

# Catalog

and Student Handbook

College of Arts and Sciences  
School of Education Undergraduate Programs

2022 - 2023



1858

**BAKER**  
UNIVERSITY

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**BAKER UNIVERSITY**  
**COLLEGE OF ARTS AND SCIENCES AND**  
**UNDERGRADUATE SCHOOL OF EDUCATION**

**2022-2023**  
**ACADEMIC CATALOG**

Baker University  
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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 provide 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 associated with a superior undergraduate liberal arts education. It offers the Bachelor of Arts (BA), Bachelor of Music Education (BME), and Bachelor of Science (BS) degree programs.

The School of Nursing (SON), located at Stormont Vail Health in Topeka, offers a program of study leading to the Bachelor of Science in Nursing for those seeking initial preparation and for registered nurses (RNs) wanting to obtain a higher degree. The Graduate School of Nursing (GSON) offers a Master of Science in Nursing for advanced study in Nursing Education or Nursing Administration.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of non-traditional students, offers educational programs in Overland Park, as well as online. It offers the Associate of Arts in Business, Bachelor of Business Administration, Bachelor of Science, Master of Arts in

Organizational Leadership, Master of Business Administration, and Master of Science in Sport Management degree programs.

The School of Education (SOE) offers undergraduate licensure programs and graduate education programs. SOE undergraduate programs are located at the Baldwin City campus where students receive a BA, BS, or BME 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 offers graduate degree programs in Overland Park and other Kansas locations, as well as online. Graduate degree programs offered include the Master of Arts, Master of Science, and Doctorate of Education.

## ACCREDITATION

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456, [www.hlcommission.org](http://www.hlcommission.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 reaffirmation of accreditation status extended through 2031-32. Baker University is also a member of and approved by the University Senate of the United Methodist Church.

Baker University School of Education is accredited by the Kansas State Department of Education and the Council for the Accreditation of Educator Preparation (CAEP). The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Kansas State Board of Nursing. The MSN program is accredited by the CCNE.

The majors of Accounting, Business, and International Business offered by the Department of Business and Economics in the College of Arts and Sciences are fully accredited at the national level by the Association of Collegiate Business Schools and Programs (ACBSP). In addition, the undergraduate degrees in Business Administration, Master of Business Administration, and Master of Organizational Leadership degrees offered by the School of Professional and Graduate Studies are fully accredited at the national level by the ACBSP.

The Bachelor of Arts in Music and Bachelor of Music Education programs are accredited by the National Association of Schools of Music (NASM). The Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences (CoAES).

The University is a member of numerous professional organizations in higher education including the Council of Independent Colleges (CIC), the National Association of Independent Colleges and Universities (NAICU), the National Association of Intercollegiate Athletics (NAIA), the Kansas Independent College Association (KICA), 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, Osman 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 by developing a graduate degree program for adult students in the Kansas City metropolitan area. This initiative led to the formalization in 1988 of undergraduate and graduate professional degrees through the School of Professional and Graduate Studies.

In August 1991, the School of Nursing was established in the Pozez Education Center at Stormont Vail Health, which serves as Baker University's Topeka campus. The school provides professional nursing education to meet the growing needs of the state and nation. The graduate nursing program began in 2016 and provides online education leading to an MSN.

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, the Doctorate of Education (Ed.D) in the following areas: PreK-12 Educational Leadership, Leadership in Higher Education, and Instructional Design and Performance Technology.

## **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 7301 College Boulevard. These offices house the school's administrative functions. Classes may be offered in the evenings at Overland Park and other Kansas locations, as well as online. 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 8th Avenue and Horne on the campus of Stormont Vail Health in Topeka, Kansas. This 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 computers and individual study areas and is a strong learning resource for both students and faculty.



## SPECIAL COLLECTIONS

Baker University's Special Collections are the result 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, a journalist and political figure who was Governor of Kansas 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 City 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.

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

**The Baker University and Kansas United Methodist Archives** are housed in the lower level of the Spencer Wing of the Collins Library. 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. The archives contain manuscripts, diaries, photographs, records, and other documentation of the history of Kansas, the Civil War, and Baldwin City, as well as of Baker and the Methodist Church.

**Clarice L. Osborne Memorial Chapel** was built in 1864 as the Methodist Chapel of Sproxton, a small village in Leicestershire, England. It was served by several Methodist clergy and Mr. Alf Roberts, a lay minister and father of Lady Margaret Thatcher, former Prime Minister of England. Closed for lack of attendance, the Chapel stood unused until the summer of 1995, when it was dismantled stone by stone and reassembled on its present site in Baldwin City. 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 weekly chapel services at 11:00 am on Thursdays, weddings, and other religious activities; and, it provides offices for the Minister to the University.

**Ivan L. Boyd Memorial Prairie Preserve**, an 18-acre area three miles east of Baldwin City, is used by biology classes and independent study students to investigate ecological phenomena common to native prairies. The area is particularly valuable for studying patterns of use and activity by birds, rodents, and insects interacting with a high diversity of plants. This site also contains five swales cut by heavy merchant wagons traveling along the Santa Fe Trail.

**Baker Wetlands Research and Natural Area** is a 927-acre area 11 miles northwest of Baldwin City in the Wakarusa River floodplain. The area contains 45 acres of native wetland prairie. The remaining acreage has been restored as wetlands, prairie, and riparian woodland 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 wide 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. An 11,800-square-foot Discovery Center was completed in 2015. There are over eleven miles of trails accessible to the public from four different parking lots.

**Ivan L. Boyd Arboretum** consists of the six blocks of the main campus. It was established in 1978 in honor of Dr. Ivan Boyd for his many years of effort to plant a wide variety of trees on the campus. Today there are over 450 trees comprised of over 100 different species. At least one tree of each species is labeled at the base of the tree by a metal screw post: these posts date to the 1800s and

were used by the U.S. Cavalry to erect temporary corrals for horses. They were originally four feet tall but have been shortened for use as tree labels. The Arboretum is used by several biology classes as a living herbarium to identify and study the trees. Many trees also harbor abundant wildlife that are also studied.

## 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 Disabilities Act of 1992. Students must provide 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 on the Baker University website or by calling 866-879-0422.

### JEANNE CLERY ACT AS AMENDED

The University publishes an Annual Security Report in compliance with the federal Clery Act that is available on the University website at [www.bakeru.edu/compliance](http://www.bakeru.edu/compliance). The University will provide a paper copy of the reports upon request. 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 at [www.bakeru.edu/compliance](http://www.bakeru.edu/compliance).

### 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 SW, Washington, D.C. 20202-5920.

All requests to release, inspect, or review education records or to petition to amend education records should be made in writing to: Ms. Ramie Nation, 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	Major area(s) of study
Date of birth	Honors and awards
Permanent address and telephone number	Degree(s) conferred (including dates)
Baker email address	Photograph
Dates of attendance	Participation in officially recognized activities and sports
Enrollment status	
Class level	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. Students who have officially withdrawn, been administratively withdrawn, or who have not been enrolled in courses at Baker University for six months are subject to graduation requirements 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 SPGS/GSOE 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.

## **OFFICIAL COMMUNICATIONS**

Baker University deems the student, faculty, and staff Baker email an official means of communication. Students are responsible for regular and frequent monitoring of this email account.

# **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/USON, the minimum full-time student load is 12 credit hours per semester. The normal course load is 15 or 16 credit hours. Students who choose to enroll in more than 18 credit 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 credit hours must have administrative consent.

For students in the GSON program, the maximum credit load is 9 graduate credit hours for a fall or spring semester and 6 credit hours for a full summer session.

For students in the SPGS/GSOE, full-time and part-time status is determined as outlined in the Enrollment Status section of the SPGS/GSOE catalog.

