



1858

# BAKER UNIVERSITY

## Academic Catalog

2014-2015

College of Arts and Sciences

School of Education

Undergraduate Programs





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**Need more information?**

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 785-594-6451; 800-873-4282  
[www.bakerU.edu](http://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 Stormont-Vail HealthCare in Topeka, offers a program of study leading to the Bachelor of Science in Nursing (B.S.N.) for those seeking initial preparation and for registered nurses (RN's) wanting to obtain a higher degree.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of adult students, offers educational programs in Overland Park, Topeka, Wichita, and other locations in Kansas and Missouri. It offers the Associate of Arts in Business (A.A.B.), Bachelor of Arts in Business Leadership (B.B.L.), Bachelor of Business Administration (B.B.A.), Bachelor of Science in Accounting (B.S.A), Bachelor of Science in Criminal Justice (B.S.C.J.), Bachelor of Science in Management (B.S.M.), Bachelor of Science in Mass Media (B.S.M.M.), Master of Arts in Organizational

Leadership (M.A.O.L.), Master of Business Administration (M.B.A.), and Master of Liberal Arts (M.L.A.) degree programs.

The School of Education (SOE) offers over 20 undergraduate licensure programs and five graduate education programs. SOE undergraduate programs are located at the Baldwin City campus where students receive a B.A. or B.S. degree with majors in education and their content area. Non-traditional students who have previously earned a degree may obtain licensure in their content area. SOE graduate degree programs can be found in Overland Park, Topeka, 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 Special Education (M.S.S.E.), Master of Science in School Leadership (M.S.S.L.), and Doctorate of Education (Ed.D.) in Educational Leadership. The GSOE also offers a Master of Science in Teaching (M.S.T.) for alternative licensure in either pre K-12 or secondary education depending on the content area.

## ACCREDITATION

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312.263.0456, [www.ncahlc.org](http://www.ncahlc.org)) 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 with the most recent re-affirmation of accreditation status in 2012. Baker University is also a member of and approved by the United Senate of the United Methodist Church.

Baker University School of Education is accredited by the Kansas State Department of Education and the National Council for the Accreditation of Teacher Education. The B.S.N. program is accredited by the Commission on Collegiate Nursing Education and approved by 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 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 the Great Depression and World War II, Baker has maintained a record of unbroken service for over 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-lined 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. 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 on the corner of SW 8<sup>th</sup> Avenue and Horne on the campus of Stormont-Vail HealthCare, Topeka, Kansas. This modern facility provides administrative offices, large modern classrooms, fully equipped clinical training labs, and a computer lab. On the lower level, the Stauffer Health Sciences Library provides full library services, computers, individual study areas, and is a strong learning resource for both students and faculty.

## 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 a 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 Quayle Collection** was assembled by bishop and former Baker University student, professor, and president William A. Quayle, and given to the University upon his death in 1925. The Quayle collection contains illuminated manuscripts, early printed Bibles and early editions of the major

translations of the Bible into English, and other works exhibiting the history of printing and the book arts.

**The lower level of the Spencer Wing** houses the Kansas United Methodist Archives 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 Sproxtton, 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.

## ETHICS AND COMPLIANCE POLICIES

### PROHIBITED HARASSMENT POLICY

The University is committed to creating a culture of respect and providing an environment that values diversity and emphasizes the dignity and worth of every individual.

### ACCOMMODATION NOTICE

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 verification form prepared by a licensed medical practitioner who is not related to the student.

### NOTICE OF NONDISCRIMINATION

It is the policy of Baker University to afford equal opportunity for all persons. As such, the University will not discriminate based on an individual’s race, color, national origin, religion, sex, disability, age, veteran status, sexual orientation, marital status, or other status protected by law, in admission to or employment in its education programs or activities.

For the full text of the Prohibited Harassment Policy, Accommodation Notice, and Notice of Nondiscrimination, visit [www.bakerU.edu/compliance](http://www.bakerU.edu/compliance). You may file an anonymous and confidential report of suspected improper conduct online at [www.bakerU.edu/ethicsreporting](http://www.bakerU.edu/ethicsreporting) or by calling 866-879-0422.

## JEANNE CLERY ACT

Baker University publishes an Annual Security Report in Compliance with the federal Clery Act. The University creates yearly reports with postings on the University website. The University will provide a paper copy of the reports upon request.

## 2013 VIOLENCE AGAINST WOMEN: CLERY ACT AMENDMENTS

Baker University supports the 2013 Violence Against Women: Clery Act Amendments with policies pertaining to relationship violence, stalking, and sexual misconduct. Additional information is available on the Baker website.

## 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. 20202-8520

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; a student serving on an official committee (such as a disciplinary or grievance board); or a student engaged in a teaching assistantship learning experience. 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 the Registrar. All inquiries regarding this policy should be directed to the University Registrar (785-594-4530 or [records@bakeru.edu](mailto:records@bakeru.edu)).

## 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 Student Handbooks for the college/schools.

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. If five years or more have elapsed since a CAS/USOE 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. All readmitted SON students are subject to the graduation requirements in effect at the time of readmission. Readmitted SPGS/GSOE students are subject to graduation requirements as outlined in the readmission policy section of the catalog.

**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.**

## ACADEMIC POLICIES

### CLASSIFICATION

Undergraduate 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

For students in the CAS/USOE/SON, 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 freshmen should not enroll in more than eighteen credit hours. 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). Students who want to enroll in 21 or more hours must have administrative consent.

For students in the SPGS/GSOE, full-time and part-time status is determined as outlined in the Academic Records>Enrollment Status Verification section of the catalog. Students may request permission to take overload coursework in another Baker program (as outlined in the Academic Policies >Course Overload section of the catalog).

### LOWER- AND UPPER-COLLEGE COURSES

Course numbers below 100 do not count toward minimum hours needed for graduation. Undergraduate lower-college courses are numbered 100-299 or 1000-2999. Generally, lower-college courses are intended to serve freshmen and sophomores. Undergraduate upper-college courses are numbered 300-499 or 3000-4999. Generally, upper-college courses are intended to serve juniors and seniors. CAS/USOE freshmen and sophomores who have satisfied the prerequisites or equivalents and have consulted with their academic advisors may enroll in upper-college courses.

Graduate-level courses are numbered 500-899 or 5000-8999. Doctoral-level courses are numbered 9000-9999.

## GRADING SYSTEM AND PRACTICE

### AVAILABLE GRADES

The following grades are used at the Graduate School of Education, School of Nursing, and the School of Professional and Graduate Studies:

Letter Grade	Quality Points	Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.00	C	2.00	F	0.00
B	3.00	D	1.00	WF	0.00

The following grades are used at the College of Arts and Sciences and the Undergraduate School of Education:

Letter Grade	Quality Points	Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

### ADDITIONAL GRADING NOTATION

P: Pass (represents work at the level of “C” or above)  
 I: Incomplete (only a temporary grade)  
 AU: Audit  
 W: Withdraw

DIST: Distinguished (GSOE portfolio only)  
 PROF: Proficient (GSOE portfolio only)  
 (): Indicates a repeated course  
 \*: Indicates a grade change

The “WP” (withdrawn passing) and “WF” (withdrawn failing) grades are assessed by faculty for SPGS/GSOE/SON-RN students who withdraw after completion of 50% of a course. The “WF” grade is punitive (zero associated quality points).

All credits awarded by Baker University are in semester hour units. The CAS/USOE uses the plus/minus grades identified above.

The grade point average (G.P.A.) is computed as follows and includes only those courses taken on a letter grade basis and “WF”. The credits for each course are multiplied by the quality points earned for

each grade received. The G.P.A. is calculated by dividing the sum of the quality points by the total number of credits attempted. The resulting cumulative or semester G.P.A. ranges from 0 to 4.0.

In computing the cumulative grade point average, all courses are included except: credit hours transferred; those with course numbers below the 100-level; and those in which a grade of “P”, “NC”, “I”, “W,” or “WP” was earned. For retaken courses, each attempt will appear on the transcript. Regardless of the number of times a course is retaken, its credit hours are counted only once toward the completion of the degree. Only the grade earned in the last retaken attempt counts towards the cumulative G.P.A.

In the CAS/USOE, a limited number of courses are offered only on a Pass/No Credit (P/NC) basis. Students must earn a grade of C or better to receive credit for P/NC classes. Grades of C- or below result in NC. In the CAS/USOE, P/NC courses are restricted to CS 141, MA 090, internship courses, interterm experiential learning courses, and co-curricular courses. In the SON, all clinical courses are P/NC. In the SPGS/GSOE/SON-RN, an administrative code of NC is assigned when extenuating circumstances make it impossible for a student to complete a course as determined by the appropriate administrator. (See school catalog for more details.)

A passing grade for master-level students is a C or better. However, a student in a master-level program may only complete one course with a grade of C to be eligible for graduation. A student in the Ed.D. program may have no grades below a B.

CAS/USOE 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. Midterm grades or academic caution status are not recorded on a student’s transcript. Only final grades and any applicable academic probation or ineligibility status designations are recorded on the transcript.

## **INCOMPLETE/CHANGE OF GRADE**

A grade of Incomplete “I” may be given to a student by an instructor indicating that all required coursework was not completed because of emergency situations which were beyond the control of the student at the time and could not have been foreseen or planned for in advance. Students receiving an incomplete grade must make arrangements with the instructor to complete all coursework within the timeframe established by the college/school as follows:

- CAS/USOE: Four weeks into the next regular semester (i.e., fall or spring)
- SON: Six weeks after the last day of class
- SPGS/GSOE/SON-RN: Two weeks following the ending course date

Failure to complete requirements within the specified time period will result in a grade of F for the course. In cases of extreme hardship, the student may petition in writing to the university registrar (prior to the expiration of the arranged time period) for an extension. In no case will total time allowed for removal of the grade of Incomplete be extended for more than an additional two weeks.

For CAS/USOE/SON, grade changes will not be accepted more than six months after the end of the term in which the grade was awarded. For SPGS/GSOE/SON-RN, grade changes will not be accepted more than sixty days after the end of a course. Change of grade requests must be based on adequate cause and be approved by the academic dean or assistant dean of the college or school.

## **AUDITING OF COURSES**

All students who audit courses are expected to meet the audited course’s attendance requirements, but are not obligated to complete course assignments or meet requirements necessary for obtaining a grade. No credit hours are awarded and no grades are earned in audited courses.

Full-time students in CAS/USOE/SON may choose to audit up to six credit hours (not counted in the minimum twelve-hour full-time course load) in a given semester. 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 for their college/school.

## **INDEPENDENT STUDY**

Qualified degree-seeking students can seek a limited number of independent studies. Only in exceptional circumstance can catalog courses be taken on an independent study basis. Courses cannot be retaken on an independent study basis. Students enrolled in the MLA program who have completed 24 credit hours may plan an independent study project to complete a three credit elective.

Typically, a CAS/USOE/SON student must have a cumulative G.P.A. of 3.00 or better and a SPGS/GSOE student must have a cumulative G.P.A. of 3.50 or better to enroll in an independent study course. Generally, independent studies range from 1-3 credit hours.

Depending on the program of study, students interested in pursuing an independent study should contact a designated academic administrator, supervising professor, and/or academic advisor to discuss the independent study and seek appropriate approvals. For a non-catalog course independent study, the student in consultation with the supervising professor is responsible for outlining the purpose, objectives, procedure and methods, evaluation criteria, and list of resources. Requirements may vary by program or school. Once the independent study is approved, enrollment must be completed before the registration deadline and arrangements made for tuition to be paid.

## **COLLEGE-LEVEL LEARNING CREDIT**

CAS/USOE/SON accept 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. The Advanced Placement Tests (AP) are accepted with a score of 3 or better. The number of credit hours granted toward the required amount needed to graduate is determined on an individual basis. Students who have successfully completed courses in the International Baccalaureate Program (IB) may receive credit for scores of 4 and above. A fee is charged for granting college-level learning credit from all these sources. Consult the fee schedule for your college/school.

The SPGS defines assessed credits as those not earned at a regionally accredited college. Assessed credits may be those earned through a variety of learning experiences. Students are referred to the SPGS/GSOE catalog for further information.

# **UNDERGRADUATE ACADEMIC HONORS**

## **DEAN'S LIST**

At the conclusion of each semester at CAS/USOE/SON all full-time degree-seeking students earning a G.P.A. of 3.5 or higher in at least twelve hours of coursework (excluding remedial courses) are placed on the Dean's List for that semester. This designation is recorded on the student's permanent transcript.

## **SCHOLASTIC HONORS**

The determination of scholastic honors is made during the last semester prior to graduation and does not include grades from the final semester for CAS/USOE/SON.

At CAS/USOE, degree candidates who will have completed a minimum of 60 semester hours (exclusive of P/NC hours) of full-time resident study by the time of their graduation are considered for scholastic honors.

At SON, degree candidates who have successfully completed a minimum of three semesters of full-time study are considered for scholastic honors.

At SPGS/SON-RN, undergraduate degree candidates who have completed all requirements or are within their final course toward the degree are considered for scholastic honors.

Transfer coursework is not included in the G.P.A. calculation and, therefore, does not apply toward the determination of scholastic honors. The cumulative grade point average required for scholastic honors is designated as follows:

	<u>Summa Cum Laude</u>	<u>Magna Cum Laude</u>	<u>Cum Laude</u>
CAS/USOE/SON	3.90 – 4.00	3.75 – 3.89	3.50 – 3.74
SPGS	3.95 – 4.00	3.85 – 3.94	3.70 – 3.84

## **ACADEMIC STANDING**

To remain in good academic standing, all undergraduate and graduate students are expected to meet the academic performance standards published in the catalog of their college/school. Students who do not meet these academic standards will be placed on academic probation or become ineligible to enroll.

### **GOOD ACADEMIC STANDING**

To be in good academic standing, a student must be making satisfactory progress toward earning the degree and meeting the prescribed G.P.A., grade or progression standards as defined by the college/school.

### **ACADEMIC CAUTION/PROBATION/INELIGIBLE TO CONTINUE**

Academic caution is used at mid-term for students in the CAS, USOE, and SON as an official warning and notification that prescribed G.P.A., grade, or progression standards as defined by the college/school are not being met. Students who fail to meet the standards will either be placed on academic probation or declared ineligible to continue.

Academic probation is a warning status to alert students when their G.P.A and/or grades have fallen below the academic performance standards as defined by the college/school.

The status “academically ineligible to continue” is reserved for a student who may not continue enrollment at Baker University.

## **GRADUATION REQUIREMENTS**

### **CREDIT HOURS AND G.P.A. REQUIRED FOR GRADUATION**

The minimum number of credit hours and minimum grade point average required for graduation with each Baker degree at each school or college are outlined in the table below:

<b>Degree Program</b>	<b>Minimum Credit Hrs</b>	<b>Minimum G.P.A.</b>	<b>Degree Program</b>	<b>Minimum Credit Hrs</b>	<b>Minimum G.P.A.</b>
CAS Bachelor	128	2.00	SPGS Master	36-43	3.00
SOE Bachelor	128	2.00	SOE Master (MAED, MST)	36-42	3.00
SON Bachelor	128	2.00	SOE Master (MSSE, MSSL)	33-37	3.25
SPGS Associate	63	2.50	SOE Doctorate	59	3.50
SPGS Bachelor	124	2.50			

For CAS and USOE, at least 39 credit hours must be taken in upper-college courses (numbered 300 and above). At CAS, no more than 50 credit hours in a single discipline may be applied toward the total hours required for graduation. Students should refer to the catalog of their specific college/school for further graduation requirements associated with their respective degrees.

**ACADEMIC RESIDENCE**

**At CAS/USOE:** In order to obtain an undergraduate degree, the following residency criteria must be met:

- A minimum of 31 credit hours of coursework must be completed in residence at the Baldwin City campus,
- At least 27 of the total credit hours completed must be at the upper-college level (numbered 300 or higher), and
- With the exception of students enrolled in an approved study abroad experience during their final 31 hours toward the degree, the final 31 hours of coursework applied toward the degree must be completed in residence at the Baldwin City campus. 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 through the Office of the Registrar. Upper-level coursework toward the major requires approval by the major department.
- CAS provides a Professional Exception to the residency requirement for Baker students who pursue professional programs at other institutions. For more information see the Pre-Professional Programs section of the catalog.

Any student who wishes to be granted an exception to this policy must petition the Academic Standards and Enrollment Management Committee.

**At SON:** In order to obtain the B.S.N. degree from SON, a minimum of 30 credit hours must be completed in residence or online for RN's.

**At SPGS/GSOE:** To obtain an Associate degree a minimum of 21 credit hours must be completed in residence. To obtain a Bachelor degree a minimum of 38 credit hours must be completed in residence. This residence requirement may vary depending on the core/major course requirements. See school catalog for details of the residency requirements for SPGS and GSOE master-level programs and the SOE Doctoral degree. A maximum time frame of six years has been designated for completion of all graduate program requirements at SPGS and SOE.

Full payment of tuition and fees and approval of the respective faculty are required of all graduation candidates from the college/school.

**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 is composed of civic, professional and spiritual leaders, and remains the highest governing body of the University.

**EXECUTIVE OFFICERS**

LYNNE MURRAY ..... President  
 SUSAN LINDAHL..... Executive Vice President for Administrative Services/Chief Operating Officer  
 BRIAN POSLER..... Executive Vice President for Academic Affairs/  
 Dean of the College of Arts and Sciences

**SENIOR ADMINISTRATION**

BERNADETTE FETTEROLF ..... Dean of the School of Nursing and Professor of Nursing  
 ANDY JETT..... Chief Information Officer  
 TES MEHRING ..... Interim Dean of the School of Education  
 BRIAN MESSER..... Vice President and Dean of the School of Professional and Graduate Studies

JERRY L. WEAKLEY ..... Vice President of Endowment and Planned Giving  
D. RAND ZIEGLER..... Vice President for Institutional and Faculty Development

## ADMINISTRATIVE FACULTY

### **BERNADETTE FETTEROLF, 2014**

Dean of the School of Nursing  
Professor of Nursing  
Diploma St. Francis Hospital School of Nursing, 1975  
B.S.N. Wichita State University, 1980  
M.N. Wichita State University, 1985  
Ph.D. Kansas State University, 2003

### **MARTHA J. HARRIS, 1986**

Assistant Dean for Academic Affairs  
Professor of Business and Economics  
B.S. Baker University, 1979  
M.B.A. University of Kansas, 1985  
C.P.A., 1998

### **JEAN JOHNSON, 1987**

Director of Institutional Research  
Professor of Mathematics  
B.S. Allegheny College, 1978  
M.S. Iowa State University, 1981  
Ph.D. Iowa State University, 1984

### **SUSAN LINDAHL, 2008**

Executive Vice President for Administrative Services/Chief Operating Officer  
B.S. University of Kansas, 1974  
M.A. University of Kansas, 1991  
Ph.D. Walden University, 2009

### **TES MEHRING, 2013**

Interim Dean of the School of Education/Coordinator of Ed.D./Graduate Chair  
B.M. St. Mary College, 1974  
M.S. Southwest Missouri State University, 1975  
M.S.E. University of Kansas, 1979  
Ph.D. University of Kansas, 1981

### **BRIAN MESSER, 2013**

Vice President and Dean of the School of Professional and Graduate Studies  
B.S. University of New Mexico, 2000  
M.B.A. University of Phoenix, 2004  
Ph.D. St. Louis University, 2013

### **LYNNE MURRAY, 2014**

President of the University  
B.A. St. Mary's College of Maryland, 1988  
M.S. Johns Hopkins University, 2002  
Ph.D. Gallaudet University, 2008

**BRIAN POSLER, 2012**

Executive Vice President for Academic Affairs and Dean of the College of Arts and Sciences  
B.A. Cornell College, 1992  
M.A. Rice University, 1995  
Ph.D. Rice University, 1997

**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 for Institutional and Faculty Development  
Professor of Psychology  
B.A. Dickinson College, 1976  
M.A. West Virginia University, 1979  
Ph.D. West Virginia University, 1983

## COLLEGE OF ARTS AND SCIENCES and UNDERGRADUATE SCHOOL OF EDUCATION GENERAL INFORMATION

### BALDWIN CITY CAMPUS

Lush grounds, colorful trees, and architecture displaying over 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 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 some members of the athletic staff, two practice basketball courts, the varsity court (with a seating capacity of 1800), three 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 Baldwin City campus and provide practice and varsity fields for football, track, baseball, softball, and soccer. Significant improvements to the 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 Vice President for Institution and Faculty Development, along with programs in Psychology, Exercise Science, Sports Administration, Business and Economics, as well as the campus's intramural and varsity athletic programs.

**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 Department of History, Culture and Society.

Its historic rooms include the Lincoln-Kemper Parlor, the Holt-Russell Art Gallery, and the Darby-Hope Theatre. It also provides classrooms, Art Program 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 Studies 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 Dr. Patricia (McCaslin) Long Student Center** offers a welcoming social environment, complete with all the amenities. Fully renovated and expanded in 2014, the Long Center is the place to connect, to eat, to laugh, to work and to play. Named in honor of Baker’s 28<sup>th</sup> President and first female leader, the Long Center includes the Harter Union, Susanne Richardson Teel Dining Hall, Marty Mather Student Lounge, Nancy Richard Student Affairs Suite, Student Senate and the University Bookstore. The original student union was constructed in 1959 and renamed Harter Union in 1989 in recognition of a substantial gift from Edward Lin and Sylvia Fellers Harter.

**The Ivan L. Boyd Center for Collaborative Science Education** consists of **Mulvane Science Hall** which was built in 1925 and renovated in 2012, **Ross and Christine Hartley Hall** which was constructed in 2012, and a free standing greenhouse also constructed in 2012. The Boyd Center houses the disciplines of Biology, Chemistry, Computer Science, Mathematics, and Physics.

## ADMINISTRATIVE FACILITIES

**Alumni Center**, across the street from Collins Library, houses Alumni Relations, University Advancement, Public Relations and Marketing.

**Collins House**, also 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 Executive Vice President for Academic Affairs and Dean of the College of Arts and Sciences, and other university administrators are located here as well as the Business Office, the Office of the Registrar, the Mailroom, and Human Resources. The interior was renovated in 1991.

**Denious Hall**, renovated in 2011 and renamed the **Janice and David von Riesen Welcome Center**, contains the **Donald R. and Martha Mather Admission and Financial Aid Suite**.

**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 seven 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 New Living 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 green house, the Old Castle Museum complex, the Hartley Plaza, and the Student Health Center.

# CAS MISSION, CORE VALUES AND GOALS

## THE MISSION

The College of Arts and Sciences prepares students for a lifetime of continued intellectual, professional, and personal development. Graduates will be responsible global citizens who think critically, communicate effectively, act ethically, serve generously, and live fully.

## 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. From that point forward, all teacher licensure programs and education degrees were offered through the SOE. 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 Graduate School of Education offers a Master of Science in Teaching (M.S.T.) for alternative licensure in both PreK-12 and Secondary Education (depending on the content area), and a Master of Science in Special Education (M.S.S.E.). Candidates in the Ed.D. program may choose either the PreK-12 or the Higher Education (HE) track.

### 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, secondary teachers, and special educators at the masters level; and district level and higher education 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 Baldwin City campus where students receive a B.A., a B.S., or a B.M.E. 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. 72 of the departmental section of this catalog.

### GRADUATE EDUCATIONAL PROGRAMS AND ENDORSEMENTS

**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 to develop educators into exemplary special education leaders who are eligible for special education endorsement.

**Master of Science in Teaching (M.S.T.):** This program is designed for adults who possess a degree in a content area, complete the alternative license program (Restricted License), and wish to obtain teacher licensure in either PreK-12 or secondary education depending upon the content area.

**Doctor of Education (Ed.D.) in Educational Leadership:** The Ed.D. graduate degree program is designed to prepare educators for leadership positions in Higher Education or 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 Enrollment Management, 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](http://www.bakeru.edu), or send an e-mail to [admissions@bakeru.edu](mailto: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](mailto: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 and 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 (12 or more credit hours) 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 Enrollment Management 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 Scholastic Aptitude Test (SAT). Students admitted by the **ASEM Committee** may have conditions placed on their enrollment. These conditions are designed to maximize the potential for success at Baker and may include limiting the number of credits taken or requiring enrollment in specific classes.

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 and Immunization Record. Students are unable to move into residence halls until these forms are received.
2. Housing Application
3. Enrollment Agreement form and deposit of \$100

### TRANSFER APPLICANTS

Any student who has been enrolled full-time (twelve hours attempted and completed) 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. Regardless of number of concurrent credit, AP exam, or other college hours earned, an applicant who graduates from high school in the semester preceding Baker enrollment is defined as an entering college freshman.

The Baker University Office of the Registrar 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 aide, 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.

Applications for admission by transfer applicants will be reviewed by the Director of Enrollment Management 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 at all prior higher education institutions attended, as well as high school and on the American College Testing (ACT) exam or the Scholastic Aptitude Test (SAT). Students admitted by the **ASEM Committee** may have conditions placed on their enrollment. These conditions are designed to maximize the potential for success at Baker and may include limiting the number of credits taken or requiring enrollment in specific classes.

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. Official transcripts from all colleges attended, sent from the institution to the Baker University Office of Admission. 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 Enrollment Agreement and \$100 advance 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 grade lower than a “C” was earned are not accepted for credit.

## **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 submission of the following documents. All documents must be submitted, in typed or printed English, to the Office of Admission.

1. Official transcripts of academic credits from all high schools and colleges attended. Baker University will attempt to internally evaluate all submitted international credentials and encourages submission of materials directly to the Office of Admission. In some cases, Baker may require that these international credentials be sent for evaluation to Educational Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org)), or another evaluator approved by the University. The transcript evaluation fee charged by ECE or other evaluators, which may vary, depending on the type of evaluation required, will be paid by the applicant. Detailed instructions are provided in the International Student application.
2. All international students, with the exception of native speakers of English, must submit English proficiency scores from one of the following sources:
  - a) Test of English as a Foreign Language (TOEFL) – An official copy of the TOEFL results should be sent directly to Baker from Education Testing Service (ETS). Baker University requires 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](http://www.ets.org/toefl) or may be obtained from U.S. consulates and embassies.
  - b) International English Language Test System (IELTS) – An official copy of the test results should be sent directly to Baker from IELTS. Baker University requires a minimum Academic format score of 6. A list of IELTS testing locations and all information details is available online at [www.ielts.org](http://www.ielts.org).
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 the Registrar. 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 the Registrar. 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 2014-2015 Academic Year are:

Full-time Undergraduates (12-18 hours) .....	\$25,950 per year
Part-time Undergraduates (1-11 hours).....	\$790 per credit hour
*Overload (each hour beyond 18).....	\$425 per credit hour
Summer courses .....	\$425 per credit hour
Summer internship/practica (1-3 hours).....	\$200 per credit hour
Summer internship/practica (4 or more hours).....	\$425 per credit hour
High School tuition .....	\$100 per credit hour
High School concurrent credit.....	\$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 the Registrar for the approved list);
- B. the student's academic program requires overload enrollment due to circumstances beyond the student's control (a petition is required—see the Office of the Registrar).

**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 \$425 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) .....	TBD
General University Fee (full time) .....	\$170/semester
General University Fee (part time) .....	\$75/semester
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**

<b>Room</b>		<b>Academic Year</b>	<b>Single Semester</b>
Gessner/Irwin Residence Halls:	Double Occupancy	\$3,740	\$1,870
	Single Room	\$5,150	\$2,575
New Living Center:	Double Occupancy	\$4,790	\$2,395
	Single Room	\$5,580	\$2,790
Apartments (summer rate: contact Business Office)		\$5,870	\$2,935
<b>Board</b>			
19 Meal Plan (19 meals/week and \$25 in declining balance/semester)		\$4,300	\$2,150
14 Meal Flex Plan (14 meals/week plus 10 flex meals and \$200 in declining balance/semester)		\$4,300	\$2,150
12 Meal Flex Plan (12 meals/week plus 10 flex meals and \$75 in declining balance/semester)		\$4,050	\$2,025
Commuter Meal Plan (3 meals/week and \$145 in declining balance/semester)			\$550

### **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 Federal Direct 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 when the loan is fully disbursed and can extend up to 10 years.

### **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, 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 Pell, SEOG, and TEACH Grants, as well as Federal Perkins, Direct, and Direct PLUS Loans.

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 the Registrar 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 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 the Registrar. 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 Direct PLUS Loans, Federal Pell Grants, Federal SEOG Grants and Federal TEACH 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 last date the student participated in an academic activity.

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 Direct Unsubsidized Stafford Loan, Federal Direct Subsidized Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG Grant, Federal TEACH 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. 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. Interest of 1% per month will be 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) at [www.fafsa.gov](http://www.fafsa.gov).

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 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.**

### 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), Federal Perkins Loan, Federal Direct Loan, Federal Direct Parent Loan (PLUS), or Federal Work (FW). Permanent residents of the U.S.; students who intend to become citizens; or permanent residents of the Freely Associated States (the Federated States of Micronesia and the Republics of Palau and the Marshall 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 Direct, Federal Perkins, or Federal Direct 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 Financial Aid Progress policy explained below.) 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 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.

The **Academic Standards and Enrollment Management Committee** reviews students' records after each semester. Students may be continued on academic probation due to mitigating circumstances. Students may be allowed to receive financial aid for a second semester if approved on academic probation as long as the student is not on Financial Aid Suspension.

### 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.

### FINANCIAL AID 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.

### FINANCIAL AID STANDING

Financial Aid Standing is based on hours earned only at Baker University. Both cumulative G.P.A. **and** hours earned affect your eligibility to receive Baker funded, federal, and state aid. Students must be enrolled in 12 hours per semester to receive the maximum amount of aid.

Students will be reviewed annually in May to determine if they remain in good Financial Aid Standing in order to receive institutional, federal, and state aid as outlined below:

#### **Freshmen**

- Must earn a minimum of 27 credit hours at Baker by the end of the first academic year (two semesters **plus** the first Interterm).
- To remain eligible for all federal and state aid, at least a 2.0 cumulative G.P.A. is required.
- To continue to receive institutional academic scholarships, the G.P.A. tied to that scholarship must be retained.
- Summer sessions **ARE NOT** included in the calculation of number of hours earned for the freshman year eligibility.

#### **Sophomores, juniors, and seniors (including transfers)**

- Must earn a minimum of 24 credit hours at Baker for the academic year.
- To remain eligible for all federal and state aid, at least a 2.0 cumulative G.P.A. is required.
- To continue to receive institutional academic scholarships, the G.P.A. tied to that scholarship must be retained.
- Summer sessions **ARE NOT** included in the calculation of number of hours earned.

