interterm course (three credit hours) to fulfill their graduation requirements. Note that no student will be allowed to graduate without successfully completing at least one Interterm course. If the fulfillment of this Interterm requirement, as outlined above, requires a student to enroll in an Interterm course as their last course completed at Baker (e.g., the Interterm course will be completed during the January term and the student will not be returning to Baker for the subsequent spring term), the student will be expected to successfully complete this Interterm course in order to fulfill his/her graduation requirements.

The Interterm offers focused, innovative educational opportunities to Baker students. During this special academic term, students enroll in only one course, and faculty members teach only one course because the rigor expected in an Interterm course should be similar to that of a regular semester while carried out in a condensed period of time.

Students have the opportunity to enroll in a course involving extensive travel or an internship as well as more traditionally-designed courses. On an exceptional basis, regular catalog courses may be offered, but will not apply to the three required Interterm courses.

The standard Interterm grading format is P/NC (see definition on p. 39 of this catalog). Interterm courses graded A through F will be offered on an exceptional basis.

SUMMER SCHOOL

Committed to the best in liberal arts education, Baker University Summer School offers small classes and an outstanding faculty. The summer program is a continuation of the undergraduate education offered during the rest of the academic year at Baker University.

Summer School is divided into two five-week sessions. Online courses are also available, administered over the entire ten-week period. Classes meet daily during summer sessions. Many of the courses offered during the regular semesters are also offered during summer school and are taught by full-time Baker faculty members. A student may enroll in up to seven credit hours in each of the five-week sessions and six credit hours in the ten-week session (online courses). Students may not enroll in more than fourteen credit hours across all summer sessions.

Information regarding on-campus housing options during the summer can be obtained from the Office of Student Development.

Important summer school dates for a given year can be found in the official CAS/SOE Academic Calendar. A complete listing of summer courses is published each spring in a special bulletin that can be obtained from the Office of Records and Registration.
COLLEGE OF ARTS AND SCIENCES and
UNDERGRADUATE SCHOOL OF EDUCATION
GENERAL EDUCATION PROGRAM

The foundation of all liberal arts and sciences degree programs is General Education. What intellectual skills and bodies of knowledge are the necessary ingredients of a good liberal arts and sciences college degree? What should all students graduating from the College of Arts and Sciences (CAS) and the undergraduate programs within the School of Education (SOE) know, and what should they be able to do in applying their knowledge to interpret the world around them? What courses from what fields of study would ensure that all students are liberally educated in the arts and sciences?

These are the issues addressed through the CAS/SOE General Education Program. After extensive study and discussion, the Faculty approved the current General Education Program for all students entering in the fall of 1994 and thereafter. This program provides wise structural guidance for all students in selecting courses so that their knowledge and skills will meet both the CAS and SOE Educational Goals and their individual educational goals. The General Education Program provides both freedom and form for each student’s education. It allows students a good deal of freedom to select the particular courses that best meet their individual educational needs. However, it requires students to select a pattern of courses that will ensure that they are well educated in the basic disciplines of the arts and sciences and develop the fundamental intellectual skills necessary both to use their knowledge effectively and to acquire new knowledge.

To accomplish these educational goals for all students, the CAS/SOE General Education Program contains four categories of course requirements. A brief explanation of each requirement is given preceding the course listings. Students are urged to study these statements in order to understand the aims of the General Education Program. This understanding should then guide their course selections.

Students may apply newly developed and approved general education courses toward their general education requirements without changing their catalog year. Therefore, if a student enrolls in a course that is designated as a general education course in the timetable of courses for the semester of enrollment, the course will apply toward his or her general education requirements.

When existing courses are newly designated as general education, students may petition the Academic Standards and Enrollment Management Committee to request permission to apply a previously completed course toward the general education requirements. The decision in these cases will be guided by the level of departmental support and the amount of change in the course between the time it was completed by the student and the time that the course was approved as a general education offering.

When existing courses are removed from the list of designated general education courses, students will obtain general education credit for these courses only if they completed the course during a term when it was still designated as a component of the CAS/SOE General Education Program.

I. THE LIBERAL ARTS CORE (6-9 hours)

The Liberal Arts Core courses engage students in common learning experiences so that students develop skills enabling them to explore and understand the interconnectedness of knowledge. As fundamental courses in the General Education Program, LA 101, 102 and 301, and LS 111 and 112 use primary texts, drawn from a variety of disciplines, which provide the basis of instruction in the skills of analytical reading, critical thinking, and expository composition. As a capstone seminar, LA 401 requires senior students to confront public policy issues created or influenced by scientific and technological developments and to engage in extensive research. Students research, present, and defend a reasoned policy position with specific attention to the ethical implications of the thesis. All courses listed provide three semester hours of credit.

LA 101 Critical Thinking and Effective Writing OR LS 111 Liberal Studies Seminar I
LA 102 Ideas and Exposition OR LS 112 Liberal Studies Seminar II
LA 301 Reasoning and Writing (transfer students only)
LA 401 Science, Technology & Human Values
II. EDUCATIONAL PERSPECTIVES (39 hours)

A. FAITH AND VALUES PERSPECTIVES (3 hours)

Because spiritual concerns and ethical values are fundamental to the meaning of human life and community, it is important for students to study major religious and ethical traditions. To this end, courses in this perspective provide opportunities for students to comprehend and appreciate the central beliefs, practices, and texts of the Jewish and Christian communities or the ethical theories and issues which have developed over the centuries within the Western world. These courses will instruct students in the methods of inquiry that are appropriate to these areas and provide occasions for utilizing these methods. All courses listed provide three semester hours of credit.

- HI/RE 328 Christian History
- PH 120 Ethics
- PH/RE 239 Philosophy of Religion
- RE 110 The Torah/Introduction to the Old Testament
- RE 120 Introduction to the New Testament
- RE 310 Christian Thought
- RE 320 Christian Ethics
- RE 345 Judaism, Christianity, and Islam

B. HISTORICAL PERSPECTIVES (6 hours – 3 hours from History and Society, and 3 hours from either History and Society or History of Thought)

Through a study of significant ideas, institutions, and social practices of the past; the interrelationships among them; and the contexts in which they occurred, students are expected to come to a deeper knowledge of themselves and of the contemporary world to which they belong. They can use this knowledge to draw analogies between the past and the present and to decide among alternative courses of action. Courses in this perspective will consider extended periods of time and strive to explain as well as describe important changes that occurred during these periods.

1. HISTORY AND SOCIETY

Courses in this category develop the students' understanding of changes in technologies, social structures, and ideological commitments through extended periods of time. In these courses, students will examine the interrelationships among individuals and groups, the natural and social environments of these individuals and groups, and the traditions they have inherited. All courses listed provide three semester hours of credit.

- AH 250 Women's Art History
- FR 340 French Civilization and Culture
- GN 340 German Civilization and Culture
- HI 127 History of the United States to 1877
- HI 128 History of the United States Since 1877
- HI 140 World Civilizations I
- HI 141 World Civilizations II
- HI 142 World Civilizations III
- HI 143 World Civilizations IV
- HI 333 American Social and Intellectual History
- HI 334 American Economic History
- HI/PS 335 American Gender and Minority Issues
- SP 343 Civilization and Culture of Spain
- SP 344 Civilization and Culture of Latin America

2. HISTORY OF THOUGHT

Courses in this category develop the students' understanding of ideas and theories emerging through extended periods of time. In these courses students will compare various ideas and theories developed by the intellectual classes, and analyze both the methods of thought they employed and the conclusions they reached. All courses listed provide three semester hours of credit.

- AH 111 Survey of Art History
- PH 115 Intro. to Philosophy: A Historical Approach
- PH/PS 201 History of Political Thought I
- PH/PS 202 History of Political Thought II
- PH 228 History of Ancient and Medieval Philosophy
- PH 320 History and Philosophy of Science
- PH 322 History of Modern Philosophy

C. NON-WESTERN PERSPECTIVES (3 hours)

Understanding of the world beyond Western perspectives is important for all educated persons in the contemporary world. To overcome tendencies toward provincialism, and to understand the world around us better, each course in this perspective focuses upon a particular aspect of one or more of the societies which are parts of the non-Western world. These courses may deal with moral, aesthetic, or spiritual
values; or with world-views, institutions, or life-styles; or with processes of social change. Through their study in this perspective, students will come to appreciate some of the values of another culture or to understand some facets of another society. All courses listed provide three semester hours of credit.

AH 210 Asian Art History
CO 420 Communicating the Feminine in Ancient World Religions
EN 315 Postcolonial Literature
HI 351 African Civilizations to 1870
HI 405 The Dynasties of Ancient Egypt
IN 101 Introduction to International Studies

D. AESTHETIC PERSPECTIVES (12 HOURS)

Since aesthetic experience is a vital component of our individual and shared humanity, students’ clear understanding and enhanced appreciation of this experience is an indispensable element of liberal education. Courses in this perspective introduce students to ways in which humans shape experience through words, sounds, images, forms, and movements and by which these same modes of expression structure experience. For both creator and informed audience, artistic works simultaneously engage the senses, emotions, intellect, and imagination. Through study in this perspective, students, as critics, encounter significant historical and contemporary artistic creations and learn to understand and make judgments using clearly defined criteria. As creators, students become aware of both the possibilities and limits of art through the process of producing or performing aesthetic works. All courses listed provide three semester hours of credit, unless otherwise noted.

1. FINE ARTS AND LITERATURE (9 HOURS – WITH AT LEAST 3 HOURS FROM “A” AND 3 HOURS FROM “B”)

A. ART, MUSIC, THEATRE

AE 110 Visual Language
MM 110 The Cinematic Language
MU 109 Jazz History in America
MU 120 Understanding Music
MU 331 History of Western Music I
MU 332 History of Western Music II
TH 111 The Theatre Experience
TH 155 Introduction to Theatrical Design
TH 310 American Theatre History
TH 320 Theatre History I
TH 330 Theatre History II
TH 340 Contemporary Theatre

B. LITERATURE

EN 120 Introduction to Literature
EN 122 Introduction to Fiction
EN 124 Introduction to Poetry
EN 126 Introduction to Dramatic Literature
EN 210 American Literature, Colonial Period to 1890
EN 212 American Literature since 1890
EN 220 European Literature through the Renaissance
EN 222 European Literature since the Renaissance
FR 360 Introduction to French Literature
GN 360 Introduction to German Literature
SP 360 Introduction to Hispanic Literature

2. CREATIVE ACTIVITIES (3 HOURS – THEATRE, MUSIC, ART, CREATIVE WRITING)

AS 120 Drawing I
AS 121 Painting I
AS 122 Printmaking I
AS 130 Ceramics I
AS 132 Sculpture I
AS/MM 170 Digital Photography I
CO/TH 120 Performance of Literature
CO 230 Communication Workshop (1 hr.)
EN 130 Introduction to Creative Writing
EN 232 Poetry Writing
EN 234 Fiction Writing
MU 125 Class Voice (1 hr.)
MU 126 Class Guitar (1 hr.)
MU 127 Class Piano (1 hr.)
MU 207 Applied Lessons: Beginning Collegiate Voice (1 hr.)
MU 211-218 Applied Lessons (1-2 hrs.)
MU 222 Chamber Orchestra (1 hr.)
MU 232 Symphonic Band (1 hr.)
MU 233 Jazz Ensemble (1 hr.)
MU 234 University Singers (1 hr.)
MU 235 Concert Choir (1 hr.)
MU 236 Chamber Singers (1 hr.)
MU 237 Music Theatre Workshop (1 hr.)
TH 123/423 Stage Performance (1 hr.)
TH 130 Acting I
TH 240 Improvisation/Mask
E. SCIENTIFIC PERSPECTIVES (15 HOURS)

The development of the sciences has been a major achievement of civilization and a principal source of knowledge of the natural and social worlds. An educated citizen (1) understands the nature of the sciences, their methods, tools, reliability, and limitations, and (2) understands the impact of science and technology on the individual, the environment, and society. From courses in this perspective, drawing on the natural, behavioral, and social sciences, students will learn to understand and appreciate the methods, applications, and limits of each.

1. NATURAL SCIENCES (6 HOURS)

This requirement may be fulfilled by completing six hours—two or more courses from at least two of the following disciplines: biology, chemistry, environmental science, and physics. All courses listed provide three semester hours of credit, unless otherwise noted.

- BI 120 Human Ecology
- BI 132 Intro to Molecular & Cellular Biology (4 hrs.)
- BI 133 Intro to Ecological & Organismal Biology (4 hrs.)
- BI 280 Cell Biology (4 hrs.)
- CH 120 Basic Chemistry
- CH 137 General Chemistry I (4 hrs.)
- CH 138 General Chemistry II
- GE 210 General Geology
- PC 125 Introductory Physics I (4 hrs.)
- PC 126 Introductory Physics II (4 hrs.)
- PC 140 Astronomy
- PC 141 The Solar System
- PC 225 General Physics I (4 hrs.)
- PC 226 General Physics II (4 hrs.)

2. SOCIAL SCIENCES (9 HOURS)

This requirement may be fulfilled by completing nine hours—three or more courses from the following disciplines: communication, economics, education, mass media, political science, psychology, sociology, and social science. No more than six hours of credit can be earned within a single discipline. All courses listed provide three semester hours of credit, unless otherwise noted.

- CO 257 Pathways to Dispute Resolution
- EC 111 Economic Analysis of Social Issues
- EC 151 Applied Game Theory
- EC 242 Principles of Economics: Micro
- EC 243 Principles of Economics: Macro
- ED 100 Teaching as a Career (1 hr.)
- ED 243 Introduction to Education (2 hrs.)
- MM 140 Mass Media in Society
- PS 115 Introduction to American Politics
- PS 210 American State and Local Government
- PS/SO 274 Methods of Social Research
- PY 111 General Psychology
- PY 123 Human Adjustment
- PY 243 Human Development
- SO 115 Principles of Sociology
- SS 111 Introduction to Social Scientific Inquiry

III. FITNESS AND WELL-BEING (2 HOURS)

Physical fitness is integral to long-term human well-being. These courses help students understand the fundamental principles of physical well-being and to develop skills that contribute to individual wellness. The one-hour Varsity Sports courses may not be used to satisfy this requirement. All courses listed provide one semester hour of credit, unless otherwise noted.

- HP 141 Flag Football
- HP 145 Tennis
- HP 146 Recreational Soccer
- HP 148 Weight Lifting
- HP 150 Leisure Activity
- HP 151 Basketball
- HP 152 Volleyball
- HP 154 Golf
- HP 155 Racquetball
- HP 156 Badminton
- HP 157 Swing and Line Dance
- HP 158 Softball/Kickball
- HP 162 Adapted Activities
- HP 166 Wrestling
- HP 167 Cross Training
- HP 184 Lifetime of Fitness (3 hrs.)
- HP 245 Human Nutrition (3 hrs.)

IV. PROFICIENCIES (6-12 HOURS)

Three fundamental skills must be developed in order both to acquire and to utilize knowledge from all fields of collegiate study. All liberally educated persons must be able to demonstrate their competence in written communication, oral communication, and quantitative skills. The CAS/SOE General
Education Program and other courses are based on stated minimal proficiencies in these areas. These skills and abilities will be enhanced throughout each student’s program of study, but all students must demonstrate the required proficiency in each area when they enter the CAS or SOE or soon thereafter through satisfactory completion of either the designated tests or specified courses.

A. WRITTEN COMMUNICATION (0-3 Hours)

All students must demonstrate writing proficiency through one of the following:

1. Score at or above the 50th percentile on the English section of the ACT (or SAT equivalent).
2. Pass EN 100 Foundations of Composition.
3. Pass a minimum of three semester hours in English composition at the college level with a grade of “C” or higher.

Entering students who do not meet one of these methods for demonstrating proficiency must immediately enroll in EN 100 and remain enrolled until a passing grade has been earned. The following procedures will be used to implement the Written Communication Proficiency Requirement.

1. All entering students (freshman and transfer) who submit authorized ACT or SAT Examination scores will be pre-enrolled for English on the basis of their score on the English Section of the latest ACT or SAT score submitted:
   a. All entering students with scores below 20 on the English section of the ACT (or its SAT equivalent of 510) will be pre-enrolled in EN 100 and in LA 101 or 301 as appropriate.
   b. All entering students with scores of 20 and above on the English section of the ACT (or its SAT equivalent of 510) are not required to take EN 100 and will be pre-enrolled in LA 101 or 301 as appropriate.
2. All entering students (freshmen and transfer) who do not submit ACT or SAT Examination scores or evidence of a grade of “C” or higher in a college-level English composition course will be pre-enrolled for EN 100 and LA 101 or 301 as appropriate.
3. Any entering transfer student who has an ACT English section score below 20 (or its SAT equivalent of 510) but has completed three or more hours of English composition at the college level with a grade of “C” or higher will be pre-enrolled in LA 101 or 301 as appropriate.

B. SUPPLEMENTAL WRITING COURSE REQUIREMENT

Students who are admitted to Baker as first-time degree-seeking students must successfully complete at least three Supplemental Writing courses to graduate. Students who are admitted as transfer students and begin their studies at Baker with either freshman or sophomore status must also successfully complete at least three Supplemental Writing courses to fulfill their graduation requirements. Students admitted as transfer students with junior status must successfully complete at least two Supplemental Writing courses, and students admitted as transfer students with senior status must successfully complete at least one Supplemental Writing course to fulfill thei r graduation requirements. Note that no student will be allowed to graduate without successfully completing at least one Supplemental Writing course. (Please keep in mind that the Liberal Arts Core courses are a separate requirement and that these courses do not count toward the Supplemental Writing Course requirement.)

The following procedures will be used to implement the Supplemental Writing Course Requirement.

1. Supplemental Writing Courses require that students write expository prose in essays or papers which focus on analysis or evaluation, instructors provide focused feedback on multiple occasions to aid student writing development, and instructors comply with the assessment processes for evaluating student outcomes in writing.
2. Primary elements to be evaluated in the assessment process include the following six items:
   a. The quality and clarity of the introduction to the paper or essay
   b. The clarity and appropriateness of the thesis
   c. The strength and clarity of support for the position taken in the paper or essay
   d. When appropriate, objections and rebuttals to the position taken in the paper or essay; or consideration of various alternative perspectives and viewpoints
e. The coherence, continuity, and the organization of the paper
f. The clarity, correctness, and effectiveness of sentence structure, grammar, word choice, and syntax

Courses approved to fulfill the supplemental writing course requirement will be designated in each semester’s Course Timetable. Many courses from a variety of fields are offered each term. By selecting appropriate courses, students should be able to both improve their writing skills and further their other educational goals. The list of approved writing courses is subject to change each semester with the approval of new writing courses and deletion of previous writing courses determined at the department level. Therefore, each term’s Timetable of Course Offerings is the official document that outlines approved writing courses.

C. MATHEMATICS (3-6 HOURS)

The ability to analyze and utilize numerical and algebraic information is requisite to the acquisition and communication of a wide range of knowledge. Fundamental proficiency in these skills is assumed in the CAS and SOE courses, which are designed to lead students to higher levels of competence in the use of quantitative skills and methods.

All students must demonstrate this proficiency by completing both of the following two requirements:

1. Score at or above the 50th percentile on the ACT Math Section or earn a grade of “C” or higher in MA 090 Intermediate Algebra. Please note that Math 090 Intermediate Algebra counts toward the determination of full-time student status, but does not count toward the minimum hours needed for graduation under this catalog.

2. Earn credit in one of the following courses:
   - MA 142 The Language of Mathematics
   - MA 145 College Algebra
   - MA 221 Statistics I
   - BS/MA 230 Quantitative Analysis for Business and Economics I
   - Or any Mathematics course more advanced than the four courses listed above

Any student who has not demonstrated mathematics proficiency by the beginning of the second semester of the sophomore year must be registered in the appropriate mathematics courses until the requirement is completed.

D. ORAL COMMUNICATION (0-3 HOURS)

The ability to speak effectively is basic and essential to participation in genuine dialogue as a habit of intellectual life and as means of promoting independent thinking and free inquiry. All liberally educated persons must be able to demonstrate basic competence in oral communication. Oral Communication is an important focus of the Liberal Studies Seminars (LS 111 and 112). Students who have not earned credit for LS 111 and 112 are required to either earn credit for CO 115 Oral Communication at Baker or take an approved equivalent course at another college or university.

GENERAL EDUCATION PROGRAM TOTALS

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Core:</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>Education Perspectives:</td>
<td>39 hrs.</td>
</tr>
<tr>
<td>Fitness and Well Being:</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Proficiencies:</td>
<td>3-12 hrs.</td>
</tr>
<tr>
<td>Total:</td>
<td>53-62 hrs.</td>
</tr>
</tbody>
</table>

General education courses will be offered only during the Fall, Spring, and Summer terms unless they are specifically approved to be offered during the Interterm only.
COLLEGE OF ARTS AND SCIENCES and
UNDERGRADUATE SCHOOL OF EDUCATION
ACADEMIC DEPARTMENTS and PROGRAMS

ACCOUNTING

SEE BUSINESS AND ECONOMICS

ART

INGE GYRITE BALCH, Professor
JENNIFER JARNOT, Instructor
BRETT KNAPPE, Assistant Professor

STATEMENT OF DEPARTMENT MISSION

In keeping with the liberal arts tradition of Baker University, the Art Department is committed to helping students acquire a sound, comprehensive education. Because the visual arts are among the oldest, most universal, and most fundamental expressions of human culture, the department affirms the idea that art is an essential part of the experience of individuals educated in the humanist tradition. At the same time, the department recognizes its dual role within the University; the department offers all students an opportunity to acquire knowledge of the history, principles, methods, and techniques necessary for a thorough understanding of the visual arts, it is also committed to providing an intense, personalized program for those who wish to make art their primary area of study. The study of art is interdisciplinary, synthetic, and multi-cultural by its very nature. The practice of art, using the creative process, presents the student with a contingent series of problems that call for unique solutions arrived at through a critical process that involves fluency, flexibility, originality, abstract thinking, and an ability to elaborate.

PROGRAM OBJECTIVES

1. The student will distinguish the use of visual elements, such as form, shape, line, color, texture, in both two- and three-dimensional art forms.
2. The student will identify a variety of content issues, such as narration, expression, subject matter and naturalistic appearance.
3. The student will learn to identify a series of two- and three-dimensional art forms, such as architecture, textiles, painting and sculpture.
4. The student will analyze an unfamiliar work of art, recognizing the visual elements and design principles employed in it.
5. The student will determine the material form of artwork, recognizing its inherent properties and explaining aspects by which the artist executed the work.
6. The student will evaluate a work of art based on a valid set of criteria, such as formalism, social art history, patronage and iconography.
7. The student will identify artistic characteristics of various historical periods.
8. The student will compare and contrast various modes and sources of artistic production and consumption.
9. The student will have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
10. The student will become self-reliant as s/he pursues a course of study relating to their intellectual development as expressed through their art-related pursuits through:
   a. an explanation of a single work of art through a variety of critical methodologies.
   b. demonstrating the understanding of excellent craftsmanship.
   c. learning and utilizing terminology as applied to fine art during class and critiques.
Students who wish to complete a major in the Art Department may select from three programs: studio art, art history, and art education. The art education major is available for students seeking the rigorous design of a teacher education licensure program. Art history is provided for students who want to study significant issues expressed by civilizations through the examination of ideas, symbols, forms, and references embedded in the visual arts of those cultures. The studio art major provides students with the level of necessary skills for them to communicate their ideas in visual form through the various media employed by professional artists.

Students majoring in any of the programs in the Art Department earn the Bachelor of Arts degree.

**MAJOR CORE REQUIREMENTS**

Common to each of the three majors are the following core courses:

- AE 110 Visual Language
- AH 111 Survey of Art History
- AH 495 Writing About Art

Additional requirements for each major are described in the paragraphs that follow.

**MAJOR IN ART EDUCATION**

The major in art education is designed to produce K-12 licensure and is coordinated with the Department of Education. Specific professional requirements are found in the *Teacher Education Policy and Programs Handbook*, published annually by the Department of Education (available online), which serves as the official document concerning professional education requirements. Participation in the licensure program requires application and approval. The student is advised to work closely with both departments while working out the comprehensive program of study. From the offerings of the Department of Art, 45 semester hours are required. In addition to the nine semester hours of core courses listed above, the following courses are required:

- AE 380 Art in the Elementary Classroom
- AE 480 Secondary Art Education
- AS 120 Drawing I
- AS 121 Painting I
- AS 122 Printmaking I
- AS 130 Ceramics I
- AS 132 Sculpture I
- AS 170 Digital Photography I
- AS 230 Jewelry and Metalsmithing
- AS 240 Weaving and Fiber Art
- AH 347 Art of the 20th Century and Beyond (1920-present)
- AE 496 Portfolio and Exhibition
- Three additional semester hours in art history

**AVAILABILITY OF A MINOR**

The program in art education does not offer a minor.

**MAJOR IN ART HISTORY**

The major in art history is designed to provide a perspective in which visual art is seen as part of a broad cultural context. The specific courses included in this program, designated from the Department of Art, are complemented by study in related Arts and Humanities departments. Thirty-nine semester hours of coursework are required for completion of this major. In addition to the nine semester hours of core courses, the following additional courses are required, including the supporting coursework listed below:

- AH 498 Art History Senior Thesis
- Six additional semester hours of art history
- At least three of the following courses (nine semester hours):
  - AH 341 Prehistoric to Medieval Art
  - AH 342 Renaissance/Rococo Art History
  - AH 345 The Birth of Modern Art (1789-1920)
  - AH 347 Art of the 20th Century and Beyond (1920-present)
SUPPORTING COURSEWORK
As supporting coursework, the Art History major requires the completion of twelve semester hours, which should include one course from each of the following four lists of courses:

*Studio Art, group 1*: AS 120 Drawing I, AS 121 Painting I, AS 122 Printmaking I
*Studio Art, group 2*: AS 130 Ceramics I, AS 132 Sculpture I, AS 170 Digital Photography I
*History*: HI 128 History of the U.S. since 1877, HI 141, 142, 143 World Civilizations II-IV
*Art/Music/Theatre*: EN 122 Introduction to Fiction, EN 124 Introduction to Poetry, MU 120 Understanding Music, TH 111 The Theatre Experience

A minor in art is not available to art history majors.

MINOR IN ART HISTORY
The minor in art history requires the completion of AH 111 Survey of Art History, AH 495 Writing About Art, and six additional semester hours in art history courses, three of which must be upper-college.

MAJOR IN STUDIO ART
The studio art major is a professional study and anticipates a student preparing for advanced degree work or additional training. This program is designed to address skill development and portfolio building. Forty-six semester hours are required to complete this course of study. In addition to the nine semester hours of core courses, the following courses are required:

- AS 120 Drawing I
- AS 130 Ceramics I
- AS 496 Portfolio and Exhibition

Two of the following studio art courses:

- AS 121 Painting I
- AS 122 Printmaking I
- AS 132 Sculpture I
- AS 170 Digital Photography I

Eighteen additional semester hours in studio art courses
Six semester hours in art history

MINOR IN ART
A minor in art must require successful completion of a minimum of twelve semester hours, including AE 110, a course from the AS offerings, and AH 495.

BIOLOGY
CALVIN L. CINK, Professor, Department Chair, Forrest E. Jones Chair
ROGER L. BOYD, Senior Professor
DARCY L. RUSSELL, Professor, Duboc Chair
CHARMAINE B. S. HENRY, Associate Professor
ERIN R. MORRIS, Assistant Professor
WILLIAM R. MILLER, Director of Student Research

STATEMENT OF DEPARTMENT MISSION
The mission of the Department of Biology at Baker University is to provide a foundation in science that is consistent with the goals and values of the University tradition of liberal arts. Our curriculum emphasizes the relationship between the structure and the function of living systems from the biochemical to the ecological levels. The faculty promote the use of the scientific method to help students majoring within the department acquire the knowledge and skills necessary to become proficient and productive graduates.

PROGRAM OBJECTIVES
In light of this mission, fourteen objectives have been articulated by the department faculty. In setting these objectives the faculty has concentrated on both the central themes in the study of biology as
established by the National Academy of Science (documented in the National Science Education Standards, copyright 1995) and the mission and goals of Baker University as stated in this catalog. The first nine objectives are content oriented (C1-C9) and the last five are methodological (M1-M5). Students graduating with a degree from the Biology Department at Baker University should be able to:

C1. describe the broad scope of biology. They should recognize that life is studied from the molecular level to the ecosystem level of organization.
C2. summarize how the Theory of Evolution by Natural Selection provides the foundation for the study of biology.
C3. explain the importance of energy to living things, from its capture and storage in photosynthesis, to its extraction in catabolic respiration and its use in metabolic function.
C4. use similarities and differences among life forms to construct a classification of selected taxa using the tools of classical and/or modern systematics.
C5. develop models to illustrate both the eucaryotic cell cycle and the processes of cellular reproduction including fission, mitosis and meiosis.
C6. discuss the processes of heredity including the flow of genetic information from DNA replication to RNA transcription to protein synthesis.
C7. illustrate the relationship between structure and function in the cell, the subcellular compartments and the major biomolecules.
C8. explain the principles of homeostasis in biological systems and examine how they apply to relationships between structure and function at the cellular and organismal levels of biology.
C9. summarize how higher-level ecological processes function, including those of populations, communities and ecosystems. Evaluate the negative impact man’s activities have on many of these processes.

M1. design a simple, controlled experiment based on an original hypothesis to address a question using the scientific method.
M2. analyze the results of an experiment, evaluating the data in order to formulate appropriate conclusions.
M3. communicate clearly the methodology and interpret the results of an experiment both orally (as a poster presentation or an oral presentation with visual aids) and in writing as a scientific (journal style) paper.
M4. select a collection of articles on a given biological topic from the primary literature and the review literature using the resources of a research library and the Internet.
M5. use the tools of a research biologist both in the field and in the laboratory.

MAJORS IN THE BIOLOGY DEPARTMENT

The department of biology supports one major with four tracks at the upper level. These tracks include the Molecular Bioscience track, the Vertebrate Structure and Function track, the Ecology and Evolution track and the track for certification to Teach Biology at the Secondary Level. The common, lower-level core as well as each of these upper level tracks are described in more detail in this section.

THE BIOLOGY MAJOR

Students majoring in biology are required to complete a four-term core sequence of introductory courses that provide a broad overview of important areas of biology spanning from molecules to ecosystems. In addition, all students majoring in biology must complete three hours of BI 298 Introduction to Research in Biology, one of the four tracks, and BI 410 Senior Seminar in Biology.

The four required introductory courses include:

BI 132 Introduction to Molecular and Cellular Biology
BI 133 Introduction to Ecological and Organismal Biology
BI 252 General Zoology
BI 278 Introduction to Genetics
**Track 1: Molecular Bioscience**
- BI 383 Advanced Cell Biology
- BI 385 Advanced Molecular Biology
- BI 386 Methods in Molecular Bioscience
Two upper level biology courses, one of which must have a laboratory component

**Supporting Coursework**
- CH 137 General Chemistry I
- CH 138 General Chemistry II
- CH 140 Quantitative Analytical Chemistry
- CH 251 Organic Chemistry I
- CH 252 Organic Chemistry II
- CH 370 Biochemistry

Either MA 321 Statistics II or MA 171 Calculus I (for the B.S. degree)

**Track 2: Vertebrate Structure and Function**
- BI 360 Comparative Vertebrate Anatomy
- BI 361 Developmental Biology
- BI 382 Comparative Physiology
Two upper level biology courses

**Supporting Coursework**
- CH 137 General Chemistry I
- CH 138 General Chemistry II

Either MA 321 Statistics II or MA 171 Calculus I (for the B.S. degree)
A minor in the student’s area of interest

**Track 3: Ecology and Evolution**
- BI 242 Botany
- BI 377 General Ecology
Two upper level biology courses, one of which must have a laboratory component

**Supporting Coursework**
- CH 137 General Chemistry I
- GE 210 General Geology
- MA 321 Statistics II (for the B.S. degree)

A minor in the student’s area of interest

**Track 4: Teaching Biology at the Secondary Level**
- BI 242 Botany
- BI 360 Comparative Vertebrate Anatomy
- BI 377 General Ecology
- BI 382 Comparative Physiology
One upper level biology course

**Supporting Coursework**
- CH 137 General Chemistry I
- GE 210 General Geology
- PC 126 Introduction to Physics I

Either MA 171 Calculus I or MA 321 Statistics II (for the B.S. degree)
A major in Secondary Education

Biology majors must achieve a grade of “C” or higher in all of the biology courses they complete for their major.
MINOR IN BIOLOGY
Students wishing to minor in biology may do so by successfully completing the following courses:

BI 132 Introduction to Molecular and Cellular Biology OR BI 133 Introduction to Ecological and Organismal Biology
BI 242 Botany OR BI 252 General Zoology OR BI 262 Introduction to Microbiology OR BI 278 Introduction to Genetics

In addition, students should also successfully complete two biology courses numbered 300 or above, one of which must have a laboratory component.

Biology minors must achieve a grade of “C” or higher in the four courses they complete for their minor.

THE HEALTH PROFESSIONS
Suggested curriculum schedules have been developed for pre-professional programs in various health care fields. Students should consult with the following individuals for more information on these professions.

- Pre-medicine, Pre-Dentistry, Physicians Assistant, Pre-Nursing: Dr. Darcy Russell
- Pre-medicine, Pre-Veterinary Medicine: Dr. Calvin Cink
- Pre-Physical Therapy, Pre-Nursing: Dr. Charmaine Henry
- Pre-medicine, Pre-Dentistry, Physicians Assistant: Dr. Erin Morris

SECONDARY EDUCATION LICENSURE
Any student interested in licensure as a secondary education teacher should refer to the Teacher Education Policy and Programs Handbook, which lists licensure requirements. This handbook is available from the Education Department (posted online). Students interested in teacher certification must work closely with advisors in both the Education Department and the Biology Department in order to satisfy all requirements. Dr. Charmaine Henry is the Biology Professor who works closely with teacher certification candidates.

FORESTRY AND ENVIRONMENTAL STUDIES
Baker University offers a program in cooperation with Duke University leading to a Master’s degree in forestry or environmental management. For more information on this program contact Dr. Calvin Cink. More details about this pre-professional program are provided on p. 35 in this catalog.

BUSINESS AND ECONOMICS
GARY IRICK, Associate Professor, Department Chair
KEVIN MCCARTHY, Professor, Collins-Dietrich Chair, Associate Department Chair
ALAN GRANT, Associate Professor
LEE GREEN, Professor

MARTHA HARRIS, Professor
LOWELL JACOBS, Professor, Elizabeth Harvey Rhodes Chair
JOHN PEPPER, Assistant Professor
JUDITH SMRHA, Associate Professor

STATEMENT OF ACCREDITATION
The majors of accounting, business, and international business offered by the Department of Business and Economics in the College of Arts and Sciences at Baker University are fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

STATEMENT OF DEPARTMENT MISSION
The mission of the Department of Business and Economics is to:
create a community of lifelong learners committed to a rigorous academic experience that builds on and contributes to the liberal arts tradition;
• promote experiential and collaborative learning opportunities; and
• foster effective and ethically responsible decision-making skills in an increasingly global business environment

Student engagement and success are our commitment and passion.

PROGRAM OBJECTIVES

In order to implement this mission, the following five student learning outcomes are established. Through achieving these outcomes, students within the Business and Economics Department at Baker University will demonstrate the knowledge, skills, and acquired perspectives that allow them to explore new ideas, techniques, and additional perspectives, and to learn independently throughout their lives as Baker alumni.

1. **Rigorous Academic Experience**
   Students will effectively communicate a functional understanding of the major disciplines within business and will effectively utilize the problem-solving tools and methods of analysis appropriate to those functional areas.

2. **Experiential and Collaborative Learning**
   Students will exhibit capabilities in collaborative work and will integrate experiential opportunities such as internships and study abroad into their program of study.

3. **Ethical Decision-Making**
   Students will use both positive and normative analysis to assess ethical and legal issues in business and recommend practical solutions to appropriately address those issues.

4. **Global Perspectives**
   Students will demonstrate an understanding of the global context affecting business decisions.

5. **Change Management**
   Students will recognize the challenges present in a changing business environment and recommend appropriate responses.

MAJORS AND COURSE REQUIREMENTS

The Department of Business and Economics offers majors in accounting, business, economics, and international business. Students majoring in business, economics, or international business may earn either the Bachelor of Arts degree or the Bachelor of Science degree. Students majoring in accounting earn the Bachelor of Science degree.

Whether completed to fulfill major or minor requirements within the Department, the following courses must be passed with a grade of “C” or higher: AC 141, 142; BS 141, 230, 251, 271, 330, 331, 353, 381, 456; and EC 242, 243. For students pursuing an economics major or minor, the following courses must also be completed with a grade of “C” or higher if used to fulfill requirements for these programs: EC 346, 400 and 464.

CORE REQUIREMENTS

All students majoring in Accounting, Business, or International Business must complete a common core of classes emphasizing fundamental concepts in business and economics.

The following common core courses are required:

- AC 141 Introduction to Financial Accounting
- AC 142 Managerial Accounting I
- BS 141 Introduction to Business
- BS 230 Quantitative Analysis for Business and Economics I
- BS 251 Business Law I
- BS 271 Principles of Marketing
- BS 330 Quantitative Analysis for Business and Economics II
- BS 331 Business Information Systems
- BS 353 Fundamentals of Management
- BS 381 Corporate Finance
- BS 456 Business Policy
- EC 242 Principles of Economics: Micro
- EC 346
EC 243 Principles of Economics: Macro
At least three semester hours of credit in AC/BS 390 Business Internship with a faculty sponsor from among the Department faculty.

Incoming students who have completed at least nine hours of accounting, business or economics classes are not required to enroll in BS 141.

**MAJOR IN BUSINESS**
Students majoring in business must complete the common core business courses listed above, and a concentration in finance, management, or marketing. Requirements for the concentrations are:

**CONCENTRATION IN FINANCE**
The following courses are required:
- BS 382 Investments
- BS 383 Corporate Finance II

One of the following courses are also required:
- BS 463 International Finance
- EC 464 Intermediate Macroeconomics

**CONCENTRATION IN MARKETING**
The following courses are required:
- BS 474 Marketing Research

Two of the following courses are also required:
- BS 356 Quantitative Methods
- BS 385 Sports Marketing and Management
- BS 462 International Marketing
- MM 260 Introduction to Public Relations
- MM 325 Mass Media Advertising

**CONCENTRATION IN MANAGEMENT**
The following courses are required:
- BS 355 Human Resource Management

Two of the following courses are also required:
- BS 252 Business Law II
- BS 351 The Law of Sports
- BS 356 Quantitative Methods
- BS 361 International Management
- BS 370 Ethics in Business
- BS 385 Sports Marketing and Management

A student who has a cumulative G.P.A. of 3.00 or higher may substitute an appropriately designed independent study for one of the elective courses listed above, subject to prior approval by the department chair.

**MINOR IN BUSINESS**
The following courses are required:
- AC 141 Introduction to Financial Accounting
- BS 141 Introduction to Business

Two of the following courses are also required:
- BS 251 Business Law
- BS 271 Principles of Marketing
- BS 353 Fundamentals of Management
- BS 355 Human Resource Management
- BS 381 Corporate Finance

EC 242 Principles of Economics: Micro
INTERNATIONAL BUSINESS
The major in international business provides students with a solid foundation in business and economics fundamentals common to all countries and cultures, while emphasizing the importance of cultural, linguistic, institutional, and legal differences that are encountered when business is conducted on a global scale.

MAJOR IN INTERNATIONAL BUSINESS
The following courses are required (in addition to the common core of business courses listed above):

- BS 361 International Management
- BS 462 International Marketing
- BS 463 International Finance
- EC 347 International Trade
- Nine semester hours of studies in international culture, politics, history, literature, or economics as approved by the department chair.

All majors in international business must meet the University’s world language requirement for the Bachelor of Arts degree. Candidates for the B.A. in international business must complete an additional three hours in a world language. International business majors also have the option of substituting an internship for one of the international business concentration classes. Undertaking an internship or coursework outside the United States is highly encouraged.

AVAILABILITY OF A MINOR
The program in international business does not offer a minor.

ACCOUNTING
Students majoring in accounting earn the B.S. degree. The major in accounting seeks to provide students with an understanding of the internal and external determinants of the successful business enterprise. A solid foundation in the fundamentals of finance and economics, as well as accounting theory and practice, is emphasized. The accounting graduate possesses the skills necessary to enter the field of public accounting, but also is well-prepared for any career in business.

Students must complete 150 total semester hours in order to be eligible to sit for the CPA examination in Kansas, Missouri, and many surrounding states. Accounting majors can satisfy this requirement at Baker University by completing the CAS graduation requirements plus eighteen additional credit hours. Students planning to seek the CPA certification should meet with Professor Irick as early as possible to plan a course of study to meet the examination’s eligibility requirements.

MAJOR IN ACCOUNTING
The following courses are required (in addition to the common core of business and mathematics courses listed above):

- AC 351 Intermediate Accounting I
- AC 352 Intermediate Accounting II
- AC 353 Accounting Information Systems
- AC 456 Advanced Accounting
- AC 456 Managerial Economics
- Six additional semester hours of accounting electives

MINOR IN ACCOUNTING
The following courses are required:

- AC 141 Introduction to Financial Accounting
- AC 142 Managerial Accounting I
- EC 242 Principles of Economics: Micro
- Six additional semester hours in accounting
ECONOMICS

The study of economics centers on understanding how the market system works by analyzing how consumers, business, and government interact. The economics major is an excellent vehicle for developing students’ analytical and critical thinking skills and is therefore very good general preparation for careers in business and finance, government, and graduate or law school.

MAJOR IN ECONOMICS

Students majoring in economics must complete a total of 33 hours in economics, which must include the following core courses (fifteen semester hours):

- EC242 Principles of Economics: Micro
- EC243 Principles of Economics: Macro
- EC346 Managerial Economics
- EC400 Applied Econometrics
- EC464 Intermediate Macroeconomics

Twelve of the additional eighteen hours of elective credit within economics should be upper-college (300 level or above).

SUPPORTING COURSEWORK

Students majoring in economics must also complete the following as supporting coursework: BS 230, 330, and either MA 153 or 171.

MINOR IN ECONOMICS

Students wishing to obtain a minor in economics must complete the following courses (fifteen semester hours):

- EC 242 Principles of Economics: Micro
- EC 243 Principles of Economics: Macro
- EC 346 Managerial Economics
- Six additional semester hours in economics

CHEMISTRY

GARY G. GIACHINO, Professor, R. Milford White Chair, Department Chair

MICHAEL BARBUSH, Professor

STATEMENT OF DEPARTMENT MISSION

The mission of the Chemistry Department is to provide students with the educational resources in chemistry required by students planning to pursue advanced studies in chemistry and related fields, including the medical sciences, or professional careers in the chemical sciences or teaching, and to provide the necessary background for those disciplines that require a solid foundation in modern chemistry.

PROGRAM OBJECTIVES

The following objectives are consistent with those found in the Guidelines and Evaluation Procedures for Undergraduate Professional Education in Chemistry published by the American Chemical Society.

Upon completion of their coursework, chemistry majors should be able to:

1. Understand the current view of the physical nature of the universe, including atomic and molecular theory.
2. Perform standard chemical calculations and interpret the results.
3. Use effectively the current chemical and scientific literature.
4. Communicate scientific results orally and in writing.
5. Employ standard techniques and procedures, including those involving instrumentation, used in modern chemical laboratories.
6. Design chemical experiments, collect data, and interpret results.
7. Understand the importance, including the ethical obligation, of maintaining an accurate record of all events that occur in the lab.

CHEMISTRY CURRICULUM AND REQUIREMENTS

The chemistry curriculum provides instruction in the fundamental principles of modern chemistry. It is designed to develop skills of logical, critical, and creative thinking and to instill an appreciation for the interdependence of the fields of chemistry, physics, mathematics, and the biological sciences. The laboratory program, in addition to illustrating and expanding lecture material, is designed to develop basic laboratory skills, introduce students to modern laboratory techniques and equipment, and provide an opportunity for the development of independent laboratory work. The curriculum is intended to prepare students for further study in chemistry, medicine, or dentistry; a career in teaching or chemical research; or a career in a government, commercial, or industrial laboratory.

Students majoring in chemistry may choose the Bachelor of Arts degree or the Bachelor of Science degree.

MAJOR IN CHEMISTRY

Candidates for the Bachelor of Arts or the Bachelor of Science degree in Chemistry must satisfactorily complete the following courses and their prerequisites:

- CH 137/138 General Chemistry I and II
- CH 140 Quantitative Analysis
- CH 251/252 Organic Chemistry I and II
- CH 341 Instrumental Methods of Analysis
- CH 361/362 Physical Chemistry I and II
- CH 491 Chemistry Seminar

SUPPORTING COURSEWORK

Students pursuing the chemistry major must satisfactorily complete the following supporting coursework:

- MA 172 Calculus II
- PC 225/226 General Physics I and II (PC 125/126 Introductory Physics I and II may be substituted with the permission of the chair)

Students obtaining the Bachelor of Science degree must also satisfactorily complete two of the following courses: CH 350, 370, 440, 451, 460, 475, or three semester hours of research in chemistry. Students obtaining the Bachelor of Arts degree must satisfy the world language requirement and also satisfactorily complete one of the following courses: CH 350, 370, 440, 451, 460, 475, or three semester hours of research in chemistry. German is recommended to satisfy the world language requirement.

Familiarity with the use of spreadsheets and a course in computer programming are strongly recommended for students majoring in chemistry. For those going on to graduate school in chemistry, CH 381 (or equivalent) and at least MA 281 are also recommended.

Satisfactory completion of the requirements for a degree in chemistry requires careful planning of the program so that the prerequisites for the upper-level courses can be met. It is highly desirable that CH 362 be completed by the end of the junior year; hence, students who wish to major in chemistry should enroll in CH 137 and mathematics in their freshman year.

Students interested in secondary teacher licensure in chemistry should refer to the Teacher Education Policy and Programs Handbook, which serves as the official document concerning licensure requirements. This document is available through the Undergraduate Education Department within the School of Education (posted online) and is distributed to all teacher education candidates. The chemistry requirements for such licensure are very similar to those for the major; it is therefore important for students interested in this option to work closely with advisors in both the Education and Chemistry Departments in order to satisfy all of the requirements.

MINOR IN CHEMISTRY

The following courses are required for the minor in chemistry:
CH 137/138 General Chemistry I and II
CH 140 Quantitative Analysis
CH 251/252 Organic Chemistry I and II
Three additional semester hours in upper-college chemistry.

COMMUNICATION
SUSAN REDDING EMEL, Professor  JO ANNE GIBSON-LUCAS, Instructor, Part-time

STATEMENT OF PROGRAM MISSION
The Communication program at Baker University has as its fundamental mission the facilitation of growth of students’ personal communication skills and knowledge for purposes of career development, community building, problem solving, the exercise of free expression, and lifelong learning. To achieve that mission, the program must offer courses examining human communication in a wide range of contexts: interpersonal, small group, organizational, and public address. These courses must provide students the opportunities and resources to develop their understanding and application of the discipline’s theories and research, and to enhance their communication skills. Through this mission, the program builds on the Educational Goals of the University for its students, particularly the goals of crafting a foundation of knowledge through study and experience, of developing critical thinking skills, of developing effective oral and written communication skills, of attaining the ability to adapt well in diverse situations, and of individual preparation for the successful assumption of responsibilities and commitments to society.

COMMUNICATION PROGRAM OBJECTIVES
With these ends in mind, the following program objectives have been determined. Upon completion of their course work, students majoring in Communication will:
1. Illustrate and critique the complexity of human communication.
2. Design and use messages effectively to achieve goals relevant to a variety of communication settings including public, interpersonal, small group, organizational and cultural contexts.
3. Examine and apply communication theories to answer questions and solve communication-related problems.
4. Identify, evaluate, and conduct communication research.
5. Identify and evaluate a variety of dispute resolution processes and the communication skills required for effectiveness in each.
6. Analyze and critique communication ethics in a variety of contexts.

COMMUNICATION CURRICULUM AND REQUIREMENTS
Students who elect the sequence in communication will find course work designed to provide them with a better understanding of human communication processes in a variety of contexts. Courses are designed to provide a basic foundation that allows the student to pursue any of several careers in communication-related fields or to continue to graduate school.

Any student interested in licensure as a secondary teacher of speech should refer to the Teacher Education Policy and Programs Handbook, which lists licensure requirements. This handbook is available from the Education Department (posted online). Students interested in teacher licensure must work closely with faculty in both the Education Department and the Communication Department in order to satisfy all requirements.

Communication majors must achieve a grade of “C” or higher in all communication courses counted toward the major. Further, departmental faculty may administratively remove from the major any student who has been found to have plagiarized or to have committed academic misconduct more than once. For more information, consult the department's major handbook.
MAJOR IN COMMUNICATION
Each student majoring in communication must successfully complete a minimum of 36 semester hours as designated below, with a grade of “C” or higher. At least fifteen of these hours must be upper-college hours.
Each communication major also must successfully complete at least twelve semester hours of courses in the student’s designated area of emphasis — communication studies or conflict management.

CORE REQUIREMENTS
The following common core courses are required (24 semester hours):
- CO 115 Oral Communication
- CO 242 Interpersonal Communication and Ethics
- CO 245 Advanced Public Speaking
- CO 257 Pathways to Dispute Resolution
- CO 350 Organizational Communication
- CO 355 Group and Team Communication
- CO 467 Nonviolence and Social Movements
- CO 476 Senior Seminar in Communication

EMPHASIS IN COMMUNICATION STUDIES
Students who choose the communication studies emphasis must successfully complete the following:
- CO 328 Political Communication
- CO 420 Communicating the Feminine in Ancient World Religions
In addition, six semester hours of coursework are required from the following:
- CO 120 Performance of Literature
- CO 237 Intercultural Communication
- CO 330 Fundamentals of Public Relations
- CO 380 Argumentation and Debate

EMPHASIS IN CONFLICT MANAGEMENT
Students who choose the conflict management emphasis must successfully complete the following:
- CO 237 Intercultural Communication
- CO 337 Interpersonal Conflict Management
In addition, three semester hours of coursework are required from the following:
- EC 151 Applied Game Theory
- PY 234 Psychopathology
- PY 385 Clinical and Counseling Psychology
- SO 346 Criminal Justice
- SO 380 Sociology of Law

SUPPORTING COURSEWORK
Three semester hours of supporting courses are required from the following communication or theatre workshops: CO 230; MM 241, 243, 244, 246, 247; TH 123 or 423.