## **LOWER- AND UPPER-COLLEGE COURSES**

Course numbers below 100 do not count toward minimum credit 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 advisor 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 (SPGS/GSOE only)	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	Letter Grade	Quality Points
A	4.00	B-	2.67	C-	1.67	D-	0.67
A-	3.67	C+	2.33	D+	1.33	F	0.00
B+	3.33	C	2.00	D	1.00	XF	0.00
B	3.00						

### ADDITIONAL GRADING NOTATIONS

P: Pass (represents work at the level of C or higher)

I: Incomplete (temporary grade only)

IP: In Progress (Ed.D and GSON only)

ABD: All But Dissertation (Ed.D only)

AU: Audit

W: Withdraw

WF: Withdrawn Failing (punitive grade, SPGS/GSOE only)

WP: Withdrawn Passing (SPGS/GSOE only)

NC: No Credit

DIST: Distinguished (GSOE portfolio only)

PROF: Proficient (GSOE portfolio only)

FAIL: (GSOE portfolio only)

\*: Indicates a retaken course

R: Indicates a repeatable course

XF: Academic Misconduct (punitive grade)

The WP (withdrawn passing) and WF (withdrawn failing) grades are assessed by faculty for SPGS/GSOE 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 previously identified.

The grade point average (GPA) is computed as follows and includes only those courses taken on a letter grade basis, WF, and XF: the credits for each course are multiplied by the quality points earned for each grade received. The GPA is calculated by dividing the sum of the quality points by the total number of credits attempted. The resulting cumulative or semester GPA ranges from 0.00 to 4.00.

In computing the cumulative grade point average, all courses are included except: transferred courses; those with course numbers below the 100 level; and those in which a grade of ABD, P, NC, I, IP, 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 toward the cumulative GPA.

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 higher to receive credit for P/NC classes. Grades of C- or below result in NC. In the SON, all clinical courses are P/F. In the SPGS/GSOE, 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 SPGS/GSOE catalog for more details.)

A passing grade for master-level SPGS students is a grade of C or higher. A passing grade for a master-level GSOE student may vary. See the graduation requirements section within each GSOE degree program for minimum grade requirements.

CAS/USOE/USON students 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, midterm grades 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 standing 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 prior to the end of the course 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/USON: The student has four weeks into the next regular semester (i.e., fall or spring).
- GSON: The student has four weeks after the start of the next semester in which to remove the Incomplete grade. Only one other course may be taken concurrently during the semester that an Incomplete is addressed.
- SPGS/GSOE: The student has 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, grade changes will not be accepted more than 60 days after the end of a course. Change of grade requests must be based on adequate cause and be approved by the Academic Dean, Assistant Dean, or Dean's representative of the college or school.

### **AUDITING 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/USON may choose to audit up to 6 credit hours (not counted in the minimum 12 credit 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.

SPGS/GSOE students should refer to the tuition and fees section of the SPGS/GSOE catalog. Degree-seeking GSOE students may audit a GSOE course upon approval of the program coordinator. Courses may not be audited in the GSON.

## 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.

Typically, a CAS/USOE/SON student must have a cumulative GPA of 3.00 or higher and a SPGS/GSOE student must have a cumulative GPA of 3.50 or higher to enroll in an independent study course. Generally, independent studies range from 1 to 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. The student in consultation with the supervising professor is responsible for providing a course syllabus which includes the purpose of the study, objectives, procedure and methods, evaluation criteria, list of resources, and clearly indicates how the student will meet the Federal credit hour definition within the independent study modality. 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

Undergraduate programs 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 scores of 3 or higher. Students who have successfully completed courses in the International Baccalaureate Program (IB) may receive credit for scores of 4 and above.

# UNDERGRADUATE ACADEMIC HONORS

## DEAN'S LIST

At the conclusion of each semester at CAS/USOE/USON, all full-time degree-seeking students earning a GPA of 3.50 or higher in at least 12 credit 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

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

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

At SPGS, 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 GPA 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 be in good academic standing, a student must be making satisfactory progress toward earning the degree and meeting the prescribed GPA, grade, or progression standards as defined by the college/school. 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 declared ineligible to continue.

### ACADEMIC CAUTION/PROBATION/INELIGIBLE TO CONTINUE

Academic caution is used at midterm for students in the CAS, USOE, and USON as an official warning and notification that prescribed GPA, grade, or progression standards as defined by the college/school are not being met. Students who fail to meet the standards by the end of the semester will either be placed on academic probation or declared ineligible to continue.

For the GSON, a cumulative GPA of 3.00 is required for both good academic standing and degree conferral. The student must complete each course and the requirements for the course in the graduate curriculum. If the academic average falls below 3.00 the student will be placed on probation.

The cumulative GPA and academic rules that determine good academic standing for students within the SPGS and GSOE vary by degree and program. Students should refer to the Academic Performance Policies and Procedures section of the SPGS/GSOE catalog for details.

Academic probation is a warning status to alert students when their GPA 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

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

### CREDIT HOURS AND GPA 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:

<u>Degree Program</u>	<u>Min. Credit Hours</u>	<u>Minimum GPA</u>	<u>Degree Program</u>	<u>Min. Credit Hours</u>	<u>Minimum GPA</u>
CAS Bachelor	124	2.00	SON Master	31	3.00
SOE Bachelor	124	2.00	SPGS Master	30-36	3.00
SON Bachelor	124	2.00	MBA 4+1	21	3.00
SPGS Associate	63	2.00	MAED,	36-42	3.00
SPGS Bachelor	120	2.00	MSIDPT, MSSA-LHE,		
			MSSE & MSSL	33-37	3.25
			SOE Doctorate	59	3.50

For CAS/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 credit 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 RESIDENCY

**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 26 of the total credit hours completed in residence must be at the upper-college level (numbered 300 or higher).
- With the exception of students enrolled in an approved study abroad experience during their final 31 credit hours toward the degree, the final 31 credit hours of coursework applied toward the degree must be completed in residence at the Baldwin City campus. Up to 5 credit hours of transfer work may be applied toward meeting the residency requirement without making special appeal. These transfer credit hours require prior approval through the Office of the Registrar. Transferring 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 (ASEM) committee.

**At SON:** In order to obtain the BSN degree from SON, a minimum of 30 credit hours must be completed in residence. After admission to the GSON, all credits toward the MSN degree must be completed at Baker University. Requirements for the degree must be completed within six years of the student's initial semester of coursework.

**At SPGS:** To obtain an associate's degree, a minimum of 24 credit hours must be completed in residence. To obtain a BBA, a minimum of 36 credit hours must be completed in residence. For the Bachelor of Science degree, a minimum of 30 upper-college credit hours (numbered 300 and above) must be completed in residency.

See school catalog for details of the residency requirements for SPGS and GSOE master-level programs and the SOE doctoral degrees. A maximum time frame of six years has been designated for completion of all graduate program requirements at SPGS/GSOE.

## BOARD OF TRUSTEES

In 1858 the founders of Baker University deemed the University to be governed by an overseeing body of members known as the Board of Trustees which consists of not more than twenty-eight members nor less than twenty-four members. Today, Board of Trustees members are elected by the Board and 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
DARCY RUSSELL.....	Vice President of Academic Affairs and Dean of the College of Arts and Sciences
SHELLEY TEMPLE KNEUVEAN .....	Vice President for Finance and Administration
CASSY BAILEY .....	Interim Vice President of Student Affairs and Enrollment Management
NATE HOUSER.....	Associate Vice President of Advancement and Senior Advisor for DE&I Initiatives
SUSAN DECKER.....	Director of Athletics

## SENIOR ADMINISTRATION

MATTHEW R. BICE .....Dean of the School of Professional and Graduate Studies  
 VERNEDA EDWARDS ..... Dean of the School of Education  
 SCOTT GEORGE..... Associate VP for Capital Planning, Facilities and Emergency Management  
 COURTNEY HALLER..... Executive Director of Marketing and Communications  
 KEVIN HOPKINS..... University Minister  
 CATHY MCDONALD.....Director of Human Resources  
 RAMIE NATION .....University Registrar and Advisor to the President for Accreditation  
 LIBBY ROSEN..... Dean of the School of Nursing  
 GARY SCHIEBER .....Executive Director of Technology and Information Security

## ADMINISTRATIVE FACULTY

**MATTHEW R. BICE, 2022.** Dean of the School of Professional and Graduate Studies; Professor. B.S. The University of Texas of the Permian Basin, 2007; M.S. The University of Texas of the Permian Basin, 2009; Ph.D. Southern Illinois University, 2013.

**VERNEDA EDWARDS, 2012.** Dean of the School of Education; Associate Professor of Education. B.S. Kansas State University, 1978; M.S. Kansas State University, 1983; Ed.D. Oklahoma State University, 1986.