### FINANCIAL AID SUSPENSION AND PROBATION

Students who do not successfully complete the required number of hours for the academic year and/or do not have at least a cumulative G.P.A. of at least 2.0 at the time grades are reviewed in May will be placed on **Financial Aid Suspension**. Students will be notified in writing and will have the

opportunity to appeal this decision to the **Financial Aid Advisory Committee**. The appeal must be in writing and must include an explanation as to:

- Why the student failed to make financial aid progress, and
- What has changed that will allow the student to be successful the following semester

Students whose appeal is approved will be placed on **Financial Aid Probation** for one semester. After that semester, the student must have successfully earned 12 credit hours and have a cumulative Baker G.P.A. of at least 2.0. If the student is not successful, the student will again be placed on **Financial Aid Suspension** and will not be eligible for any type of financial aid. To regain eligibility, the student will need to successfully complete at least one semester without financial aid.

## 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 the Registrar.

Students wishing to present appeals 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 Fetters 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-Coday Memorial Scholarship  
 Howard Bonnell Memorial Scholarship  
 Howard T. Bonnett Scholarship  
 W.I. Boone and Mary Boone Scholarship  
 Bowerman 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  
 Drs. John and Susan Buehler Choral Music Education  
 Scholarship  
 Buel 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  
 Corrinne (Pulliam) Chandler Memorial  
 H. Neal and Edward M. Chastain Scholarship  
 Ruth Crowfoot Chastain Scholarship  
 Greta and Gene Chubb Scholarship  
 Mary Schnebly Chubb Memorial Scholarship  
 Doris Cink and Kathryn Zimme Endowed 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  
 Delta Delta Delta Endowed Honor 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 Marguerite E. Flickinger Memorial  
 Arline Horne Flory Scholarship  
 Dr. Calvin Foreman Memorial Scholarship  
 Mrs. Dorothy Foreman Memorial Scholarship  
 James C. Foreman Endowed Scholarship  
 Joyce (Haskin) Fox Educational Scholarship  
 Harriet Ross Frische and Carl Frische Memorial  
 Scholarship in Science  
 Willard H. Garrett Scholarship  
 Benjamin Aberdeen 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 Elsbeth Hancuff 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  
 Heaton Family Memorial Endowed Scholarship  
 Sam and Frances E. Chubb Hedrick Family  
 Scholarship  
 Hey Family Scholarship  
 Hiatt Alumni Scholarship Fund  
 Highbaugh/Ulland Memorial Scholarship  
 Dorothy J. & James F. Hilgenberg Memorial  
 Scholarship

Jerry Holley Endowed Memorial Scholarship  
 Robert W. and Emily J. Honse Scholarship  
 Harold and Carol Horn Legacy Scholarship Fund  
 Nelson Paxon Horn Endowed Scholarship  
 Howerton-Nelson Memorial Scholarship  
 Iliff-Tufts Pre-Med Scholarship  
 Jefferson-Greiner Endowed Scholarship  
 Clara Louise Johanning-Dufrene Scholarship  
 Frank Breyfogle 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. Kelley 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  
 Dan and Carolyn Lambert Endowed 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. Lidikay Scholarship in Track  
 Lloyd E. Ligon Memorial Scholarship  
 Dr. Pat and Dennis Long Endowed Scholarship  
 George and Ethel L. Malicky Memorial Scholarship  
 Neal and Margi Malicky Endowed 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. Shulenburg McLaughlin Memorial  
     Scholarship  
 Dr. J.E. McManis Memorial Scholarship  
 Manuel B. and Y. Margot de Leon Mendoza Family  
     Scholarship  
 Lillian Y. Messenger 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 Scholarship  
 KPMG-Cecil R. Miller Scholarship  
 Gladys Miller Scholarship  
 Thelma Reinhard Morreale Scholarship  
 Mark Harrison Morris Humanities Scholarship  
 Dr. Irene Murphy Scholarship  
 Oren and Etta 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  
 Paula M. (Dick) Parker Endowed Scholarship  
 Kay Norton Parkin and Larry M. Parkin Family  
     Scholarship  
 Ella Frances and Norma Brisley Phillips Scholarship  
 Pinnell/Starr Scholarship  
 Platt-Butler Endowed Scholarship  
 Polen Endowed Scholarship in Religious Studies  
 Suzanne Stannard Pope Memorial  
 William H. & Mary Powell Memorial Scholarship  
 Charles H. Price II Scholarship for British Studies  
 Edna L. Skinner Prince and Warren V. Prince  
     Memorial Endowed Scholarship  
 Eugene C. Pulliam Memorial Journalism Scholarship  
 Edith E. and Miner R. Pyles Scholarship Fund  
 Alexandra Scott Rampy Scholarship  
 Wayne Randall Scholarship  
 Lee and Lela Rehrig Memorial Scholarship  
 E. Vincent "Doc" Reichley Scholarship  
 Ethel and Raymond F. Rice Scholarship  
 Coach Charlie Richard Scholarship in Football  
 Jane and Dean (Tutt) Richards Endowed Scholarship  
 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 Rynerson Memorial Scholarship  
 Robert and Ellen Sadler Endowed Scholarship  
 Robert and Ellen Sadler Scholarship Fund  
 Ruth Sarna Endowed Scholarship  
 Margaret E. Scanlon Memorial Scholarship  
 Jane and Richard Sees Scholarship  
 James O. Selzer Endowed Memorial 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 Sudduth Memorial Scholarship  
 Arthur Thomas (Tom) Swan Memorial Scholarship  
 Edrie Parker Swanson Scholarship  
 Gary L. Tate Scholarship Fund  
 Dr. Norma L. Thorp Memorial Scholarship  
 Irma L. Unger Scholarship  
 Carly Upp Scholarship  
 Aubree J. (Bree) Vail Memorial Scholarship  
 Miriam Braun Vandever Memorial Scholarship  
 Fred Webb Memorial Scholarship  
 Owen and Martha Whitaker Scholarship  
 Maude Anderson Wilson Memorial Scholarship  
 Wendell and Louese Winkler Endowed Scholarship  
 Mr. and Mrs. F.E. Wolf Memorial Scholarship Fund  
 Frank Edwin Wood Memorial Scholarship  
 Sherrie Wood Memorial Scholarship  
 Gene Woolverton Scholarship  
 Mary Jane Zelsman Scholarship  
 Zook Scholar for Business

# STUDENT AFFAIRS

## OFFICE OF STUDENT AFFAIRS

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

## HEALTH SERVICES

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. Basic health care is available in the Student Health Center. A Nurse Practitioner (APRN) is available at the center Monday through Friday during the school year. She consults with a physician associated with Lawrence Memorial Hospital.

Limited diagnostic testing, medications, and some prescriptions are available at the Health Center. Students are financially responsible for services not provided at the center including: ambulance service, emergency room visits, hospitalization, lab work, etc. A voluntary health insurance plan is available. Students who are not covered by their parent's health insurance are strongly encouraged to enroll. Insurance coverage is mandatory for student athletes and international students.

Students must submit a health history form indicating medical history, insurance, and a complete and updated immunization record. The health history form can be found at [www.bakeru.edu/healthservices](http://www.bakeru.edu/healthservices). You must be in compliance with the immunization requirements of the University. Required immunizations include two MMRs (Measles, Mumps, Rubella), an updated Tetanus/Tdap and the Meningitis vaccine for those living in campus residence halls. This is kept in their confidential file in the Health Center. A **HOLD** is placed on the student's record at the Office of the Registrar if the immunization records are not provided with the health history form. All athletes must complete an additional physical by a Medical Doctor before being able to participate in their sport. The form is available on the Baker University athletic website.

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

Students who become ill during evenings or weekends and who live in a residence hall should contact a resident assistant or hall manager. The assistants are trained in first aid and will make the appropriate referrals. Students who do not live in a residence hall may contact their appropriate house official. Should immediate emergency care be needed, dial 911 for Douglas County Sheriff's Emergency Service, 24 hours a day.

## 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 as well as two Master's level counselors are available at the center Monday through Friday during the school year. 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 SERVICES

Career Services 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. Students will find information about careers in various fields, resume writing, interviewing skills, company information, graduate school information, and related career

guidance topics. Career Services assists students with internship searches, accessing online and in-house information, and resources for job and internship searches. Full-time and part-time jobs and internship opportunities are posted online at [www.collegecentral.com/bakeru](http://www.collegecentral.com/bakeru).

Many of the Career Services resources can be accessed at [www.bakeru.edu/careerservices](http://www.bakeru.edu/careerservices).

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. 42 of this catalog for more details). The career services staff assists students with arranging internships, making employer contacts, and registration requirements. Individual counseling is available to help students 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 full-time positions, and to give informational presentations. Employers and alumni are also invited to participate in networking and recruiting events. Career Services hosts the annual Majors Fair, Baker's Teacher Fair, and co-sponsors local job fairs and on-campus interviews.

## 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 New Living Center) and an apartment complex: Horn and Markham 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 by the Residency Requirement Exemption committee 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, choose to remain in his/her same room and hall, or choose a residence hall room through the Housing Lottery. New students must submit an online housing application. New students must also have an enrollment deposit sent through the Office of Admissions. Room assignments for new students are made by the Office of Residence Life based upon the date the enrollment deposit is received. 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 full-time (12+ hours/semester) 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 Affairs. 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 Student Affairs Coordinator about the exemption. Appointments should be scheduled in advance at 785-594-8382. All forms of Baker Aid, including scholarships, participation awards, and grants are tied to compliance with Baker's residential requirement, and may be reduced \$1,000 if you are approved to live off campus.

### *Residency Requirement Exemptions:*

1. Documented medical disability that requires off-campus accommodations
2. Significant financial need as deemed by the Office of Financial Aid and Business Office (FAFSA completion is required)
3. Residing in the permanent primary residence of parent or legal guardian
4. Fifth-year student, having completed eight semesters of coursework or the equivalent
5. Married or will be married by December 31 of the academic year
6. Age 23 or older by December 31 of the academic year
7. Transfer student who has lived off campus at previous institution
8. Special situation not listed

Students must use the online application at [www.bakeru.edu/rre](http://www.bakeru.edu/rre) 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. All applicable deadlines may be found at [www.bakeru.edu/rre](http://www.bakeru.edu/rre). 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 eight Greek social organizations in the Baker community, seven of which provide student housing for sophomores, juniors and seniors. The sororities are: Alpha Chi Omega, Delta Delta Delta, Zeta Phi Beta and Zeta Tau Alpha. The fraternities are: Delta Tau Delta, 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 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 Long Student Center, George F. Collins, Jr. Sports and Convention Center, Mabee Gymnasium, Shore Weight Room, Mabee Fitness Center, Laury Tennis Courts, Emil S. Liston Stadium, 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 variety of team and coed sporting activities sponsored by the intramurals program during the fall and spring semesters.

### **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 Baker's existence numerous athletes have been recognized for their efforts in the classroom, being named Daktronics-NAIA Scholar-Athletes.

Baker has also featured four NAIA National Champions on the field of play with three coming since 2012. Palmer Mai became the first NAIA National Champion from Baker in 1953 winning the 220-yard low hurdles. Then Stephanie Nelson became Baker's first-ever female national champ with her first-place finish in the javelin at the 2012 NAIA Women's Outdoor Track and Field National Championships in Marion, Ind. A year later Jeremy Gathright won the men's 400-meter dash at the 2013 NAIA Men's Outdoor Track and Field National Championships also in Marion, Ind., and in March of 2014, freshman wrestler Bryce Shoemaker became the first wrestling national champion at Baker by winning 133-pound NAIA National Championship in Topeka, Kan.

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 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. Baker is also proud of its national recognition in the prestigious 2013-14 Learfield Cup Standings with 355.75 points, the highest placement of any NAIA institution in the HAAC and the state of Kansas. The Learfield Sports Directors Cup is awarded annually to the nation's best overall collegiate athletics program and is a points system accumulating each school's success in NAIA postseason play.

The Wildcats currently sponsor twenty-one sports—ten men's, ten women's, and one co-ed program—whose participants represent approximately 50% of the degree-seeking student body at the Baldwin City campus. Sport programs include:

<b>MEN</b>		<b>WOMEN</b>	
Football	Baseball	Volleyball	Softball
Cross country	Tennis	Cross country	Tennis
Basketball	Golf	Basketball	Golf
Indoor track	Soccer	Indoor track	Soccer
Outdoor track	Wrestling	Outdoor track	Bowling

**CO-ED:** spirit squad (cheer/dance)

## **ATHLETICS' DRUG EDUCATION AND TESTING PROGRAM**

Designation as a Baker University student-athlete and participation in the University's intercollegiate athletic programs is a privilege. The Baker University student-athlete will act in accordance with the five core values of the National Association of Intercollegiate Athletics (NAIA): respect, responsibility, integrity, sportsmanship, and servant leadership. The purpose of the Baker University Department of Athletics Drug Education and Testing Program is to establish policy and procedure that guides the University's Drug Education and Testing Program. Baker University student-athletes are treated with dignity and respect, and privacy is maintained as much as possible. Likewise the Baker University student-athlete acknowledges that the privilege to represent Baker University in intercollegiate athletics requires him/her to be compliant with the Baker University Department of Athletics Drug Education and Testing Program as outlined in this document. Copies of the BU Athletics Drug Education Testing Program Policy are available upon request from the athletic department or can be found on the home page of the Athletics website at [www.bakerwildcats.com](http://www.bakerwildcats.com).

## **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 SUCCESS

Student Academic Success (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 Success. 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.

Drop-in tutoring services are available in the evenings Sunday through Thursday, and by appointment. Students may view the tutor schedule at [www.bakeru.edu/sas](http://www.bakeru.edu/sas).

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.

### **ACCESS SERVICES**

The Office of Access Services, 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 Success 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 recognized as a highly valuable experience for students in all areas of study. 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 GlobalLinks, 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 study abroad area located in the lower level of Collins Library, or from the Study Abroad Director in Constant Hall #18 (785-594-8338 or martha.harris@bakeru.edu).

Students enrolled in an approved study abroad experience during their last 27 hours at Baker are exempted from the academic residency requirement for graduation (see p. 11 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, the British campus of the University of Evansville. The college is housed in a 150-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.

## THE PROMISING SCHOLARS HONORS PROGRAM

### MISSION STATEMENT

The Promising Scholars Honors Program seeks to enrich the intellectual life of the Baker community as it strives to provide exceptional students with rewarding yet challenging courses and opportunities within a community of supportive peers. The following objectives have been identified for the program:

1. The Promising Scholars Honors Program seeks to provide exceptional students with stimulating, challenging, academic opportunities.
2. The Promising Scholars Honors Program seeks to create an intellectual community of peers for exceptional students.
3. The Promising Scholars Honors Program seeks to enable and encourage exceptional students to make significant contributions to the student body, the Baker community, and the community at large.

Admission to the honors program can start any time during the freshman enrollment period through the sophomore enrollment period. Incoming freshman who have earned at least a 3.30 high school GPA and a cumulative ACT score of 26 or higher will be invited to join the program. Sophomores, juniors and transfer students who have maintained a 3.33 GPA, have no instances of academic misconduct and are in good standing with the Office of Student Affairs will have the opportunity to apply for admission to the honors program via essay. The decision to admit these students will be made by a faculty and honors council.

To graduate from Baker University with honors students must complete the following 4-3-2-1 sequence:

- 4 hours of salon (HN 101, HN 201, HN 301, HN 401)
- 3 classes (9 hours) of Honors level Quest courses
- 2 honors contracts outside of your major
- 1 honors contract within your major

Sophomores and transfer students who enroll as sophomores who enter the program will have their HN 101 course waived but will need to complete the rest of the requirements. Students who transfer as upper-classmen and wish to participate must have been enrolled in an honors program at their prior institution.

Within the framework of these expectations Baker Promising Scholars will engage in a variety of exciting learning experiences that will enrich their own lives while building a dynamic community of curious scholars:

- Independent Research or Creative Project: All Scholars will complete an independent project before graduation that will involve mentorship by a faculty member. Scholars will be asked to make a presentation of this project at the Baker Undergraduate Scholars' Symposium in the spring.
- Portfolio: Scholars will create and regularly maintain a portfolio of their activities that demonstrate participation in the Promising Scholars Honors Program. The portfolios will be reviewed on a regular basis and will be the key piece of evidence that determines whether or not a Scholar can continue to be enrolled in the program.
- Baker Community Participation: Scholars will be expected to attend admissions events, such as BU Preview, and the Scholars' Symposium in the spring to promote the program to other students.
- Campus Leadership Roles and Activity on Campus: Scholars are expected to serve as leaders on campus and to be active in campus clubs and academic organizations.

- Scholars are encouraged to engage in study abroad and internships, depending on the academic path that they are following.
- Group Outings: Scholars are expected to attend group outings organized by the Promising Scholars Program.

In addition to the intellectual development associated with taking innovative courses from our best faculty, Promising Scholars will benefit from developing a community of curious and motivated peers, early registration opportunities, close bonds with faculty and advisors, plus funding opportunities for presenting their work at local, regional, national, or international conferences.

For further information, please contact Dr. Carrie Coward Bucher, Quest Program Chair and Assistant Professor of Sociology, at 785-594-4536 or at [carrie.cowardbucher@bakerU.edu](mailto:carrie.cowardbucher@bakerU.edu).

## 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 Studies  
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

## 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. Erin Morris (785-594-7881 or [erin.morris@bakerU.edu](mailto:erin.morris@bakerU.edu)) or Dr. Darcy Russell (785-594-8418 or [darcy.russell@bakerU.edu](mailto:darcy.russell@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 Religious Studies section of

the catalog to review the program requirements. The list of courses may change as the program develops. Please contact Dr. Timothy Buzzell, Professor of Sociology, Culture and Society (785-594-4598 or tim.buzzell@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 Quest program requirements. After completing 30 credit hours at Duke, and a minimum of 128 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. Darcy Russell (785-594-8418 or darcy.russell@bakerU.edu).

## PRE-ENGINEERING

The College of Arts and Sciences offers three programs that lead to a degree from Baker and a degree from an affiliated School of Engineering. The three schools of engineering are those at the University of Kansas (K.U.), the University of Missouri-Kansas City (U.M.K.C.) 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, at K.U., U.M.K.C, or 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 U.M.K.C. the fields available to 3/2 students are civil engineering, computer and electrical engineering, and mechanical 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 (3.50 G.P.A for Washington University in St. Louis).

The following physical science, computer science and mathematics courses are required by all three 3/2 programs:

CH 137

CS 175 or an appropriate computer language (this depends on the specific field of engineering)

MA 171, 172

PC 225

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

BI 151

CH 138, 140 251, 361

CS 185, 223

MA 271, 281, 359, 355, 372, 385, 472

PC 226, 325, 332, 360, 470, 480

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

*Quest:* The Quest program requirements for the pre-engineering programs are the same as the Quest and proficiency requirements for all bachelor's degrees from the College (see the description of the Quest Program starting on p. 50 in this catalog for details). Students in the 3/2 programs must complete courses that satisfy both Baker University graduation requirements and those of the affiliated schools of engineering. Many courses fulfill the graduation requirements in both programs.

*Interterm Courses:* Like all students at the College, pre-engineering students must meet the interterm requirements as stated on p. 48 in this catalog.

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

### PROFESSIONAL EXCEPTION

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 the Registrar, and file an approved degree plan by the end of the fourth semester.

## 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 Career Services and the Career Involvement Program. The mission of Career Services 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 former work position. Students are not permitted 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 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 II 355. 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, as well as a Change of Enrollment form. The completed and signed forms must be approved and verified by the director of Career Services 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 the Registrar.

## **COLLEGE OF ARTS AND SCIENCES and UNDERGRADUATE SCHOOL OF EDUCATION ACADEMIC POLICIES and REQUIREMENTS**

### **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 or Scholars' Salon 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 Success 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 the Registrar and the Business Office.

## **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 Continue (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.

Hours Attempted*	G.P.A. Between
8-18	1.00 and 2.00
19-37	1.30 and 2.00
38-up	1.60 and 2.00

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 Continue effective immediately; or b) continue the student on Academic Probation for one more semester. If a student's 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 CONTINUE (ACADEMIC DISMISSAL)

In addition to the conditions for declaring a student Ineligible to Continue outlined in the previous Academic Caution and Academic Probation sections, students may be declared Ineligible to Continue 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 continue (effective immediately).

Hours Attempted*	G.P.A. Below
8-18	1.00
19-37	1.30
38-up	1.60

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 the Registrar.

## 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 the Registrar 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.

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\* Includes any credit hours attempted at other institutions if transferred to Baker.

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.

### **DECLARATION OF MAJOR AREA OF CONCENTRATION**

Students are required to report to the Office of the Registrar 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 the Registrar 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 15<sup>th</sup> in the academic year prior to graduation. Students planning a winter graduation must complete the degree audit no later than October 15<sup>th</sup> 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 the Registrar no later than May 1<sup>st</sup> for spring and summer graduates and December 1<sup>st</sup> 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 128 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.

**PROGRAM MAJOR**

Students are required to earn a minimum of 24 credit hours of coursework 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 program to program and are outlined in the program sections of the catalog. In addition, up to 24 hours of supporting coursework in other disciplines may be required by a given program 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 EVPAA/CAS Dean.

**MINOR AREA OF CONCENTRATION**

Students majoring in disciplines that require fewer than twelve credit hours of supporting coursework must complete a minor area of concentration. Students wishing to minor in a given discipline must meet the minor requirements outlined by that program in the programs section of the catalog. Some programs do not allow a minor area of concentration. For programs in which minors are not prohibited but specific courses required for a minor are not designated, a minimum of twelve credit hours from that program, 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 coursework may be counted toward the degree requirement of 128 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 coursework is evaluated on a P/NC credit basis.

**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 University Registrar 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:	Graphic Design	Philosophy/Religious
Art Education	Health/Physical Education	Studies (combined
Art History	History	major)
Studio Art	International Business	Physics
Biology	International Studies	Psychology
Business	Mass Media	Religious Studies
Chemistry	Mathematics	Secondary Education
Communication Studies	Middle Level English Education	Sociology
Economics	Middle Level Mathematics	Spanish
Elementary Education	Education	Sports Administration
English	Middle Level Science Education	Theatre
French	Music	
German	Philosophy	

## 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 171 Calculus and Analytical Geometry I
2. MA 262 Mathematics for Elementary and Middle School Teachers II (elementary education majors only)
3. MA 321 Statistics II
4. BS/MA 330 Quantitative Analysis for Business and Economics II
5. PY 252 Research Design and Analysis II

Statistics courses without a laboratory component taken at other institutions cannot 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. 40 for more details regarding these and other pre-professional programs.

Accounting	Graphic Design	Middle Level Science
Biology	Health/Physical Education	Education
Business	International Business	Nursing (see School of
Chemistry	International Studies	Nursing)
Communication Studies	Mass Media	Physics
Computer Science	Mathematics	Psychology
Economics	Middle Level Mathematics	Secondary Education
Elementary Education	Education	Sociology
Exercise Science		Sports Administration

## BACHELOR OF MUSIC EDUCATION

No additional courses are required for the Bachelor of Music Education degree beyond those that are outlined in the Quest Program and Music Program sections of the catalog.

## INTERTERM PROGRAM AND REQUIREMENTS

All past catalogs will follow these guidelines on Interterm and total graduation hours.

All freshmen must register for Interterm. Students who are admitted to Baker as first-time degree-seeking students must successfully complete two Interterm courses to graduate. Students who are admitted as transfer students and begin their studies at Baker with freshman status must also successfully complete two Interterm courses to fulfill their graduation requirements. Students admitted as transfer

students with sophomore, junior or senior status must successfully complete one Interterm course 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. Students are welcome to complete more than the minimum number of required Interterm experiences, should they so desire.

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, which could include regular catalog courses. Interterm courses may use either the P/NC or A through F grading formats (see definitions on p. 7 of this catalog).

## **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, either in one of the five week sessions or 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 Affairs.

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 the Registrar.

## **COLLEGE OF ARTS AND SCIENCES and UNDERGRADUATE SCHOOL OF EDUCATION QUEST PROGRAM**

The baccalaureate degree is composed chiefly of the major discipline and of liberal education, or those areas of study and experience that liberate the mind and allow students to prepare for any future course of action. In choosing to attend a liberal arts institution, students expect to gain a depth of knowledge in their chosen field, in addition to a breadth of knowledge and abilities in many areas of study, all of which leads to the education of the whole self. The Quest program aims to equip graduates with the abilities, knowledge, and experiences needed to be well-educated and well-rounded individuals.

### **PURPOSE STATEMENT**

The purpose of the Quest program at the College of Arts and Sciences and Undergraduate School of Education at Baker University is to ignite in our students a passion for learning that both inspires and informs a lifelong commitment to Baker's core values of community, character, and civic and social responsibility.

### **OUTCOMES**

Graduates of the College of Arts and Sciences and the Undergraduate School of Education at Baker University will demonstrate the ability to:

1. Analyze and interpret texts in a variety of forms
2. Communicate clearly and effectively in writing
3. Communicate clearly and effectively in oral form
4. Find and critically evaluate information
5. Form arguments and make decisions based upon sound reasons and evidence
6. Make ethical decisions based on principle
7. Think logically and reason abstractly, using quantitative and qualitative information
8. Communicate in a language in addition to English
9. Work effectively with others to solve problems and make decisions

Graduates of the College of Arts and Sciences and the Undergraduate School of Education at Baker University will demonstrate a fundamental, interdisciplinary understanding of:

1. The physical universe
2. Ecosystems and the relationship between human behavior and ecosystems
3. Science and its limitations
4. The history of ideas and civilizations
5. Social, political, economic, and cultural systems
6. Similarities and differences among people and societies
7. Themselves, their values, and the role of values in decision-making
8. Creative expression and aesthetic values
9. Physical and mental well-being
10. Citizenship and social responsibility
11. The uses and effects of technology

Graduates of the College of Arts and Sciences and the Undergraduate School of Education at Baker University will engage in the following intentional learning experiences during their tenure as students, as a way of integrating and developing the abilities and understandings listed above:

1. Active experience with scientific inquiry
2. Creation of an original academic, artistic, or literary work
3. Activity that serves community and the common good

4. Completion of a problem-solving project as a member of a team
5. Extended activities that promote personal well-being
6. Formal presentation of a significant paper or project

## QUEST FACULTY

CARRIE COWARD BUCHER, Quest Program Chair, Assistant Professor of Sociology

## COURSEWORK

Baker students will meet the Quest Outcomes through coursework and experiences and demonstrate their progress through the learning portfolio. Quest courses will be offered only during the Fall, Spring, and Summer terms unless they are specifically approved to be offered during the Interterm only. The Quest program contains three types of courses.

**Inquiry Seminars** (Core courses) develop abilities that all Baker graduates must possess: clear communication in oral and written form, critical thinking, quantitative reasoning, ethical decision-making, working as members of a team, and information literacy.

**Linked courses** go hand-in-hand with the core courses and allow students to achieve deeper understandings of themselves, their community, and their world.

**Salons** provide a place for student-led discussion, reflection on learning, and life-changing experiences. The term “Salon,” dating back to the 17<sup>th</sup> century, refers to a gathering of intellectuals for the purpose of sharing knowledge.

## FIRST YEAR REQUIREMENTS

### IGNITE: Discover Yourself

**First-Year Inquiry Seminars** use an inquiry-guided approach that lets the student take the lead in finding the answers. These courses minimize lecture and maximize interaction among the students to create an active learning environment. Critical thinking, communication, and teamwork are key learning objectives for these courses.

**QS 111 Introduction to Quest** (3 hrs.)

**QS 112 Self and Other** (3 hrs.)

**SN 101 First Semester Salon and SN 102 Second Semester Salon** (2 hrs.)

-OR-

**HN 101 Scholar’s Salon** (1 hr., required of all students participating in the Promising Scholars Honors Program) **and SN 102 Second Semester Salon** (1 hr.)

-OR-

**SN 201 Transfer Salon I** (1 hr., required of all transfer students who are also placed in QS 111/112 and who have attempted two or more semesters of full-time college study; replaces the requirement for SN 101/102)

-OR-

**SN 231 Transfer Salon II** (3 hrs., required of all transfer students with 30 or more accepted hours of full-time college study to include 3 hours of “C” or higher in college composition; replaces the requirement for QS 111/112 and SN 101/102)

### MIDDLE YEARS REQUIREMENTS

**INVESTIGATE: Discover Modes of Thought and Human Expression**

**INTEGRATE: Discover the World**

**Inquiry Seminars** continue to use the inquiry-guided approach to help students develop critical abilities, as well as how to view the natural and social world through different approaches. Students will uncover ways in which knowledge is created through scientific and artistic lenses, and develop a more informed view of our global society.

**QS 211<sup>1</sup> Scientific Inquiry** (3 hrs.)

**Linked course in Physical Science** (3-4 hrs.)

**QS 212 Ideas and Expression** (3 hrs.)

**Linked course in the Arts or Culture** (1-3 hrs.)

**QS 311 Global Culture and Community** (3 hrs.)

**Linked course in Social, Political, Economic or Ecological Systems** (3-4 hrs.)

### FOURTH YEAR REQUIREMENTS

**IMPACT: Discover Ways to Change the World**

The **Senior Inquiry Seminar** invites students to apply ethical theories, fine-tune critical abilities, and propose change in the world. In the senior year, students build up to a formal presentation of their own, original work.

**QS 411 Global Citizenship** (3 hrs.)

**SN 401 Summit Salon** (1 hr.)

-OR-

**HN 401 Scholar's Salon** (1 hr., required of all students participating in the Promising Scholars Honors Program)

### PROFICIENCIES

All liberally educated persons must be able to demonstrate their competence in written communication and quantitative skills, based on stated minimal proficiencies in these areas, in order both to acquire and to utilize knowledge from all fields of collegiate study. In addition, one of the learning outcomes for the College of Arts and Sciences and the Undergraduate School of Education is the expectation that all graduates will demonstrate the ability to communicate in a language in addition to English. 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 meet this requirement in one of the following ways:

1. Student provides evidence of an ACT English score of 20 or higher or an SAT Critical Reading score of 480 or higher.
2. Student provides evidence of a grade of "C" or higher in an approved college-level English composition course.
3. Student successfully completes **EN 100 Basic Composition** (3 hrs.) in the first semester at Baker.