MINOR IN COMMUNICATION
A minor in communication requires successful completion of the following courses:
- CO 242 Interpersonal Communication and Ethics
- CO 257 Pathways to Dispute Resolution
- Two upper-college CO courses

MINOR IN CONFLICT MANAGEMENT
This minor is designed to supplement a wide variety of majors, preparing students for communicating clearly and problem-solving with others at home and in the workplace. Students electing this minor would survey a range of conflict management strategies and understand the differences between them, identify factors contributing to conflict escalation and avoidance, understand mediation and principled negotiation processes, and define and practice communication skills that facilitate conflict resolution. This minor is not available to Communication majors.

The following courses (totaling nine semester hours) are required for a minor in conflict management:
CO 242 Interpersonal Communication and Ethics  CO 337 Interpersonal Conflict Management
CO 257 Pathways to Dispute Resolution

In addition, students must complete six semester hours from among the following (three hours from group A and three hours from group B):

**Group A:**
- CO 237 Introduction to Intercultural Communication
- CO 355 Group and Team Communication
- CO 467 Nonviolence and Social Movements

**Group B:**
- EC 151 Applied Game Theory
- PY 385 Clinical and Counseling Psychology
- SO 346 Criminal Justice
- SO 380 Sociology of Law

**COMPUTER SCIENCE**

VAL KOLESNIKOV, Assistant Professor

**STATEMENT OF PROGRAM MISSION**

The Computer Science department is responsible for the design, implementation, and periodic updating of a high-quality educational environment in computer science. It is also committed to contributing to knowledge in both fundamental and applied areas of computer science. In performing these tasks, the department maintains an awareness of current needs, and anticipated future needs of the community that it serves. It also recognizes the growing interdisciplinary nature of computer science. Overall, the department is committed to providing a strong background in the fundamentals of computer science to foster intellectual maturity, to emphasize knowledge that is relevant to technological and business needs, and to prepare the student for advanced studies.

**COMPUTER SCIENCE PROGRAM OBJECTIVES**

Upon completion of their course work, students majoring in computer science should:

1. Understand key principles and practices of computing, and the scientific theories that underpin them.
2. Be able to analyze computing problems, contrast alternative approaches to solving those problems, and devise solutions in a systematic and efficient manner.
3. Be able to apply knowledge gained through independent studies, internships, Interterm courses, hands-on laboratory experiences and projects.
4. Have appropriate skills and knowledge to continue their studies at the graduate level, doing research, or to enter the work force, applying their undergraduate knowledge.
5. Demonstrate proficiency in the areas of software design and development, algorithms, operating systems, programming languages, and computer architecture.

**COMPUTER SCIENCE MAJOR**

Computer Science is the study of algorithmic processes that describe and transform information: theory, analysis, design, efficiency, programming, and applications. Applications include computer systems to control machinery, the analysis of stock market trends, games design, visualization of chemical reactions, neural network design, computational geometry for robot navigation, automatic teller machines, and patient monitoring in hospitals, to name a few. As a major capstone, students will develop sophisticated computer applications. Students majoring in computer science earn the Bachelor of Science degree.

**COMPUTER SCIENCE MAJOR REQUIREMENTS**

The following courses are required for the computer science major:

- CS 175 Intro to Computer Science: C++
- CS 185 Data Structures and Algorithms
- CS 223 Computer Architecture and Organization
CS 226 Operating Systems  
CS 335 Computer Networks  
CS 341 Programming Languages (C++, Prolog, Cobol)  
CS 371 Database Design  
CS 392 Software Engineering  
CS 491 Senior Capstone Project

Students must also complete one of the following three tracks:

**TRACK 1: TRADITIONAL COMPUTER SCIENCE**
Two elective computer science courses numbered 200 or above

**SUPPORTING COURSEWORK**
- MA 171 Calculus I
- MA 172 Calculus II
- MA 291 Introduction to Higher Mathematics
- One additional semester hour of mathematics numbered 145 or above

**TRACK 2: GAME PROGRAMMING**
CS 320 Introduction to Computer Graphics  
CS 325 Introduction to Game Design and Development  
CS 425 Advanced Game Design and Development

**SUPPORTING COURSEWORK**
- MA 171 Calculus I
- PC 125 Introductory Physics I or PC 225 General Physics I
- Four additional semester hours of courses chosen from the following options:
  - Mathematics numbered 145 or higher
  - PC 126 Introductory Physics II
  - PC 226 General Physics II
  - MM 230 Digital Media I
  - MM 231 Digital Media II

**TRACK 3: COMPUTER INFORMATION SYSTEMS**
AC 141 Introduction to Financial Accounting  
BS 141 Introduction to Business  
BS 230 Quantitative Analysis for Business and Economics I  
BS 330 Quantitative Analysis for Business and Economics II  
BS 331 Business Information Systems  
BS 353 Fundamentals of Management  
EC 242 Principles of Economics: Micro

**MINOR IN COMPUTER SCIENCE**
A minor in computer science requires the completion of CS 175, 185, 223 and two of the following courses: CS 226, 335, 341, 371, and 392. At least one course must be numbered 300 or above.

**ECONOMICS**

**SEE BUSINESS AND ECONOMICS**
EDUCATION

PEGGY HARRIS, Professor, Vice President and Dean of the School of Education
MERRIE SKAGGS, Associate Professor, Undergraduate Department Chair
CAROLYN DOOLITTLE, Assistant Professor
BILL NEUENSWANDER, Professor, Assessment Coordinator
AMY WINTERMANTEL, Assistant Professor
KARLA WISCOMBE, Assistant Professor

SCHOOL OF EDUCATION (SOE) MISSION, VISION AND BELIEFS

SOE MISSION
The Baker University School of Education (SOE) is committed to learning and to developing confident and competent educational leaders.

SOE VISION
The SOE provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

SOE BELIEFS
The SOE believes a confident and competent educational leader:
- Advocates for all students and their learning successes;
- Has a strong knowledge base, sense of beliefs, and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs, and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

SOE PROGRAM SCOPE
The SOE offers a life enhancing experience that promotes rigorous scholarship and integrates student learning, development, and engagement in ways that educate the whole person and inspire student success and fulfillment. Baker’s teacher education program licenses elementary, middle and secondary teachers at the undergraduate level; building level administrators and special educators at the masters level; and district level administrators at the Ed.D. level. This document will provide information about the undergraduate teacher education program only.

SOE UNDERGRADUATE DEPARTMENT

SOE CONCEPTUAL FRAMEWORK
The SOE conceptual framework serves as a guide for developing exemplary educational leaders with the essential skills, knowledge, attitudes, beliefs, and values for students of the twenty-first century. The knowledge base for the teacher education program has been aligned with learned educational societies.

The SOE conceptual framework has the following components: Mission, Vision, Beliefs, Essential Characteristics, Program Objectives, Commitments, and Evaluation Process. A thorough explanation of the conceptual framework can be found in the Teacher Education Policy and Programs Handbook (TEPPH), which is posted online.

TEACHER EDUCATION LICENSURE, MAJORS, AND ACCREDITATION
Baker University is accredited by the Kansas State Department of Education and the National Council for Accreditation of Teacher Education to license teachers at the bachelor’s degree level for elementary, middle school, and secondary teaching. The University has authority to recommend licensure in the following areas: Elementary Education (K-6), and provisional in Special Education; middle-level programs (5-8) in English, Mathematics, and Science; secondary levels (6-12) in Biology, Business, Chemistry, English, History and Government, Journalism, Mathematics, Physics, Psychology, and Speech
and Theater, and (Pre-K-12) in Art, World Language (French, German, and Spanish), Music, and Physical Education and Health. Teacher education candidates may major in elementary education; middle-level English, math, or science education; or secondary education.

**TEACHER EDUCATION POLICY AND PROGRAMS HANDBOOK (TEPPH)**

The *Teacher Education Policy and Programs Handbook* (TEPPH) outlines the SOE undergraduate department’s conceptual framework, requirements, policies and procedures, and coursework required for licensure. The TEPPH serves as the official document concerning department policies and program requirements. This document is available through the SOE undergraduate department, online, and is distributed to all teacher education candidates upon application to the program.

**PROGRAM REQUIREMENTS WITH PRACTICAL APPLICATIONS**

The teacher education program is designed to develop confident educational leaders who are competent in the use and application of instructional strategies and professional skills and dispositions. The program places emphasis on integrating theory with practice; consequently, laboratory experiences in the Professional Development Schools are an important part of our program. The SOE undergraduate department also provides prospective teachers with opportunities to gain valuable experiences working with students in two Interterm courses, IS 199 Diversity in Education and IE 160 Education in Action. Teacher candidates are required to complete IS 199 Diversity in Education and are encouraged to complete IE 160 Education in Action. Other practicum opportunities are also included in the program.

A student makes application to the program in the first education course which may be completed as early as the first semester of the freshman year. The requirements for satisfactory progress from application to teacher licensure are included in the TEPPH of the year in which the student makes first application to the program.

**ELEMENTARY EDUCATION MAJOR AND PROGRAM REQUIREMENTS**

Baker University’s elementary education program is built upon a strong tradition of combining theory with practice to achieve its major goal of preparing exemplary educational leaders. Elementary education majors must complete the professional education and general education requirements and the required courses within the elementary education major. Students majoring in elementary education may earn either the Bachelor of Arts or Bachelor of Science degree.

**MIDDLE LEVEL EDUCATION MAJORS AND PROGRAM REQUIREMENTS**

Candidates who want to earn middle level licensure may major in middle level English education, middle level mathematics education, or middle level science education rather than elementary or secondary education. Students majoring in middle level mathematics or middle level science education may earn either the Bachelor of Arts or Bachelor of Science degree. Students majoring in middle level English earn the Bachelor of Arts degree.

**SECONDARY EDUCATION MAJOR AND PROGRAM REQUIREMENTS**

Degree-seeking candidates who desire a secondary education major and teacher licensure must complete a content area major and the general education requirements as prescribed and described in the Baker University catalog and professional, content, and general education courses listed in the TEPPH.

**ADMISSION OF SOE UNDERGRADUATE STUDENTS TO SOE GRADUATE-LEVEL COURSES**

Seniors seeking provisional licensure in special education and who meet specific requirements may be allowed to earn six hours of graduate credit. A thorough explanation of the requirements for this option can be found in the TEPPH.

**REQUIREMENTS FOR PERSONS WHO HAVE COMPLETED A BACHELOR’S DEGREE**

Non-traditional candidates who bring a bachelor’s degree to the program must satisfy program content requirements, professional education coursework and general education requirements. Many
candidates have earned teacher licensure in this manner. Baker welcomes these students and their varied backgrounds and experiences.

**ACADEMIC ADVISING**

Most teacher education candidates who major in elementary education are assigned an advisor from the Department of Education faculty. Since secondary candidates major in secondary education and a content area, they are frequently assigned advisors from their chosen content area. Secondary candidates should also seek advice in academic planning early in their educational program from a member of the Department of Education to ensure that licensure requirements are being met. Education faculty members will then serve as supplementary advisors.

**STUDENT TEACHING AND STATE LICENSURE APPROVAL**

Kansas law requires that student teachers be licensed by the Kansas State Department of Education before they assume their classroom duties. This measure is a tangible reminder that a student teacher assumes weighty responsibilities that are comparable to those carried by the teacher who is under contract to the school system. Student teaching, because of its importance and the obligations associated therewith, must take priority over all other college activities. Candidates are strongly advised against participating in varsity athletics or attempting to work during the student teaching semester. During the student teaching semester, candidates are not allowed to enroll in more than the 15 credit hours that comprise the professional semester, without special permission. The only exception allowed is enrollment in ED 462 Education Orientation Internship during the fall semester only.

The teaching candidate enrolls in twelve hours of student teaching. A per credit hour fee is charged for student teaching. Student teachers are responsible for their own transportation to and from student teaching sites and for arranging housing within the range of their schools. **Candidates are not to make their own arrangements for student teaching sites.**

Candidates who have met all requirements established by the Kansas State Department of Education and Baker’s teacher education program will be recommended by the Undergraduate School of Education for licensure at their level(s) of program completion. Teaching licenses are issued by the Kansas State Department of Education.

**EDUCATION ALTERNATIVE LICENSURE**

Baker University participates with the Kansas State Department of Education in an alternative licensure program called the Restricted License (RL) program. The RL program provides a quality, convenient licensure process for persons who have successfully completed a baccalaureate degree in a secondary content area and who wish to move quickly into the teaching profession. Baker collaboratively works with and supports candidates and Kansas school districts via the Kansas Restricted Licensure processes.

**ENGLISH**

J. PRESTON FAMBROUGH, Professor

VIRGINIA L. FAMBROUGH, Associate Professor,

Miriam Markham Fetherolf Chair

TRACY FLOREANI, Associate Professor

MARTI MIHALYI, Instructor

**STATEMENT OF PROGRAM MISSION**

Study of the English language and literature is central to a liberal arts education and relates readily to other academic disciplines. Students majoring in English may choose a concentration in literature or in creative writing. The concentration in literature provides students with a through knowledge of the discipline of literature, preparing them for a life more fully lived, further literary study, teaching, or the many careers in our world which call for excellent communications skills and understanding of the diversity of human experience, the subject of all literature. The concentration in creative writing enables students to develop their talents and skills as writers as they build on a foundation of literary and
language study. Beyond the required courses for the English major, students are encouraged to choose electives according to their own individual interests and to take a variety of courses outside the department.

**Program Objectives**

English majors who graduate from Baker University should be able to:

1. Analyze and interpret a wide range of primary literary texts from the perspectives of theme and technique, using standard literature terminology.
2. Describe some of the major artistic and literary movements and illustrate how selected authors, artists, and historical figures represent these movements.
3. Apply critical theories, both traditional and contemporary, to literary texts and interpret the texts using those theories.
4. Research a literary text or topic and apply conventions for papers of literary analysis, including proper citation of electronic and print secondary sources.
5. Produce high quality, original written work, whether critical or creative.
6. Communicate effectively orally in informal discussions and formal settings.

**Goals for English Majors**

The program of English studies is committed to the following goals, which are consistent with and supportive of the University’s educational goals:

1. To provide students with an understanding of the history and development of American and British literature to the present day; an introduction to the major European traditions in which these literatures participate; and an awareness of the historical, social, political, philosophical, and religious contexts with which these literatures interact.
2. To develop in students an understanding of the different literary techniques and conventions employed in literary creation, whether those of other writers or their own.
3. To provide students with a knowledge of the English language and its structure and to assist students in developing the skills of communicating ideas orally and in expository prose, and of shaping experience and creating meaning through creative writing.
4. To develop in students an understanding of both historical and contemporary theoretical frameworks for literary criticism and to stimulate a critical attitude towards diverse literary texts, both as art forms and as expressions of our human effort to shape the world and our experience of it.

**English Curriculum and Requirements**

All students majoring in English must complete the requirements for the Bachelor of Arts degree, as well as one of the three English concentrations. In addition, they will be required to pass as seniors a written examination. EN 100 and 262 do not count toward the English major or minor.

**Major in English with a Concentration in Literature**

Students majoring in English with a concentration in literature must successfully complete a minimum of 33 semester hours including:

- **EN 204 Writing and Research for Literary Studies**

One of the following American literature courses:

- **EN 210 American Literature, Colonial Period to 1890**
- **EN 212 American Literature since 1890**

One of the following European literature courses:

- **EN 220 European Literature through the Renaissance**
- **EN 222 European Literature since the Renaissance**
Each of the following courses:
EN 330 British Literature to 1780
EN 331 British Literature since 1780
EN 380 Shakespeare
EN 460 Critical Approaches to Literature

English majors with a concentration in literature are also required to complete six hours of 400 level seminars in two different areas, one course in creative writing, and three additional elective semester hours in English at the 200-level or above. In addition, students with this major are required to pass as seniors a written examination.

MAJOR IN ENGLISH FOR THOSE SEEKING LICENSURE AS SECONDARY SCHOOL ENGLISH TEACHERS

Students interested in secondary teacher licensure in English should refer to the Baker University Teacher Education Policy and Programs Handbook, which serves as the official document concerning licensure requirements. This document is available through the School of Education (posted online) and is distributed to all teacher education candidates. Students interested in teacher licensure should work closely with advisors in both the Undergraduate Education Department and the Language and Literature Department in order to satisfy all requirements. Licensure will require coursework in education as well as in English.

Students majoring in English and seeking licensure as secondary school English teachers must complete a minimum of 39 semester hours including:
EN 204 Writing and Research for Literary Studies

One of the following two courses:
EN 210 American Literature, Colonial Period to 1890
EN 212 American Literature since 1890

One of the following two courses:
EN 220 European Literature through the Renaissance
EN 222 European Literature since the Renaissance

Each of the following courses:
EN 226 Contemporary and Minority Literature
EN 330 British Literature to 1780
EN 331 British Literature since 1780
EN 361 Methods of Teaching Secondary and Middle Level English
EN 363 The English Language
EN 365 Advanced Composition
EN 380 Shakespeare
EN 460 Critical Approaches to Literature
Six hours of 400 level seminar courses in two different areas

In addition, English majors preparing for licensure as secondary school English teachers are required to pass as seniors a written examination.

MAJOR IN ENGLISH WITH A CONCENTRATION IN CREATIVE WRITING

Students majoring in English with a concentration in creative writing must successfully complete a minimum of 33 semester hours including:
EN 204 Writing and Research for Literary Studies
EN 460 Critical Approaches to Literature

Four courses chosen from among the following:
EN 130 Introduction to Creative Writing
EN 232 Poetry Writing I
EN 234 Fiction Writing I
EN 353 Creative Nonfiction: The Personal Essay
EN 365 Advanced Composition
Two of the following courses:
- EN 210 American Literature, Colonial Period to 1890
- EN 212 American Literature since 1890
- EN 226 Contemporary and Minority Literature

One of the following courses:
- EN 330 British Literature to 1780
- EN 331 British Literature since 1780
- EN 380 Shakespeare

English majors with a concentration in creative writing are also required to complete one 400 level seminar course and one elective creative writing course at the 300 level or above. In addition, students with this major are required to pass as seniors a written examination.

**Supporting Coursework**

All English majors must complete a world languages course sequence through number 204. Students will choose a second field of study to provide supporting course work for their English major. They must complete at least twelve semester hours in this discipline, three of which must be numbered 300 or above. Students will submit for the review and approval of the department chair a written explanation of the manner in which these courses support the major. Students who choose supporting course work in world languages may not count 100 level courses in world languages study toward this requirement. English education candidates may count their courses in the School of Education as their twelve hours of supporting course work. Note: Courses within a single department at Baker may include more than one field of study.

**Minor in English**

The minor in English consists of a minimum of fifteen semester hours, including EN 204 Introduction to Literary Studies, at least three upper-college hours, and three additional hours at the 200-level or above.

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**Health, Sport and Human Performance**

Mark Stutz, Assistant Professor, Department Chair
Kathy Allen, Assistant Professor
Lynn Bott, Instructor
Susan Decker, Assistant Professor
Mike Grossner, Assistant Professor
Zach Kindler, Instructor
Lynsey Payne, Instructor
Jason Thoren, Instructor
Rick Weaver, Assistant Professor

**Mission Statement**

The Mission of the Department of Health, Sport and Human Performance is to integrate the liberal arts values of Baker University and the College of Arts and Sciences with the department. The department recognizes its dual purpose to provide appropriate classroom and practical preparation for department majors as well as to promote healthy choices and skills which support lifelong wellness.

**Programs**

The department offers a major in Health/Physical Education (Teacher Licensure), a major in Exercise Science, and a major in Sports Administration. Students majoring in Health/Physical Education (Teacher Licensure) or Sports Administration may choose the Bachelor of Arts degree or the Bachelor of Science degree. The Exercise Science major is offered only with the Bachelor of Science degree.

**Major in Health/Physical Education (Teacher Licensure)**

All students majoring in health/physical education for teacher licensure must successfully complete the following core curriculum (42 semester hours):
HP 180 Concepts of Health  
HP 181 Introduction to Health, Sport, and Human Performance  
HP 182 First Aid, CPR, and Safety  
HP 241 Techniques of Teaching Individual and Dual Sports  
HP 242 Techniques of Teaching Team Sports  
HP 243 Movement and Rhythm  
HP 244 Essentials of Sports Medicine  
HP 245 Human Nutrition

HP 250 Practicum Experience in Health  
HP 343 Physiology of Exercise  
HP 346 Adapted Activities for Special Populations  
HP 347 Applied Kinesiology  
HP 339 Methods of Teaching Physical Education and Health  
HP 388 Organization and Administration of Health, Physical Education, Recreation, and Athletics

In addition, all health/physical education majors (teacher licensure) must earn credit in two one-hour activity courses:

One team sport activity course  
HP 167 Cross Training

SUPPORTING COURSEWORK

Students majoring in health/physical education for teacher licensure must also successfully complete BI 246 Human Anatomy and Physiology I as supporting coursework. Included in the supporting coursework are the required courses for the endorsements in K-12 teacher licensure. Students must follow the requirements as listed in the Undergraduate School of Education Teacher Education Policy and Programs Handbook.

MAJOR IN EXERCISE SCIENCE

All students majoring in exercise science must successfully complete the following core courses (51 semester hours):

HP 180 Concepts of Health  
HP 181 Introduction to Health, Sport, and Human Performance  
HP 182 First Aid, CPR, and Safety  
HP 184 Lifetime Fitness  
HP 244 Essentials of Sports Medicine  
HP 245 Human Nutrition  
HP 342 Motor Learning  
HP 343 Physiology of Exercise  
HP 345 Therapeutic Exercise  
HP 346 Adapted Activities for Special Populations  
HP 347 Applied Kinesiology  
HP 339 Methods of Teaching Physical Education and Health  
HP 388 Organization and Administration of Health, Physical Education, Recreation, and Athletics  
HP 388 Organization and Administration of Health, Physical Education, Recreation, and Athletics  
HP 388 Organization and Administration of Health, Physical Education, Recreation, and Athletics  
HP 496 Senior Seminar in Health, Sport and Human Performance  
HP 497 Clinical Experience in Health, Sport and Human Performance

SUPPORTING COURSEWORK

All students majoring in exercise science must also successfully complete the following twelve semester hours of supporting coursework:

BI 133 Introduction to Ecological and Organismal Biology  
BI 246 Human Anatomy and Physiology I  
BI 247 Human Anatomy and Physiology II

MAJOR IN SPORTS ADMINISTRATION

All students majoring in sports administration must successfully complete the following core courses (42 semester hours):

HP 181 Introduction to Health, Sport, and Human Performance  
HP 182 First Aid, CPR, and Safety  
HP 184 Lifetime Fitness  
HP 244 Essentials of Sports Medicine  
HP 335 Facilities and Event Management  
HP 340 Recreational Leadership  
HP 348 Sports Psychology  
HP 388 Organization and Administration of Health, Physical Education, Recreation, and Athletics  
HP 420 Theory and Principles of Coaching
Supporting Coursework

All students majoring in sports administration must also successfully complete the following nine semester hours of supporting coursework:

- MA 221 Statistics I
- SO 115 Principles of Sociology
- PY 111 General Psychology

In addition, students must complete one of the following courses (three semester hours):

- CO 237 Introduction to Intercultural Communication
- CO 242 Interpersonal Communication and Ethics
- CO 337 Interpersonal Conflict Management

Focus on Business

Students majoring in sports administration must also complete the following courses:

- AC 141 Introduction to Financial Accounting
- BS 141 Introduction to Business
- BS 251 Business Law I
- BS 351 The Law of Sports

Students will also receive a minor in Business upon completion of these courses.

Optional Concentration in Coaching

Students majoring within the Department of Health, Sport and Human Performance can also elect to complete a concentration in coaching by successfully completing the following ten semester hours of coursework:

- HP 148 Weight Lifting
- HP 182 First Aid, CPR, and Safety
- HP 348 Sports Psychology
- HP 420 Theory and Principles of Coaching

In addition, the department recommends that students complete a three semester hour practicum experience or internship in coaching.

Minor in Physical Education

The minor in Physical Education requires twelve semester hours of health, sport and human performance courses, three of which must be upper-college. Activity courses, varsity sports, and HP 170 do not count toward a minor. No minors are available in Health/Physical Education (Teacher Licensure), Exercise Science or Sports Administration.

Activity Courses

The Baker University General Education Program requires all students to complete two hours of credit in the Fitness and Well-being perspective. The following activity courses will meet the requirements of this perspective: HP 141, HP 145, HP 146, HP 148, HP 150, HP 151, HP 152, HP 154, HP 155, HP 156, HP 157, HP 158, HP 162, HP 166 and HP 167.

The Department of Health, Sport and Human Performance offers a variety of one-hour activity courses that can serve many sport performance interests. The objectives of the courses are to 1) develop and maintain personal fitness; 2) develop sport skills for lifetime participation; 3) provide leisure-time activity.

Health/Physical Education (teacher licensure) majors must complete HP 167 Cross Training as an individual or dual activity.

Students who cannot perform in the regular activity courses due to physical limitations can enroll in HP 162 Adapted Activities for the general education requirement. Development of this course will be through consultation with the student, the sponsoring faculty member, and the department chair.
HISTORY
LEONARD ORTIZ, Assistant Professor, Susan L. Perry Chair
JOHN RICHARDS, Assistant Professor

In the tradition of liberal arts education, the Baker University history faculty works to provide students with a variety of educational methods and opportunities which include lecture, discussion, student presentations, directed research, oral history, museum or archival fieldwork, internships, and study abroad opportunities. The curriculum is structured to provide a balance between European, non-Western, and American history.

Closely related to the importance of a well-rounded curriculum is the opportunity for undergraduate history students to learn from and participate in the larger community of practicing professional historians. To that end, the faculty works to promote and seek state, regional, or national forums for formal presentation of student and faculty work.

A major in history prepares students for a variety of career opportunities. Baker University history majors and minors pursue graduate work in historical sub-fields such as diplomatic, social, gender, labor, American, European, or oral history. Graduate work is also the next step for those who wish to pursue a career in archival management; museum administration; and documents/artifacts restoration, preservation, or conservation. Some history majors have chosen to study the law. The Chancery Pre-Law Society works closely with the University Pre-Law Advisor to prepare students for admission to law schools.

Students who intend to teach history and government in secondary schools are advised to refer to the Teacher Education Policy and Programs Handbook, which serves as the official document, available through the Education Department and distributed to all teacher education candidates.

PROGRAM OBJECTIVES
The graduate in History will demonstrate:
1. Possess knowledge of several important areas of history through study and experience.
2. Be able to gather and critically evaluate the varieties of historical information.
3. Apply acquired historical methodologies to identify and resolve historical problems.
4. Develop, improve, and engage in written communication utilizing history-specific forms and format.
5. Develop of an understanding of the role that history and historical studies play in the wider realm of inquiry and education.
6. Develop oral communication skills necessary for formal presentation and informal discussion of historical issues and research.
7. Develop a lifelong commitment to the exploration of history.

MAJOR IN HISTORY
The Department offers a major and a minor in history. All persons majoring in history earn the Bachelor of Arts degree.

History majors must meet the following requirements (minimum of 36 semester hours):
HI 127 History of the United States to 1877
HI 128 History of the United States since 1877
HI 226 Laboratory Course in Historical Method (Students should plan to take this course during their sophomore year and certainly no later than their junior year.)
HI 436 Senior Thesis in History

Two of the following world civilization courses:
HI 140 World Civilizations I
HI 141 World Civilizations II
HI 142 World Civilizations III
HI 143 World Civilizations IV
Six hours of upper-college European or world history, chosen from the following:

- HI 328 Christian History
- HI 351 African Studies
- HI 361 The World of Late Antiquity
- HI 405 The Dynasties of Ancient Egypt
- HI 437 Alexander’s Legacy
- HI 441 Rome From Republic to Empire
- HI 495 (topics approved for this purpose by the department chair)

Six hours of upper-college United States history, chosen from the following:

- HI 311 The Politics of the Executive Branch (if not taken for PS credit)
- HI 333 American Social and Intellectual History
- HI 334 American Economic History
- HI 335 American Gender and Minority Issues
- HI 346 History of Kansas: Its Peoples and Cultures
- HI 348 Social and Cultural Revolutions in the 1960s
- HI 349 Social and Cultural Revolutions in the 1960s
- HI 495 (topics approved for this purpose by the department chair)

In addition, students must also complete six additional hours of history, chosen from any of the history offerings not used to satisfy one of the requirements listed above.

**SUPPORTING COURSEWORK**

History majors are also required to successfully complete a minor in a discipline of their choice.

**MINOR IN HISTORY**

A minor in history requires a minimum of 15 semester hours of history courses, including:

- Six hours from the following: HI 140, 141, 142, 143 World Civilizations I-IV
- Three hours from one of the following: HI 127 History of the United States to 1877 or HI 128 History of the United States since 1877
- Three hours of American History, chosen from the following:
  - HI 261 History of the American West
  - HI 333 American Social and Intellectual History
  - HI 334 American Economic History
  - HI 335 American Gender and Minority Issues
  - HI 346 History of Kansas: Its Peoples and Cultures
  - HI 348 Social and Cultural Revolutions in the 1960s
  - HI 495 (topics approved for this purpose by the department chair)
- Three additional semester hours of upper-college history chosen from any of the history offerings not used to satisfy one of the requirements listed above.

**INTERNATIONAL STUDIES**

RYAN BEASLEY, Associate Professor, Ernestine Susannah Buckley Chair

**STATEMENT OF PROGRAM MISSION**

The International Studies Major is inherently inter-disciplinary and adaptable to a student’s own interests and various career areas. Students who pursue the major can determine a course of study that is suitable to many possible careers, including business, leadership or politics, ecology, and humanitarian or service work. International Studies majors may also find the course of study suitable for preparation for advanced academic work or professional school, such as law, sociology/anthropology, world language, international business, political science, world development and trade, etc. Students are encouraged to focus outward and explore other cultures and issues of globalization, develop a well-rounded worldview, and develop academically in ways that inform the student’s everyday life as a citizen of the world.
**PROGRAM OBJECTIVES AND GOALS FOR INTERNATIONAL STUDIES MAJORS**

In addition to having participated in a real-world experience and study outside of their home context or culture, International Studies Majors who graduate from Baker University should be able to:

1. Apply knowledge of historical, political, geographic, and economic perspectives to international issues.
2. Demonstrate awareness of relationships of the environment to other global issues.
3. Compare how various disciplines approach the same issue and what influences those approaches.
4. Perform original research leading to a more sophisticated understanding within an area of international interest.
5. Explain major ideas, values, and accomplishments of various societies and cultures around the world.
6. Demonstrate skills that enable them to function well in foreign political, economic, and cultural contexts.
7. Appraise the nature of relationships between self and global society and the individual’s responsibilities within it.
8. Apply knowledge orally and in writing for the solution of problems that transcend national boundaries.

**INTERNATIONAL STUDIES CURRICULUM AND REQUIREMENTS**

Students majoring in International Studies must complete 36 hours of coursework (at least fifteen hours of which must be upper-college), including IN 101 Introduction to International Studies, IN 212 Global Problems, and IN 401 Senior Seminar in International Studies. Students must take one Foundations Course (see list of courses below).

Students also choose from among three different skills: 1) World Languages (two courses beyond the B.A. requirement); 2) Economics (BS 463 and EC 347, including prerequisites); or 3) Methodology (two courses from HI 226, MA 321, PS/SO 274, PY 251, and PY 252, including any prerequisites).

Students must also complete a study abroad program for at least nine semester credit hours. An internationally-oriented internship for nine semester credit hours can count for the study abroad requirement with approval.

Finally, students choose one course from three of four possible Disciplinary Perspectives: Historical Perspectives; International Arts and Literature; International Business, Economics, and Politics; and Culture and Society (see list of approved courses below); students may petition to have independent study and directed research courses substitute for Focus Area courses; at least two courses must be upper-level.

International Studies is not available as a minor. Students may receive either a B.A. or a B.S. in International Studies.

**SUMMARY OF INTERNATIONAL STUDIES MAJOR REQUIREMENTS**

1. IN101 Introduction to International Studies (3 hrs.)
2. IN212 Global Problems (3 hrs.)
3. Foundations Course – choose one Foundations course (3 hrs.)
4. Skill – choose one of the following: (6 hrs.)
   a. Two courses in world language beyond the B.A. requirement
   b. Two courses in international economics: BS 463 International Finance and EC 347 International Trade (and their prerequisites)
   c. Two of the following courses in methodology: MA 321 Statistics II, PS/SO 274 Methods of Social Research, PY 251 Research Methods I, PY 252 Research Methods II, HI 226 Laboratory Course in Historical Method (and any prerequisites)
4. Study Abroad (9 hrs.)
5. Disciplinary Perspectives – choose one course from three of the four following Disciplinary Perspectives; two courses must be upper-level (9 hrs.): Historical Perspectives; Arts and Literature; Business, Economics, and Politics; and Culture and Society
6. IN 401 Senior Seminar in International Studies (3 hrs.)

FOUNDATIONS COURSES
AH 111 Survey of Art History
EC 242 Principles of Economics: Micro
EC 243 Principles of Economics: Macro
HI 140 World Civilizations I
HI 141 World Civilizations II
HI 142 World Civilizations III
HI 143 World Civilizations IV
LA 150 Introduction to Diversity
PH 120 Ethics
PS 117 Introduction to Global Politics
SO 112 Anthropology

DISCIPLINARY PERSPECTIVES
HISTORICAL PERSPECTIVES
HI 326 Eastern European/Soviet History and Politics
HI 328 Christian History
HI 336 History of American Foreign Relations
HI 351 African Civilizations to 1870
HI 361 The World of Late Antiquity
HI 405 The Dynasties of Ancient Egypt
PH 201 History of Western Political Thought I
PH 202 History of Western Political Thought II
PH 228 History of Ancient and Medieval Philosophy

ARTS AND LITERATURE
AH 210 Asian Art History
AH 250 Women’s Art History
AH 341 Ancient and Medieval Art History
AH 342 Renaissance and Rococo Art History
AH 345 Modern Art History
AH 347 Art of the 20th Century and Beyond (1920-present)
EN 220 European Literature through the Renaissance
EN 222 European Literature since the Renaissance
EN 226 Contemporary and Minority Literature
EN 313 Mythology
EN 330 British Literature to 1780
EN 331 British Literature since 1780
FR 360 Introduction to French Literature
FR 412 Nineteenth-Century French Literature
FR 413 Modern French Literature
GN 360 Introduction to German Literature
GN 413 Modern German Literature
GN 420 German Cinema
MM 220 International Cinema
MU 320 World Music
MU 331 History of Western Music I
MU 332 History of Western Music II
SP 360 Introduction to Hispanic Literature

BUSINESS, ECONOMICS, AND POLITICS
BS 361 International Management
BS 462 International Marketing
BS 463 International Finance
EC 347 International Trade
PS 260 National and International Political Economy
PS 314 The Politics of Development
PS 315 U.S. Foreign and Security Policy in Global Affairs
PS 323 Government and Politics of Western Europe
PS 414 Comparative Foreign Policy
PS 415 The Psychology of International Relations

CULTURE AND SOCIETY
CO 420 Communicating the Feminine in Ancient World Religions
FR 340 French Civilization and Culture
FR 350 Contemporary France
GN 340 German Civilization and Culture
GN 350 Contemporary German Culture
PH 270 World Philosophies
PH 310 Social Justice: Theory and Practice
RE 270 Religions of the World
RE 340 The Holocaust

SP 343 Civilization and Culture of Spain
SP 344 Civilization and Culture of Latin America

AVAILABILITY OF A MINOR
The International Studies program does not offer a minor.

MASS MEDIA

GWYNETH MELLINGER, Professor,
Department Chair
DAVID BOSTWICK, Assistant Professor
TOM HEDRICK, Instructor, Part-time
W. JOE WATSON, Assistant Professor

STATEMENT OF PROGRAM MISSION
The Mass Media program’s fundamental mission is to provide students with an understanding of the function and responsibilities of the mass media within society and to teach students the basic skills required of professional media practitioners. To meet these objectives, the program must offer a sufficient range of courses to allow students to develop an understanding of the complex relationship between the media and society. In addition, the program must provide students with opportunities to hone their practical skills and to translate theory into practice. This requires the department to operate laboratories for each of the four media represented in the major.

The academic objectives of the mass media program are not discrete from the educational goals of the College of Arts and Sciences; indeed, in order to carry out its own aims, the program must serve most components of the overarching mission of the university. The outcomes goals for mass media majors that mirror those of CAS include skills that entail critical thinking and effective communication; historical and global perspectives; appreciation of diversity; and understanding of social, environmental, and ethical issues.

MASS MEDIA PROGRAM OBJECTIVES
With these common ends and the program’s distinct needs in mind, the mass media faculty has defined nine objectives to be served by curriculum and supplemental activities within the major. Upon completion of their course work, students who major in mass media should be able to:

1. demonstrate above-average skill in written communication and knowledge of the conventions of writing for the mass media.
2. demonstrate skill in and understanding of visual communication as it is employed in the print media, broadcasting, and film.
3. demonstrate above-average skill in the range of oral communication applications found in mass media environments, from formal presentations to the news interview.
4. demonstrate the technical skills necessary to be employed in the medium on which the student’s course work has focused or in a professional environment that employs mass communicators.
5. evaluate the ethical implications of media practice as well as the impacts of media content upon both the broader society and individuals, particularly those who are not in positions of power and influence and whose access to the media may be limited.
6. demonstrate an understanding of the legal environment in which the media operate; specifically, students should be versed in the regulatory, statutory, and case law applicable to the media in which they have specialized, and be able to evaluate the legal implications of mass media content, in order to avoid both harm and liability and to respect and strengthen the constitutional protection of speech and press.
7. articulate an informed view of the media’s role within the social structure and of the cultural implications of media practices and trends.
8. incorporate a general knowledge of media history into decisions about media operations and content.
9. demonstrate professional and personal development from opportunities afforded within the program, and the skills to continue such development after graduation.

**Major in Mass Media**

Students majoring in mass media will develop knowledge of the function of mass media in society and the skills for communication in at least one mass medium or area of emphasis: print/online journalism or broadcasting. In addition, students will be required to cross over into at least one other area of emphasis, in order to prepare them for work in converged media, meaning those that disseminate information on multiple platforms, including the Internet.

Students interested in licensure as a secondary teacher in journalism should consult early in their programs with both the Mass Media faculty and the Undergraduate Education Department in the School of Education in order to ensure that they satisfy all requirements. They are also advised to refer to the Teacher Education Policy and Programs Handbook (posted online), which serves as the official document for teacher licensure.

**Core Requirements**

The following common core courses are required for the mass media major. To receive credit in the major, all of the following core courses must be completed with a grade of “C” or higher.

- MM 140 Mass Media and Society
- MM 250 Writing for Mass Media I
- MM 251 Writing for Mass Media II
- MM 230 Digital Media I
- MM 231 Digital Media II
- MM 331 Mass Media Ethics
- MM 376 Media Theory and Methods
- MM 376 Media Theory and Methods
- MM 376 Media Theory and Methods
- MM 476 Senior Seminar in Communication
- MM 478 Mass Media Law

Students majoring in mass media must complete a track in either public relations or multimedia. Each track has its own supporting coursework, as listed below. To be eligible for graduation, all mass media majors must assemble an assessment portfolio that meets departmental guidelines and present it to the department faculty in the student’s final semester before graduation.

**Track 1: Public Relations**

Students who choose the public relations track must complete the following courses:

- MM 260 Introduction to Public Relations
- MM 261 Public Relations Writing
- MM 325 Mass Media Advertising
- MM 340 Public Relations Case Studies
- MM 320 Audio/Video Production
- MM 341 Editing
- MM 342 Publications Design
- MM 345 Advanced Reporting
- MM 350 Documentary Production

Students must also complete four credit hours of workshops:

- MM 248 Public Relations Workshop (must complete this course at least twice)

At least two credit hours from among the following: MM 241 Newspaper/Online, MM 243 Radio, MM 244 Television, MM 246 Advanced Radio, and MM 247 Advanced Television.

**Supporting Coursework for Public Relations Track**

In addition, all students completing the public relations track must successfully complete the following nine credit hours of supporting coursework:

- BS 141 Introduction to Business
- BS 271 Principles of Marketing
- EC 242 Principles of Economics: Micro
Students must also complete three credit hours from among the following courses:

BS 251 Business Law I  BS 385 Sports Marketing and Management
BS 252 Business Law II  BS 462 International Marketing

**TRACK 2: MULTIMEDIA**

Students who choose the multimedia track must complete the following courses:

MM 205 Introduction to Broadcasting  MM 320 Audio/Video Production
MM 305 Broadcast News and Public Affairs  MM 350 Documentary Production

Students must complete at least two of the following courses:

MM 341 Editing  MM 345 Advanced Reporting
MM 342 Publications Design  MM 430 Opinion Writing

Students must also complete four credit hours from among the following workshops: MM 241 Newspaper/Online, MM 243 Radio, MM 244 Television, MM 246 Advanced Radio, and MM 247 Advanced Television.

**SUPPORTING COURSEWORK FOR MULTIMEDIA TRACK**

In addition, all students completing the multimedia track must successfully complete the following twelve credit hours of supporting coursework:

EC 111 Economic Analysis of Social Issues  HI 128 History of U.S. from 1877
HI 127 History of U.S. to 1877  PS 115 Introduction to American Politics

**MINOR IN MASS MEDIA**

A minor in mass media requires a minimum of 15 semester hours of mass media courses, including:

MM 140 Mass Media and Society  MM 251 Writing for Mass Media II
MM 250 Writing for Mass Media I  MM 331 Mass Media Ethics
Three additional semester hours of upper-college mass media courses

**MINOR IN CINEMA STUDIES**

A minor in cinema studies requires a minimum of 15 semester hours of coursework, including:

MM 110 The Cinematic Language  MM 220 International Cinema
MM 210 History of Cinema  MM 410 American Genre Film
Three additional semester hours selected from the following list: MM 262, 335, 350, and 495 (Special Topics in Cinema), if offered.

Note: Whether taken for a mass media major or minor, the following courses must be passed with a grade of “C” or higher: MM 140, 205, 230, 231, 250, 251, 331, 376, 476, and 478.

**MATHEMATICS**

JEAN T. JOHNSON, Professor, Department Chair  GENE D. JOHNSON, Associate Professor
KELLY FLAHERTY, Assistant Professor  MIRCEA MARTIN, Associate Professor
ERIC J. HAYS, Instructor

**STATEMENT OF PROGRAM MISSION**

Mathematics provides tools used by scientists to explore the universe, tools used by engineers to design devices that shape our society, and the language both scientists and engineers use to describe their results and designs. To understand our society and help shape its future, one must understand the influence of science and technology. This requires understanding mathematics and its uses. The mission of the Mathematics Department is to promote and implement this philosophy.
PROGRAM OBJECTIVES

Graduates of Baker University who major in mathematics should:

1. Be able to communicate mathematical ideas clearly, both orally and in writing, using correct mathematical terminology and appropriate notation.
2. Be able to think analytically and critically and to formulate problems, solve them, and interpret their solutions.
3. Be able to use a variety of technological tools.
4. Achieve mastery of a rich and diverse set of mathematical ideas.
5. Be able to apply knowledge from one branch of mathematics to another and from mathematics to other disciplines.
6. Understand the nature of proof.
7. Be able to read mathematics and learn independently.

These goals have been adapted from the Educational Goals of the College of Arts and Sciences of Baker University and from recommended goals of the Committee on Undergraduate Programs in Mathematics of the Mathematical Association of America.

MATHEMATICS CURRICULUM AND REQUIREMENTS

Students interested in secondary teacher licensure in mathematics should refer to the Teacher Education Policy and Programs Handbook, which serves as the official document concerning licensure requirements. This document is available through the Undergraduate Education Department within the School of Education (posted online) and is distributed to all teacher education candidates. Students interested in teacher licensure should work closely with advisors in both the Mathematics and Undergraduate Education Departments to satisfy all requirements.

Students majoring in mathematics may choose the Bachelor of Arts degree or Bachelor of Science degree.

MAJOR IN MATHEMATICS

Candidates for either the Bachelor of Arts or Bachelor of Science degree in mathematics must complete a program of lower-college mathematics courses, upper-college mathematics courses, and supporting coursework. The following mathematics courses are required:

- MA 171 Calculus I
- MA 172 Calculus II
- MA 271 Calculus III
- MA 281 Introduction to Linear Algebra
- MA 291 Introduction to Higher Mathematics

In addition, students must successfully complete fifteen credit hours from the following list of courses (consult the department for details regarding scheduling of these courses):

- MA 359 Mathematical Methods of Physical Science
- MA 362 Modern Geometries
- MA 372 Differential Equations
- MA 383 Introduction to Modern Algebra
- MA 385 Probability
- MA 388 Introduction to Real Analysis
- MA 493 Introduction to Complex Analysis
- MA 495 Special Topics

SUPPORTING COURSEWORK

For the Bachelor of Arts degree, supporting coursework must include four courses selected from physics courses numbered 225 or above, chemistry courses numbered 137 or above, and computer science courses numbered 175 and above.

For the Bachelor of Science degree, there are two options for supporting coursework.

Option 1:
- CS 175 Introduction to Computer Science C++
- PC 225 General Physics I
Two additional courses selected from physics courses numbered 225 or above, chemistry courses numbered 137 or above, and computer science courses numbered 175 and above.

**Option 2:**
For this option, two of the upper college course taken in mathematics must include MA 385 Probability and MA 472 Advanced Applied Statistics.
Supporting coursework also includes successful completion of the following:

- AC 141 Introduction to Financial Accounting
- EC 242 Principles of Economics: Micro
- BS 356 Quantitative Methods in Decision Making
- EC 243 Principles of Economics: Macro
- BS 381 Corporate Finance
- EC 346 Managerial Economics
- EC 400 Applied Econometrics

Students wishing to enter a graduate program in mathematics should take more than the minimum number of upper-college mathematics courses and are strongly advised to take MA 383 Introduction to Modern Algebra and MA 491 Introduction to Real Analysis.

**MINOR IN MATHEMATICS**
Students wishing to minor in mathematics must successfully complete:
- MA 171 Calculus I
- MA 172 Calculus II
Two additional courses from the following list (must total at least 6 semester hours and include at least one upper-college course):
- MA 271 Calculus III
- MA 281 Introduction to Linear Algebra
- MA 291 Introduction to Higher Mathematics
- Mathematics courses numbered 300 or above (excluding MA 321, 330 and 345)

**MUSIC**
TRILLA LYEJRLA, Professor, Department Chair
THOMAS BECKER, Instructor, Part-time
WILLIAM FUNK, Instructor, Part-time
JAMES FUNKHouser, Instructor, Part-time
RAY JAMES, Assistant Professor
NANETTE KRAUS, Student/Staff Accompanist
ROBIN LISTON, Assistant Professor
LORI MCKINNEY, Instructor, Part-time
J. D. PARR, Professor
MATTHEW POTTERTON, Assistant Professor
TABITHA REIST-STEINER, Instructor, Part-time
ERINN RENYER, Instructor, Part-time
STEVE RILEY, Instructor, Part-time
MARCI ZIEGLER, Instructor

**STATEMENT OF DEPARTMENT MISSION**
The Music Department aspires to be an integrated blend of dynamic faculty, energetic and talented students, comprehensive music curricula, quality facilities, and artistic and educational philosophies that provide significant cultural and educational service and support to the University, the city of Baldwin City, and the surrounding region.

The music faculty has produced a music program that is designed to assist the music major and non-music major in acquiring the intellectual and musical skills imperative for active musical growth throughout a life of learning. Further, we recognize three obligations:

1. to prepare musicians for careers as teachers, performers, scholars, and critics;
2. to instruct in the analysis and criticism of music those students interested in performance and/or the appreciation of music as an avocation; and,
3. to maintain a department of energetic, select students and distinguished faculty which promotes mutual accomplishment and dynamic personal interaction.
The primary mission of the Baker University Music Department is to provide widely visible, superior quality support to the educational mission of Baker University through the development of professional and avocational musicians for responsible leadership in service to the community.

**PROGRAM OBJECTIVES**

Upon completion of their course work, music majors should be prepared to:
1. demonstrate knowledge of and skills in music theory and composition.
2. demonstrate knowledge of and the analysis of significant musical historical styles and repertoire.
3. demonstrate solo musical performance skills appropriate to the quality and level of repertoire stated as achievement levels.
4. demonstrate the ability to perform with a musical ensemble in more than one genre of music.
5. demonstrate the knowledge of music in world cultures.
6. demonstrate knowledge of technologies in music.
7. demonstrate skill and knowledge of traditional conducting techniques.
8. demonstrate knowledge of the aesthetic in music.
9. demonstrate the knowledge and skill in improvising melodies, variations, and/or accompaniments.
10. demonstrate the ability to establish effective music-learning environments and to advocate for the school music program in the community at large (B.M.E. students only).

**CURRICULUM AND REQUIREMENTS**

**Declaration of a Major in Music:** Students wishing to declare a major in music will be considered Provisional Music Majors until the demonstration of appropriate performance skills, keyboard proficiency, and music theory understanding. Students who complete Achievement Level I and attain the grade of C or higher in MU 158 Class Piano and MU 164 Eighteenth-Century Functional Harmony will be allowed to declare a Major in Music. Those who do not meet the above requirements within four semesters will forfeit Music Major status.

**Recital Attendance:** The faculty of the Music Department require recital attendance of all music majors and students enrolled in applied private study. The faculty strongly believes that hearing a variety of music is an important part of the study of music and has adopted recital attendance policies that are stated in the Music Department Faculty/Student Handbook.