**RICHARD C. GUNTER, 2022.** School of Professional and Graduate Studies Undergraduate Program Chair; Assistant Professor of Business. B.S. Central Michigan University, 1981; M.B.A. MidAmerica Nazarene University, 2007; D.B.A. Saint Leo University, 2020.

**KIRK HASKINS, 2019.** School of Professional and Graduate Studies Graduate Program Chair; Associate Professor of Business. B.A. Washburn University, 1993; M.B.A. Wichita State University, 1999; Ed.D. University of Kansas, 2018.

**ERIC HAYS, 2004.** Director of Institutional Research; Instructor of Mathematics. B.S.E. University of Kansas, 1997; M.S.E. University of Kansas, 2002; M.S. University of Kansas, 2018.

**LIBBY ROSEN, 2002.** Dean of the School of Nursing; Professor of Nursing. Diploma Stormont-Vail School of Nursing, 1974; B.S.N. Washburn University, 1994; Ph.D. University of Kansas Medical Center, 2009.

**DARCY RUSSELL, 1998.** Chief Academic Officer and Dean of the College of Arts and Sciences; Professor of Biology. The Barbara and Charles A. Duboc University Professor, 2005-2018. B.S. Baker University, 1980; Ph.D. Kansas State University, 1986.

# CAS AND USOE 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. Among the buildings nestled in this beautiful arboretum is the symbol of Baker University, Parmenter Hall, built in 1870. This building is one of three campus buildings on the National Register of Historic Places.

## INSTRUCTIONAL FACILITIES

**Bennett Art Building**, built in 1977, is located across the street from the main quadrangle. The building is equipped with kilns and pottery wheels and is the home for Baker's 3-D Studio Art program. Our 2-D Studio Art students work in Parmenter Hall (see below.)

**Case Hall** was constructed in 1904 to serve as the library for the University. Presently it houses the Undergraduate School of Education and the CAS Department of Humanities. It also serves as a general classroom facility. Restoration of the exterior of this building was completed in 1988. Case Hall is one of three buildings on Baker's campus that is listed on the National Register of Historic Places.

**Collins Library**, an academic centerpiece of the University, was constructed in 1961, remodeled in 1980, and 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. Student Academic Success, computer classrooms, an active distance learning room, and the 24-hour information commons are all housed in the lower level.

**George F. Collins, Jr. Sports and Convention Center** is located across the street from Mabee Memorial Hall and was completed in 1985. It provides the home for members of the athletic staff, two practice basketball courts, the varsity court (with a seating capacity of 1800), 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 competition fields for football, track, baseball, softball, and soccer. Significant improvements to the facilities were completed in 2006 and again in 2022. The turf on the football field was replaced in 2018 and the field was named the Don Parker Field.

**Mabee Memorial Hall** debuted as Taylor Hall in 1908 and is the location where President William Howard Taft delivered the first public pronouncement for world peace by the U.S. federal government on September 24, 1911. 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 again completely renovated. The building currently houses the Departments of Applied Health Science, Psychology, and Business and Economics, as well as serving as a general classroom facility for the campus. On the second floor of the building (near Mabee gym, which serves as the indoor practice facility for wrestling, dance, cheer, baseball, and softball) are the offices of the Athletic Director, Assistant Athletic Directors, and coaches for baseball, golf, wrestling, tennis, track, and cross country. The athletic training center, weight room, and fitness room are located on the lower level of the building.

**Owens Musical Arts Building** was built in 1966 to serve Baker's music program. McKibbin Recital Hall, the Audio-Visual Room, the Band Room, the Piano Laboratory, and several practice rooms are some of the featured spaces in this building.

**Parmenter Hall** has long served as the symbol of the University. It's stature as a mid-19<sup>th</sup> 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 the science building to cafeteria and art gallery. Renovated

most recently in 1990, it now houses the Department of History, Culture and Society on the first floor as well as Baker's 2-D Art Program on the fourth floor in the studio spaces. Its historic rooms include the Lincoln-Kemper Parlor and the Holt-Russell Art Gallery on the second floor as well as the Darby-Hope Theater on the third floor.

**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 serves the Department of Mass Media where Baker students participate in the generation of award-winning newspaper, radio, and digital media programs.

**Rice Auditorium** was constructed in 1955, renovated in 1983, and again renovated in 2018. It has a seating capacity of 616. This building houses the Theatre Program at Baker University and serves as the University center for public convocations, Vespers, and other fine arts events.

**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 Wildcat Warehouse. 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 Arboretum**, was formally established in 1978. While the native vegetation on the site of the University was historically grassland, the founding of the University and the surrounding community in 1858 brought with it the establishment of planted trees and shrubs. The conversion of the campus from a predominantly grassland community to a woody landscape began in 1874 with the planting of large numbers of catalpas and maples on the north half of campus. These trees and others planted in the following years established the history of a treed campus. Many of these early specimens still exist in the Arboretum and provide examples of tree species preferred in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Other tree and shrub species and varieties have been added to the collection over the years to not only improve the campus aesthetically, but also to provide an educational opportunity to its students. Consequently, the Arboretum has become a valuable teaching tool and an educational asset to the University on par with many of its other facilities.

**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.

## SPIRITUAL CENTER

**The Clarice L. Osborne Memorial Chapel** was moved stone by stone from the [village of Sproxtton, England](#), to serve as the spiritual center of the university. The chapel was dedicated at Baker in 1996 by Lady Margaret Thatcher, former British prime minister, whose father had preached in the building. Today, weekly university worship services are held at 11 a.m. on Thursdays during the academic year. Services are optional, and no classes or meetings are held at that time. The nondenominational services allow students to stay connected with their spiritual life practices and to explore their beliefs during college. Originally built in 1864, the Sproxtton Methodist Chapel served its members for 124 years. Robert R. Osborne, of Olathe, KS, generously provided the funding to dismantle, ship and rebuild the chapel, which was renamed to honor his wife, Clarice.

## ADMINISTRATIVE FACILITIES

**The Alumni Center** across the street from the Collins Library, was originally the home of the women of the Phi Mu Sorority and now houses the offices for 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 offices of the President, the Vice President for Finance and Administration, the Chief Academic Officer, and the Dean of the College of Arts and Sciences are located here. The Business Office, the Office of the Registrar, the Office of Financial Aid, and the Office of Human Resources are also housed in Constant Hall.

**Denious Hall**, renovated in 2011 and renamed the Janice and David von Riesen Welcome Center, contains the Donald R. and Martha Mather Admission 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 residence hall and contains 94 rooms.

**Irwin Hall** was erected in 1962 and contains 84 rooms. It currently serves as a 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

Other facilities that round out the physical environment of the campus include the tennis courts, intramural fields, the Old Castle Museum complex, the Hartley Plaza, and the Counseling 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.

### **HEALTH AND WELLNESS**

Our commitment to lifelong health and wellness extends beyond the classroom to include the entire Baker community of students, faculty, and staff. We will provide opportunities and programming that help to nurture the individual while also encouraging awareness of and concern for the health and wellness of others. We take a multi-faceted approach and believe that every member of our campus community is served best by our promotion of the knowledge, attitudes, and behaviors that can aide our ability to meet personal and professional life goals. We strive to build the holistic understanding of health and wellness that can contribute to individual as well as communal satisfaction, fulfillment, and happiness.

### **STUDENT LEARNING OUTCOMES**

Baker University graduates will demonstrate a refined ability to:

- synthesize the creative arts, humanities, social sciences, and natural sciences to analyze and address enduring questions central to a twenty-first century liberal arts education
- conduct independent research in order to evaluate critically and engage ethically with a variety of sources appropriate to the occasion
- develop compelling and sophisticated writing that demonstrates awareness of audience, purpose, and genre, as well as disciplinary conventions
- research, create, and deliver effective oral communication to answer questions, build relationships, and solve problems

## **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 12 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 (MAEd), followed in 1999 with the Master of Arts in School Leadership (MASL; 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 Graduate School of Education also offers a Master of Science in Special Education, Master of Science in Student Affairs and Higher Education, Master of Science in Instructional Design and Performance Technology, and a Master of Science in Student Affairs in Higher Education Administration. Students in the Ed.D. program may choose the PreK-12 Leadership, Leadership in Higher Education, or Instructional Design and Performance Technology degree.