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<sup>1</sup> See the end of this section for a list of approved linked courses to QS 211, 212, and 311.

Entering students who do not meet one of these methods for demonstrating proficiency must immediately enroll in **EN 100 Basic Composition** and remain enrolled until a passing grade has been earned.

### **B. MATHEMATICS (3-7 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.

Completion of both Phase I and Phase II of this proficiency must occur by the end of the student's sophomore year.

#### **Phase I:**

All students must meet this requirement in one of the following ways:

1. Student provides evidence of an ACT Math score of 20 or higher or an SAT Math score of 480 or higher.
2. Student provides evidence of a grade of "C" or higher in an approved mathematics course either equivalent to **MA 090 Intermediate Algebra** (3 hrs.) or a higher level of mathematics.
3. Student successfully completes **MA 090 Intermediate Algebra** (3 hrs.) at Baker.

#### **Phase II:**

All students must meet this requirement in one of the following ways:

1. Successfully complete one of the following courses:  
**MA 142 The Language of Mathematics (3 hrs.)**  
**MA 145 College Algebra (3 hrs.)**  
**MA 221 Statistics I (3 hrs.)**  
**BS/MA 230 Quantitative Analysis for Business and Economics I (4 hrs.)**  
**PY 251 Research Design and Analysis I (4 hrs.)**  
*A mathematics course approved by the Registrar, in consultation with the Mathematics Department Chair, that is determined to be more advanced than the courses listed above.*
2. Student provides evidence of a grade of "C" or higher in an approved mathematics course equivalent to any of the courses listed in item 1 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.**

### **C. WORLD LANGUAGE (0-4 HOURS)**

The ability to communicate in a language in addition to English is a critical skill in today's global society. All students must meet this requirement in one of the following ways:

1. Student successfully completes and WL 111 course (4 hrs.) at Baker.
2. Students may place into language courses more advanced than 111 by taking a placement test. These students will meet the outcome by passing one language course higher than the 111-level.
3. Students will pass a **graded** Interterm course, on which the focus is language (3 hrs.).
4. Students who study abroad may meet the outcome by successfully earning at least three graded (passing) credits in a pre-approved language course at any level.
5. Students who have had at least four years of high school language in the same language would be exempt from the requirement.
6. Students may demonstrate proficiency by transferring in at least three college-level language course credits.

7. Students will pass a three credit hour course that focuses on a multicultural approach for teaching students whose first language is not English in the PreK-12 classroom. (Available for teacher education students only).

### LINKED COURSES

The following are approved Physical Science linked courses to QS 211: Scientific Inquiry:

BI 120, 125, 151, 152, 246, 247, 251, 252, 262

CH 120, 131, 137, 138, 251, 252

GE 210

PC 125, 126, 140, 141, 225, 226, 325

The following are approved Arts or Culture linked courses to QS212: Ideas and Expression:

AH 111, 250, 320

AS 120, 121, 130, 132, 135, 170, 232

CO 237

ED 262, 362

EN 120, 122, 124, 126, 130, 204, 210, 212, 213, 215, 218, 222, 223, 224, 226, 228, 232, 234, 262, 313, 330, 331, 341, 353, 362, 363, 365, 375, 380, 450, 460

FR 305, 306, 340, 360, 4XX

GD 232

GN 305, 306, 340, 360, 4XX

HI 127, 128, 140, 141, 142, 143, 232, 261, 297, 298, 344, 348

MM 140, 205, 232, 341

MU 109, 120, 126, 127, 151/153, 157, 164, 21X/41X (applied lessons), 207, 222, 223, 232, 233, 234, 235, 236, 237, 244, 246, 264, 320, 331, 332, 352, 358, 359, 400-level ensembles

PH 201, 202, 228, 310, 320, 322, 350, 440

SJ 210

SO 241

SP 305, 306, 343, 344, 360, 4XX (seminars)

TH 111, 123, 130, 140, 220, 223, 240, 255, 280, 320, 330

The following are approved Social, Political, Economic, or Ecological Systems linked courses to QS 311:

Global Culture and Community:

AH 341, 342, 345, 347

BI 377

BS 361, 462, 463

CO 237, 420

EC 151, 242, 243, 347, 463

ED 343, 345, 363, 414

HI 333, 349, 351, 363, 364, 365, 367, 371, 373, 381

IN 401

MM 140, 205, 260, 376, 478

MU 320

PH 270, 310

PY 415

RE 270, 363

SJ 210

SO 241, 243, 328, 363, 364, 410

WL 111, 112, 203, 204, 3XX, 4XX (seminars)

**COLLEGE OF ARTS AND SCIENCES and  
UNDERGRADUATE SCHOOL OF EDUCATION  
ACADEMIC DEPARTMENTS and PROGRAMS**

**DEPARTMENTAL STRUCTURE**

At the College of Arts and Sciences, the various academic disciplines and their associated majors are administered through the following departmental structure:

**DEPARTMENT OF BEHAVIORAL AND HEALTH SCIENCES**

Exercise Science  
Psychology

**DEPARTMENT OF BIOLOGY AND CHEMISTRY**

Biology  
Chemistry

**DEPARTMENT OF BUSINESS AND ECONOMICS**

Accounting  
Business  
Economics  
International Business  
Sports Administration

**DEPARTMENT OF HISTORY, CULTURE AND SOCIETY**

Communication Studies  
History  
Religious Studies  
Sociology

**DEPARTMENT OF THE HUMANITIES**

English  
French  
German  
International Studies  
Philosophy  
Spanish

**DEPARTMENT OF MASS MEDIA AND VISUAL ARTS**

Art Education  
Art History  
Graphic Design  
Mass Media  
Studio Art

**DEPARTMENT OF MATHEMATICS, PHYSICS AND COMPUTER SCIENCE**

Computer Science  
Mathematics  
Physics

**DEPARTMENT OF MUSIC AND THEATRE**

Music  
Music Education  
Theatre

The following majors are offered through the undergraduate division of the School of Education:

**SCHOOL OF EDUCATION**

Elementary Education  
Health/Physical Education  
Middle Level English Education  
Middle Level Mathematics Education  
Middle Level Science Education  
Secondary Education

**ACADEMIC PROGRAMS**

**ACCOUNTING**

This program is described in the same section as the Business program (see p. 64).

**ART**

**DEPARTMENT OF MASS MEDIA AND VISUAL ARTS**

INGE GYRITE BALCH, Professor  
JENNIFER JARNOT, Assistant Professor

BRETT KNAPPE, Assistant Professor

**STATEMENT OF PROGRAM MISSION**

In keeping with the liberal arts tradition of Baker University, the Art Program 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 program affirms the idea that art is an essential part of the experience of individuals educated in the humanist tradition. At the same time, the program recognizes its dual role within the University; the program 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 Program 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 Program earn the Bachelor of Arts degree.

### MAJOR CORE REQUIREMENTS

Common to the Art History and Art Education 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 School of Education. Specific professional requirements are found in the *Teacher Education Policy and Programs Handbook*, published annually by the Undergraduate Education Department within the School of Education (posted 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 Art Program, 45 semester hours are required. In addition to the nine semester hours of core courses listed above, the following courses are required:

- |                                            |                                                                         |
|--------------------------------------------|-------------------------------------------------------------------------|
| AE 490 Methods of Teaching PreK-12 Art     | AS 170 Digital Photography I                                            |
| AS 120 Drawing I                           | AS 230 Jewelry and Metalsmithing                                        |
| AS 121 Painting I                          | AS 240 Weaving and Fiber Art                                            |
| AS 122 Printmaking I                       | AH 347 Art of the 20 <sup>th</sup> Century and Beyond<br>(1920-present) |
| AS 130 Ceramics I: Hand Building <b>OR</b> | AE 496 Portfolio and Exhibition                                         |
| AS 135 Ceramics I: Wheel Throwing          | Three additional semester hours in art<br>history                       |
| AS 132 Sculpture I                         |                                                                         |

### 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 by the Art Program, are complemented by study in related Arts and Humanities courses. 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 to Rococo Art

AH 345 The Birth of Modern Art (1789-1920)

AH 347 Art of the 20<sup>th</sup> 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: Hand Building, AS 135 Ceramics I: Wheel Throwing, 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-five semester hours are required to complete this course of study. The following courses are required:

AE 110 Visual Language

AH 111 Survey of Art History

AS 120 Drawing I

AS 121 Painting I

AS 122 Printmaking I **OR** AS 132 Sculpture I

AS 130 Ceramics I: Hand Building **OR** AS 135 Ceramics I: Wheel Throwing

AS 170 Digital Photography I

AS 232 Graphic Design I

AS 382 The Fine Art of Gallery Management

AS 498 Exhibition and Portfolio

Nine additional semester hours in studio art courses

Six additional hours in art history

### MINOR IN ART

A minor in art requires successful completion of a minimum of fifteen semester hours, including AE 110, AH 111, AH 495, and any two AS courses.

## BIOLOGY

### DEPARTMENT OF BIOLOGY AND CHEMISTRY

DARCY L. RUSSELL, Professor, Duboc Chair, Department Chair

ROGER L. BOYD, Professor Emeritus

MOLLY ANDERSON, Laboratory Instructor

CHARMAINE B. S. HENRY, Associate Professor

WILLIAM R. MILLER, Director of

SCOTT KIMBALL, Assistant Professor

Student Research

ERIN R. MORRIS, Associate Professor

### STATEMENT OF PROGRAM MISSION

The mission of the Biology Program 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 program 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 program 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 Program 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. Construct a falsifiable hypothesis to address a question about a phenomenon in nature.
- M2. Design a simple, controlled experiment to test a hypothesis using the scientific method.
- M3. Analyze the results of an experiment, evaluating the data in order to formulate appropriate conclusions.
- M4. 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.
- M5. 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.
- M6. Use the tools of a research biologist both in the field and in the laboratory.

## MAJORS IN THE BIOLOGY PROGRAM

The Biology Program 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 one hour of BI 298 Introduction to Research in Biology, two hours of BI 498 Research in Biology, one of the four tracks, and BI 410 Senior Seminar in Biology.

The four required introductory courses include:

BI 151 Introduction to Molecular and Cellular Biology	BI 251 Introduction to Ecological and Organismal Biology
BI 152 Introduction to Genetics	BI 252 General Zoology

### TRACK 1: MOLECULAR BIOSCIENCE

- BI 383 Advanced Cell Biology
- BI 385 Advanced Molecular Biology
- BI 386 Methods in Biochemistry and Molecular Biology

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 342 Plant Biology
- BI 375 Evolution
- 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 342 Plant Biology  
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 125 Introductory 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 four courses:

Two courses at the 100-200 level, each of which must have a laboratory component

Two courses at the 300 level, one of which must have a laboratory component

Students will need to submit a plan for the minor to the department chair for approval.

**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: Dr. Erin Morris
- Pre-Veterinary Medicine: Dr. Darcy Russell
- Pre-Physical Therapy: Dr. Chris Todden
- Physicians Assistant and Pre-Pharmacy: Dr. Erin Morris
- Pre-Nursing: Dr. Charmaine Henry

**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 Undergraduate Education Department within the School of Education (posted online). Students interested in teacher licensure must work closely with advisors in both the School of Education and the Biology Program in order to satisfy all requirements. Dr. Charmaine Henry (785-594-4596 or [charmaine.henry@bakeru.edu](mailto:charmaine.henry@bakeru.edu)) is the Biology Professor who works closely with teacher licensure 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. Darcy Russell (785-594-8418 or [darcy.russell@bakeru.edu](mailto:darcy.russell@bakeru.edu)). More details about this pre-professional program are provided on p. 41 in this catalog.

## BUSINESS

### DEPARTMENT OF BUSINESS AND ECONOMICS

GARY IRICK, Associate Professor, Department Chair

ALAN GRANT, Professor

LEE GREEN, Professor

MARTHA HARRIS, Professor

LOWELL JACOBSEN, Professor,

Elizabeth Harvey Rhodes Chair  
in International Business

KEVIN MCCARTHY, Professor,

Collins-Dietrich Chair

NADIA NOVOTOROVA, Associate Professor

JUDITH SMRHA, Associate Professor

PAULETTE SCHWERDT, Instructor

### 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 Accreditation Council for 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.

### MAJORS AND COURSE REQUIREMENTS

Students majoring in business 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 these programs, 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.

### BUSINESS, ACCOUNTING, AND INTERNATIONAL BUSINESS PROGRAM OBJECTIVES

In order to implement the Department’s mission, the following five student learning outcomes are established for the Business, Accounting, and International Business majors. Through achieving these outcomes, students majoring in these areas 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.

**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	BS 330 Quantitative Analysis for Business and Economics II
AC 142 Managerial Accounting I	BS 331 Business Information Systems
BS 141 Introduction to Business	BS 353 Fundamentals of Management
BS 230 Quantitative Analysis for Business and Economics I	BS 381 Corporate Finance
BS 251 Business Law I	BS 456 Business Policy
BS 271 Principles of Marketing	EC 242 Principles of Economics: Micro
	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	EC 344 Money and Financial Institutions
BS 383 Corporate Finance II	

One of the following courses are also required:

BS 463 International Finance	EC 464 Intermediate Macroeconomics
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**CONCENTRATION IN MARKETING**

The following courses are required:

BS 474 Marketing Research	EC 346 Managerial Economics
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Two of the following courses are also required:

BS 356 Quantitative Methods	MM 325 Advertising
BS 462 International Marketing	SA 285 Sports Marketing
MM 260 Introduction to Public Relations	

**CONCENTRATION IN MANAGEMENT**

The following courses are required:

BS 355 Human Resource Management
----------------------------------

Three semester hours of upper-college elective credit in economics

Two of the following courses are also required:

BS 252 Business Law II	BS 361 International Management
BS 356 Quantitative Methods	BS 370 Ethics in Business

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	EC 242 Principles of Economics: Micro
BS 141 Introduction to Business	

Two of the following courses are also required:

BS 251 Business Law	BS 355 Human Resource Management
BS 271 Principles of Marketing	BS 381 Corporate Finance
BS 353 Fundamentals of Management	

### 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 463 International Finance
BS 462 International Marketing	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 Gary Irick (785-594-8479 or [gary.irick@bakeru.edu](mailto:gary.irick@bakeru.edu)) 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	EC 346 Managerial Economics
AC 352 Intermediate Accounting II	Six additional semester hours of accounting
AC 353 Accounting Information Systems	electives
AC 456 Advanced Accounting	

## MINOR IN ACCOUNTING

The following courses are required:

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

# CHEMISTRY

## DEPARTMENT OF BIOLOGY AND CHEMISTRY

MICHAEL BARBUSH, Professor,  
R. Milford White Chair

CYNTHIA WOODBRIDGE, Associate Professor  
MOLLY ANDERSON, Laboratory Instructor

## STATEMENT OF PROGRAM MISSION

The mission of the Chemistry Program 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 are required to complete a four-term core sequence of introductory Chemistry courses (CH 137/138) and cognate courses in math and calculus-based physics (MA 171/172, PC 225/226). These courses in five different areas of chemistry (analytical, organic, physical, biochemical, and inorganic) will provide the foundation for all subsequent chemistry courses. In addition, all chemistry majors must complete one of the two tracks and CH 491 (Chemistry Seminar). Qualified students are encouraged to enroll in research.

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 students interested in this option should plan to work closely with advisors in both the School of Education and Chemistry Program in order to satisfy all requirements.

Students wishing to major in chemistry and go to medical school or pursue another allied-health track should consult with the pre-med advisor as soon as possible. These students should plan on working closely with the faculty in the Chemistry Program as well as the pre-med advisor in order to satisfy all requirements. Students pursuing the chemistry track should enroll in BI 151 and BI 152 in order to meet minimal requirements for most medical schools. Students pursuing the biochemistry track would meet minimal requirements for most medical schools.

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

### CHEMISTRY MAJOR REQUIREMENTS

#### TRACK 1: CHEMISTRY

Introductory courses: CH 137/138 General Chemistry I and II

Cognate courses: MA 171/172 Calculus I and II and PC 225/226 General Physics I and II  
(PC 125/126 Introductory Physics I and II may be substituted with the permission of the department chair)

Foundational Courses:

CH 140 Quantitative Analysis	CH 370 Biochemistry
CH 251 Organic Chemistry I	CH 475 Advanced Topics in Inorganic Chemistry
CH 361 Fundamentals of Physical Chemistry	

In-Depth Courses:

CH 252 Organic Chemistry II	CH 363 Integrated Lab I: Spectroscopy
CH 341 Instrumental Methods of Analysis	CH 364 Integrated Lab II: Materials
CH 362 Applications of Physical Chemistry	CH 491 Chemistry Seminar

One course from the following:

CH 350 Environmental Chemistry	CH 451 Advanced Topics in Organic Chemistry
CH 440 Advanced Topics in Analytical Chemistry	CH 460 Advanced Topics in Physical Chemistry

Students obtaining the Bachelor of Arts degree are not required to take CH 362/364 but they must also satisfy the world language requirement. Students planning to go to graduate school should consider taking CH 381 Laboratory Teaching in Chemistry (or equivalent) and MA 281 Introduction to Linear Algebra.

**TRACK 2: BIOCHEMISTRY**

Introductory courses: CH 137/138 General Chemistry I and II

Cognate courses: MA 171/172 Calculus I and II and PC 225/226 General Physics I and II

Foundational Courses:

CH 140 Quantitative Analysis

CH 370 Biochemistry

CH 251 Organic Chemistry I

BI 151 Introduction to Molecular and

CH 361 Fundamentals of Physical  
Chemistry

Cellular Biology

In-Depth Courses:

CH 252 Organic Chemistry II

BI 385 Advanced Molecular Biology

CH 341 Instrumental Methods of  
Analysis

BI 386 Methods in Biochemistry and  
Molecular Biology

BI 152 Introduction to Genetics

CH 491 Chemistry Seminar

One integrated lab course (CH 363 or CH 364)

One course from the following:

BI 360 Comparative Vertebrate  
Anatomy

BI 383 Advanced Cell Biology

BI 382 Comparative Physiology

BI 388 Immunology

**MINOR IN CHEMISTRY**

A minor in chemistry requires a minimum of 20 hours of chemistry courses. Students must take General Chemistry I and II (CH 137/138); Quantitative Analysis (CH 140); Organic Chemistry I and II (CH 251/252); and three additional upper-college hours in chemistry.

**COMMUNICATION STUDIES****DEPARTMENT OF HISTORY, CULTURE AND SOCIETY**

SUSAN REDDING EMEL, Professor,

Ernestine Susannah Buckley Chair in Diplomatic History, Department Chair

KIMBERLEY SCHAEFER, Assistant Professor

**STATEMENT OF PROGRAM MISSION**

The Communication Studies 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 STUDIES PROGRAM OBJECTIVES**

With these ends in mind, the following program objectives have been determined. Upon completion of their coursework, students majoring in Communication Studies 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 STUDIES CURRICULUM AND REQUIREMENTS

Students who major in communication studies 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 Undergraduate Education Department within the School of Education (posted online). Students interested in teacher licensure must work closely with faculty in both the School of Education and the Communication Studies Program in order to satisfy all requirements.

Communication studies majors must achieve a grade of “C” or higher in all communication studies courses counted toward the major. Further, program 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 program's major handbook.

### MAJOR IN COMMUNICATION STUDIES

Each student majoring in communication studies must successfully complete a minimum of 33 semester hours as designated below, with a grade of “C” or higher. At least fifteen of these hours must be upper-college hours.

#### CORE REQUIREMENTS

The following common core courses are required (9 semester hours):

CO 115 Introduction to Communication Studies	CO 242 Interpersonal Communication*
	CO 476 Senior Seminar in Communication

#### ELECTIVE COURSEWORK

Nine semester hours of coursework are required from the following

CO 237 Intercultural Communication*	CO 257 Pathways to Conflict Management*
CO 245 Advanced Public Speaking	CO 267 Communication Methods
Three hours from CO 230; MM 241, 243; TH 123 or 432	

Fifteen semester hours of coursework are required from the following:

CO 335 Speech Center Consulting (1 credit each semester for 3 semesters)	CO 355 Group Communication*
CO 337 Interpersonal Conflict Management*	CO 420 Communicating the Feminine
CO 350 Organizational Communication	CO 467 Nonviolence and Social Movements
	CO 490 Communication Teaching Assistantship (1 credit hour)

\*Denotes a course requirement for the Conflict Management minor. Students who major in Communication Studies and also choose to minor in Conflict Management may overlap no more than one 3-hour CO course with the requirements of the Conflict Management minor.

**MINOR IN COMMUNICATION STUDIES**

A minor in communication studies requires successful completion of the following courses:

- |                                    |                                        |
|------------------------------------|----------------------------------------|
| CO 242 Interpersonal Communication | CO 257 Pathways to Conflict Management |
| CO 245 Advanced Public Speaking    | 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 Studies majors.

The following courses (totaling nine semester hours) are required for a minor in conflict management:

- |                                        |                                          |
|----------------------------------------|------------------------------------------|
| CO 242 Interpersonal Communication     | CO 337 Interpersonal Conflict Management |
| CO 257 Pathways to Conflict Management |                                          |

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

- |                                                       |                                           |
|-------------------------------------------------------|-------------------------------------------|
| <b>Group A:</b>                                       | <b>Group B:</b>                           |
| CO 237 Introduction to Intercultural<br>Communication | EC 151 Applied Game Theory                |
| CO 355 Group and Team Communication                   | PY 386 Clinical and Counseling Psychology |
| CO 467 Nonviolence and Social Movements               | SO 346 Criminal Justice                   |
|                                                       | SO 380 Law and Society                    |

**COMPUTER SCIENCE****DEPARTMENT OF MATHEMATICS, PHYSICS AND COMPUTER SCIENCE**

ROBERT SCHUKEI, Instructor

**STATEMENT OF PROGRAM MISSION**

The Computer Science Program 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 program 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 program 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 coursework, 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, game 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 335 Computer Networks
CS 185 Data Structures and Algorithms	CS 341 Programming Languages
CS 223 Computer Architecture and Organization	CS 371 Database Design
CS 226 Operating Systems	CS 392 Software Engineering
	CS 491 Senior Capstone Project

Students must also complete one of the following two tracks:

#### TRACK 1: TRADITIONAL COMPUTER SCIENCE

Two elective computer science courses numbered 200 or above

##### SUPPORTING COURSEWORK

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

#### TRACK 2: COMPUTER INFORMATION SYSTEMS

AC 141 Introduction to Financial Accounting	BS 330 Quantitative Analysis for Business and Economics II
BS 141 Introduction to Business	BS 331 Business Information Systems
BS 230 Quantitative Analysis for Business and Economics I	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

### DEPARTMENT OF BUSINESS AND ECONOMICS

ALAN GRANT, Professor  
LOWELL JACOBSEN, Professor,  
Elizabeth Harvey Rhodes Chair  
in International Business

JUDITH SMRHA, Associate Professor

### 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.

### STATEMENT OF PROGRAM MISSION

The mission of the Economics Program at Baker University 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 appropriate learning opportunities that enable students to apply economic theory and analytical tools in real-world settings; and
- Foster the application of the rational approach to inform ethical decision-making and problem-solving in the context of interconnected global markets.

Student engagement and success are our commitment and passion.

### PROGRAM OBJECTIVES

In order to implement this mission within the Economics Program, the following three student learning outcomes are established. Through achieving these outcomes, students within the Economics Program 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. **Rational Approach:** Students will understand the rational approach to decision-making and problem-solving, including but not limited to cost-benefit analysis, stakeholder identification, and identification of unintended consequences.
2. **Theory and Its Application:** Students will obtain a working knowledge of both micro- and macroeconomic theory and their application to real-world phenomena, including within a global context.
3. **Supporting Abilities:** Students will be able to effectively apply appropriate quantitative tools of economic analysis and effectively communicate the results they generate to external audiences.

### COURSE REQUIREMENTS

Whether completed to fulfill major or minor requirements, the following courses must be passed with a grade of "C-" or higher: BS 230, 330; EC 242, 243, EC 346, 400 and 464.

### 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	EC400 Applied Econometrics
EC243 Principles of Economics: Macro	EC464 Intermediate Macroeconomics
EC346 Managerial Economics	

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 MA 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 346 Managerial Economics
EC 243 Principles of Economics: Macro	Six additional semester hours in economics

## EDUCATION

### SCHOOL OF EDUCATION

TES MEHRING, Professor and Interim Dean of the School of Education

AMY WINTERMANTEL, Associate Professor, Interim Department Chair

JEANNE DUNCAN, Director of  
Assessment and Accreditation

TONYA SIMMS, SOE Licensure Officer

MERRIE SKAGGS, Professor Emeritus,  
Supervisor of Student Teachers

JAMES FOIL, Assistant Professor

JASON THOREN, Instructor

CHARLSIE PROSSER, 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); 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 Theatre, and (Pre-K-12) in Art, World Language (French, German, and Spanish), Music, and Physical Education and Health, and provisional in Special Education. Teacher education candidates may major in elementary education; middle-level English, mathematics, or science education; or secondary education.

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

The *Teacher Education Policy and Programs Handbook (TEPPH)* serves as the official document concerning the five majors in education, program requirements, and department policies. As such it supplements the catalog as an additional primary document for students seeking teacher licensure. The TEPPH outlines the SOE undergraduate department's conceptual framework, requirements, policies and procedures, and coursework required for licensure. This document is available through the SOE undergraduate department, online, and is distributed to all teacher education candidates upon application to the program.

The specific, official requirements for a particular student majoring in 1) elementary education, 2) middle level English education, 3) middle level mathematics education, 4) middle level science education, or 5) secondary education are found in the TEPPH issued when the student successfully completed ED 100 Teaching as a Career. Thus the year—and requirements—of the official and binding TEPPH may differ from the catalog year for a particular student. For example, a student may enter Baker University as a freshman in fall 2011 but decide later to become a teacher. This student might take ED 100 as a junior and then be issued that year's TEPPH; the student would meet the requirements for the above listed education majors as outlined in the TEPPH. The student would still need to meet the graduation requirements and any content area major requirements for secondary education students from the Catalog pertaining to their first year at Baker. As always, students may choose to change from an earlier catalog to a more recent catalog. Analogously, a student may choose to change from an earlier TEPPH to a more recent TEPPH. Students may not choose an earlier catalog or TEPPH.

### **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 ED 100 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 in ED 100.

### **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 Quest 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 Quest requirements as prescribed and described in the Baker University catalog. Licensure requirements as prescribed and described in the TEPPH will also be required.

### **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 and professional education coursework as prescribed and described in the TEPPH. 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 12 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 12 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 preK-12 or 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

### DEPARTMENT OF HUMANITIES

JOANNE NYSTROM JANSSEN,  
Assistant Professor

TAMARA SLANKARD, Assistant Professor  
ROBERT HOWARD, Instructor

MARTI MIHALYI, Assistant Professor, Writer-in-  
Residence, Vera Lawellin Chair in English

### 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 thorough 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 program.

### 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 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 American multi-ethnic literature and world literature; 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 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. EN362 can *only* count toward the major for students seeking licensure as secondary school English teachers.

#### MAJOR IN ENGLISH WITH A CONCENTRATION IN LITERATURE

Students majoring in English with a concentration in literature must successfully complete a minimum of 36 semester hours including:

EN 204 Writing and Research for Literary Studies                      EN 460 Critical Approaches to Literature

Each of the following American literature courses:

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

Each of the following British literature courses:

EN 330 British Literature to 1780                      EN 331 British Literature since 1780

One of the following courses:

EN 223 World Literature                      EN 226 Multi-Ethnic American Literature

One of the following courses:

EN 224 Studies in World Literature                      EN 228 Studies in American Ethnic Literature

English majors with a concentration in literature are also required to complete six hours of 400 level seminars, 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. Note: One 400 level seminar is offered per year.

#### 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 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 Undergraduate Education Department and the Language and Literature Program 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 45 semester hours including:

EN 204 Writing and Research for Literary Studies                      EN 460 Critical Approaches to Literature

Each of the following American Literature courses:

EN 210 American Literature, Colonial Period to 1890                      EN 212 American Literature Since 1890

One of the following World Literature courses:

EN 223 World Literature                      EN 224 Studies in World Literature

Each of the following courses:

EN 226 Multi-Ethnic American  
Literature  
EN 330 British Literature to 1780  
EN 331 British Literature since 1870  
EN 342 Language and Communication  
Arts in the Secondary Classroom  
EN 361 Methods of Teaching Secondary  
and Middle Level English

EN 362 Exploring Young Adult Literature  
EN 363 The English Language  
EN 365 Advanced Composition  
Six Hours of 400 level seminar courses  
Note: One 400 level seminar is offered  
per year

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 36 semester hours including:

EN 204 Writing and Research for Literary Studies  
EN 460 Critical Approaches to Literature

Four of the following courses:

EN 130 Introduction to Creative Writing	EN 365 Advanced Composition
EN 232 Poetry Writing I	EN 375 Advanced Poetry Workshop
EN 234 Fiction Writing I	EN 450 The Writer's Workshop: Multi-genre
EN 353 Creative Nonfiction: The Personal Essay	

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 British Literature courses:

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

EN 223 World Literature	EN 228 Studies in American Ethnic Literature
EN 224 Studies in World Literature	EN 313 Mythology
EN 226 Multi-Ethnic American Literature	

English majors with a concentration in creative writing are also required to complete one 400 level seminar course, one elective creative writing course at the 300 level or above, and three additional elective hours in English. In addition, students with this major are required to pass as seniors a written examination. Note: One 400 level seminar is offered per year.

### **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 coursework 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 coursework 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 coursework. 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 Writing and Research for Literary Studies, at least one additional course at the 200 level or above, and at least one course at the 300 or 400 level. Note: Only one 100 level *literature* course (EN 12x) may count towards the minor in English. EN 100 does not count towards the minor in English.