**Applied Instrumental Lessons (Woodwinds, Brass, Strings, Percussion, Guitar, Piano, Organ):** There are two levels of Applied Music Lessons available to students. Freshmen and sophomore students or students enrolling for private lessons for the first time should enroll in 200-level lessons. Junior and seniors with previous study at the 200 level should enroll for 400 level lessons. Students may register for one credit (one half-hour lesson each week) or two credits (one hour lesson each week) in private lessons. Music majors will enroll in the appropriate section designated for “Majors” in their primary performance area. Students may request studio lessons during each semester with the teacher of their choice; however, depending on faculty teaching loads, it may be necessary to assign a student to another faculty member. Students registered for private lessons must contact their assigned instructor during the first week of classes to schedule their lesson time. Brass, woodwind, percussion, and string students are required to co-register for the appropriate large ensemble each semester of applied lessons.

**Applied Vocal Lessons:** There are three levels of Applied Lessons available to student vocalists: MU 207, 217 and 417. All freshman music majors with voice as their primary emphasis, or non-major vocalists with some prior training (placement determined by voice faculty at the beginning of each semester) who are enrolling for the first time at Baker University, will enroll in MU 207 for one semester. After successful completion of MU 207, freshman and sophomore vocalists will enroll in MU 217. Juniors and seniors with previous study at the 200 level should enroll for MU 417. MU 207 is a one-credit course, but students may enroll for one credit (one half-hour lesson each week) or two credits (one hour lesson each week) in MU 217 and 417. Music majors will enroll in the appropriate section each semester with the teacher of their choice; however, depending on faculty teaching loads, it may be necessary to
assign a student to another faculty member. Students enrolled for applied voice lessons should contact their assigned instructor during the first week of classes to schedule their lesson time. Voice students are required to co-enroll for either MU 234 University Singers or MU 235 Concert Choir for each semester of applied lessons.

Jury Examination/Studio Lessons: Jury examinations are held to measure the progress of a student and are held at the conclusion of each semester. All music majors and music minors are required to participate in jury exams in their primary performing area. Non-music majors registered for two-credit hour lessons are also required to participate in jury exams. Students registered for one-credit hour lessons, class voice, or class piano may be required to perform a jury examination at the discretion of the instructor. Those students who have presented a Senior Recital during the semester may be excused from a jury examination at the discretion of the teacher.

Achievement Levels: The Achievement Level represents the competency in repertoire and technique that an applied student should be able to demonstrate as a result of his/her applied study. Achievement Levels for each area of study have been determined by the faculty, and each level correlates to approximately one year of collegiate private study at the freshman, sophomore, junior, and senior year. Level III must be attained before a music major may present a partial or full senior recital, and any student majoring in music must pass four levels of achievement prior to graduation. Music minors must pass Level I. Competency will be demonstrated through musicianship, style, interpretation, and technique. Achievement Levels will be adjudicated at the regularly scheduled jury exam time. Specific information regarding repertoire and other Achievement Level requirements may be found in the Music Department Faculty/Student Handbook.

Piano Proficiency: All music majors must maintain continuous enrollment in class piano (MU 157/158, 257/258) until they pass the piano proficiency requirements through the successful completion of MU 258 or by passing the final piano proficiency exam with a minimum score of 85%. The final piano proficiency exam may be taken before the completion of the MU 258 only during the first and last week of each semester. Students not successfully passing this exam during the first week of classes are required to pass the class piano section in which they are enrolled with a grade of “C” or higher to be eligible to take the final piano proficiency exam at the conclusion of the semester. Candidates for the Bachelor of Music Education degree must pass the final piano proficiency exam by the end of the semester preceding student teaching.

Professional Portfolio: The professional portfolio is an organized collection of documents and audio and video evidence that present the individual’s professional achievements in a comprehensive and concrete way. All music majors will present their portfolio for review by the student’s academic advisor and studio teachers each year at spring semester juries. Furthermore, all music majors (B.M.E. and B.A. in Music) will present a final, completed professional portfolio for review by the entire music faculty following their senior recital, and before the final week of classes of their last semester. For B.M.E. students the final portfolio will be presented prior to the student-teaching semester.

THE BACHELOR OF ARTS DEGREE IN MUSIC

The Bachelor of Arts degree in Music (132 credits) is designed to emphasize the study of music in a liberal arts context. Central to the study under this degree plan is the development of basic musicianship, the ability to perform a variety of literature well, and the establishment of principles and understanding of terms and vocabulary that lead to intellectual understanding of the art. This program is appropriate for the individual desiring a double major and is also appropriate for prospective candidates for advanced degrees in musicology, composition, and arts administration.

INSTRUMENTAL EMPHASIS

General Studies, 63-87 credits

Liberal Arts Core .................................................................................................................. 9 hrs.
Educational Perspectives (non-music) ........................................................................... 27 hrs.

(Twelve hours of courses designated below are required of Bachelor of Arts in Music majors and fulfill additional general education requirements.)

Fitness & Well-being ........................................................................................................ 2 hrs.
Proficiencies ................................................. 6-12 hrs.
   (Refer to appropriate sections in the catalog for additional and specific information.)
FY 100/150 First Year course ...................... 1-2 hrs.
World Language ........................................... 0-12 hrs.
Interterm ..................................................... 9 hrs.
General Electives ....................................... 5-17 hrs.

**Musicianship, 29 credits**

MU 151 Music Theory Fundamentals ................... 2 hrs.
   (or satisfactory performance on Theory Placement Exam given during registration or on the first day of class)
MU 153 Sight-Singing, Dictation, and Aural Skills .......... 1 hr.
MU 157 Class Piano ....................................... 1 hr.
MU 158 Class Piano ....................................... 1 hr.
MU 164 18th-Century Functional Harmony ................... 3 hrs.
MU 245 Conducting Techniques ......................... 1 hr.
MU 257 Class Piano ....................................... 1 hr.
MU 258 Class Piano ....................................... 1 hr.
MU 263 Chromatic Harmony ................................ 3 hrs.
MU 264 20th-Century Compositional Techniques .......... 3 hrs.
MU 282-7 Major performing area
   (Methods of Teaching X) ................................ 1 hr.
MU 320 World Music (meets gen. ed. & writing req.) ....... 3 hrs.
MU 331 History of Western Music I
   (meets gen. ed. & writing req.) ......................... 3 hrs.
MU 332 History of Western Music II
   (meets gen. ed. & writing req.) ......................... 3 hrs.
MU 354 Form and Analysis .................................. 2 hrs.

**Performance and Music Electives, 27 credits**

MU 21X Applied Primary Studio Lessons ................... 4 hrs.
MU 41X Applied Primary Studio Lessons ................... 4 hrs.
MU 2XX Large Ensemble (meets gen. ed. req.) ............... 8 hrs.
   (Major performing area ensemble is required every semester of residence.)
MU 480 Partial Senior Recital ............................... 1 hr.
MU XXX Music Electives .................................... 10 hrs.

**VOCAL EMPHASIS**

**General Studies, 63-87 credits**

Liberal Arts Core ........................................... 9 hrs.
Educational Perspectives (non-music) ....................... 27 hrs.
   (Twelve hours of courses designated below are required of Bachelor of Arts in Music majors and fulfill additional general education requirements.)
Fitness & Well-being ....................................... 2 hrs.
Proficiencies ................................................. 6-12 hrs.
   (Refer to appropriate sections in the catalog for additional and specific information.)
FY 100/150 First Year course ...................... 1-2 hrs.
World Language ........................................... 0-12 hrs.
Interterm ..................................................... 9 hrs.
General Electives ....................................... 5-17 hrs.
Musicianship, 31 credits
MU 151 Music Theory Fundamentals ................................................................. 2 hrs.
(or satisfactory performance on Theory Placement Exam given during registration or on the first day of class)
MU 153 Sight-Singing, Dictation, and Aural Skills ........................................... 1 hr.
MU 157 Class Piano .............................................................................................. 1 hr.
MU 158 Class Piano .............................................................................................. 1 hr.
MU 164 18th-Century Functional Harmony ...................................................... 3 hrs.
MU 245 Conducting Techniques .......................................................................... 1 hr.
MU 249 English/Italian/Latin Vocal Diction ..................................................... 1 hr.
MU 257 Class Piano .............................................................................................. 1 hr.
MU 258 Class Piano .............................................................................................. 1 hr.
MU 263 Chromatic Harmony .............................................................................. 3 hrs.
MU 264 20th-Century Compositional Techniques ............................................ 3 hrs.
MU 282-7 Major performing area
(Methods of Teaching X) .................................................................................. 1 hr.
MU 320 World Music (meets gen. ed. & writing req.) ....................................... 3 hrs.
MU 331 History of Western Music I (meets gen. ed. & writing req.) ............. 3 hrs.
MU 332 History of Western Music II (meets gen. ed. & writing req.) .......... 3 hrs.
MU 349 German/French Vocal Diction .............................................................. 1 hr.
MU 354 Form and Analysis ............................................................................... 2 hrs.

Performance and Music Electives, 25 credits
MU 207 Applied Lessons: Beginning Collegiate Voice .................................... 1 hr.
MU 234 University Singers or MU 235 Concert Choir .................................... 8 hrs.
MU 480 Partial Senior Recital ............................................................................. 1 hr.
MU XXX Music Electives .................................................................................... 8 hrs.

THE BACHELOR OF MUSIC EDUCATION DEGREE
The Music Department, in cooperation with the Kansas State Department of Education, has designed a Bachelor of Music Education Degree to prepare students to enter the teaching profession following graduation from Baker. The program is closely aligned with the Baker liberal arts education to prepare a graduate not only technically as a music teacher, but more significantly, to involve critical inquiry and interdisciplinary relationships in administering a music program. This program leads to licensure preK-12, Instrumental, Vocal, or General. All students will complete the Musicianship and Performance core and additionally may complete either the Vocal license (68 credits) or Instrumental license (67 credits) courses for the appropriate license. Students may complete both the Vocal and Instrumental license requirements (75 credits) for the General Music License.

Students seeking a teaching license in music should refer to the Teacher Education Policy and Programs Handbook (posted online), which serves as the official document concerning licensure requirements. B.M.E. candidates are advised to apply for acceptance into the teacher education program during their first year of residency. Both the application and the handbook are available from the Department of Undergraduate Education within the School of Education. It is recommended that students interested in teacher licensure work closely with advisors in both the Undergraduate Education Department and the Music Department in order to satisfy all requirements.

General Studies, 58-64 credits
Liberal Arts Core ................................................................................................. 9 hrs.
General Education Perspectives (non-music) .......................................................... 27 hrs.
(12 hours of music courses designated below are required for the B.M.E. degree and fulfill additional general education requirements.)
Interterm .......................................................................................................................... 9 hrs.
Proficiencies ............................................................................................................... 6-12 hrs.
(Refer to appropriate sections in the catalog for additional and specific information.)
Fitness & Well-being ...................................................................................................... 2 hrs.
FY 100/150 First Year course .................................................................................. 1-2 hrs.

Professional Education, 38 credits
For listing of required General Education and Professional Education Requirements refer to the Teacher Education Policy and Programs Handbook available from the Department of Undergraduate Education.

Basic Musicianship and Performance Core, 54 credits
MU 151 Music Theory Fundamentals....................................................................... 2 hrs.
MU 153 Sight-Singing, Dictation, and Aural Skills .............................................. 1 hr.
MU 157 Class Piano .............................................................................................. 1 hr.
MU 158 Class Piano .............................................................................................. 1 hr.
MU 164 18th-Century Functional Harmony ...................................................... 3 hrs.
MU 245 Conducting Techniques ......................................................................... 1 hr.
MU 257 Class Piano .............................................................................................. 1 hr.
MU 258 Class Piano .............................................................................................. 1 hr.
MU 263 Chromatic Harmony ............................................................................ 3 hrs.
MU 264 Twentieth-Century Compositional Technique .................................. 3 hrs.
MU 320 World Music (meets gen. ed. & writing req.) ..................................... 3 hrs.
MU 331 History of Western Music I
(meets gen. ed. & writing req.) ............................................................................ 3 hrs.
MU 332 History of Western Music II
(meets gen. ed. & writing req.) ............................................................................ 3 hrs.
MU 354 Form and Analysis .............................................................................. 2 hrs.
MU 463 Teaching Elementary General Music ............................................... 4 hrs.
MU 21X Applied Primary Studio Lessons ..................................................... 4 hrs.*
MU 41X Applied Primary Studio Lessons ..................................................... 4 hrs.
MU 2XX Large Ensemble, Primary (meets gen. ed. req.) .......................... 7+ hrs.
(Major performing area ensemble is required every semester of residence excluding semester of student teaching)
MU 2XX Large Ensemble, Secondary ............................................................... 2 hrs.
MU 2XX Large Ensemble, Secondary ............................................................... 2 hrs.
MU 2XX Chamber Ensemble ............................................................................. 2 hrs.
MU 480 Partial Senior Recital .......................................................................... 1 hr.
* Voice students enroll in MU 207 and 217 ......................................................... 4 hrs.

Basic Musicianship and Performance, Vocal License, 14 credits
MU 249 English/Italian/Latin Vocal Diction ...................................................... 1 hr.
MU 349 German/French Vocal Diction .............................................................. 1 hr.
One of the following courses required:
MU 282 Methods of Teaching Strings ............................................................... 1 hr.
MU 283 Methods of Teaching Brass ................................................................. 1 hr.
MU 284 Methods of Teaching Woodwinds ...................................................... 1 hr.
MU 285 Methods of Teaching Percussion ...................................................... 1 hr.
All of the following courses required:

MU 286 Methods of Teaching Voice .............................................................. 1 hr.
MU 287 Methods of Teaching Guitar .......................................................... 1 hr.
MU 288 Methods of Teaching Piano ............................................................ 1 hr.
MU 461 Teaching Choral Music .................................................................. 4 hrs.
MU 21X Applied Lessons: Sec. Inst. ............................................................ 2 hrs.

**Basic Musicianship and Performance, Instrumental License, 14 credits**

MU 249 English/Italian/Latin Vocal Diction ...................................................... 1 hr.
MU 362 Instrumental Arranging ................................................................. 1 hr.
MU 282 Methods of Teaching Strings ........................................................... 1 hr.
MU 283 Methods of Teaching Brass ............................................................. 1 hr.
MU 284 Methods of Teaching Woodwinds ..................................................... 1 hr.
MU 285 Methods of Teaching Percussion ...................................................... 1 hr.
MU 462 Teaching Instrumental Music ........................................................... 4 hrs.

**MUSIC THERAPY**

The Music Department offers a cooperative B.A./B.M.E./Music Therapy course of study with the University of Kansas (K.U.), qualifying students for music therapy practice in hospitals, institutions for exceptional children and adults, community mental health facilities, geriatric facilities, and other health-related settings. The degree requires a six-month internship in a clinical setting approved by the National Association of Music Therapists. Students wishing to pursue NAMT certification will complete requirements for the B.A. or B.M.E. at Baker. Following completion of the baccalaureate degree, the student will take up residence at K.U. to complete the therapy certification requirements. Additional information regarding the music therapy program is available from the music department.

**MINOR IN MUSIC**

A student desiring to minor in music may do so by the successful completion of the following eighteen semester hours of required courses:

**Music Theory and History, 10 credits**

MU 151 Music Theory Fundamentals ............................................................ 2 hrs.
MU 153 Sight-Singing, Dictation, and Aural Skills ......................................... 1 hr.
MU 157 Class Piano ....................................................................................... 1 hr.
MU 164 18th-Century Harmony ................................................................... 3 hrs.
MU 331 or 332 Music History 
(meets gen. ed. & writing req.) ..................................................................... 3 hrs.

**Music Performance**

MU 2XX Applied Private Lessons ............................................................... 4 hrs.
(Must also pass Achievement Level I by jury examination.)
MU 2XX Large Music Ensembles ................................................................. 4 hrs.

**PHILOSOPHY**

THOMAS PEARD, Associate Professor,  DONALD L. HATCHER, Professor
Department Chair

**PHILOSOPHY PROGRAM OBJECTIVES**

Upon completion of their course work, philosophy majors should be prepared to:
1. Demonstrate knowledge of the major philosophical theories in the history of western philosophy.
2. Evaluate the strengths and weaknesses of the major theories in western philosophy.
3. Apply philosophical theories to concrete issues and problems.
4. Identify, explicate, and evaluate arguments.
5. Demonstrate basic knowledge of the principles of deductive and inductive reasoning.
6. Articulate (present and defend) philosophical ideas in clear persuasive prose.

PHILOSOPHY CURRICULUM AND REQUIREMENTS
The word “philosophy” means “the love of wisdom.” Philosophy courses at Baker are structured to help students seek wisdom by helping them to think carefully and critically about fundamental issues. Through the study of the writings of major philosophers, students learn to understand, analyze, and evaluate competing claims about the answers to our most basic questions: How should I live my life? What should my values be? What are my duties and obligations as a rational being? How can I decide when a claim is reasonable to believe?

More able students are encouraged to double major. Research shows that the study of philosophy is excellent training for graduate and professional schools. Philosophy majors earn the Bachelor of Arts degree.

MAJOR IN PHILOSOPHY
Students who major in philosophy complete 27 semester hours in philosophy, fifteen of which must be upper-college.

The following courses are required:
PH 120 Ethics
PH 202 History of Western Political Thought II or PH 310 Social Justice
PH 228 History of Ancient and Medieval Thought
PH 311 Logic and Argumentation
PH 320 History and Philosophy of Science or PH 322 History of Modern Philosophy
PH 440 Contemporary Philosophy
PH 495 Senior Project in Philosophy
And six 6 hours from the following courses:
PH 201 History of Political Thought I, PH 239 Philosophy of Religion, PH 270 World Philosophies, PH 350 Law and Morality, PH 490 Seminar in Philosophy

Philosophy majors must also complete a twelve-hour concentration selected from one discipline.

COMBINED MAJOR IN PHILOSOPHY AND RELIGION
Students may choose a major in philosophy only or religion only (see Religion section below), but students may also study philosophy and religion as a combined major. The requirements for this combined major are 30 semester hours (ten courses) of course work in either philosophy or religion, including either PH 495 Senior Project in Philosophy or RE 450 Senior Project in Religion. At least twelve semester hours (four courses) must be taken in each subject, philosophy and religion. Close consultation with a member of either the philosophy or religion faculty is required.

MINOR IN PHILOSOPHY
Students who wish to minor in philosophy must successfully complete twelve semester hours of course work, three of which must be at the upper-college level.
PHYSICS

Statement of Program Mission

Physics is both a body of knowledge and a process for investigating and understanding the natural world. The programs within the Physics Department aim to communicate both of these facets to all students. Further, the programs aim to develop the quantitative reasoning and analytical skills of students. Such skills are vital for our graduates to fully participate in an increasingly technological society.

Program Objectives

Physics Majors should:

1. Understand that the basis of the scientific description of the natural world is empirical and that natural phenomena can be described by physical laws.
2. Be able to critically evaluate theories put forward to explain natural phenomena.
3. Develop basic laboratory skills, including hands-on experimentation, careful observation and recording of data, and analysis and interpretation of data.
4. Be able to gather, analyze, synthesize, and critically evaluate data, both qualitatively and quantitatively, thereby drawing reasonable conclusions.
5. Develop problem-solving skills including the ability to break down single complex problems into several tractable ones.
6. Develop the ability to carry out independent study and research, including the ability to pose interesting questions, thereby initiating new research.
7. Exhibit proficiency in the general areas of physics. These include, but are not restricted to, mechanics, electricity and magnetism, optics, quantum physics and mathematical methods of physics.
8. Learn to incorporate the skills and knowledge acquired in their non-physics course into their studies in physics.
9. Have a general understanding of the history and development of scientific ideas.
10. Communicate clearly.
11. Appreciate the importance of personal and professional ethics.

Physics Curriculum and Requirements

The physics curriculum is designed to provide students with an overview of the principal sub-disciplines of physics and to develop problem-solving and analytical skills. Laboratory courses provide an introduction to basic experimental techniques and methods of data analysis. The curriculum provides students with the necessary foundations to study physics or astronomy at the graduate level or to follow careers in a broad range of industries and government agencies. Physics is a natural major for students following the pre-engineering program, who must take PC 225, 226, and 325.

Students majoring in physics may choose the Bachelor of Arts degree or the Bachelor of Science degree.

Students interested in secondary teacher licensure in physics should refer to the Teacher Education Policy and Programs Handbook, which is available from the Undergraduate Education Department within the School of Education (posted online). Such students should work closely with their advisors in both education and physics in planning their course schedules.

Major in Physics

The following courses and their prerequisites are required to complete the physics major:

- PC 225 General Physics I
- PC 226 General Physics II
- PC 325 General Physics III
- PC 325 General Physics III
- PC 491 Senior Projects in Physics
- Eighteen additional upper-college semester hours in physics
MINOR IN PHYSICS
The following courses are required to complete the physics minor:
PC 225 General Physics I  PC 325 General Physics III
PC 226 General Physics II

PSYCHOLOGY

MARC L. CARTER, Associate Professor  SARA CRUMP, Assistant Professor
Department Chair  ROBERT W. FLAHERTY, Professor
WENDI K. BORN, Assistant Professor  D. RAND ZIEGLER, Professor

STATEMENT OF DEPARTMENT MISSION
The Department of Psychology promotes the use of the scientific method for the acquisition and application of knowledge towards the improvement of students’ personal, professional, and societal lives.

PROGRAM OBJECTIVES
A degree from the Department of Psychology completes the Baccalaureate at Baker University by complimenting and building upon the Student Learning Outcomes of the College of Arts and Sciences with the following departmental objectives:

SECTION 1: CONTENT
Upon completion of their course work, psychology majors should be able to demonstrate substantial knowledge and comprehension of concepts in the field of psychology. Specifically, majors should be able to demonstrate:
1. Broad understanding of the diversity of subject areas that constitute the study of behavioral and mental processes.
2. A deep understanding of the methods of science and the particular techniques for doing psychological research.
3. An ability to analyze behavior at various levels: the biological/universal, individual, group/system, and social/cultural.
4. More extensive understanding in the following three areas:
   a. At least one advanced research area: Learning, Cognition, Physiological Psychology, or Sensation and Perception.
   b. At least one advanced applied area: Counseling, Health, or Psychological Testing.
   c. At least one extra-disciplinary area, including Biology, Business, Cultural Diversity, Special Education, or Science, Research and Communication.

SECTION 2: APPLICATION
Upon completion of their coursework, psychology majors should be able to apply psychological concepts to a variety of personal, professional and societal problems. Specifically, majors should be able to apply psychological methods, concepts, and theory:
1. To discover influences and causes of individual and collective behavior.
2. To critically evaluate social/cultural norms and public policy.
3. To address personal, social and public issues.
4. To establish strategies for enhancing long-term physical, mental and emotional health.
5. To make informed decisions regarding career options.

SECTION 3: SYNTHESIS
Upon completion of their coursework, psychology majors should be able to synthesize theoretical and procedural knowledge in psychology as a part of the scientific method. Specifically, majors should be able to generate:
1. Behavioral research questions and testable hypotheses.
2. Appropriate research designs to test such hypotheses.
3. Analyses of research results using appropriate statistical methods.
4. Appropriate interpretation and effective oral and written presentation of psychological theory and research.

SECTION 4: EVALUATION
Upon completion of their coursework, psychology majors should be able to draw on their knowledge and experiences in psychology in the process of critical evaluation. Specifically, majors should be able to critically evaluate:
1. Research and theory related to the field of psychology when presented in either professional or general contexts.
2. Ethical issues in research and practice.

PSYCHOLOGY CURRICULUM AND REQUIREMENTS
Courses offered through the Department of Psychology are designed to meet the needs of several groups of students: those who are preparing for graduate study in psychology, those who are preparing for vocations where a background in psychology is beneficial (e.g., law, medicine, education, business), and those who are seeking a broad educational experience that will contribute to the understanding and enjoyment of life and people.

Students interested in secondary teacher licensure in Psychology should refer to the Teacher Education Policy and Programs Handbook (available through the Undergraduate Education Department within the School of Education; posted online), which serves as the official document concerning licensure requirements. Such students will work closely with advisors in both Psychology and Undergraduate Education in order to satisfy all requirements. Students majoring in psychology may choose the Bachelor of Arts degree or the Bachelor of Science degree.

MAJOR IN PSYCHOLOGY
All psychology majors must successfully complete the following course requirements:
1. A minimum of 33 credit hours of psychology course work, including:
   - PY 111 General Psychology
   - PY 251 Research Methods I
   - PY 252 Research Methods II
   - PY 371 Contemporary Issues in Psychology
   - PY 471 History & Systems
   - PY 472 Psychology Portfolio Lab
   At least fifteen of these credit hours must be taken at the upper-college level. In order for the above courses to count for major credit, students must earn a grade of “C” or higher. A maximum of three credit hours of PY 499 Independent Study in Psychology may be counted toward the 33-hour requirement.
2. At least three courses from the following two concentration groups (with at least one course from each group):
   - **Concentration on Research:**
     - PY 346 Behavioral Neuroscience
     - PY 352 Sensation and Perception
     - PY 374 Learning & Behavior
   - **Concentration on Application:**
     - PY 382 Health Psychology
     - PY 385 Clinical and Counseling Psychology
     - PY 468 Testing and Measurement
3. At least one of the following research or internship experiences:
   - **Research:** The completion of an extensive experimental project under the supervision of a psychology faculty member. This requirement may be met by either successful completion of Research Methods Application (PY451) or faculty approved Independent Study in Psychology (PY499).
**Internship:** Successful completion of an approved internship of supervised education. This requirement may be met through completion of Experiential Learning in Psychology (PY387). The requirement may also be met through psychology faculty-approved participation in the Career Involvement Program during the regular semester (CI260 or CI360) or during the interterm (II255 or II355).

4. Successful completion of one of the following focus groups of supporting course work or an approved minor. Students interested in exploring a related field in some depth may choose to complete the requirements of one of the first three focus groups. Students interested in choosing from a broader group of supporting course work from a variety of departments may choose to meet the requirements of either of the last two focus groups.

**FOCUS ON BIOLOGY**

BI 132 Introduction to Molecular and Cellular Biology **OR** BI 133 Introduction to Ecological and Organismal Biology

Plus at least ten semester hours from the following:

- BI 246 Human Anatomy and Physiology I
- BI 375 Evolution
- BI 380 Animal Behavior
- BI 382 Comparative Physiology
- HP 245 Human Nutrition

**FOCUS ON BUSINESS**

BS 141 Introduction to Business

Plus at least six semester hours from the following:

- BS 271 Principles of Marketing
- BS 353 Fundamentals of Management
- BS 355 Human Resource Management
- BS 474 Marketing Research
- MM 325 Mass Media Advertising

**FOCUS ON SPECIAL EDUCATION**

At least twelve semester hours from the following:

- ED 343 Educational Psychology
- ED 345 Psychology of the Exceptional Learner
- ED 413 Methods of Teaching Adaptive Learners
- ED 414 Characteristics of Adaptive Learners
- HP 346 Adapted Activities for Special Populations

**FOCUS ON CULTURAL DIVERSITY**

At least twelve semester hours from the following:

- ED 345 Psychology of the Exceptional Learner
- EN 226 Contemporary and Minority Literature
- HI/PS 335 American Gender and Minority Issues
- HP 346 Adapted Activities for Special Populations
- Relevant Special Topics courses as approved by the chair of the Department of Psychology

**FOCUS ON SCIENCE, RESEARCH AND COMMUNICATION**

PH 320 History and Philosophy of Science

Plus at least ten semester hours from among the following:

- BS 474 Marketing Research
CO 245 Advanced Public Speaking
CS 154 Relational Databases I
CS 155 Relational Databases II
Relevant Special Topics courses as approved by the chair of the Department of Psychology

5. Completion of the CAS/SOE world language proficiency requirement for the Bachelor of Arts (B.A.) degree or completion of at least one laboratory science course for the Bachelor of Science (B.S.) degree.

In addition to the above coursework, all psychology students must demonstrate their accomplishment in the major with respect to the departmental program objectives through successful completion of the psychology assessment sequence. All students must complete the following components of the sequence:
- Completion of the Major Field Achievement Test.
- Submission of a completed psychology major individual portfolio.
- Completion of the senior oral interview.

Students who do not perform at an acceptable level on these components of the assessment sequence will be given the opportunity to demonstrate their completion of the program objectives through an individualized assessment measure.

MINOR IN PSYCHOLOGY

Students wishing to minor in psychology may do so by successfully completing a minimum of fifteen semester hours of psychology course work at any level.

RELIGION

GEORGE B. WILEY, Professor, Osborne Chair

RELIGION PROGRAM OBJECTIVES

Upon completion of their course work, religion majors should be prepared to:
1. Gain exposure to people, beliefs, and practices of faiths other than Christianity.
2. Become more open-minded in their attitude toward religious expressions other than their own.
3. Be able to express more clearly their religious and philosophical beliefs in relation to the beliefs of Christianity or other religions.
4. Be able to relate the values of Christianity or other religions to a current ethical issue.
5. Be able to communicate effectively, both orally and in writing.
6. Demonstrate information literacy.

RELIGION CURRICULUM AND REQUIREMENTS

The courses in religion are designed to provide a scholarly and personal approach to the Bible, to the study of Christian thought and history, and to the comparison of Christianity with other religions. Religion majors earn the Bachelor of Arts degree.

MAJOR IN RELIGION

In order to complete a major in religion, a student must take 27 semester hours in religion courses (at least fifteen hours among upper-college courses), including RE 450 Senior Project in Religion.
SUPPORTING COURSEWORK
Eighteen semester hours of supporting courses are required in two or more of these subjects: English literature, world languages literature, history, philosophy, psychology, or sociology.

COMBINED MAJOR IN PHILOSOPHY AND RELIGION
Students may choose a major in philosophy (see Philosophy section above) only or religion only, but students may also study philosophy and religion as a combined major. The requirements for this combined major are 30 semester hours (ten courses) of course work in either philosophy or religion, including either PH 495 Senior Project in Philosophy or RE 450 Senior Project in Religion. At least twelve semester hours (four courses) must be taken in each subject, philosophy and religion. Close consultation with a member of either the philosophy or religion faculty is required.

MINOR IN RELIGION
Students who wish to minor in religion must successfully complete twelve semester hours of course work, three of which must be at the upper-college level.

MINOR IN CHURCH SERVICE AND LEADERSHIP
The purpose of the minor in Church Service and Leadership is to prepare students to be lay leaders in their congregations. The program is designed to help students understand the operations of congregational life that depend on volunteers with competency in specialized areas such as worship technology, financial management, faith education, social justices and mission, or music.

Students in the minor will begin the experience with an introductory course, IE 117 Listening to your Inner Voice: Vocation and Career. This will be followed by two on-site experiences of congregational leadership in the student’s chosen focus area. These experiences are designed for the student to observe a current leader in the chosen role and to provide assistance in that role upon completion of related course work. Individuals at regional congregations have volunteered to shepherd students through these experiences by partnering with Baker University to support this program. During the time between the first and second on-site experiences, students will complete six hours of courses designed to provide the academic knowledge required to develop competency in the focus area of leadership.

Some partner congregations will require safety training for all congregational volunteers, such as the United Methodist Church’s “Safe and Sacred Space” training. This typically is a one-day workshop offered regularly at churches in the eastern Kansas area at a nominal rate (e.g., $25), and would be in addition to the course requirements listed below.

PROGRAM REQUIREMENTS
Students completing the minor in Church Service and Leadership must complete the following fifteen credit hours coursework:
1. Listening to your Inner Voice: Vocation and Career (Interterm course)
2. An approved lower-college internship experience (II 255 or CI 260)
3. An approved upper-college internship experience (II 355 or CI 360)
4. At least six credit hours in one of the five focus areas listed below

FOCUS AREA 1: CHURCH FINANCIAL MANAGEMENT
AC 141 Introduction to Accounting
BS 141 Introduction to Business
BS 353 Fundamentals of Management
BS 355 Human Resource Management

FOCUS AREA 2: TEACHING AND LEARNING IN THE CHURCH
ED 345 Psychology of the Exceptional Child
ED 380 Elementary and Middle Level Methods for Music, Art, Physical Education and Health
PY 243 Human Development
**FOCUS AREA 3: MEDIA TECHNOLOGY AND THE CHURCH**

- MM 140 Mass Media and Society
- MM 230 Digital Media I
- MM 250 Writing for Mass Media I

**FOCUS AREA 4: CHURCH MUSIC EDUCATION**

- MU 126 Class Guitar
- MU 127 Class Piano
- MU 151 Music Theory Fundamentals
- MU 153 Sight-Singing, Diction and Aural Skills
- MU 245 Conducting Techniques
- MU 264 Twentieth Century Compositional Techniques
- MU 463 Teaching Elementary General Music

**FOCUS AREA 5: CHURCH AND SOCIETY**

- HI 346 History of Kansas: Its Peoples and Cultures
- SO 243 Social Inequality
- SO 337 Community and Social Capital
- SO 363 Religion, Ritual and Belief

**FOUNDATIONS IN CHURCH LEADERSHIP PROGRAM**

The Foundations in Church Leadership Program prepares students for graduate training in church leadership, especially a seminary degree leading to ministry. The program is not a major, and students of any major may participate. The program is also not a minor; it is simply a group of preparatory courses that will benefit students who wish to pursue further study in the area. The program is open to students of any faith. Participants take the courses listed below. Some choices are available and many of these courses also satisfy general education requirements. The list of courses may change as the program develops.

**PROGRAM LEARNING OUTCOMES**

Students who successfully complete the program will be able to:

1. design an effective, comprehensive education program for a congregation.
2. create a realistic budget and a fund-raising plan for a congregation (when an appropriate course is available).
3. write a brief, competent history of a congregation.
4. demonstrate significant progress in self-understanding and awareness of strengths/weaknesses in interacting with other people.
5. effectively address an issue related to the Bible or non-Christian religions in competent prose and/or oral presentation.
6. demonstrate competence in understanding a local church as a social organization.

**PROGRAM REQUIREMENTS**

Students completing the Foundations of Church Leadership Program must complete the following coursework:

1. RE 110 The Torah / Introduction to the Old Testament
2. RE 120 Introduction to the New Testament
3. RE 270 World Religions
4. RE 280 Foundations of Pastoral Identity
5. HI 226 Laboratory Course in Historical Method (Students pursuing the Foundations of Church Leadership program may enroll in HI 226 without meeting the prerequisite.)
6. CO 115 Oral Communication or CO 242 Interpersonal Communication and Ethics
7. CO 245 Advanced Public Speaking or CO 120 Performance of Literature
8. SO 241 Social Organization and Social Change or SO 363 Religion, Ritual and Belief
9. MU 331 History of Western Music I or AE 110 Visual Language or AH 111 Survey of Art History
10. PY 382 Health Psychology or PY 385 Counseling
11. The Bible and Leadership (Interterm course)
SOCIAL JUSTICE

TIMOTHY BUZZELL, Professor, Program Director
JACOB BUCHER, Assistant Professor
SUSAN REDDING EMEL, Professor
TRACY FLOREANI, Associate Professor

PROGRAM DESCRIPTION

The minor in social justice is an interdisciplinary program that provides students with the opportunity to develop a focused understanding of the catalysts, foundations, and possible solutions to systemic injustices in society. The minor requires basic theoretical grounding as well as experiential application of concepts in the field. Requirements for the minor include two core courses and four electives (eighteen semester hours).

CORE COURSEWORK

The following courses are required of all social justice minors:
- SJ 210 Foundations of Social Justice
- SJ 493 Senior Praxis in Social Justice

ELECTIVE COURSEWORK

Students must complete twelve credit hours in elective courses in social justice: two Source courses (6 hrs) and two Solution courses (6 hrs) from the following list of course:

Source Courses:
- AH 250 Women’s Art History
- CO 420 Communicating the Feminine in Ancient World Religions
- EC 111 Economic Analysis of Social Issues
- EN 226 Contemporary Minority Literature History
- HI 333 American Social and Intellectual History
- HI 334 American Economic History
- HI 348 Social and Cultural Revolutions in the 1960s
- PS 212 Global Problems
- SO 243 Social Inequality
- SO 329 Gender and Sexuality
- SO 330 Race and Ethnicity
- SO 331 Social Class and Status
- SO 337 Community and Social Capital
- SO 339 Community and Social Capital
- SO 340 Power, Politics and Modernity
- SO 355 Group and Team Communication
- SO 410 Power, Politics and Modernity
- PH/PS 310 Social Justice: Theory and Practice
- SO 337 Community and Social Capital
- SO 338 Community and Social Capital
- SJ 495 Special Topics

Solution Courses:
- CO 257 Pathways to Dispute Resolution
- CO 355 Group and Team Communication
- CO 467 Nonviolence and Social Movements
- EC 151 Applied Game Theory
- PH/PS 310 Social Justice: Theory and Practice

In addition, the social justice program may periodically offer special topics courses (SJ 295/495) which students may enroll in to satisfy the total credit hour requirements for the Minor in Social Justice.

SOCIOCY

TIMOTHY BUZZELL, Professor,
Social Science Department Chair
JACOB BUCHER, Assistant Professor

The focus of Sociology is to instill within our students that unique perspective, or insight into social life, that C. Wright Mills called “the sociological imagination.” Students in our program will come to better understand the ways in which social forces shape individual lives, social interactions, and social structures of many kinds. To this end, students will be actively engaged in the systematic study of social behavior and social interaction, social structures, and the changing nature of society.

The curriculum in sociology offers a variety of courses designed to help students develop the sociological imagination. We do this in several ways. First, we encourage students to build a major
program of study that fosters exploration of “social things”, driven by a curiosity to explain social phenomena. Students who elect the sociology major have freedom to develop a program of study that fits their interests, career plans, and individual needs. Students have the option of developing a “concentration” in a program in Criminal Justice or Human Services and may develop a plan of study constituting an emphasis within the sociology major. Second, we teach Sociology Majors a number of skills valuable to the sociological endeavor, but also important to any career interest. This includes the development of analytical and problem solving skills, the understanding of techniques of social inquiry, and the skills necessary for social analysis.

Students in the program are also actively engaged in the development of the “sociological imagination” by participating in Department activities. Sociology will offer students opportunities for participating in field experiences in order to understand more keenly sociological concepts. These experiences include internships and career involvement. Students may also participate in the developing of sociological knowledge, presenting the results of class-based projects to others in a variety of professional settings including participation in regional and national sociology conferences.

Students who intend to teach sociology in secondary schools are advised to refer to the Teacher Education Policy and Programs Handbook, which serves as the official document, available through the Education Department and distributed to all teacher education candidates.

**PROGRAM OBJECTIVES**

Students who major in Sociology will:

1. Develop an understanding of sociology, its major theoretical traditions, and the knowledge created by the systematic study of society and social phenomena.
2. Acquire the skills necessary to gathering, analyzing, and critically evaluating information in order to form reasonable conclusions about sociological phenomena using the research skills found in the discipline.
3. Engage in the application of the sociological imagination, allowing the student unique insights into the relationship between larger social contexts of action and structure, and patterns of social interaction.

**MAJOR IN SOCIOLOGY**

The major in sociology is structured to guide students through the study of the foundations of sociological thinking, and then subfields of study in sociology. The 33 semester hour major also accommodates student interests in two specialty areas: criminal justice and public sociology. A concentration can be earned in one or both of these specialty areas by completing twelve semester hours of coursework. Students are encouraged to complete all 100- and 200-level courses in their freshman and sophomore years as preparation for work in upper-division elective courses in sociology.

Students majoring in sociology may earn either a Bachelor of Arts degree or a Bachelor of Science degree. The Bachelor of Arts degree requires the completion of the fourth semester of a world language (204 level). The Bachelor of Science degree requires the completion of MA 221 Statistics I and MA 321 Statistics II.

**CORE COURSEWORK**

All sociology majors must complete the following core courses (sixteen semester hours):

- SO 115 Principles of Sociology
- One of the following courses: SO 241 Social Organization and Change, SO 242 Society and the Individual, or SO 243 Social Inequality
- SO 274 Methods of Social Research
- SO 320 Theory in Sociology
- SO 493 Senior Seminar in Sociology
ELECTIVE COURSEWORK

Students must complete at least two courses in each of the three sub-fields within sociology (social organization, society and the individual, and social differences), for a total of eighteen credit hours in elective coursework.

SOCIAL ORGANIZATION

- SO 328 Sociology of the Family
- SO 337 Community and Social Capital
- SO 346 Criminal Justice
- SO 363 Religion, Ritual and Belief
- SO 372 Sociology of Medicine
- SO 380 Sociology of Law

SOCIAL ORGANIZATION

- SO 328 Sociology of the Family
- SO 337 Community and Social Capital
- SO 346 Criminal Justice
- SO 363 Religion, Ritual and Belief
- SO 372 Sociology of Medicine
- SO 380 Sociology of Law

SOCIAL ORGANIZATION

- SO 328 Sociology of the Family
- SO 337 Community and Social Capital
- SO 346 Criminal Justice
- SO 363 Religion, Ritual and Belief
- SO 372 Sociology of Medicine
- SO 380 Sociology of Law

SOCIAL DIFFERENCES

- SO 329 Gender and Sexuality
- SO 330 Race and Ethnicity
- SO 331 Social Class and Status
- SO 377 The Sociology of Deviant Behavior
- SO 410 Power, Politics, and Modernity

OPTIONAL AREAS OF EMPHASIS IN SOCIOLOGY

EMPHASIS IN CRIMINAL JUSTICE

- Students who wish to develop an emphasis in criminal justice are required to complete twelve semester hours among the following courses:
  - SO 325 Criminology
  - SO 338 Sociology of the Life-Course
  - SO 345 Computers, Crime and Deviance
  - SO 346 Criminal Justice
  - SO 377 The Sociology of Deviant Behavior
  - SO 380 Sociology of Law

Students pursuing an emphasis in this area will also be encouraged to complete at least one field practicum during their course of study. Students interested in the study of crime forensics may complete a criminal justice concentration while majoring in Molecular Bioscience (please refer to the Biology program in the catalog for details).

EMPHASIS IN PUBLIC SOCIOLOGY

- Students who wish to develop an emphasis in public sociology are required to complete twelve semester hours among the following courses:
  - SO 328 Sociology of the Family
  - SO 331 Social Class and Status
  - SO 337 Community and Social Capital
  - SO 338 Sociology of the Life-Course
  - SO 346 Criminal Justice
  - SO 372 Sociology of Medicine
  - SO 377 The Sociology of Deviant Behavior
  - SO 410 Power, Politics, and Modernity

Many of these courses have a community service component. Students are also encouraged to complete courses in Spanish and a field practicum as part of this emphasis.

MINOR IN SOCIOLOGY

Sociology offers a minor to students who wish to combine their major field of study with a special focus in sociology. For example, students majoring in Business with a concentration in management may wish to develop a minor in Sociology that studies Social Research Methods, Social Organization and Change, Criminology, or Majority and Minority Relations.

To be awarded a minor, students must successfully complete the following (fifteen semester hours):

- SO 115 Principles of Sociology
- One additional sociology course at the 200 level or higher
- Two upper-college courses in sociology
STATEMENT OF DEPARTMENT MISSION
The mission of the Baker University Theatre Department is to help students develop as individual and collaborative artists, instilling a foundation as performers, designers, communicators while producing quality theatre in service to Baker University and the region.

PROGRAM OBJECTIVES
Students who successfully complete the Bachelor of Arts degree in theatre will be able to:
1. express an understanding of theatre as a dynamic art form by analyzing the role of theatre in the past and present.
2. demonstrate an understanding and skill in performance techniques
3. present design projects demonstrating technical skill, conceptualization, and interpretation of dramatic texts.
4. demonstrate an understanding and skill in directing techniques
5. research, evaluate, and synthesize cultural and historical information to support artistic choices
6. analyze and critique theatre productions
7. demonstrate knowledge and skill in technical aspects of theatre
8. demonstrate an understanding and skill in the management principles and practices of theatre.

THEATRE CURRICULUM AND REQUIREMENTS
Students in the Theatre Department receive training and practical experience in many phases of live theatre (acting, directing, technical theatre, and design); theatre education; creative dramatics and children’s theatre; and experimental and alternative theatre forms. The program also offers study in the scholarly aspects of theatre, its history, criticism, and theory.

Students interested in secondary teacher licensure in theatre should refer to the Teacher Education Policy and Programs Handbook, which serves as the official document concerning licensure requirements. This document is available through the Undergraduate Education Department within the School of Education (posted online) and is distributed to all teacher education candidates. It is recommended that students interested in teacher licensure work closely with faculty in both the Undergraduate Education Department and the Theatre Department in order to satisfy all requirements.

Students majoring in theatre earn the Bachelor of Arts degree.

MAJOR IN THEATRE
Students majoring in theatre must complete a minimum of 33 semester hours and, in addition, one theatre interterm. The following courses are required:

- TH 111 The Theatre Experience
- TH 130 Acting I
- TH 140 Acting II
- TH 145 Stagecraft
- TH 255 Costuming and Makeup
- TH 320 Theatre History I
- TH 330 Theatre History II
- TH 357 Stage and Studio Lighting
- TH 423 Stage Performance
- TH 465 Scene Design
- TH 476 Directing
- TH 480 Advanced Technical Production
- TH 493 The Production Process
- Practicum
- One theatre Interterm course

Theatre majors are also expected to participate fully in production work each semester.

SUPPORTING COURSEWORK
Fifteen semester hours of supporting courses are required:

- AS 120 Drawing I
- EN 126 Introduction to Dramatic Literature
- EN 380 Shakespeare
The remaining hours must be in related coursework and require approval by the department chair.

MINOR IN THEATRE

The following courses are required to obtain a minor in theatre:

- TH 111 The Theatre Experience
- TH 130 Acting I
- TH 140 Acting II
- TH 145 Stagecraft
- TH 320 Theatre History I

WORLD LANGUAGES

CYNTHIA APPL, Professor, Department Chair
JAMES “DIEGO” FRAZIER, Instructor
ERIN JOYCE, Associate Professor
SANDRA SCHUMM, Associate Professor

STATEMENT OF PROGRAM MISSION

The study of languages is central to a liberal arts education. Language in all its manifestations is a dynamic medium that uniquely expresses the complexity of the human spirit and the universality of the human condition. The study of a language other than one's own enhances appreciation for our existential commonality and diversity by opening windows to another culture. The curriculum in World Languages at Baker University emphasizes meaningful communication to prepare students for life in multicultural communities and for career options in diverse fields. The department strongly encourages study abroad for the unparalleled opportunities this experience offers to improve language ability, cultural knowledge, and self-understanding.

PROGRAM OBJECTIVES AND GOALS FOR WORLD LANGUAGE MAJORS

World Language majors who graduate from Baker University should be able to:

1. Speak and understand the target language in paragraph-length discourse fluently and accurately enough to be understood by native speakers of diverse backgrounds and in a variety of situations.
2. Express their ideas in writing in the target language clearly and with sufficient accuracy to be understood by native speakers.
3. Research using a variety of material in the target language so as to solve problems and to further their own education.
4. Describe important aspects of the history, literature, values and practices of the target culture(s).

CURRICULUM AND REQUIREMENTS IN WORLD LANGUAGES

In World Language courses, students develop the ability to communicate in a second language, develop the skills necessary for effective cross-cultural communication, and gain new cultural perspectives. The curricular requirements in World Languages reflect many of the desired student learning outcomes of Baker’s College of Arts and Sciences. Students enrich their foundational knowledge in the liberal arts by learning cultural and historical information about other countries. They enhance their communication skills through continual speaking, listening, writing and reading practice in the second language. Moreover, study of a second language prepares students to participate in the global community. Majors in World Languages must complete an approved experience abroad of at least three weeks, but preferably a semester. Some students may choose to study abroad for a year. No more than twelve hours from a study abroad program may be counted toward a major in a World Language. In addition, one course numbered 300 or above must be taken in residence after completion of the study abroad program. Students majoring in multiple World Languages are encouraged, but not required, to participate in a study abroad program for each language.

World Language majors will complete a Senior Project during their last upper level course at Baker University. This project is a research paper and presentation completed under the direction of the
professor in any World Languages course numbered 300 or above, with the exception of FR/GN/SP 306 Conversation in Cultural Context.

In order to encourage students to improve fluency through study abroad, the department maintains institutional associate sponsorship in the Central College consortium with programs available throughout Europe and Mexico and in the Council for International Educational Exchange programs abroad. Many other study abroad options are also available.

Students who wish to be certified to teach a modern world language at the secondary level should consult the Baker University Teacher Education Policy and Programs Handbook, available to all teacher education candidates from the Undergraduate Education Department within the School of Education (posted online). Students seeking licensure should work closely with advisors from both the Department of Language and Literature and the Undergraduate Education Department in order to satisfy all requirements.

**CLASSICAL LANGUAGES, LITERATURE AND CULTURE**

During their initial semesters of Latin study, students master the vocabulary, grammar, and syntax of the language, so that in more advanced Latin courses they are able to read connected prose or poetry of increasing difficulty, with the aid of a dictionary. In addition to acquiring the ability to read works composed in Latin, students enlarge their own English vocabularies through study of Latin etymology and gain an enhanced appreciation for the many classical contributions to modern American culture in fields such as literature, philosophy, architecture, government, and law.

**FRENCH LANGUAGE, LITERATURE AND CULTURE**

First-year courses in French encourage students to discover and explore the French language and to gain new cultural perspectives. In the second year, students further build their proficiency in French and begin to make connections between the study of French and other areas of interest or career aspirations. Upper level courses are more specialized, focusing on particular skills or topics such as composition, conversation, literature, history, film, or cultures and civilizations of the francophone world. The French curriculum aims to prepare students for the professional world, study or travel abroad, or further study. Note: Upon enrolling at Baker University, students will be placed according to the results of a language placement test.

**GERMAN LANGUAGE, LITERATURE AND CULTURE**

First-year courses in German encourage students to discover and explore the German language and to gain new cultural perspectives. In the second year, students further build their proficiency in German and begin to make connections between the study of German and other areas of interest or career aspirations. Upper level courses are more specialized, focusing on particular skills or topics such as composition, conversation, literature, history, film, or cultures and civilizations of the German-speaking world. The German curriculum aims to prepare students for the professional world, study or travel abroad, or further study. Note: Upon enrolling at Baker University, students will be placed according to the results of a language placement test.