## **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
- 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 master's level; and district-level and higher education administrators at the doctoral 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 BA, a BS, or a BME degree. An Elementary Education student will earn either a BA or a BS in Elementary Education, a Music Education student will earn a BME, a Physical Education and Health student will earn a BS degree, and a Middle-Level student will earn either a BA or a BS degree in Middle-Level English Education or Middle-Level Mathematics Education.

Students planning to teach at the high school level will earn either a BA or a BS degree in Secondary Biology Education, Secondary Business Education, Secondary Chemistry Education, Secondary English Education, Secondary History Education, or Secondary Mathematics Education.

Non-traditional students who have previously earned a degree may obtain licensure in their content area.

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**Undergraduate Licensure Areas:** The SOE provides 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 within the Academic Departments and Programs section of the catalog.

**Undergraduate Non-Licensure Area:** For USOE students not seeking licensure to teach in the classroom, students receive a BA or BS degree in Education in Community Settings or a BS degree in Recreation.



## ADMISSION INFORMATION

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

Inquiries concerning admission for U.S. citizens and international students should be addressed to the Director of Admissions, Baker University, P.O. Box 65, Baldwin City, KS 66006-0065. Students may also call 785-594-8325, inquire through Baker's website at [www.bakeru.edu/admissions](http://www.bakeru.edu/admissions), or send an e-mail to [admission@bakeru.edu](mailto:admission@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 Office of the Registrar (785-594-8318; [records@bakeru.edu](mailto:records@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 four 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 24 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 of this catalog.

Applications for admission by first-year applicants will be reviewed by the Director of Admissions and in some cases by the Academic Standards and Enrollment Management (ASEM) committee. The admissions process includes careful review of the applicant's academic performance in high school and on the American College Testing (ACT) exam or the Scholastic Aptitude Test (SAT).

To be considered for admission, students must submit:

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

## TEST OPTIONAL APPLICANTS

Students with an unweighted 2.75 high school GPA will be admitted without test scores. These students will be exempt from submitting a letter of recommendation, graded writing sample, and resume list of activities at the time of admissions. A graded writing sample or test scores will be required for enrollment.

Students with an unweighted 2.0 – 2.74 high school GPA and a current composite or ACT SuperScore of at least 18 will be admitted.

- Admission for students in this group who have an ACT score lower than 18 and who do not meet regular admissions requirements will be reviewed by the ASEM committee.
- Admission for students in this group who do not have an ACT score may be reviewed by the ASEM committee based on their application.

Admission for students with a high school GPA below 2.0 and/or a low-test score will be reviewed by the ASEM committee for admission.

Test optional candidates should submit an official transcript of the high school record complete through at least six semesters with the appropriate school official's signature. Class rank and the school seal should be included, if available. Any admission decision is subject to review if transcripts received after the decision reflect a change in academic standing.

## COMMITTEE REVIEW AND ADMIT

Applicants reviewed 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 credit hours taken or requiring enrollment in specific classes. In addition to the standard admission requirements applicants should submit:

- writing response to provided prompt
- academic letter of recommendation
- optional: character recommendation, resume, graded writing assignment, or other documentation that demonstrates ability for success (additional items that are provided will be reviewed but are not required)

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

- enrollment deposit of \$100
- Housing Application or Residency Requirement Exemption Application
- immunization record (students are unable to move into residence halls until this form is received)
- one of the following for proficiency placement
  - ACT or SAT Scores
  - completion of 3 college credit hours of English Composition I with a grade of C or higher

- currently enrolled in 3 college credit hours of English Composition I
- completion of AP English Composition I with a score of 3 or higher on the AP Exam
- currently enrolled in AP English Composition I with intent to take exam
- Graded writing sample
- a previously graded writing sample, evaluated and deemed satisfactory by Baker University English faculty

## **TRANSFER APPLICANTS**

Any student who has been enrolled full-time (12 credit hours attempted and completed) for a semester at another college or university will be evaluated as a transfer applicant using the following transfer admission requirements. In addition, any student who has not been enrolled full-time but has attempted 24 or more college credit hours will be evaluated as a transfer applicant. Regardless of number of concurrent credit, AP exam, or other college credit 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 calculate a cumulative college GPA of all accredited college-level coursework for all transfer applicants. Academic credit omitted from the calculated college GPA will include, but is not 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 GPA. The aforementioned course omission from the calculated college GPA 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 Admissions and in some cases by the Academic Standards and Enrollment Management (ASEM) committee. The admissions process includes careful review of the applicant's academic performance at all prior higher education institutions attended, as well as at the high school level.

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

- 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.
  - Baker will waive the final high school transcript requirement for admission based upon the completion of 24 or more hours of transferable coursework.
    - Students are still required to provide a final high school transcript (or GED) prior to term enrollment or the disbursement of federal financial aid.
    - Students may still be requested to provide a final high school transcript (or GED) for admission as deemed necessary by ASEM.
- Official transcripts from all colleges attended, sent from the institution to the Baker University Office of Admissions. If a student is currently enrolled when application is made, the admission decision will be based on all work prior to the current semester. Any admission decision is subject to review if transcripts received after the decision reflect a change in academic standing. Any student who fails to report work taken at another institution will be denied admission or suspended from the University.

## **COMMITTEE REVIEW AND ADMIT FOR TRANSFER STUDENTS**

Applicants reviewed 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 credit hours taken or requiring enrollment in specific classes. In addition to the above requirements applicants should submit:

- writing response to provided response
- academic letter of recommendation

- final high school transcript or GED
- students may be requested to provide test score results for admission as deemed necessary by ASEM
- optional: character recommendation, resume, graded writing assignment, or other documentation that demonstrates ability for success (additional items that are provided will be reviewed but are not required)

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

- Baker will accept up to 12 credit hours of technical courses completed at other accredited institutions.
- Transfer grade points are not included in the calculation of the Baker University GPA.
- Transfer courses in which a grade lower than a C- was earned are not accepted for credit.

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

- final official transcript, complete with eight semesters of grades, signature of the school official, and graduation date
- enrollment deposit of \$100
- Housing Application or Residency Requirement Exemption Application
- immunization record

## **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 or official GED scores, as well as official ACT or SAT 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.

## **INTERNATIONAL STUDENTS**

For the purposes of admission, international applicants are defined as all persons who are not citizens, permanent residents, or other eligible non-citizens of the United States. International students should complete the International Student Application and submit the documents described below. All documents must be submitted with English translations (if necessary) to the Office of Admissions.

### **FIRST-TIME UNIVERSITY STUDENTS**

- an evaluation of all secondary school work
  - If secondary or post-secondary experience is from an institution outside of the United States, a credential evaluation from a NACES (<https://www.naces.org/members>) or AICE (<https://aice-eval.org/endorsed-members/>) member organization is required. Evaluations should include U.S. equivalency, graduation date and GPA. In order to be reviewed for transfer of credit, post-secondary school evaluations should also include a course-by-course evaluation.
  - If graduating from a U.S. high school with at least three years of attendance, the official transcript can be sent to the Office of Admissions directly.
- an official test score sent to Baker University from SAT or ACT
- Proof of English proficiency (see below)

### **TEST-OPTIONAL APPLICANTS**

International students who apply as test-optional candidates must have a minimum unweighted, cumulative high school GPA of 3.0 and must demonstrate outstanding performance in core academic courses in English, math, science and social sciences (core GPA). Students with a core GPA below 3.0 may be recommended for consideration by their high school guidance counselor. Students who wish to take

advantage of the opportunity for test-optional admission will need to so indicate on the application for admission. Test optional applicants must also submit:

- academic letter of recommendation
- essay

## TRANSFER STUDENTS

- all official university transcripts
  - Students transferring to Baker from a U.S. college or university are required to submit official transcripts directly to the Office of Admissions.
  - If post-secondary experience is from an institution outside of the United States, a credential evaluation from a NACES (<https://www.naces.org/members>) or AICE (<https://aice-eval.org/endorsed-members/>) member organization is required. Evaluations should include U.S. equivalency, graduation date and GPA. In order to be reviewed for transfer of credit, post-secondary school evaluations should also include a course-by-course evaluation.
- Proof of English proficiency (see below).