## EXERCISE SCIENCE

### DEPARTMENT OF BEHAVIORAL AND HEALTH SCIENCES

KATHY ALLEN, Assistant Professor  
LYNN BOTT, Assistant Professor  
ERIN HOLT, Assistant Professor

LYNSEY PAYNE, Assistant Professor  
CHRISTOPHER TODDEN, Assistant Professor  
ZACH KINDLER, Instructor

### PROGRAM OBJECTIVES

1. Understand and apply the principles of exercise science and nutrition as it applies to healthy individuals, increased risk individuals, and individuals with controlled disease.
2. Demonstrate a knowledge base fundamental to human physiology and kinesiology.
3. Demonstrate the skills to perform as a health fitness specialist related to the ability to:
  - a. assess physiological outcomes and fitness assessment,
  - b. interpret, synthesize, and utilize data in the design of exercise prescriptions programs,
  - c. evaluate health behaviors and risk factors,
  - d. recognize behavior modification models and techniques,
  - e. appreciate and evaluate community based programs focused on the overall health of the community and specific populations within the community.
4. Develop, critically evaluate, and safely apply fitness programs and exercise prescriptions for various special populations.
5. Apply research and technological resources in the discipline of exercise science.
6. Develop and demonstrate professional communication skills used within the discipline of exercise science.
7. Maintain a level of knowledge in all areas of Exercise Science as related to:
  - a. *Education.* To promote quality teaching and learning for exercise science students, practitioners, and the Baker Community.
  - b. *Research.* To appreciate, support and promote basic, applied, clinical, and interdisciplinary research and to strengthen research quality of faculty and students in the Exercise Science Program.
  - c. *Professional Responsibility.* To encourage exercise science students to continue their professional development through participation in activities sponsored by professional organizations and student associations.
  - d. *Certification.* To enhance the quality of clinical practice in exercise science by encouraging students and practitioners to acquire national certifications sponsored by professional organizations such as the ACSM Health and Fitness Specialist.

### MAJOR IN EXERCISE SCIENCE

All students majoring in exercise science must successfully complete the following core courses (38 semester hours):

EX 180 First Aid and CPR/AED for the  
Professional Rescuer

EX 181 Introduction to Human Performance

EX 244 Essentials of Sports Medicine

EX 245 Human Nutrition

EX 247 Public Health Aspects

EX 343 Physiology of Exercise  
 EX 346 Special Populations and Conditions  
 EX 347 Applied Kinesiology

EX 494 Exercise Programming: Assessment  
 and Prescription  
 EX 497 Clinical Experience in Exercise  
 Science

#### **SUPPORTING COURSEWORK**

All students majoring in exercise science must also successfully complete the following 23 semester hours of supporting coursework:

BI 151 Introduction to Molecular and Cell Biology	PC 125 Introductory Physics I <b>OR</b> PC 225 General Physics I
BI 246 Human Anatomy and Physiology I	PY 111 General Psychology
BI 247 Human Anatomy and Physiology II	
CH 137 General Chemistry I	

Exercise Science Program Application: All students interested in the exercise science major must apply directly to the Exercise Science Program and meet specifically designed criteria prior to enrolling in 300/400 level courses. Students interested in becoming part of the Exercise Science Program may initially declare Exercise Science as their major, but declaring Exercise Science as your major does not imply acceptance into the Exercise Science Program.

The Exercise Science major is relatively structured but contains some flexibility during the first four semesters. The Exercise Science Program (remaining four semesters) is strictly structured and requires students to complete a precise curriculum in the specifically designed order.

Characteristically, students enter the Exercise Science Program by taking EX347 Applied Kinesiology in the fall semester following successful completion of all lower college prerequisite course requirements and additional requirements for application. These include the following and are outlined in the college catalog and in the BU Exercise Science Handbook.

Applicants must meet the following minimum academic requirements.

1. Cumulative GPA of 2.5 or better in all college coursework.
2. Completion of 36 hours of college coursework.
3. Successful completion (grade of C or higher) of all the following prerequisite courses:
  - a. EX 180 First Aid & CPR/ AED for the Professional Rescuer
  - b. EX 181 Introduction to Human Performance
  - c. EX 244 Essentials of Sports Medicine
  - d. EX 245 Human Nutrition
  - e. EX 295 Public Health Aspects
  - f. PY 111 General Psychology
  - g. BI 151 Introduction to Molecular and Cellular Biology
  - h. BI 246 Human Anatomy I
  - i. BI 247 Human Anatomy II
4. Completion of the following
  - a. Exercise Science Program Application
  - b. Student Health and Technical Standards Form
  - c. Present/Future Coursework Form
  - d. Prerequisite Grade Point Average Form
  - e. Exercise Science Student Confidentiality Agreement
  - f. Entry Level Exercise Science Assessment
5. Submit Unofficial Transcript
6. Officially Declare Exercise Science as a Major in the Registrar's Office
7. Must show proof of current First Aid and CPR certification.
8. Must complete an interview for application if deemed necessary by the Program Director or Exercise Science Admissions Committee.

For priority consideration, all application materials must be submitted by the first Wednesday in March of each academic year. Incomplete applications and materials will not be reviewed by the Exercise Science Admissions Committee.

### MINOR IN EXERCISE SCIENCE

Students wishing to minor in Exercise Science must complete the following courses (14 hours):

- |                                                           |           |                                      |
|-----------------------------------------------------------|-----------|--------------------------------------|
| BI 246 Human Anatomy & Physiology I                       | <b>OR</b> | EX 244 Essentials of Sports Medicine |
| BI 360 Comparative Vertebrate Anatomy                     | <b>OR</b> | EX 343 Physiology of Exercise        |
| BI 382 Comparative Physiology                             |           | EX 347 Applied Kinesiology           |
| EX 180 First Aid and CPR/AED for the Professional Rescuer |           |                                      |

Students majoring in Health/Physical Education (Teacher Licensure) are not eligible to obtain a minor in Exercise Science.

## GRAPHIC DESIGN

### DEPARTMENT OF MASS MEDIA AND VISUAL ARTS

DAVID BOSTWICK, Associate Professor

JENNIFER JARNOT, Assistant Professor

### STATEMENT OF PROGRAM MISSION

The Graphic Design major is designed to merge interdisciplinary components of the Mass Media and Studio Art programs in a way that responds to increasing demands articulated by the media, public relations, and technology industries that employees have skills to create and execute content for online and portable venues. The Graphic Design major will expose students to foundational knowledge of Mass Media while honing creative art skills that will translate to website development and other emerging technologies. Students who complete the Graphics Design major will be positioned to pursue a variety of employment opportunities, including website development, electronic publication, video entertainment media, public relations, advertising, and marketing.

### GRAPHIC DESIGN PROGRAM OBJECTIVES

Graphic Design majors will learn the competencies, abilities, and skills that will prepare them for professional settings. The graduating student should be able to:

1. Demonstrate expertise with computers for graphics, designing, researching, and preserving digital works in various mediums.
2. Employ the principles and elements of design for the organization of various forms of digital media.
3. Demonstrate proficiency in the use of vector-based illustration and raster-based image editing software for the creation of graphic images for both print and web publications.
4. Create and compare print and screen based media, understanding the quality and constraints of each in the production of graphic design.
5. Keep track of emerging technological trends, understanding their impact from a design perspective.
6. Demonstrate an overall understanding and utilization of appropriate written and stylistic content for various forms of mass media and graphic design.
7. Demonstrate critical thinking and expression in oral, written, and visual modes.
8. Understand the practice, process, and ethics of a graphic designer, as well as the contemporary, historical, social and political contexts of this field of study.

9. Show competence in all courses within the major by creating a well-designed portfolio.
10. Exhibit professionalism as well as a knowledge of communication skills that are consistent with the graphic design workplace.

## **GRAPHIC DESIGN CURRICULUM AND REQUIREMENTS**

Managing the interdisciplinary components of mass media and studio art takes a variety of skills, including 1) an understanding of the text and images that are used in messaging; 2) a working knowledge of the technologies used to disseminate those messages; 3) and the leadership skills required to meet deadlines for the discipline. The courses required by the Graphic Design program spans all three of these skill sets. The curriculum is designed to prepare students for careers in several graphic design related fields, and to provide the necessary foundation for further study in a graduate program.

Students majoring in Graphic Design will be able to double major in Mass Media if they pursue the Public Relations or Sports Communications track. A double major in Studio Art or the Digital Media track in Mass Media is not available for Graphic Design majors due to the similarities in coursework of those majors.

Students majoring in Graphic Design must enroll in the GD sections of Graphic Design listed on the course timetables, as well as the AS170 section for Digital Photography I, and AS370 section for Digital Photography II.

Students majoring in Graphic Design may choose the Bachelor of Arts degree or the Bachelor of Science degree. Students in this program must complete 39 credit hours, eighteen of which must be upper-college.

## **SUMMARY OF GRAPHIC DESIGN MAJOR REQUIREMENTS**

1. GD 232 Graphic Design I (3 hrs.)
2. GD 332 Graphic Design II (3 hrs.)
3. Skill I-MM 241 Newspaper/Online Workshop (three semesters, for a total of 3 hrs.)
4. Skill II-AS 498 Exhibition and Portfolio, senior capstone (3 hrs.)
5. Mass Media and Studio Art supporting coursework (27 hrs., listed below)

## **DISCIPLINARY PERSPECTIVES**

### **MASS MEDIA PERSPECTIVES**

MM 140 Mass Media and Society  
MM 230 Digital Media I  
MM 231 Digital Media II

MM 320 A/V Production  
MM 331 Ethics  
MM 325 Advertising

### **STUDIO ART PERSPECTIVES**

AS 120 Drawing I  
AS 170 Digital Photography I  
AS 370 Digital Photography II

To receive credit in the Graphic Design major, MM 232 Graphic Design I, MM 230 Digital Media I, and AS170 Digital Photography I must be completed with a grade of “C” or higher.

## HEALTH/PHYSICAL EDUCATION SCHOOL OF EDUCATION

### PROGRAM OBJECTIVES

1. Understand and demonstrate knowledge and comprehension of the concepts of Physical Education.
2. Demonstrate healthy choices and concepts which support life-long wellness.
3. Synthesize theoretical and procedural knowledge in Physical Education
4. Apply knowledge and experience in Physical Education in the process of critical evaluation.

### MAJOR IN HEALTH/PHYSICAL EDUCATION (TEACHER LICENSURE)

All students majoring in health/physical education for teacher licensure must successfully complete the following core curriculum (36 semester hours):

ED 143 Movement and Rhythm	EX 181 Introduction to Human Performance
ED 180 Concepts of Health	EX 244 Essentials of Sports Medicine
ED 240 Techniques of Teaching Team Sports	EX 245 Human Nutrition
ED 241 Techniques of Teaching Individual and Dual Sports	EX 343 Physiology of Exercise
ED 252 Practicum Experience in Health	EX 346 Special Populations and Conditions
ED 339 Methods of Teaching Physical Education and Health	EX 347 Applied Kinesiology
EX 180 First Aid and CPR/AED for the Professional Rescuer	SA 388 Sports Management

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* (posted online).

### MINOR IN COACHING

Students wishing to minor in coaching must complete the following courses (13 hours):

EX 180 First Aid and CPR/AED for the Professional Rescuer	EX 245 Human Nutrition
EX 244 Essentials of Sports Medicine	SA 348 Sports Psychology
	SA 420 Theory and Principles of Coaching

### ACTIVITY COURSES

The Health/Physical Education program 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; and 3) provide leisure-time activity.

## HISTORY

### DEPARTMENT OF HISTORY, CULTURE AND SOCIETY

LEONARD ORTIZ, Associate Professor,  
Susan L. Perry Chair

JOHN RICHARDS, Associate 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, inquiry based learning, experiential learning, 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 cultural, social, gender, labor, American, European, or Public 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* (posted online), 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:

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 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.

### MAJOR IN HISTORY

The History Program 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 297 History of Social Conflict in the Eastern Hemisphere

HI 298 History of Social Conflict in the Western Hemisphere

HI 436 Senior Thesis in History

Two of the following world civilization courses:

- |                               |                                |
|-------------------------------|--------------------------------|
| HI 140 World Civilizations I  | HI 142 World Civilizations III |
| HI 141 World Civilizations II | HI 143 World Civilizations IV  |

Six hours of upper-college European or world history, chosen from the following:

- |                                                              |                                                                                  |
|--------------------------------------------------------------|----------------------------------------------------------------------------------|
| HI 328 Christian History                                     | HI 373 From Kingdom to Nation-State:<br>European History, 1689-1850              |
| HI 351 African Civilizations to 1870                         | HI 381 The Era of Global War: European<br>History in a Global Context, 1870-1947 |
| HI 363 Europe in the Early Middle Ages, 300-<br>1100 CE      | HI 405 The Dynasties of Ancient Egypt                                            |
| HI 365 The Mediterranean in the Middle<br>Ages, 1000-1500 CE | HI 433 The Golden Age of Ancient Greece                                          |
| HI 367 Europe in the Middle Ages, 1000-<br>1500 CE           | HI 437 Alexander's Legacy                                                        |
| HI 371 Europe in the Early Modern Era,<br>1450-1688          | HI 441 Rome From Republic to Empire                                              |
|                                                              | HI 443 The World of Late Antiquity                                               |
|                                                              | HI 495 (topics approved for this purpose by<br>the department chair)             |

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

- |                                                              |                                                                      |
|--------------------------------------------------------------|----------------------------------------------------------------------|
| HI 333 American Social and Intellectual<br>History           | HI 348 Social and Cultural Revolutions in<br>the 1960s               |
| HI 334 American Labor History                                | HI 362 Social Conquest of the American West.                         |
| HI 335 American Gender and Minority Issues                   | HI 349 Mexico: Ancients, Warriors, and<br>Revolutionaries            |
| HI 344 Outside the Classroom: Inquiries in<br>Public History | HI 364 American Indian History                                       |
| HI 346 History of Kansas: Its Peoples and<br>Cultures        | HI 495 (topics approved for this purpose by<br>the department chair) |

### 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:

Three 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 from one of the following: HI 297 History of Social Conflict in the Eastern Hemisphere **or** HI 298 History of Social Conflict in the Western Hemisphere

Three hours of American History, chosen from the following:

- |                                                              |                                                           |
|--------------------------------------------------------------|-----------------------------------------------------------|
| HI 333 American Social and Intellectual<br>History           | HI 348 Social and Cultural Revolutions in<br>the 1960s    |
| HI 334 American Labor History                                | HI 349 Mexico: Ancients, Warriors, and<br>Revolutionaries |
| HI 335 American Gender and<br>Minority Issues                | HI 362 Social Conquests of the American<br>West           |
| HI 344 Outside the Classroom:<br>Inquiries in Public History | HI 364 American Indian History                            |
| HI 346 History of Kansas: Its Peoples<br>and Cultures        |                                                           |

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 BUSINESS

This program is described in the same section as the Business program (see p. 64).

## INTERNATIONAL STUDIES

### DEPARTMENT OF HUMANITIES

RYAN GIBB, Assistant Professor

### 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 Design and Analysis I, PY 252 Research Design and Analysis II, HI 226 Laboratory Course in Historical Method (and any prerequisites)
2. Study Abroad (9 hrs.)
3. 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
4. IN 401 Senior Seminar in International Studies (3 hrs.)

### FOUNDATIONS COURSES

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

### DISCIPLINARY PERSPECTIVES

#### HISTORICAL PERSPECTIVES

HI 297 Riots, Rebellion, and Revolts: A History of Social Conflict in the Eastern Hemisphere	HI 371 Europe in the Early Modern Era, 1450-1688
HI 298 Riots, Rebellion and Revolts: A History of social Conflict in the Western Hemisphere	HI 373 From Kingdom to Nation State: European History, 1689-1850
HI 326 Eastern European/Soviet History and Politics	HI 381 The Era of Global War: European History in a Global Context, 1870-1947
HI 336 History of American Foreign Relations	HI 433 The Golden Age of Ancient Greece
HI 349 Mexico: Ancients, Warriors and Revolutionaries	HI 437 Alexander's Legacy
HI 351 African Civilizations to 1870	HI 443 The World of Late Antiquity
HI 363 Europe in the Early Middle Ages, 300-1000 CE	HI 405 The Dynasties of Ancient Egypt
HI 365 The Mediterranean in the Middle Ages	HI 441 Rome from Republic to Empire
HI 367 Europe in the Middle Ages, 1000-1500 CE	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	EN 331 British Literature since 1780
AH 250 Women's Art History	FR 360 Introduction to French Literature
AH 341 Ancient and Medieval Art History	FR 412 Nineteenth-Century French Literature
AH 342 Renaissance and Rococo Art History	FR 413 Modern French Literature
AH 345 Modern Art History	GN 360 Introduction to German Literature
AH 347 Art of the 20th Century and Beyond (1920-present)	GN 413 Modern German Literature
EN 223 World Literature	GN 420 German Cinema
EN 224 Studies in World Literature	MU 320 World Music
EN 226 Multi-Ethnic American Literature	MU 331 History of Western Music I
EN 228 Studies in American Ethnic Literature	MU 332 History of Western Music II
EN 313 Mythology	SP 360 Introduction to Hispanic Literature
EN 330 British Literature to 1780	SP 413 Seminar on a Theme or Movement
	SP 414 Seminar on Culture and Literature
	SP 416 Seminar on Film and Literature
	SP 418 Seminar in Specific Authors

**BUSINESS, ECONOMICS, AND POLITICS**

BS 361 International Management	EC 347 International Trade
BS 462 International Marketing	SO 410 Power, Politics and Modernity
BS 463/EC 463 International Finance	

**CULTURE AND SOCIETY**

CO 420 Communicating the Feminine in Ancient World Religions	PH 310 Social Justice: Theory and Practice
FR 340 French Civilization and Culture	RE 270 Religions of the World
FR 350 Contemporary France	RE 363/SO 363 Religion, Ritual and Belief
GN 340 German Civilization and Culture	SP 343 Civilization and Culture of Spain
GN 350 Contemporary German Culture	SP 344 Civilization and Culture of Latin America
PH 270 World Philosophies	

**AVAILABILITY OF A MINOR**

The International Studies program does not offer a minor.

**MASS MEDIA****DEPARTMENT OF MASS MEDIA AND VISUAL ARTS**

W. JOE WATSON, Associate Professor, Department Chair

DAVID BOSTWICK, Associate Professor

TOM HEDRICK, Instructor, Part-time

R. MCKAY STANGLER, 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 program to operate laboratories for each of the 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 outcome 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 coursework, 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 and online media, broadcasting, public relations, and sports information.
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 coursework 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: multimedia, public relations, or sports information. The curriculum is designed to prepare students for work in converged media, meaning those that disseminate information on multiple platforms, with emphasis on 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 230 Digital Media I  
MM 250 Writing for Mass Media

MM 331 Mass Media Ethics  
MM 345 Advanced Reporting  
MM 376 Media Theory and Methods

MM 476 Senior Seminar in Mass Media

MM 478 Mass Media Law

Students majoring in mass media must complete a track in multimedia, public relations, or sports communication. 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 program guidelines and present it to the program 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 340 Public Relations Case Studies
MM 261 Public Relations Writing	MM 470 Public Relations Campaigns

Students must complete at least two of the following courses:

MM 231 Digital Media II	MM 325 Advertising
MM 232 Graphic Design I	MM 341 Editing
MM 320 Audio/Video Production	MM 342 Publications Design

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, and MM 244 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 462 International Marketing
BS 252 Business Law II	SA 285 Sports Marketing

**TRACK 2: MULTIMEDIA**

Students who choose the multimedia track must complete six courses from the following list:

MM 170 Digital Photography I	MM 320 Audio/Video Production
MM 205 Introduction to Broadcasting	MM 341 Editing
MM 231 Digital Media II	MM 342 Publications Design
MM 232 Graphic Design I	MM 370 Digital Photography II
MM 270 Sports Broadcasting	MM 430 Opinion Writing
MM 310 Sports Writing	

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

**SUPPORTING COURSEWORK FOR MULTIMEDIA TRACK**

In addition, all students completing the multimedia track must successfully complete twelve credit hours of supporting coursework from one discipline of the student's choosing.

**TRACK 3: SPORTS COMMUNICATION**

Students who choose the sports communication track must complete the following courses:

MM 260 Introduction to Public Relations	MM 310 Sports Writing
MM 270 Sports Broadcasting	MM 420 Race, Gender and Sports Media

Students must complete at least two of the following courses:

MM 231 Digital Media II	MM 341 Editing
MM 261 Public Relations Writing	MM 342 Publications Design
MM 320 Audio/Video Production	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, and MM 248 Public Relations PLUS at least one credit hour of MM 271 Sports Broadcasting Lab.

### **SUPPORTING COURSEWORK FOR SPORTS COMMUNICATION TRACK**

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

BS 141 Introduction to Business	SA 351 Law of Sports
SA 285 Sports Marketing	SA 388 Sports Management

### **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 331 Mass Media Ethics
MM 250 Writing for Mass Media	

Six additional semester hours of mass media courses, three of which are upper-college.

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**

### **DEPARTMENT OF MATHEMATICS, PHYSICS AND COMPUTER SCIENCE**

JEAN T. JOHNSON, Professor, Department Chair

GENE D. JOHNSON, Associate Professor

MIRCEA MARTIN, Associate Professor

LOUIS LEVY, Assistant 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 Program 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. Achieve mastery of a rich and diverse set of mathematical ideas.
4. Be able to apply knowledge from one branch of mathematics to another and from mathematics to other disciplines.
5. Understand the nature of proof.
6. 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 Program 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 291 Introduction to Higher Mathematics
MA 172 Calculus II	MA 345 Problem Seminar
MA 271 Calculus III	MA 445 Senior Seminar
MA 281 Introduction to Linear Algebra	

In addition, students must successfully complete one of the following courses:

MA 362 Modern Geometries	MA 491 Introduction to Real Analysis
MA 383 Introduction to Modern Algebra	

Finally, the student must successfully complete nine additional hours from the following list:

MA 355 Statistics and Modeling	MA 385 Probability
MA 359 Mathematical Methods of Physical Science	MA 472 Advanced Applied Statistics
MA 362 Modern Geometries	MA 491 Introduction to Real Analysis
MA 372 Differential Equations	MA 493 Introduction to Complex Analysis
MA 383 Introduction to Modern Algebra	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 above 225, chemistry courses numbered 137 or above, and computer science courses numbered above 175.

### 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

### DEPARTMENT OF MUSIC AND THEATRE

TRILLA LYERLA, Professor, Department Chair

ROBIN LISTON, Associate Professor

J. D. PARR, Professor

MARCI ZIEGLER, Assistant Professor

FRANK PEREZ, Instructor of Music

THOMAS BECKER, Instructor, Part-time

CATHY CRISPINO, Instructor, Part-time

JAMES FUNKHOUSER, Instructor, Part-time

LISA JACKSON, Instructor, Part-time

ELLEN LIND, Instructor, Part-time

STEVE RILEY, Instructor, Part-time

MARK PRETZEL, Instructor, Part-time

NANETTE KRAUS, Student/Staff Accompanist

### STATEMENT OF PROGRAM MISSION

The Music Program 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 program of energetic, select students, and distinguished faculty which promotes mutual accomplishment and dynamic personal interaction.

The primary mission of the Baker University Music Program 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 coursework, 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 Program 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 Program 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 applied lessons for the first time should enroll in 200-level lessons. Juniors and seniors with previous study at the 200-level should enroll for 400-level lessons. Non-music majors, including music minors, may register for one credit (one half-hour lesson each week, with a minimum of 2.5 required hours of practice weekly). Music majors will enroll in one or two credits (one hour lesson each week, with a minimum of 5 required hours of practice weekly) in their primary performance area, depending on their degree program (BA or BME). (Note: non-music majors may, with the permission of the instructor, enroll in two-credit lessons, with the same minimum expectations of practice required for 2 credit lessons). When more than one faculty member is teaching in a given 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 vocal students, regardless of major, enroll in MU 207 and its corresponding performance lab, MU 207L, for one semester. [Exception: Transfer students with prior voice training at the collegiate level may by-pass MU 207 and enroll in the appropriate section of either MU 217 or MU 417.] MU 207 is a one-credit course which offers one half-hour private lesson plus an hour group lesson each week with a minimum of 1.5 required hours of additional practice weekly for every student enrolled. After successful completion of MU 207, freshmen and sophomore non-music major vocalists may enroll in MU 217 for one credit (one half-hour lesson each week, with a minimum of 2.5 required hours of practice weekly). Music majors will enroll in two credits (one hour lesson each week, with a minimum of 5 required hours of practice weekly) in their primary performance area. (Note: non-music majors may, with the permission of the instructor, enroll in two-credit lessons.)

Juniors and seniors with previous study at the 200 level should enroll in MU 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 beyond MU 207.

**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. Achievement Level I must be attempted no later than the second semester of applied lesson study, Achievement Level II must be attempted no later than the fourth semester of applied lesson study, and Achievement Level III must be attempted no later than the sixth semester of applied lesson study. 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 Program 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 (128 hours) 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.

**Musicianship, 29 hours**

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 246 Instrumental 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 282-288 Methods of Teaching [Major performance area] .....	1 hr.
MU 320 World Music.....	3 hrs.
MU 331 History of Western Music I .....	3 hrs.
MU 332 History of Western Music II.....	3 hrs.
MU 354 Form and Analysis.....	2 hrs.

**Performance and Music Electives, 27 hours**

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

**OPTIONAL CONCENTRATIONS (6-9 HOURS) FOR THE BACHELOR OF ARTS DEGREE  
IN MUSIC (HOURS WHICH MAY BE COUNTED WITHIN THE MUSIC ELECTIVE REQUIREMENT  
ABOVE)**

**JAZZ STUDIES (7 HOURS)**

MU 109 Jazz History in America.....	3 hrs.
MU 223/423 Jazz Combo <b>OR</b> MU 233/433 Jazz Ensemble.....	4 hrs.

**HISTORY AND LITERATURE (8 HOURS)**

MU 109 Jazz History in America.....	3 hrs.
History of Rock 'n Roll (Interterm offering) .....	3 hrs.
MU 352 Piano Repertoire .....	2 hrs.

**MUSIC COMPOSITION (6 HOURS)**

MU 358 Music Composition I .....	2 hrs.
MU 359 Music Composition II.....	2 hrs.
MU 363 Instrumental Arranging .....	1 hr.
MU 363 Choral Arranging.....	1 hr.

**VOCAL PERFORMANCE (9 HOURS)**

(Applied lessons hours are *in addition* to those listed in the BA music requirements above. Rather than enrolling in applied lessons for 1 credit hour, students desiring a Vocal Performance concentration should enroll in applied lessons for 2 credit hours for seven semesters, for a total of 15 hours of applied lesson credits-MU 207 [1 hr.]+MU 217 [6 hrs.]+MU 417 [8 hrs.]

MU 217 Applied Lessons: Voice .....	3 hrs.
MU 417 Applied Lessons: Voice .....	4 hrs.

MU 249 English/Italian/Latin Vocal Diction .....	1 hr.
MU 349 German/French Diction .....	1 hr.

**INSTRUMENTAL PERFORMANCE (8 HOURS)**

(Applied lessons hours are *in addition* to those listed in the BA music requirements above. Rather than enrolling in applied lessons for 1 credit hour, students desiring an Instrumental Performance concentration should enroll in applied lessons for 2 credit hours for eight semesters, for a total of 16 hours of applied lesson credits-MU 21x [8 hrs.]+MU 41x [8 hrs.]

MU 21X Applied Primary Studio Lessons .....	4 hrs.
MU 41X Applied Primary Studio Lessons .....	4 hrs.

**INTERDISCIPLINARY MUSIC THEATRE PERFORMANCE (VOICE EMPHASIS) (13 HOURS)**

TH 123 OR TH 423 Stage Performance .....	2 hrs.
TH 130 Acting I .....	3 hrs.
TH 200 Voice and Movement .....	3 hrs.
MU 237 Music Theatre Workshop .....	2 hrs.
TH 320 Theatre History I .....	3 hrs.

**THE BACHELOR OF MUSIC EDUCATION DEGREE**

The Music Program, 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 (73 credits) or Instrumental license (75 credits) courses for the appropriate license. Students may complete both the Vocal and Instrumental license requirements (81-82 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 Program in order to satisfy all requirements.

**Professional Education, 46 credits**

For listing of required Quest 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, 59-60 hours**

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 257 Class Piano .....	1 hr.
MU 258 Class Piano .....	1 hr.
MU 263 Chromatic Harmony .....	3 hrs.
MU 264 Twentieth-Century Compositional Techniques .....	3 hrs.
MU 320 World Music .....	3 hrs.

MU 331 History of Western Music I .....	3 hrs.
MU 332 History of Western Music II.....	3 hrs.
MU 354 Form and Analysis.....	2 hrs.
MU 463 Teaching Elementary General Music .....	4 hrs.
MU 2XX Applied Primary Studio Lessons (Instrumentalists).....	8 hrs.
<b>OR</b> MU 207 and MU 217 Applied Voice Lessons (Vocalists).....	7 hrs.
MU 4XX Applied Primary Studio Lessons (Instrumentalists and Vocalists).....	6 hrs.
MU 2XX Large Ensemble, Primary .....	4 hrs.
MU 4XX Large Ensemble, Primary .....	3+ hrs.
(Major performing area ensemble is required every semester of residence excluding semester of student teaching)	
MU 2XX or MU 4XX Large Ensemble, Secondary.....	4 hrs.
MU 2XX Chamber Ensemble.....	2 hrs.
MU 480 Partial Senior Recital .....	1 hr.

### **Specific Musicianship and Performance, Vocal License, 15 credits**

MU 244 Choral Conducting Techniques.....	1 hr.
MU 249 English/Italian/Latin Vocal Diction.....	1 hr.
MU 349 German/French Vocal Diction.....	1 hr.

Two 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.
MU 288 Methods of Teaching Piano .....	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 461 Teaching Choral Music .....	4 hrs.
MU 21X Applied Lessons: Sec. Inst.....	2 hrs.
MU 215 Applied Lessons: Piano.....	2 hrs.

### **Specific Musicianship and Performance, Instrumental License, 16 credits**

MU 246 Instrumental Conducting Techniques .....	1 hr.
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.
MU 207 Beginning Collegiate Voice .....	1 hr.
MU 217 Applied Lessons: Voice .....	2 hrs.
MU 21X Applied Lessons: Secondary Inst. ....	2 hrs.

## **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 .....	3 hrs.

**Music Performance, 8 credits**

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

**INTERDISCIPLINARY MINOR IN MUSIC THEATRE (FOR NON-MUSIC OR NON-THEATRE MAJORS)**

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

MU 207 Beginning Collegiate Voice.....	1 hr.
MU 217 <b>OR</b> MU 417 Applied Lessons: Voice (enrollment in a choral ensemble is waived UNLESS student is receiving a choral scholarship).....	1 hr.
TH 123 <b>OR</b> TH 423 Stage Performance .....	2 hrs.
TH 130 Acting I.....	3 hrs.
TH 200 Voice and Movement.....	3 hrs.
MU 237 Music Theatre Workshop .....	2 hrs.
MU 332 History of Western Music II <b>OR</b> TH 320 Theatre History I.....	3 hrs.