**SPANISH LANGUAGE, LITERATURE AND CULTURE**

First-year courses in Spanish encourage students to discover and explore the Spanish language and to gain new cultural perspectives. In the second year, students further build their proficiency in Spanish and begin to make connections between the study of Spanish and other areas of interest or career aspirations. Upper level courses are more specialized, focusing on particular skills or topics such as composition, conversation, literature, history, film, or cultures and civilizations of the Spanish-speaking world. The Spanish curriculum aims to prepare students for the professional world, study or travel abroad, or further study. Note: Upon enrolling at Baker University, students will be placed according to the results of a language placement test.
MAJOR IN FRENCH

Students majoring in French earn the Bachelor of Arts degree. Students who wish to earn a major in French must successfully complete a minimum of 27 semester hours at the 204-level or above (at least fifteen hours must be upper-college). Students who are placed into the 300 level or above must complete 24 semester hours at the 204-level or above (at least fifteen hours must be upper-college).

Courses must include:

- FR 305 French Composition in Cultural Context
- FR 306 French Conversation in Cultural Context
- FR 340 French Civilization and Culture OR FR 350 Contemporary France
- FR 360 Introduction to French Literature
- Twelve additional semester hours in French
- An approved Study Abroad experience
- One upper level course in which the Senior Project is completed
- Note: an internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in French.

SUPPORTING COURSEWORK

Students majoring in French must also successfully complete a twelve-hour minor area of concentration in a discipline of the student’s choice. A second world language at the 204-level or above is suggested.

MINOR IN FRENCH

Students wishing to obtain a minor in French must successfully complete a minimum of twelve semester hours in French at the 204-level or above. At least three of the semester hours must be at the upper-college level.

MAJOR IN GERMAN

Students majoring in German earn the Bachelor of Arts degree. Students who wish to earn a major in German must successfully complete a minimum of 27 semester hours at the 204-level or above (at least fifteen hours must be upper-college). Students who are placed into the 300 level or above must complete 24 semester hours at the 204-level or above (at least fifteen hours must be upper-college).

Courses must include:

- GN 305 German Composition in Cultural Context
- GN 306 German Conversation in Cultural Context
- GN 340 German Civilization and Culture OR GN 350 Contemporary German Culture
- GN 360 Introduction to German Literature
- Twelve additional semester hours in German
- An approved Study Abroad experience
- One upper level course in which the Senior Project is completed
- Note: an internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in German.

SUPPORTING COURSEWORK

Students majoring in German must also successfully complete a twelve-hour minor area of concentration in a discipline of the student’s choice. A second world language at the 204-level or above is suggested.

MINOR IN GERMAN

Students wishing to obtain a minor in German must successfully complete a minimum of twelve semester hours in German at the 204-level or above. At least three of the semester hours must be at the upper-college level.
**MAJOR IN SPANISH**

Students majoring in Spanish earn the Bachelor of Arts degree.

Students who wish to earn a major in Spanish must successfully complete a minimum of 27 semester hours at the 204-level or above (at least fifteen hours must be upper-college). Students who are placed into the 300 level or above must complete 24 semester hours at the 204-level or above (at least fifteen hours must be upper-college).

Courses must include:

- SP 305 Spanish Composition in Cultural Context
- SP 306 Spanish Conversation in Cultural Context
- SP 343 Civilization and Culture of Spain *OR* SP 344 Civilization and Culture of Latin America
- Twelve additional semester hours in Spanish
- One 400-level course in which the Senior Project is completed
- An approved Study Abroad experience
- SP 360 Introduction to Hispanic Literature

**Note:** an internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in Spanish.

**SUPPORTING COURSEWORK**

Students majoring in Spanish must also successfully complete a twelve-hour minor area of concentration in a discipline of the student’s choice. A second world language at the 204-level or above is suggested.

**MINOR IN SPANISH**

Students wishing to obtain a minor in Spanish must successfully complete a minimum of twelve semester hours in Spanish at the 204-level or above. At least three of the semester hours must be at the upper-college level.
COLLEGE OF ARTS AND SCIENCES and
UNDERGRADUATE SCHOOL OF EDUCATION
COURSE DESCRIPTIONS

COURSES COMMON TO ALL DISCIPLINES
The following courses are available in all academic disciplines or areas of study at the Baldwin campus, pending department chair or program director approval.

XX 295, 495 - Special Topics 1-4 hrs.
These are specialized courses designed to examine topics within a discipline or area of study not otherwise addressed by an established course at Baker, selected according to faculty and student interests and needs. Additional notes: For courses within art history, the applicable course codes are AH 290/490; for courses within literary studies (within the English program), the applicable course codes are EN 296/496; for interdisciplinary and multi-disciplinary lower-college courses within the liberal arts, the applicable course code is LA 250; options within mathematics include MA 395; and for courses within philosophy, please see description for PH 290/490, which is listed separately on p. 174. Prerequisite: Varies by course. R

XX 299, 499 - Independent Study 1-4 hrs.
Independent study provides an opportunity for the competent and highly motivated student to pursue a course of study in an advanced topic or in an area that is not represented by an established course at Baker (more details provided on p. 37). R

AC: ACCOUNTING

AC 141 - Introduction to Financial Accounting 3 hrs.
This course introduces accounting theory and procedure including recording, classifying, reporting, and analysis of financial information.

AC 142 - Managerial Accounting I 3 hrs.
Managerial accounting principles for planning and control are introduced, including cost-volume profit analysis, responsibility reporting, and standard cost and process costing. Prerequisite: AC 141.

AC 351 - Intermediate Accounting I 3 hrs.
This course studies the conceptual framework underlying financial accounting and reporting, the preparation of general purpose financial statements, accounting and financial reporting procedures for current and long-term assets and current liabilities, and revenue recognition principles. Prerequisite: AC 141.

AC 352 - Intermediate Accounting II 3 hrs.
This course builds upon AC 351 by studying accounting and reporting procedures for investments, long-term liabilities, leases, income taxes, and stockholders’ equity transactions. Prerequisite: AC 351.

AC 353 - Accounting Information Systems 3 hrs.
Integrated applications software is employed to address problems of information management. Skills in building information systems and data base management are developed by case studies. Prerequisite: AC 351.

AC 354 - Managerial Accounting II 3 hrs.
Topics covered include inventory valuation, income determination, capital budgeting, and performance measurement. Prerequisite: AC 142.

AC 355 - Income Tax 3 hrs.
This course provides an introduction to income tax principles emphasizing the role of taxes in making business decisions. Measurement of taxable income for sole proprietorships, partnerships, and corporations is covered along with an overview of individual income taxation. Prerequisite: AC 141.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
AC 390 - Accounting Internship 1-3 hrs.
This course involves completing an internship of at least 120 clock hours over at least eight weeks in a professional work setting where the student has the opportunity to observe and participate in an organization’s accounting process. The student’s work experience will be under the supervision of a faculty sponsor and will be designed to provide real-world accounting experience. Credit earned in this course will count toward the maximum of twelve hours of internship credit a student may earn during their undergraduate experience at Baker. Prerequisite: AC 141.
R; P/NC

AC 456 - Advanced Accounting 3 hrs.
This course provides an in-depth study of business combinations and the preparation of consolidated financial statements. Other topics include foreign currency transactions, translation of foreign currency financial statements, and accounting for governmental and not-for-profit organizations. Prerequisite: AC 352.

AC 457 - Auditing 3 hrs.
This course provides an introduction to the auditing process and the role of auditors. Auditing standards and current auditing practices are examined through class discussion and completion of an audit simulation project. Prerequisite: AC 352.

AC 458 - Seminar in Accounting Topics 3 hrs.
This course examines accounting and tax issues not covered in previous accounting courses. Particular attention is paid to current accounting issues challenging practitioners. Specific topics will vary from year to year as accounting standards evolve to handle a changing business environment. Prerequisites: AC 352 and 355.

AE: ART EDUCATION

AE 110 - Visual Language 3 hrs.
This course introduces the student to elements of design and principles of visual organization from a theoretical perspective. Both color and monochromatic concepts are studied by examining the work of artists and designers through slide/lecture presentations. Students further explore the issues of this course through demonstrations and designing exercises.

AE 380 - Art in the Elementary Classroom 3 hrs.
This course is designed for elementary education majors and others interested in the field of art education. Topics covered include the developmental stages of artistic expression, expectations, and evaluations of children’s art experiences. Art as visual communication is stressed. Prerequisites: ED 100, 243 and AE 110, or permission of the instructor.

AE 480 - Secondary Art Education 3 hrs.
This course is designed to address the needs of students seeking licensure as secondary-level art teachers. It considers both curriculum development and methods of instruction. Attention is given to the special problems of the art teacher, including attitudes toward originality, evaluation, and products. Prerequisite: 12 hours of AS course work, ED 100 and 243; junior status recommended.

AE 496 - Portfolio and Exhibition 1 hr.
Students in this course develop an understanding of standards and strategies for preparing and presenting works of art and for articulating artistic goals and objectives. Each student presents a formal exhibit of his or her own recent work as part of this course. Required of senior Art Education majors.

AH: ART HISTORY

AH 111 - Survey of Art History 3 hrs.
Images, issues, and ideas from Paleolithic times to the present are studied in this course. The visual and plastic arts are presented as expressive forms which, together with other arts (i.e., music, theater, dance), provide insight into the social/cultural milieu from which the artistic form emerges. Key themes are examined in comparative global and historical contexts, viewing the implications from a variety of cultural and interdisciplinary perspectives.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
AH 210 - Asian Art History 3 hrs.
This course provides a survey of visual arts of the East from the Indus River to Japan and Java between the fifth millennium B.C. and 1850 A.D. It presents a comprehensive study of the three major artistic traditions of eastern Asia - Indian, Chinese, and Japanese - as well as a cogent overview of their interrelationships and their influences on the neighboring traditions of Southeast Asia, Indonesia, Central Asia, and Korea. Prerequisite: AH 111 or permission of the instructor.

AH 250 - Women's Art History 3 hrs.
This course provides an overview of contributions made by women of diverse visual cultures through history and around the world. The survey considers women both as producers and subjects of artistic representation. Attention is also given to the ideological implications and practical effects resulting from traditional art historical inclusions for and omissions from study.

AH 282 - The Fine Art of Gallery Management 3 hrs.
This course introduces students to the diverse world of galleries through visits to museums, private galleries and art collections. Students will review portfolios and learn how to select gallery art work, develop skills in promoting and advertising shows, and become familiar with the financial management of a gallery. Additionally, students will participate in one or more gallery opening. Prerequisite: AE 110 or AH 111, or permission of the instructor. (Cross-listed as AS 282.)

AH 320 - History of Photography 3 hrs.
This course will survey the major developments in the history of photography from the process of its invention in the 1820s and 1830s to the utilization of digital photography in the 1990s. The goal of the course is to foster a greater understanding of the evolution of photography through an examination of the changes in aesthetics as well as the shifting notion of what constitutes a photograph.

AH 341 - Prehistoric to Medieval Art 3 hrs.
This course provides a study of principal styles of Western art from the Paleolithic Era through the latter stages of the Middle Ages and the cultural/historical contexts from which they emerged. As appropriate, the ancient arts of the Middle East, Asia, and the Native Americas are included. The course emphasizes critical analysis and examines how the visual arts reflect ideas, issues, and values of societies and individuals. Prerequisite: AH 111.

AH 342 - Renaissance/Rococo Art History 3 hrs.
This course provides a survey of major developments in Western art from the decline of the Gothic to the latter stages of the Baroque period (through the Rococo). The artists and works studied are examined in terms of their cultural/historical contexts and in terms of the various methods and procedures for producing art developed during this period. Appropriate reference is made to multicultural influences, gender issues, and the roles of women artists of the period. Prerequisite: AH 111.

AH 345 - The Birth of Modern Art (1789-1920) 3 hrs.
This course provides a chronological survey of visual art, focusing on the concept of “modernism” in the art of the Western world from Neo-Classicism through World War I. Appropriate references are made to relevant non-Western artistic influences including Asia, Middle Eastern, and African. The course concludes with the destruction of Enlightenment-based idealism in the aftermath of the First World War. Prerequisite: AH 111.

AH 347 - Art of the 20th Century and Beyond (1920-present) 3 hrs.
This course provides an introductory examination of the concept of “postmodernism” as it pertains to world art. The course begins with the aesthetic revolution inaugurated in a context of disillusionment (World War I) and continues in a thematically developed exploration for key theories and related artistic expressions that have grown out of and characterize the 20th century “global village.” Prerequisite: AH 111.

AH 382 - The Fine Art of Gallery Management 3 hrs.
This course provides students an opportunity to continue their exploration of the diverse world of galleries through visits to museums, private galleries and art collections. Students will review portfolios and learn how to select gallery art work, develop skills in promoting and advertising shows, and become familiar with the financial management of a gallery. Additionally, students will participate in one or more gallery opening. Prerequisite: AH/AS 282. (Cross-listed as AS 382.)
AH 495 - Writing About Art 3 hrs.
Intended for all Art Department majors and minors, this course will be conducted as a seminar. Students study various phases of art criticism and art history and learn to effectively apply various writing strategies when discussing artworks. Prerequisite: AH 111.

AH 498 - Art History Senior Thesis 3 hrs.
Students in this course will write a twenty page research paper on a topic selected in consultation with the instructor. Additionally, the student will deliver a version of this paper as a public talk. Required of senior Art History majors. Prerequisites: Senior status, art history major.

AS: STUDIO ART

AS 120 - Drawing I 3 hrs.
Theory and practice in a variety of graphic media. Conte, ink, pencil, and charcoal used in studio problems to acquaint beginning students with full range of drawing possibilities. Students will also research, write and discuss historical and contemporary theories and trends in drawing. The class meets six studio hours per week.

AS 121 - Painting I 3 hrs.
The course expands on material included in the foundation course including color, perspective, form, texture, scale and composition. Students will explore technical, aesthetic and conceptual approaches in painting. Students will also research, write and discuss historical and contemporary theories and trends in painting. The class meets six studio hours per week.

AS 122 - Printmaking I 3 hrs.
An introduction to the various techniques of linocuts. Students learn traditional techniques as well as mixed media processes and experimental contemporary digital printmaking. Emphasis is placed on the technical skills required to visually communicate utilizing the printmaking medium. The development of individual expression is stressed. The class meets six studio hours per week.

AS 130 - Ceramics I 3 hrs.
In this course students gain an understanding of clay properties, glazing techniques, and kiln operation. Hand-building techniques are emphasized, but throwing and mold-construction approaches are introduced. The class meets six studio hours per week.

AS 132 - Sculpture I 3 hrs.
This is an introductory course in which the three-dimensional concepts of form, mass, and spatial relationships are explored through use of a variety of selected media. Hand forming, casting, and constructions techniques are employed in addressing assigned problems. The class meets six studio hours per week.

AS 170 – Digital Photography I 3 hrs.
A practical introduction to the theory and application of digital SLR camera controls. An emphasis will be placed on the technical skills required to visually express oneself through the photographic medium, the use of Photoshop programs and conceptual approaches. Instructional methods will include lectures, field experience and laboratory work.

AS 190 - Design for Graphic Applications 3 hrs.
This class will engage the student with explorations of basic design principles as applied to text, color, composition and general design theories. Furthermore, this class will serve as an introduction to problem-solving strategies, fundamentals of communication theory, and analysis of a wide range of professional solutions to communication problems. This course considers the world of print media of single page compositions, multi-page documents, the integration of form, image, and text as sites for audience engagement. Prerequisite: AE 110 or permission of instructor.

AS 230 - Jewelry and Metalsmithing 3 hrs.
Fundamental skills for jewelry fabrication and metalsmithing are presented in this course. Original designs are developed and executed using a variety of materials, methods, and techniques. Forming, casting, and finishing processes are included. Prerequisite: AE 110.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
AS 240 - Weaving and Fiber Art 3 hrs.
This course instructs students in the use of tools, techniques, and processes required for producing original fiber art from concept to finished object. Fibers, fabrics, and technical procedures for working on and off loom, including knotting, appliqué, and surface design, will be included in the study. Prerequisite: AE 110.

AS 282 - The Fine Art of Gallery Management 3 hrs.
This course introduces students to the diverse world of galleries through visits to museums, private galleries and art collections. Students will review portfolios and learn how to select gallery art work, develop skills in promoting and advertising shows, and become familiar with the financial management of a gallery. Additionally, students will participate in one or more gallery opening. Prerequisite: AE 110 or AH 111, or permission of the instructor. (Cross-listed as AH 282.)

AS 350, 450 - Drawing II, III 3 hrs.
Students expand on theories explored in Drawing I. Assignments concentrate on the introduction of more personally significant content into the students’ work. Thematic series are introduced as a way of exploring complex concepts. The class meets six studio hours per week. Prerequisite: AS 120 (for AS 350), AS 350 (for AS 450).

AS 351, 451 - Painting II, III 3 hrs.
Students expand on theories in Painting I. Assignments concentrate on the introduction of more personally significant content into the students’ work. Thematic series are introduced as a way of exploring complex concepts. The class meets six studio hours per week. Prerequisite: AS 121 (for AS 351), AS 351 (for AS 451).

AS 352, 452 - Printmaking II, III 3 hrs.
A continuation to the theories and applications explored in Printmaking I with an introduction to new processes including contemporary intaglio prints (utilizing etching), monoprinting, and digital imaging. Contemporary intaglio approaches utilize less toxic processes and techniques that have been developed recently. Assignments concentrate on the introduction of more personally significant content into the students’ work. Thematic series are introduced as a way of exploring complex concepts. The class meets six studio hours per week. Prerequisite: AS 122 (for AS 352), AS 352 (for AS 452).

AS 360 - Ceramics II 3 hrs.
This course is a continuation of AS 130 and includes both functional and sculptural aspects of clay. Wheel-thrown and hand-built problems will be developed. Group and individual critique are provided. The class meets six studio hours per week. Prerequisite: AS 130.

AS 362 - Sculpture II 3 hrs.
This course provides a continuation of AS 132 and is a study of sculpture as an art form. Emphasis is placed on technical and visual problems including casting procedures. Group and individual critique are provided. The class meets six studio hours per week. Prerequisite: AS 132.

Students expand on techniques and theories learned in Digital Photography I. While emphasis is placed on the technical uses of basic color digital imaging and photographic manipulation, the course primarily addresses aspects of color theory, perception and aesthetics and the use of color in photographic and digital image creation. Thematic series are introduced as a way of exploring complex concepts. Prerequisite: AS 170, or the permission of the instructor (for AS 370), AS 370 (for AS 470).

AS 382 - The Fine Art of Gallery Management 3 hrs.
This course provides students an opportunity to continue their exploration of the diverse world of galleries through visits to museums, private galleries and art collections. Students will review portfolios and learn how to select gallery art work, develop skills in promoting and advertising shows, and become familiar with the financial management of a gallery. Additionally, students will participate in one or more gallery opening. Prerequisite: AH/AS 282. (Cross-listed as AH 382.)

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
AS 390 - Graphic Design I 3 hrs.
This course addresses aesthetic and technical aspects of visual communication. Students are introduced to tools, techniques, and processes required to produce original creative design from initial sketch through to finished art. Traditional and computer-assisted design processes are presented. Prerequisites: AE 110, AS 120, and AS/MM 170.

AS 391 - Graphic Design II 3 hrs.
This is a continuation of AS 390 with emphasis on solving complex communication problems, developing aesthetic judgment, and preparing a professional portfolio. Prerequisite: AS 390.

AS 460 - Ceramics III 3 hrs.
This course is a continuation of AS 360. Expression of aesthetic judgment and the production of a unified ceramics portfolio are central purposes of the course. The class meets six studio hours per week. Prerequisite: AS 360.

AS 462 - Sculpture III 3 hrs.
This course is a continuation of AS 362. Expression of aesthetic judgment and the production of a unified sculpture portfolio are central purposes of the course. The class meets six studio hours per week. Prerequisite: AS 362.

AS 474 - Design Applications 3 hrs.
In this course, emphasis is on the application of design principles in resolving problems in one of a wide range of visual media. Both functional and non-functional will be considered. The class meets six studio hours per week. Prerequisite: Six hours of upper-college AS courses.

AS 496 - Portfolio and Exhibition 1 hr.
Students in this course develop an understanding of standards and strategies for preparing and presenting works of art and for articulating artistic goals and objectives. Each student presents a formal exhibit of his or her own recent work as part of this course. Required of senior Studio Art majors.

BI: BIOLOGY

BI 120 - Human Ecology 3 hrs.
This course is intended for the non-science major. It presents the terminology, methodology, and world-view of biological science through a consideration of the impact of modern technology on human ecology. (This course may not be counted towards either the major or minor in biology.)

BI 132 - Introduction to Molecular and Cellular Biology 4hrs.
This course is an entry level course for biology majors. The course will address the relationship between structure and function of the major biological molecules (proteins, nucleic acids, carbohydrates and fats) as well as the relationship between structure and function of cells and organelles. The students will also be introduced to the basic principles of molecular genetics and evolution. Three lecture/discussion periods and one laboratory session will occur each week.

BI 133 - Introduction to Ecological and Organismal Biology 4hrs.
This course is an entry level course for biology majors. The course will work from an evolutionary perspective to address plant structure and function, animal structure and function and the basic ecological levels of structure and function including populations, communities and ecosystems. Three lecture/discussion and one laboratory session will occur each week.

BI 201 - Environmental Issues and Policies 3 hrs.
This course will introduce environmental issues in detail to environmental science majors and non-majors, with an emphasis on the scientific basis of the issues and policies. The major environmental legislation and regulations will be reviewed within the context of understanding the problems, the possible solutions, and the scientific and practical ramifications of the solutions. Areas covered will include the management of water, air, solid wastes, and hazardous wastes as well as case studies of current initiatives and issues. Prerequisite: CH 137 or BI 133.

BI 242 - Botany 4 hrs.
This course considers the diversity, physiology, and adaptive process of plants. It is intended for all biology majors and for those non-majors who have an interest in the environment, natural history, horticulture, or food...
production. There are three lecture and discussion periods and one laboratory session each week. Prerequisite: BI 132 or 133.

**BI 246 - Human Anatomy and Physiology I 4 hrs.**

Human Anatomy and Physiology I is the first of a two-semester sequence in which human anatomy and physiology are studied using a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. Human Anatomy and Physiology I is required for students in physical education, and for pre-professional students in many of the allied health sciences (this course in not recommended for pre-medical and pre-dental students). The course covers the basic anatomical and directional terminology; homeostasis; fundamental concepts and principles of cell biology; histology; skeletal, muscular, nervous, cardiovascular and respiratory systems; the digestive system and metabolism; and fluid/electrolyte and acid/base balance. There are three lecture and discussion sessions and one laboratory session each week. This course does not count towards a major or minor in biology. Prerequisite: Sophomore status or instructor permission.

**BI 247 - Human Anatomy and Physiology II 4 hrs.**

Human Anatomy and Physiology II is a continuation of Anatomy and Physiology I and is required for pre-professional students in many of the allied health sciences (this course in not recommended for pre-medical and pre-dental students). The course covers the integumentary system, blood, the lymphatic system and immunity; neural integration; the special senses; the endocrine system; the reproductive system, human genetics and aging. Homeostasis is emphasized as a unifying theme throughout both semesters. There are three lecture and discussion sessions and one laboratory session each week. This course does not count towards a major or minor in biology. Prerequisite: BI 246

**BI 252 - General Zoology 4 hrs.**

This course is a survey of the animal kingdom with emphasis on the structure and function of vertebrate body systems. This course is intended for biology majors, premedical students, and students in the allied health sciences. There are three lecture and discussion periods and one laboratory session each week. Prerequisite: BI 132 or 133.

**BI 262 - Introduction to Microbiology 4 hrs.**

This course in an introduction to microbiology for pre-nursing students. Topics include a survey of microbes including viruses, bacteria, archaea, fungi, protozoa, and algae. In addition to consideration of the taxonomy, genetics, anatomy, and physiology of these organisms, we will also consider how they interact with their environments. For pathogenic organisms this will entail an introduction to the field of immunology. There will be three lecture/discussion sessions and two laboratory sessions each week. In the laboratory we will focus on the bacteria, including the techniques used to isolate and identify these organisms. Prerequisites: CH 120 or 137.

**BI 278 - Introduction to Genetics 4 hrs.**

Genetics is the study of heredity at the population, organismal, cellular and molecular levels. This course will focus on the Mendelian rules of inheritance in individuals and in populations. The molecular mechanisms that control cell division and gene expression will also be discussed. There will be three lecture/discussion periods per week, and one laboratory session where students will learn techniques used to study inheritance patterns. Prerequisite: BI 132.

**BI 295, 495 – Special Topics in Biology 1-4 hrs.**

Offered periodically on a topic in biology determined by faculty and student interests. This course will normally not be counted as part of the 37 hours required for the biology major.

**BI 298 - Introduction to Research in Biology 1-3 hrs.**

Students who have completed BI 132 and 133 with a minimum grade of a “C” and are interested in pursuing a major in biology will enroll in this course both terms during their sophomore experience. Over the two term period students will pursue an original research project with a professor in the department. Prerequisite: BI 132 and 133 with grade of “C” or higher, freshmen or sophomore status and the consent of the instructor.

**BI 341 - Dendrology 4 hrs.**

This course is a survey of woody plants with an emphasis on North American species. Their characteristics, range, uses, and management needs will be examined. Field studies will include identification, density, yield, and longevity determinations. There are three lecture and discussion periods and one laboratory session each week. Prerequisite: BI 242.
BI 345 - Vertebrate Natural History 4 hrs.
This course examines the vertebrates in detail. Topics include the origin and evolution of vertebrates, their ecology, management, behavior, and specializations. An emphasis will be placed on vertebrates that occur in Kansas. Prerequisite: BI 252.

BI 348 - Wildlife Management 4 hrs.
This course examines the principles and techniques used in managing our natural resources. Laboratory will emphasize management techniques used by various agencies in private and public land in eastern Kansas and western Missouri. There are three lecture sessions and one laboratory session per week. Prerequisite: BI 252.

BI 356 - Ornithology 4 hrs.
This course covers the biology of birds, including their classification, physiology, behavior, ecology, evolution, and speciation. The field identification of local species is emphasized. This course is recommended as an elective for biology majors, teachers, and anyone seriously interested in birds. There are three lecture sessions and one laboratory field session each week. Prerequisite: BI 252.

BI 360 - Comparative Vertebrate Anatomy 4 hrs.
This course is a thorough analysis of the anatomical evidence for evolutionary relationships among the major classes of the vertebrates. This course is fundamental for biology majors who plan careers in vertebrate biology and for premedical and pre-dental students. There are three lecture and discussion periods and one laboratory dissection period each week. Prerequisite: BI 252.

BI 361 - Developmental Biology 4 hrs.
In this course students will investigate two fundamental questions in developmental biology: how does the fertilized egg give rise to the adult body, and how does the adult body produce gametes that can result in the fertilized egg? There are three lecture/discussion sessions and one laboratory session each week in which the students will learn how scientists are using information gleaned from cell/molecular biology, physiology, anatomy, cancer research, neurobiology, immunology, evolutionary biology, and ecology to answer these questions. The scope of this course makes it advisable to have a solid background in biology prior to attempting this study. Prerequisite: BI 278.

BI 363 - Virology 3 hrs.
The world between the living (cellular organisms) and the non-living is occupied by a variety of microbes including viruses, viroids, virusoids and prions. Though minute, these particles have a huge impact on human society. In proof, consider the fact that more humans died between the years 1917 and 1920 from the flu than in the battles of World War I. This course is designed to allow students who have completed the introductory microbiology course an opportunity to expand their knowledge concerning these subcellular microbes. Prerequisite: BI 278.

BI 375 - Evolution 3 hrs.
This course is an examination of the theory of evolution, including its historical and social implications. It emphasizes the intellectual skills associated with the testing of evolutionary hypotheses. There are three lecture and discussion sessions each week. Prerequisite: BI 242, 252 or 262.

BI 377 - General Ecology 4 hrs.
This course covers the relationship between organisms and their environment. Field and laboratory techniques are covered in the laboratory sessions. This course is recommended for all biology majors and other serious students of ecology. There are three lecture and discussion periods and one field or laboratory session each week. Prerequisites: BI 242 or 252.

BI 378 - Genetics 4 hrs.
Genetics is the study of heredity at the population, organismal, cellular, and molecular levels. In this course we will introduce the basic principles of Mendelian, population, cellular, and molecular genetics. There will be three lecture/discussion sessions and one laboratory session each week. The laboratory will introduce the techniques of genetics at both the organismal and molecular levels. Prerequisites: A 200 level biology course, CH 138, and junior standing.
BI 380 - Animal Behavior 4 hrs.
This course explores the proximate and ultimate evolutionary explanations for the behavior of animals. The role of scientific process in producing research discoveries is emphasized. There are three lecture and discussion periods and one laboratory session each week. Prerequisite: BI 252.

BI 382 - Comparative Physiology 4 hrs.
This course covers the comparative function of animal organisms. The similarities and differences in the design of animals are analyzed. Mechanisms for meeting common problems, such as water and ion balance, feeding and digestion, gas exchange, internal transport, and nerve and muscle function are considered. This course is recommended for junior and senior biology majors and for premedical and pre-dental students. There are three lecture and discussion periods and one laboratory session each week. Prerequisite: BI 252 or 278.

BI 383 - Advanced Cell Biology 3 hrs.
This course is designed to provide students who will become career scientists or health professionals a solid and deep understanding of the biology of the cell. We will introduce the students to important factual information, terminology, and methodology concerning modern cellular biology via reading assignments in the text and in the primary literature, lectures and discussions. A secondary goal is to help students develop a clearer understanding of the ethical challenges involved in science. Prerequisite: BI 278 or 378. Prerequisite or co-requisite: CH 251.

BI 385 - Advanced Molecular Biology 3 hrs.
This course will allow students to expand on their previously acquired knowledge of genetics. Students will study classical and current experiments in molecular biology that are used to determine how the molecules involved in DNA replication, RNA transcription and protein translation interact and function at the molecular level. Prerequisites: BI 278 or 378 and CH 251.

BI 386 - Methods of Molecular Bioscience 3 hrs.
This intensive laboratory course will give students the opportunity to carry out modern molecular experimental techniques such as recombinant DNA, electrophoresis, protein purification, blotting, and DNA sequencing. Today these techniques are utilized to answer questions in cell biology, molecular biology and biochemistry. Students should have completed most other biology and chemistry requirements prior to taking this course so that they are prepared to both understand and design molecular experiments. Prerequisites: senior status and BI 383 or 385 or CH 370.

BI 388 - Immunology 3 hrs.
This course focuses on the cellular and molecular structure and function of the human immune system. It will provide a conceptual background for understanding the development and function of the cells and mechanisms that produce innate and adaptive immunity. The role of pathogens in the immune response, abnormal immune responses, and experimental manipulation of the immune system will also be discussed. Prerequisite: BI 278 or 378.

BI 392 - Wetland and Prairie Ecology 4 hrs.
This course examines the plants and animals of a variety of habitats classified within the context of wetlands and prairie. Both of these areas have been greatly reduced in size within the North American continent through agriculture and development. Several areas near Baldwin provide rare opportunities for study of these areas. The upland community at the Ivan Boyd Prairie Preserve, prairie savannas at the Ivan Boyd Woodlands, and a variety of wetland types at the 573-acre Baker University Wetlands Research and Natural Area will be the focal points of field study. This course is designed for upper-college biology and wildlife biology majors with an interest in field research. There are three lecture and discussion periods and one laboratory session each week. Prerequisite: BI 278 or 378.

BI 410 - Senior Seminar in Biology 2 hrs.
This is the senior capstone course for all seniors graduating with a degree in Biology or Wildlife Biology. Molecular bioscience majors may choose either this seminar or the one offered in the chemistry department. The students will consult with the course instructor and project mentor in order to choose a topic that is relevant to their career interests and goals. Through research of the literature each student will develop a significant paper that will demonstrate their ability to research, interpret, and write in their chosen field. Prerequisite: Senior standing as a major. It is strongly suggested that students have completed at least two biology courses at the 300 level prior to taking this seminar.
BI 498 - Research in Biology 1-3 hrs.
Students who have completed sixteen semester hours of biology with a minimum grade of a “C” and are interested in continuing to work on an original research project in their junior and/or senior year may enroll in this course in any given term with the permission of the supervising professor. The course may be repeated one time if the project is advanced in the subsequent term. This opportunity does not normally count as part of the upper-college requirements for the major. Prerequisite: Sixteen credit hours of biology with grade of “C” or higher, junior or senior status and the consent of the instructor.

BI 499 – Independent Study in Biology 1-3 hrs.
Independent study provides an opportunity for the competent and highly motivated student to pursue a course of study in advanced biology or in an area that is not represented by an established course at Baker. The program of study is designed by the student in consultation with an interested faculty member. This course is in addition to the minimum upper-college requirement for the biology major. Prerequisite: Department chair approval.

BS: BUSINESS

BS 141 - Introduction to Business 3 hrs.
The course is intended for first-year business majors, students who are undecided about majoring in business, and non-majors who wish to obtain a broad overview of the operation of the business enterprise and its role in U.S. and international commerce. The roles of business as supplier of goods and services, employer participant in public affairs, and civic partner will be examined. Basic business functions of accounting, management, marketing, finance, and human resources will be introduced. Career options in business are also presented.

BS 220 - Bronston Fellows Seminar 1 hr.
This course provides a range of enriched opportunities for participating students. Contemporary topics in business are examined through interaction with guest speakers, exercises, and site visits. R; P/NC

BS 230 - Quantitative Analysis for Business and Economics I 4 hrs.
The purpose of this course is to provide students an opportunity to develop and expand upon their quantitative analysis and reasoning skills in the context of problems and challenges often faced by leaders in business, accounting and economic research. Prerequisite: An ACT math score of 20 or above, or MA 090 with a “C” or higher. (Cross-listed as MA 230.)

BS 251 - Business Law I 3 hrs.
This course presents an overview of legal methods and sources, the law of contracts, defamation, negligence, and employment law. Basic legal research techniques are introduced. Prerequisite: BS 141.

BS 252 - Business Law II 3 hrs.
The law relating to operations of business enterprises, including torts, product liability, bankruptcy, secured transactions, employee/employer relationships, and debtor-creditor relationships is studied. Prerequisite: BS 141.

BS 271 - Principles of Marketing 3 hrs.
This course is an introduction to marketing as a social process. Using product, price, distribution, and promotion as the base, marketing is explored as human activity directed at satisfying needs and wants through exchange processes. Prerequisites: BS 141 and EC 242.

BS 325 - Operations Management and Information Systems 3 hrs.
Quantitative techniques and methods for production and operations management are introduced and applied. In addition, this class presents an in-depth analysis of the development, design, and applications of computer information systems as a tool for all business decision making. Prerequisite: MA 321.

BS 330 - Quantitative Analysis for Business and Economics II 4 hrs.
The purpose of this course is to provide students an opportunity to further develop and expand upon their quantitative analysis and reasoning skills in the context of problems and challenges often faced by leaders in business, accounting and economic research. Prerequisite: BS 230 or equivalent course (will require instructor approval). (Cross-listed as MA 330.)

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
BS 331 Business Information Systems 3 hrs.
The objectives of this course are to understand the nature and impacts of information systems for individuals, organizations, and society; to enhance the student's problem-solving skills for business and for them to appreciate the role of information technology in problem solving; and to enhance the student's skills with end-user tools in information technology. Prerequisites: BS 141, junior standing.

BS 351 - The Law of Sports 3 hrs.
This course examines the legal environment in which professional sports and amateur athletics operate, focusing on the areas of contract law, labor law, antitrust law, intellectual property law, and constitutional law. Course topics include the legal history of the sports industries, the legal structure of professional sports, the basic agreements controlling sports, the functions of the sports agent, the operation of sports labor unions, management issues in professional sports, and the legal aspects of amateur athletics. Prerequisite: Junior standing.

BS 353 - Fundamentals of Management 3 hrs.
This course introduces the process of management by studying the functions performed by managers, including planning, organizing, leading, and evaluating. Prerequisites: BS 141 and EC 242.

This course looks at the management of human resources from the point-of-view of a business manager. Upon successful completion of this course, the student should understand the basics of human resource planning, recruitment, selection, development, compensation, and appraisal. The student should also understand constraints on management discretion, including legislation, court decisions, labor unions, and labor markets. Prerequisite: BS 353.

BS 356 - Quantitative Methods in Decision Making 3 hrs.
Quantitative techniques, including linear programming, are applied to modeling for business decision making. Prerequisite: BS 330 or MA 321.

BS 361 - International Management 3 hrs.
An overview of management in an international context is introduced through examination of case studies, application of relevant theories from management and economics, and consideration of special factors such as culture and politics. Prerequisite: BS 353.

BS 370 - Ethics in Business 3 hrs.
In the course, we will consider numerous issues/concerns for business managers today, including moral responsibility, social responsibility and ethical behavior at both the personal and organizational levels. Prerequisite: BS 141 or equivalent, junior standing.

BS 381 - Corporate Finance 3 hrs.
This course is an introduction to corporate finance. Most of the class covers the theory and practice of asset valuation and pricing, with applications to the long-term investment decision. The implications of capital structure decisions will be evaluated. Prerequisites: AC 141 and EC 242.

BS 382 - Investments 3 hrs.
Topics covered in Corporate Finance, specifically diversification and risk, are applied to managing investments. The institutions of investing, the theory of asset pricing, and evaluation of portfolio performance are studied. Prerequisite: BS 381.

BS 383 - Corporate Finance II 3 hrs.
Further topics in corporate finance, including the firm’s liability structure and dividend policy, options, warrants and convertible bonds, and mergers and acquisitions are introduced. This class employs significant casework. Prerequisite: BS 381.

BS 385 - Sports Marketing and Management 3 hrs.
This course examines the business of the sports industries, focusing on the theoretical and applied foundations of sports marketing, sports advertising and public relations, sport event and facility management, the economics of the
sports industries, and management issues related to finance, accounting, information systems, and human resources in the operation of professional and amateur sports organizations. Prerequisite: BS 141.

BS 390 - Business Internship 1-3 hrs.
This course involves completing an internship of at least 120 clock hours over at least eight weeks in a professional work setting where the student has the opportunity to observe and participate in an organization’s business processes. The student’s work experience will be under the supervision of a faculty sponsor and will be designed to provide practical experience in marketing, management, or other functional business area. Credit earned in this course will count toward the maximum of twelve hours of internship credit a student may earn during their undergraduate experience at Baker. Prerequisite: varies based on the student’s major and/or concentration; permission of the instructor. R; P/NC

BS 415 - Methods of Teaching Business 3 hrs.
This course addresses the concepts and skills needed for teaching secondary courses in General Business, Accounting, Consumer Economics, and Free Enterprise. Attention is directed to planning and teaching strategies needed in business courses. Student-developed projects constitute an important element of the course. Prerequisites: ED 100 and 243; junior status recommended.

BS 456 - Business Policy 3 hrs.
This course is the capstone class for Business, Accounting, and International Business majors. Through the use of case studies and team projects students practice applying principles of finance, accounting, management, economics, and marketing to business problems and opportunities using a strategic analysis framework. Prerequisites: BS 353, 381, and senior standing.

BS 462 - International Marketing 3 hrs.
Marketing principles are applied in an international setting through the use of case studies and class simulations. Special emphasis is placed on cultural, economic, and political differences. Prerequisite: BS 271.

BS 463 - International Finance 3 hrs.
A macroeconomic approach to the study of global markets is taken in this course. Specific topics and concepts examined include balance of payments, exchange rate systems, the World Bank, the IMF, international banking, and the European Union. Prerequisites: EC 242, 243, and BS 381. (Cross-listed as EC 463.)

BS 474 - Marketing Research 3 hrs.
This course emphasizes the importance of information for marketing decision making. Various approaches and techniques are explored through case studies and team projects. Analytical techniques and quantitative applications are introduced. Prerequisites: BS 271 and either BS 330 or MA 321.

BS 478 - Business Online 3 hrs.
This subject aims to provide students with an understanding of online business in the context of today’s global business environment. This subject covers key areas of online business including: business-to-business and business-to-consumer relations, Internet commerce, EDI, standards, regulation and policy, principles and practices of online business security, and social and economic issues. Prerequisite: CS 175 or permission of instructor. (Cross-listed as CS 478.)

BS 481 - Research Project or Professional Consultancy 1 - 3 hrs.
This course provides students with an opportunity to engage in active and collaborative learning experiences with peers and/or faculty within the Department. The course focuses on involving students in meaningful and practical experiences beyond the existing curriculum in hands-on and real-world learning environments. Prerequisite: Junior or senior status, Department chair approval.

CH 120 - Basic Chemistry 3 hrs.
This course is an introduction to the basic principles of chemistry. Topics include the structure and nature of atoms, chemical reactions and stoichiometry, gases, solutions, acids, bases, and salts, oxidation and reduction reactions, and nuclear chemistry. Prerequisite: Satisfactory completion of the mathematics proficiency requirement.

CH: CHEMISTRY

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
CH 121 - Basic Chemistry Laboratory 1 hr.
This course is an optional laboratory component for Basic Chemistry (CH 120). It is designed for students, such as pre-nursing, who require a one-semester laboratory introductory course and should not be taken by students intending to take additional courses in chemistry or to concentrate in the sciences. Permission to enroll will be granted only under these conditions. Prerequisites: CH 120 and permission of instructor. Fall semester only.

CH 137 - General Chemistry I 4 hrs.
This course is an introduction to the principles and applications of inorganic chemistry. Topics include the structure of atoms and molecules; chemical stoichiometry; descriptive inorganic chemistry and the periodic table; properties of gases, liquids and solutions; elementary thermodynamics, kinetics, and equilibrium. The laboratory includes the investigation of physicochemical principles and qualitative analysis. The course consists of three lectures and one laboratory period per week. Prerequisite: Proficiency in algebra. Recommended: High school chemistry or CH 120.

CH 138 - General Chemistry II 3 hrs.
This course is a continuation and expansion of the material in CH 137. Topics include electrochemistry, atomic spectra and structure, chemical bonding and molecular structure, and a more detailed investigation of chemical periodicity and equilibria. Normally students enrolled in CH 138 should also be enrolled in CH 140, which is a prerequisite for all subsequent chemistry courses. Prerequisite: CH 137 or permission of the instructor.

CH 140 - Quantitative Analysis 2 hrs.
This course is an introduction to the theory and practice of standard methods of analysis. The concepts of stoichiometry and equilibrium are emphasized, and the laboratory provides practice in gravimetric, volumetric, potentiometric, and spectrophotometric procedures. The course consists of one lecture and one laboratory session per week. Prerequisite or co-requisite: CH 138.

CH 251, 252 - Organic Chemistry I and II 4 hrs. each
This course is an introductory study of the structure and reactivity of organic compounds. Topics include bonding, resonance, acid-base theory, spectroscopy, stereochemistry, nomenclature, and named reactions. Laboratory work includes basic techniques, organic qualitative analysis, kinetics, and basic reactions. The course consists of three lectures and one laboratory period per week. Prerequisites: CH 138 and 140 for CH 251; CH 251 for CH 252.

CH 341 - Instrumental Methods of Analysis 4 hrs.
The theory and practice of physicochemical and instrumental methods of analysis are presented. Areas covered are spectroscopy, mass spectrometry, chromatography, electroanalytical methods, and areas of current interest. The course consists of three lectures and one laboratory period per week. Prerequisite: CH 252.

CH 350 - Environmental Chemistry 3 hrs.
This course will examine the numerous relationships between chemistry and the environment. The course will investigate how chemistry can be used in the analysis and mitigation of current problems as well as the minimization of new ones. Students also will be introduced to some of the regulations and documentation required for environmental work. Prerequisite: CH 252. Recommended: CH 341.

CH 361, 362 - Physical Chemistry I and II 4 hrs. each
This course examines the laws and theories applicable to chemical systems. The first semester emphasizes thermodynamics; the second semester emphasizes kinetics, quantum mechanics, molecular structure, and spectroscopy. The course consists of three lectures and one laboratory period per week. Prerequisites: CH 140, PC 226 (or PC 126); MA 172 for CH 361; CH 361 for CH 362. Prerequisite or co-requisite: CH 251 (or permission of the instructor) for CH 361. The ability to use computer spreadsheets is strongly recommended.

CH 370 - Biochemistry 3 hrs.
This is an introduction to the chemistry of biological compounds and their structure and reactions in living organisms. Topics include structures of amino acids, proteins, and enzymes; mechanisms of enzyme and coenzyme action; the structure and role of carbohydrates, lipids, and nucleic acids; intermediary metabolic pathways; and the biosynthesis of proteins. Prerequisite: CH 252.
CH 381, 382 - Laboratory Teaching in Chemistry 1-2 hrs.
This course provides practical experience in laboratory instruction. Students assist in teaching a laboratory section of a lower-level chemistry course. Students wishing to be certified to teach chemistry must complete at least one credit hour; the course is also recommended for students intending to go on to graduate school. These courses may be taken for a maximum of 6 credit hours. Prerequisite: Permission of the instructor.

CH 397, 398 - Chemical Research 1-3 hrs.
Qualified junior and senior students work closely with a faculty member in the department on a problem of current interest. The course is offered by individual arrangement, and the student must discuss the project with the appropriate faculty member well in advance of pre-registration. Prerequisites: CH 252 and permission of the instructor.

CH 440 - Advanced Topics in Analytical Chemistry 3 hrs.
This course offers an advanced examination of selected topics in analytical chemistry. Prerequisite: CH 341.

CH 451 - Advanced Topics in Organic Chemistry 3 hrs.
This course offers an advanced examination of selected topics in organic chemistry. Prerequisite: CH 252.

CH 460 - Advanced Topics in Physical Chemistry 3 hrs.
This course offers an advanced examination of selected topics in physical chemistry. Prerequisite: CH 252 and 362.

CH 475 - Advanced Topics in Inorganic Chemistry 3 hrs.
This course offers an advanced examination of selected topics in inorganic chemistry. Prerequisite: CH 252.

CH 481, 482 - Laboratory Teaching in Chemistry 1-2 hrs.
This course provides practical experience in laboratory instruction. Students assist in teaching a laboratory section of a lower-level chemistry course. Students wishing to be certified to teach chemistry must complete at least one credit hour; the course is also recommended for students intending to go on to graduate school. These courses may be taken for a maximum of six credit hours. Prerequisite: Permission of the instructor.

CH 491 - Chemistry Seminar 2 hrs.
This course is a survey of the chemical literature in which extensive use will be made of Chemical Abstracts and current journals. The student must select a topic of interest, research the literature, and present a paper. Prerequisite: Senior standing.

CH 497, 498 - Chemical Research 1-3 hrs.
Qualified junior and senior students work closely with a faculty member in the department on a problem of current interest. The course is offered by individual arrangement, and the student must discuss the project with the appropriate faculty member well in advance of pre-registration. Prerequisites: CH 252 and permission of the instructor.

CI: CAREER INVOLVEMENT (INTERNSHIPS)

CI 260 - Career Involvement 1-3 hrs.
The career involvement program enables students to integrate on-campus academic study with off-campus work experiences that are related to educational plans and needs. The internship experience should be related to the student's academic area and cannot be in a previously held work position. Students are not allowed to participate in internships with relatives acting as supervisors. For more information, contact the Career Development Center. Prerequisite: Sophomore status. R; P/NC

CI 360 - Career Involvement 1-3 hrs.
The career involvement program enables students to integrate on-campus academic study with off-campus work experiences that are related to educational plans and needs. The internship experience should be related to the student's academic area and cannot be in a previously held work position. Students are not allowed to participate in internships with relatives acting as supervisors. For more information, contact the Career Development Center. Prerequisite: CI 260 or II 225 or junior/senior status and approval of supervising faculty member. R; P/NC

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CO: COMMUNICATION

CO 115 - Oral Communication 3 hrs.
This course serves as an introduction to the principles of public speaking and interpersonal communication. Topics covered include models of communication, perception, listening, language, non-verbals, small groups, and relationships. Speaking performances are a central activity of the course.

CO 120 - Performance of Literature 3 hrs.
This course provides training in the art of communicating dramatic literature to an audience from the printed script. Examination of plays—serious and comic, classical and modern—as well as vocal production, are covered. (Cross-listed as TH 120.)

CO 230 - Communication Workshop 1 hr.
Students participate in the speech choir performance group and in communication presentation activities. Prerequisite: Permission of the instructor.

CO 237 - Introduction to Intercultural Communication 3 hrs.
This course deals with the management of messages for the purpose of creating meaning across cultures. The course focuses on such concepts as ethnocentrism, values and beliefs, cultural perceptions, language and meaning, and nonverbal behaviors. Specifically, the course will aim to have students develop an understanding of the intercultural communication process, enhance appreciation of diverse ways of communicating, develop analytical skills in examining intercultural interactions, and increase understanding of factors that influence cross-cultural communication effectiveness. Prerequisite: CO 115.

CO 242 - Interpersonal Communication and Ethics 3 hrs.
This course is a study of communication in one-to-one situations. Class sessions include exercises, role playing, and simulations. The goal of the course is improvement of communication and deepened self-awareness.

CO 245 - Advanced Public Speaking 3 hrs.
This course is designed to develop the student’s skills beyond the introductory experience in CO 115. Multiple speaking assignments provide a variety of speaking occasions and purposes. Students are encouraged to explore presentation formats beyond the two-to-five main points standard. This course will use the master class teaching format and produce a learning resume for the student. Prerequisite: CO 115.

CO 257 - Pathways to Dispute Resolution 3 hrs.
This course will introduce students to a comparison of the broad range of dispute resolution processes available in the US today. Negotiation, mediation, arbitration, and litigation will be explained and analyzed for strengths and limitations in a variety of conflict situations. Additionally, students will discuss in detail the elements of conflict diagnosis in order to select the most appropriate resolution option for any particular situation.

CO 328 - Political Communication 3 hrs.
The course studies the relationship between politics and communication through rhetorical criticism of such areas as political campaigning, political uses of the mass media, genres of Presidential rhetoric, and famous speeches.

CO 330 - Fundamentals of Public Relations 3 hrs.
This introductory course focuses on a broad spectrum of public relations activities, methods, and applications. Prerequisites: MM 140 and 250 or permission of the instructor.