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

- enrollment deposit of \$100
- Housing Application or Residency Requirement Exemption Application
- immunization record (students are unable to move into residence halls until this form is received)

## PROOF OF ENGLISH PROFICIENCY

Proof of English proficiency is established by meeting one or more of the following criteria:

- Citizenship of one of the following countries: Canada, the United Kingdom (England, Northern Ireland, Scotland, Wales), Ireland, Australia, South Africa, New Zealand, Singapore, or English-speaking Caribbean islands.
- ACT English sub-score of 19 or higher.
- SAT Evidence-Based Reading and Writing score of 460 or higher.
- TOEFL iBT minimum score of 71 ([www.ets.org/toefl](http://www.ets.org/toefl)).
- IELTS minimum score of 6 ([www.ielts.org](http://www.ielts.org)).
- Duolingo minimum score of 95.
- Pearson PTE Academic score of 47.
- At least three years of attendance at an international high school in which English was the language of instruction.
- Graduation from an accredited U.S. high school after a minimum of three years of high school-level study in the U.S.
- Completion of at least 12 transferrable college-level credit hours, including 3 credit hours of college-level composition with a grade of C or better, from an approved English-speaking country (see Item a).
- Completion of an English language program approved by the Office of Admissions.

After the University has received all documents, the applicant will be considered for admission as a full-time degree-seeking student. If admitted, the student will receive an official letter of acceptance and be instructed to complete the Affidavit of Financial Support, including proper documentation as outlined within the packet. Upon successful completion of the financial documents, an I-20 form necessary for obtaining an F-1 visa for entry into the United States will be sent to the student.

## **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 be required to submit new transcripts for work done at other colleges prior to their break in enrollment. Previously evaluated transcripts that are 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 (ASEM) committee for review. Such applicants are encouraged to supply detailed information supporting their request for readmission.

The Office of the Registrar in consultation with the appropriate faculty members will determine how a student's courses taken at the School of Nursing or the School of Professional and Graduate Studies satisfy the requirements for the completion of their degree at the College of Arts and Sciences.

## **NON-DEGREE SEEKING STUDENTS**

Non-degree-seeking, or special 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.

## **CONCURRENT CREDIT STUDENTS**

Students who apply for admission as concurrent credit students must have a high-school GPA of 3.0. Students who have a GPA between 2.0 and 3.0 may appeal to the Dean of CAS. Students who have a GPA less than 2.0 are not eligible for admission into a concurrent credit course.

# FINANCIAL INFORMATION

## 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 2022-2023 Academic Year are:

Full-time Undergraduates (12-18 hours) .....	\$31,620 per year
Part-time Undergraduates (1-11 hours) .....	\$1,022 per credit hour
*Overload (each hour beyond 18) .....	\$511 per credit hour
Summer courses.....	\$450 per credit hour
Summer internship/practica (1-3 hours) .....	\$225 per credit hour
Summer internship/practica (each hour after 3).....	\$450 per credit hour
Summer Online courses (Summer 2023).....	\$225 per credit hour
Interterm (first two interterms no additional cost per credit, except for specific travel fees; \$511 per credit hour charge for more than two interterm enrollments)	
High School concurrent credit .....	\$113 per credit hour

\*NOTE: Baker policy provides for a waiver of overload tuition charges if one of the following conditions is met:

- The student is enrolled in one or more approved production or performance courses (see the Office of the Registrar for the approved list), **OR**
- 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, including course overload. Music fees/private lessons are charged at \$242 per hour.

### INTERTERM

For full-time students, there is no additional tuition charged for two Interterm sessions not taken within the same academic year taken throughout their enrollment at Baker. If more than one Interterm session is taken within the same academic year or more than two Interterm sessions are taken across multiple academic years, the student will be charged for the additional Interterm(s). Additional fees may apply for travel-based interterm sessions.

A student is eligible to enroll in an Interterm if they have:

- been admitted and enrolled at Baker University
- successfully completed as a full-time student the Fall semester preceding Winterterm **OR** successfully completed as a full-time student the Spring semester immediately following Winterterm and preceding Summerterm.

A student who enrolls in an Interterm overload (>3 credit hours) by enrolling in two Interterm sessions within the same academic year will be charged overload tuition (\$511 per credit hour) for the second Interterm within the same academic year. Students who have completed two interterms as required for their program completion will be charged \$511 per credit hour for each additional interterm taken throughout their enrollment at Baker.

Eligible part-time students may enroll in Interterm and will be charged \$511 per credit hour.

## FEES

All fees are non-refundable:

Student Health Insurance (as needed).....	Information provided by Human Resources
General University Fee (full time) .....	\$300/semester
General University Fee (part time) .....	\$150/semester
Student Identification Card Replacement .....	\$30
Matriculation Fee (collected first semester of enrollment) .....	\$100
Official Transcript Request (each) .....	\$13
Student Teaching Fee .....	\$25 per credit hour
Music Fees (Private Lesson, per half hour) .....	\$242
Athletic Program Fee .....	TBD (varies by sport)
Graduation Fee .....	\$125
Interest charged on late payments .....	1% per month
Instructional Fees .....	\$15-150 per certain courses

\*All students participating in athletics and international students enrolled at the Baldwin City campus are required to have proof of health insurance. The University provides students access to health insurance through the Kansas Independent Colleges Association if they need to purchase health insurance.

## AUDITING

The charge for auditing a course is one-half of the per credit hour rate of the semester or session: i.e. the charge of auditing in the regular school year will be one-half the per credit hour rate and in summer school, one-half the summer school rate. This charge does not apply to a student full time at Baker during the regular fall and spring semesters; however, it does apply to all approved audited courses in summer school.

## SENIOR CITIZEN TUITION GRANT

Baker allows persons age 65 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 through the Office of the Registrar.

## AREA HIGH SCHOOL STUDENT AND CONCURRENT CREDIT TUITION

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 in Baker approved courses for college credit. Students may enroll on a space-available basis for two courses per semester and summer sessions. All coursework will be recorded on an official Baker University transcript. The tuition is \$113 per credit hour.

Students with participating school districts may also enroll in approved concurrent credit courses at their high school. The tuition is \$113 per credit hour.

The refund schedule for CAS/SOE is utilized for concurrent credit as well.

## ROOM AND BOARD

Room	Academic Year	Single Semester
Gessner/Irwin Residence Halls		
Double Occupancy	\$4,070	\$2,035
Single Room	\$5,832	\$2,916
New Living Center:		
Suite A (1 per room/4 per suite)	\$6,060	\$3,030
Suite B (2 per room/4 per suite)	\$5,202	\$2,601
Suite C (2 per room/2 per suite)	\$5,472	\$2,736



<b>Apartments</b>	\$6,368	\$3,184
<b>Board</b>		
19 Meal Plan (19 meals/week and \$25 in declining balance/semester)	\$4,668	\$2,334
14 Meal Plan (14 meals/week plus 10 flex meals and \$200 in declining balance/semester)	\$4,668	\$2,334
12 Meal Flex Plan (12 meals/week plus 10 flex meals and \$75 in declining balance/semester)	\$4,436	\$2,218
Block Plan (225 meals per semester + \$200 in declining balance per semester)	\$4,668	\$2,334
Commuter Meal Plan (50 meals and \$145 in declining balance/semester)	\$1,168	\$584

## **MATRICULATION/ENROLLMENT DEPOSIT FEE**

A one-time matriculation fee which confirms deposit of \$100 is required of all new full-time or part-time students. This fee is non-refundable.

If a student withdraws and later reenrolls, the matriculation fee will be required again.

## **METHODS OF PAYMENT**

Students are charged per semester, and all charges are listed on the student's account managed by the Business Office. All charges for the semester—tuition, fees, room, and board—are due and payable in full two weeks prior to the first day of class.

## **SCHOLARSHIPS**

Generally, all awarded scholarships are credited to the student's account prior to the start of the semester. The balance is due two weeks prior to the start of classes.

## **LONG-TERM FINANCING FOR PARENTS**

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 ten years.

## **SHORT-TERM FINANCING**

Interest-free payment plans are available through a third-party entity 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 the third-party vendor. The basic charges for tuition, room, and board less the confirmed financial aid are divided into equal payments for each term.

## **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 ([www.bakeru.edu/mybaker-portal](http://www.bakeru.edu/mybaker-portal)). If the online option is not used, all credit cards must be presented in person to the Business Office for processing.