**PHILOSOPHY**

**DEPARTMENT OF HUMANITIES**

DONALD L. HATCHER, Professor

THOMAS PEARD, Professor

**PHILOSOPHY PROGRAM OBJECTIVES**

Upon completion of their coursework, 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 211 Logic and Critical Thinking

PH 228 History of Ancient and Medieval Philosophy

PH 320 History and Philosophy of Science **or** PH 322 History of Modern Philosophy

PH 440 Contemporary Philosophy

PH 495 Senior Project

Six additional hours from philosophy courses.

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

## COMBINED MAJOR IN PHILOSOPHY AND RELIGIOUS STUDIES

Students may choose a major in philosophy only or religious studies only (see **Religious Studies** section below), but students may also study philosophy and religious studies as a combined major. The requirements for this combined major are 30 semester hours (ten courses) of coursework in either philosophy or religious studies, 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 religious studies. Close consultation with a member of either the philosophy or religious studies faculty is required.

## MINOR IN PHILOSOPHY

Students who wish to minor in philosophy must successfully complete twelve semester hours of coursework, three of which must be at the upper-college level.

# PHYSICS

## DEPARTMENT OF MATHEMATICS, PHYSICS AND COMPUTER SCIENCE

MAHMOUD AL-KOFAHI, Professor

RAN SIVRON, Associate Professor

## 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 Program 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 480 Advanced Mechanics
PC 226 General Physics II	PC 490 Quantum Physics <b>OR</b>
PC 325 General Physics III	PC 441 Nuclear Physics
PC 470 Advanced Electricity and Magnetism	PC 491 Senior Projects in Physics
Two additional 300 or 400 level physics courses	

### 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	One additional upper level course in physics

## POLITICAL SCIENCE

### DEPARTMENT OF HUMANITIES

RYAN GIBB, Assistant Professor

### POLITICAL SCIENCE MINOR CURRICULUM AND REQUIREMENTS

A minor in political science requires a minimum of fifteen hours of political science courses, including:

- PS 115 Introduction to American Politics

PS 117 Introduction to Global Politics

PS 212 Global Problems

Six additional semester hours of upper-division political science courses.

## **PRE-LAW STUDIES INTERDISCIPLINARY MINOR**

### **DEPARTMENT OF HUMANITIES**

LEE GREEN, Professor

THOMAS PEARD, Professor

#### **STATEMENT OF PROGRAM MISSION**

The Baker University Pre-Law Interdisciplinary Minor is intended to assist students in their academic and practical preparation for law school and careers in law-related fields by providing a rigorous yet flexible curriculum that will supplement students' chosen majors and that will provide students with enhancement of the skills necessary for success in and after law school, including critical thinking ability, writing skills, oral communication competency, legal analysis capabilities, and interpersonal skills.

The program mission also includes providing students with extensive Chancery Club (pre-law club) activities and events that will serve to support students in preparing for the law school application process, including all of the stages of the process such as preparing for the Law School Admissions Test, choosing target law schools, writing law school personal statements and essays, obtaining letters of recommendation, and securing law-related internships to validate career choice and strengthen the law school application.

#### **PRE-LAW INTERDISCIPLINARY MINOR PROGRAM OBJECTIVES**

Students completing the curriculum and requirements for the Baker University Pre-Law Interdisciplinary Minor should be able to:

1. Apply the skills of critical thinking and syllogistic logic necessary for success in law school and a career in the law.
2. Understand the principles obtained through law-related courses of legal analysis and legal reasoning necessary for success in law school and a career in the law.
3. Express themselves in writing and possess the abilities of technical writing necessary for success in law school and a career in the law.
4. Effectively communicate orally and have developed the skills of public speaking and debate necessary for success in law school and a career in the law.
5. Work and interact with others in collaborative, team-oriented settings necessary for success in law school and a career in the law.
6. Appreciate the importance of honesty, integrity, and ethical behavior to the legal profession and have become committed to the exercise of such values throughout law school and a career in the law.
7. Understand all the components of the law school application process, including how to prepare for the LSAT, complete all required law school personal statements and essays, create a law school resume, obtain law school references, and choose appropriate law schools to which to apply.
8. Complete the law school application process in a timely manner that will maximize the chances of acceptance to the students' law schools of choice.
9. Comprehend the career options that a law degree will afford and identify possible career paths in the law consistent with the students' interests, abilities, and personal qualities.

10. Appreciate the opportunities presented by a legal education for public service and contribution to the greater good and become committed to integrating such goals into the student's career in the law.

### **PRE-LAW INTERDISCIPLINARY MINOR CURRICULUM AND REQUIREMENTS**

To earn the interdisciplinary minor in Pre-Law, students must complete eighteen credit hours of coursework, at least nine hours of which must be upper-college. Two courses (six credit hours) are required: PH 110 Introduction to Law and the Legal Profession and QS 411 Global Citizenship (a section of the course dealing with a law-focused topic). The remaining four courses (twelve credit hours) may be chosen from a selection of law-related courses offered by departments across campus (see list of options below).

Students are also required to actively participate in the Baker University Chancery Club, a pre-law organization that meets monthly with the mission of providing a menu of guest speakers, law-related site visits, and events designed to assist students in preparing for law school and a career in the law.

#### **CORE COURSEWORK**

The following courses are required of all pre-law interdisciplinary minors:

- PH 110 Introduction to Law and the Legal Profession
- QS 411 Global Citizenship (on a law-focused topic)

#### **ELECTIVE COURSEWORK**

Students must complete four of the following courses (no more than 6 hours in any one prefix):

- |                                    |                                    |
|------------------------------------|------------------------------------|
| BS 251 Business Law I              | PS 421 American Constitutional Law |
| BS 252 Business Law II             | PY 256 Psychology and Law          |
| MM 478 Mass Media Law              | SA 351 Sports Law                  |
| PH 120 Ethics                      | SO 346 Criminal Justice            |
| PH 211 Logic and Critical Thinking | SO 380 Law and Society             |
| PH 350 Law and Morality            |                                    |

A law-related Special Topics course approved by the Program Director

A law-related Independent Study course approved by the Program Director

A law-related Interterm course approved by the Program Director

A law-related Internship approved by the Program Director

## **PSYCHOLOGY**

### **DEPARTMENT OF BEHAVIORAL AND HEALTH SCIENCES**

MARC L. CARTER, Associate Professor, Department Chair

SARA CRUMP, Associate Professor

D. RAND ZIEGLER, Professor

ROBYN LONG, Assistant Professor

#### **STATEMENT OF PROGRAM MISSION**

The Psychology Program promotes the use of the scientific method for the acquisition and application of knowledge toward the improvement of students' personal, professional, and societal lives.

#### **PROGRAM OBJECTIVES**

A degree from the Psychology Program 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 program objectives:

**SECTION 1: CONTENT**

Upon completion of their coursework, 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 Psychology Program 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 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 coursework, including:

PY 111 General Psychology	PY 371 Contemporary Issues in Psychology
PY 251 Research Design and Analysis I	PY 471 History & Systems
PY 252 Research Design and Analysis II	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 358 Cognitive Psychology
PY 352 Sensation and Perception	PY 374 Learning & Behavior

*Concentration on Application:*

PY 382 Health Psychology	PY 468 Testing and Measurement
PY 386 Clinical and Counseling Psychology	

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 an approved minor or second major.
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 in a science other than psychology 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 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 coursework at any level.

## **RELIGIOUS STUDIES**

### **DEPARTMENT OF HISTORY, CULTURE AND SOCIETY**

NICHOLAUS PUMPHREY, Assistant Professor

#### **RELIGIOUS STUDIES PROGRAM OBJECTIVES**

Upon completion of their coursework, religious studies 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.

#### **RELIGIOUS STUDIES CURRICULUM AND REQUIREMENTS**

The courses in religious studies 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.

Religious Studies majors earn the Bachelor of Arts degree.

#### **MAJOR IN RELIGIOUS STUDIES**

In order to complete a major in religious studies, a student must take 27 semester hours in religious studies 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 RELIGIOUS STUDIES**

Students may choose a major in philosophy (see **Philosophy** section above) only or religious studies only, but students may also study philosophy and religious studies as a combined major. The requirements for this combined major are 30 semester hours (ten courses) of coursework in either philosophy or religious studies, 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 religious studies. Close consultation with a member of either the philosophy or religious studies faculty is required.

#### **MINOR IN RELIGIOUS STUDIES**

Students who wish to minor in religious studies must successfully complete twelve semester hours of coursework, 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 coursework. 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 coursework 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 353 Fundamentals of Management
BS 141 Introduction to Business	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 250 Writing for Mass Media
MM 230 Digital Media I	

#### FOCUS AREA 4: CHURCH MUSIC EDUCATION

MU 126 Class Guitar	MU 264 Twentieth Century Compositional Techniques
MU 127 Class Piano	MU 463 Teaching Elementary General Music
MU 151 Music Theory Fundamentals	
MU 153 Sight-Singing, Diction and Aural Skills	
MU 244 Choral Conducting Techniques <b>OR</b>	
MU 246 Instrumental Conducting Techniques	

#### FOCUS AREA 5: CHURCH AND SOCIETY

HI 346 History of Kansas: Its Peoples and Cultures	SO 337 Community and Social Capital
SO 243 Social Inequality	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. 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 Introduction to Communication Studies or CO 242 Interpersonal Communication
7. CO 245 Advanced Public Speaking
8. SO 241 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 386 Counseling
11. The Bible and Leadership (Interterm course)

## **SOCIAL JUSTICE**

### **DEPARTMENT OF HISTORY, CULTURE AND SOCIETY**

JACOB BUCHER, Associate Professor, Program Director

TIMOTHY BUZZELL, Professor

ROBYN LONG, Assistant Professor

SUSAN REDDING EMEL, Professor,

LEONARD ORTIZ, Associate Professor

Department Chair

TAMARA SLANKARD, Assistant Professor

DONALD L. HATCHER, 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	HI 348 Social and Cultural Revolutions in the 1960s
CO 420 Communicating the Feminine in Ancient World Religions	PS 212 Global Problems
EC 111 Economic Analysis of Social Issues	SO 243 Social Inequality
EN 226 Multi-Ethnic American Literature	SO 329 Gender and Sexuality
HI 333 American Social and Intellectual History	SO 330 Race and Ethnicity
HI 334 American Economic History	SO 331 Social Class and Status
	SO 410 Power, Politics and Modernity

#### *Solution Courses:*

CO 257 Pathways to Conflict Management	PH/PS 310 Social Justice: Theory and Practice
CO 355 Group and Team Communication	SO 337 Community and Social Capital
CO 467 Nonviolence and Social Movements	
EC 151 Applied Game Theory	

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.

## SOCIOLOGY

### DEPARTMENT OF HISTORY, CULTURE AND SOCIETY

JACOB BUCHER, Associate Professor  
TIMOTHY BUZZELL, Professor

CARRIE COWARD 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 program 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* (posted online), which serves as the official document, available through the Undergraduate Education Department within the School of Education 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 for 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 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 Law and Society

### SOCIETY AND THE INDIVIDUAL

SO 325 Criminology

SO 338 Life Course

SO 345 Computers, Crime and Deviance

SO 344 Youth and Crime

SO 364 Culture and Society

SO 378 Social Identity

### **SOCIAL DIFFERENCES**

SO 329 Gender and Sexuality	SO 377 The Sociology of Deviant Behavior
SO 330 Race and Ethnicity	SO 410 Power, Politics, and Modernity
SO 331 Social Class and Status	

### **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 346 Criminal Justice
SO 344 Youth and Crime	SO 377 The Sociology of Deviant Behavior
SO 345 Computers, Crime, and Deviance	SO 380 Law and Society

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 346 Criminal Justice
SO 331 Social Class and Status	SO 372 Sociology of Medicine
SO 337 Community and Social Capital	SO 377 The Sociology of Deviant Behavior
SO 338 Life Course	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
One 200 level sociology course	
Two upper-college courses in sociology	

## **SPORTS ADMINISTRATION**

### **DEPARTMENT OF BUSINESS AND ECONOMICS**

RON CHRISTIAN, Assistant Professor

LEE GREEN, Professor

### **PROGRAM OBJECTIVES**

1. Understand the diversity of sport, recreation, and management.
2. Demonstrate the knowledge base fundamental to operations, finance, personnel management, and marketing.
3. Develop effective professional leadership and skills.
4. Apply knowledge and experience as necessary to evaluate and supervise programs and personnel.

**MAJOR IN SPORTS ADMINISTRATION**

All students majoring in sports administration must successfully complete the following courses (48 semester hours):

AC 141 Introduction to Financial Accounting	SA 141 Introduction to Sports Administration
AC 142 Managerial Accounting	SA 285 Sports Marketing
BS 141 Introduction to Business	SA 335 Facility and Event Management
EC 242 Principles of Economics: Micro	SA 340 Sports Leadership
EC 340 Economics of Sports	SA 351 The Law of Sports
MA 221 Statistics I	SA 388 Sports Management
MM 260 Introduction to Public Relations	SA 390 Sports Administration Internship
MM 325 Advertising	SA 496 Senior Seminar in Sports Administration

**THEATRE****DEPARTMENT OF MUSIC AND THEATRE**

THOMAS HEIMAN, Associate Professor

PATTI HEIMAN, Instructor

**STATEMENT OF PROGRAM MISSION**

The mission of the Baker University Theatre Program is to help students develop as individual and collaborative artists, instilling a foundation as performers, designers, and 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 Program 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 Program 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 423 Stage Performance
TH 130 Acting I	TH 465 Scene Design
TH 140 Acting II	TH 476 Directing
TH 145 Stagecraft	TH 480 Advanced Technical Production Practicum
TH 255 Costuming and Makeup	TH 493 The Production Process
TH 320 Theatre History I	One theatre Interterm course
TH 330 Theatre History II	
TH 357 Stage and Studio Lighting	

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 380 Shakespeare
EN 126 Introduction to Dramatic Literature	

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 280 Technical Theatre Practicum <b>OR</b>
TH 130 Acting I	TH 123 Stage Performance
TH 145 Stagecraft	TH 320 Theatre History I <b>OR</b>
Three additional hours of Theatre courses	TH 330 Theatre History II

## MUSIC THEATRE PERFORMANCE CONCENTRATION (OPTIONAL CONCENTRATION FOR THE BACHELOR OF ARTS IN THEATRE)

The following courses are required to complete the Music Theatre Performance Concentration:

- MU207 Beginning Collegiate Voice
- MU217 or MU417 Applied Lessons: Voice  
*(3 semesters of 2 cr., 60-min voice lessons or 6 semesters of 1 cr., 30-minute lessons)*  
*(enrollment in a choral ensemble waived UNLESS student is receiving a choral scholarship)*
- MU237 Music Theatre Workshop
- MU331 History of Western Music I **OR** MU 332 History of Western Music II

## WORLD LANGUAGES

### DEPARTMENT OF HUMANITIES

CYNTHIA APPL, Professor, Department Chair

ERIN JOYCE, Professor

SANDRA SCHUMM, 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 program requires an approved study abroad experience. While students are strongly encouraged to study abroad for at least one semester, the

minimum length for the study abroad requirement is three weeks. Study abroad provides unparalleled opportunities 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. In order to immerse themselves in the language and culture they are studying, majors in World Languages are required to complete a study abroad program of at least three weeks, but preferably a semester or a year. The program must be approved in advance by the chair of the department. 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 French or German the Senior Project may be completed in any course numbered 300 and above, with the exception of FR/GN 306 Conversation in Cultural Context. The Spanish Senior Project must be completed in a course numbered 400 or above.

In order to encourage students to improve fluency through study abroad, the program 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.

In addition, World Language majors are required to complete a language proficiency test before graduation. Details about this test are available from the Department Chair or Assistant.

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 World Languages Program and the Undergraduate Education Department in order to satisfy all requirements.

### **MAJOR IN FRENCH**

Students majoring in French earn the Bachelor of Arts degree.

Students majoring in French must complete an approved study abroad program.

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 300 level or above.

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.

In addition, French majors are required to complete a language proficiency test before graduation. Details about this test are available from the Department Chair or Assistant.

### 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 majoring in German must complete an approved study abroad program.

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 300 level or above.

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.

In addition, German majors are required to complete a language proficiency test before graduation. Details about this test are available from the Department Chair or Assistant.

### 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 majoring in Spanish must complete an approved study abroad program.

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 300 level or above.

Courses must include:

SP 305 Spanish Composition in Cultural Context	SP 360 Introduction to Hispanic Literature
SP 306 Spanish Conversation in Cultural Context	Twelve additional semester hours in Spanish
SP 343 Civilization and Culture of Spain <b>OR</b>	An approved Study Abroad experience
SP 344 Civilization and Culture of Latin America	One 400-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 Spanish.

In addition, Spanish majors are required to complete a language proficiency test before graduation. Details about this test are available from the Department Chair or Assistant.

**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; options within mathematics include MA 395; and for courses within philosophy, please see description for PH 290/490, which is listed separately on p. 179. 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. 9). **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. Co-requisite: AC 351.

#### **AC 354 - Managerial Accounting II 3 hrs.**

This course will emphasize the use of cost accounting information for making non-routine decisions, long range planning and policy making. Topics addressed include pricing decisions, customer-profitability analysis, cost and revenue allocation, costs of quality and transfer pricing. 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.

**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. **R**

## 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 490 - Methods of Teaching PreK-12 Art 3 hrs.**

This course is designed to address the needs of students seeking licensure as PreK-12 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. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the PreK-12 art classroom. In addition to class meeting times, candidates will also be required to participate in 25 hours of practicum experience.

**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.**

This course will survey the major developments in the history of art within the Western world from the Egyptians to the recent past. It is the goal of this course to foster a greater understanding of art, its formal and expressive qualities and the role it plays in the lives of humans from the ancient world to the present day. This course is also designed to promote an appreciation of the various cultural contexts in which art is produced, as well as to encourage critical thinking about specific works of art and their placement in the history of visual expression in the Western world.

## CAS AND SOE – COURSE DESCRIPTIONS

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### **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 will survey the role that women have played in the visual arts from the prehistoric period to the present. We will consider women both as producers and as subjects of artistic representation through the ages. Thus, it is the goal of this course to foster a greater understanding of the evolution of artistic practice involving women through an examination of changes in aesthetics and subject as well as the shifting notion of how women fit into the world of art.

### **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 the principle styles of Western art from the Paleolithic era through the latter stages of the Middle Ages with an emphasis on the cultural and historical contexts from which these styles emerged. The course focuses upon critical analysis and examines how the visual arts reflect ideas, issues, and values of societies and individuals. Prerequisite: AH 111.

### **AH 342 - Renaissance to Rococo Art 3 hrs.**

This course provides a survey of major developments in Western art from the period immediately preceding the birth of Renaissance art to the era of Rococo. It is the goal of this course to foster a greater understanding of the art of this time period, its formal and expressive qualities, and the role it played in the lives of contemporary people. 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 period in which modernism developed in the Western world. The scope of this course begins immediately before the French Revolution and ends with World War I. It is the goal of this course to foster an understanding of the conditions under which modern art arose and explore the subsequent development of trends and techniques within the world of modern art. Prerequisite: AH 111.

### **AH 347 - Art of the 20<sup>th</sup> Century and Beyond (1920-present) 3 hrs.**

This course begins with the aesthetic and thematic revolution inaugurated by the disillusionment sparked by World War I and ends with the contemporary art world. The course emphasizes the multitude of theories and meanings that developed and shifted in the art world after World War I as well as the changing aesthetic of artistic visual expression. Prerequisite: AH 111.

### **AH 495 - Writing About Art 3 hrs.**

Through the course of the semester, students will learn to write about art, study art historical writing and art criticism, discuss the historical development of those fields, and apply concepts of evaluation to the problem of analyzing works of art. 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.

## AR: ARABIC

**AR 111 - Discovering Arabic 4 hrs.**

In this course students will develop basic skills in speaking, understanding, reading and writing in Arabic while discovering connections between language and culture

## 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 Hand Building 3 hrs.**

An introductory studio course in Hand Building, consisting of both conceptual and technical processes in clay, that explores 2-D and 3-D functional designs and sculpture using basic clay construction methods, varied surface decoration, kiln loading, and firing methods. Studio maintenance and safety will be stressed. Emphasis will be placed on originality of content and technical skill sets. The class meets 6 studio hours per week.

**AS 132 - Sculpture I 3 hrs.**

An introductory studio course in which the basic three dimensional concepts are explored through the use of a variety of selected media and processes. An informed context will be provided by the study of the work of both contemporary and historic sculptors. Emphasis will be placed on originality of content and technical skill sets. Studio maintenance and safety will be stressed. The class meets 6 studio hours per week.

**AS 135 - Ceramics I Wheel Throwing 3 hrs.**

An introductory studio course in Wheel Throwing, consisting of both conceptual and technical processes in clay, that explores 3-D functional design, surface treatment, kiln loading, and firing methods. Studio maintenance and safety will be stressed. Emphasis will be placed on technical skill sets, a cohesive body of work, and time spent in studio working. The class meets 6 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 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.

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### **AS 232 - Graphic Design I 3 hrs.**

This course is an introduction to graphic design as a form of visual communication through the use of image, form, color, and type. The course will consist of a series of lectures, daily critiques, demos, in-class discussion and in-class work time. Students will be introduced to the fundamental principles of graphic design, and will explore formal composition principals, graphic design methodology, and approaches to digital layout. The course will include practical exercises in visual perception, visual organization, and visual communication. (Cross-listed as GD 232 and MM 232.)

### **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 332 - Graphic Design II 3 hrs.**

This is an intermediate level course increasing the skills acquired in Graphic Design I. The course will expand further into color theory, advanced typography, project portfolio creation, and client-based project development. Concepts that will be explored include planning procedures, creating thumbnail sketches, creating digital layouts, final design creation, and publication. Students will be expected to use math skills to calculate image size, resolution, and document layout/positioning. Each project is designed to develop problem-solving skills, encourage collaboration, as well as portfolio management. Students will use computer applications in this course including Adobe Illustrator for logo/vector images and Adobe Photoshop for photographic image editing. Prerequisite: AS/GD/MM 232. (Cross-listed as GD 332 and MM 332.)

### **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 of 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 basic wheel throwing and or hand building. Emphasis will be placed on further development of personal expression, aesthetics, technical competency, and craft in both functional design and sculptural ceramic art forms. Contemporary issues in ceramics will be discussed. Studio maintenance and safety issues will continue to be addressed. The class meets 6 studio hours per week. Prerequisite: AS 130 or AS 135.

### **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.

**AS 370, 470 - Digital Photography II, III 3 hrs.**

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.

**AS 460 - Ceramics III 3 hrs.**

This course is a continuation of AS 360 with further emphasis placed on glaze making. Expression of aesthetic judgment and production of a unified ceramics portfolio are central purposes of the course. The class meets 6 studio hours per week. Prerequisite: AS 360.

**AS 475 - Ceramics IV 3 hrs.**

This class is a continuation of AS360 Ceramics II and serves art majors and non-art majors alike. The emphasis will be on the development of the individual student's final portfolio and/or exhibition. Contemporary Art related global issues will be researched and discussed in class. 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 498 - Exhibition and Portfolio 3 hrs.**

Students in this course develop an understanding of standards and strategies for preparing and presenting works of art as an exhibition and for articulating artistic goals and objectives. Prerequisite: Studio Art major with senior status and permission of instructor.

## 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 125 - Human Genetics 3 hrs.**

This course is intended for the non-science major. It will focus on the role of genetics in health, medicine, society, ethics, and evolution. Students will discover how biology and genetics affects them directly. (This course may not be counted towards either the major or minor in biology.)

**BI 151 - Introduction to Molecular and Cellular Biology 3 hrs.**

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. Co-requisite: BI 151L or QS 211.

**BI 151 L - Introduction to Molecular and Cellular Biology Laboratory 1 hr.**

The laboratory that accompanies BI 151. Co-requisite: BI 151.

**BI 152 - 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

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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 151.

### **BI 246 - Human Anatomy and Physiology I 4 hrs.**

This course 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 exercise science and physical education, and for pre-professional students in nursing and other allied health sciences. This course is **not** recommended for pre-medical and pre-dental students. The course covers the basic anatomical and directional terminology; homeostasis; cell biology; histology; skeletal, muscle, nervous, cardiovascular and respiratory systems; and the digestive system and metabolism. 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 Human Anatomy and Physiology I and is required for pre-professional students in many of the allied health sciences. This course is **not** recommended for pre-medical and pre-dental students. The course covers the integumentary system; neural integration; general and special senses; the endocrine system; blood; the lymphatic system and immunity; the urinary system, fluid/electrolyte and acid/base balance; the reproductive system and human genetics. 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 with a grade of “C” or better.

### **BI 251 - Introduction to Ecological and Organismal Biology 4 hrs.**

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 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 251.

### **BI 262 - Introduction to Microbiology 3 hrs.**

This course is an introduction to microbiology. 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. Co-requisite: BI 262L or QS 211.

### **BI 262L - Introduction to Microbiology Laboratory 1 hr.**

The laboratory that accompanies BI 262. Co-requisite: BI 262.

### **BI 298 - Introduction to Research in Biology 1 hr.**

Students who have completed BI 151, BI 152 and BI251 with a minimum grade of a “C” and are interested in pursuing a major in biology will enroll in this course in the spring of their sophomore experience. Students will design an original research project with the help of the faculty. Prerequisite: BI 151, 152 and 251 all with grade of “C” or better and sophomore status.

### **BI 342 - Plant Biology 4 hrs.**

This course covers the biology of plants from an evolutionary perspective at the population, organism, cell and molecular levels of organization. It also emphasizes how plant biology can be used to better understand aspects of ecology, agriculture and medicine. There are three lecture and discussion sessions and one laboratory session each week. Prerequisite: BI 251

**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 exploration of anatomical similarities and differences among the vertebrate classes and an analysis of the anatomical evidence for evolutionary relationships. In the laboratory, students will gain experience dissecting a series of representative vertebrates to study anatomical diversity. This course is fundamental for biology majors who plan careers in vertebrate biology and for pre-medical and pre-dental students. There are three lecture and discussion periods and one laboratory dissection period each week. Prerequisite: BI 246 or BI 252.

**BI 361 - Developmental Biology 4 hrs.**

In this course students will address the fundamental questions: 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 152.

**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 152.

**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 251.

**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 252.

**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 from the molecular to the organismal level. The physical and chemical basis for the similarities and differences in function are analyzed. Mechanisms for meeting common problems, such as water and ion balance, feeding and digestion, gas exchange, internal transport, and nerve and muscle functions are studied. The theme of physiological adaptations to the environment will be emphasized. This course is recommended for junior and senior biology majors and for pre-medical and pre-dental students. There are three lecture and discussion periods and one laboratory session each week. Prerequisite: BI 246 or BI 252.

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### **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 152. 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 152 and CH 251.

### **BI 386 - Methods in Biochemistry and Molecular Biology 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 152.

### **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 savannahs 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 377.

### **BI 410 - Senior Seminar in Biology 2 hrs.**

This is the senior capstone course for all seniors graduating with a degree in Biology. 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 BI 298 with a minimum grade of C will enroll in 2 hours of BI 498 at some point during their junior experience in order to carry out the research project planned. Students may repeat this course in subsequent semesters to further their research, however only the original term will count toward the major in biology. Prerequisite: BI 298 with a C or better. **R**

## **BS: BUSINESS**

### **BS 105 - Introduction to Global Business 3 hrs.**

This course introduces students to the global business environment. The nature and importance of the business functional areas (e.g., accounting, finance, management, marketing, etc.) are also examined. *Enrollment is limited to students in Blue Valley's CAPS program.*

**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. (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 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.)

**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 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.

**BS 355 - Human Resource Management 3 hrs.**

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, MA 321, MA 355, or MA 472.

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### **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 390 - Business Internship 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.**

*Fall semester only*

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. BS 415 is designed to develop instructional skills required of secondary Business teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: ED 100, 243 and 244; 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 Program. 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: CHEMISTRY

**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 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 131 - Chemistry: Principles and Applications 3 hrs.**

This course is a one-semester application-based survey of chemistry. This course will survey some required chemistry background (atomic structure, molecular structure and bonding, thermochemistry, IMFs, nuclear chemistry, organic chemistry, and biochemistry) before applying this knowledge to various topics of interest. The goals for this course are to provide students with a solid foundation in both chemistry concepts and how chemistry applies to our everyday life.

**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: MA 145. Co-requisite: CH 137 Lab.

**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.

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### **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 - Physical Chemistry I (Fundamentals of Physical Chemistry) 3 hrs.**

This course introduces the basic principles of physical chemistry. Principles of thermodynamics, equilibrium, classical kinetics, and quantum mechanics are developed. The course consists of three lectures per week. Prerequisites: PC 226 and CH 252. Co-requisite: CH 363 is strongly encouraged.

### **CH 362 - Physical Chemistry II (Applications of Physical Chemistry) 3 hrs.**

This course expands on the principles outlined in CH 361 and covers statistical thermodynamics, dynamics, transport phenomena and spectroscopy. The course consists of three lectures per week. Prerequisite: CH 361. Co-requisite: CH 364.

### **CH 363 - Integrated Chemistry Lab I: Spectroscopy 1 hr.**

Lab exercises will focus on the application of spectroscopic methods to chemical problems, especially those in inorganic chemistry. Application of spectroscopic methods of analysis to biochemical problems will also be incorporated. In addition to laboratory techniques, error analysis, report-writing, and data analysis will be emphasized. The course consists of one 4-hour lab per week. Pre-requisites: PC 226 and CH 252 or permission of instructor. Co-requisite: CH 361 or permission of instructor.

### **CH 364 - Integrated Chemistry Lab II: Materials 1 hr.**

Lab exercises will focus on the study of materials, especially inorganic and polymeric materials. The principles of physical chemistry (kinetics, thermodynamics, and spectroscopy) will be applied to the characterization of materials. Rheological applications will also be introduced. In addition to laboratory techniques, error analysis, report-writing, and data analysis will be emphasized. The course consists of one 4-hour lab per week. Pre-requisites: CH 361 or permission of instructor. Co-requisite: CH 363 or permission of instructor.