CO 337 - Interpersonal Conflict Management 3 hrs.
Conflict is a part of daily life, but the costs of ignoring it or responding to it aggressively are especially high. This course seeks to introduce students to the nature of conflict, to an understanding of individual styles and tactics, and to a variety of alternative responses to conflict situations (both interpersonal and between groups). Negotiation and mediation principles will be examined. Prerequisite: CO 115.

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CO 350 - Organizational Communication 3 hrs.
This course examines how organizations communicate with their internal and external audiences. Methods of conducting communication audits and of enhancing effective communication for organizations are explored. Models of leadership and responses to those styles will also be discussed.

CO 355 - Group and Team Communication 3 hrs.
Whether you are a manager on a highway project or a coordinator of volunteer services at a hospital, you will need to enlist others’ cooperation to assist in the accomplishment of strategic plans and goals. In part, communication serves to enable people to deal with the task and interpersonal barriers that naturally arise as part of joint action. Hence, this course is designed to provide students with the knowledge and leadership skills to understand the dynamics of small groups and teams, manage conflict, overcome barriers, and accomplish goals. Prerequisite: CO 115.

CO 380 - Argumentation and Debate 3 hrs.
This course introduces the student to argumentation and debate emphasizing practical knowledge of logical decision-making principles. Topics include argumentation, case construction, and debate theory.

CO 420 - Communicating the Feminine in Ancient World Religions 3 hrs.
This course is designed to survey the role of gender-specific symbol use in religions of the world. Primary texts will be examined in search of answers to the following: what gender-specific symbols are used; how closely is the symbol identified with the reality to which it points; what implications does such symbol use have for the perception, status, and roles of men and women. Each student will lead a class discussion, and write papers and exams. Prerequisite: junior or senior status.

CO 467 - Nonviolence and Social Movements 3 hrs.
This is a study of communication as a vehicle of social change. Movement criticism is used to study the stages of development and the content of particular communicative acts in a variety of social events in U.S. history.

CO 472 - Teaching Speech Communication and Theatre Arts 3 hrs.
This course prepares the student to develop materials and strategies for teaching secondary school speech and theatre. Prerequisites: ED 100 and 243; junior status recommended. (Cross-listed as TH 472.)

CO 476 - Senior Seminar in Communication 3 hrs.
This course examines current problems in communication with emphasis on current theories and methods in the various fields of communication study. Each student is expected to produce a substantive research paper on a topic of interest. This paper should reflect the student’s best thinking and writing. The student presents and defends his or her research before the Communication faculty as a prerequisite to successful completion of the major. Prerequisites: CO 115, one upper-college communication course, and senior status.

CS: COMPUTER SCIENCE

CS 131 - Spatial Analysis of Geographic Information 3 hrs.
This course will examine the theory of Geographical Information Systems (GIS) including its historical and practical uses and potential. Students will gain a basic, practical understanding of GIS concepts, technical issues, and applications using Google Earth and ArcView GIS software. The course has been designed for students in a wide variety of fields as an introduction so that they can use spatial analysis within in their chosen field of study and work. Prerequisite: Sophomore status or permission of the instructor.

CS 141 - Computer Competency 1 hr.
This course is intended to help students achieve computer competency defined as a working knowledge of common computer terms, concepts, and history; proficiency in basic skills in Windows and Microsoft Office (i.e., Word, Excel, PowerPoint); proficiency in basic browsing and searching skills in Microsoft Internet Explorer; and the ability to send and receive e-mail and knowledge of e-mail conventions and etiquette. P/NC

CS 151 - Introduction to Computing for Non-Science Majors 3 hrs.
This course introduces students to computing as an essential tool of academic and professional activities in disciplines other than science and engineering. Functions and interrelationships of computer system components

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such as hardware, systems, applications software, and networks are covered. Widely used applications packages such as spreadsheets and databases are used in a project-focused learning environment. Students will learn key concepts and practices involved in creating technical solutions to problems in different application areas. The social implications of the pervasive nature of technology will be discussed in a global context. Students interested in scientific, computer science, or engineering applications should take CS 175 instead of this course.

CS 154, 155 - Relational Databases I and II 1 hr. each
These courses introduce students to the concept of a relational database. Using a microcomputer relational database program, students design a model database including collecting information, deciding on the most effective table and key structure, designing input forms, and preparing reports. In addition, students write simple database programs. Prerequisite for CS 154: CS 141 or permission of the instructor; prerequisite for CS 155: CS 154.

CS 156 - Designing Web Pages with HTML and JavaScript 1 hr.
This course gives students an introduction to computer programming principles by teaching them to use HTML and JavaScript to design web pages. Prerequisite: CS 141 or permission of the instructor.

CS 175 - Introduction to Computer Science: C++ 4 hrs.
This subject is about programming as a creative process by which computers are instructed to carry out tasks to solve specified problems. Fundamental computing concepts will be introduced as well as the principles of programming including algorithm design, program writing, documenting, debugging, testing and implementing. Elements of good programming style will be treated as part of the course.

CS 185 - Data Structures 4 hrs.
Approaches to analyzing algorithm complexity, introduced in Introduction to Computer Science will be reviewed. The complexity class of algorithms will be introduced as one of the major considerations in problem analysis and program design. The use of abstract data types as a design technique, and their implementation in solutions to problems, will form a part of the practical work. Code will be implemented in the form of reusable C++ classes. The concept of “efficient” code and ways to measure efficiency (both empirically, by timings, and theoretically, in terms of formal models), will be studied. Prerequisite: CS 175.

CS 221 - Computer Systems and Assembly Language 4 hrs.
The course introduces the internal operation of the computer and provides an understanding of how the computer, at a low level, carries out the task of processing data. It deals with the machine language as determined by the architecture, addressing techniques, assembly languages, assembler construction, linkers, loaders and related operating system software and provides an introduction to the role of the operating system and the compiler, as well as interfacing to peripheral devices. Prerequisite: CS 175.

CS 223 - Computer Architecture and Organization 3 hrs.
This subject is about multilevel computers and how they are organized. Three levels will be examined in detail – the digital logic level, the microarchitecture level and the ISA level. Some of the basic issues to be examined include the overall design of the level, the kinds of instructions and data available, the memory organization and addressing, and the method by which the level is implemented. The study of these topics is called computer organization. Prerequisite: CS 175.

CS 226 - Operating Systems 4 hrs.
The subject introduces main operating system concepts and explains the role of major operating system components. In particular, the subject involves an overview of computer system structures, describes main process and storage management issues, and stresses the importance of protection and security. It covers processes, their creation, and mechanisms for intercommunication. Scheduling algorithms and their applications in allocating processors and ordering data transfers are explained. Mechanisms and policies for memory management are explored, as are approaches for organizing file storage. Problems specific to concurrent programs are reviewed. Prerequisite: CS 185.

CS 231 - Internet Systems and Technologies 4 hrs.
This subject will examine Internet protocols, technologies and performance issues. Topics will include: TCP/IP, IP Addressing, Address Resolution Protocol (ARP), Asynchronous Transfer Mode (ATM), Ethernet, Gigabit Ethernet, Frame Relay, Congestion Control/Flow Control. Other topics to be covered include theoretical concurrency.

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models used for specification and simulation, network addressing, contemporary architectures (both hardware and software) and mechanism to implement distributed processes. Real-world programming examples from the Unix environment will be presented. Prerequisite: CS 185.

**CS 275 - Information Systems Analysis and Design 4 hrs.**
The aim of the subject is to provide students with an introduction to information systems. A study of the analysis and design of computer information systems is undertaken. The course includes developing a study project using CASE tools. In addition to individual learning, students will be introduced to collaborative analysis and design activities undertaken in small groups.

**CS 320 - Introduction to Computer Graphics 4 hrs.**
This course is an introduction to computer graphics with particular emphasis on fundamentals underlying computer graphics in the context of computer gaming. Topics include a thorough treatment of transformations and viewing, lighting and shading models, interpolation and averaging, ray tracing and intersection tracing with rays. Additional topics, covered in less depth, include texture mapping and color theory. Some aspects of animation, including quaternions, orientation, and inverse kinematics will also be covered. Prerequisite: CS 175.

**CS 325 - Introduction to Game Design and Development 4 hrs.**
The goal of this course is to introduce students to the topic of game programming and to apply and better their knowledge of C++ programming language. Many programming paradigms will be introduced or enhanced during this course, including image processing, controls structures, game loop and animation, and object-oriented approach to programming. Prerequisite: CS 175.

**CS 335 - Computer Networks 3 hrs.**
This course offers an introduction to computer networks and computer communications: architecture and protocols, Internet and intranet; design of protocols for error recovery, routing and congestion control; satellite networks, local area networks and distributed systems. Emphasis will be placed on group work with students required to participate in problem solving communications tasks. Web based activities will be an essential element in the conduct of this subject. Prerequisite: CS 185.

**CS 338 - Internet Programming: Java 4 hrs.**
This subject provides (i) an introduction to the Java language and some of its standard class libraries, (ii) experience with object-oriented design and implementation techniques, (iii) an understanding of the Internet and its importance to modern software systems. Topics will include: the Java language, subsets of Java class libraries (windowing, graphics, networking, threads), object-oriented design and implementation, Internet issues, basis of TCP/IP protocols, Web technologies, HTML and Java, CGI programming, introduction to security issues. Prerequisite: CS 175.

**CS 341 - Programming Languages (C++, Prolog, Cobol) 4 hrs.**
This course is a comparison of the characteristics of programming language paradigms. Data types, storage, binding, abstraction, and encapsulation are studied as a prelude to examining imperative, object-oriented, and functional programming paradigms. Concurrent and logic programming principles are also considered. Topics also include structured programming techniques, fundamentals of the CORBA/COBOL, control break processing, data validation, table processing, sequential file processing. Prerequisite: CS 185.

**CS 371 - Database Design 4 hrs.**
This subject investigates the process of relational, hierarchical and network database design starting from conceptual database design, through logical database design up to and including physical database design, tuning of database applications and administration. The topics include conceptual database design based on Object Modeling Technique/Unified Modeling Language, methodologies for conceptual design, view integration, logical database design, physical database design, storage allocation, indexing and clustering in relational databases, query processing and optimization techniques, transaction management, and database recovery techniques. Prerequisite: CS 185.

**CS 392 - Software Engineering: UML 4 hrs.**
Software Development is a difficult and challenging task. Apart from the most trivial of problems, the software development process is generally a collaborative rather than an individual effort. To manage the development of complex software artifacts, various principles and practices of software engineering have been formulated.
Acquainting students with the principles and practices of managing the software development process is the primary aim of this subject. Prerequisite: CS 185.

**CS 425 - Advanced Game Design and Development 4 hrs.**
The goal of this course is to introduce students to advanced topics of game design and programming. The course will concentrate on 3D games. In particular, the students will learn to simulate intelligence using steering algorithms and motivation engines; render using HLSL shaders; use advanced 3D techniques such as forward and inverse kinematics, subdivision surfaces, and radiosity lightning; manage scenes via portal rendering. Prerequisite: CS 185, 320, and 325.

**CS 478 - Business Online 3 hrs.**
This subject aims to provide students with an understanding of on-line business in the context of today’s global business environment. This subject covers key areas of online business including: business-to-business and business-to-consumer relations, Internet commerce, EDI, standards, regulation and policy; principles and practices of on-line business; security; and social and economic issues. Prerequisite: CS 175 or permission of instructor. (Cross-listed as BS 478.)

**CS 481 - Research Project or Professional Practice/Practicum 3 hrs.**
Students who have demonstrated their interest in research activities may enroll for research project under the supervision of a consulting instructor. Professional practice can be an internship business practicum in appropriate institution or company. Prerequisite: CS 185.

**CS 491 - Capstone Project 3 hrs.**
A capstone course consisting of individual or group projects undertaken in collaboration with the instructor. This is an opportunity to integrate students’ knowledge of the computer science curriculum by implementing a significant software system. It is required for the major. Prerequisite: Senior standing.

**EC: ECONOMICS**

**EC 111 - Economic Analysis of Social Issues 3 hrs.**
Economic forces lie at the root of many social problems. Furthermore, many social problems arise because of the incompatibility of individual incentives and social outcomes. Students in this course will be encouraged to think about everyday events in an economic fashion. This course begins by developing in the student a few fundamental tools of economic analysis and continues on to apply those tools to current problems discussed in economics as well as other academic disciplines, paying particular attention to the role of government in solving or creating social problems.

**EC 151 - Applied Game Theory 3 hrs.**
This course examines strategic choice problems by introducing students to solution techniques for sequential and simultaneous games, development of pure and random strategies, and the concept of equilibrium. We will then apply our solution techniques to problems within economic, social, political, and biological sciences including coordination and collective action problems, voting strategies and coalitions, and the process of evolution. Prerequisite: An ACT math score of 20 or above, or MA 090 with a “C” or higher.

**EC 242 - Principles of Economics: Micro 3 hrs.**
This course is an introduction to economic analysis of market economies. Topics include scarcity and choice, price and output determination, market power, and wages and employment. Evaluating the effects of government policies is emphasized. Prerequisite: An ACT math score of 20 or above, or MA 090 with a “C” or higher.

**EC 243 - Principles of Economics: Macro 3 hrs.**
This second course in the principles sequence studies how total economic output (gross domestic product), price levels, and employment are determined and the impacts of fiscal policy, monetary policy, and international developments. The economic functions of money and financial markets are introduced. Prerequisite: EC 242.

**EC 344 - Money and Financial Institutions 3 hrs.**
The first half of this course studies the role of money and financial markets in a capitalist economy, including the money supply process. The second half covers monetary theory and aggregate price and output determination. Prerequisites: EC 242 and 243.
EC 346 - Managerial Economics 3 hrs.
This course is designed to allow students to improve their economic reasoning skills. Microeconomic theory is taught by application to real-world economic problems. Prerequisite: EC 242 and either BS 330 or MA 321.

EC 347 - International Trade 3 hrs.
This course addresses both the economic theory and government policy of trade. Important concepts and issues include comparative advantage, factor endowments, fairness vs. efficiency, and trade policy instruments, including subsidies and tariffs. Prerequisite: EC 242 and 243.

EC 360 - Labor Economics and Industrial Relations 3 hrs.
This course is an economic analysis of labor markets and institutions. Microeconomic concepts of labor supply and demand are applied to the determinants of wages and employment, the economic impacts of trade unions, welfare policies, occupational safety and health regulations, discrimination and comparable worth policies, and the economics of pensions and fringe benefits. Prerequisite: EC 242.

EC 400 - Applied Econometrics 3 hrs.
Quantitative methods for economic research are introduced in this class. The primary focus is on testing empirical issues with multiple regression techniques. The classical least squares model is presented and applied using PC software packages. This course emphasizes understanding when to apply regression techniques, interpretation of statistical results, and sources of potential biases. Prerequisites: EC 242 or 243, and either BS 330 or MA 321.

EC 450 - Industrial Organization 3 hrs.
This seminar examines the ways firms and markets are organized, exploring how various types of market structures affect firm behavior, and, in turn, how firm behavior affects the structure of markets. Topics include entrepreneurship, small vs. large firms, mergers and acquisitions, shareholders vs. stakeholders, and the ethics of competition. Prerequisite: EC 242.

EC 463 - International Finance 3 hrs.
A macroeconomic approach to the study of global markets is taken in this course. Specific topics and concepts examined include balance of payments, exchange rate systems, the World Bank, the IMF, international banking, and the European Union. Prerequisites: EC 242, 243, and BS 381. (Cross-listed as BS 463.)

EC 464 - Intermediate Macroeconomics 3 hrs.
This class studies theories of the business cycle and inflation. Differences between Keynesian, classical, neo-Keynesian, and real business cycle models are studied, and implications for macroeconomic policy are derived. Prerequisite: EC 243.

ED: EDUCATION

ED 100 - Teaching as a Career 1 hr.
This course is designed to introduce prospective educators to the teaching profession and to explore the field of teaching as a career. Students will research state licensure requirements and examine career options. They will make application to the education department, receive a current Teacher Education Policy and Programs Handbook, and participate in the program dispositions requirements. In addition, students will become aware of the application process for the C-BASE and/or the Pre-Professional Skills Test (PPST) and interview practicing teachers. P/NC

IS 199 - Diversity in Education 3 hrs. (Interterm course)
Diversity in Education is a required urban field experience practicum that provides prospective teachers with the opportunity to gain valuable experience working in a diverse school setting. Candidates will be assigned to a school in either Kansas City or Topeka. On-campus class sessions will be held in Baldwin. Self reflection will be an integral component of this interterm. During the course of the interterm, candidates will be expected to progress from a classroom observer to a functioning teacher’s aide. Prerequisite: successful completion of ED 100, 243, 244, 320, at least conditional status and junior or senior status.

ED 243 - Introduction to Education 2 hrs.
This course is designed to introduce prospective educators to the teaching profession. The course content includes instruction in the social, historical, and philosophical foundations of education, as well as components of lesson
design. Course emphasis is placed on the professional attitudes crucial for those working with young people: awareness of the value of education, respect for all students, acceptance of diversity and its impact on learning, and an awareness of the teacher's role as facilitator of student learning. In addition, students research and teach information on a current issue in education. Prerequisite: successful completion of ED 100.

ED 244 - Education Field Practicum 1 hr.
This one-hour practicum is designed to provide students with an initial classroom experience. After being assigned a mentor teacher, students will observe and assist in various areas whenever appropriate, lead small group learning and tutoring sessions, and possibly facilitate the implementation of an accommodation with students as needed. Prerequisite: successful completion of ED 100, 243 and sophomore status. P/NC

ED 262 - Adolescent and Children's Literature 3 hrs.
This course emphasizes the reading, evaluation, and presentation of literature appropriate for elementary and middle level learners. The class will explore various literary genres through the reading of authentic children’s books, poetry collections, picture books, and novels. Specific topics of study include: the history of children’s literature, diversity of characters, settings, plots, themes, and cultures, and prominent authors and illustrators. A variety of literary presentation and teaching methods will be explored. This course does not count toward the major in English or as a general education requirement. Prerequisite: successful completion of ED 100 and 243. (Cross-listed as EN 262.)

ED 264 - Foundations of Classroom Management 1 hr.
This course is an introduction to the theory and application of management techniques that provide the basis for an effective, efficient, and positive classroom climate. Techniques that result in effective use of time, efficient use of materials and improved student behavior are identified and practiced. Emphasis is placed on the importance of classroom dynamics in creating a proactive approach to classroom management. Students will create a comprehensive classroom management plan. Prerequisite: successful completion of ED 100 and 243.

ED 265 - Technology for Teachers 1 hr.
This course will feature inquiry-based constructivist activities which stress collaboration and the creation of authentic and useful classroom products. The activities will focus on two concepts: 1) technology skills that all educators should possess to enhance instruction in the classroom, and 2) activities for students to complete that will increase meaningful learning. The instructional uses of the internet, word processing, desktop publishing, digital photography, and presentation software will be components of this course. Prerequisite: successful completion of ED 100 and 243.

ED 309 - Evaluation Techniques for the Classroom 3 hrs.
This course focuses on the decision-making skills required in developing tests and projects for students with different learning styles. The strengths and weaknesses of classroom evaluation procedures, both formal and informal, are examined. Rubrics are created for grading all assignments. Candidates examine software used in developing formative state assessments and create a website for future classroom use. Candidates develop fundamental statistical concepts and interpret standardized test results in a videotaped simulated parent-teacher conference. A computerized grade book program is examined. In addition, tenure/contract laws and case law dealing with schools are discussed. Prerequisite: successful completion of ED 100 and 243.

ED 311 - Fundamentals of Teaching English Language Learners 1 hr.
This course will explore techniques and strategies to effectively teach content subjects to non-native speakers of the English language. An emphasis will be placed on educational practices that promote cross-cultural awareness, language development, and academic progress for all learners, with a specific focus on the challenges and influences of teaching English Language Learners. Prerequisite: successful completion of ED 100 and 243.

ED 320 - Education Field Service Practicum I 1 hr.
This one-hour practicum course provides the means for teacher education candidates to satisfy twenty clock hours of required classroom experience. Candidates will take on an increasingly sophisticated level of field service responsibilities with an assigned mentor teacher. Students will be expected to assist the mentor teacher when appropriate, lead small-group learning and tutoring sessions, and expand their current knowledge base in the areas of classroom management and intervention strategies. Prerequisite: successful completion of ED 100, 243 and 244. P/NC
ED 321 - Education Field Service Practicum II 1 hr.
This course is designed to provide students continued classroom experience. After being assigned a different mentor teacher than in ED 320, students will assist in various areas whenever appropriate, lead small group learning and tutoring sessions, and possibly facilitate the implementation of adaptations with students as needed. Prerequisite: successful completion of ED 320. P/NC

ED 322 - Education Field Service Practicum III 1 hr.
This one-hour practicum is designed to provide students with a specialized classroom experience tailored to meet their individualized needs. Students will meet with the PDS Coordinator to devise a course of study that best addresses the student's needs and the relevant course objectives. Prerequisites: ED 243, 320, 321 and department recommendation. P/NC

ED 331 - Methods for Teaching Elementary and Middle Level Mathematics 3 hrs.
This course examines the methods, materials, and activities that are appropriate for use in grades K-8 mathematics programs. Students will explore their own attitudes toward mathematics, plan lessons with problem solving as the primary focus, and work with school-aged pupils. The course is based on national and state mathematics standards. Prerequisites: successful completion of ED 100 and 243, MA 262, or Department Chair approval.

ED 342 - Language and Communication Arts in the Middle Grades 3 hrs.
This course is an in-depth study of content and methods needed for the teacher in the middle level English language arts classroom. Language and communication skills, as they relate to reading, writing, listening, and speaking are examined. Current research in best pedagogical practices in the middle school classroom are considered and demonstrated through lesson planning and presentation. Additional emphases in this course include understanding developmentally appropriate practice for the adolescent learner, knowing and applying national and state standards in curriculum planning, creating a motivating classroom environment, using technology in the language arts classroom, assessing middle level students and their work; considering the needs of diverse and special-needs learners, and becoming a reflective practitioner. Prerequisite: successful completion of ED 100 and 243.

ED 343 - Educational Psychology 3 hrs.
This course investigates many psychological factors that impact learning. Students will investigate a number of the leading theories that relate to student learning and development. Other areas investigated include: learner engagement, multiple intelligences, constructivism, managing the classroom environment, meaningful instruction, information processing, motivation and diversity of students, as well as teacher dispositions. Students will examine the psychological aspects of becoming a professional in a classroom which involve: a commitment to learners, reflective decision-making and professional knowledge. Prerequisites: successful completion of PY 111, ED 100 and 243.

ED 345 - Psychology of the Exceptional Learner 3 hrs.
The purpose of this course is to provide students with an overview of the field of special education and a basic understanding of special education law, current policies, and best practices, including special education technology. Students learn about the etiology, identification, and characteristics of the 13 disabilities recognized under special education legislation. Emphasis is placed on classroom implications and teacher decision-making, as well as the professional attitudes and responsibilities related to providing inclusive educational practices. Prerequisite: successful completion of ED 100 and 243 or Department Chair approval.

ED 348 - Methods for Teaching Elementary and Middle School Science 3 hrs.
This course examines the methods, materials, and activities that are appropriate for use in elementary and middle school science programs. These methods, materials, and activities serve as the point of departure for the study of the scientific concepts and principles that one must possess in order to teach science effectively at these levels. Weekly hands-on lab experiences are an integral part of this course. Prerequisite: successful completion of ED 100 and 243. (Prior successful completion of PY 243 is highly recommended.)

ED 352 - Essentials of Reading 3 hrs.
This course is a study of the theory and practice of teaching reading and language arts in the elementary and middle schools. Special focuses of the course will center on the five components of effective reading instruction, which
include phonemic awareness, phonics, vocabulary learning, comprehension, and fluency. Students must enroll concurrently in ED 354. Prerequisites: successful completion of ED 100, 243, and 367; co-requisite: ED 354.

ED 354 - Essentials of Reading Supervised Practicum 3 hrs.
The student has the opportunity to apply what is learned in ED 352 during this supervised practicum in the elementary and middle schools. Students write lessons plans and teach those plans twice a week during the semester. Students will work with public school children in grades 1-6 for three to four sessions per grade level. Students must enroll concurrently in ED 352. Prerequisites: successful completion of ED 100, 243, and 367; co-requisite: ED 352.

ED 363 - Elementary School Social Studies 3 hrs.
This course provides an examination of the content, materials, and activities appropriate for an elementary school social studies program. Emphasis is given to the contributions of women and minorities, and lesson plans are created based on the Kansas State Standards for Social Studies. Citizenship and democratic values are main themes, as well as student diversity. The integrated study of history, geography, economics, and civics/government is investigated, while focusing on instructional strategies that promote critical thinking and preparation for active citizenship. Prerequisite: successful completion of ED 100, 243, HI 128 and PS 115.

ED 367 - Teaching Reading in the Content Areas 3 hrs.
This course focuses on the importance and variety of reading strategies and techniques useful in the teaching of the various subject areas. Another important component of this course is the study of effective teaching techniques. Prerequisite: successful completion of ED 100 and 243.

ED 380 - Elementary and Middle Level Methods for Music, Art, Physical Education and Health 1-3 hrs.
This course will assist the elementary and middle school teacher in designing, implementing and evaluating music, art, and physical education experiences that will enhance and reinforce the teaching and learning of core, curriculum content and concepts. These experiences will also include the understanding of the value of the three areas and their impact on defining cultures, preserving history, promoting relationships and personal well-being. Emphasis is on activities and information relevant to the non-music/art/physical education teacher. Prerequisites: successful completion of ED 100, 243, MU 120, AE 110, and HP 245.

ED 409 - Teaching Middle Level Learners 3 hrs.
This course presents an overview of educating the middle school/junior high school learner. The unique characteristics of a young adolescent student are considered, with special emphases on curriculum theories, instructional planning, effective pedagogical practices, classroom management techniques, and motivational strategies. Additionally, the course will also focus on the historical and philosophical foundations of the middle and junior high school models of education. Prerequisites: successful completion of ED 100 and 243; junior or senior status recommended.

This course is designed to develop instructional skills of secondary science teachers. The course will involve many science-related areas including planning, delivering, and evaluating lessons and laboratory experiments based on secondary science curriculum and teaching standards,Candidates will create a list of and use effective teaching strategies and develop technology applications and problem solving skills for the classroom. In additions, candidates will complete purchase order forms, develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Candidates will discuss appropriate approaches to teaching diverse and special needs students and communicating with parents about sensitive issues. Prerequisites: successful completion of ED 100 and 243; junior status recommended.

This course is designed to develop instructional skills of secondary mathematics teachers. The course will involve many mathematics-related areas including planning, delivering, and evaluating lessons based on secondary math curriculum and teaching standards. Candidates will create a list of and use effective teaching strategies and develop technology applications and problem solving skills for the classroom. In addition, candidates will complete purchase order forms, develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Candidates will discuss appropriate approaches to teaching diverse and special needs students and communicating with parents about sensitive issues. Prerequisites: successful completion of ED 100 and 243; junior status recommended.
ED 413 - Methods for Teaching Adaptive Learners 3 hrs.
This course focuses on instructional methods and strategies for teaching the adaptive learner. The course will discuss the selection of materials, planning instructional environments, strategies for providing corrective feedback, and strategies for communicating effectively with parents, school personnel, and community agencies. Prerequisite: successful completion of ED 100, 243, and 345.

ED 414 - Characteristics of Adaptive Learners 3 hrs.
This course will cover a broad range of competencies in teaching the adaptive learner including definitions, characteristics, legal and ethical concerns, and causes. Instructional models, procedures for assessment and placement, approaches to teaching, and parent and family issues will be addressed. Prerequisites: successful completion of ED 100, 243, and 345.

ED 415 - Practicum for Adaptive Learners 3 hrs.
This off-campus practicum experience is designed to provide students with an opportunity to work with special needs students. Candidates will be assigned to experienced teachers who teach adaptive learners. During the course, candidates will be expected to progress from classroom observers to functioning teacher aides. This course is open to students who desire a special education field of concentration. This is a graded course. Prerequisites: successful completion of ED 100, 243, 345 and either 413 or 414.

This course is designed to develop instructional skills of secondary psychology teachers. The course will involve many psychology-related areas including planning, delivering, and evaluating lessons based on secondary psychology curriculum and teaching standards. Candidates will create a list of and use effective teaching strategies and develop technology applications and problem solving skills for the classroom. In addition, candidates will complete purchase order forms, develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Candidates will discuss appropriate approaches to teaching diverse and special needs students and communicating with parents about sensitive issues. Prerequisites: successful completion of ED 100 and 243; junior status recommended.

ED 440 - Elementary and Middle Level Methods 3 hrs.
This course includes the study of the principles, practices, and instructional strategies applicable to elementary and middle school teaching. The course is organized around the following framework: reflecting on teaching, real life in a school system, real life in a classroom, getting a job, and focusing on technology. Meaningful learning activities are required in each area. Competencies for teaching are developed through practicum work in the student teaching classroom. Emphasis is placed on enabling participants to enhance the probability of learning for all pupils, regardless of their diverse backgrounds, learning styles, intelligences, or exceptionalities. Candidates present their developmental and professional portfolios for approval during this course. A major component of this class will be the creation of the Kansas Performance Teaching Portfolio (KPTP). Prerequisite: Approval by the Undergraduate Teacher Education Committee.

ED 450 - Student Teaching in the Elementary or Middle School 6-12 hrs.
During this cumulative field experience, teacher education candidates plan and teach lessons and units, utilizing a variety of instructional strategies to motivate students with different learning styles. In addition, candidates create and evaluate multiple assessments and assess their impact on student learning. Candidates are expected to exhibit the values and ethics of a professional educator, take part in conferences, and assist in a variety of class activities. Elementary candidates participate in teaching and related responsibilities throughout the entire day for a period of fifteen weeks. Candidates earning PK-12 licensure split the student teaching experience and earn six hours of credit in ED 450 and six hours in ED 470. Prerequisite: Approval by the Undergraduate Teacher Education Committee.

ED 460 - Secondary and/or Middle Level Methods 3 hrs.
This course includes the study of the principles, practices, and instructional strategies applicable to secondary and middle school teaching. This course is organized around the following framework: reflecting on teaching, real life in a school system, real life in a classroom, getting a job, focusing on technology, and focusing on classroom management techniques appropriate for the secondary or middle school classroom. Meaningful learning activities are required in each area. Competencies for teaching are developed through practicum work in the student teaching classroom. Emphasis is placed on enabling participants to enhance the probability of learning for all pupils, regardless of their diverse backgrounds, learning styles, intelligences, or exceptionalities. Candidates present their

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
developmental and professional portfolios for approval during this course. A major component of this class will be the creation of the Kansas Performance Teaching Portfolio (KPTP). Prerequisite: Approval by the Undergraduate Teacher Education Committee.

ED 462 - Education Orientation Internship 1 hr.
This internship gives the student a firsthand look at the beginning of a school year in an elementary, middle, or secondary school. Students choose a teacher and spend the equivalent of one full week observing and helping. This week includes in-service days plus the first days the children attend school. This course should be taken during the academic year in which the student plans to enroll in the professional semester. Prerequisite: successful completion of ED 100 and 243 and senior status.

ED 470 - Student Teaching at the Secondary and/or Middle Level 6-12 hrs.
During this cumulative field experience, teacher education candidates plan and teach lessons and units, utilizing a variety of instructional strategies to motivate students with different learning styles. In addition, candidates create and evaluate multiple assessments and assess their impact on student learning. Candidates are expected to exhibit the values and ethics of a professional educator, take part in conferences, and assist in a variety of in-class and extra-class activities. Secondary school candidates participate in teaching and related responsibilities throughout the entire day for a period of fifteen weeks. Candidates earning PK-12 licensure split the student teaching experience and earn six credits in ED 450 and six credits in ED 470. Prerequisite: Approval by the Undergraduate Teacher Education Committee.

ED 480 - Student Teaching at the Middle Level 12 hrs.
During this cumulative field experience, teacher education candidates plan and teach lessons and units, utilizing a variety of instructional strategies to motivate students with different learning styles. In addition, candidates create and evaluate multiple assessments and assess their impact on student learning. Candidates are expected to exhibit the values and ethics of a professional educator, take part in conferences, and assist in a variety of in-class and extra-class activities. Middle level candidates participate in teaching and related responsibilities throughout the entire day for a period of fifteen weeks. Prerequisite: Approval by the Undergraduate Teacher Education Committee.

ED 513 - Methods for Teaching Adaptive Learners 3 hrs.
For select students, ED 413 Methods for Teaching Adaptive Learners is offered for graduate-level credit (see description for ED 413). Prerequisite: successful completion of ED 100, 243, 345, at least a 3.00 cumulative G.P.A., and Department Chair approval.

ED 514 - Characteristics of Adaptive Learners 3 hrs.
For select students, ED 414 Characteristics of Adaptive Learners is offered for graduate-level credit (see description for ED 414). Prerequisites: successful completion of ED 100, 243, 345, at least a 3.00 cumulative G.P.A., and Department Chair approval.

ED 515 - Practicum for Adaptive Learners 3 hrs.
For select students, ED 415 Practicum for Adaptive Learners is offered for graduate-level credit (see description for ED 415). Prerequisites: successful completion of ED 100, 243, 345, either 513 or 514, at least a 3.00 cumulative G.P.A., and Department chair approval.

EN: ENGLISH

EN 100 - Foundations of Composition 3 hrs.
Students will compose essays unified by a thesis statement and developed through supporting details. These essays will focus on a variety of topics in several rhetorical modes, such as cause/effect, comparison/contrast, classification, and definition. Through the writing process, students will learn to revise and edit to achieve a high level of grammatical and mechanical accuracy.

EN 120 - Introduction to Literature 3 hrs.
This course introduces students to the major literary genres of narrative fiction, poetry, and drama and examines the interrelationships between language and aesthetic experience. Literary works will serve as the basis for study of the ways in which writers consciously employ language to create aesthetic expressions which reflect experiences of the senses, emotions, intellect, and imagination, as well as ways in which human experience itself is shaped by language.
Note: English 120, Introduction to Literature, is not a prerequisite for English 122, 124, or 126. These four introductory courses are equivalent in level and satisfy the same general education and major requirements.

EN 122 - Introduction to Fiction 3 hrs.
While providing students a general introduction to literature as an art form and reflection of the human condition, this course explores a particular genre or kind of literature, the narrative. In this introductory course, students will consider the relationships among theme, technique, and aesthetic experience while reading significant representative works of the genre, primarily of the English language. (See note after EN 120.)

EN 124 - Introduction to Poetry 3 hrs.
This course introduces students to the literary genre of poetry and examines the interrelationships between language and aesthetic experience as they find expression in poetry. Poems studied will be selected to illustrate such facets of poetic expression as rhythm and sound, diction, voice, tone, imagery, figurative language, symbol, and paradox as well as traditional poetic forms, subjects, themes, and myths. Particular attention will be devoted to the way in which poets consciously employ language to create unified aesthetic works combining experiences of sound, rhythm, emotion, intellect and imagination, even as human experience itself is shaped by these dimensions of language. (See note after EN 120.)

EN 126 - Introduction to Dramatic Literature 3 hrs.
While providing students a general introduction to literature as an art form and reflection of the human experience, this course explores a particular genre or type of literature, the drama. In this introductory course, students will consider the relationships among theme, technique, and aesthetic experience while reading significant representative plays, primarily of the English language. (See note after EN 120.)

EN 130 - Introduction to Creative Writing 3 hrs.
This course allows students to specialize in the writing of poetry and fiction, emphasizing students’ own strengths. The importance of both self-expression and form will be explored. Students will discuss examples of modern and contemporary poetry/fiction to appreciate the current state of the writer’s art and will complete original works for class presentation, critique and grading. No prior experience in creative writing is needed.

EN 204 - Writing and Research for Literary Studies 3 hrs.
This course is required for English majors and minors of all emphases, and recommended for world language majors who are considering graduate study in literature. The course is designed to introduce students to the fundamentals of university-level literary study. Activities in the course will emphasize mastery of literary terminology, close reading skills, and written interpretation according to the profession’s stylistic conventions. In addition, the course delves into more specialized research and writing methodologies, as well as professional scholarship in the field. We will examine a variety of novels, poems, short fiction, and essays that expose and allow us to explore questions of form, author and audience, genre, technique, and canon formation.

EN 210 - American Literature, Colonial Period to 1890 3 hrs.
Students will study representative works of prose and poetry that reflect the development of American literature and thought. The course examines recurrent themes, such as the American Dream, the promise of the frontier, and the value and rights of the individual. The course is designed to acquaint students with some of the major authors of American literature, such as Emerson, Dickinson, Poe, Hawthorne, Whitman, Twain, and Douglass, and to examine the relationship between the works and their historical and cultural contexts.

EN 212 - American Literature since 1890 3 hrs.
Students will study representative works of prose, poetry, and drama presented in their historical context. The course explores a number of recurrent themes, such as the shift from rural to urban culture, the American Dream, and the individual’s search for identity and meaning in a time of rapid technological and cultural change. The course is designed to acquaint students with works by some of the major authors of American literature, such as Crane, Fitzgerald, Faulkner, Cather, O’Neill, Williams, Miller, Walker, and Morrison. Note: English 210, American Literature, Colonial Period to 1890, is not a prerequisite for English 212, American Literature since 1890.

EN 220 - European Literature through the Renaissance 3 hrs.
This course studies selected masterpieces of classical, medieval, and Renaissance literature in translation within the historical, social, and cultural context in which they were written. Readings will be chosen from such works as the
Bible, and works by Homer, Sophocles, Aristophanes, Vergil, Ovid, Dante, Marie de France, Rabelais, Cervantes, and Calderon. The literary works are examined as they reflect the zeitgeist of which they are a part and within the larger context of Western thought. Special attention is given to the way each author and age confronts such fundamental questions as the nature of the human condition, one’s place in society, the nature of the good life, the existence of suffering and evil, and the problem of differentiating between appearance and reality.

EN 222 - European Literature since the Renaissance 3 hrs.
This course studies selected masterpieces of neoclassical, romantic, and modern literature in translation within the historical, social, and cultural context in which they were written. Readings will be chosen from such authors as Molière, Voltaire, Goethe, Flaubert, Dostoyevsky, Gide, and Sartre. The literary works are examined as they reflect the zeitgeist of which they are a part and within the larger context of Western thought. Special attention is given to the way each author and age confronts such fundamental questions as the nature of the human condition, one’s place in society, the nature of the good life, the existence of suffering and evil, and the problem of differentiating between appearance and reality. Note: EN 220 is not a prerequisite for EN 222.

EN 226 - Contemporary and Minority Literature 3 hrs.
This course explores significant works of contemporary literature, including literature by and about women and “minorities.” Works are drawn primarily from the contemporary American literary scene but may also include works that address women and minority issues in other countries. By paying special attention to such elements as authorial style, symbolism, theme, and historical and cultural contexts, we will work toward a greater understanding of each text as a work of art and explore the significance of minority artists within the larger literary canon. Ultimately, students will understand contemporary literary trends and come to appreciate the importance of literary expression for those in culturally marginalized positions.

EN 232 - Poetry Writing I 3 hrs.
This writing course introduces students to the poem, with emphasis on the art and craft of the poet. Through study of professional “models” and intensive involvement in the writing process itself, students will learn to create and then revise their own works, mastering an understanding of all basic technical elements required.

EN 234 - Fiction Writing I 3 hrs.
This course will provide an in-depth exploration, both theoretical and practical, of the art of writing fiction, in particular short stories. Following a workshop format, students will apply principles of setting, characterization, point of view, plot development and structure, and voice to write original narratives throughout the semester. Participants will be encouraged to revise and submit their work for publication in literary magazines.

EN 262 - Adolescent and Children's Literature 3 hrs.
This course emphasizes the reading, evaluation, and presentation of literature appropriate for elementary and middle level learners. The class will explore various literary genres through the reading of authentic children’s books, poetry collections, picture books, and novels. Specific topics of study include: the history of children’s literature, diversity of characters, settings, plots, themes, and cultures, and prominent authors and illustrators. A variety of literary presentation and teaching methods will be explored. This course does not count toward the major in English or as a general education requirement. (Cross-listed as ED 262.)

EN 313 - Mythology 3 hrs.
This course provides an introduction to the study of mythology and a survey of the myths of the ancient Greeks and Romans. Students explore the various linguistic, anthropological, and psychological theories of the origins and purposes of myths as a basis for the study of the myths themselves. Attention is also given to comparative mythology, particularly Egyptian and Norse mythologies and the mythologies of the Oriental and Native American cultures. Prerequisite: One course in literature.

EN 315 - Postcolonial Literature 3 hrs.
This course focuses on works by writers living in nations that have recently achieved—or are in the process of achieving— independence from colonial rule by imperialist nations. Students will explore some important themes in postcolonial literature, such as the reinvention of national identity, the internal struggles for power and structure once the colonizers are gone, social and political conflict, and the negotiation of tradition with colonial culture. Within these major postcolonial themes, students will also explore broad subjects common to literary study, such as religion and spirituality, sexuality, identity, and family. Prerequisite: One college-level literature course or IN 101.
EN 330 - British Literature to 1780 3 hrs.
In this course students will study texts by authors representative of British literature and its major traditions from the Anglo-Saxon period to the eighteenth century. As students read these texts against the historical, social, and intellectual background of the times, they will be introduced to works by such figures as the Beowulf poet, Chaucer, Shakespeare, Milton, Pope, and Johnson, among others. Through study of the texts students will gain an appreciation of the literature itself, the traditions from which it springs, and its relationship to both the world of its creator and our world today. Prerequisite: one previous course in literature.

EN 331 - British Literature since 1780 3 hrs.
In this course students will study texts by authors representative of British literature and its major traditions from the Pre-Romantics to the present day. As students read these texts against the historical, social, and intellectual background of the times, they will be introduced to works by such figures as Wordsworth, Keats, Browning, Tennyson, Dickens, George Eliot, Hopkins, Yeats, Joyce, T. S. Eliot, Lawrence, Woolf, Larkin, Achebe, and Heaney, among others. Through study of the texts students will gain an appreciation of the literature itself, the traditions from which it springs, and its relationship to both the world of its creator and our world today. Prerequisite: one previous course in literature.

EN 341 - Editing 3 hrs.
This course provides practical experience in the editing and rewrite techniques of print news, including spelling, grammar, headline writing, and style according to the Associated Press Style and Libel Manual. Prerequisites: MM 250 or two Writing Courses in English. (Cross-listed as MM 341.)

EN 353 - Creative Nonfiction: The Personal Essay 3 hrs.
This writing course enables students to pursue advanced work in prose writing, while exploring the particularly broad range of both subject and style available to those who write the personal essay. Students will experience the challenge of the open structure characteristic of the personal essay, as well as the challenge of weaving personal observation into a meaningful whole that transcends the individual, making it suitable for a general audience. Prerequisites: Sophomore standing.

EN 361 - Methods of Teaching Secondary and Middle Level English 3 hrs.
The course provides English education majors with training in methods of teaching grammar, composition, and literature. Through observation, instruction, and participation, prospective English teachers learn how to plan courses and lessons, develop exercises and other instructional materials, select textbooks, explain concepts and processes of grammar and composition, and evaluate student progress. Prerequisites: ED 100 and 243; junior status recommended.

EN 363 - The English Language 3 hrs.  
Offered biennially
In this course students study the growth of the English language from the beginnings to the present day, with special emphasis on the attempts, both traditional and modern, to develop a grammatical structure to describe it. Problems related to the study of semantics and the development of modern American English are also examined.

EN 365 - Advanced Composition 3 hrs.  
Offered biennially
This course is designed to teach students to think and write clearly and to read perceptively and with insight. The course is centered on an examination of rhetorical principles as exemplified in a collection of essays. Students are encouraged to develop writing styles of their own that are fluid, clear, informative, and forceful. Prerequisite: Sophomore standing.

EN 375 - Advanced Poetry Workshop 3 hrs.
This course immerses students who have already completed introductory work in poetry writing in more intensive experiences related to both the writing and critiquing of poems. Students will build upon current skills and develop their own writing “voices” while learning directly from the skills and voices of others. The course emphasizes ongoing critiques (by both the instructor and workshop students) of works-in-progress—while introducing students to the language and methodology characteristic of writing program workshops. Thus students will be expected to study and experiment with a range of styles and techniques and to continually produce original works for both written and oral critiques by both peer writers and the instructor. In addition, students will apply, in a new way, critical abilities gained through previous courses in literature and criticism. Prerequisite: EN232.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
EN 380 - Shakespeare 3 hrs.
This course investigates Shakespeare’s views of the joys, pains, terrors, and puzzlements of the human condition as reflected in his works and attempts to account for the enduring appeal and power of his ideas, characters, and language. The class will study representative comedies, tragedies, and history plays, as well as selected sonnets. Prerequisite: One course in literature.

English Seminars at the 400 Level
Seminars allow students to develop their skills in literary analysis and knowledge of literary history in more depth by concentrating on intensive study of a small group of authors, a specialized study in genre, or study of a group of works from multiple genres related to an important theme or movement. All seminars share the following traits: 1) a substantive research paper involving some level of collaboration regarding the writing process; 2) substantial student participation in the conducting the course through formal oral presentations or other means; 3) class interaction based more on active dialogue than on lecture. Courses of the same number but different topics may be repeated for credit. However, English majors are required to complete at least two differently numbered seminar courses. Prerequisite: 6 hours of college-level literature courses.

EN 410 - Seminar in Major Authors 3 hrs.
EN 415 - Seminar in a Literary Genre 3 hrs.
EN 418 - Seminar in a Literary Theme or Movement 3 hrs.
EN 460 - Critical Approaches to Literature 3 hrs.  
Fall term, yearly
This course introduces students of literature to theory and methodology of literary study and surveys the history of literary criticism from Plato to the present day. Studied are the major historical theories of literature and their applications to specific works or issues of literature, as well as the theories and practices of contemporary criticism, including structuralism, deconstructionism, Marxist and feminist criticism, and the new historicism. In their own critical papers students apply the various approaches to specific literary texts. Prerequisite: One course in literature.

FR: FRENCH
FR 111 - Discovering French 4 hrs.  
Fall term, yearly
In this course, students will develop basic skills in speaking, understanding, reading and writing French while discovering connections between the French language and the cultures of French-speaking countries. This course does not count toward a major or a minor in French.

FR 112 - Exploring French 4 hrs.  
Spring term, yearly
A continuation of the first-semester French course, this course provides further development of communicative skills, as well as a more detailed understanding of francophone cultures. This course does not count toward a major or a minor in French. Prerequisite: FR 101 or 111 or approved placement test result.

FR 203 - Building Proficiency in French 3 hrs.  
Fall term, yearly
Students will refine their communicative skills by learning the more complex stylistic and grammatical features of the language and expanding their vocabulary. The length of readings and compositions will increase and students will deepen their cultural knowledge of the francophone world. Prerequisite: FR 102 or 112 or approved placement test result.

FR 204 - Making Connections in French 3 hrs.  
Spring term, yearly
This course continues to review previously learned structures and to further develop communicative language skills. Students will make connections between French and other areas of interest or career aspirations. Prerequisite: FR 203 or approved placement test result.

FR 305 - French Composition in Cultural Context 3 hrs.
In this course, students author several compositions of various rhetorical styles and engage in thoughtful reading of literary and expository works in French. This course provides a thorough review and study of French grammar, syntax, and idiomatic expressions in order to polish written skills. Prerequisite: 204 or permission of the instructor.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
FR 306 - French Conversation in Cultural Context 3 hrs.
This course seeks to increase vocabulary and conversational skills through class discussion and oral reports and to refine pronunciation through a study of French phonology. Prerequisite: FR 204 or permission of the instructor.

FR 340 - French Civilization and Culture 3 hrs.
This course provides an historical approach to the accomplishments of the French, supplemented by readings and presentations pertaining to aspects of contemporary French culture and to the francophone world. Prerequisite: FR 204 or permission of the instructor.

FR 350 - Contemporary France 3 hrs.
This course serves as an introduction to the study of contemporary France and the distinctive features of French culture as represented in various social and political institutions and as portrayed through film and literature. Prerequisite: FR 204 or permission of the instructor.

FR 360 - Introduction to French Literature 3 hrs.
This course serves as an introduction to the study of French literature and the genres of poetry, drama, and fiction. Texts will be selected from a variety of periods and authors. Students will learn the tools necessary to critically analyze, discuss, and write about literature in French. Prerequisite: FR 204 or permission of the instructor.

FR 412 - Nineteenth Century French Literature 3 hrs.
This course surveys Romantic, Parnassian, and Symbolist poetry and the fiction of Balzac, Stendhal, Flaubert, and Zola, among others. Prerequisite: FR 244 or permission of the instructor.

FR 413 - Modern French Literature 3 hrs.
This course examines the trends in twentieth-century French poetry, theatre, and fiction. Some attention will be given to the French writers of Africa and the Caribbean. Prerequisite: FR 204 or permission of the instructor.

FY: FIRST YEAR EXPERIENCE

FY 050 - Academic Enhancement Seminar 1 hr.
In this course, students will learn about college customs, the techniques associated with essential study skills, such as reading, taking notes, studying, memorizing, taking tests, writing, and researching. Students will also learn success strategies based upon the ideas of respected figures in psychology, philosophy, business, sports, and politics. Included in the course will be instruction on reducing stress, managing money, discovering preferred learning styles, visualizing goals and taking action to meet those goals. Students will learn how to make wise choices that will empower them to experience greater self-awareness, self-management, creative and critical thinking skills, emotional intelligence, and lifelong learning skills. Required for conditionally admitted freshmen. (This course counts toward the determination of full-time student status, but does not count toward the minimum hours needed for graduation under this catalog.) P/NC

FY 100 - First Year Experience 1 hr.
This course will focus on academic and personal skills that increase the chance of success in college. Academic skills to be studied include time management, note-taking, reading class material, test taking, and writing. Personal skills to be studied include interacting with professors, choosing a major and planning a career, appreciating diversity among students, developing relationships, and discovering values. Each section will focus on a particular academic topic that will be explored throughout the semester.