## **OFFICIAL TRANSCRIPTS**

To obtain an official transcript from Baker, the student must be financially clear with all balances on the student account paid in full.

## 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. The percentage of time that the student remained enrolled determines the percentage of disbursable aid for that period that the student earned. 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. Should the student withdraw, the student is required to return the respective percentage of aid to the University. A student who remains enrolled beyond the 60% point earns all aid for the period and no reimbursement is required.

For more information, see <https://fsapartners.ed.gov/knowledge-center/fsa-handbook>.

NOTE: Students withdrawing from courses must notify the Office of the Registrar in writing by filing the appropriate form and/or sending an email from the university email address. 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 and will be required to be paid prior to any release of an Official Transcript.

### REFUND SCHEDULE

If a student withdraws from Baker University, applicable credits for tuition, and specific course fees will be computed according to the schedule listed below. If a student decreases credit hours after classes begin but remain enrolled in at least 12 credit hours to 18 credit hours for the term, no tuition refund will be due unless the student had paid for overload tuition (refund will be applied to the overload tuition for credit hours above 18 only). Credits for classes are based upon the date determined by the Office of the Registrar. The following percentages apply:

#### Tuition 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 5 <sup>th</sup> day of class. ....	90% refund
After the 5 <sup>th</sup> day of class up to and including the 10 <sup>th</sup> day of class .....	75% refund
After the 10 <sup>th</sup> day of class up to and including the 15 <sup>th</sup> day of class.....	50% refund
After the 15 <sup>th</sup> day of class up to and including the 20 <sup>th</sup> day of class.....	25% refund
After 20 <sup>th</sup> day of class .....	NO REFUND

#### Tuition for Summer Sessions I & II:

Prior to and including the first day of class.....	100% refund
After first day of class up to and including the 3 <sup>rd</sup> day of class .....	75% refund
After the 3 <sup>rd</sup> day of class up to and including the 10 <sup>th</sup> day of class .....	50% refund
After 10 <sup>th</sup> day of class .....	NO REFUND

#### Tuition for Full-Summer and Summer Online Sessions:

Prior to and including the first day of class.....	100% refund
After first day of class up to and including the 7 <sup>th</sup> calendar day.....	75% refund
After the 7 <sup>th</sup> calendar day up to and including the 14 <sup>th</sup> calendar day.....	50% refund
After 14 <sup>th</sup> calendar day of class.....	NO REFUND

For all terms, only tuition is subject to the refund policy. All other fees are non-refundable.

Students called to active military duty during a semester will receive a full tuition refund for courses that they withdraw from per federal regulations. Appropriate documentation for active military duty must be provided to the Office of the Registrar and Vice President of Finance & Administration prior to any refund being processed.

### **CHANGE IN MODALITY**

Tuition and fees are not modified based on a change in modality. Therefore, no tuition refund or modified tuition schedule will be applied to a student's account or because of any change in the modality of instruction (for example, in person to online). The refund schedule above will remain in place for students that opt to withdraw for any reason including the change in modality.

### **ROOM AND BOARD**

If a student withdraws from Baker University, the University will, in its sole discretion, but subject to applicable law, credit the paid pro rata share of housing fees per the schedule below and paid pro rata share of meal plans for the balance of the semester subject to the schedule below either by (i) first applying the credit to amounts owed by the student to the university, and then refunding the student directly if there is a remaining credit balance, or (ii) refund the student if no amounts are owed by the student. The University reserves the right to assess additional charges due to room damage that will be withheld from the refund.

Personal property insurance is the responsibility of the student. The University is not responsible for theft, damage, or loss of personal property.

### **HOUSING AND MEAL SCHEDULE FOR WITHDRAWN STUDENTS**

Prior to start of class 100% or prorated by day if moved in early for athletics or other activities	
Week 1 95%	Week 5 60%
Week 2 90%	Week 6 50%
Week 3 80%	Week 7 40%
Week 4 70%	Week 8 30%

After Friday at 5:00 p.m. of week 8, room and board are non-refundable.

### **MILITARY DUTY**

Students called to active military duty during a semester will receive a full refund for housing or meal plans prorated for the balance of the term. Appropriate documentation for active military duty must be provided to the Office of the Registrar and Vice President of Finance & Administration or designee.

### **HOUSING OR CAFÉ CLOSURE**

If the University closes student housing or dining services, for any reason, for more than one week, other than a Force Majeure Event, described in the following section, the University will either, in its sole discretion but subject to applicable law, (i) provide alternative housing and/or meals for the student, (ii) credit the applicable paid pro rata share of housing fees or meal plan for the length of time the housing or dining services are closed; first to amounts owed by the affected student to Baker University and then to the student's account, or (iii) refund such applicable paid pro rata share to the affected student. The pro rata share will be calculated based on the number of days affected by the closure as compared to the number of days the residential housing and/or dining services was open for the respective term.

No refund or credit will be due to any student who (a) moves from student housing but remains enrolled; (b) is removed from student housing by Baker University due to disciplinary reasons, or (c) is required to temporarily relocate from student housing due to medically required quarantine.

## **FORCE MAJEURE EVENT**

Baker University shall not be liable for any default or delay in the performance of its obligations to one or more students: (a) if and to the extent that such default or delay arises out of causes beyond its reasonable control, including defaults; delays or actions of one or more students (including students other than the student(s) affected by such Force Majeure Event); acts of God; acts of war (whether declared or not); acts, omissions or delays in acting by governmental authority; moratorium; epidemics or quarantine restrictions; other acts of public emergency; embargoes; insurrection; earthquakes; fires; tornadoes; cable cuts; floods; terrorism; civil commotions; riots; and strikes, lockouts or other labor disturbances (each, a “Force Majeure Event”) and (b) if such default or delay cannot reasonably be circumvented by Baker University through the use of alternative sources, work-around plans or other means without additional cost or delay to the University. Upon the occurrence of any such Force Majeure Event, Baker University shall be excused from further performance or observance of the obligation(s) affected so long as such circumstances caused by the Force Majeure Event prevail.

Without limiting the generality of the foregoing, Baker University may alter or terminate the on-campus residence of all, some, or one student when Baker University, in its sole discretion, determines such alteration or termination to be in the best interest or safety of the community, Baker University, Baker’s student body, or any part thereof due to any Force Majeure Event. In any such event, if Baker University declares any housing or meal plan credit considerations for unused time of the academic year, Baker University may, in its sole discretion, apply such credits first to amounts owed by the affected student to Baker University and then to such affected student’s account, unless otherwise mandated by applicable state and federal laws or requirements of the United States Department of Education.

## **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. The Office of Financial Aid calculates the percentage of aid earned by dividing the calendar days completed in the semester by total days in the semester. Weekends are included, but scheduled breaks that are at least five 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 by the University to the federal aid programs and the student is billed for the amount.

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.

## WITHDRAWAL DATE

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 in its sole discretion 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. The number of days enrolled are divided 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 by the university 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. Students are then required to repay the funds to the university.

## 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.

## OTHER FINANCIAL POLICIES

- Enrollment in the CAS or SOE is contingent upon the following criteria. Students:
  - must pay in full by the due date set forth by the Business Office; **OR**
  - must have sufficient financial aid to cover all charges exclusive of work awards; **OR**
  - 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**
  - must have confirmation of a payment plan through the Business Office or a combination of a payment plan and financial aid that will cover all charges due the University (confirmation may include making the first deferred payment to Baker University)
- University policy does not permit students to pre-enroll or enroll if they owe in excess of \$100 from a previous term unless approved prior arrangements have been made with the Business Office.
- Official transcripts and diplomas are not released until all accounts are paid in full and all loan obligations are current.
- Interest of 1% per month will be charged to all accounts with an outstanding balance.
- 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.
- Students no longer attending Baker University and having an unpaid account balance will be required to make arrangement for payment with the Business Office. If the student owes Financial Aid repayment, the student will coordinate with 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 up to 50% of the unpaid principal and accrued interest.

- After attempts to collect outstanding balances by the university, accounts in default may also be placed for collections with one of Baker's collection agencies and reported to a credit bureau.
- For students eligible for **Chapter 31** or **Chapter 33**, Baker University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. The rules stipulated in bullets 4 and 5 of this list will not apply to students covered in this bullet.