### **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 3 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 program 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 3 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 program 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 Career Services. 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 Career Services. Prerequisite: CI 260 or II 225 or junior/senior status and approval of supervising faculty member. **R; P/NC**

### CN: CHINESE

**CN 111 - Discovering Chinese 4 hrs.**

In this course students will develop basic skills in speaking, understanding, reading and writing in Mandarin Chinese while discovering connections between language and culture.

### CO: COMMUNICATION STUDIES

**CO 115 - Introduction to Communication Studies 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 230 - Communication Workshop 1 hr.**

Students participate in the speech choir performance group and in communication presentation activities. Prerequisite: Permission of the instructor. **R**

**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: Permission of instructor.

**CO 242 - Interpersonal Communication 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 and QS 111/112. 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: Permission of instructor.

**CO 257 - Pathways to Conflict Management 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 267 - Communication Research Methods 3 hrs.**

This course deals with the logic, theory, methods, and practice of the study of communication research. It covers the fundamental processes and principals necessary for conducting and consuming research in communication, with a primary focus on quantitative and qualitative methods. No prior methodological or statistical knowledge is required. Prerequisite: CO 115.

**CO 335 - Speech Center Consulting 1 hr.**

This course in pedagogy will address the philosophical, theoretical, and practical issues faced by beginning Speech Center Consultants. Consultants will learn to critically evaluate speeches based on communication theory as well as learn how to apply constructive feedback and guidance to fellow students. Prerequisite: Permission of the instructor. **R**

**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: Permission of instructor.

**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: Permission of instructor.

**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.**

*Fall semester only*

This course prepares the student to develop materials and strategies for teaching secondary school speech and theatre. The course is team-taught by communication and theatre arts faculty. CO 472 is designed to develop instructional skills required of secondary teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary Speech and Theatre classroom. Prerequisites: ED 100, 243 and 244; 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: two upper-college communication courses and senior status.

## CS: COMPUTER SCIENCE

**CS 105 - Topics in Computer Science 3 hrs.**

This course will provide students with the opportunity to develop professional and technical skills through project-based learning. Students will discover technology by working collaboratively on a business project that encompasses many areas of technology, discovering in the process how each technical component contributes to the cohesive whole. *Enrollment is limited to students in Blue Valley's CAPS program.*

**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.

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### **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 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. Prerequisite: MA 145 or equivalent with a grade of “C” or higher.

### **CS 185 - Data Structures and Algorithms 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 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 - Web Design and Development 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 4 hrs.**

This course is a comparison of the characteristic 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. 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

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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 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 340 - Economics of Sports 3 hrs.**

The purpose of this course is to provide students an opportunity to expand upon models, terminology and concepts first introduced in the Principles-level curriculum. Students will use these analysis tools to examine specific issues related to the business of amateur and professional sports in the United States and around the world. Prerequisites: EC 242 and junior standing.

**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. Pre requisite: 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. Pre requisite: 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.**

*Every semester*

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 receive a current *Teacher Education Policy and Programs Handbook*, write a teaching philosophy, and interview a practicing licensed teacher.

### **ED 143 - Movement and Rhythm 1 hr.**

*Spring term, biennially in odd years*

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.

### **ED 180 - Concepts of Health 3 hrs.**

*Yearly*

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.

### **IS 199 - Diversity in Education 3 hrs.**

*January Interterm*

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 and in a virtual school setting. Candidates will be assigned to a school in Kansas City. 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. Prerequisites: successful completion of ED 100, 243, 244, 320, at least conditional status and junior or senior status.

### **ED 240 - Techniques of Teaching Team Sports 3 hrs.**

*Spring term, biennially in odd years*

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.

### **ED 241 - Techniques of Teaching Individual and Dual Sports 3 hrs.**

*Fall term, biennially in even years*

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.

### **ED 243 - Introduction to Education 2 hrs.**

*Every semester*

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. At-risk students are researched and group presentations cover approaches for successful experiences for these students. Pre- or co-requisite: ED 100.

### **ED 244 - Education Field Practicum I 1 hr.**

This one-hour practicum is designed to provide students with an initial classroom experience. After being assigned a mentor teacher, students will: assist in various areas whenever appropriate, observe and record effective classroom management, and possibly facilitate the implementation of accommodations with students as needed. If you are seeking PreK-12 license, this practicum also provides you with the opportunity to spend time in a Pre-Kindergarten setting. Please see instructor for details. Prerequisites: successful completion of ED 100, 243 and sophomore status. **P/NC**

### **ED 252 - Practicum Experience in Health 1 hr.**

*Every semester*

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**

**ED 262 - Children's Literature 3 hrs.***Fall only*

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. Prerequisites: successful completion of ED 100 and 243. (Cross-listed as EN 262.)

**ED 264 - Foundations of Classroom Management 1 hr.***Every semester*

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. Prerequisites: successful completion of ED 100 and 243.

**ED 265 - Technology for Teachers 1 hr.***Every semester*

This course will feature inquiry-based constructivist activities which stress the creation of authentic and useful classroom products. The activities will focus on three 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 about technology and how to integrate it into the classroom, and 3) the creation of a website students can use as a beginning portfolio. The instructional uses of the internet, word processing, presentation options, internet safety, multimedia, and online tools will be components of this course. Prerequisites: successful completion of ED 100 and 243.

**ED 309 - Evaluation Techniques for the Classroom 3 hrs.***Every semester*

This course focuses on the decision-making skills practiced by teachers in developing effective classroom assessments. Candidates will explore the processes, as well as the products of assessment, as they utilize information gathered at the diagnostic, formative, and summative phases of assessment to guide instruction. The strengths and weaknesses of both formal and informal assessment techniques will be examined. Candidates will develop tests and authentic assessments for students with varying abilities and learning styles. Rubrics that inform students of expected criteria and quality levels will be developed. Participants will acquire fundamental statistical concepts to interpret standardized test results for use 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. Prerequisites: successful completion of ED 100 and 243.

**ED 313 - Bilingual Education 3 hrs.**

This course provides an overview of bilingual education to include the history, policies, programs, and research on effective bilingual education programs. Language acquisition theories, the role of primary language literacy in second language acquisition, second language instruction in bilingual settings and methods for teaching English as a Second Language (ESL), and content area instruction through English Language Development (ELD) techniques will be emphasized. This course will also provide students with opportunities to communicate effectively in speaking and writing in a language other than English to allow students to increase their level of awareness, knowledge, and skills that will render them more effective teachers with culturally diverse students and families. Prerequisites: ED 100 and sophomore standing. Pre- or co-requisite: ED 243

**ED 320 - Education Field Service Practicum II 1 hr.***Every semester*

This one-hour practicum is designed to provide students continued classroom experience. After being assigned a mentor teacher, students will: assist in various areas whenever appropriate, lead whole-class and small group learning, observe and record effective classroom management, and possibly facilitate the implementation of accommodations with students as needed. If you are seeking a PreK-12 license this practicum also provides you with the opportunity to spend time in a Pre-Kindergarten setting. Please see instructor for details. Prerequisites: successful completion of ED 100, 243 and 244. **P/NC**

**ED 322 - Education Field Service Practicum III 1 hr.***Every semester*

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

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addresses the student's needs and the relevant course objectives. Prerequisites: ED 243, 320, and department recommendation. **P/NC**

### **ED 331 - Methods for Teaching Elementary and Middle Level Mathematics 3 hrs.** *Fall only*

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 333 - Teaching Economics and Geography in the Classroom 3 hrs.** *Spring only*

This course will provide students with the foundations of content for teaching economic and geographic knowledge, concepts, and skills. Students will develop the knowledge and understanding of significant terms, ideas, people, places, and events of each discipline. State and national standards for economics and geography will be addressed to ensure students understand the essential concepts, principles, and inter-relationships that will be required for licensure and classroom teaching. The knowledge and understanding gained from this course will enable students to create effective classroom learning experiences related to economics and geography. Prerequisites: successful completion of ED 100 and 243.

### **ED 339 - Methods of Teaching Physical Education and Health 3 hrs.** *Fall term only*

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 evolution 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. This course is designed to develop instructional skills required of PreK-12 PE/Health teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the PE/Health PreK-12 classroom. Prerequisite: ED 180, ED 240, ED 241 or permission of the instructor

### **ED 342 - Language and Communication Arts in the Secondary English Classroom 3 hrs.** *Fall term, biennially in even years*

This course is an in-depth study of content and methods needed for the teacher in the secondary 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 secondary 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 secondary English language arts students and their work; considering the needs of diverse and special-needs learners, and becoming a reflective practitioner. Prerequisites: successful completion of ED 100 and 243.

### **ED 343 - Educational Psychology 3 hrs.** *Every semester*

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.***Every semester*

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, differentiated instruction, and best practices, including technology applications specifically designed to accommodate students with special needs. Students learn about the etiology, identification, and characteristics of the major disabilities recognized under Federal Law and about students with high cognitive ability. Emphasis is placed on classroom management and teacher decision-making, as well as the professional attitudes and responsibilities related to providing inclusive educational practices. Prerequisites: successful completion of ED 100 and 243 or Department Chair approval

**ED 348 - Methods for Teaching Elementary and Middle School Science 3 hrs.***Fall only*

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 from an inquiry-based perspective. Weekly hands-on lab experiences are an integral part of this course. Prerequisites: successful completion of ED 100, 243 and EX 245. (Prior successful completion of PY 243 is highly recommended.)

**ED 352 - Essentials of Reading and Literacy 3 hrs.***Spring only*

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 353. Prerequisites: successful completion of ED 100, 243, 262 and 366; co-requisite: ED 353.

**ED 353 - Core Literacy Practicum 3 hrs.***Spring only*

Students have the opportunity to apply what is learned in ED 331 and ED 352 during this supervised practicum in the elementary and middle schools. Students will demonstrate effective literacy instruction across the curriculum by developing and delivering developmentally appropriate lessons based on both formative and summative assessment. Students must enroll concurrently in ED 331 and ED 252. Prerequisites: successful completion of ED 100, 243, and 366.

**ED 362 - Exploring Young Adult Literature 3 hrs.***Spring only*

This course emphasizes the investigation of YA literature through reading, discussion, and evaluation. The class will explore various literary sub-genres of YA literature through a thematic approach. Specific topics of study include: the history of young adult literature, the place of young adult literature in the secondary English content classroom, literary elements of selections (characters, settings, plots, themes, and cultures) notable YA authors, and controversial issues presented in YA literature. The explorations of the young adult literary genre will take two tracks within the same course. The English major will develop a literary framework for the study of YA literature, which will include works across various subgenre, identifying stylistic devices used within the works, and utilizing approaches to formal literary criticism of selections read. The English education major consideration of the genre will include a degree of literary criticism, with an emphasis on a variety of pedagogical presentations and teaching methods appropriate for the middle and secondary English language arts classroom. (Cross-listed as EN 362).

**ED 363 - Elementary School Social Studies 3 hrs.***Spring only*

This course provides an examination of the content, materials, and activities appropriate for an elementary school social studies program. 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 and 243. Pre- or co-requisite: ED 333.

**ED 366 - Teaching Elementary Language Arts in the Content Areas 3 hrs.***Fall only*

This course is the study of the development of language from early childhood through adolescence. Focus is on the interrelationship of a child's listening, speaking, reading, and writing and their content area learning. Emphases are placed on theories of language development, as well as effective classroom strategies for the teaching of the language arts. The course serves as a foundation and prerequisite for the courses ED 352 and ED 353. Prerequisites: successful completion of ED 100 and 243.

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### **ED 368 - Teaching Reading in the Secondary Content Areas 3 hrs.**

*Spring only*

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. Prerequisites: successful completion of ED 100 and 243.

### **ED 381 - Integrating Music in the Elementary Classroom 1 hr.**

*Fall only*

Music can play a valuable role in the learning of virtually all subjects taught in the elementary schools. This course demonstrates how music can be used with other curricular and classroom activities to enhance and enrich the learning of all subjects. Participants will use activities in music to enhance learning through the interrelationship of disciplines, encourage communication, gain a better understanding of diverse backgrounds, promote critical thinking skills and encourage creativity. Pre-service teachers will develop competencies, skills and confidence to use music effectively in the elementary classroom setting. Emphasis in this course is on preparing and presenting lessons that provide opportunities for integrating music to support elementary classroom learning. Prerequisites: ED 100 and 243; Supporting coursework: QS 111 and QS 112 or MU 120 or comparable music course (as approved by instructor).

### **ED 382 - Elementary and Middle Level Art 1 hr.**

*Fall only*

This course will assist the elementary and middle school teacher in designing, implementing and evaluating art education experiences. Content experiences 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 impact of art on defining cultures, preserving history, promoting relationships, and personal well-being. Emphasis is on activities and information relevant to the non-art education teacher. Prerequisites: ED 100, 243, AE 110 or comparable art course (can be co-requisite) or QS 111 and 112.

### **ED 383 - Elementary and Middle Level Physical Education and Health 1 hr.**

*Fall only*

This course will assist the elementary and middle school teacher in designing, implementing and evaluating physical education and health experiences. Content experiences will enhance and reinforce the teaching and learning of core curriculum content and concepts. These experiences will also include an understanding of the value of the impact of brain function and physical exercise on the academic learning process. Intertwined will be how the use of physical activity can promote relationships and personal well-being. Emphasis is on activities and information relevant to the non-physical education teacher. Prerequisites: ED 100 and ED 243.

### **ED 409 - Teaching Middle Level Learners 3 hrs.**

*Biennially*

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.

### **ED 410 - Methods for Teaching Secondary School Science 3 hrs.**

*Fall only*

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 (Biology, Chemistry, and Physics). ED 410 is designed to develop instructional skills required of secondary science teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: successful completion of ED 100, 243 and 244; junior status recommended.

### **ED 412 - Methods for Teaching Secondary School Mathematics 3 hrs.**

*Fall only*

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 discuss appropriate approaches to teaching diverse and special needs students and communicating with parents about sensitive issues. The course will involve many activities

related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: successful completion of ED 100, 243 and 244; junior status recommended.

**ED 413 - Methods for Teaching Adaptive Learners 3 hrs.**

*Fall only*

This course investigates instructional methods and strategies for teaching the adaptive learner. Focused attention is given to the research-based interventions suggested by the 2000 National Reading Panel, Learning Disabilities Association, International Dyslexia Association, and the Council for Exceptional Children. 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. Prerequisites: successful completion of ED 100, 243, and 345.

**ED 414 - Characteristics of Adaptive Learners 3 hrs.**

*Spring only*

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.**

*Every semester*

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 conducting supervised formative and summative assessments, behavioral observations and teaching small groups. In seminar discussions students will discuss how to interpret the data and make instructional decisions. 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.

**ED 416 - Methods for Teaching Secondary School Psychology 3 hrs.**

*Fall only*

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. ED 416 is designed to develop instructional skills required of secondary Psychology teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: successful completion of ED 100, 243 and 244; junior status recommended.

**ED 440 - Pre-Student Teaching Seminar for Elementary Majors 3 hrs.**

*Every semester*

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 and learning, getting a job, focusing on technology, and focusing on classroom management techniques. Emphasis is placed on enabling participants to enhance the probability of learning for all students, regardless of their diverse backgrounds, intelligences, or exceptionalities. Candidates present their developmental portfolio for approval during this course. Prerequisite: This course is open only to those students who are on schedule to student teach the following semester.

**ED 450 - Student Teaching in the Elementary or Middle School 6-12 hrs.**

*Every semester*

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

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the values and ethics of a professional educator, take part in conferences, and assist in a variety of class activities. A major component of this class will be the creation of the Kansas Performance Teaching Portfolio (KPTP). 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: successful completion of ED 440 or ED 460 and approval by the Undergraduate Teacher Education Committee.

### **ED 460 - Pre-Student Teaching Seminar for Secondary and/or Middle Level Majors 3 hrs.** *Every semester*

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 and learning, getting a job, focusing on technology, and focusing on classroom management techniques appropriate for the secondary or middle school classroom. Emphasis is placed on enabling participants to enhance the probability of learning for all students, regardless of their diverse backgrounds, intelligences, or exceptionalities. Candidates present their developmental portfolio for approval during this course. Prerequisite: This course is open only to those students who are on schedule to student teach the following semester.

### **ED 462 - Education Orientation Internship 1 hr.** *Fall only*

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 junior or senior status.

### **ED 470 - Student Teaching at the Secondary and/or Middle Level 6-12 hrs.** *Every semester*

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. A major component of this class will be the creation of the Kansas Performance Teaching Portfolio (KPTP). 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. Prerequisites: successful completion of ED 460 and approval by the Undergraduate Teacher Education Committee.

### **ED 480 - Student Teaching at the Middle Level 12 hrs.** *Every semester*

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. A major component of this class will be the creation of the Kansas Performance Teaching Portfolio (KPTP). Middle level candidates participate in teaching and related responsibilities throughout the entire day for a period of fifteen weeks. Prerequisites: successful completion of ED 460 and approval by the Undergraduate Teacher Education Committee.

### **ED 513 - Methods for Teaching Adaptive Learners 3 hrs.** *Fall only*

For select students, ED 413 Methods for Teaching Adaptive Learners is offered for graduate-level credit (see description for ED 413). Prerequisites: 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.** *Spring only*

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.***Every semester*

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 - Basic 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 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.***Fall term, yearly*

This course prepares students for all other English courses at Baker, and it is required for English majors and minors of all emphases. The course introduces students to the fundamentals of university-level literary study. Students will examine a variety of works of literature in order to explore stylistic, thematic, and contextual questions. Coursework will emphasize proficiency in close reading skills and written interpretation according to the profession's stylistic conventions, as well as an understanding of literary terminology and canon formation. In addition, the course delves into more specialized research and writing methodologies, including an introduction to literary theory and professional scholarship in the field.

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### **EN 210 - American Literature, Colonial Period to 1890 3 hrs.**

*Fall term, yearly*

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.**

*Spring term, yearly*

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 213 - Studies in Major Authors 3 hrs.**

### **EN 215 - Studies in a Literary Genre 3 hrs.**

### **EN 218 - Studies in a Literary Theme or Movement 3 hrs.**

### **EN 223 - World Literature 3 hrs.**

This course examines selected works of world literature in translation with an emphasis on the works in their social, historical, and cultural contexts. In addition to examining the texts' literary qualities, we will work to make connections—between texts, between regions of the world, and between the works and your own lives—in order to build knowledge and understanding. The course will include a variety of literary genres, and it will include works from regions such as Europe, Africa, the Middle East, Asia, Latin America, and the Caribbean. A significant concentration of works will be from the twentieth and twenty-first centuries.

### **EN 224 - Studies in World Literature 3 hrs.**

This course explores a closely focused topic in world literature. Selections and emphasis will vary from semester to semester. The course may be organized around a region or culture's literature (such as South Asian, Caribbean, or African literature) or it may offer an in-depth comparative study of a theme or topic that crosses geographical boundaries (such as colonial or postcolonial literature, the effects of globalization, or the influence of *Arabian Nights* on literature around the world).

### **EN 226 - Multi-Ethnic American Literature 3 hrs.**

*Spring term, even numbered years*

This course explores significant works of literature by writers from diverse ethnic and cultural backgrounds. Works are drawn primarily from the twentieth-century American literary scene but may also include works that address issues of race, gender and culture in other countries or time periods. By paying particular 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 multi-ethnic writers within the larger literary canon. Ultimately, students will come to understand specific literary trends and appreciate the importance of language and literary expression in the formation of identity.

### **EN 228 - Studies in American Ethnic Literature 3 hrs.**

This course explores a closely focused topic in American ethnic literature. Course content and emphasis will vary from semester to semester. The course may be organized around significant works of literature by writers from a single American ethnic background, such as African American, Native American, Hispanic American, or Asian American. Or the course may be organized around a specific literary genre or theme across multiple American ethnic literatures.

### **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. Prerequisite: One course in literature.

**EN 262 - Children's Literature 3 hrs.***Fall term, yearly*

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. (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 Asian and Native American cultures. Prerequisite: One course in literature.

**EN 330 - British Literature to 1780 3 hrs.***Fall term, yearly*

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.***Spring term, yearly*

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.***Every other year*

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.***Fall semester only*

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. EN 361 is designed to develop instructional skills required of secondary teachers. The course will involve many activities related to teaching including

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developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the English Language Arts classroom. Prerequisites: ED 100, 243 and 244; junior status recommended.

### **EN 362 - Exploring Young Adult Literature 3 hrs.**

This course emphasizes the investigation of YA literature through reading, discussion, and evaluation. The class will explore various literary sub-genres of YA literature through a thematic approach. Specific topics of study include: the history of young adult literature, the place of young adult literature in the secondary English content classroom, literary elements of selections (characters, settings, plots, themes, and cultures) notable YA authors, and controversial issues presented in YA literature. The explorations of the young adult literary genre will take two tracks within the same course. The English major will develop a literary framework for the study of YA literature, which will include works across various subgenre, identifying stylistic devices used within the works, and utilizing approaches to formal literary criticism of selections read. The English education major consideration of the genre will include a degree of literary criticism, with an emphasis on a variety of pedagogical presentations and teaching methods appropriate for the middle and secondary English language arts classroom. This course does not count towards the Literature or Creative Writing emphases of the English Major. (Cross-listed as ED 362).

### **EN 363 - The English Language 3 hrs.**

*Offered every other year*

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 every other year*

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.

### **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 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. Prerequisite: 6 hours of college-level literature courses. **R**

**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 409 Editorship of *Watershed: the Baker University literary arts magazine* 1 hr.**

*Watershed* is a student-founded, student-designed, student-edited, and student-published literary arts magazine published each May in celebration of that year's best undergraduate creative writing (and a limited number of selected art pieces). In this course, the *Watershed* editor is responsible for all aspects of production, including the solicitation of writing and art submissions, the selection (via student committee) of pieces, the communication with all authors (of both accepted work and rejected work), the publication layout and design, and the production and distribution of copies. Prerequisites: Two creative writing courses at the 200 level or above, permission of faculty advisor/sponsor for EN 409, and approval of department chair.

**EN 450 - Writer's Workshop-Multi-genre 3 hrs.**

This writing course immerses students who have already completed introductory work in more than one genre of creative writing in intensive experiences related to the reading, writing, and critiquing of fiction, poetry, and creative nonfiction. Students will build upon their beginning skills and develop their own writing "voices" and styles while learning directly from the skills and voices of others. The course emphasizes ongoing group critiques of works-in-progress while introducing students to the language and methodology characteristics of upper level writing program workshops. Prerequisites: any two creative writing courses or permission of instructor.

**EN 460 - Critical Approaches to Literature 3 hrs.**

*Fall term, yearly*

This course introduces students to literary theory: new ways of approaching texts that are grounded in the recent history and practice of literary studies. Students begin to develop the tools and formal academic language that will help them enter into and participate in the discipline. The major critical lenses discussed may include New Criticism, structuralism, deconstruction, Marxism, feminism, new historicism/cultural studies, psychoanalytic criticism, reader-response theory, postcolonial criticism, and queer theory. In addition to assignments focused on understanding and applying various approaches to specific texts, students will produce a substantive final project. Prerequisite: EN204 and one other course in literature.

## EX: EXERCISE SCIENCE

**EX 170 - Sports and Fitness Assistant 1 hr.**

*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. **R; P/NC**

**EX 180 - First Aid and CPR/AED for the Professional Rescuer 1 hr.**

*Every semester*

The purpose of the course is to train and certify undergraduate students in the proper techniques of First Aid, CPR, and AED as determined by the American Red Cross. Students must meet classroom and laboratory requirements to receive Red Cross certification. A blended classroom model of instruction is used. Emphasis will be on practiced application, use of technology and necessity of safety. Course Fee Required.

**EX 181 - Introduction to Human Performance 3 hrs.**

*Every semester*

Students will be introduced to the basic physiological, metabolic, and psychological responses and adaptations related to physical activity, exercise, sport, and athletic performance. Basic principles of physical fitness as it relates to the various anatomical systems will be examined. The course will also discuss the various disciplines and specialty areas within and related to exercise science.

**EX 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.

**EX 244 - Essentials of Sports Medicine 3 hrs.**

*Every semester*

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

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athletic participation necessary for the teaching and coaching assignments. Laboratory experience provides situations for simulation and practice.

### **EX 245 - Human Nutrition 3 hrs.**

*Every semester*

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.

### **EX 246 - Medical Terminology 3 hrs.**

*Spring term, yearly*

This course is a comprehensive study of the professional language of medicine. Medical terms will be analyzed by learning word roots and combining forms. Students will learn over 500 terms and will be able to recognize hundreds more with familiarity of Latin and Greek root prefixes and suffixes. An integrated study of disease processes and diagnostic and operative procedures will be studied as the student applies each system of the body. Selected medical specialties will also be presented.

### **EX 247 - Public Health Aspects 3 hrs.**

*Spring term, yearly*

Students will be introduced to the multi-disciplinary strategies and methods used for measuring, assessing, and promoting public health. Furthermore, students will examine current technical issues and practical obstacles facing public health practitioners and policymakers alike. Current best practices in the field, and the social and ethical challenges of devising public policy, will be discussed. Prerequisite: EX 181 or Permission by Instructor.

### **EX 325 - Advanced Nutrition 3 hrs.**

*Fall term, yearly*

Students will become familiar with the interdisciplinary nature of food science, including the chemical and physical properties of foods. They will explore key food commodities and food composition. Students will also become familiar with processing methods included in all major food commodities as well as a background in microbiology and fermentation, food handling and safety, food contamination, and toxicology. Course Fee Required. Prerequisites: EX245 and Junior Status or Permission by Instructor.

### **EX 342 - Motor Learning 3 hrs.**

*Fall term, yearly*

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.

### **EX 343 - Physiology of Exercise 3 hrs.**

*Spring term, yearly*

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. Prerequisites: EX 347 and Exercise Science Program Application.

### **EX 345 - Therapeutic Exercise 3 hrs.**

*Fall term, yearly*

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: EX 343, EX 346, and EX 347.

### **EX 346 - Special Populations and Conditions 3 hrs.**

*Spring term, yearly*

Students will examine the scientific, theoretical and practical approaches to adapted exercise throughout the lifespan. Students will consider appropriate exercise considerations, protocols, and modifications for a variety of disabilities, diseases, and conditions affecting the anatomical body systems. Prerequisites: EX 347 and Exercise Science Program Application.

### **EX 347 - Applied Kinesiology 3 hrs.**

*Fall term, yearly*

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: Exercise Science Program Application or permission of instructor. Co-requisite: EX 347L Applied Kinesiology Lab.

**EX 490 - Learning Assistantship in Exercise Science 1-3 hrs.***Every semester*

Qualified exercise science majors who serve as learning assistant help the primary instructor with the design and implementation of a given exercise science course. The students' responsibilities may include the development of testing materials, research design, the preparation of demonstrations and laboratory sessions and small group lectures, tutoring, and student evaluation. Prerequisite: Permission of instructor

**EX 494 - Exercise Programming: Assessment and Prescription 4 hrs.***Fall term, yearly*

This course prepares students to learn skills associated with screening clients for exercise participation, conducting basic fitness assessments, interpreting assessment test results, and fashioning exercise prescriptions to meet clients' needs. In addition, the course is designed to instruct the students on the basic physiological and methodological aspects of programming application through practical experience. Prerequisites: EX 343, EX 346, EX 347, and Exercise Science Program Application.

**EX 497 - Clinical Experience in Exercise Science 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 Clinical Experience Supervisor. 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 Clinical Experience Supervisor or Department Chair to obtain a copy of the *Clinical Experience Manual*. Prerequisites: Exercise Science Program Application, senior status in Exercise Science program, completion of all other major coursework, and Clinical Experience Supervisor approval. Student Liability Insurance required.

## 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 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 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.

**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.

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### **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.

## **GD: GRAPHIC DESIGN**

### **GD 232 - Graphic Design I 3 hrs.**

This course is an introduction to graphic design as a form of visual communication through the use of image, form, color, and type. The course will consist of a series of lectures, daily critiques, demos, in-class discussion and in-class work time. Students will be introduced to the fundamental principles of graphic design, and will explore formal composition principals, graphic design methodology, and approaches to digital layout. The course will include practical exercises in visual perception, visual organization, and visual communication. (Cross-listed as AS 232 and MM 232.)

### **GD 332 - Graphic Design II 3 hrs.**

This is an intermediate level course increasing the skills acquired in Graphic Design I. The course will expand further into color theory, advanced typography, project portfolio creation, and client-based project development. Concepts that will be explored include planning procedures, creating thumbnail sketches, creating digital layouts, final design creation, and publication. Students will be expected to use math skills to calculate image size, resolution, and document layout/positioning. Each project is designed to develop problem-solving skills, encourage collaboration, as well as portfolio management. Students will use computer applications in this course including Adobe Illustrator for logo/vector images and Adobe Photoshop for photographic image editing. Prerequisite: AS/GD/MM 232. (Cross-listed as AS 332 and MM 332.)

## **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.**

*Fall term, yearly*

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 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: GN 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.

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### **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.

## **HE: HEBREW**

### **HE 111 - Discovering Hebrew 4 hrs.**

In this course, students will develop basic skills in speaking, understanding, reading and writing Hebrew while learning about the culture of speakers of Hebrew.

## **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 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-dominated 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 297 - Riots, Rebellion, and Revolts: A History of Social Conflict in the Eastern Hemisphere 3 hrs.**

This course is part of a two course sequence addressing the history of social conflict. The sequence is also designed to bridge and promote the mission of HCS by emphasizing the issues relating to social justice, crime and punishment, the role of religion, the role of technology in human society, and the rhetorical systems of power and gender. As an advanced survey, the course objectives emphasize the development of learning-centered engagement through research and discussion.

**HI 298 - Riots, Rebellion, and Revolts: A History of Social Conflict in the Western Hemisphere 3 hrs.**

This course is part of a two course sequence addressing the history of social conflict. Organized as a series of cases studies, we will examine that various factors that have produced social conflict from antiquity to the modern age. Several factors will be examined, including social disproportion, economic disparity, lines of communication, religious or philosophical belief, technology, and the environment. Additionally, we will examine the role of violence in social conflict. Was it a necessary element? As Nigerian author Chinua Achebe wrote, "When two elephants fight, it is the grass that suffers."

**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, Africa, 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 Labor 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 344 - Outside of the Classroom: Inquiries in Public History 3 hrs.**

The purpose of this course is to examine the nature of public history, its impact on the community, and the work of professionally trained historians who are employed in public history, in local and regional communities through inquiry based learning experiences at public institutions.