FY 150 - First Year Seminar 2 hrs.
This course is intended to set the stage for each student’s academic career and to provide students with the support and information needed to adjust to the university environment. Each section will focus on a particular academic topic that will be explored throughout the semester. Moreover, throughout the semester class time will be devoted to learning about skills and abilities that maximize the likelihood of academic success as well as process and procedures that are specific to Baker University in an effort to promote successful adjustment and academic performance. Students will be asked to complete a variety of assignments which may include writing, research, group projects, and oral presentations. Students will also participate in classroom activities as well as completing outside-of-class experiential activities.
FY 200 - Transfer Year Experience 1 hr.
The Transfer Year Experience course focuses on easing the transition to a new collegiate environment. Content and activities designed to promote acclimation to the campus and to facilitate academic skills are incorporated into the course. This course is recommended for all transfer students and is required of all conditionally admitted transfer students.

FY 250 - Transfer Year Seminar 2 hrs.
This course is intended to promote each student’s progress in her or her academic career and to provide students with the support and information needed to adjust to the university environment. Course discussion will focus on several areas in which we all must make major life decisions such as degree program and major, career, relationships, family, political/civic orientation, and spirituality. Moreover, throughout the semester class time will be devoted to learning about skills and abilities that maximize the likelihood of academic success as well as process and procedures that are specific to Baker University in an effort to promote successful adjustment and academic performance.

GE: GEOLOGY
GE 210 - General Geology 3 hrs.
This course provides an introduction to the physical processes that have shaped and continue to shape the Earth and examines the characteristics, dynamics, and interactions of the atmosphere, hydrosphere, and lithosphere. The course will also examine the interaction of humans with the Earth as a resource and as the environment which provides our life support.

GN: GERMAN
GN 111 - Discovering German 4 hrs.  
In this course, students will develop basic skills in speaking, understanding, reading and writing German while discovering connections between the German language and the cultures of the German-speaking countries. This course does not count toward a major or a minor in German.

GN 112 - Exploring German 4 hrs.  
Spring term, yearly
A continuation of the first-semester German course, this course provides further development of communicative skills, as well as a more detailed understanding of German-speaking cultures. This course does not count toward a major or a minor in German. Prerequisite: GN 101 or 111 or approved placement test result.

GN 203 - Building Proficiency in German 3 hrs.  
Fall term, yearly
Students will refine their communicative skills by learning the more complex stylistic and grammatical features of the language and expanding their vocabulary. The length of readings and compositions will increase and students will deepen their cultural knowledge of the German-speaking world. Prerequisite: GN102 or 112 or approved placement test result.

GN 204 - Making Connections in German 3 hrs.  
Spring term, yearly
This course is a bridge to the advanced level. Students will become comfortable using and understanding more complex structures and vocabulary, both in speaking and writing. Greater language ability will enable students to deepen their understanding of German-speaking culture. Students will make connections between German and other areas of interest or career aspirations. Prerequisite: GN 203 or approved placement test result.

GN 305 - German Composition in Cultural Context 3 hrs.  
This course provides intensive work in written German communication. Students will practice the various kinds of writing tasks that are necessary for everyday life in a German-speaking country such as describing, telling stories, narrating sequences of events, summarizing, debating, and composing various types of letters. Prerequisite: GN 204 or permission of the instructor.

GN 306 - German Conversation in Cultural Context 3 hrs.  
This course provides intensive work in communicating in spoken German, with an emphasis on practical, idiomatic usage. Emphasis will be on oral production and listening comprehension. Class time will be spent on various communicative activities such as discussion and debate, role-playing, and presentations. Listening skills will be honed using authentic video and audio sources. Selected readings from German journals, newspapers and Internet
sources will be incorporated. Course topics and materials will be designed to stimulate reflection on German-language culture. Prerequisite: GN 204 or permission of instructor.

**GN 340 - German Civilization and Culture 3 hrs.**
This course, a survey of the civilization and culture of German-speaking countries, includes the study of major historical and social developments, geography, scientific accomplishments, art, music, and theatre. Emphasis is placed on the events and ideas that helped shape contemporary Germany and Austria. Prerequisite: GN 204 or permission of the instructor.

**GN 350 - Contemporary German Culture 3 hrs.**
This course complements GN 340 German Civilization and Culture. Where that course focused on the history of Germany culture, this course will examine life in German-speaking countries today. The major institutions of society will be explored such as, family, workplace, education, religion, the economy, citizenship issues, the situation for minorities, the aftermath of German unification, and Germany's role in the EU. Prerequisite: GN 204 or permission of the instructor.

**GN 360 - Introduction to German Literature 3 hrs.**
This course provides an introduction to the various genres of literature in the German language, including poetry, short stories, novellas, plays, and novels (or novel excerpts). Students will learn vocabulary and concepts necessary for the interpretation and analysis of literature and will write several papers and engage in critical discussion about the works read. Many historical periods will be represented. Pre requisite: GN 204 or permission of instructor.

**GN 413 - Modern German Literature 3 hrs.**
This course will introduce students to several major works of German literature from the late nineteenth century to the present. We will examine currents of thought running through certain periods of modern German literature and their relationship to the social and historical context in which the texts were written and read. Prerequisite: GN 204 or permission of instructor.

**GN 420 - German Cinema 3 hrs.**
This course is intended as an introduction to German film. Throughout the course, we will look at the films within their historical and social contexts in order to expand knowledge of German culture. Class meetings will be spent primarily on discussion, viewing of film clips, student presentations, and in-class writing assignments. Students will be required to view films in the language lab. Class will be conducted in German. Prerequisite: GN 204 or permission of instructor.

**HI: HISTORY**

**HI 127 - History of the United States to 1877 3 hrs.**
This course surveys the history of colonial America and the United States to the end of the Grant administration, paying particular attention to the socioeconomic, ethnic, cultural, political, and ideological diversity of the American people.

**HI 128 - History of the United States since 1877 3 hrs.**
This course surveys the history of the United States from the Hayes administration to the present, paying particular attention to the socioeconomic, ethnic, cultural, political, and ideological diversity of the American people.

**HI 140 - World Civilizations I: From Hearth to Empire, Prehistory to 300 BCE 3 hrs.**
A comparative study of world history from the migratory communities of the Neolithic to the development of regional empires, this course will emphasize significant technological developments and their impact on ancient civilizations. What civilization means and what role technology played in the creation of the world’s first major regional and cultural zones are the major themes of the course. Note: HI 140, World Civilizations I is not a prerequisite for HI 141, 142, or 143. These four introductory courses are equivalent in level and satisfy the same general education and major requirements.

**HI 141 - World Civilizations II: The Development of Transcontinental Exchange, 300 BCE-1500 CE 3 hrs.**
Continuing with the role of technology in human history, this course focuses on the development of systems of contact and exchange between the world’s major regional civilizations. Of primary importance are the Silk Road and
the Indian Ocean Trade Network, both of which contributed significantly to the spread and exchange of goods, technologies, and cultural concepts. This course will close with the reconnection of Europe to this system. (See note after HI 140.)

**HI 142 - World Civilizations III: Western Imperialism and Reaction, 1500-1870 3 hrs.**
This course addresses the violent and meaningful expansion of Europeans throughout the globe and the responses of non-Europeans to that expansion. From Columbus to British imperial supremacy and the era of New Imperialism, the impact of European expansion will be assessed from a global perspective. (See note after HI 140.)

**HI 143 - World Civilizations IV: The Rise of Globalism, 1870 to the Present 3 hrs.**
From great strides in medical science to the Nazi Reich's industry of death to the World Wide Web, this course examines the steady application of technology to the essential spheres of human existence. Of particular interest is the relationship between technology and human culture. Relying on comparative methods of study, students will examine the significant achievements of the world’s most recent history to discover how societies have responded and developed as a result of an ever-expanding world system. (See note after HI 140.)

**HI 225 - Hitler and Nazi Germany: A Case Study in Totalitarianism 3 hrs.**
This course is designed to familiarize students with the Nazi period and its major figures and political structures for the years 1933-1945. Through the medium of film, literature and political history, the course will be roughly divided into two parts: for the first several weeks, we will trace the rise of Russian Communism, Italian Fascism and the National Socialists in Germany from the period 1900 to the time of Hitler’s ascension to the Chancellorship in 1933. The second (and much lengthier) part of the course focuses on the 1930s-1945, and is specifically concerned with the National Socialists and Adolph Hitler; their social programs, expansionist ambitions, the national pogrom against Jews (and homosexuals, gypsies and other “enemies” internal and external), and the war itself. (Cross-listed as PS 225.)

**HI 226 - Laboratory Course in Historical Method 3 hrs.**
This course provides practical experience in using the techniques of historical research and writing a research paper based upon primary sources. Prerequisite: 3 credit hours of history.

**HI 232 - History of Mexico 3 hrs.**
This course surveys the history of Mexico from its first peoples through the twentieth century. The course will offer various interpretations of the major themes and developments in Mexican history. A primary goal of the course is to examine Mexico from the perspective of the Mexican people, paying particular attention to their contributions, both past and present, toward shaping Mexico throughout its history.

**HI 261 - History of the American West: A Legacy of Conquest and Resistance 3 hrs.**
This course will examine the history of the Trans-Mississippi West, focusing on the process of conquest, settlement, and resistance which defined this region. Students will examine the human-dominate ecosystems of the many Native American civilizations present in the region before the coming of Euro-Americans, the vanquishing of those groups by the Euro-American aggressors, the acts of resistance to this aggression during this period, and the impact of this conquest on natural resources within this region. Prerequisite: HI 127 or 128.

**HI 311 - The Politics of the Executive Branch 3 hrs.**
This course will focus on the politics of the executive, both in the US setting and in other venues. The course will include sections on the legal, institutional, and historical constraints of the administrative executive and the offices associated with it (the American Presidency, select Prime Ministries and other institutional executive arrangements). We will explore both the formal and implied powers of these offices and arrangements in both a unitary and comparative perspective. Consult with instructor: may be taught with either an American perspective or a comparative/international perspective. (Cross-listed as PS 311.)

**HI 323 - Government and Politics of Western Europe 3 hrs.**
This course is designed to introduce students to analytical concepts and theories with which to examine the politics of Western Europe. Students also investigate the structures and processes of several West European governments and discuss current challenges facing the states of Western Europe. Special attention is given to the attempt by the European Union to unite Europe economically and politically. Prerequisite: SS 111 or permission of the instructor. (Cross-listed as PS 323.)

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
HI 326 - Eastern European/Soviet History and Politics 3 hrs.
Economic, political, and social change in the USSR and its successor states are studied in this course. Other countries in Eastern Europe are examined in comparison. (Cross-listed as PS 326.)

HI 328 - Christian History 3 hrs.
This course focuses on the story of Christianity over its 2000-year history, with special attention to Christianity in Asia, African, and Latin America. (Cross-listed as RE 328.)

HI 333 - American Social and Intellectual History 3 hrs.
This course explores shifts and transformations within American society, the impact of ideas, and the religious experience. Special attention will be given to reform movements and the nature of class conflict.

HI 334 - American Economic History 3 hrs.
This course deals with the impact of transportation, agriculture, labor, industry, and technology on American history. The economic effects of war, regional integration, national policy, and international affairs are also explored.

HI 335 - American Gender and Minority Issues 3 hrs.
This course focuses on experiences of women and minority groups as they interact within their distinctive group as well as with one another, men, and various formal and informal social institutions in American history. (Cross-listed as PS 335.)

HI 336 - History of American Foreign Relations 3 hrs.
The history of America's foreign relations is studied from the 18th century through the 1980s and focuses on the diplomacy of war, commercial expansion, public opinion, and the changing perception of America's global responsibilities.

HI 345 - Southern Politics: The Politics of Race 3 hrs.
This course is designed to familiarize students with the culture and politics of the American South (as defined as those states that seceded from the Union via convention in 1859-60), its major figures, and its unique political culture, with an emphasis on the tension and conflict arising from a history of oppression and political disfranchisement. The course is meant to be a dual-disciplinary examination of the eleven formerly Confederate states from the 1920s through the elite/populist and modern periods to the present, with an eye to examining the foundations of the current trends in Southern politics. (Cross-listed as PS 345.)

HI 346 - History of Kansas: Its Peoples and Cultures 3 hrs.
This course is formulated as a reading and discussion seminar, focusing on the various groups who have resided in Kansas and their impact on the region and its history. Students will examine major themes, events, and trends of the Kansas past through primary and secondary sources offering a multitude of interpretations that shed light on the contributions and views of diverse Kansans over time. The class will analyze both their actions and insights afforded by numerous historians to create a meaningful reconstruction of the past. Prerequisite: one history course.

HI 348 - Social and Cultural Revolutions in the 1960s 3 hrs.
This course will examine the complex history of the United States preceding, during, and following the 1960s. Through readings, music, and film, the class will discuss the many events and movements that inflamed the passions of the sixties and seek to understand their legacy today, including a focus on the social, political, and cultural forces at work during this period. Prerequisite: one history course.

HI 351 - African Civilizations to 1870 3 hrs.
Arranged as a series of case studies, this course will explore several of Africa’s important civilizations before 1800 C. E. Students will examine the civilizations of ancient Nubia, the empires of Sudan, ancient Axum and Ethiopia, the metropolis of Benin, and the migration of the Bantu peoples. Through careful consideration of several major aspects of each civilization (poetry, art forms, political institutions, and social organization), students will attempt to understand the common threads and enormous diversity of Africa’s civilizations.

HI 361 - The World of Late Antiquity 3 hrs.
This course covers the period from the emergence of the Roman Dominate to the devastation of the Carolingian and Byzantine Empires in the ninth and tenth centuries AD, an era traditionally titled “The Dark Ages” or “The
Early Middle Ages.” Since the 1970s, however, a growing number of scholars have made the case for treating this era as a distinct and vital historical unity: The Late Antique Era. Subsequently, the major theme of this course will be understanding and evaluating the traditional and post-1970 schools of thought. Prerequisite: Six hours of history courses.

**HI 405 - The Dynasties of Ancient Egypt 3 hrs.**
Focused on the banks of the Nile, at what would become the crossroads between the Fertile Crescent and the African continent, the dynasties of Egypt established a civilization that remains an enduring source of fascination, wonderment, and controversy. By carefully examining primary source materials and modern scholarship, students can take a first deep plunge into a controversial and spectacular sea in history. Prerequisite: Six hours of history courses.

**HI 433 - The Golden Age of Athens 3 hrs.**
This course is devoted to understanding the history of the Greek civilization from the Bronze Age to 336, an era dominated by the city-state Athens, whose imperial aspirations and literary achievements continue to inspire cultural emulation and experimentation. Various factors and forces at work during this era, and exploring their relationships in the creation of a unique civilization will be examined. Prerequisite: Six hours of history courses.

**HI 436 - Senior Thesis in History 3 hrs.**
Each student shall select a topic that relates to his or her interest and that holds promise for original research and analysis. Ensuing research will require the examination, analysis, and appropriate synthesis of both primary and secondary resources. The study will raise questions of theory and value from which to make predictive and educated assumptions appropriate to the research topic. This research and evaluation exercise will culminate with a seminar paper, formal oral defense, and peer and instructor evaluation. Prerequisite: 21 credit hours of history, including HI 226.

**HI 437 - Alexander's Legacy 3 hrs.**
The conquests of Alexander the Great in Africa and Asia allowed for the dissemination of Greek civilization, but the legacy of Alexander was more than the spread of Greek culture. Where the Greeks settled, their culture mixed with the civilizations of the subject peoples, a process termed the “Hellenistic Synthesis.” Understanding how Alexander’s conquests linked the Mediterranean to central Asia and opened the door to the first “world system” in history is the focus of this course. Prerequisite: 6 credit hours of history courses.

**HI 441 - Rome from Republic to Empire 3 hrs.**
From the Punic Wars to the Military Anarchy, this course will examine the major political, economic, and social developments from the collapse of the Republic to the crisis of the Principate. Particular emphasis will be placed on the development of Roman society and technology as factors in the dissolution of imperial authority. Prerequisite: six hours of history courses, including HI 226.

**HN: HONORS**

**HN 101 - Scholar's Salon 1 hr.**
All students who are accepted into the Baker Scholars Program are required to enroll in this course each semester of their freshman year. The goals of the course are to foster an atmosphere of the community among the Baker Scholars, to promote self-responsibility for lifelong learning, to guide participants into making connections among the various disciplines they are studying and to integrating various knowledge that they are acquiring. Finally, the course will guide students in the development of the Scholars Portfolio, which is a primary component of participation the program. R

**HN 201 - Scholar's Salon 1 hr.**
All students who are accepted into the Baker Scholars Program are required to enroll in this course each semester of their sophomore year. The goals of the course are to foster an atmosphere of the community among the Baker Scholars, to promote self-responsibility for lifelong learning, to guide participants into making connections among the various disciplines they are studying and to integrating various knowledge that they are acquiring. Finally, the course will guide students in the development of the Scholars Portfolio, which is a primary component of participation the program. R

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
**HP: HEALTH, SPORT AND HUMAN PERFORMANCE**

**HP 141 - Flag Football 1 hr.**
Fall term, Biennially in even years
This course involves instruction in football skills through student participation in practice and game situations. Students will learn and develop specific game goals and strategies in a variety of touch football games.

**HP 145 - Tennis 1 hr.**
Every semester
Participants in the course will receive instruction in the basic skills of tennis and will gain an understanding of rules and scoring.

**HP 146 - Recreational Soccer 1 hr.**
Fall term, biennially in odd years
The soccer activity course will provide experiences for the novice participant. The course is designed to teach soccer skills, game strategy, and interest in the sport.

**HP 148 - Weight Lifting 1 hr.**
Every semester
This beginning course for the novice lifter develops knowledge of lifting techniques, weight room safety, and structured strength programs. The course will provide an understanding of the purpose of each lift and identify the specific muscle group used.

**HP 150 - Leisure Activity 1 hr.**
As needed
This leisure activity course offers participation and skill development for a lifetime of enjoyment in a variety of activities. Possible activities include orienteering, archery, bicycling, fencing and hiking and backpacking. Each student will be expected to provide their own bicycle for that section of the course as they learn touring procedures and bicycle racing styles. Activities may vary as interests and facilities change.

**HP 151 - Basketball 1 hr.**
Spring term, yearly
Students will receive instruction in offensive and defensive skills of basketball for all levels of ability. Participants will learn the rules of the game and will gain an understanding of officiating.

**HP 152 - Volleyball 1 hr.**
Spring term, yearly
Students will be exposed to game strategies and team concepts. The course may be modified to include sand volleyball skills.

**HP 154 - Golf 1 hr.**
Spring term, yearly
Lifetime recreational interest and personal skill development are the two focal points of this course. Students will learn the basic skills for each club and apply that knowledge on practice ranges and local golf courses.

**HP 155 - Racquetball 1 hr.**
Every semester
Students will learn the techniques and strategies of this quick, explosive, and competitive game and develop an understanding of singles, doubles, and tournament play.

**HP 156 - Badminton 1 hr.**
As needed
Badminton is a leisure activity that requires quick reactions and game strategy. Students will play singles, doubles, and participate in tournaments.

**HP 157 - Swing and Line Dancing 1 hr.**
As needed
Students will learn the fundamental skills in country line dancing and East and West Coast swing dancing. This course will address basic steps in a variety of dances and will teach the students complete and partial steps used in a variety of environments.

**HP 158 - Softball/Kickball 1 hr.**
Spring term, biennially in odd years
Students will learn the basics of throwing, catching, hitting, and fielding while taking part in coed softball. Students will also participate in kickball as a recreational team sport.
HP 162 - Adapted Activities 1 hr.  
Every semester
Approval of the Department Chair is required. This course is designed for any student not able to participate in regular activity courses due to physically limiting conditions. Participants will work with the instructor to adapt a program to serve their personal fitness and skill needs. Prerequisite: Department Chair approval.

HP 163 - Varsity Sports 1 hr.
Student-athletes in varsity sports may enroll in the credit during the season of participation. The credit from this one-hour course will not meet the requirements for the Fitness and Well-Being perspective for General Education. R; P/NC

Varsity sports include:

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<th>TEAM SPORTS</th>
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<td>Football</td>
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<td>Softball</td>
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<td>Volleyball</td>
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<td>Spirit Squad</td>
<td>Women’s Indoor/Outdoor Track</td>
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<td>Men’s Wrestling</td>
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HP 166 - Wrestling 1 hr.  
As needed
The requirements of this course include an internship with a local wrestling program. Students will gain knowledge of wrestling rules, techniques, and officiating procedures.

HP 167 - Cross Training 1 hr.  
Fall term, biennially in odd years
Students will use the Fitness Center equipment to learn proper performance techniques, measurement procedures to assess their level of fitness, and program development for lifetime participation. The course content will include a combination of cardiovascular work, strength training techniques, and running activity.

HP 170 - Sports and Fitness Assistant 1 hrs.  
Every semester
Students may enroll in this course each semester they are working under the supervision of the Director of Sports Medicine. Students will serve as athletic team assistants, rehabilitation aides, or student fitness instructors. The credit from this one-hour course will not meet the requirements for the Fitness and Well-Being perspective for General Education. R; P/NC

HP 180 - Concepts of Health 3 hrs.  
Every semester
This course fosters an understanding of conditions and situations which affect an individual's health and well-being in order to provide the student with the skills needed to promote better personal and community health.

HP 181 - Introduction to Health, Sport, and Human Performance 3 hrs.  
Fall term, yearly
Students will be introduced to the history, philosophy, concepts, and trends in health, wellness, physical education and sport.

HP 182 - First Aid, CPR, and Safety 3 hrs.  
Every semester
This is the course of study prescribed by the American Red Cross in the theory and technique of administering first aid and cardio-pulmonary resuscitation. Students will have the opportunity to analyze safety precautions used at home and in industry, athletics, aquatics, and recreational activity.

HP 184 - Lifetime of Fitness 3 hrs.  
Every semester
This course examines factors which affect a person’s overall fitness. Students will conduct a variety of assessments intended to determine their current level of fitness and will examine ways to incorporate fitness into their daily lives.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
HP 241 - Techniques of Teaching Individual and Dual Sports 3 hrs.  
This course provides students with the skills to teach individual and dual sport activities traditionally found in physical education curriculums. Rules of sport, strategy of play, and skill performance are expectations of the course.

HP 242 - Techniques of Teaching Team Sports 3 hrs.  
Students will gain knowledge of teaching techniques for team sports traditionally found in physical education curriculums. Rules of sport, strategy of team play, and individual skill performance are expectations of the course.

HP 243 - Movement and Rhythm 3 hrs.  
This course covers methods of teaching basic dance routines and movement patterns in the educational environment. The impact of dance on growth and development of school-age children will be part of the presentations.

HP 244 - Essentials of Sports Medicine 3 hrs.  
The course will cover the basic science of sports medicine, medical problems of athletes, sport-specific injuries, and anatomical skeletal problems. Students learn the fundamentals in the prevention and care of injuries related to athletic participation necessary for the teaching and coaching assignments. Laboratory experience provides situations for simulation and practice.

HP 245 - Human Nutrition 3 hrs.  
This course is an introduction to the fundamentals of human nutrition as related to growth, development, and the maintenance of good health. In addition to nutritional theory, students learn to analyze and plan nutritional regimes. This course is required for admission to most nursing schools and majors in several allied health science fields. This course is required for exercise science and health/physical education majors and teacher licensure. (Cross-listed as BI 245.)

HP 250 - Practicum Experience in Health 1 hr.  
This course is designed to provide Health/Physical Education Teaching majors the opportunity to collaborate and engage in various health education settings outside of the K-12 school setting. The student will devote a minimum of 20 hrs of experience for this class. The student will work with an advisor and establish objectives for the experience, maintain a time log with specific activities involved, and prepare a summarizing statement of the total experience. Prerequisites: Junior or Senior status and Department Chair approval. P/NC

HP 335 - Facilities and Event Management 3 hrs.  
The purpose of this course is to study current developments and trends in design, construction, finances, and management of new and renovated sport and recreational facilities. Principles and theory of effective facility and event management will be taught through lecture, facility tours, and practical experience as students will have opportunities to apply their skills by assisting in the management of sporting events.

HP 339 - Methods of Teaching Physical Education and Health 3 hrs.  
This course is a study of the principles related to the selection and use of teaching techniques for physical education and health programs in the Pre K-12 schools. This includes the understanding of the values of physical activity for healthy lifestyles, the comprehension of the historical perspectives for the evolvement of elementary, middle, and secondary school physical education and health curriculum, current trends in health and physical education instruction, student learning styles and the assessment of student learning. The course will include the creation of lesson plans, unit plans and measurement techniques along with effective teaching skills. The course will also include a field experience component in all three levels of classroom instruction. Prerequisite: HP 180, HP 241, HP 242 or permission of the instructor

HP 340 - Recreational Leadership 3 hrs.  
This course will explore leadership skills required of a professional in the recreation setting. Development, planning, and management of recreational programs will also be discussed. Students will interact with leaders in the field as part of this course.

R. course can be repeated for credit; P/NC: course graded on a pass/no credit basis
HP 342 - Motor Learning 3 hrs.  
This course is specifically designed to bridge the gap between research and practice in the science of human movement learning. Students will be introduced to concepts that will build a solid foundation for assessing performance, providing effective instruction, and designing productive practice environments. Laboratory investigations will relate learning theory to feedback, retention, motivation, and optimum skill acquisition.

HP 343 - Physiology of Exercise 3 hrs.  
This course is the study of the human system and how it reacts to exercise and athletic performance. The following areas will be addressed: nutrition, energy for physical activity, gas exchange and transportation, neural activity, stress, anaerobic and aerobic movement, strength, performance enhancements. Pre- or co-requisite: BI 246.

HP 345 - Therapeutic Exercise 3 hrs.  
This course examines the foundation and theory associated with improving body function following injury. Principles of assessment, treatment, and rehabilitation will be taught by both lecture and laboratory sessions. Prerequisites: BI 246 and HP 244.

HP 346 - Adapted Activities for Special Populations 3 hrs.  
This course involves the theoretical and practical approaches to adapted physical activity. Students will not only examine disabilities, conditions and diseases which might affect an individual's ability to participate in a variety of activities, but they will also learn how to modify activities for individuals within school systems, health and fitness centers, rehabilitation centers, and sports/recreational settings.

HP 347 - Applied Kinesiology 3 hrs.  
Kinesiology is the study of the anatomical and mechanical aspects of human movement. This course explores the biological properties of the skeletal and muscular systems. Laboratory experiences will involve movement analysis, projectile-related activities, and aerodynamics. Prerequisite: Pre- or co-requisite: BI 246.

HP 348 - Sports Psychology 3 hrs.  
The psychological dimensions of improving athletic performance of individuals and groups are studied. Students examine psychological principles and techniques as they apply to coaching and competition. Prerequisite: PY 111.

HP 388 - Organization and Administration of Health, Physical Education, Recreation, and Athletics 3 hrs.  
This course provides an understanding of administrative philosophies and organizational procedures related to programs in health, wellness, physical education and sport. Prerequisite: Junior or senior status.

HP 420 - Theory and Principles of Coaching 3 hrs.  
This course is a comprehensive, sport neutral study of the methods and techniques of coaching. The course combines sport science theory and research with the practical knowledge and methods of expert coaches in various aspects of coaching education and professional practice. After successful completion of the course, students will be listed in the National Registry of Coaches which will certify non-teacher education students to coach in the public school system. Prerequisite: six hours of HSHP credit, excluding activity courses or varsity athletics.

HP 350, 450 - Practicum Experience 1-6 hrs.  
This course is designed to provide the student with opportunities for professional growth and on-the-job challenges in a field of one’s choice. The experience will be performed in an active learning environment under the guidance of a qualified field supervisor and department advisor. Possible areas for participation include: recreation programs, health agencies, coaching situations at all levels, sports administration, and sports medicine opportunities. The student MUST devote 40 hours of service per academic credit. (A student cannot enroll in more than a total of six hours of practicum experience during their tenure at Baker University.) Prerequisites: 2.50 cumulative grade point average, Junior or Senior status, and Department Chair approval. P/NC

HP 496 - Senior Seminar in Health, Sport and Human Performance 3 hrs.  
This course has been designed to provide the student with an in depth seminar relating to careers and professionalism in the fields of physical education, allied health and wellness, physical rehabilitation and sports management. It will also include a discussion of current research and issues in these fields, interdisciplinary interactions, and career opportunities. Students will prepare a portfolio of materials and current practices relating to

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
professions in these fields as well as a projection of the future directions expected. Prerequisite: Senior Status in the department or permission of the instructor.

**HP 497 - Clinical Experience in Health, Sport and Human Performance 12 hrs.**
*Every semester*

This course is an in-depth clinical experience in a professional setting appropriate to the student's major and is monitored closely by site supervisor as well as the HSHP Clinical Experience Supervisor and/or HSHP faculty. This course is designed as a capstone experience to be completed once all other required coursework for the major has been completed. The course involves approximately 40 hours of clinical experience for each hour of credit. The student and University supervisor establish a specific set of goals and assess the outcomes at the end of the experience. The course will include a project that will be meaningful to the clinical site. For further information on the responsibilities of the student and the requirements for the clinical experience, student should contact the HSHP Clinical Experience Supervisor or Department Chair to obtain a copy of the *HSHP Clinical Experience Manual*. Prerequisite: senior status in the department, completion of all other major coursework, and Department Chair approval.

**IE: INTERTERM EXPERIENCE**

SEE INTERTERM PROGRAM (p. 47)

**II: INTERTERM INTERNSHIPS**

**II 255 - Career Involvement 3 hrs.**

The career involvement program enables students to integrate on-campus academic study with off-campus work experiences that are related to educational plans and needs. The internship experience should be related to the student's academic area and cannot be in a previously held work position. Students are not allowed to participate in internships with relatives acting as supervisors. For more information, contact the Career Development Center.

Prerequisite: Sophomore status. **R; P/NC**

**II 355 - Career Involvement 3 hrs.**

The career involvement program enables students to integrate on-campus academic study with off-campus work experiences that are related to educational plans and needs. The internship experience should be related to the student's academic area and cannot be in a previously held work position. Students are not allowed to participate in internships with relatives acting as supervisors. For more information, contact the Career Development Center.

Prerequisite: CI 260 or II 255 or junior/senior status and approval of supervising faculty member. **R; P/NC**

**IN: INTERNATIONAL STUDIES**

**IN 101 - Introduction to International Studies 3 hrs.**

This course is the gateway course to the International Studies major. The course will introduce students to new ways of learning and thinking about the world through multiple lenses. Students will examine issues across disciplines and explore the interplay of cultures, languages, political systems, economies, histories, and geographies among the peoples of the world. This course is required of students in the International Studies major.

**IN 212 - Global Problems 3 hrs.**

This class provides an introduction to the many issues and problems facing the modern political world. Students follow and discuss current events while obtaining the background information necessary for effectively understanding those events. The course is designed to engage students actively in informed dialogues concerning important issues facing the world community, such as population growth, hunger, the environment, poverty, disease, and war. (Cross-listed as PS 212.)

**IN 401 - Senior Seminar in International Studies 3 hrs.**

As the capstone course for the International Studies major, this class involves intensive examination of several key issues in the international realm as they are presented through various disciplines. Students will also explore in-depth a particular area of international studies through the development of an original project. Students will prepare original research or develop an original work under the supervision of the course instructor and in consultation with an appropriate member of the International Studies Faculty. This will culminate with a seminar paper and a presentation of the research/work to other members of the course. Required of all International Studies Majors.

Prerequisite: IN 101 and senior standing.

**R:** course can be repeated for credit; **P/NC:** course graded on a pass/no credit basis
LA: LIBERAL ARTS

LA 101 - Critical Thinking and Effective Writing 3 hrs.
The first course in the freshman sequence is designed to instruct students in the methods of critical reading and logical thinking and in the application of these skills to writing expository prose. All entering freshmen with fewer than 30 hours of college credit must maintain continuous enrollment in and successfully complete LA 101.

LA 102 - Ideas and Exposition 3 hrs.
The second course in the freshman sequence is designed to help students read primary texts from a variety of disciplines, and further develop students’ expository writing abilities. The course will give attention to the critical evaluation of competing ideas. All students who have successfully completed LA 101 must maintain continuous enrollment in and successfully complete LA 102. Prerequisite: LA 101.

LA 150 - Introduction to Diversity 1 hr.
Through lecture, video, simulation exercises, reaction papers, and small and large group activities, this course introduces students to a variety of issues and challenges relating to race, gender, and culture. Within the context of a personal, experiential, and interactive environment students will examine ways in which culturally diverse populations enrich our society through their differences as well as through their similarities.

LA 210 - Academic Support Seminar 1 hr.
This course is designed to enhance academic success through discussion of various topics such as study skills, time management, and learning styles. Prerequisite: Assistant Dean permission.

LA 301 - Reasoning and Writing 3 hrs.
This course integrates instruction in logic and critical thinking with the preparation of a formal research paper. It is required for all students transferring to Baker with 30 semester hours or more of full-time college study, including three or more semester hours of English Composition with a grade of “C” or higher. For these students, LA 301 replaces the requirement of LA 101 and 102. As an upper-college course, it presupposes skills in careful reading and expository writing.

LA 350 - Directed Research in Honors 1-3 hrs.
This course engages students in directed research on a topic of political or social controversy resulting in an in-depth position paper. Prerequisite: Sophomore status and 3.50 cumulative G.P.A.. R

LA 401 - Science, Technology, and Human Values 3 hrs.
This seminar is required for all seniors. It engages the values and skills developed by students through their liberal education in the study of significant public policy issues created by scientific and technological development. Each student chooses an important public policy issue, does extensive research, and then writes, presents, and defends a position paper advocating a specific public policy. Prerequisite: Senior status and successful completion of LA 102 or 301.

LN: LATIN

LN 101, 102 - Elementary Latin I, II 3 hrs. each
These courses provide a systematic study of Latin vocabulary, grammar, and syntax, with special emphasis on Latin etymology and other elements of classical Roman civilization. Prerequisite for LN 102: LN 101 or one year of high school Latin.

LN 203 - Intermediate Latin I 3 hrs.
This course continues the study and review of the principles of Latin vocabulary, grammar, and syntax, with increased emphasis on reading and translation. Prerequisite: LN 102 or two years of high school Latin.

LN 204 - Intermediate Latin II 3 hrs.
This course involves extensive reading from a single author such as Caesar or a small group of authors to polish the students’ translation skills. The historical milieu of the author and his works will also be studied. Prerequisite: LN 203 or three years of high school Latin.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
**LS: LIBERAL STUDIES**

**LS 111 - Liberal Studies Seminar I 3 hrs.**
The first of a two-semester sequence for first-year students, this course is designed to provide students an inquiry-based opportunity to develop core abilities in communication (written and oral), critical evaluation of information, and the formation of arguments and decisions based on sound reasons and evidence. Each section will focus on particular topics that will be explored throughout the semester in order to provide students additional understanding of themselves and the world around them. *Can be substituted for LA 101 in the General Education program.*

**LS 112 - Liberal Studies Seminar II 3 hrs.**
The second of a two-semester sequence for first-year students, this course is designed to provide students an inquiry-based opportunity to further develop core abilities in communication (written and oral), critical evaluation of information, and the formation of arguments and decisions based on sound reasons and evidence, as well as developing the ability to make ethical decisions based on principle. Each section will focus on particular topics that will be explored throughout the semester in order to provide students additional understanding of themselves and the world around them. *Can be substituted for LA 102 in the General Education program.*

**LS 290 - First Year Seminar Student Leader 1 hr.**
First Year Seminar student leaders assist their assigned faculty member with the delivery of the FY 150 First Year Seminar course. All FY 150 student leaders are enrolled in the LS 290 course. Students take on a leadership and mentoring role for first year students enrolled in their class section. Student leaders will also be given responsibility for developing exercises or classroom presentations, facilitating classroom activities, holding individual or group conferences with students. The objective of this course is to provide students with direct classroom experience as a teaching assistant and an opportunity to serve in a leadership role. P/NC

**MA: MATHEMATICS**

**MA 090 - Intermediate Algebra 3 hrs.**
This course is an introduction to algebra including polynomials, algebraic fractions, first-degree and second-degree equations and inequalities, exponents, radicals, graphing, relations, functions, and systems of linear equations. Students with a ACT Math score of less than 20 will be required to pass this course with a “C” or higher. (This course counts toward the determination of full-time student status, but does not count toward the minimum hours needed for graduation under this catalog.) Co-requisite: MA 091. P/NC

**MA 091 - Intermediate Algebra Lab 1 hr.**
This course is designed to work in conjunction with MA 090 to provide students an opportunity to review and apply the skills and concepts introduced during MA 090. (This course counts toward the determination of full-time student status, but does not count toward the minimum hours needed for graduation under this catalog.) Co-requisite: MA 090. P/NC

**MA 142 - The Language of Mathematics 3 hrs.**
The purpose of this course is to help students learn to read, write, and think in the abstract, symbolic language of mathematics. The course focuses on both oral and written modes of communication and includes grammar, syntax, vocabulary, synonyms, negations, sentence structure, paragraph structure, logic, and proof. Since this material is essential for all areas of mathematics, the target audience includes education majors and students seeking to meet the general education requirement. Prerequisite: an ACT Math score of 20 or above, or MA 090 with a “C” or higher.

**MA 145 - College Algebra 3 hrs.**
This course includes a study of algebraic equations, inequalities, functions, graphs, polynomials, rational functions, and exponential and logarithmic functions. The target audience includes students preparing for calculus and science courses. Prerequisite: An ACT Math score of 20 or above, or MA 090 with a “C” or higher.

**MA 146 - Trigonometry 2 hrs.**
In this course students will study trigonometric functions and their inverses, solve triangles, solve trigonometric identities and equations, and learn to graph trigonometric functions and their inverses. Co-requisite: MA 171 or permission of instructor.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
MA 153 - Calculus for the Social Sciences 3 hrs.
This course for students of the social sciences will include algebraic, logarithmic, and exponential functions; single and multivariable calculus; and applications to business and the social sciences. Prerequisite: Math Proficiency Requirement as described in the section on General Education Requirements. Not open to students with credit in MA 171.

MA 171 - Calculus I 4 hrs.
This course is the beginning course in calculus. Topics to be studied include functions, limits, continuity, derivatives, applications of the derivative, definite integral, and topics in differential calculus. Prerequisites: MA 145 or its equivalent with a grade of “C” or higher. Co-requisite: MA 146 or permission of instructor.

MA 172 - Calculus II 4 hrs.
This continuation of MA 171 will include more integration techniques and applications of calculus. Prerequisite: MA 171 with a grade of “C” or higher.

MA 173 - MESP Calculus I Workshop 1 hr.
In this workshop students will explore the more challenging aspects of calculus by working cooperatively in groups on designated problem set given in the workshop. Co-requisite: MA 171. P/NC

MA 174 - MESP Calculus II Workshop 1 hr.
In this workshop students will explore the more challenging aspects of calculus by working cooperatively in groups on designated problem set given in the workshop. Co-requisite: MA 172. P/NC

MA 221 - Statistics I 3 hrs.
This course begins with statistical methods for organizing and describing data. Methods are presented for describing both single variables and describing relationships between two variables. Both graphical and numerical summaries are presented. Designs for producing data are introduced. Probability, random variables, and sampling distributions are also introduced. Prerequisites: mastery of spreadsheets; an ACT Math score of 20 or above, or MA 090 with a grade of “C” or higher.

MA 230 - Quantitative Analysis for Business and Economics I 4 hrs.
The purpose of this course is to provide students an opportunity to develop and expand upon their quantitative analysis and reasoning skills in the context of problems and challenges often faced by leaders in business, accounting and economic research Prerequisite: An ACT math score of 20 or above, or MA 090 with a “C” or higher. (Cross-listed as BS 230.)

MA 261 - Mathematics for Elementary and Middle School Teachers I 3 hrs.
This course studies the structure of the real number system with special emphasis on modern concepts. It is required of all elementary education majors. A grade of C or above is required for licensure. Prerequisites: Elementary education major or permission of the mathematics department chair; Math Proficiency Requirement as described in the section on General Education Requirements.

MA 262 - Mathematics for Elementary and Middle School Teachers II 3 hrs.
This course is a continuation of MA 261 with topics from probability, statistics, and geometry including measurement, the metric system, and transformations. Prerequisite: MA 261.

MA 271 - Calculus III 4 hrs.
This course is a continuation of MA 172 introducing series, partial derivatives, multiple integration, vectors, and vector calculus. Prerequisite: MA 172 with a grade of “C” or higher.

MA 281 - Introduction to Linear Algebra 4 hrs.
This course includes systems of linear equations, vector spaces, matrices, determinants, reduction to diagonal form, eigenvalues, and geometric applications. Prerequisite: MA 172 with a grade of “C” or higher.

MA 291 - Introduction to Higher Mathematics 3 hrs.
Introduction to Higher Mathematics covers basic notations, concepts, and proof techniques needed for more advanced courses in mathematics and computer science. Topics will include basic set theory, functions, relations,
and mathematical induction, with an introduction to graph theory and combinatorics. Prerequisite: MA 172 with a grade of “C” or higher.

**MA 321 - Statistics II 3 hrs.**
This course is a continuation of MA 221 and covers topics in inferential statistics including hypothetical testing, confidence intervals, linear regression, and analysis of variance. Prerequisite: MA 221 or permission of instructor.

**MA 330 - Quantitative Analysis for Business and Economics II 4 hrs.**
The purpose of this course is to provide students an opportunity to further develop and expand upon their quantitative analysis and reasoning skills in the context of problems and challenges often faced by leaders in business, accounting and economic research. Prerequisite: BS 230 or equivalent course (will require instructor approval). (Cross-listed as BS 330.)

**MA 332 - Geometry for Teachers 3 hrs.**
This course is a course in geometry for teachers. Students will examine middle school and high school geometry topics from an advanced perspective. Topics included are congruence, distance and similarity, trigonometry, area and volume, and axiomatic and Euclidean geometry. Prerequisites: MA 171, 172, 291, or permission of instructor.

**MA 345 - Problem Seminar in Mathematics 1 hr.**
This seminar will improve students’ abilities to solve problems, learn independently, and communicate their results to others. This course meets with the Senior Seminar (MA 445). Students registered for the Problem Seminar will read the same topics in the history of mathematics and engage in the same in-class discussions and problem solving sessions as students in the Senior Seminar, and will attend presentations given by Senior Seminar students. Problem Seminar students will not be required to work on a major problem, make any presentations, or take the ETS exam. They will be required to write up a short report on one of the problems solved in class. This seminar is open to all students who satisfy the prerequisites. The additional prerequisites of the Senior Seminar do not apply to the Problem Seminar. Prerequisites: MA 171 and MA 172 with grade of “C” or higher. P/NC

Courses numbered MA 350 or higher (with the exception of MA 372 and 445) are offered on a two-year cycle. Consult the department for further details regarding the scheduling of these courses.

**MA 355 - Advanced Introduction to Statistics 3 hrs.**
This is an advanced introduction to statistics. By the end of this course students should be able to apply and interpret a number of descriptive and inferential statistical techniques; analyze statistical arguments; use computer software to perform statistical analyses; understand the fundamental ideas of statistics, such as distribution, variability, sampling, confidence and significance; communicate statistical ideas; perform and interpret descriptive analyses of data; perform and interpret statistical inference, including a variety of confidence intervals and test of significance; and understand some of the limitations of statistics. Prerequisite: MA 171 with a grade of “C” or higher and sophomore standing, or consent of the instructor.

**MA 359 - Mathematical Methods of Physical Science 3 hrs.**
This course introduces students to mathematical techniques beyond those covered in MA 271 that are of fundamental importance in the physical sciences. Topics covered include the gradient, divergence, curl and del operators; line, surface, and volume integrals; and Fourier series. Prerequisite: MA 271 with a grade of “C” or higher. (Cross-listed as PC 359.)

**MA 362 - Modern Geometries 3 hrs.**
This course will study how different geometric systems arise as a consequence of choosing different systems of axioms, especially the axiom systems leading to Euclidean geometry and hyperbolic geometry. Prerequisite: MA 291 with a grade of “C” or higher.

**MA 372 - Differential Equations 3 hrs.**
This is a course in ordinary differential equations. Topics will include first order equations, equations and systems with constant coefficients, undetermined coefficients, variations of parameters, and applications. Prerequisite: MA 281 with a grade of “C” or higher.
CAS AND SOE – COURSE DESCRIPTIONS

MA 383 - Introduction to Modern Algebra 3 hrs.
This is an advanced algebra course that includes algebraic structures with groups, fields, and rings and their applications. Prerequisite: MA 281 and 291, both with a grade of “C” or higher.

MA 385 - Probability 3 hrs.
This is a course in probability that will include the following topics: sample spaces, axioms and elementary theorems of probability, conditional probability and independence, random variables, probability distributions, expectation, multivariate distributions, and limit theorems. Prerequisite: MA 291 with a grade of “C” or higher.

MA 445 - Senior Seminar in Mathematics 3 hrs.
This seminar will improve students’ abilities to solve problems, learn independently, and communicate their results to others. There will be in-class problem solving sessions and weekly readings in the history of mathematics which will form the basis for class discussion. Students will consult with the course instructor(s) to select an expository article on a mathematical topic for them to report on in class and to select an interesting problem for them to work on throughout the semester. Students will write up the results of their work on the problem and present their results to the class. Additionally, students will take the ETS Major Field Exam, which will form a small part of their grade for the course. Prerequisite: MA 171, 172, 271, 281, 291, and one upper-college math course other than MA 321 or 332.

This is an advanced statistics course covering estimation, testing hypotheses, regression and correlation, linear models, and the design of experiments. Prerequisites: MA 321 or 355; and one of the following: MA 153 or 172 (both with a grade of “C” or higher) or permission of the instructor.

MA 491 - Introduction to Real Analysis 3 hrs.
This is an advanced course in calculus including limits, continuity, differentiability, integrability, and infinite series, with emphasis on precise definitions and proofs of theorems. Prerequisite: MA 271 and 291, both with a grade of “C” or higher.

MA 493 - Introduction to Complex Analysis 3 hrs.
This is an advanced course in the study of complex-valued functions of a complex variable, and it covers the arithmetic of complex numbers, the definition of specific functions, the differentiation and integration of such functions, series, residues and poles, and mappings of the complex plane into itself. Prerequisites: MA 271 and MA 291, both with a grade of “C” or higher.

MM: MASS MEDIA

MM 110 - The Cinematic Language 3 hrs.
The motion picture has become the most powerful form of creative expression of this century. The cinema is an amalgam of the arts in which works, images, motions, sounds, and form are blended in an effort to explore the human condition. This class will explore the theories behind the “language of film.” Cinematography, sound, editing, composition, story, and performance will be explored as elements of the filmmaker’s craft. Students will develop an understanding of the criteria used in criticism of this medium.

MM 140 - Mass Media and Society 3 hrs.
This course is a study of the technological growth and impact of our media environment on the individual and society as a whole. Special emphasis is placed on the political-legal, economic, sociological, and psychological effects of mass media on American life.

MM 170 - Digital Photography I 3 hrs.
This class provides instruction in black and white photographic procedures including shooting, processing, and printing techniques. In addition to classroom time, weekly darkroom time is required as scheduled. The student must provide a camera appropriate for the course. (Cross-listed as AS 170).

MM 205 - Intro to Broadcasting 3 hrs.
This course is designed to introduce both majors and non-majors to radio and television broadcasting. Television and radio will be explored as sources of both entertainment and information. Students will examine the historical
roots of broadcasting but focus most of their attention on the modern day challenges faced by the industry, such as shifts in media ownership, media convergence, and ethical dilemmas. Programming genres, including talk radio, reality TV, and news, will also be explored.

**MM 210 - The History of Cinema 3 hrs.**
This class will trace the evolution of the motion picture from its origins to contemporary film. Students will follow the development of the technology and artistry of the film industry, the rise and decline of the studio system, and “independent” production companies. Students will come to understand the major movements of the cinema, both in the United States and internationally. They will begin to develop an appreciation of film as historical artifact.

**MM 220 - International Cinema 3 hrs.**
This course will explore major films, artists, and themes from China, Japan, the Soviet Union, India, Africa, and aboriginal cultures of Australia and South America. Through extensive screening of selected films, this survey of film of the non-Western world will provide the student with an entertaining, vivid, and alternative perspective on the “rest of the world.”

**MM 230 - Digital Media I 3 hrs.**
This course will emphasize basic skills for digital media, including photography, Web design and content management. Students will have hands-on instruction for incorporating a variety of media – such as text, graphics, audio, still photography and video – onto a single platform. While the class primarily focuses on Internet-related media production, students may also be able to adapt content for other uses.

**MM 231 - Digital Media II 3 hrs.**
This course will emphasize advanced skills for digital media, including photography, Web design and content management. Following a two-week review of fundamentals and a three-week overview of interactive software, the class will be organized around a series of intensive hands-on projects requiring the integration of text, graphics, audio, still photography and video. Students will produce projects intended for Baker University student media or area commercial media outlets. While the class primarily focuses on Internet-related media production, students may also be able to adapt content for other uses. Prerequisite: MM 230 and 250 with a grade of “C” or higher.