## FINANCIAL AID

### POLICY

Though it is the policy of the College of Arts and Sciences (CAS) and undergraduate 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 Free Application for Federal Student Aid (FAFSA) by March 15<sup>th</sup> to be assured priority consideration for all funds. Scholarship awards and annual renewals issued by Baker University are at the sole discretion of the University.

### PROCESS

For most types of aid, students must:

- complete the Baker University Application for Admission
- complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov)

The application form is available from the Office of Admission at Baker University, P.O. Box 65, Baldwin City, KS 66006-0065 or online at [www.bakeru.edu/](http://www.bakeru.edu/).

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

### DEADLINES

Unless otherwise specified, the priority date for the maximum amount of consideration is March 15<sup>th</sup>. Students must have their financial aid file completed by April 15<sup>th</sup> 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 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 or available from the Office of Financial Aid 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 12 credit hours per semester. **Students have a maximum of nine semesters of eligibility for institutional aid.**

### **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 SATISFACTORY ACADEMIC PROGRESS (SAP)**

The Department of Education requires colleges to monitor a student's progress toward completing the degree to ensure that only students demonstrating steady progress toward completion of their academic program continue to receive financial aid.

Academic program requirements differ slightly depending on the type of assistance (Federal, State, or Institutional).

### **MAINTAINING ELIGIBILITY FOR FEDERAL AID**

This process is separate from the Academic Satisfactory Progress. Federal regulations require institutions to monitor both quantitative and qualitative progress towards a degree.

- Quantitative – student must be able to complete the degree program within 150% of the reported program length. In addition, the student must successfully complete at least 67% of attempted hours each semester.
  - All transfer hours accepted by Baker University are considered when reviewing attempted hours.
  - All hours attempted when the student did not receive financial aid count, including summer hours.
  - Undergraduate students who earn grades of F, W, I, P, NC, or AU will have the courses counted in attempted hours, but not in the number of hours completed.
  - Repeating a course counts as attempted hours each time the course is repeated.
- Qualitative – student must maintain a minimum cumulative GPA of 2.00 for their program.

Student's academic progress will be reviewed by the Office of Financial Aid annually in May.

If the student is not maintaining SAP, the student loses Title IV eligibility and will be placed on Financial Aid Suspension. Such students will be offered the opportunity to appeal to the Financial Aid Advisory Committee for reinstatement of Title IV aid.

- Appeals can be made in some circumstances, such as medical problems, illness, or death of a family member.
- Appeal must be in writing.
- Student must explain why he/she failed to make SAP and what has changed to allow the student to make SAP by the end of the next semester.
- Appeals will be reviewed by the Financial Aid Advisory Committee, and the student will be informed of the decision within one week. Decision notifications will be sent to the student's Baker email.
- A student whose appeal is approved is placed on Financial Aid Probation. If the student is placed on Financial Aid Probation, the student can receive federal aid for an additional semester in order to meet satisfactory academic progress.
- If the student is not successful during the probation period, the student is placed back on Financial Aid Suspension at the end of this additional semester. The student can appeal the decision.

If the second appeal is approved, the student will have one more semester of Title IV eligibility. If the student is not successful in meeting SAP standards at that point, the student will no longer be eligible for Title IV aid of any kind, including federal grants and loans.

In order to regain Title IV eligibility, the student must meet minimum SAP standards. The student may appeal for reinstatement of financial aid eligibility after completing a semester and meeting minimum GPA standards. Such students might be filing two petitions, one to the Office of the Registrar and a separate one to Financial Aid. The two petitions will not be evaluated by the same committee. It is possible for a student to be on Financial Aid Suspension and still be allowed to enroll at the University at the student's expense.

### **MAINTAINING ELIGIBILITY FOR STATE OF KANSAS FINANCIAL AID**

Students receiving any grant or scholarship aid must maintain full-time enrollment status of at least 12 credit hours per semester. A minimum cumulative GPA of 2.00 must be maintained.

### **MAINTAINING ELIGIBILITY FOR INSTITUTIONALLY FUNDED FINANCIAL AID**

Financial Aid Standing is based on hours earned only at Baker University.

Both cumulative GPA and hours earned affect eligibility to receive Baker-funded aid. Students must be enrolled in at least 12 hours per semester to receive the maximum amount of aid.

Students will be reviewed annually to determine if they remain in good Financial Aid Standing in order to receive institutional aids as outlined below:

All Grade Levels:

- Must earn at least 67% of the attempted hours.
- To remain eligible for all aid, at least a 2.00 cumulative GPA is required.
- To continue to receive institutional academic scholarships, the renewal GPA tied to that scholarship must be maintained.
- Summer sessions are considered a trailer to the academic year and are factored into academic progress.

### **FINANCIAL AID SUSPENSION AND PROBATION**

Students who do not successfully complete the required minimum percentage of credit hours for the academic year and/or do not have a cumulative GPA of at least 2.00 at the time grades are reviewed annually 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
- what has changed that will allow the student to be successful the following semester

A student whose appeal is approved will be placed on Financial Aid Probation for one semester. After that semester, the student must be meeting the financial aid satisfactory academic progress in order to receive financial aid funds. 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 institutional financial aid. To regain eligibility, the student will need to successfully complete at least one semester without financial aid and meet financial aid satisfactory academic progress.

### **FINANCIAL AID PAYMENTS**

Financial aid, including Pell Grants and federal financial aid and loans, are remitted directly to the Business Office by the Department of Education. The aid is applied to the student account for all expense related to



all courses that are scheduled during the financial aid period. If the amount of the aid is in excess of the expenses, the student will receive a financial aid refund. A refund check is mailed to the students for any funds in excess of current charges. Current charges include tuition and fees assessed by the institution for the current payment period.

## **REFUND POLICY AND PETITION PROCESS**

The University's refund policy is outlined 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 Office of Financial Aid.

## **STUDENTS' RIGHTS, FREEDOMS, AND RESPONSIBILITIES**

Students are to review the Student Handbook (available from the Office of Student Affairs or online at <https://www.bakeru.edu/current-students/conduct-policy/>) 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 and making payment arrangements should be directed to the Business Office.

## **CAMPUS WORK PROGRAM**

The University employs as many 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 financial aid satisfactory academic progress.

## **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 are used to provide scholarships, grants, and participation awards for deserving and qualified students.

**Students do not apply for endowed scholarships.** 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.

# STUDENT AFFAIRS INFORMATION

## 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. Additional student information can be found in the CAS/USOE Student Handbook.

## 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.

## IMMUNIZATION AND TUBERCULOSIS SCREENING COMPLIANCE POLICY

Baldwin City Campus students only.

### RATIONALE

This Baker University policy addresses immunization requirements for current and newly enrolled students at the Baldwin City campus. The University policy objectives are to enable the University to provide a safer and healthier environment for students and to be compliant with state and federal laws.

### REQUIREMENTS

Baker University must have verification and documentation of a student's compliance with required immunizations and screenings by the indicated deadlines.

#### All students:

- August 1 for fall semester
  - December 1 for Interterm
  - January 1 for spring semester
- OR
- Within two weeks of admission to the University, whichever is latest

#### Residential students:

It is required for all residential students to have this documentation prior to moving into University-owned housing. All documents must be verified by Baker University Student Affairs staff. Students who are unable to verify their immunization history must be re-immunized for:

- MMR (Measles, Mumps, Rubella) immunization. Two doses required at least 28 days apart for students born after 1956.
- Varicella (Varicella-zoster virus or chicken pox). At least one dose is required. Two doses are recommended by the Centers for Disease Control and Prevention.
- Tdap (Tetanus, Diphtheria, Pertussis) immunization booster within the last ten years.
- Meningitis (MCV4) immunization. Two doses of MCV4 are recommended. If the first dose is given before the student's 16<sup>th</sup> birthday, a booster is required.
- Polio series completed. Primary series, doses at least 28 days apart. Three primary series are acceptable.
- Completion of the TB (Tuberculosis) screening questionnaire. If further testing is deemed necessary, the University will notify the student. The student will have until October 1 to have testing completed.