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### **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 349 - Mexico: Ancients, Warriors, and Revolutionaries 3 hrs.**

This course examines the history of Mexico from its first peoples through the Mexican Revolution. The course will offer various interpretations of the major themes and developments during this period in Mexican history. Due to the complexity of Mexican history a primary objective is to focus on Mexico from its original inhabitants through nationhood rather than survey the entire history of the country. Mexico is not a singular homogenous entity; rather, there exists many peoples who come with various ideas, values, and belief systems. The course will pay particular attention to the cultural contributions of the Mexican people of the past, and their part in shaping Mexico.

### **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 362 - Social Conquest of the American West 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 and its peoples.

### **HI 363 - Europe in the Early Middle Ages, 300-1000 CE 3 hrs.**

This course will examine the history of Europe and the Mediterranean Basin from the breakup of the Roman Empire to transition to the High Middle Ages. This course will examine the political, economic, social, and cultural development of the three successor civilizations of classical Greece and Rome--Byzantium Islam and Western Christendom, with particular emphasis on the latter. This course will examine how these civilizations arose and interacted in both peace and war. Among the many possible historical problems available, this course will investigate the following: the end of the ancient world; the expansion of Christianity; the era of migrations (the *Völkerwanderung*); the emergence of Germanic successor kingdoms; the Carolingian Empire; the Vikings, the division between northern, southern, and eastern Europe, the Eastern Roman (Byzantine) Empire and its civilization; and the rise of Islam and its civilization.

### **HI 364 - American Indian History 3 hrs.**

This course will introduce students to the field of American Indian history, some of the many communities and cultures of Native North America, and some of the major problems in the field. A solid grounding in U.S. history is a pre-requisite for this class.

### **HI 365 - The Mediterranean in the Middle Ages, 1000-1500 CE 3 hrs.**

This course examines the principal historical questions arising from the Crusading era and its impact on the Mediterranean world, particularly with respect to the Commercial Revolution (ca. 1000-1500 CE). Among the topics considered will be the Crusades themselves (definitions, origins, sequence, and consequence), and how they affected the Byzantine Empire, the Islamic States of Western Asia and North Africa, and European society.

### **HI 367 - Europe in the Middle Ages, 1000-1500 CE 3 hrs.**

This course explores the principal historical questions concerning the growth of European civilization during the High and Late Middle Ages, the formative period during which Western Civilization took shape. The transition

from the Early Medieval to High Medieval Eras was characterized by the dramatic acceleration of all aspects of European economy and society. Among the topics considered will be the emergence of feudalism and manorialism, development of the institution of the Catholic Church and the Papacy, the Church's interactions with secular powers, the development of cities and new networks of trade, the crises of the later Middle Ages and the transition into the Early Modern world

**HI 371 - Europe in the Early Modern Era, 1450-1688 3 hrs.**

This course is devoted to the history of Europe from 1450 to 1688, that is, the period from the spread of Renaissance culture throughout Europe to the Glorious Revolution in England. Within this era we will explore the Renaissance, Northern Humanism, the Reformation, European exploration, the Scientific Revolution, the religious wars of the 17<sup>th</sup> century, and the growth of constitutional government. Lecture topics will include significant developments in the realm of politics, society, and culture, with special lectures on military, religious, and women's history. The title of the course is suggestive, indicating that historical developments in this period were dramatic, even radical. The course then will stress those changes and how they affected both the Europeans who shaped them or who were affected by them.

**HI 373 - From Kingdom to Nation State: European History, 1689-1850 3 hrs.**

This course focuses on events from 1689 to 1850, the era of the great political, economic, and intellectual revolutions that transformed Europe from a continent dominated by monarchs to one governed through territorial nation states. The course will examine the economic and intellectual developments that fueled the reexamination of monarchy and absolute authority, and how both were challenged through collective political bodies and theories focusing on constitutionalism. Points of focus will include the Louis XIV and the French state, English constitutionalism, the Industrial Revolution, the Enlightenment, the French Revolution, Napoleon, and the Revolutions of 1848. The course will also examine the many revolutionary and often violent developments that define modern Western Civilization.

**HI 381 - The Era of Global War: European History in a Global Context, 1870-1947 3 hrs.**

The Era of Global War covers world history from late 19<sup>th</sup> Century to 1945, especially the era encompassing the First and Second World Wars. Students will gain historical perspective on global events and key changes that shaped the first half of the 20th century. Topics include major historical events and global conflicts, including New Imperialism, the roles of science and technology, the Russian Revolution, and important ideologies such as Communism, Fascism, Liberalism, and Nationalism.

**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 Ancient Greece 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

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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.

### **HI 443 - 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.

## HN: HONORS

### **HN 101, 102 - Scholar’s Salon 1 hr.**

All students who are accepted into the Baker Scholars Program are required to enroll in HN 101 the first semester of their freshman year. The goals of these courses 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, these courses will guide students in the development of the Scholars Portfolio, which is a primary component of participation in the program.

### **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 in the program. **R**

### **HN 301 - Scholar’s Salon 1 hr.**

All students who participate in the Baker Promising Scholars Honors Program are required to enroll in Salon each semester. The goals of the course are to foster an atmosphere of community among the Baker Promising Scholars, to promote self-responsibility for lifelong learning, and to guide participants into making connections among the various disciplines they are studying and to integrating various knowledge that they are acquiring. The course will also guide students in the further development of their Scholars Portfolio, which is a primary component in participation in the program. **R**

### **HN 401 - Scholar’s Salon 1 hr.**

HN401 serves as a substitute for SN401: Summit Salon, a requirement of the Quest program at the College of Arts and Sciences. Taken ideally in the student’s next-to-last semester before graduation, the Summit Salon provides students an opportunity to reflect upon their future paths and what it means to be a lifelong learner. In addition to the goals of the honors program, students will learn practical skills for seeking employment, applying to graduate school, and handling personal finance. Finally, students will complete a “portfolio audit,” in order to make sure that they have sufficiently achieved the Quest and Promising Scholars Honors program outcomes before graduation. **R**

## HP: HUMAN PERFORMANCE

### **HP 111 - Yoga 1 hr.**

The purpose of this course is to acquaint students with the philosophy, *asanas* (postures), and other benefits of yoga. Class time will be spent practicing the *asanas* and *pranayama* (breathing). Outside reading about the philosophy of yoga will be required.

**HP 141 - Flag Football 1 hr.***As needed*

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.***As needed*

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, biennially in odd years*

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.***As needed*

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.***As needed*

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. **R**

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### HP 163 - Varsity Sports 1 hr.

Student-athletes in varsity sports may enroll in this course during the season of participation. Students associated with a varsity sport (i.e. a student manager) may also enroll in the class during the season of participation with prior approval from the head coach. **R; P/NC**

#### Varsity sports include:

##### TEAM SPORTS

Baseball  
Men's Basketball  
Women's Basketball  
Football  
Men's Soccer  
Women's Soccer  
Softball  
Volleyball  
Spirit Squad

##### INDIVIDUAL OR DUAL SPORTS

Women's Bowling  
Men's Cross-Country  
Women's Cross-Country  
Men's Golf  
Women's Golf  
Men's Tennis  
Women's Tennis  
Men's Indoor/Outdoor Track  
Women's Indoor/Outdoor Track  
Men's Wrestling

### 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 211 - Advanced Yoga 1 hr.

The purpose of this course is to enhance students' previous experience with the philosophy, *asanas* (postures), and other benefits of yoga. Class time will be spent practicing more advanced *asanas* and *pranayama* (breathing). Outside reading about the philosophy of yoga will be required.

## IE: INTERTERM EXPERIENCE

SEE INTERTERM PROGRAM (p. 48)

## 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 Career Services. 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 Career Services. 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. (Cross-listed as PS 117.)

**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.

## LA: LIBERAL ARTS

**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.

## MA: MATHEMATICS

**MA 090 - Intermediate Algebra 3 hrs.**

*Generally taught every semester*

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 an 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.) **P-R/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-R/NC**

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### **MA 142 - The Language of Mathematics 3 hrs.**

*Generally taught every spring semester*

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 proficiency requirement. Prerequisite: an ACT Math score of 20 or above, or SAT Math score of 480 or above, or MA 090.

### **MA 145 - College Algebra 3 hrs.**

*Generally taught every semester*

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 SAT Math score of 480 or above, or MA 090.

### **MA 146 - Trigonometry 2 hrs.**

*Generally taught every fall semester*

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.

### **MA 171 - Calculus I 4 hrs.**

*Generally taught every semester*

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: Students should have a strong background in algebra and trigonometry. This can be accomplished in a variety of ways, such as a high school pre-calculus course with trigonometry or both MA145 and MA146 with grades of C or higher. Students who have questions about their preparation should talk to a member of the math department. Students with strong algebra skills who need trigonometry may take MA146 as a co-req. (Students planning on taking MA 171 in the spring should enroll in MA146 in the prior fall semester since MA 146 is generally only offered in the fall semester.)

### **MA 172 - Calculus II 4 hrs.**

*Generally taught every semester*

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 221 - Statistics I 3 hrs.**

*Generally taught every semester*

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 SAT Math score of 480 or above, or MA 090.

### **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. (Cross-listed as BS 230.)

### **MA 261 - Mathematics for Elementary and Middle School Teachers I 3 hrs.**

*Generally taught every fall semester*

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 or middle-level mathematics education major or permission of the department chair; MA 142 or 145, or permission of instructor.

### **MA 262 - Mathematics for Elementary and Middle School Teachers II 3 hrs.**

*Generally taught every spring semester*

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.***Generally taught every spring semester*

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.***Generally taught every fall semester*

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.***Generally taught every fall semester*

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.***Generally taught every semester*

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 331 - Teaching Experience in Mathematics 1-2 hrs.**

This course provides practical experience teaching and coaching mathematics. Students enrolled in the course will coach students in the lab sessions of MA 090 (Intermediate Algebra) and administer and grade quizzes. Prerequisite: Permission of department chair. **R; P/NC**

**MA 332 - Geometry for Teachers 3 hrs.***Generally taught spring semester, odd years*

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.***Generally taught every spring semester*

This seminar will improve students' abilities to solve problems, learn independently, and communicate their results. 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 be required to write up a short report on one of the problems solved in class. Prerequisites: MA171 and MA172 with grade of “C” or higher. **R; P/NC**

**MA 355 – Statistics and Modeling 3 hrs.***Generally taught fall semester, even years*

This is an introductory statistics course with an emphasis on modeling. Topics include descriptive statistics, study design, hypothesis testing, multivariate regression, analysis of variance, and logistic regression. Prerequisite: MA171 with a grade of “C” or higher and sophomore standing, or permission 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.***Generally taught spring semester, even years*

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.

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### **MA 372 - Differential Equations 3 hrs.**

*Generally taught every spring semester*

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.

### **MA 383 - Introduction to Modern Algebra 3 hrs.**

*Generally taught fall semester, even years*

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.**

*Generally taught fall semester, odd years*

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 172 and either MA 291 or permission of instructor.

### **MA 445 - Senior Seminar in Mathematics 3 hrs.**

*Generally taught every spring semester*

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, 345, and one upper-college math course other than MA 321 or 332.

### **MA 472 - Advanced Applied Statistics 3 hrs.**

*Generally taught spring semester, odd years*

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 MA 172 (both with a grade of “C” or higher) or permission of the instructor.

### **MA 491 - Introduction to Real Analysis 3 hrs.**

*Generally taught fall semester, odd years*

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 105 - Basic Video Production 3 hrs.**

This class will review and refine editing and camera skills while focusing on development of storyline, preproduction, and post production. *Enrollment limited to students in Blue Valley’s CAPS program*

### **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.

**MM 205 - Introduction 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 with a grade of “C” or higher.

**MM 232 - Graphic Design I 3 hrs.**

This course is an introduction to graphic design as a form of visual communication through the use of image, form, color, and type. The course will consist of a series of lectures, daily critiques, demos, in-class discussion and in-class work time. Students will be introduced to the fundamental principles of graphic design, and will explore formal composition principals, graphic design methodology, and approaches to digital layout. The course will include practical exercises in visual perception, visual organization, and visual communication. (Cross-listed as AS 232 and GD 232.)

**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 170 or MM 250 or permission of the instructor.

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### **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**

### **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**

### **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. **R**

### **MM 250 - Writing for Mass Media 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 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.

### **MM 271 - Sports Broadcasting Lab 1 hr.**

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 310 - Sports Writing 3 hrs.**

This course will acquaint students with the professional expectations for sports writing and announcing. Students will write sports-related stories, including features, game coverage, and columns. Students will learn via 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 - 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.

**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 332 - Graphic Design II 3 hrs.**

This is an intermediate level course increasing the skills acquired in Graphic Design I. The course will expand further into color theory, advanced typography, project portfolio creation, and client-based project development. Concepts that will be explored include planning procedures, creating thumbnail sketches, creating digital layouts, final design creation, and publication. Students will be expected to use math skills to calculate image size, resolution, and document layout/positioning. Each project is designed to develop problem-solving skills, encourage collaboration, as well as portfolio management. Students will use computer applications in this course including Adobe Illustrator for logo/vector images and Adobe Photoshop for photographic image editing. Prerequisite: AS/GD/MM 232. (Cross-listed as AS 332 and GD 332.)

**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 with a grade of "C" or higher.

**MM 346 - Advanced Broadcasting 3 hrs.**

This course is designed to build upon basic principles students learn in introductory broadcasting courses. A primary focus will be on expanding broadcast writing skills. Students will also engage in research projects designed to expose them to issues of advertising, ownership, and ratings in broadcasting. The course will culminate with students completing an extensive research project on a narrowly-focused issue facing the broadcasting industry.

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### **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 - Digital 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 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 420 - Race, Gender and Sports Media 3 hrs.**

Race and gender inequities form central tensions in American culture and historically have manifested prominently in sport. Media coverage of athletes and their competition has framed these issues for the American public and constructed narratives about race and gender that have informed public attitudes. Through a historical examination of such major sports stories as Jackie Robinson’s crossing of the color line in baseball and the Billie Jean King-Bobby Riggs tennis match, this course will examine the way in which media coverage contributed to public perceptions of race and gender relations. Prerequisite: junior or senior status.

### **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. Prerequisite: MM 250 or two writing courses in English.

### **MM 450 - Teaching Scholastic Journalism 3 hrs.**

*Fall semester only*

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. MM 450 is designed to develop instructional skills required of secondary teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Prerequisite: MM 250 and 341, ED 100, 243 and 244; junior status recommended.

### **MM 470 - Public Relations Campaigns 3 hrs.**

This course will allow students to take the informational and theoretical foundations from previous Public Relations courses and apply their knowledge to the development of a full-fledged PR campaign. Students will work with community organizations to develop a campaign that emphasizes research, planning, communication, and evaluation – all while keeping the client’s wants and needs in mind. Students will work in groups to develop

campaigns, with the goal of producing an extensive portfolio outlining their proposal. Upon completion of the class, the plan will be handed off to the organization in hopes they'll carry out the proposal. Students will also emerge with a portfolio suitable for presentation to potential employers. Prerequisites: MM 260, MM 261, and MM 340.

**MM 476 - Senior Seminar in Mass Media 3 hrs.**

This course is the culmination of study for mass media majors at Baker University. Students will use the class as an opportunity to review what they have learned in previous courses, to examine current issues relating to relevant topics, and to provide a sense of completion for coursework. Students will discuss ways to seek employment in the media and the reasons why one might wish to attend graduate school. They will also complete a major paper applying mass media principles and present it before peers and program faculty. Prerequisites: MM376 with a grade of "C" or higher 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, or 248. 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 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 emphasizes achievement of beginning level performance competencies on piano. The class is designed for the beginning pianist with no previous formal piano instruction. No prior knowledge of reading music or keyboard experience is necessary. Students will learn to read music in standard notation, perform solo and ensemble literature, and acquire basic music theory concepts. 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

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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.

### **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 207 Lab.

### **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. 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 primary music ensemble (symphonic winds, orchestra, or concert choir) is required for students registered in private lessons in voice, brass, woodwinds, strings, and percussion. **R**

**MU 211 - Applied Lessons - Brass 1-2 hrs.**

**MU 215 - Applied Lessons - Piano 1-2 hrs.**

**MU 212 - Applied Lessons - Guitar 1-2 hrs.**

**MU 216 - Applied Lessons - Strings 1-2 hrs.**

**MU 213 - Applied Lessons - Organ 1-2 hrs.**

**MU 217 - Applied Lessons - Voice 1-2 hrs.**

**MU 214 - Applied Lessons - Percussion 1-2 hrs.**

**MU 218 - Applied Lessons - Woodwinds 1-2 hrs.**

### **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. **R**

**MU 222, 422 - 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. Juniors and seniors have the option of taking this course for upper division credit. Students must have enrolled in MU 222 in previous semesters. Juniors and seniors are assigned leadership and mentoring roles in the ensemble. **R**

**MU 223, 423 - Instrumental Chamber Ensembles 1 hr.**

Students registered for this course are assigned participation in strings, brass, woodwind, guitar, percussion, and jazz combo chamber ensembles. Juniors and seniors have the option of taking this course for upper division credit. Students must have enrolled in MU 223 in previous semesters. Juniors and seniors are assigned leadership and mentoring roles in the ensemble. Prerequisite: Permission of instructor. Co-requisite: enrollment in appropriate large ensemble. **R**

**MU 232, 432 - 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. Juniors and seniors have the option of taking this course for upper division credit. Students must have enrolled in MU 232 in previous semesters. Juniors and seniors are assigned leadership and mentoring roles in the ensemble. Prerequisite: Permission of instructor. **R**

**MU 233, 433 - 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. Juniors and seniors have the option of taking this course for upper division credit. Students must have enrolled in MU 233 in previous semesters. Juniors and seniors are assigned leadership and mentoring roles in the ensemble. 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, 435 - 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. Juniors and seniors have the option of taking this course for upper division credit. Students must have enrolled in MU 235 in previous semesters. Juniors and seniors will be expected to mentor freshmen and sophomores by running sectionals outside of class. Prerequisites: Audition and permission of the instructor. **R**

**MU 236, 436 - 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. Juniors and seniors have the option of taking this course for upper division credit. Students must have enrolled in MU 236 in previous semesters. Juniors and seniors are assigned leadership and mentoring roles in the ensemble. Prerequisites: Audition and permission of the instructor. **R**

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### **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 244 - Choral Conducting Techniques 1 hr.**

This course introduces basic choral and instrumental conducting techniques including patterns, score analysis, and score vocabulary. Students will learn the physical and mental demands of what it takes to be a conductor in preparation for teaching school choirs, church choirs, and/or community choirs. Prerequisites: MU 158 and 164.

### **MU 246 - Instrumental Conducting Techniques 1 hr.**

Instrumental Conducting Techniques is an introduction to basic conducting skills with an emphasis on the art and study of conducting, baton technique, left hand technique, non-verbal communication, leadership, conducting terminology, transpositions and score reading. 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 263.

### **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 performance 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. Pre requisites: 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

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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. Prerequisite: Successful completion of MU 264 or permission of instructor.

### **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. Prerequisite: Successful completion of MU 264 or permission of instructor.

### **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 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. 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.

### **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. **R**

### **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. 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. Pre-requisite: Enrollment at the MU2XX level. Co-requisite: enrollment in the appropriate primary music ensemble (symphonic winds, orchestra, or concert choir) is required for students registered in private lessons in voice, brass, woodwinds, strings, and percussion. **R**

**MU 411 - Applied Lessons - Brass 1-3 hrs.**

**MU 415 - Applied Lessons - Piano 1-3 hrs.**

**MU 412 - Applied Lessons - Guitar 1-3 hrs.**

**MU 416 - Applied Lessons - Strings 1-3 hrs.**

**MU 413 - Applied Lessons - Organ 1-3 hrs.**

**MU 417 - Applied Lessons - Voice 1-3 hrs.**

**MU 414 - Applied Lessons - Percussion 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 244. 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 246. 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

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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. Co-requisite: MA 146 or permission of the instructor.

### **PC 126 - Introductory Physics II 4 hrs.**

This is a continuation of PC 125 providing an 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.

### **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 Schrodinger 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 381 - Statics 3 hrs.**

This course covers in depth the simplest physics systems. In such systems the linear and angular displacement of objects are zero. This course is taken by most engineers and applied scientists. Topics covered may include: 3D vectors; force and torque (moment) diagrams; structural analysis; internal forces; friction; moment of inertia; virtual work. Application will include strengths of bridges, hinges, struts, beams, and much more. Prerequisite: PC225, MA172. Co-requisite: MA281.

**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).

## **PH: PHILOSOPHY**

### **PH 110 - Introduction to Law and the Legal Profession 3 hrs.**

The purpose of Introduction to Law & the Legal Profession is to provide to pre-law students and others interested in the law an overview of the legal system and the professions available to those with legal training. Topics to be covered in the course include the structure and operation of the American legal system, the role of the judiciary in the legal system, basic legal concepts related to constitutional law, contract law, tort law, property law, employment and labor law, environmental law, debtor-creditor law, and human rights law. Topics will also include coverage of the law school admissions process, preparation strategies for the Law School Admissions Test, timing issues regarding the LSAT and law school applications, and the structure of law school curriculums. Also covered in the course will be the variety of careers available to those with legal training. Guest speakers will be used extensively throughout the course, including law school admissions directors and Baker alumni who have graduated from law school and are using their legal education in law firms, prosecutors' offices, business careers, political careers, government service careers, teaching, and other professions.

### **PH 114 - Moral Choices in Time of War 3 hrs.**

The decision to join the military and fight in an armed conflict is so significant that it may ultimately lead to one's premature death. Moreover, war affects many individuals who are not actively engaged in the conflict. Those who choose to fight must consider the effects of their actions on their families and friends. Additionally, every citizen may well have a civic responsibility to decide whether or not to support a war. That decision will surely rest in part on whether the war is to be viewed as moral or immoral. This is an inquiry-based course with minimal lecture that will focus on significant issues relating to the morality of war, including: What is a just war? Should we be pacifists? Can soldiers be blamed for obeying orders? Can terrorism be justified?

### **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 20<sup>th</sup> 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 116 - Investigating the Paranormal 3 hrs.**

This will be an inquiry based course with virtually no lecture. The goal of the course is to rationally investigate claims and theories relating to so-called "paranormal phenomena." Topics will include both "psi" phenomena and apparitions ("ghosts"). Psi phenomena include psychokinesis (mind-matter interaction), as well as information perceived through telepathy, clairvoyance and precognition. Also considered will be scientific and philosophical theories that attempt to explain the paranormal. Students will also take field trips to some of the local "haunted" sites and try to detect and investigate orbs and other occurrences that some have associated with the presence of apparitions. As preparation for their study of the paranormal, students will be introduced to basic principles of critical thinking and deductive and inductive logic. The course will also examine contemporary and classical theories of the nature of the human mind.

### **PH 119 - The Meaning of Life Through Film 3 hrs.**

The purpose of this course is to address the classical philosophical question "What is the meaning of life?" Discussions will focus on several critically acclaimed films that relate to the meaning of human existence. Readings will also be assigned to facilitate discussion. The course will consider four conceptions of the meaning of life: (i) the life of faith, (ii) the moral life, (iii) the life of self-satisfaction, and (iv) life as an absurdity.

### **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 203 - Philosophy of Mind 3 hrs.**

This is a course in philosophy of mind which is that branch of philosophy whose principal concerns are the nature of minds and mental contents and their relation to the body. Among the theories to be addressed are dualism, the view that the mind is not a material thing, the identity theory that the mind and brain are identical, and the

computational theory that human minds are computers. The course will also address issues relating to so-called “paranormal” phenomena such as telepathy (mind-to mind connections), clairvoyance (perceiving distant events), precognition (perceiving future events), and psychokinesis (mind to matter interaction). Discussion will include controlled studies regarding such phenomena.

**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 life-styles? (Cross-listed as PS 202).

**PH 211 - Logic and Critical Thinking 3 hrs.**

The ability to reason correctly is essential to living well. It is necessary for success in every aspect of a person's life. The purpose of this course is to teach the student fundamental principles and methods for distinguishing correct reasoning from incorrect reasoning. The course is divided into four parts: (i) critical thinking and the analysis of arguments, (ii) informal fallacies, (iii) induction, and (iv) deduction. Topics in induction include analogical arguments and analysis of scientific studies. In our study of deduction, we will focus on topics in elementary logic. We will apply the material covered in this course to exercises relating to a wide range of topics and issues, including assignments which require students to write critical papers that state and defend a thesis.

**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.

**PH 310 - Social Justice: Theory and Practice 3 hrs.**

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. (Cross-listed as PS 310.)

**PH 314 - Ethical Leadership: Theory and Practice 3 hrs.**

Ethical decisions are a vital part of a person's life and can have profound significance. In this course, we will address

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topics in business ethics which is defined by the authors of our text as “the study of what constitutes right and wrong, or good and bad, human conduct in a business context. “Accordingly, business ethics is a branch of moral philosophy. Topics to be addressed include the “nature of capitalism, corporations, consumers, the environment, the workplace, and job discrimination.” Emphasis will be given to the nature and scope of ethical leadership. Prerequisite: Junior or senior status or permission of the instructor.

### **PH 319 - Applied Ethics 3 hrs.**

Ethical decisions are a vital part of a person's life and can have profound significance. This course will focus on issues in applied ethics, including euthanasia, abortion, animal welfare, sexuality, capital punishment, world hunger, social justice and business ethics. Students will begin the course by considering preliminary questions such as "Are there any absolute moral truths?" "Are humans inherently selfish?" "Should human beings look out only for their own interests?" Students will then discuss classical and contemporary ethical theories that attempt to provide the ultimate standards of human conduct, and students will apply these theories to the topics above. Prerequisite: Junior or senior status or permission of the instructor.

### **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 411 - Philosophy of Law 3 hrs.**

The purpose of this course is to examine selected problems concerning the nature of law. The focus will be on four interrelated topics: (i) the nature and aims of criminal and tort law, (ii) the moral obligation to obey the law (iii) moral and legal issues in constitutional law (iii) legal ethics and the administration of justice. Prerequisite: Junior or senior status or permission of the instructor.

### **PH 412 - Science, Technology, and Human Values 3 hrs.**

This seminar is designed to provide an opportunity for upper-college students to apply the academic skills and their understanding of ethics and human values acquired in their previous education to a global public policy issue that is, at least in part, the result of current scientific or technological developments. As a seminar, the course is student-centered, with each student presenting and defending his or her position paper on a specific issue. Prerequisite: Junior or senior status or permission of the instructor.

### **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. **R**

**PH 495 - Senior Project 1-3 hrs.**

Under the guidance of a philosophy program 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 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 minors in Political Science. (Cross-listed as IN 101.)

**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 that 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 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.)

**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."

**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.

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### **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. This course is required of minors in Political Science (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.)

### **PS 310 - Social Justice: Theory and Practice 3 hrs.**

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.

**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.

**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

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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.**

*Every semester*

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.

**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.***Spring semester*

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.***Fall semester*

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.***Spring semester*

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.***Fall semester*

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.***Every semester*

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 Design and Analysis I 4 hrs.***Fall semester*

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 Design and Analysis II 4 hrs.***Spring semester*

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 with a grade of "C" or better.

**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 251 with a grade of “C” or better 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 251 with a grade of “C” or better.

### **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 with a grade of “C” or better.

### **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 with a grade of “C” or better.

### **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 251 with a grade of “C” or better or permission of the instructor.

### **PY 382 - Health Psychology 3 hrs.**

*Fall term, biennially in odd years*

This course reviews the field devoted to understanding how psychological factors relate to physical illness and health. It also overviews 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 251 with a grade of “C” or better.

### **PY 386 - Clinical and Counseling Psychology 4 hrs.**

*Spring semester*

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.**

*Spring semester*

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 386 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.**

*Spring semester*

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.**

*Spring term, biennially in odd years*

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 with a grade of “C” or better.

**PY 471 - History and Systems 3 hrs.**

*Fall semester*

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.**

*Fall semester*

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 program assessment sequence). For psychology majors this course can be substituted for SN 401 Summit Salon. 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. **R**

## QS: QUEST

**QS 111 - Introduction to Quest 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.

**QS 112 - Self and Other 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

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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. Prerequisite: QS 111.

### **QS 211 - Scientific Inquiry 3 hrs.**

The first of a two-semester sequence for second-year students, this course is designed to provide students an inquiry-based opportunity to develop understandings of science and its limitations, and advance core abilities in communication (written and oral), critical evaluation of information, ethics, 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. Prerequisite: QS 112 or SN 231. Co-requisite: Appropriate linked course.

### **QS 212 - Ideas and Expression 3 hrs.**

A sophomore-level core course, 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. Students will also explore the history of ideas and artistic and creative expression. 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. Prerequisite: QS 112 or SN 231. Co-requisite: Appropriate linked course.

### **QS 311 - Global Culture and Community 3 hrs.**

A junior-level core course, 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. Students will also examine societies and their cultural, political, and economic systems. 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. Prerequisites: QS 211 and QS 212 or SN 231. Co-requisite: Appropriate linked course.

### **QS 411 - Global Citizenship 3 hrs.**

A senior-level core capstone course, 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. Students will also examine their civic and social responsibility in their community, nation, and the world, along with the uses and effects of technology and technological advancement. 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. Prerequisite: QS 311.

## **RE: RELIGIOUS STUDIES**

### **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 religious studies faculty member, the student majoring in religious studies 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 111 - Discovering Russian 4 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.

### SA: SPORTS ADMINISTRATION

**SA 141 - Introduction to Sports Administration 3 hrs.***Fall term, yearly*

This course provides an introduction to the sports management profession and related career opportunities in amateur athletics, professional sports teams and leagues, facilities and event management, sport merchandising, and the health and fitness industry. Students will be introduced to management, marketing, finance, and legal principles relevant to the profession as well as current industry trends.

**SA 285 - Sports Marketing 3 hrs.***Spring term, yearly*

This course examines the business of the sports industries, focusing on the theoretical and applied foundations of sports marketing, sports advertising and public relations. Students will gain practical experience producing marketing plans and analyzing case studies relevant to marketing strategy. Topics will include discussion and analysis of trends in marketing, including the role of branding and social media. Prerequisites: BS 141 and SA 141.

**SA 335 - Facility and Event Management 3 hrs.***Spring term, yearly*

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. Prerequisites: SA 141 and junior standing.

**SA 340 - Sports Leadership 3 hrs.***Yearly*

This course will explore leadership skills required of a professional in sports administration. Students will explore and analyze leadership theory and practice from a variety of perspectives. Topics include thorough discussion of leadership principles, as well as skills, attributes, and styles of leadership. Interviews with leaders in the field and case studies will be utilized to lend clarity to “best practices” related to leadership. Prerequisites: SA 141 and junior standing.