**MM 241 - Newspaper/Online 1 hr.**
This is the laboratory class in newspaper. Students in this course are members of the newspaper staff and will participate in production of *The Baker Orange* and Orange Online in at least one of the following ways: writing, editing, layout and design, photography, pagination, circulation or advertising sales. The course is designed to prepare students for internships and permanent employment in the print and online news media by acquainting them with the industry’s professional standards. Prerequisite: MM 230 and 250 or permission of the instructor. R

**MM 243 - Radio 1 hr.**
Students will work as members of the staff of KNBU-FM, the campus educational non-commercial radio station. They will be responsible for maintaining a weekly shift on the radio station as well as preparing the necessary production elements to support their on-air activities. R; P/NC

**MM 244 - Television 1 hr.**
Students will work as members of the staff of KNBU-TV, the campus educational cable TV access channel. This class will focus on the creation of video projects that will be used as programming on KNBU-TV. Students will also discuss how to get a job in the television industry. R; P/NC

**MM 245 - Yearbook 1 hr.**
Students in this laboratory course in yearbook production will participate in the creation of *The Baker Wildcat* in at least one of the following ways: writing, editing, layout and design, or photography. Prerequisite: MM 170 or 250 or permission of the instructor. R

**MM 246 - Advanced Radio 1 hr.**
Students will work as members of the staff of KNBU-FM, the campus educational non-commercial radio station. They will be responsible for maintaining a weekly shift on the radio station as well as preparing the necessary production elements to support their on-air activities. Prerequisite: MM 243. R

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
MM 247 - Advanced TV 1 hr.
Students will work as members of the staff of KNBU-TV, the campus educational cable TV access channel. This class will focus on the creation of video projects that will be used as programming on KNBU-TV. Students will also discuss how to get a job in the television industry. Prerequisite: MM 244. R

MM 248 - PR Workshop 1 hr.
In this workshop students will share and critique work created in the course, become familiar with the Public Relations Society of America’s code of ethics, and make presentations of their work to various constituencies. Students will prepare a portfolio of their work, which will be evaluated at the end of the semester and can be used to seek professional internships and employment. Prerequisites: MM 250 and 260.

MM 250 - Writing for Mass Media I 3 hrs.
This class teaches basic news reporting and writing skills for print and online media with an emphasis on recognizing and weighing news values and developing news judgment and news ethics.

MM 251 - Writing for Mass Media II 3 hrs.
This course will build upon the principles introduced in Writing for Mass Media I. Students will learn basic techniques for writing for radio and television. The emphasis will be on a conversational writing style that tells a news story in a shorter, more personal format than print and online journalism. Prerequisite: MM 250.

MM 260 - Introduction to Public Relations 3 hrs.
This course is designed to introduce students to the basic concepts and principles of public relations. Students will learn the very different ways PR can be viewed from organization to organization and the various roles PR practitioners might play depending on corporate or organizational structure. Issues of message development, strategy, development of publics, research, writing, and post-message evaluation will also be emphasized.

MM 261 - Public Relations Writing 3 hrs.
This course will include instruction and writing practice designed to develop the professional-level writing skills expected of public relations practitioners. The instructor will emphasize approaches required for corporate, agency, and non-profit approaches, as well as writing suitable for different audiences and media forms. Prerequisite: MM 260.

MM 270 - Sports Broadcasting 3 hrs.
This course emphasizes performance with a focus on play-by-play in football and basketball. Students will also receive voice training. The course will teach students how to prepare and deliver game broadcasts and sports shows in a professional manner with lab work in the field and on campus station KNBU-FM. Prerequisite: MM205 or permission of instructor.

MM 271 - Sports Broadcasting Lab 3 hrs.
This workshop course is designed to give students an outlet through which they can practice and hone the skills learned during MM 270. Prerequisite: MM270. R; P/NC

MM 275 - Broadcast Engineering 3 hrs.
Broadcasters have an amazing array of communication technology at their disposal. This course examines the technical foundations of broadcasting technology. Students will develop skills in the operation of radio and television studio equipment. During the semester, students will engage in hands-on operation of audio production and radio station equipment of KNBU-FM radio, as well as television production and broadcast equipment through KNBU-TV. Prerequisite: MM 205.

MM 305 - Broadcast News and Public Affairs 3 hrs.
This course will focus on the role broadcast media play in society not only as a source of information but as a tool used in shaping public policy and politics. The historical roots of broadcasting as a means by which issues and current events could be explored will also be discussed. Students will examine the modern-day contributions of public affairs programming in an effort to understand better the ways in which media influence public policy. Prerequisite: MM 140 and MM 205.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
MM 310 - Sports Writing for Media 3 hrs.
The primary focus of this course is to acquaint students with the professional expectations of sports-related media writers. The course covers style and structure for a variety of sports writing settings, including game coverage, feature stories, and columns. Students will learn via in-class exercises and hands-on assignments involving university athletic teams. Prerequisite: MM 250 or permission of the instructor.

MM 320 - Audio/Video Production 3 hrs.
This class is designed to introduce students to the basic principles of audio video production. The course will emphasize knowledge of four major components of media production: content acquisition, encoding of data, editing, and data storage. Students will learn not only how to identify worthwhile media content and how to operate cameras and editing equipment, they will also learn the finer techniques of production including video shot composition, edit sequencing, and digital video effects. Upon completion of the course, students will create a major project that may air on KNBU-TV, Baker’s student-operated television station.

MM 325 - Mass Media Advertising 3 hrs.
This course focuses on the role of mass media advertising in a free market economy. Advertising is examined from both a management and creative perspective emphasizing both the theoretical and practical aspects of organization and staffing, marketing research, consumer behavior, media buying, advertising/marketing strategy and tactics, planning, evaluation, design/art/graphics, copy writing, and advertising agency/client relations. Prerequisite: MM 140 or permission of the instructor.

MM 331 - Mass Media Ethics 3 hrs.
This course is designed to give mass media practitioners and consumers an understanding of ethical decision-making in American newsrooms and other venues in which media content is created. This discussion-based course is tailored to upperclassmen and exceptional sophomores who have a basic knowledge of the press and other media. A substantial research project is required.

MM 335 - Cinematography and Visual Effects 3 hrs.
The visual image gives cinema and television their power to move millions. This course develops the students’ use of the visual image in digital film and video. Students will explore the details of camera operation with particular emphasis on image composition and vectors, lenses, lighting and focus, and development of special visual effects, keying and virtual scenery. Students will continue their development of non-linear-editing with such software as AVID Liquid and Express.

MM 340 - Public Relations Cases 3 hrs.
This upper-college level course is designed to apply many of the principles learned by students in introductory public relations coursework. Students will explore elements that contribute to successful strategy development for corporate, agency, and non-profit public relations, and then examine specific case studies that illustrate the variety of challenges that might present themselves to public relations practitioners. Before learning final case outcomes, students will be challenged to identify positive and negative characteristics of the cases under examination. Prerequisite: MM 260.

MM 341 - Editing 3 hrs.
This course provides instruction in the editing and rewrite techniques for print and online news, including spelling, grammar, headline writing, and style according to the Associated Press Style and Libel Manual. Prerequisite: MM 250 or two Writing Courses in English. (Cross-listed as EN 341.)

MM 342 - Publications Design 3 hrs.
This course develops skills used in the design and production of newspapers and other print media. Special attention will be paid to page layout, publications design, and computer pagination.

MM 345 - Advanced Reporting 3 hrs.
This course places emphasis on developing reportorial expertise within the student’s specialty, including developing interviewing techniques; writing multi-source stories; investigative, interpretive, public affairs, and sports reporting; feature and opinion/editorial writing; special interests reporting (finance, education, music and culture, entertainment, science, etc.). Prerequisite: MM 250.
MM 350 - Documentary Production 3 hrs.
This class will teach the long-form storytelling techniques used in special projects news reporting and production for television. Students will research and develop story ideas and scripts, and report, film, and edit their own documentary stories. Principles learned in the class will culminate in the production of half-hour television documentaries, which may be aired on KNBU-TV. Students who have an interest in filmmaking may design projects suitable for submission to short-form film festivals. Prerequisites: MM 320 or permission of instructor.

MM 370 - Photography II 3 hrs.
This course emphasizes advanced photographic techniques, with emphasis on producing pictures that tell stories. Prerequisite: MM 170 or AS 170 or permission of the instructor. (Cross-listed as AS 370.)

MM 376 - Media Theory and Methods 3 hrs.
This course introduces students to key mass media theories in an effort to understand how communication works and media affect audiences and societies. Prerequisite: Junior or Senior status.

MM 410 - American Genre Film 3 hrs.
This class will explore various American film genres with an eye to understanding the artistic and societal factors at work in creating the “rules” of the genre (motifs, iconography, stereotypes). Students will use this information in developing a system of criticism to apply toward all film genres. This class will explore film as cultural record, and students will be expected to understand films in the context of the period in which they were produced, not solely as discrete artifacts. This class will rely on film screenings and group discussion.

MM 430 - Opinion Writing 3 hrs.
This is a course for experienced and confident writers who want to develop their skills within the genre of opinion writing, specifically editorials, reviews, and columns. Students will read and discuss examples of these persuasive writing forms and will experiment with various approaches through written assignments. In addition, students will receive extensive practice critiquing the work of classmates. Students should be comfortable having their writing discussed in class.

MM 450 - Teaching Scholastic Journalism 3 hrs.
This course focuses on the historical, legal, ethical, business, and editorial theory/philosophy of scholastic journalism with an emphasis on the problems and practical aspects of producing high school newspapers and yearbooks. Emphasis is placed on the styles and techniques of basic news, feature, sports, opinion, and editorial writing. Special emphasis is placed on the restrictions and restraints placed on scholastic journalism by recent court decisions and the legal and ethical parameters in which responsible student journalists must operate. Prerequisite: MM 250 and 341, ED 100 and 243; junior status recommended.

MM 476 - Senior Seminar in Mass Media 3 hrs.
This capstone course examines current problems in mass media with emphasis on current theories and methods in the various fields of media study. Each student is expected to produce a substantive research paper on a topic of interest. This paper should reflect the student’s best thinking and writing. The student presents his or her research before the Mass Media faculty. Prerequisites: MM376 and senior status.

MM 478 - Mass Media Law 3 hrs.
This course is designed to acquaint the student with the ramifications and interpretations of laws and court decisions relating to mass communications law. Prerequisite: Junior status or permission of the instructor.

MM 280, 480 - Media Practica 3 hrs.
The Mass Media Practicum is a value-added internship experience designed to prepare future mass communicators for the media professions, to assist them with their entry into the working world, and to provide an opportunity for students to share their experiences with other students. Prerequisites: At least one semester’s participation in MM 241, 243, 244, 246 or 247. For MM 480: MM 280 or permission of instructor. R; P/NC
MU: MUSIC

MU 109 - Jazz History in America 3 hrs.
Jelly Roll, Kid, Sidney, Duke, Count, Satchmo, Fatha, Miles, and Bird: magical names that evoke the exciting world of jazz—one of America’s greatest gifts to the world. This course is an intensive examination of the social forces, political conditions, personalities, and creative geniuses that combined to form the music that many have called America’s only indigenous art form. Through an understanding of its roots, development, formal structure, and design, jazz becomes accessible to students and forms a basis for appreciating its sophistication, subtleties, and various modes of expression.

MU 120 - Understanding Music 3 hrs.
This course is designed as an introduction to music, presupposing no prior technical knowledge on the part of the student. It provides information of an analytical, stylistic, and historical nature, and is designed to lead the student to a critical understanding of the composer and the musical product.

MU 125 - Class Voice 1 hr.
This class deals with the basic principles of singing, posture, breath support, diction, tone production, and interpretation. For students with limited or no prior vocal instruction, it meets two hours per week and may not be repeated.

MU 126 - Class Guitar 1 hr.
The general objective of this course is to provide the student with a foundation in guitar technique upon which to base further study of the instrument. Class guitar is designed for the beginning guitarist with no previous formal guitar instruction. Instruction will be provided in tuning, basic chords, reading music in standard notation, using tablature, learning notes in first position, picking, and strumming. This class, or one year of previous study, is a prerequisite for applied guitar.

MU 127 - Class Piano (non-majors) 1 hr.
This piano class, for non-majors, provides emphasis on achievement of beginning level performance competencies on piano. No prior knowledge of reading music or keyboard experience is necessary. It meets for two hours each week.

MU 151 - Music Theory Fundamentals 2 hrs.
This course is designed as an introduction to written music theory and is the fundamental course for all subsequent study in functional harmony and related music theory courses. Students enrolled in the course are required to attend regularly scheduled sessions twice a week and may be assigned an additional remedial class session once per week if needed. All entering students in the music theory course sequence are required to take a comprehensive music fundamentals test during the first regularly scheduled class. If minimum competencies are demonstrated in each content area, the instructor may elect to excuse the student from the course as a required prerequisite of subsequent music theory courses. Co-requisites: MU 153 and 157.

MU 153 - Sight-Singing, Dictation, and Aural Skills 1 hr.
This course is required of all music majors and is a prerequisite for all subsequent music theory courses. The student develops skills in aural identification of meter/time signatures, diatonic scales, diatonic melodic and harmonic intervals, and triads; diatonic melodic, harmonic and rhythmic dictation; and sight-singing of melodic passages and arpeggiated diatonic triads. Co-requisites: MU 151 and 157.

MU 157 - Class Piano (Beginning Keyboard Skills for Majors) 1 hr.
This continuous course places basic emphasis on the achievement of those keyboard skills required of all music majors in order to pass their keyboard proficiency examination. The fundamental skills at the beginning level (MU 157 and MU 158) include: major/minor scales; interval and chordal identification; simple pieces; sight-reading; and melodic transposition. For music majors only, it meets two hours each week. Co-requisites: MU 151 and 153.

MU 158 - Class Piano (Beginning Keyboard Skills for Majors) 1 hr.
This course is a continuation of MU 157 that meets two hours each week for music majors only. Prerequisite: MU 157 or permission of the instructor. Co-requisite: MU 164.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
MU 164 - Eighteenth-Century Functional Harmony 3 hrs.
This course is an introduction to 17th- and 18th-century functional harmony. Course content and aural and sight-singing skills are directly related to 17th- and 18th-century functional analysis. Content includes use of Roman numerals in major and minor modes; the four-part chorale and voice ranges, root movements, instrumental style, chord inversions, and cadences. Aural identification, sight-singing, and melodic and harmonic dictation skills continued from MU 153. Prerequisites: MU 151 and 153. Co-requisite: MU 158.

MU 207 - Applied Lessons: Beginning Collegiate Voice 1 hr.
This section of applied voice will incorporate components of both voice class and private lessons. Students will take a half hour private lesson per week and also meet in a small group once a week for 60 minutes. Instruction will focus on breathing technique; breath control; posture and alignment; resonance and focus of sound; projection of the voice; smoothing out the transition between the registers (passaggio), diction – vowels and consonants in various foreign languages, as well as English; vocal repertoire; release of tension; and most importantly, and all around understanding of one’s own body as an instrument of singing. Students will also have the opportunity to “perform” in front of a small group to help build confidence and learn how to interpret songs dramatically. Prerequisite: Recommendation by voice faculty (made through audition). Co-requisite: MU 234 or 235.

Private Studio Lessons at the 21X Level
Private studio lessons are offered on all orchestral and band instruments, voice, piano, organ and guitar. Students may register for one credit (one half-hour lesson each week) or two credits (one hour lesson each week) in lower-division private lessons. Music majors will enroll in the appropriate section designated for “Majors” in their primary performance area. Students registered for private lessons may be required by the instructor to perform in one or more recitals and/or jury examinations during each semester of study. Co-requisite: enrollment in the appropriate music ensemble is required for students registered in private lessons in voice, brass, woodwinds, strings, and percussion. R

MU 221 - Accompanying 1 hr.
This studio and laboratory course examines the techniques of accompanying for soloists and ensembles. Direct application of techniques is practiced through the student being assigned to perform as an accompanist for University applied lessons and performances. Adequate keyboard skills are required.

MU 222 - Orchestra 1 hr.
The orchestra at Baker is offered each semester and is open to all orchestral string players without audition. Repertoire performed includes classical and light classical music for string orchestra and full orchestra. The group performs several formal concerts and in area schools and churches each year. R

MU 223 - Instrumental Chamber Ensembles 1 hr.
Students registered for this course are assigned participation in strings, brass, woodwind, guitar, percussion, and jazz combo chamber ensembles. Prerequisite: Permission of instructor. Co-requisite: enrollment in appropriate large ensemble. R

MU 232 - Symphonic Band 1 hr.
The Symphonic Band, open to both music majors and non-music majors, performs contemporary as well as traditional literature for wind ensemble. This band performs campus concerts, for ceremonial functions, tours each spring, and features guest artists and conductors. In the fall semester, members of the Symphonic Band also perform as the Wildcat Pride Athletic Band for home varsity football games and marches in the Maple Leaf Festival Parade. Instrumentation is limited to balance sections. Prerequisite: Permission of instructor. R

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
MU 233 - Jazz Ensemble 1 hr.  
The jazz ensemble rehearses and performs a variety of “big band” jazz literature in styles found throughout the world. Students are encouraged to develop and expand improvisational skills within the rehearsal setting and through public performance. Open to all Baker students through audition, prior experience in similar jazz ensembles is not required for enrollment. Prerequisite: Audition. R

MU 234 - University Singers 1 hr.  
The University Singers is open to all University students and area community members. It provides performance experiences and opportunities for the Baker student who wishes to sing, but who does not desire the intensity of the Concert Choir experience. This ensemble rehearses once a week for approximately two hours. The ensemble may provide worship music at Baker and area church services as well as share performances at formal concerts with the Concert Choir. Ensemble literature will include both sacred and secular choral music. R

MU 235 - Concert Choir 1 hr.  
The Baker University Concert Choir is open to all University students through audition. The Concert Choir tours to churches, public schools, and concert halls, in addition to performing on campus in formal concerts, including candlelight Christmas Vespers and Spring Vespers. Students interested in auditioning for Concert Choir are strongly encouraged to plan on two semesters of enrollment each year. Choral literature performed by the Concert Choir will include the finest sacred and secular choral works written for large choral ensembles. Prerequisites: Audition and permission of the instructor. R

MU 236 - Chamber Singers 1 hr.  
Baker University Chamber Singers is open to all University students by audition only. Ensemble size will be limited to a maximum of twenty singers each year. Music studied and performed will be limited to choral music composed for small ensembles between the 16th and 20th centuries. This ensemble will represent Baker University in formal concert settings and as an “ambassador” at less formal settings. Prerequisites: Audition and permission of the instructor. R

MU 237 - Music Theatre Workshop 1 hr.  
Students prepare and perform scenes from the standard literature of opera and musical theatre. When conditions permit, a major musical or operatic production will be performed. Open to music majors and selected non-music majors. Prerequisite: Permission of the instructor. Co-requisite: Enrollment in Applied Lessons: Voice. R

MU 245 - Conducting Techniques 1 hr.  
The course introduces basic choral and instrumental conducting techniques including patterns, score analysis, score vocabulary, and rehearsal planning. It meets three hours per week for full semester. Prerequisites: MU 158 and 164.

MU 249 - English/Italian/Latin Vocal Diction 1 hr.  
This course will introduce student singers to the International Phonetic Alphabet (IPA) and the various pronunciations associated with each IPA symbol in English, Italian and Latin. Students will learn the correct pronunciation of each language through an understanding of the IPA and the various rules as they apply to each language. Students will be expected to apply IPA to various songs in the vocal literature repertoire and sing songs in class using proper pronunciation in each language. Co-requisite: enrollment in applied voice.

MU 257 - Class Piano (Intermediate Keyboard Skills for Majors) 1 hr.  
This course is a continuation of MU 157 and 158. The intermediate level of keyboard skills deals with the continuation of major and minor scales; interval and chord identification; intermediate level piano pieces; and simple harmonizations. For music majors only, it meets two hours each week. Prerequisite: MU 158 or permission of the instructor. Co-requisite: MU 265.

MU 258 - Class Piano (Intermediate Keyboard Skills for Majors) 1 hr.  
This course is a continuation of the intermediate level keyboard skills, MU 257. The successful completion of MU 258 is equivalent to the requirements of the piano proficiency examination. This class meets two hours each week. Prerequisite: MU 257 or permission of the instructor.
MU 263 - Chromatic Harmony 3 hrs.
This course introduces and develops the concept of chromatic harmony from non-dominant seventh chords through secondary dominants to the principles of modulation and altered chords. Emphasis is placed upon part-writing, analysis of literature, and imitative compositional skills. The sight-singing of tonal melodies, and dictation of melodies, rhythms, intervals, and two- and four-part music continue from MU 164. Prerequisite: MU 164. Co-requisite: MU 257.

MU 264 - Twentieth Century Compositional Techniques 3 hrs.
This advanced music theory course emphasizes study of post-Romantic/Impressionistic/Contemporary harmonies, serial techniques, and the manipulation, and formal development techniques of the late nineteenth and twentieth centuries. Students’ aural skills development continues throughout the semester. Emphasis is placed upon the analysis of composer styles and techniques, and in imitating such accepted techniques through student composition. Prerequisite: MU 263. Co-requisite: MU 258.

MU 282 - Methods of Teaching Strings 1 hr.
This course provides students with basic teaching skills for orchestral string instruments. Attention is given to the literature available for teaching and performance. Students enrolled are instructed in the care, selection, and idiosyncrasies of each respective instrument.

MU 283 - Methods of Teaching Brass 1 hr.
This course is taught in one day of lecture/demonstration and two days of “hands-on” lab experience for semester. It is intended to prepare the aspiring music educator to teach the brass instruments used in public school music programs. This course focuses on teaching skills, pedagogy, and literature. All students will study the art of brass playing and have a “hands on” playing experience on one treble clef instrument (trumpet or French horn) and one bass clef instrument (trombone, euphonium, or tuba).

MU 284 - Methods of Teaching Woodwinds 1 hr.
The student will learn the concepts and skills of playing and teaching woodwind instruments. These concepts and objectives will be accomplished by an overview one day each week of all woodwind instruments found in the public school band and orchestra. The method of providing this overview will include readings from the text, demonstrations, class discussion and participation, and examination of auxiliary resources. Students will learn the specific skills required of performing on two woodwind instruments during the second class, or “lab,” each week.

MU 285 - Methods of Teaching Percussion 1 hr.
This course will prepare the aspiring music educator to be able to teach all the percussion instruments utilized in public school instructional programs. The course focuses on performance, pedagogy, and literature. The methods used in the class, including the texts, are specifically used so as to be of immediate and practical assistance in the classroom environment teaching snare-drum, timpani/mallet percussion, and auxiliary/marching percussion.

MU 286 - Methods of Teaching Voice 1 hr.
This course is designed to provide an understanding of both the scientific and artistic aspects of the singing voice to enable students to better understand his/her own voice and to assist them in the training of other voices, both individually and as part of a choral ensemble. Class meets two hours each week and students will teach voice throughout the semester. Prerequisites: MU 217 and junior or senior standing or permission of instructor.

MU 287 - Methods of Teaching Guitar 1 hr.
This course provides the student with the necessary techniques and skills to instruct others to play guitar. The course will cover a variety of guitar genres to include classical, jazz, and popular styles. Students will experience work with ensembles and class guitar playing.

MU 288 - Methods of Teaching Piano I 1 hr.
This course offers a survey of elementary piano teaching methods for pre-school, school age, and adult beginners. Students learn to evaluate teaching materials while developing a personal teaching approach and philosophy through “hands-on” instruction of a beginning piano student in a private lesson setting. Concurrent student membership in either Kansas Music Teachers Association (KMTA) or Collegiate Music Educators National Conference (CMENC) is required. Prerequisites: MU 151 and 158.
MU 289 - Methods of Teaching Piano II 1 hr.
This course offers a survey of intermediate piano teaching materials for the developing student. Students learn to evaluate teaching materials while developing a personal teaching approach and philosophy through “hands-on” internship teaching in a private lesson setting. Concurrent student membership in either Kansas Music Teachers Association (KMTA) or Collegiate Music Educators National Conference (CMENC) is required. Prerequisite: MU 288.

MU 290 - Methods of Teaching Piano III 1 hr.
This course offers a historical overview of keyboard pedagogy, while exploring current trends in piano pedagogy, including a survey of new technology and career possibilities. It is a continuation of skills begun in MU 298, and students gain practical experience in teaching the group lesson. Concurrent student membership in either Kansas Music Teachers Association (KMTA) or Collegiate Music Educators National Conference (CMENC) is required. Prerequisite: MU 289.

MU 320 - World Music 3 hrs.
This course surveys selected repertoires of recorded folk and traditional music from Africa, the Middle East, Central and South America, South Asia, East Asia, Southeast Asia, Oceania, and the Caribbean, as well as Europe and North America. Primary emphasis is placed on acquiring knowledge and understanding of the musical differences among cultures through a consideration of the cultural/social contexts within which music takes place.

MU 331 - History of Western Music I 3 hrs.
This course offers a comprehensive study of the musical experience of the Western world, beginning with Greek civilization and continuing through the 18th century. The course is taught through lectures, recorded examples, and research projects. It presents musical development within the context of socioeconomic, political, and technological changes and developments in the arts in Western civilization. Knowledge of the notation and terminology of music is assumed.

MU 332 - History of Western Music II 3 hrs.
A comprehensive study of the musical experience of the Western world since 1750, the course is taught through lectures, recorded and live musical examples, and research projects. It presents musical development within the context of socioeconomic, political, and technological changes and developments in the arts in Western civilization. Knowledge of the notation and terminology of music is assumed.

MU 349 - German/French Vocal Diction 1 hr.
This course will introduce student singers to the International Phonetic Alphabet (IPA) and the various pronunciations associated with each IPA symbol for German and French. Students will learn the correct pronunciation of each language through understanding of the IPA and the various rules as they apply to each language. Students will be expected to apply IPA to various songs in the vocal literature repertoire and sing songs in class using proper pronunciation in each language. Prerequisite: MU 249. Co-requisite: enrollment in applied voice.

MU 352 - Piano Repertoire 2 hrs.
Piano repertoire introduces a chronological survey of literature for solo piano from the standard performance repertoire. It is designed to familiarize students with various editions of composers’ works and develops aural and analytical skills in recognizing and understanding the differing style traits of composers. In preparation for the four unit exams, students complete reading and listening assignments. Instruction consists of lecture, listening to recorded examples, and analyzing musical scores.

MU 354 - Form and Analysis 2 hrs.
This course is designed to develop an understanding of the formal structures used by composers in musical works. It deals with the analysis of structure in traditional and contemporary music. Prerequisite: MU 263.

MU 358 - Composition - Applied Instruction 2 hrs.
Students registered in this course will develop skills in creative music writing using concepts in melody, harmony, and form. The course will cover non-musical and business-related issues facing the modern composer. Prerequisites: MU 264 and 354.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
MU 359 - Composition II - Applied Instruction 2 hrs.
Students enrolled in this course will further develop skills in creative musical composition using more advanced concepts of harmony and melody, continued depth and complexity of form, and techniques associated with composing for expanded ensembles. The course will continue to cover non-musical and business-related issues facing the modern composer. Prerequisites: MU 358.

MU 362 - Instrumental Arranging 1 hr.
The successful completion of this course will result in the student’s ability to arrange music for diverse groups of instruments and talent within the school setting, provide supplementary information (e.g., transpositions, ranges, timbral tendencies) about the winds, strings, and percussion helpful to the conductor of such ensembles, and form the basis for the skills required of a professional composer or arranger. Prerequisite: MU 264 or permission of instructor.

MU 363 - Choral Arranging 1 hr.
Students successfully completing this course will demonstrate the understanding of vocal ranges and limitations, common choral writing styles, common voicing with relationship to choral styles, and common arranging terminology. Students will become proficient in arranging choral music for standard junior and senior high school choral groups. Prerequisites MU 258, 264, and 354.

Private Studio Lessons at the 41X Level
Private studio lessons are offered on all orchestral and band instruments, voice, piano, organ and guitar. Junior and seniors with previous study at the 200 level should enroll for 400 level lessons. Students may register for one credit (one half-hour lesson each week) or two credits (one hour lesson each week) in upper-division private lessons. Music majors will enroll in the appropriate section designated for “Majors” in their primary performance area. Students registered for private lessons may be required by the instructor to perform in one or more recitals and/or jury examinations during each semester of study. Prerequisite: Enrollment at the MU2XX level. Co-requisite: enrollment in the appropriate music ensemble is required for students registered in private lessons in voice, brass, woodwinds, strings, and percussion.

MU 411 - Applied Lessons - Brass 1-3 hrs.
MU 412 - Applied Lessons - Guitar 1-3 hrs.
MU 413 - Applied Lessons - Organ 1-3 hrs.
MU 414 - Applied Lessons - Percussion 1-3 hrs.
MU 415 - Applied Lessons - Piano 1-3 hrs.
MU 416 - Applied Lessons - Strings 1-3 hrs.
MU 417 - Applied Lessons - Voice 1-3 hrs.
MU 418 - Applied Lessons - Woodwinds 1-3 hrs.

MU 461 - Teaching Choral Music 4 hrs.
This course is designed to prepare prospective teachers for the choral music classroom grades 5-12. It will address both musical and non-musical aspects of becoming a successful choral music teacher and will introduce basic choral ensemble psychology, rehearsal pedagogy, and management of the middle school and high school choral curriculum and program. The student will become familiar with the historical and stylistic characteristics of choral music selected for rehearsal and performance. The class will meet three hours each week in addition to a two-hour lab each week. Prerequisites: MU 245 and 363. Co-requisite: MU 234 or 235.

MU 462 - Teaching Instrumental Music 4 hrs.
This is a lecture/discussion course that will meet four times each week (three fifty-minute class sessions and one two-hour lab experience) and will involve rehearsal planning, rehearsal psychology, repertoire and the administration of the instrumental music program at beginning, intermediate, and secondary levels. Orchestra, Marching/Pep Band, Jazz Ensemble, and Concert Band score reading, rehearsal and performance conducting, and elements specific to each genre of the instrumental music program will be demonstrated by the student. Prerequisites: MU 245. Co-requisite: MU 222 or 232.

MU 463 - Teaching Elementary General Music 4 hrs.
This course develops effective teaching and classroom management skills in music based on the National and Kansas State Standards for music. Emphasis will be placed upon the demonstration of teaching techniques that engage children’s conceptual understanding of music through singing, playing, moving, and listening. The class will
meet three hours each week and an additional weekly two-hour lab that will allow observations and hands-on experiences in area schools. Prerequisite: MU 264.

**MU 480 - Partial Senior Recital 1 hr.**
This course represents the performance of a partial Senior Recital as required in the Bachelor of Arts in Music and Bachelor of Music Education degree programs. The performance of the partial Senior Recital will constitute an approximate minimum of 30 minutes of music (Achievement Level III and/or IV repertoire) with a recital document and program notes as determined to be appropriate by the student’s applied studio teacher. The performance and recital document will be graded by faculty committee.* Prerequisite: Achievement Level III pass by jury examination in the semester preceding the partial Senior Recital. Co-requisite: 1 or 2 hrs. in the appropriate area of private applied study.

**MU 490 - Full Senior Recital 2 hrs.**
This course represents the performance of a full senior recital and will constitute an approximate 50 minutes of music (Achievement Level IV repertoire) with a recital document and program notes as determined to be appropriate by the student’s applied studio teacher. The performance and recital document will be graded by faculty committee.* Prerequisite: Achievement Level III pass by jury examination in the semester preceding the Senior Recital. Co-requisite: 3 hrs. in the appropriate area of private applied study.

* Students enrolled in partial or full senior recital will also complete the Major Field Test in Music at the end of the semester.

**PC: PHYSICS**

**PC 125 - Introductory Physics I 4 hrs.**
This course provides an algebra-based introduction to mechanics, heat and thermodynamics, and wave motion. Key concepts include forces and Newton’s laws of motion, Newton’s law of gravitation, energy and momentum, heat and temperature, and sound. These concepts are further explored in laboratory sessions. The course consists of three lectures and one laboratory session per week. Prerequisite: MA 145 (or equivalent). Co-requisite: MA 146 or permission of the instructor.

**PC 126 - Introductory Physics II 4 hrs.**
This is a continuation of PC 125 providing and algebra-based introduction to electricity and magnetism. Topics covered include electric charge, current, and simple electrical circuits. Basic ideas in optics and the physics of the atom are also covered. The course consists of three lectures and one laboratory session per week. Prerequisite: PC 125.

**PC 140 - Astronomy 3 hrs.**
This course provides an overview of astronomical topics and is designed primarily for non-science majors. Topics include the birth, evolution, and death of stars; white dwarfs, neutron stars and black holes; and galaxies and cosmology. Astronomy is a quantitative science and students are expected to solve numerical problems. Prerequisite: MA 145 or 221 or equivalent.

**PC 141 - The Solar System 3 hrs.**
This course provides an overview of the bodies of the solar system, the physical processes responsible for their observed properties, their interactions, and the formation of the sun, the earth, and the solar system as a whole. The course, designed primarily for non-science majors, aims to develop students’ understanding of the origin and nature of our corner of the universe, as well as an understanding of the methods used to uncover the properties of the bodies of the solar system. Prerequisite: MA 145 or 221 or equivalent.

**PC 225 - General Physics I 4 hrs.**
This course is a calculus-based introduction to classical mechanics. Key concepts include Newton’s laws of motion, Newton’s law of gravitation, conservation of energy and momentum, and rotational motion. These concepts are further explored in the laboratory sessions where basic data analysis techniques are also introduced. The course consists of three lectures and one laboratory session per week. Prerequisite or co-requisite: MA 171.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
PC 226 - General Physics II 4 hrs.
This is a continuation of PC 225 providing a calculus-based introduction to electricity and magnetism. Key concepts include electric force and charge, the electric field, Gauss's law, the electrostatic potential, electrical energy, current, simple circuits, the magnetic force and field, Ampere's law, and electromagnetic induction. The course consists of three lectures and one laboratory session per week. Prerequisite: PC 225. Prerequisite or co-requisite: MA 172.

PC 325 - General Physics III 4 hrs.
This course provides an introduction to geometric optics and modern physics. Topics include special relativity, the wave-particle duality of light and matter, Bohr's model of the hydrogen atom, and the Schroedinger equation. These topics are motivated by a discussion of the failure of classical physics to explain certain phenomena such as the photoelectric effect. More sophisticated data analysis techniques than those discussed in PC 225 are presented. The course consists of three lectures and one laboratory session per week. Prerequisite: PC 226.

PC 332 - Electronics 4 hrs.
This course provides an introduction to electronics. Topics include DC and AC circuits, semiconductors, diodes, rectifiers, regulators, bi-polar transistors, field effect transistors, operational amplifiers, timers, logic gates, flip-flops, and many applications. The course consists of three lectures and one laboratory session per week. Prerequisite: PC 226 or permission of instructor.

PC 340 - Astrophysics 3 hrs.
This course provides a mathematical treatment of the properties of the universe and the bodies within it. Topics include the Big Bang model and the very early universe; primordial nucleosynthesis; cosmological models; the formation, structure, and evolution of the stars; the formation and evolution of galaxies; and the ultimate fate of the universe. Prerequisites: PC 225 and MA 271.

PC 359 - Mathematical Methods of Physical Science 3 hrs.
This course introduces students to mathematical techniques beyond those covered in MA 271 that are of fundamental importance in the physical sciences. Topics covered include the gradient, divergence, curl and del operators; line, surface, and volume integrals; and Fourier series. Prerequisite: MA 271 with a grade of “C” or higher. (Cross-listed as MA 359.)

PC 361 - Thermodynamics 3 hrs.
This course concentrates on the properties of systems containing a large number of particles, primarily from a macroscopic perspective. Topics covered include equations of state, heat flow, the mechanical equivalent of heat, heat capacity, enthalpy, entropy, reversible and irreversible processes, and the Carnot cycle. Kinetic theory is also discussed. Prerequisites: CH 138 and MA 172 and PC 226.

PC 365 - Wave Motion and Optics 3 hrs.
This course extends the introductory discussions of oscillatory motion presented in PC 225 and optics presented in PC 325. Topics covered include the mathematics of wave motion, the superposition of waves, interference, diffraction, polarization, coherence, and Fourier optics. Prerequisite: PC 325.

PC 441 - Nuclear Physics 3 hrs.
This course is intended to familiarize the student with the basic concepts of nuclear physics, including measurement techniques and important applications. Nuclear structure is studied in the framework of models highlighting different properties of nuclei and the forces acting between nucleons. The course also covers some applications of nuclear physics techniques within medicine, materials analysis and dating, and energy production from nuclear fission and fusion. Prerequisite: PC 325 and MA 372 or permission of the instructor.

PC 460 - Elementary Particle Physics 3 hrs.
This course provides an introduction to the physics of elementary particles. Topics covered include a discussion of the historical background of the field; key experiments that underpin the current state of knowledge; conservation laws; the phenomenology of the electromagnetic, weak, and strong forces; and particle lifetimes and cross sections and the Feynman diagrams used to depict them. Prerequisite: PC 325.
PC 470 - Advanced Electricity and Magnetism 3 hrs.
This course represents a deeper and more sophisticated treatment of electricity and magnetism than that given in PC 226. Topics covered include electrostatics, electrical circuits, capacitance, dielectrics, magnetism, induction, displacement currents, and Maxwell’s equations. Prerequisites: PC 226 and MA 372 or permission of instructor.

PC 480 - Advanced Mechanics 3 hrs.
This course represents a deeper and more sophisticated treatment of classical mechanics than that given in PC 225. Coordinate systems other than the Cartesian system are used to analyze complex three-dimensional motion. Other important topics include damped harmonic motion, the analysis of motion in noninertial frames of reference, the stability of orbits, and the mathematical formulations of Lagrange and Hamilton. Prerequisite: PC 225 and MA 372.

PC 490 - Quantum Mechanics 3 hrs.
This course builds on the introductory discussion of quantum mechanics presented in PC 325. The course material includes an exploration of relevant concepts in classical mechanics and a review of the failure of classical physics to explain quantum phenomena. The postulates of quantum mechanics are used to motivate the mathematical framework for investigating quantum systems. Prerequisites: PC 325 and MA 372.

PC 491 - Senior Projects 1-3 hrs.
This course is the capstone course of the physics program and must be taken by all physics majors. For students intending to continue their studies at the graduate level, the course is used primarily as preparation for the physics GRE. Individual study programs for students with other career plans will be developed by the student and a supervising faculty member. Prerequisite: Senior standing in physics (junior standing for pre-engineering students).

PE: PHYSICAL EDUCATION

SEE HP: HEALTH, SPORT AND HUMAN PERFORMANCE

PH: PHILOSOPHY

PH 115 - Introduction to Philosophy: A Historical Approach 3 hrs.
This course surveys the ideas, lives and times of major philosophers in Western culture from Plato to the 20th century, including Socrates, Aristotle, Epictetus, Aquinas, Bacon, Descartes, Hume, Kant, Peirce, Kierkegaard, and Sartre. The ideas will be presented through both primary and secondary sources.

PH 120 - Ethics 3 hrs.
Ethical decisions are a vital part of a person’s life and can have profound significance. This course provides a systematic examination of answers given by philosophers to such questions as What is virtue? What sort of life leads to human happiness? and What are the ultimate standards of moral conduct? The readings in this course may also cover topics in applied ethics such as euthanasia, abortion, animal welfare, capital punishment, and economic justice.

PH 201 - History of Western Political Thought I 3 hrs.
This course covers some of the major political writings of philosophers from Plato in the 5th century BCE Greece to Machiavelli in 15th century Italy. Issues discussed in this course may include the following: What is an ideal state? To what extent is individual happiness dependent upon the state? To what extent should government be involved in the education of citizens? To what extent should the citizens in a state be treated equally? What are the problems are inherent in various forms of government (aristocracy, oligarchy, democracy, and tyranny)? What is the foundation of civil law? When are laws just? What is the role of religion in a state? (Cross-listed as PS 201).

PH 202 - History of Western Political Thought II 3 hrs.
This course covers major political writings of philosophers from the 16th century to the present. These may include selections from Hobbes, Locke, Rousseau, Mill, Marx, Rawls, Hospers, and MacIntyre. The schools of thought typically covered include liberal, socialist, communitarian, and libertarian. Issues discussed may include the following: Why do states exist? What obligations can states legitimately ask of their citizens? How does one determine if a state’s laws are just? What constitutes a just distribution of a state’s wealth? When are property rights legitimate? To what extent should governments try to influence citizens to hold specific beliefs or adopt certain lifestyles? (Cross-listed as PS 202).
PH 228 - History of Ancient and Medieval Philosophy 3 hrs.
This course is a survey of ancient philosophy from the ancient Greeks and Romans to thirteenth-century France. The philosophers studied may include Plato, Aristotle, Epictetus, Epicurus, and Thomas Aquinas. Issues to be addressed may include What is virtue? What is happiness? What is the nature of reality? Is it reasonable to believe in God?

PH 239 - Philosophy of Religion 3 hrs.
This course consists of the study of the major problems in the philosophy of religion, including the problem of evil, proofs for the existence of God, proofs for the immortality of the soul, the relation between faith and reason, the meaning of the religious language, the relation of religion and ethics, and the nature of religious experience. (Cross-listed as RE 239.)

PH 270 - World Philosophies 3 hrs.
This course surveys the ways thinkers from a variety of cultures have dealt with such philosophical questions as 1) What is reality? 2) What are the foundations of religious beliefs? 3) What is human nature? 4) What are our rights and duties as humans? Readings include works from Chinese, Indian, South American, Islamic, American Indian, Greek, and European thinkers.

This course surveys various philosophical approaches to questions of social justice and an application of these theories to relevant social problems. Such problems include questions concerning the distribution of wealth, property rights, socialization of vital industries, and business ethics. The theories of justice include contractarian, utilitarian, libertarian, socialist, and communitarian theories. Prerequisite: One course in philosophy, political science, or economics. (Cross-listed as PS 310.)

PH 311 - Logic and Argumentation 3 hrs.
This course focuses on how to recognize, analyze, and evaluate arguments. Topics include deductive logic, inductive reasoning, and predicate logic. Prerequisite: LA 101 or 301.

PH 320 - History and Philosophy of Science 3 hrs.
This course consists of a historically oriented study of the development, methods, and problems of scientific knowledge from the ancient Greeks to modern times. Readings are from such thinkers as Aristotle, Bacon, Descartes, Hume, Mill, Kuhn, Popper, and other contemporary philosophers of science.

PH 322 - History of Modern Philosophy 3 hrs.
This course is a survey of modern thought beginning with the Enlightenment and ending in the twentieth century. Readings include works from Descartes, Berkeley, Hume, and Kant. Issues to be addressed may include the existence and nature of God, the scope and limits of scientific knowledge, the mind and its relationship to the body, the foundations of morality, and the meaning of life. Prerequisite: LA 102 or permission of the instructor.

PH 350 - Law and Morality 3 hrs.
The purpose of this course is to examine selected problems concerning the nature of law and its relation to morality. Topics to be addressed may include one or more of the following: (i) the moral limits of the law, (ii) moral issues in constitutional law, (iii) the nature of law, and (iv) legal ethics. Issues to be discussed under these topics may include “What is law?” “How is it related to morality?” “What are the moral limits of governmental coercion?” “Is the practice of law inherently immoral?” Additionally, issues in constitutional law relating to topics such as abortion, capital punishment, affirmative action, and gay rights may be covered, as well as the moral, historical and political basis of the United States Constitution. Prerequisite: One course in Philosophy or Political Science or permission of instructor. (Cross-listed as PS 350.)

PH 440 - Contemporary Philosophy 3 hrs.
This course focuses on contemporary issues in philosophy. The writings of philosophers from both continental and analytic schools of thought are read. Topics to be discussed may include the meaning and value of human existence, free will and determinism, knowledge and its limits, the nature of the human mind, and contemporary issues in theoretical and applied ethics. Prerequisite: One course in philosophy or permission of the instructor.
PH 290, 490 - Seminar in Philosophy 3 hrs.
Seminars in philosophy cover special topics in philosophy. These include environmental ethics, philosophy and literature, feminism, existentialism, and epistemology. Prerequisite: One course in philosophy or permission of the instructor.

PH 495 - Senior Project 1-3 hrs.
Under the guidance of a philosophy department faculty member, each student majoring in philosophy will write a significant paper over an issue or area of philosophy. The paper must demonstrate strong research, analytical, and writing skills. The project’s topic must be mutually agreeable to the instructor and student. The student will be asked to present the paper to the Philosophy Club.

PS: POLITICAL SCIENCE

PS 115 - Introduction to American Politics 3 hrs.
This course introduces students to the basic concepts of American politics. The American governmental system, as currently constituted, represents the longest sustained constitutional polity in the world. Consequently, its national and state institutions, as well as their relationship to the citizenry, are important subjects for study. Specifically, this course examines the theoretical underpinnings of the United States as a nation, the major institutions of government, and the changes in both over time. This course is required of both majors and minors in Political Science.

PS 117 - Introduction to Global Politics 3 hrs.
This course introduces students to some of the more important concepts in international relations, including nuclear weapons and deterrence, international conflict and war, international political economy, international organizations such as the United Nations, as well as global problems such as the environment, poverty, and overpopulation. Theories of the international system are also discussed. This course is required of both majors and minors in Political Science.

PS 201 - History of Western Political Thought I 3 hrs.
This course covers some of the major political writings of philosophers from Plato in the 5th century BCE Greece to Machiavelli in 15th century Italy. Issues discussed in this course may include the following: What is an ideal state? To what extent is individual happiness dependent upon the state? To what extent should government be involved in the education of citizens? To what extent should the citizens in a state be treated equally? What are the problems are inherent in various forms of government (aristocracy, oligarchy, democracy, and tyranny)? What is the foundation of civil law? When are laws just? What is the role of religion in a state? (Cross-listed as PH 201.)

PS 202 - History of Western Political Thought II 3 hrs.
This course covers major political writings of philosophers from the 16th century to the present. These may include selections from Hobbes, Locke, Rousseau, Mill, Marx, Rawls, Hospers, and MacIntyre. The schools of thought typically covered include liberal, socialist, communitarian, and libertarian. Issues discussed may include the following: Why do states exist? What obligations can states legitimately ask of their citizens? How does one determine if a state’s laws are just? What constitutes a just distribution of a state’s wealth? When are property rights legitimate? To what extent should governments try to influence citizens to hold specific beliefs or adopt certain lifestyles? (Cross-listed as PH 202.) This course is required of majors in Political Science.

PS 203 - Public Policy Analysis 3 hrs.
This course covers the technical and quantitative aspects of the modern practice of policy analysis. This includes discussion of the cost-benefit, target, and principal-agent models current in political science, with a tilt toward what has come to be called the rational choice orientation. The analysis will examine aspects of policy associated with “equity, efficacy, and efficiency.” This course is required of both majors and minors in Political Science.

PS 210 - American State and Local Government 3 hrs.
This course acquaints students with the essential features of sub-national government, including state, county, and city government. Students have opportunities to watch political actors at work by attending city council meetings, traveling to the Kansas State House to watch legislative floor debate, and interview legislative and administration leaders. Prerequisite: PS 115 or permission of the instructor.
PS 212 - Global Problems 3 hrs.
This class provides an introduction to the many issues and problems facing the modern political world. Students follow and discuss current events while obtaining the background information necessary for effectively understanding those events. The course is designed to engage students actively in informed dialogues concerning important issues facing the world community, such as population growth, hunger, the environment, poverty, disease, and war. (Cross-listed as IN 212.)

PS 225 - Hitler and Nazi Germany: A Case Study in Totalitarianism 3 hrs.
This course is designed for first and second year students as an introductory colloquium. The purpose of the course is to familiarize students with the Nazi period and its major figures and political structures for the years 1933-1945. Through the medium of film, literature and political history, it is roughly divided into two parts: for the first several weeks, we will trace the rise of Russian Communism, Italian Fascism and the National Socialists in Germany from the period 1900 to the time of Hitler’s ascension to the Chancellorship in 1933. The second (and much lengthier) part of the course focuses on the 1930s-1945, and is specifically concerned with the National Socialists era; the social programs, expansionist ambitions, the national pogrom against Jews (and homosexuals, gypsies and other “enemies” internal and external), with which they are associated, and with the war itself. (Cross-listed as HI 225.)

PS 260 - National and International Political Economy 3 hrs.
This course offers an introduction to the relationship between politics and economics by focusing on economic issues and problems encountered both within and between states. Attention is given to economic growth and disparities of income, monetary policies, trade, international finance, and global distributions of wealth, particularly as these issues relate to differing political systems within states and power relations between states.

PS 274 - Methods of Social Research 3 hrs.
This course combines theoretical and practical knowledge in the study of the various methodologies employed in social research. As part of this course students develop research skills by participating in the design and execution of a survey research project and the analysis of data obtained during that study. It is expected that students taking this class will be familiar with basic statistical techniques. (Cross-listed as SO 274.) This course is required of both majors and minors in Political Science.

A philosophical survey of various approaches to the idea of social justice and application of these theories to relevant social problems form the basis of study. These problems include the distribution of wealth, property rights, socialization of vital industries, and business ethics. (Cross-listed as PH 310.)

PS 311 - The Politics of the Executive Branch 3 hrs.
This course will focus on the politics of the executive, both in the US setting and in other venues. The course will include sections on the legal, institutional, and historical constraints of the administrative executive and the offices associated with it (the American Presidency, select Prime Ministries and other institutional executive arrangements). We will explore both the formal and implied powers of these offices and arrangements in both a unitary and comparative perspective. Consult with instructor: may be taught with either an American perspective or a comparative/international perspective. (Cross-listed as HI 311.)

PS 312 - The Legislative Process 3 hrs.
This course introduces the concepts intrinsic to an understanding of the legislative process, primarily in a U.S. setting, but with occasional examples from elsewhere. Through readings, discussion and individual and group project work, students explore the world of legislating, though examining the structure of legislative institutions at several levels of government, the behavior of members, and the changes wrought by their interaction. Prerequisite: PS 115 or permission of the instructor.

PS 314 - The Politics of Development 3 hrs.
This course examines the problems and prospects of development, paying particular attention to political, social, and economic challenges. The question of what constitutes development is also addressed, as are questions of global security and environmental consequences associated with the development process. Several countries are examined from various regions of the world, such as Africa, Latin America, and Asia. Prerequisite: PS 117 or permission of the instructor.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
PS 315 - U. S. Foreign and Security Policy in Global Affairs 3 hrs.
This course explores the changing nature of U.S. foreign and security policy in light of the end of the Cold War. Particular attention is given to the changing nature of national security, the consequences of increasing economic interdependence, and differences in the foreign policy making processes within the United States. Comparison between current and past U.S. foreign and security policy is used to highlight the nature of change currently taking place in the U.S. system. Prerequisite: one course in political science or permission of the instructor.

PS 316 - American Political Behavior: Campaigns and Elections 3 hrs.
This course intended to familiarize students with the electoral system, campaigning and fundraising aspects of the American political system. The course includes at least one project associated with a particular campaign, in which students work for a campus-wide event called “Election Watch” which focuses on Congressional Races in “off” years and The Presidential and Congressional elections in “on” or “Presidential” years. Prerequisite: PS 115 or permission of the instructor.