**SA 348 - Sports Psychology 3 hrs.***Spring term, biennially in even years*

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. Prerequisites: SA 141 and PY 111.

**SA 351 - The Law of Sports 3 hrs.***Spring term, yearly*

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. Prerequisites: SA 141 and junior standing.

**SA 388 - Sports Management 3 hrs.***Fall term, yearly*

This course provides an understanding of administrative philosophies and organizational procedures related to sports management. Students will analyze challenges stemming from organizational issues, environmental

conditions, and the dynamics of workforce. Issues related to the basic management functions of planning, organizing, leading, and evaluating (controlling) will be highlighted. The goal of the course is to strengthen students' managerial potential by helping them develop the skill set needed to analyze, diagnose, and respond to both fundamental and complex problems found in sport organizations. It also provides opportunities for students to enhance their managerial, communication, and interpersonal skills. Prerequisites: SA 141 and junior standing.

**SA 390 - Sports Administration Internship 1-3 hrs.**

*Every semester*

This course involves completing at least 120 hours and at least eight weeks in a professional work setting where the student has the opportunity to observe and participate in an organization's activities. The student's work experience will be under the supervision of a faculty sponsor and will be designed to provide a practical experience in the field of sports administration. 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. Prerequisites: SA 141 and permission of the instructor. **R; P/NC**

**SA 420 - Theory and Principles of Coaching 3 hrs.**

*Spring term, yearly*

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 exercise science or sports administration credit, excluding activity courses or varsity athletics.

**SA 496 - Senior Seminar in Sports Administration 3 hrs.**

*Fall term, yearly*

This course has been designed to provide the student with an in depth seminar relating to careers and professionalism in the field of sports administration. It includes a discussion of current research and issues in this field, interdisciplinary interactions, and career opportunities. Students will prepare a portfolio of materials and current practices relating to professions in this field as well as a projection of the future directions expected. Prerequisite: Senior Status in the program or permission of the instructor.

## SJ: SOCIAL JUSTICE

**SJ 210 - Foundations of Social Justice 3 hrs.**

This course focuses on the major national conversations staged within the 19<sup>th</sup> 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 19<sup>th</sup> 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.

**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.

## SN: SALON

**SN 101 - First Semester Salon 1 hr.**

This course provides students with an opportunity to explore their own understanding of themselves, their values, and the role of values in decision making in a dynamic and inter-disciplinary environment. Over the course of the semester we will explore some of the common concerns of college students, Americans, and our own local community members. By the end of the course students will have developed their own understanding of what it means to live a fulfilled life.

**SN 102 - Second Semester Salon 1 hr.**

This course provides students with an opportunity to explore their own understanding of health and well-being in a dynamic and inter-disciplinary environment. Over the course of the semester we will explore some of the common

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concerns of college students, Americans, and our own local community members. By the end of the course students will have developed their own understanding of what it means to live a fulfilled life.

### **SN 201 - Transfer Salon I 1 hr.**

This course provides students with an opportunity to explore their own understanding of themselves, their values, and the role of values in decision making in a dynamic and inter-disciplinary environment. Part of this exploration will include reflection on decisions affecting their health and well-being. Over the course of the semester we will explore some of the common concerns of college students, Americans, and our own local community members. By the end of the course students will have developed their own understanding of what it means to live a fulfilled life. This course is required of all transfer students who are also placed in QS 111/112 and who have attempted two or more semesters of full-time college study; replaces the requirement for SN 101/102.

### **SN 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.

### **SN 231 - Transfer Salon II 3 hrs.**

This course will provide students with an opportunity to refine their written communication skills and critical thinking abilities in the context of a thematic discussion. Additionally, this course will serve as an introduction to Baker University's structure, culture, and academic expectations. We presume that the SN 231 student brings with her or him a set of skills, competencies, and life experiences that will enrich our time together through discussion and group work. By the end of the semester students will have fully integrated themselves into the Baker community and will be prepared for the completion of their Quest program. This course is required of all transfer students with 30 or more accepted hours of full-time college study to include 3 hours of "C" or higher in college composition; replaces the requirement for QS 111/112 and SN 101/102.

### **SN 250, 251 - Mid-level Salon 1 hr.**

This course provides students with an opportunity to use knowledge they have gained through their Baker coursework to address a community identified need. The combination of academic knowledge and service enriches the whole person by highlighting the student's ability to make positive contributions to the world around her/him. Additionally, students will gain a better understanding of the interconnectedness of our social fabric and the wealth of knowledge that exists outside the academy. Through applied work and critically reflective essays and presentations students will gain a better understanding of themselves as "confident, competent and responsible contributors to society." Students may choose to complete this salon in one of two formats: the traditional classroom format (SN 250) or a practicum format (SN 251). In the former, students will meet with their peers and an instructor weekly to achieve the stated outcomes. In the latter format, students may choose to, either in a small group or as an individual, achieve one or more of the course outcomes in a practicum format where meetings with faculty are less frequent and most of the work is student initiated and lightly supervised. Students who choose the practicum option will reflect on the course text in their journals on a regular basis. These students and the instructor will set up an appropriate schedule for meetings.

### **SN 280 - Resident Assistant Development 1 hr.**

This course focuses on student development theory, leadership skills, and topical problems facing college students in relation to the residential college experience. Recognizing that one cannot learn everything needed to be a successful RA during August training, this course is designed to further enhance your knowledge and skills. Enrollment in this course is required for all undergraduate Residence Life staff. Prerequisite: Must be hired as a Resident Assistant or Senior Resident Assistant by the Office of Residence Life. *Special Note: RAs taking this course are required to pass it with a C- average or better in order to remain in their Resident Assistant position.*

### **SN 401 - Summit Salon 1 hr.**

The summit salon, to be taken during the semester prior to graduation, will focus on implementing the twenty-nine AUEs in the real world. Students will concentrate on future employment, graduate or professional school, individual ethical standards, and a grasp of the "real world."

### **SN 490 - Salon Student Leader 2 hrs.**

Salon student leaders assist their assigned faculty member with the delivery of the HN 101, HN 102, SN 101, SN 102 and SN 201 Salon courses. All Salon student leaders are enrolled in the SN 490 course. Students take on a

leadership and mentoring role for students enrolled in their class section. Student leaders will also be given responsibility for developing exercises or classroom presentations, facilitating classroom activities, and 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. **R**

## 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 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

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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.

### **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 - 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.

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### **SO 380 - Law and Society 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 program faculty. Prerequisites: Senior standing or permission of the instructor.

## **SP: SPANISH**

### **SP 111 - Discovering Spanish 4 hrs.**

*Fall term, yearly*

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.**

*Spring term, yearly*

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 111 or approved placement test result.

### **SP 203 - Building Proficiency in Spanish 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 Hispanic world. Prerequisite: SP 112 or approved placement test result.

### **SP 204 - Making Connections in Spanish 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 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 conducting 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. **R**

**SP 413 - Seminar on a Theme or Movement 3 hrs.**

**SP 416 - Seminar on Film and Literature 3 hrs.**

**SP 414 - Seminar on Culture 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.

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### **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.**

*Fall semester only*

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. SS 484 is designed to develop instructional skills required of secondary History, Government, and Social Studies teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: ED 100, 243 and 244; 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.

### **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 program 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 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 conspiring 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.

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### **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.**

*Fall semester only*

This course prepares the student to develop materials and strategies for teaching secondary school speech and theatre. The course is team-taught by communication and theatre arts faculty. CO 472 is designed to develop instructional skills required of secondary teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary Speech and Theatre classroom. Prerequisites: ED 100, 243 and 244; 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.

### **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 309 - The Vision 1 hr.**

*The Vision* is a student-founded, student-published multi-lingual newsletter published approximately every two weeks during the fall and spring semesters. In this course the Vision editor(s) is responsible for all aspects of production including the solicitation of articles and proof-readers of articles written in a language other than English, publication layout and design, production and distribution. Pre-requisite: World language at the 200-level and permission of the department chair.

### **WL 450 - Methods of Teaching World Languages 3 hrs.**

*Fall semester only*

This course is designed for prospective language teachers and others interested in the specific problems encountered in learning and teaching a world language (French, German, and Spanish). 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. WL 450 is designed to develop instructional skills required if secondary teachers. The course will involve many activities related to teaching including developing a) instructional strategies that will enhance the learning at all levels, b) lesson plans and delivering lessons, c) meaningful classroom learning activities, d) technology applications, e) student outcomes and assessments, f) teaching techniques for diverse learners, and g) communicating with parents. 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 develop student assessments and rubrics, and create student behavior plans and learning modifications for the secondary World Language classroom. Prerequisites: ED 100, 243 and 244; junior status recommended.

**COLLEGE OF ARTS AND SCIENCES and  
UNDERGRADUATE SCHOOL OF EDUCATION  
FACULTY – FALL 2014**

**MAHMOUD AL-KOFAHI, 2005**

Professor of Physics  
B.S. University of Jordan, 1973  
M.S. University of Jordan, 1977  
Ph.D. Massachusetts Institute of Technology, 1982

**MOLLY ANDERSON, 2012**

Laboratory Instructor  
B.S. Baker University, 1999  
M.S. Johns Hopkins University, 2004

**CYNTHIA APPL, 1996**

Professor of German  
B.A. University of Kansas, 1990  
M.A. University of Kansas, 1991  
Ph.D. University of Pennsylvania, 1996

**INGE G. BALCH, 1988**

Professor of Art  
B.A. Kansas State University, 1983  
B.F.A. Kansas State University, 1983  
M.F.A. University of Kansas, 1986

**MICHAEL BARBUSH, 1985**

Professor of Chemistry  
The R. Milford White Chair in Chemistry, 2012  
B.S. Baker University, 1978  
M.A. Washington University, 1982  
Ph.D. Washington University, 1984

**DAVID BOSTWICK, 2007**

Associate Professor of Mass Media  
B.A. University of Oklahoma, 1984  
M.A. Fort Hays State University, 1992

**CARRIE COWARD BUCHER, 2010**

Quest Program Chair  
Assistant Professor of Sociology  
B.A. Furman University, 2000  
M.A. Emory University, 2005  
Ph.D. Emory University, 2008

**JACOB BUCHER, 2007**

Associate Professor of Sociology  
B.A. Baker University, 2002  
M.A. University of Memphis, 2003  
M.A. Emory University, 2007  
Ph.D. Emory University, 2009

**TIMOTHY BUZZELL, 1996**

Professor of Sociology  
B.A. Drake University, 1983  
M.P.A. Drake University, 1985  
Ph.D. Iowa State University, 1991

**MARC CARTER, 2004**

Associate Professor of Psychology  
B.A. Loyola University, 1987  
M.A. University of California, 1990  
Ph.D. University of California, 1992

**RON CHRISTIAN, 2013**

Assistant Professor of Sports Administration  
B.S. University of Nebraska at Omaha, 1994  
M.S. University of Northern Colorado, 2011

**SARA CRUMP, 2007**

Associate Professor of Psychology  
B.S. University of Washington, 2000  
Ph.D. University of California-Santa Barbara, 2007

**SUSAN R. EMEL, 1994**

Professor of Communication Studies  
Ernestine Susannah Buckley Chair in Diplomatic  
History, 2010  
B.S. Kansas State University, 1977  
M.Div. St. Paul School of Theology, 1984  
Ph.D. University of Kansas, 1994

**JAMES FOIL, 2012**

Assistant Professor of Education  
B.S. Kansas State University, 1982  
M. Ed. University of North Texas, 1993  
Ph.D. University of Kansas, 2008

**RYAN GIBB, 2013**

Assistant Professor of International Studies  
B.A. Marquette University, 2004  
M.A. Marquette University, 2005  
Ph.D. University of Kansas, 2013

**ALAN P. GRANT, 2007**

Professor of Business and Economics  
B.S. Kansas State University, 1988  
M.A. Kansas State University, 1994  
Ph.D. Kansas State University, 1996

**LEE GREEN, 1986**

Professor of Business and Economics  
B.S. University of Kansas, 1979  
J.D. University of Kansas School of Law, 1986

**DONALD L. HATCHER, 1978**

Professor of Philosophy  
B.G.S. University of Kansas, 1974  
M.A. University of Kansas, 1976  
M. Phil. University of Kansas, 1980  
Ph.D. University of Kansas, 1983

**PATTI HEIMAN, 2004**

Instructor of Theatre  
Production Manager  
B.A. Northeast Louisiana University, 1993  
M.A. Northeast Louisiana University, 1995

**THOMAS HEIMAN, 2004**

Associate Professor of Theatre  
B.A. Northwestern College, 1978  
M.F.A. Florida State University, 1982

**CHARMAINE B. S. HENRY, 2000**

Associate Professor of Biology  
B.S. University of the Virgin Islands, 1989  
Ph.D. UMDNJ Graduate School of Biomedical  
Sciences, 1996

**ERIN HOLT, 2013**

Assistant Professor of Exercise Science  
B.A. Park University, 2002  
M.A. Southeast Missouri State University, 2004  
Ed.D. Delta State University, 2008

**ROBERT L. HOWARD, 2011**

Instructor of English  
B.A. Southern Illinois University, 1996  
M.A. Southern Illinois University, 1999

**GARY IRICK, 1990**

Associate Professor of Business and Economics  
B.S. Baker University, 1979  
M.M. Northwestern University, 1982  
C.P.A. 1987 - Illinois, 1989 - Kansas and Missouri

**LOWELL JACOBSEN, 1998**

Professor of Business and Economics  
Elizabeth Harvey Rhodes Chair in International  
Business, 1998  
B.A. Buena Vista College, 1979  
M.I.M. Thunderbird School of Global Management, 1980  
Ph.D. University of Edinburgh, 1986

**JOANNE NYSTROM JANSSEN, 2012**

Assistant Professor of English  
B.A. Bethel College, 1999  
M.A. Ball State University, 2005  
Ph.D. University of Iowa, 2010

**JENNIFER JARNOT, 2008**

Assistant Professor of Art  
B.A. State University of New York-Fredonia, 1998  
M.F.A. University of Colorado at Boulder, 2007

**GENE D. JOHNSON, 1992**

Associate Professor of Mathematics  
B.S. University of Washington, 1974  
Ph.D. University of Minnesota, 1982

**ERIN E. JOYCE, 1999**

Professor of French  
B.A. University of Richmond, 1991  
M.A. Pennsylvania State University, 1994  
Ph.D. Pennsylvania State University, 1999

**SCOTT KIMBALL, 2014**

Assistant Professor of Biology  
B.A. Baker University, 1999  
M.S. Boise State University, 2009  
Ph.D. The Ohio State University, 2009

**BRETT KNAPPE, 2007**

Assistant Professor of Art  
B.A. Boston University, 1994  
B.A. University of Washington, 1998  
M.A. University of Kansas, 2000  
Ph.D. University of Kansas, 2008

**LOUIS LEVY, 2013**

Assistant Professor of Mathematics  
B.S. University of Maryland, 2003  
M.S. North Carolina State University, 2006  
Ph.D. North Carolina State University, 2009

**ROBIN LISTON, 2006**

Associate Professor of Music  
B.M.E. Ohio State University, 1986  
M.M. University of Kansas, 1992  
Ph.D. University of Kansas, 2005

**ROBYN LONG, 2011**

Assistant Professor of Psychology  
B.S. Baker University, 2000  
M.A. University of Georgia, 2002  
Ph.D. University of Georgia, 2007

**TRILLA LYERLA, 1989**

Professor of Music  
B.A., B.M. University of Kansas, 1983  
M.A. University of Iowa, 1985  
D.M.A. University of Iowa, 1994

**MIRCEA MARTIN, 1996**

Associate Professor of Mathematics  
B.S. University of Bucharest, 1976  
M.S. University of Bucharest, 1977  
Ph.D. University of Iasi, 1983

**KEVIN MCCARTHY, 1993**

Professor of Business and Economics  
The George F. Collins Jr. and Loreine Collins Dietrich  
Chair in Business and Finance  
B.A. St. Louis University, 1978  
M.B.A. St. Louis University, 1980  
Ph.D. St. Louis University, 1991

**MARTI MIHALYI, 2001**

Assistant Professor of English, Writer in Residence  
Vera Lawellin Chair in English, 2011  
B.A. University of Wisconsin-Eau Claire, 1975  
M.F.A. Bowling Green State University, 1978

**WILLIAM R. MILLER, 2005**

Director of Student Research  
B.S. University of Montana, 1967  
M.A. University of Montana, 1975  
Ph.D. University of New England, 1996

**ERIN R. MORRIS, 2007**

Associate Professor of Biology  
B.A. Drury University, 1999  
Ph.D. University of Missouri-Columbia, 2004

**NADIA NOVOTOROVA, 2014**

Associate Professor of Business and Economics  
M.S. NNSAA, Nizhny Novgorod, Russia, 1983  
M.S. Iowa State University, 1998  
Ph.D. University of Illinois, 2007

**LEONARD ORTIZ, 2002**

Associate Professor of History  
Susan L. Perry Chair in Western American  
History, 2007  
B.A. Santa Clara University, 1994  
M.A. Stanford University, 1995  
Ph.D. University of Kansas, 2000

**JAMES D. PARR, 1981**

Professor of Music  
B.M. Washburn University, 1974  
M.M. Michigan State University, 1976  
Ph.D. University of Kansas, 2001

**THOMAS PEARD, 1997**

Professor of Philosophy  
B.A. Washington and Lee University, 1974  
M.A. University of Colorado at Boulder, 1983  
J.D. University of Colorado School of Law, 1986  
Ph.D. University of Colorado at Boulder, 1994

**FRANK PEREZ, 2014**

Instructor of Music, Director of Bands  
B.M. University of Southern California, 1997  
B.M. University of Southern California, 1998  
M.M.Ed. University of Southern California, 2003

**NICHOLAUS PUMPHREY, 2014**

Assistant Professor of Religious Studies  
A.A. Bainbridge College, 2003  
B.A. Valdosta State University, 2005  
M.A. Vanderbilt University, 2009

**JOHN RICHARDS, 1997**

Associate Professor of History  
B.A. University of Kansas, 1982  
M.A. University of Kansas, 1987

**DARCY RUSSELL, 1998**

Professor of Biology  
The Barbara and Charles A. Duboc University  
Professor, 2005  
B.S. Baker University, 1980  
Ph.D. Kansas State University, 1986

**KIMBERLY SCHAEFER, 2011**

Assistant Professor of Communication Studies  
B.A. University of Richmond, 2005  
M.A. University of Texas at Austin, 2007  
Ph.D. University of Texas at Austin, 2011

**SANDRA J. SCHUMM, 2000**

Professor of Spanish  
B.A. University of Kansas, 1969  
M.A. University of Kansas, 1988  
Ph.D. University of Kansas, 1993

**ROBERT SCHUKEI, 2012**

Instructor of Computer Science  
B.S. Northwest Missouri State University, 2004  
M.S. Northwest Missouri State University, 2006

**RAN SIVRON, 2003**

Associate Professor of Physics  
B.A. Israeli Institution of Technology, 1987  
Ph.D. Montana State University, 1995

**TAMARA SLANKARD, 2011**

Assistant Professor of English  
 B.A. Belmont University, 1999  
 M.A. The University of Tulsa, 2002  
 Ph.D. SUNY Stony Brook, 2013

**R. MCKAY STANGLER, 2014**

Assistant Professor of Mass Media and Visual Arts  
 B.A. Truman State University, 2004  
 M.S. University of Kansas, 2007

**CHRISTOPHER TODDEN, 2012**

Assistant Professor of Exercise Science  
 B.A. Buena Vista University, 1991  
 M.S. Western Illinois University, 1995  
 Ed.D. University of South Dakota, 2007

**W. JOE WATSON, 2005**

Associate Professor of Mass Media  
 B.A. Pittsburg State University, 1987  
 M.A. University of Akron, 2001  
 Ph.D. Kent State University, 2005

**AMY WINTERMANTEL, 2006**

Associate Professor of Education  
 B.A. Bethany College, 1985  
 M.S. Emporia State University, 1991  
 M.S. Kansas State University, 1996  
 Ph.D. Kansas State University, 2003

**CYNTHIA WOODBRIDGE, 2012**

Associate Professor of Chemistry  
 B.A. Randolph-Macon Women's College, 1990  
 M.S. State University of New York at Stony Brook,  
 1995  
 Ph.D. University of Nebraska-Lincoln, 2002

**MARCI ZIEGLER, 2009**

Assistant Professor of Music  
 B.M. University of Kansas, 1988  
 M.M. University of Kansas, 1992

**LEARNING RESOURCE FACULTY****KATHLEEN R. BRADT, 1976**

Director of Library Services  
 B.A. University of Kansas, 1972  
 M.A. University of Denver, 1975

**CAROLYN CLARK, 2008**

Instruction Librarian  
 B.S. University of Florida, 1988  
 J.D. University of Kentucky, 1994  
 M.L.S. Emporia State University, 2005

**ERIC J. HAYS, 2004**

Academic Support Coordinator  
 B.S. University of Kansas, 1997  
 M.S. University of Kansas, 2002

**NATHAN POELL, 2006**

Technical Services Librarian  
 B.A. Benedictine College, 1997  
 M.A. University of Kansas, 2005

**RAY C. WALLING, 2008**

Government Documents/Electronic Services Librarian  
 B.A. Westminster College (PA), 2006  
 M.S.I. University of Michigan, 2008

**IRENE WEINER, 1997**

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

**ATHLETIC COACHING FACULTY  
AND STAFF****KATHLEEN ALLEN, 1998**

Head Volleyball Coach  
 Assistant Professor of Exercise Science  
 B.S. Emporia State University, 1978  
 M.S. Emporia State University, 1996

**JOE AHMADIAN, 2010**

Head Men's and Women's Tennis coach  
 B.S. Baker University, 2008  
 M.L.A. Baker University, 2013

**LYNN BOTT, 2005**

Director of Sports Medicine  
 Assistant Professor of Exercise Science  
 B.S. Emporia State University, 1975  
 M.S. University of Arizona, 1976

**PETE A. DI POL III, 2013**

Head Wrestling Coach  
 B.A. Rutgers University, 2002  
 M.A. Liberty University, 2007  
 Ed.S. Liberty University, 2009

**SEAN DOOLEY, 2012**

Head Men's Basketball Coach  
 B.A. Columbia College, 2002  
 M.A. University of Missouri-Kansas City, 2004

## CAS AND SOE – FACULTY

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### **KAREN HUNT EXON, 1989**

Head Men's and Women's Golf Coach  
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  
B.A. Bethany College, 1988  
M.Ed. Northern Arizona University, 1996

### **NATE HOUSER, 2003**

Head Men's Soccer Coach  
B.A. Baker University, 1994

### **ZACH KINDLER, 2007**

Head Cross Country and Track & Field Coach  
Instructor of Exercise Science  
B.S. Fort Hays State University, 2002  
M.S. Fort Hays State University, 2004

### **CHERYL KESLAR, 2010**

Head Women's Bowling Coach  
Ladies Professional Bowlers Tour, 1980-1989

### **ALLYSSA KING, 2011**

Head Spirit Squad Coach  
B.S. Baker University, 2008

### **BEN LISTER, 2011**

Head Women's Basketball Coach  
B.S. Wichita State University, 2005

### **JIMMY MAY, 2008**

Athletics Liaison in the Office of Admissions  
Head Wrestling Coach Mentor  
B.S. Central Missouri State University, 1977  
M.Ed. University of Nevada, Las Vegas, 1990

### **DAN O'CONNELL, 2013**

Athletic Trainer  
Instructor of Behavioral and Health Sciences  
B.S. Emporia State University, 2010  
M.S. Emporia State University, 2012

### **ANDREW PATCH, 2011**

Assistant Athletics Director  
B.S. Baker University, 2009

### **LYNSEY PAYNE, 2006**

Athletic Trainer  
Head Dance Coach  
Assistant Professor of Exercise Sciences  
B.S. University of Kansas, 2004  
M.S. University of Kansas, 2005

### **DAVY PHILLIPS, 2008**

Head Women's Soccer Coach  
B.A. Baker University, 2006  
M.L.A. Baker University, 2011

### **TYLER PRICE, 2012**

Assistant Athletics Director-Communications  
B.S. Kansas State University, 2008

### **MIGUEL REGALADO, 2008**

Assistant Football Coach  
Director of the Weight Room and Fitness Center  
B.S. University of South Dakota, 2001  
M.A. University of South Dakota, 2002

### **JAMIE STANCLIFT, 2013**

Head Softball Coach  
Assistant Volleyball Coach  
B.S. Wichita State University, 2009

### **JASON THOREN, 2005**

Assistant Football Coach  
Instructor of Education  
B.S. University of Kansas, 1999  
M.Ed. University of Minnesota, 2003

### **MACKIE VALENTIN, 2002**

Assistant Cross Country and Track & Field Coach  
B.S. Baker University, 2000

### **THERESA YETMAR, 2003**

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**

Professor of English, 1969-2000

### **ROGER BOYD**

Senior Professor of Biology, 1976-2005

### **JOHN BUEHLER**

Professor of Music, 1984-2009

### **SUSAN BUEHLER**

Assistant Professor of Music, 1984-2009

### **ROBERT V. COURTNEY**

Associate Professor of Mathematics, 1964-1997

**JOHN C. ENGLISH**

Professor of History, 1965-1997

**KAREN HUNT EXON**

Professor of History and Political Science, 1989-2010

**PRESTON FAMBROUGH**

Professor of English, 1976-2012

**VIRGINIA FAMBROUGH**

Associate Professor of English, 1980-2011

**WILLIAM GAEDDERT**

Professor of Music, 1974-2001

**GARY GIACHINO**

Professor of Chemistry, 1987-2012

**WILLIAM GRAZIANO**

Professor of Physics and Computer Science, 1965-1999

**DANIEL M. LAMBERT**

President, 1987-2006

**ROBERT MILLER**

Professor of Sociology, 1971-2006

**VICTOR E. NELSON**

Professor of Biology, 1970-1998

**WILLIAM NEUENSWANDER**

Professor of Education, 1995-2011  
Dean of the School of Education

**LUCY J. PRICE**

Professor of English, 1977-2010

**THOMAS RUSSELL**

Professor of Art, 1963-1982

**MERRIE SKAGGS**

Associate Professor of Education, 1985-2011

**L. ANNE SPENCER**

Professor of Liberal Arts and Computer Science,  
1973-2005

**RALPH M. TANNER**

President, 1980-1987

**GEORGE WILEY**

Professor of Religion, 1977-2012

**BRUCE WOODRUFF**

Associate Professor of Theatre, 1981-2010

## COLLEGE OF ARTS AND SCIENCES and UNDERGRADUATE SCHOOL OF EDUCATION 2014-2015 ACADEMIC CALENDAR

**FALL 2014**

Last day to confirm fall enrollment	F	August 22
First day of classes*	M	August 25
Last day to add first-half courses	W	August 27
Labor Day observance	M	September 1
Last day to add full-term courses	T	September 2
Last day to drop first-half courses without W on transcript	W	September 10
Last day to withdraw from first-half courses	W	September 24
Last day to drop full-term course without W on transcript	F	September 26
First-half courses end	W	October 8
Fall Break	Th-F	October 9-10
Second-half courses begin; spring semester advising begins	M	October 13
Mid-term grades due	T	October 14
Last day to add second-half courses	W	October 15
Spring semester pre-enrollment	M-F	Oct. 27-Nov. 7
Last day to drop second-half courses without W on transcript	W	October 29
Last day to withdraw from second-half and full-term courses	F	November 14
Thanksgiving Break	W-F	November 26-28
Last day of classes	F	December 5
Final Examinations Preparation Days (weekend)	Sa-Su	December 6-7
Final examinations	M-F	December 8-12
Grades due for graduation candidates	N/A	N/A
Winter Commencement	Su	December 14
Final grades due	M	December 15

**INTERTERM 2015**

First day of classes*	M	January 5
Last day to add a class	T	January 6
Last day to drop without W on transcript	Th	January 8
Last day to withdraw from a class	Th	January 15
MLK Day observance	M	January 19
Last day of classes	W	January 21
Final grades due	M	January 26

**SPRING 2015**

Last day to confirm spring enrollment	Th	January 22
First day of classes*	F	January 23
Last day to add first-half courses	T	January 27
Last day to add full-term courses	F	January 30
Last day to drop first-half courses without W on transcript	W	February 11
Last day to withdraw from first-half courses	W	February 25
Last day to drop full-term course without W on transcript	W	February 25
First-half courses end	F	March 13
Spring Break	M-F	March 16-20
Second-half courses begin; fall semester advising begins	M	March 23
Mid-term grades due	T	March 24
Last day to add second-half courses	W	March 25
Good Friday Observance	F	April 3
Faculty In-service Day	M	April 6

Fall semester pre-enrollment	T-F	April 7-17
Last day to drop second-half courses without W on transcript	F	April 10
Last day to withdraw from second-half and full-term courses	T	April 21
Scholars Symposium (no classes)	W	April 22
Last day of classes	F	May 8
Final examinations Preparation Days (weekend)	Sa-Su	May 9-10
Final examinations	M-F	May 11-15
Grades due for graduation candidates	N/A	N/A
Spring Commencement	Su	May 17
Final grades due	M	May 18
<b>SUMMER I 2015</b>		
Memorial Day observance	M	May 25
First day of classes*	T	May 26
Last day to add courses	Th	May 28
Last day to drop courses without W on transcript	F	June 5
Last day to withdraw from courses	Th	June 18
Last day of classes	F	June 26
Final grades due	M	June 29
<b>SUMMER II 2015</b>		
First day of classes*	W	July 1
Last day to add courses	Th	July 2
Fourth of July observance	F	July 3
Last day to drop courses without W on transcript	F	July 10
Last day to withdraw from courses	M	July 27
Last day of classes	T	August 4
Final grades due	Th	August 6
<b>FULL-SUMMER 2015</b>		
First day of classes*	T	May 26
Last day to add courses	Th	May 28
Last day to drop courses without W on transcript	M	June 15
Fourth of July observance	F	July 3
Last day to withdraw from courses	W	July 15
Last day of classes	T	August 4
Final grades due	Th	August 6

\*New degree-seeking students 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 University Registrar, Ruth Miller (785-594-8436 or [ruth.miller@bakeru.edu](mailto:ruth.miller@bakeru.edu))

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