PS 317 - American Political Behavior: Political Parties and Interest Groups 3 hrs.
This course aids students in examining the American political party system, its dynamics, and its attachments to private and public sector interest groups, PACs and other interest aggregators. Included in this course is at least one project in which students conduct research into one or several interest groups or PACs, examining their behaviors associated with agenda building and fund disbursements. Prerequisite: PS 115 or permission of the instructor.

PS 323 - Government and Politics of Western Europe 3 hrs.
This course is designed to introduce students to analytical concepts and theories with which to examine the politics of Western Europe. Students also investigate the structures and processes of several West European governments and discuss current challenges facing the states of Western Europe. Special attention is given to the attempt by the European Union to unite Europe economically and politically. Prerequisite: SS 111 or permission of the instructor. (Cross-listed as HI 323.)

PS 326 - Eastern European/Soviet History and Politics 3 hrs.
Economic, political, and social changes in the USSR and its successor states are studied in this course. Other countries in Eastern Europe are examined in comparison. (Cross-listed as HI 326.)

PS 335 - American Gender and Minority Issues 3 hrs.
This course focuses on experiences of women and minority groups as they interact within their distinctive group as well as with one another, men, and various formal and informal social institutions in American History. (Cross-listed as HI 335.)

PS 345 - Southern Politics: The Politics of Race 3 hrs.
This course is designed to familiarize students with the culture and politics of the American South (as defined as those states that seceded from the Union via convention in 1859-60), its major figures, and its unique political culture, with an emphasis on the tension and conflict arising from a history of oppression and political disfranchisement. The course is meant to be a dual-disciplinary examination of the eleven formerly Confederate states from the 1920s through the elite/populist and modern periods to the present, with an eye to examining the foundations of the current trends in Southern politics. (Cross-listed as HI 345.)

PS 350 - Law and Morality 3 hrs.
The purpose of this course is to examine selected problems concerning the nature of law and its relation to morality. Topics to be addressed may include one or more of the following: (i) the moral limits of the law, (ii) moral issues in constitutional law, (iii) the nature of law, and (iv) legal ethics. Issues to be discussed under these topics may include “What is law?” “How is it related to morality?” “What are the moral limits of governmental coercion?” “Is the practice of law inherently immoral?” Additionally, issues in constitutional law relating to topics such as abortion, capital punishment, affirmative action, and gay rights may be covered, as well as the moral, historical and political basis of the United States Constitution. Prerequisite: One course in Philosophy or Political Science or permission of instructor. (Cross-listed as PH 350.)

PS 401 - Directed Research in Political Science 3 hrs.
This class will be an undergraduate research seminar. Students will spend the first weeks examining what researchers know about the subject under investigation before beginning work on an original research project. The goal of this course can be repeated for credit; P/NC: course graded on a pass/no credit basis
course is to produce scholarly research worthy of publication. Prerequisites: PS 115, 117, or permission of the instructor.

**PS 410 - Power, Politics, and Modernity 3 hrs.**
Political sociology is the study of the relationships between society and politics. Students will become familiar with the conceptual ways in which sociologists study the relationship between social structures and social interactions and politics. Topics studied include power, elite formations, political movements, and political culture. The course will consider a number of accounts (qualitative, quantitative, historical, and comparative) of social life in order to uncover the political nature of society and human interaction. Emphasis is placed on student applications of these frameworks and the development of diverse approaches to understanding political processes. Prerequisite: nine hours in sociology or political science or permission of the instructor. (Cross listed as SO 410.)

**PS 411 - Seminar in Research Methods Design and Application 3 hrs.**
This seminar is an applied course in research methods. All students must apply for entry to the course. This application must include the target conference towards which the student is developing a paper for presentation, a précis of the plan for completion of the project, and a general idea of the data or other materials that will be required by the project. Prerequisites: PS 203, 274, and permission of the instructor.

**PS 414 - Comparative Foreign Policy 3 hrs.**
This course examines the foreign policies of several countries from various regions of the world. Emphasis is placed on the different conditions, cultural contexts, economic circumstances, and security concerns facing diverse states. Theories of the process of foreign policy making are examined in an effort to observe similarities and differences across political systems. The foreign policies of a wide variety of Western and non-Western countries are examined, such as France, Mexico, Iran, India, Japan, and China. Prerequisite: PS 117 or permission of the instructor.

**PS 415 - The Psychology of International Relations 3 hrs.**
This course will introduce students to the field of political psychology and will expose students to several key theoretical arenas within both psychology and international relations. Students will examine the psychology of inter-group conflict, paying particular attention to political culture, ethnic conflict, violence, and racism. Students will also examine individual characteristics—such as personality, beliefs, and information processing tendencies—as they impact the formulation of foreign policy. Students will investigate the psychological foundations of inter-state crises, bargaining and negotiations, conflict resolution, and international terrorism. Prerequisite: PS 274, or PY 111 and 251, or permission of the instructor. (Cross-listed as PY 415.)

**PS 421 - American Constitutional Law 3 hrs.**
This course offers an analysis of the role of the federal judiciary in Constitutional interpretation with particular emphasis on the separation of powers, federal-state relations, taxation, and the protection of human rights. Prerequisite: PS 115.

**PS 436 - Senior Thesis in Political Science 3 hrs.**
Each student shall select a topic that relates to his or her interest and that holds promise for original research and analysis. Ensuing research will require the examination, analysis, and appropriate synthesis of both primary and secondary resources. The study will raise questions of theory and value from which to make predictive and educated assumptions appropriate to the research topic. This research and evaluation exercise will culminate with a seminar paper, formal oral defense, and peer and instructor evaluation. This course is required of majors in Political Science. The student must pass an 8 hour comprehensive examination, given near the end of the course, covering the years of study in the major as a prerequisite for passage of the course and completion of the major. Prerequisite: 21 hours of Political Science, including PS 274.

**PY: PSYCHOLOGY**

**PY 111 - General Psychology 3 hrs.**
This course is an overview of the wide variety of subject areas that comprise the study of behavior. Schools of thought and empirical research findings are presented in the approach to understanding physiology, sensation and perception, learning, memory, development, personality, stress, abnormal behavior, therapy, and social interactions.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
PY 123 - Human Adjustment 3 hrs.
This course explores how psychology provides the basis for meeting many of the challenges of contemporary life. It provides students with a basic understanding of the psychological principles and concepts that are most relevant to them as individuals, and as members of society. Issues discussed include gender roles, sexuality, marriage, work, health, and alcohol and drug use.

PY 168 - Human Sexuality 3 hrs.
This course reviews the developmental, physiological, emotional, and psychological aspects of human sexuality. Students will gain knowledge of the facets of human sexuality and relate the topic to themselves and others through reflective thinking.

PY 234 - Psychopathology 3 hrs.
This survey course utilizes a multi-dimensional approach to help students understand how biological, psychological, socio-cultural, and even political forces contribute to psychological disorders. Students will learn the diagnostic criteria for the major mental disorders and review research on their causes, course, and treatment. This course provides a foundation for students interested in learning more about mental health and/or pursuing a career in the helping professions. Prerequisite: PY 111.

PY 236 - Social Psychology 3 hrs.
This course is intended to provide an introduction to the field of social psychology. Research in this field examines the influence of the social context on the thoughts, feelings, and behavior of individuals. One unique aspect of social psychology is the connection between what students learn in the classroom and the situations and circumstances they encounter in their daily lives. Prerequisite: PY 111.

PY 238 - Psychology of Personality 3 hrs.
Each of the main contemporary theories of personality is discussed in this course and relevant research relating to each one is examined. Main theories include psychoanalytic, trait, humanistic, behavioral, social learning, and cognitive. Application of personality theories to historical and modern persons is integrated throughout the course. Prerequisite: PY 111.

PY 243 - Human Development 3 hrs.
This course examines changes in human behavior over the entire life span from conception to death. Topics are presented in a chronological order and cover developmental changes in physical, cognitive, and social domains. Traditional theories are integrated with current findings of developmental researchers. Prerequisite: PY 111.

PY 251 - Research Methods I 4 hrs.
This is the first of a two-course sequence designed to integrate the research methods used in psychology with the statistical techniques used to evaluate data obtained using these methods. This first course focuses on the nature of science, the fundamentals of scientific research, common research strategies and mechanics, ethical considerations, measurement techniques, correlational methods, and descriptive statistics. The inferential process will also be introduced in the context of classic experimental design. As a result of laboratory exercises and writing assignments, students are expected to develop the ability to analyze data and communicate research findings using the appropriate written format. Prerequisite: PY 111 and an ACT math score of 20 or above, or MA 090 with a “C” or higher.

PY 252 - Research Methods II 4 hrs.
A continuation of PY 251, this course emphasizes statistical inference and classic experimental design. One-, two- and multi-group designs are addressed along with their appropriate statistical analyses. Other topics include single-subject designs, quasi-experiments, surveys, and dealing with categorical data. As a result of laboratory exercises and written assignments, students are expected to develop the ability to analyze data mathematically and communicate research findings using the appropriate format. Prerequisite: PY 251.

PY 256 - Psychology and Law 3 hrs.
This course examines the application of psychological research to legal issues. This class provides an introduction to a new and growing field in psychology. Students should develop an appreciation of the value of psychological research to the legal arena as well as an appreciation of the various roles of psychology in the justice system. Topics

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covered will include: eyewitness memory, jury decision making, psychological testing, criminal psychology, family law and psychology, and the psychologist as expert witness. Prerequisite: PY 111.

**PY 258 - Industrial/Organizational Psychology 3 hrs.**
This course helps students to understand the factors that influence human behavior in organizational settings. An emphasis is placed on a scientific analysis of individual processes, group processes, and organizational structure and design. Topics addressed include research methodology, personnel evaluation and hiring, motivation, communication, decision-making, group processes, and leadership. Prerequisite: PY 111.

**PY 346 - Behavioral Neuroscience 4 hrs.**
This course examines the biological aspects of human behavior. It provides students with a basic overview of neuroanatomy, synaptic transmission, and chemical components of the nervous system. These biological factors are subsequently applied to behavioral associations. In addition to regular class meetings, students meet for scheduled lab sessions. Prerequisite: PY 252 or permission of the instructor.

**PY 352 - Sensation and Perception 4 hrs.**
This course presents a survey of current empirical research on sensory and perceptual systems and theory, including vision, audition, gustation, olfaction, and the skin senses. Emphasis is placed on understanding the role of sensation and perception in everyday situations. In addition to regular class meetings, students must meet for scheduled lab sessions. Prerequisite: PY 252.

**PY 358 - Cognitive Psychology 4 hrs.**
This course examines human thought processes within a cognitive framework. General topics include an overview of information-processing stages, the representation and organization of knowledge, and the performance of complex cognitive skills. The practical application of cognitive psychology to daily activities is emphasized throughout the course. In addition to regular class meetings, students meet for scheduled lab sessions. Pre-requisite: PY 252.

**PY 371 - Contemporary Issues in Psychology 3 hrs.**
In this seminar, students will discuss contemporary psychological research and theoretical writings. Emphasis will be placed on critical analysis, integration, and application of psychological theories and findings to current societal issues. Students will investigate specific topics of interest in depth, and write and orally defend a position paper. Prerequisite: PY 252.

**PY 374 - Learning and Behavior 4 hrs.**
This course focuses on basic principles and theoretical issues associated with both classical and operant conditioning. Subject areas covered include a brief history of behavior theory, generalization and discrimination, schedules of reinforcement, classical/operant interactions, and biological constraints on behavior. Some applications of behavior theory are also discussed. In addition to regular class meetings, students meet for scheduled lab sessions. Prerequisite: PY 252 or permission of the instructor.

**PY 382 - Health Psychology 3 hrs.**
This course reviews the field devoted to understanding how psychological factors relate to physical illness and health. It also reviews how psychologists contribute to the treatment and prevention of physical illness. Topics covered include: health promotion and maintenance, prevention and treatment of illness, and the etiology and correlates of health, illness, and dysfunction. Prerequisite: PY 252.

**PY 385 - Clinical and Counseling Psychology 3 hrs.**
This course provides an orientation to the professional application of clinical and counseling psychology. The historical and empirical foundations of the profession are reviewed, as well as its current issues and trends. It focuses on basic helping skills; contemporary and traditional theories; the processes of assessment, diagnosis, and psychotherapy; and issues of diversity, such as culture, race/ethnicity, gender, socioeconomic status, and sexual orientation. Prerequisite: PY234 or permission of the instructor.

**PY 387 - Experiential Learning in Psychology 3 hrs.**
This course allows students to gain work experience at an approved training center under staff supervision. The experience acquaints students with the functioning of an applied psychology setting. Through observation and
participation in counseling-related activities, students begin to develop basic helping and consultation skills for professionals. Emphasis is placed on learning new skills and relating work experience to theoretical models presented in other psychology courses. Prerequisite: PY 385 and permission of the instructor.

PY 415 - The Psychology of International Relations 3 hrs.
This course will introduce students to the field of political psychology and will expose students to several key theoretical arenas within both psychology and international relations. Students will examine the psychology of inter-group conflict, paying particular attention to political culture, ethnic conflict, violence, and racism. Students will also examine individual characteristics—such as personality, beliefs, and information processing tendencies—as they impact the formulation of foreign policy. Students will investigate the psychological foundations of inter-state crises, bargaining and negotiations, conflict resolution, and international terrorism. Prerequisite: PS 274, or PY 111 and 251, or permission of the instructor. (Cross-listed as PS 415.)

PY 451 - Research Methods Application 4 hrs.
Under close supervision of the instructor and frequent consultation, each student conceptualizes, designs, implements, and reports upon an original research study in his or her own interest area in psychology. The process includes data collection and analysis, as well as the submission of an APA style manuscript and a conference-style oral presentation of the project. Advanced research topics are addressed throughout the course as are classic and/or recent studies in the field of psychology. Prerequisite: a minimum grade of B in PY 251 and 252 or permission of the instructor.

PY 468 - Testing and Measurement 3 hrs.
This course addresses the major aspects of psychological testing. It covers the basic statistical and psychometric principles that are imperative in the development of reliable and valid testing instruments. The various types of available tests and their applications are covered, as well as the issues that shape the future of psychological testing. Prerequisite: PY 252.

PY 471 - History and Systems 3 hrs.
This seminar traces the history of psychology from its development out of philosophy and physiology to its culmination in the various systems and schools of thought in psychology. Comparisons and contrasts among these schools of thought are the focus of most class discussion. Prerequisites: PY 252 and Senior standing as a psychology major or permission of the instructor. Co-requisite: PY 472.

PY 472 - Psychology Portfolio Lab 1 hr.
This laboratory experience is offered in conjunction with the PY 471 course and is focused on the development of the psychology major individual portfolio (a component of the departmental assessment sequence). Co-requisite: PY 471.

PY 490 - Learning Assistantship in Psychology 1-3 hrs.
Qualified psychology majors who serve as learning assistants help the primary instructor with the design and implementation of a given psychology course. The students' responsibilities may include the development of testing materials, the preparation of demonstrations and small-group lectures, tutoring, and student evaluation. Prerequisites: PY 111 and permission of the instructor.

RE: RELIGION

RE 110 - The Torah / Introduction to the Old Testament (BS) 3 hrs.
The purpose of this course is to introduce the first five books of the Bible, including Israel's foundation stories and God's expectations of human beings. Other parts of the Bible (Old Testament) may be considered.

RE 120 - Introduction to the New Testament (BS) 3 hrs.
This course focuses on the Gospels and the letters of Paul. It includes an introduction to the culture and geography of the Eastern Roman Empire in the first century A.D., study of how the Gospels depict Jesus, and Paul as the first Christian theologian. Current controversial ethical issues receive attention.
RE 239 - Philosophy of Religion (RT) 3 hrs.
This course consists of the study of the major problems in the philosophy of religion, including the problem of evil, proofs for the existence of God, proofs for the immortality of the soul, the relation between faith and reason, the meaning of religious language, the relation of religion and ethics, and the nature of religious experience. (Cross-listed as PH 239.)

RE 255 - Management and Financial Principles for Church Leaders 3 hrs.
Since churches and other non-profit organizations are like businesses in many ways, this course helps future leaders of church and non-profit organizations learn needed skills such as creating mission/vision statements, strategic planning, developing communications and reporting functions, and providing appropriate human resources functions and structures for good financial health.

RE 270 - Religions of the World (HR) 3 hrs.
This course includes study of Judaism, Islam, Hinduism, Buddhism, and other religions of China and Japan. Issues include the nature of God, ethical beliefs, and how each religion offers wisdom for living one’s life.

RE 280 - Foundations of Pastoral Identity 3 hrs.
This course explores various models and forms of ministry. Students examine their own lives in the church as persons of faith and their call to ministry. Attention is given to the formation of personal qualities necessary for a life of church leadership, including self-reflection skills, theological reflection, moral/ethical self-awareness, and spirituality. The course also helps students articulate their call and helps identify appropriate boundaries for professional conduct for clergy and lay leadership. A variety of contexts for ministry, which may include local churches, social service agencies, advocacy programs, and chaplaincy are examined.

RE 310 - Christian Thought (RT) 3 hrs.
This course considers various topics in Christian theology: God, creation, sin, Jesus Christ and the Kingdom of God, the Holy Spirit, the Church, scripture, and eternal life. Prerequisite: One course in religion.

RE 320 - Christian Ethics (RT, RC) 3 hrs.
This course approaches ethics from the perspective of Christian belief. It considers the moral principles that apply specifically to Christians and suggests ways in which these principles apply to situations. Themes or issues include the methods of ethics, scripture as a guide for ethics, Christian moral presumptions, and current controversial ethical issues. Prerequisite: One course in religion.

RE 328 - Christian History (RT, RC) 3 hrs.
This course focuses on the story of Christianity over its 2000-year history, with special attention to Christianity in Asia, African, and Latin America. (Cross-listed as HI 328.)

RE 340 - The Holocaust 3 hrs.
This course examines the Holocaust, or mass murder of European Jews and other ethnic groups, beginning with its context in modern European history and ending with testimony of survivors and the question of “Holocaust denial.” The approach is primarily historical, but theological questions are raised.

RE 345 - Judaism, Christianity, and Islam 3 hrs.
How Christianity, Judaism and Islam have influenced on another’s development will be the focus of this course. Attention will be given to similarities and differences in theological concepts and religious practices. Also included will be an in depth analysis of how relationships between these faiths influence contemporary world events. By successfully completing this course, students will be better able to engage in interfaith dialogue and participate in international study programs.

RE 363 - Religion, Ritual and Belief (RC) 3 hrs.
This course examines major contributions of the social scientist to the study of religious institutions, the various forms and social functions of religion, the structure of religious behavior and organization, and the relation between religious institutions and other social institutions. Prerequisite: SO 241, 242, or permission of instructor. (Cross-listed as SO 363.)
RE 450 - Senior Project 1-3 hrs.
Under the guidance of a religion faculty member, the student majoring in religion will write a paper demonstrating achievement of the goals of the major, namely, a scholarly and personal approach to the Bible, knowledge of Christian thought and history, and comparison of Christianity with other religions.

**RU: RUSSIAN**

RU 101 - Discovering Russian 3 hrs.
In this course, students will develop basic skills in speaking, understanding, reading and writing Russian while discovering connections between the Russian language and the cultures of the Russian speaking countries. Prerequisite: Successful prior study of a world language or permission of the instructor.

RU 102 - Exploring Russian 3 hrs.
This course is a continuation of the first-semester course with increasing emphasis on conversation and reading. Prerequisite: RU 101 or permission of the instructor.

RU 203 - Building Proficiency in Russian 3 hrs.
This course reviews and continues basic Russian grammar with increasing emphasis on idiomatic conversation, reading, and discussion of Russian literary texts. Prerequisite: RU 102.

**SJ: SOCIAL JUSTICE**

SJ 210 - Foundations of Social Justice 3 hrs.
This course focuses on the major national conversations staged within the 19th century surrounding women’s rights, emancipation and racial equality, and workers’ rights. These issues will be examined through writings, speeches, and legal documents which demonstrate how thinkers of the 19th century United States built their ideas within important trans-Atlantic conversations. The course will also examine how these conversations influenced people building communities in Kansas at that time; these explorations will be furthered through historical site visits. Prerequisite: sophomore standing or permission of the instructor.

SJ 493 - Praxis in Social Justice 3 hrs.
This course is intended to be the final course completed within the social justice minor program. It is designed to provide an opportunity to reflect on the nature of social justice, the sources of social conflict and injustice, and the solutions that groups use to address these issues. The student will be engaged in a field praxis designed to integrate concepts learned in the social justice coursework. The nature and form of this application emerges from the student-professor partnership. Prerequisite: nine hours towards the social justice minor.

**SO: SOCIOLOGY**

SO 112 - Anthropology 3 hrs.
This course is a general introduction to physical and cultural anthropology. Among the topics covered are human evolution and cross-cultural considerations of major social institutions such as kinship, the family, religion, and economic and political systems.

SO 115 - Principles of Sociology 3 hrs.
Intended as an introduction to the major themes of sociology, this course examines the basic concepts and methods of sociology, social structure, culture, socialization, the family, population, deviance, and social change. This course is required for sociology majors.

SO 241 - Social Organization and Social Change 3 hrs.
This course examines the nature of social organization and the means through which social structures are changed. The role and significance of status, social stratification, governments, technology, modernization, and social conflict are emphasized as is the understanding of both historical and contemporary social change efforts and issues. Prerequisite: SO 115 or permission of the instructor.

SO 242 - Society and the Individual 3 hrs.
An essential goal of sociology is to understand the dynamic relationship between social structures and individual values and behaviors. This course explores the nature of human interaction in its social context. Primary focus is
given to the study of the relationship between norms, social roles, and society. The course also discusses the nature of social identities, social transactions, and the development of the “self.” How each of these applies to gender and sexuality, obedience and conformity, socialization, and groups will also be discussed. Prerequisite: SO 115 or permission of the instructor.

SO 243 - Social Inequality 3 hrs.
This course is designed to introduce students to the study of social inequality and the dynamics of social status creation and differentiation. The focus is on the significance of gender, sexuality, race and ethnicity, and social class in social structures and social interactions. The course offers an exploration of social inequality, including a review of current sociological explanations of social inequality and conflict. Students will develop an empirical understanding of social differences, as well as discuss what role Marxism, feminism, and other approaches offer in developing a critique of social inequality. Prerequisite: SO 115 or permission of the instructor.

SO 274 - Methods of Social Research 3 hrs.
This course combines theoretical and practical knowledge in the study of the various methodologies employed in social research. As part of this course students develop research skills by participating in the design and execution of a survey research project and the analysis of data obtained during that study. It is expected that students taking this class will be familiar with basic statistical techniques. (Cross-listed as PS 274.)

SO 320 - Theory in Sociology 3 hrs.
This course will explore the major theoretical traditions in sociology. Students will examine traditional frameworks, beginning with the works considered to be ‘founding’ to the discipline, as well as the work of contemporary theorists. This course is designed to help students learn how selected theoretical frameworks in sociology guide scientific and humanistic study of society and social phenomena. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 325 - Criminology 3 hrs.
This course examines various types of criminal behavior including property crime, violent crime, political offenses, white-collar crime, and organized and professional crime. A study of the causes of criminal behavior and the social reaction to such behavior is also included. This course is normally considered as the second in the sequence of courses developed for students interested in the study of crime and criminal justice. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 328 - Sociology of the Family 3 hrs.
This course is based on the interaction of the family with its environment and the interaction among the members of the family. It focuses on marriage and family adjustments both from the personal and professional family service perspective. Students will complete a service learning project as part of their study of the family. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 329 - Gender and Sexuality 3 hrs.
Sociologists distinguish between biological sex and socially constructed gender. This means that we are not born knowing how men and women are supposed to behave, but instead that we learn “appropriate” gender roles through socialization. The course explores various questions such as: How do we learn what is feminine and what is masculine, and what implications do these concepts have? What is the relationship between gender roles and gender inequality? With this base we will be able to explore perspectives and theories on sexuality and discuss questions such as: How is sexuality determined? How is our understanding of sexuality shaped by gender norms? The course will also consider the relationship between gender and sexuality across a range of issues including: education, the family, work, crime/violence, media, public policy, and social movements. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 330 - Race and Ethnicity 3 hrs.
The primary goal of this course is to understand how behavior and definitions of race and ethnicity are shaped by particular social processes. This course will examine race and ethnicity as constructs of social difference and understand the role these constructs play in creating social inequality, both of which impact the relationships and interactions of those considered in the majority with those considered in the minority. Topics of studied include discrimination, racism, labor relations, education, violence, and social change. Prerequisite: six semester hours in sociology or permission of the instructor.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
SO 331 - Social Class and Status 3 hrs.
This course will critically examine and analyze social class, poverty and stratification, with an emphasis on inequality in American society. The leading theoretical, empirical and methodological issues in stratification will be considered, and the causes and consequences of social inequality, stratification and mobility will be examined. Particular attention will be given to the general stratification structure, the middle, and the rich. Students will become aware of the nature and consequences of stratification and come to realize how stratification affects all aspects of social life. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 337 - Community and Social Capital 3 hrs.
This course deals with the rise of the city in history, its ecology, and its institutions. Urbanization as a social process is considered in detail. Field investigation of an urban center is integral to this course. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 338 - Sociology of the Life-Course 3 hrs.
Societal age structure, age status and age-sex roles, correlates of aging, continuities and discontinuities during the life cycle, intergenerational relations, and social policy regarding aging and the aged are considered in this course. Students will complete a service learning project as part of their study of aging and society. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 344 - Youth and Crime 3 hrs.
This course is designed to explore the nature and extent of criminal behavior by individuals under eighteen years of age, and to differentiate this behavior from a variety of other forms of deviance. Students will be introduced to the nature and extent of delinquency in American society, and review classic theoretical explanations for why delinquency occurs. Various social contexts of delinquency are explored through selected social institutions and their relationship to delinquent behavior. The last half of the course is focused on understanding the unique, formalized system of “justice” developed in the United States in response to juvenile delinquency. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 345 - Computers, Crime, and Deviance 3 hrs.
This course will explore the ways in which Internet technology now organizes and presents opportunities for deviance in modern society. Students will explore the nature of Internet deviance from a normative and reactive perspective in order to discern the sociological dimensions of technologically created deviant forms. Topics to be discussed include consumer fraud, hate groups and hate speech, pornography, cybersex, terrorism and threats, hacking, and identity theft. Students will also study policy responses to these deviant forms, reporting on the ways in which deviance on the Internet subject to “social control.” The goal of the course is to apply a sociological framework to these aspects of deviance and study the role Internet technology plays in our current understanding of deviance in society. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 346 - Criminal Justice 3 hrs.
The purpose of this course is to introduce students to the various processes used to prevent and control crime, as well as to examine the nature, extent, and implications of these processes on crime and American society. The bulk of this course will focus on explanations employed by sociologists to explain why/how the stages of the criminal justice system (police, courts, and corrections) handle crime and offenders. The course is divided into four sections, with each of the last three sections being organized around a major stage in the criminal justice system. Sections include Strategies, The Police, The Courts, and Corrections. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 360 - Methods of Teaching Sociology 3 hrs.
This course is designed to help student teachers at the secondary level to understand the different methods of instruction which are appropriate to the teaching of sociology. It examines strategies and resources commonly used in the discipline and provides an understanding of contemporary curriculum practices in secondary schools. Prerequisite: six semester hours in sociology or permission of the instructor; ED 100 and 243; junior status recommended.

SO 363 - Religion, Ritual and Belief 3 hrs.
This course examines the major contributions of the social scientist to the study of religious institutions, the various forms and social functions of religion, the structure of religious behavior and organization, and the relation between...
religious institutions and other social institutions. Prerequisite: six semester hours in sociology or permission of the instructor. (Cross-listed as RE 363.)

SO 364 - Culture and Society 3 hrs.
This course surveys the major themes and questions in the sociology of culture. This includes careful study of the classical treatment of culture found in the works by Marx, Weber and Durkheim, along with an examination of the role that culture plays in creative, organizational and technological production. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 372 - Sociology of Medicine 3 hrs.
This course is an introduction to new and expanding fields of medical sociology, disease and the sick person, health practices and practitioners, health institutions, and the cost and organization of health services and medical attention. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 377 - The Sociology of Deviant Behavior 3 hrs.
This course examines the definitions, theories, and behavioral systems associated with various types of deviant behavior in contemporary society. Among the forms of deviance studied are drinking behavior, drug use, mental illness, sexual deviance, and suicide. This is normally the third course in the sequence of courses designed for those interested in crime and criminal justice. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 378 - Social Identity 3 hrs.
This course explores the ways that people make sense of their social worlds. This exploration will include the study of cognitive process—such as perception, memory, and judgment—while looking at important sociological problems. This study will include the examination of various social behaviors and institutions, such as: How do social stereotypes, collective identities, and urban legends evolve and proliferate? How do social outcomes—from presidential elections to traffic jams—depend on our beliefs and on our beliefs about others’ beliefs? Prerequisite: six semester hours in sociology or permission of the instructor.

SO 380 - Sociology of Law 3 hrs.
Law is a form of social control in many societies. This course will explore the nature of law and social control in America and study law as a social institution using a variety of sociological perspectives. Topics addressed include the history of law and the relationship between law and culture, the various roles of actors in the legal system (lawyers, judges, witnesses), understanding aspects of law-abiding behavior, and the influence of judicial decisions on social issues. Students will participate in a mock trial or moot court as part of the course requirement. Prerequisite: six semester hours in sociology or permission of the instructor.

SO 410 - Power, Politics, and Modernity 3 hrs.
Political sociology is the study of the relationships between society and politics. Students will become familiar with the conceptual ways in which sociologists study the relationship between social structures and social interactions and politics. Topics studied include power, elite formations, political movements, and political culture. The course will consider a number of accounts (qualitative, quantitative, historical, and comparative) of social life in order to uncover the political nature of society and human interaction. Emphasis is placed on student applications of these frameworks and the development of diverse approaches to understanding political processes. Prerequisite: six semester hours in sociology or permission of the instructor. (Cross listed as PS 410.)

SO 493 - Senior Seminar in Sociology 3 hrs.
This is the capstone course for students who major in sociology. Each student will select a topic that relates to his/her interest in sociology and complete a final project related to that topic. Each project will require the examination, analysis, and presentation of a research experience that explores questions based upon theory in sociology. The research experience will include a seminar paper, formal oral presentation, and evaluations by peers and department faculty. Prerequisites: Senior standing or permission of the instructor.
**SP: SPANISH**

**SP 111 - Discovering Spanish 4 hrs.**
In this course, students will develop basic skills in speaking, understanding, reading and writing Spanish while discovering connections between the Spanish language and the cultures of the Hispanic world. This course does not count toward a major or a minor in Spanish.

**SP 112 - Exploring Spanish 4 hrs.**
A continuation of the first-semester Spanish course, this course provides further development of communicative skills, as well as a more detailed understanding of Hispanic cultures. This course does not count toward a major or a minor in Spanish. Prerequisite: SP 101 or 111 or approved placement test result.

**SP 203 - Building Proficiency in Spanish 3 hrs.**
Students will refine their communicative skills by learning the more complex stylistic and grammatical features of the language and expanding their vocabulary. The length of readings and compositions will increase and students will deepen their cultural knowledge of the Hispanic world. Prerequisite: SP102 or 112 or approved placement test result.

**SP 204 - Making Connections in Spanish 3 hrs.**
This course continues to review previously learned structures and to further develop communicative language skills. Students will make connections between Spanish and other areas of interest or career aspirations. Prerequisite: SP 203 or approved placement test result.

**SP 305 - Spanish Composition in Cultural Context 3 hrs.**
This course is designed to enhance student writing skills in Spanish through extensive writing opportunities combined with a thorough review of Spanish grammar and syntax. Prerequisite: SP 204 or permission of the instructor.

**SP 306 - Spanish Conversation in Cultural Context 3 hrs.**
This course provides intensive work in communicating in spoken Spanish, with an emphasis on practical, idiomatic usage. Emphasis will be on oral production and listening comprehension. Class time will be spent on various communicative activities such as discussion and debate, role-playing, and presentations. Listening skills will be honed using authentic video and audio sources. Selected readings from Spanish-language journals, newspapers and Internet sources will be incorporated. Course topics and materials will be designed to stimulate reflection on Hispanic culture. Prerequisite: SP 204 or permission of the instructor.

**SP 343 - Civilization and Culture of Spain 3 hrs.**
This course provides an intensive focus on the civilization of Spain from a cultural and historical perspective. It is designed for the student with a general interest in Spanish language and culture as well as for the student who plans advanced literary study. Prerequisite: SP 204 or permission of the instructor.

**SP 344 - Civilization and Culture of Latin America 3 hrs.**
This course provides an intensive focus on the civilization of Latin America from a cultural and historical perspective. It is designed for the student with a general interest in Spanish language and culture as well as for the student who plans advanced literary study. Prerequisite: SP 204 or permission of the instructor.

**SP 360 - Introduction to Hispanic Literature 3 hrs.**
This course serves as an introduction to the study of Hispanic literature (from Spain and Latin America) and the genres of poetry, drama, and narrative. Texts will be selected from a variety of periods with an emphasis on modern Hispanic literature. Prerequisite: SP 204 or permission of the instructor.

**Spanish Seminars at the 400 Level**
Seminars allow students to develop their skills in research, writing, reading, and conversation by studying Spanish culture, film, and literature related to a specific theme or Hispanic author. All seminars share the following traits: 1) a substantive research paper involving some level of collaboration regarding the writing process; 2) substantial student participation in the conduct of the course through oral presentations or other means; and 3) class
interaction based principally on active dialogue rather than on lecture. Prerequisite: A 300-level Spanish course or permission of the instructor.

SP 413 - Seminar on a Theme or Movement 3 hrs.  
SP 414 - Seminar on Culture and Literature 3 hrs.  
SP 416 - Seminar on Film and Literature 3 hrs.  
SP 418 - Seminar in Specific Authors 3 hrs.

**SS: SOCIAL SCIENCE**

**SS 111 - Introduction to Social Scientific Inquiry 3 hrs.**
This course is designed to introduce students to scientific inquiry as it is understood and practiced in the social sciences, which can include such fields as anthropology, communication, economics, geography, political science, psychology, and sociology. This course will cover the epistemological viewpoints within social sciences; the potential social, political, and economic impacts on social science as a practice; and will introduce students to the fundamental elements within the social scientific process. This will include an exploration of the concepts of theories, hypothesis development, causality, measurement, reliability, validity, sampling, and the writing processes associated with social scientific research. This course will effectively prepare students to take more advanced sources in specific social scientific methods, such as surveys, case studies, experiments, participant observation, content analysis, interviewing, and event analysis.

**SS 228 - Oral Histories 1-3 hrs.**
This course will explore the purpose, value, theory, method and achievement of oral history. It is intended to provide students with opportunities to become familiar with theoretical and practical issues in collecting, interpreting, and preserving oral remembrances. Students will also gain experience in conducting, processing, and interpreting their own interviews. Prerequisite: SO/PS 274 or HI 226.

**SS 275 - Survey Design 1 hr.**
This course will focus on understanding when surveys are best suited to research questions, the choice of survey approach, sampling issues, and survey design. Students will participate in class assignments which will provide experience in questionnaire construction, survey administration, and procedures for survey collection. In addition, the course will provide strategies for analyzing data collected through surveys. Prerequisite: SO/PS 274.

**SS 276 - Interview Methodology 1 hr.**
This course is designed to take the student through each stage of an interview-based research project, from design, to conducting interviews, to coding and analyzing data. The end result of the student’s work will be a write-up of a pilot study, complete with sampling, an interview script and other considerations. Prerequisite: SO/PS 274.

**SS 484 - Teaching Social Studies in the Secondary School 3 hrs.**
This course is directed towards the development of the specific instructional skills needed for effective teaching in the public schools. Students prepare course outlines and lesson plans and present subject units which utilize various teaching aids. Prerequisites: ED 100 and 243; junior status recommended.

**TH: THEATRE**

**TH 111 - The Theatre Experience 3 hrs.**
This introductory course treats the theatre experience from an audience point of view. The course concentrates on theatre as an art form and its subsequent historical development. Plays from representative time periods and dramatic genres will be examined.

**TH 120 - Performance of Literature 3 hrs.**
This course provides training in the art of communicating dramatic literature to an audience from the printed script. Examination of plays—serious and comic, classical and modern—as well as vocal production, are covered. (Cross-listed as CO 120).

**TH 123 - Stage Performance 1 hr.**
Students perform in a major University Theatre production during the semester. This course may be repeated for credit. Prerequisite: Enrollment by audition only; permission of the instructor. R; P/NC
TH 130 - Acting I 3 hrs.
This class focuses on the training of the body and voice as an acting instrument. Emphasis is placed on improvisation and technique.

TH 140 - Acting II 3 hrs.
This course is a continuation of the work begun in TH 130. Emphasis is placed on character development through textual analysis and scene study. Prerequisite: TH 130 or permission of the instructor.

TH 145 - Stagecraft 3 hrs.
This course will provide the student with basic skills needed for safe and efficient construction of scenery as well as techniques used in lighting, painting, and sound for the stage. A lab experience of 4 hours a week is required.

TH 155 - Introduction to Theatrical Design 3 hrs.
This course will provide the student with the basic understanding of design as it applies to stage design. Elements and principles of design as well as exploration of various media will be applied to various projects. Projects will include scenery, costumes, lighting, and sound. Art supplies are required.

TH 200 - Voice and Movement 3 hrs.
Students will learn the mechanics of speech with emphasis on breath, sound, tone, diction, and projection. They will also analyze how to create a character using various elements of speech including rate, pitch, inflection, shading, and emphasis. Several accents will be explored such as Standard American, Standard British, and American Southern. Stage movement and creating the physicality of a character will also be explored. Exercises, monologues, or scenes will be incorporated into most class sessions.

TH 220 - Stage Management 3 hrs.
This course will introduce the concepts, principles, and practices of the technical and organizational aspects of stage management in the contemporary theatre. The focus of the course is the stage manager's role, which includes preparing for and running the rehearsal and performance processes as well as a familiarity with basic conflict resolution concepts. Students will explore through classroom instruction the theory and practice of stage management, and will participate in workshops to practice stage management techniques. Students will also participate in departmental productions as well as develop a stage manager’s portfolio.

TH 240 - Improvisation/Mask 3 hrs.
This course introduces exploration of characterization through improvisation and use of the neutral mask. This class will develop awareness of how improvisation can deepen sub-text and character, and how the neutral mask can be used as a tool in creating character.

TH 255 - Costuming and Makeup 3 hrs.
This course will train the student in the theory and practice of developing a total look for a character both in makeup and dress. Projects will include standard and special effects makeup as well as standard practices in costume design and presentation techniques. Makeup kits and art supplies are required. Prerequisites: AS 120 or permission of the instructor.

TH 280 - Technical Production Practicum 1 hr.
This course is a supervised lab in some aspect of theatrical production such as scene shop, public relations, costume, or prop crew. R; P/NC

TH 300 - Auditioning 3 hrs.
Auditioning provides experience in the theories and practice of techniques used for production casting in the performing arts. Monologues, Cold Readings, and scene preparation both on-camera and on-stage; as well as interview and resume preparation will be focused on during this course. Prerequisite: TH 130.

TH 310 - American Theatre History 3 hrs.
This course will trace the development of American theatre and drama from the Colonial period to the present. Representative plays from each time period will be read and examined.
TH 320 - Theatre History I 3 hrs.
This course focuses on the development of the theatre and its corresponding dramatic forms from its primitive origins to 1870. Special emphasis is placed on theories of acting, directing, and theatre architecture and design. Representative plays from each time period are read and examined.

TH 330 - Theatre History II 3 hrs.
This course focuses on the development of the theatre and its corresponding dramatic forms from 1870 to the present. Special emphasis is placed on theories of acting, directing, and theatre architecture and design. Representative plays from each time period are read and examined.

TH 340 - Contemporary Theatre 3 hrs.
This course focuses on the development of the theatre and its corresponding dramatic forms from the beginning of modern realism to the present day. Special emphasis is placed on theories of acting, directing, and theatre architecture and design. Representative plays from each time period are read and examined.

TH 354 - Scene Painting 3 hrs.
This studio class will use a systematic approach to painting theatrical scenery covering traditional scene painting techniques and the tools and paints that have been developed to support those techniques. Each student will paint a series of drops throughout the semester. Prerequisites: TH 155 or AE 110, or permission of the instructor.

TH 357 - Stage and Studio Lighting 3 hrs.
This course studies the basic theories and techniques for live, video, and film performances. Topics covered include optics, electricity, color theory, and aesthetics as they pertain to the lighting craft. Laboratory work will give the student the opportunity to experiment using actual situations. Prerequisite: TH 145 or permission of instructor.

TH 360 - Period Acting Styles 3 hrs.
This course is an overview/introduction to the basics of research, preparation, and execution of specific acting styles and techniques from differing historical time periods. It will concentrate on the connectedness of historical context, movement, and vocal techniques as they pertain to stage performances. Prerequisites: TH 130 and 140.

TH 423 - Stage Performance 1 hr.
Students perform in a major production during one semester’s enrollment. Prerequisite: Enrollment by audition only; permission of the instructor. R; P/NC

TH 450 - Theatre Management 3 hrs.
This course will address issues involved in the operation and management of a performing arts center, including a review of basic management theory as it related to arts management, strategic planning and decision-making, fundamentals of organizational design, fundamentals of leadership and group dynamics, budgeting, grant writing, board development, and financial management. The course includes a ground-up development and practical application of concepts. Pre-requisites: junior status or permission of instructor.

TH 465 - Scene Design 3 hrs.
This course is an exploration of the art and craft of the scenic designer. Text analysis, research, and conceptualization are coupled with graphic skills. Thumbnail sketching, design evaluations, presentation rendering as well as scale models will be developed. Art materials required. Prerequisites: TH 145, AS 120, or permission of the instructor.

TH 472 - Teaching Speech Communication and Theatre Arts 3 hrs.
This course prepares the student to develop materials and strategies for secondary school speech and theatre. The course is team-taught by communication and theatre arts faculty. Prerequisites: ED 100 and 243; junior status recommended. (Cross-listed as CO 472).

TH 476 - Directing 3 hrs.
This course studies the theories, techniques, and approaches of directing for the stage, culminating in the preparation, rehearsal, and presentation of directing scenes. Prerequisites: TH 130, 140, or permission of the instructor.

R: course can be repeated for credit; P/NC: course graded on a pass/no credit basis
TH 480 - Advanced Technical Production Practicum 1 hr.
This course provides credit for a major role in the production process. Supervised assignments may include stage management, crew head, or design assignments. Prerequisite: TH 280 and permission of the instructor. R

TH 493 - The Production Process 1 hr.
In this capstone project, the student implements the understanding of artistic and production principles in the direction and/or design of a play and its subsequent production. A detailed promptbook, including a written student evaluation of the production, will be required. Prerequisites: TH 130, 140, 357, 465, and 476.

WL: WORLD LANGUAGE

WL 450 - Methods of Teaching World Languages 3 hrs.
Designed for prospective language teachers and others interested in the specific problems encountered in learning and teaching a world language, this course also serves as an introduction to basic linguistics. The course emphasizes practical approaches to teaching culture and the skills of speaking, listening, reading, and writing, as well as the essential differences between English and the languages the students are preparing to teach. This course is required for licensure to teach a world language, but open to other students interested in language pedagogy. Prerequisites: ED 100 and 243; junior status recommended.
MAHMOUD AL-KOFAHI, 2005
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B.A. Doane College, 1968  
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B.A. Southwest Missouri State, 1979  
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B.S. Baker University, 1980  
Ph.D. Kansas State University, 1986

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B.M. University of Kansas, 1988  
M.M. University of Kansas, 1992

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LEARNING RESOURCE FACULTY

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Director of Library Services  
B.A. University of Kansas, 1972  
M.A. University of Denver, 1975

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M.S. University of Kansas, 2002

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A.B. Baker University, 1967  
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Ph.D. University of Kansas, 2007

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Technical Services Librarian  
B.A. Benedictine College, 1997  
M.A. University of Kansas, 2005

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B.S. Lock Haven University, 1991  
M.S. University of Kansas, 1999  
Ph.D. Kansas State University, 2003

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B.A. Westminster College (PA), 2006  
M.S.I. University of Michigan, 2008

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Communication  
B.A. Pittsburg State University, 1987  
M.A. University of Akron, 2001  
Ph.D. Kent State University, 2005

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Business Librarian and Assistant Professor of  
Information Services  
B.A. University of California, Los Angeles, 1967  
M.L.S. University of California, Los Angeles, 1969

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AND STAFF

KATHLEEN ALLEN, 1998  
Head Volleyball Coach  
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B.S. Emporia State University, 1978  
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B.A. Bethany College, 1985  
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M.S. Kansas State University, 1996  
Ph.D. Kansas State University, 2003

BRETT BALLARD, 2010  
Head Men’s Basketball Coach  
A.S. Hutchison Community College, 2000  
B.S. University of Kansas, 2003
LYNN BOTT, 2005
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B.S. Emporia State University, 1975
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Head Women’s Basketball Coach
Assistant Professor of Health, Sport and Human Performance
B.A. Tabor College, 1992
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KAREN HUNT EXON, 1989
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B.S.E. University of Kansas, 1975
M.A. University of Kansas, 1982
Ph.D. University of Kansas, 1990

MIKE GROSSNER, 2004
Head Football Coach
Associate Athletics Director
Assistant Professor of Health, Sport and Human Performance
B.A. Bethany College, 1988
M.Ed. Northern Arizona University, 1996

PHILIP HANNON, 1999
Head Baseball Coach
Coordinator of Outdoor Facilities
B.S. Baker University, 1999

NATE HOUSER, 2003
Head Men’s and Women’s Soccer Coach
B.A. Baker University, 1994

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Head Cross Country and Track & Field Coach
Instructor of Health, Sport and Human Performance
B.S. Fort Hays State University, 2002
M.S. Fort Hays State University, 2004

JIMMY MAY, 2008
Head Wrestling Coach
B.S. Central Missouri State University, 1977
M.Ed. University of Nevada, Las Vegas, 1990

LYNSEY PAYNE, 2006
Assistant Athletic Trainer
Head Dance Coach
Instructor of Health, Sport and Human Performance
B.S. University of Kansas, 2004
M.S. University of Kansas, 2005

TAYLOR SCHREINER, 2008
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B.A. University of Kansas, 2006

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Instructor of Health, Sport and Human Performance
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M.Ed. University of Minnesota, 2003

RICHARD L. WEAVER, 1985
Assistant Professor of Health, Sport and Human Performance
B.S. Morningside College, 1972
M.S. Iowa State University, 1977

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MATT WINDLE, 2009
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M.L.A. Baker University, 2008

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Associate Athletics Director
B.S. Baker University, 2002
M.B.A. Baker University, 2006

EMERITUS

WALTER J. BAILEY
Professor of Art, 1965-2008

E. DEAN BEVAN
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ROGER BOYD
Senior Professor of Biology, 1976-2005

JOHN BUEHLER
Professor of Music, 1984-2009

SUSAN BUEHLER
Assistant Professor of Music, 1984-2009

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Associate Professor of Mathematics, 1964-1997

JOHN C. ENGLISH
Professor of History, 1965-1997

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Professor of Music, 1974-2001

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Professor of Physics and Computer Science, 1965-1999
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President, 1987-2006

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Professor of Sciences, 1964-2000

VERNON D. MICHAEL
Professor of Education, 1954-1979

ROBERT MILLER
Professor of Sociology, 1971-2006

VICTOR E. NELSON
Professor of Biology, 1970-1998

THOMAS RUSSELL
Professor of Art, 1963-1982

ALFRED SERVICE
Professor of Music, 1945-1982

L. ANNE SPENCER
Professor of Liberal Arts and Computer Science, 1973-2005

RALPH M. TANNER
President, 1980-1987
COLLEGE OF ARTS AND SCIENCES and
UNDERGRADUATE SCHOOL OF EDUCATION
2010-2011 ACADEMIC CALENDAR

FALL 2010

- Last day to confirm fall enrollment: T August 24
- First day of classes*: W August 25
- Last day to add first-half courses: F August 27
- Last day to add full-term courses: W September 1
- Labor Day observance: M September 6
- Last day to drop first-half courses without W on transcript: F September 10
- Last day to withdraw from first-half courses: W September 22
- Last day to drop full-term course without W on transcript: F October 1
- First-half courses end: W October 13
- Departmental In-service Day: Th October 14
- Fall Break: Th-F October 15

INTERTERM 2011

- First day of classes*: T January 4
- Last day to add a class: W January 5
- Last day to drop without W on transcript: Th January 6
- Last day to withdraw from a class: F January 14
- MLK Day observance: M January 17
- Last day of classes: F January 21
- Winter Commencement: Su December 19
- Final grades due: M December 20

SPRING 2011

- Last day to confirm spring enrollment: T January 25
- First day of classes*: W January 26
- Last day to add first-half courses: F January 28
- Last day to add full-term courses: W February 2
- Last day to drop first-half courses without W on transcript: F February 11
- Last day to withdraw from first-half courses: W February 23
- Last day to drop full-term course without W on transcript: F March 4
- First-half courses end: F March 11
- Spring Break: M-F March 14-18
- Second-half courses begin; fall semester advising begins: M March 21
- Mid-term grades due: T March 22
- Last day to add second-half courses: W March 23
- Fall semester pre-enrollment: M-F April 4-15
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<td>F April 22</td>
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<td>W May 11</td>
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<td>Last day to drop courses without W on transcript</td>
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<tr>
<td>Last day to withdraw from courses</td>
<td>F July 29</td>
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<tr>
<td>Last day of classes</td>
<td>M August 8</td>
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* New degree-seeking students who have not been previously enrolled at the CAS or SOE within the last five years must complete their enrollment by the close of business at least two business days prior to the start of the term in which they intend to enroll. All inquiries regarding this policy should be directed to the Assistant Dean for Student Engagement and Success, Dr. Judy Smrha (785-594-8337 or jsmrha@bakeru.edu).
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