ALL NEW INTERNATIONAL STUDENTS coming to Baker University are required to provide documentation of the results of a TB skin test before moving into campus housing. If a student tests positive, the student is required to have a Quantiferon Gold TB test and provide documentation. This test must be completed no more than six months prior to move-in. If the student has received treatment for tuberculosis, documentation of treatment is required. The Quantiferon Gold test can be ordered and completed at Family Medicine of Baldwin City for a fee if not completed or documentation is not available from the student's home country. A chest x-ray is required for students with a positive Quantiferon test.

### **SUBMISSION MATERIAL REQUIREMENTS**

Students are required to submit one of the following as proof of immunization:

- a personal immunization record signed by a health care provider
- a physician or clinic report stating all immunization records or blood titers
- a copy of school immunization record
- A waiver can be signed for religious/philosophical exemption. If the waiver is signed, a student is informed that in the case of any outbreak of disease such as measles, mumps, rubella, or meningitis, the student must leave campus temporarily and any housing or board charges will not be refunded. Once the threat of the disease is over, the student will be allowed to return to campus

### **SUBMISSION DIRECTIONS**

Materials can be submitted by one of the following ways:

- mail to: Student Affairs Department, PO Box 65, Baldwin City, KS 66006
- fax to: 785-594-4568
- bring to Summer Orientation and Enrollment Days
- submit online at [www.bakeru.edu/orientation](http://www.bakeru.edu/orientation)

### **NON-COMPLIANCE ACTION**

Compliance is managed by the Office of Student Affairs and is strictly enforced. In the absence of required immunization documentation, the following actions may be in order:

All students who do not complete this requirement:

- will have 5 calendar days from the date of the first date of classes to produce records or receive new immunizations
- After this date, students will be placed on Academic Hold. With this hold in place, the student is restricted from utilizing major functions of the Office of the Registrar (e.g., prohibited from pre-enrollment activities).
- Student Affairs staff will remove the hold when it has been determined that the student has met compliance standards.

Residential students who do not complete this requirement:

- Will have 5 calendar days from the date of move-in to produce records or receive new immunizations.
- After this date, students may be required to leave University housing with no refund.
- Students may return upon proof of required immunizations.

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. 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 hall staff. 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 at 519 Grove Street, directly across from the university tennis courts. A psychologist and three 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 <https://bakeru.joinhandshake.com>.

Many of the Career Services resources can be accessed at [www.bakeru.edu/career-services](http://www.bakeru.edu/career-services). Through the Career Services Internship Program, students can earn up to 12 academic credit hours while working in an academically based, career-related position (see the description of the Internship Program 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, Major Meet Ups, and co-sponsors local job fairs and on-campus interviews.

## HOUSING

### RESIDENCE HALLS

The College of Arts and Sciences (CAS) and Undergraduate School of Education (USOE) 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 based on seniority and academic excellence. 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 or single room, request to remain in the same room and hall, or choose an available residence hall room through the housing lottery. All residential students, including new students, must submit an online housing application annually. 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 requests 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+ credit hours/semester) students are required to live in University campus housing or Greek chapter houses. 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. Residency Requirement Exemptions are granted on a very limited basis. Students must meet the established deadlines set forth by the Office of Student Affairs. Students desiring to live off campus must request an exemption based on one of the reasons stated below. It is the student's responsibility to provide sufficient documentation to justify exemption status. Appointments should be scheduled in advance. All forms of Baker aid, including scholarships, participation awards, and grants are tied to compliance with Baker's residential requirement, and may be reduced if a student is approved to live off campus.

The following exemptions, if granted, are valid for one academic year and must be formally requested annually:

- documented medical disability that requires off-campus accommodations
- significant financial need as determined by the Office of Financial Aid and Business Office (FAFSA completion is required)
- residing in the permanent primary residence of parent or legal guardian
- special situation not listed

The following exemptions, if granted, are valid and remain in effect for the duration of the student's time at Baker:

- 5<sup>th</sup>-year student, having completed 8 semesters of coursework or the equivalent of full-time enrollment following high school graduation
- married (or will be married before the end of the semester for which the exemption is requested)
- age 23 or older (or will be before the end of the semester for which the exemption is requested)
- transfer student who has lived off campus at a previous institution with at least 60 completed credit hours or an Associate's Degree

Students must type and submit proper and required documentation by designated deadlines. Application does not guarantee approval for the exemption. All matters pertaining to special circumstances will be reviewed by the Residency Requirement Exemption committee on a case-by-case basis. 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 Residency Requirement Exemption information can be found online 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 seven values-based fraternal organizations in the Baker community, all of which provide student housing for sophomores, juniors, and seniors. The sororities are: Alpha Chi Omega, Delta Delta Delta, and Zeta Tau Alpha. The fraternities are: Delta Tau Delta, Kappa Sigma, Sigma Phi Epsilon, and Zeta Chi. Information can be obtained by contacting the Assistant Dean of Students at Baker University or by visiting [www.bakeru.edu/fraternity-sorority-life](http://www.bakeru.edu/fraternity-sorority-life).

## STUDENT ACTIVITIES AND 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 and at [www.bakeru.edu/studentgroups](http://www.bakeru.edu/studentgroups).

### 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, 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.

### ATHLETICS

The Department of Athletics has been a member of the Heart of America Athletic Conference 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 nine NAIA National Champions on the field of play with eight 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.

Two years later a duo of wrestlers earned a NAIA National Championship, as Colby Crank and Victor Hughes became the fifth and sixth Baker NAIA National Champions. The 'Cats went back-to-back inside the Kansas Expocentre in Topeka, Kansas, as Hughes won the 149-pound NAIA National Championship, then the next dual on the mat showed Crank win the 157-pound title.

In 2018, Lucas Lovvorn continued wrestling's dominance at the national level, winning Baker's fourth wrestling National Championship in five years. Lovvorn then became Baker University's first three-time NAIA National Champion, winning the 174-pound weight class both in 2019 and 2020. Moses Watson also won a National Championship in 2019, taking first in the men's racewalk to become the first men's track and field athlete to win a championship since 2013.

Athletes have also been honored for their efforts on the field of competition by being acknowledged as Heart 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.

The Wildcats currently sponsor 25 sports – 11 men's, 11 women's, and 3 co-ed. They represent approximately 50% of the student population on campus. Men's sports include Football, Soccer, Cross Country, Basketball, Wrestling, Indoor Track, Outdoor Track, Baseball, Golf, Tennis, Cheer, Dance, Bowling and Esports. Women's sports include Volleyball, Soccer, Cross Country, Basketball, Bowling, Indoor Track, Outdoor Track, Softball, Golf, Tennis, Cheer, Dance, Wrestling and Esports.

## **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 while Baker University student-athletes are treated with dignity and respect and maintain privacy as much as possible. Likewise, the Baker University student-athlete acknowledges that the privilege to represent Baker University in intercollegiate athletic performance requires him/her to be compliant with the Baker University Drug Education and Testing Program as outlined in this document. Copies of the BU Athletics Drug Education and Testing Program Policy are available upon request from the athletic department or can be found online at <http://www.bakerwildcats.com/drugtestingpolicy>.

## **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 as well.

There are multiple churches in Baldwin City from which to choose to worship. 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 Pre-Professional Ministry 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 COMPLAINT PROCESS AND POLICY

Concerns and complaints about any function of the university are ordinarily handled through the normal administrative chain. In accordance with the [Higher Learning Commission Policy FDCR.A.10.030](#), Baker University has established a student complaint process. Information about individual established process may be found at <https://www.bakeru.edu/student-complaint-process/>.

### STEPS FOR INITIATING A STUDENT COMPLAINT

When a student encounters a problem on campus or feels they have been treated unfairly, the student should first try to resolve the issue informally with the faculty member, staff member, or department directly involved. Many issues can be resolved by making an appointment with a faculty or staff member and calmly and honestly communicating the concerns.

- If the informal resolution is unsuccessful or the student is unable, the student may choose to use one of the established processes for filing a complaint or pursuing an appeal.
  - [Academic Grievance](#)
  - [Accounting and Financial](#)
  - [Athletic Grievance](#)
  - [Ethics and Compliance Reporting](#)
  - [Personnel Issues](#)
  - [Risk and Safety Matters](#)
  - [Prohibited Harassment Complaints](#)
  - [Sexual Misconduct Policy and Procedures](#)
  - [Student Nonacademic Concerns](#)
  - [Student Conduct Violations](#)
  - [Student Academic Concerns](#) (attendance, academic progress)
- If a student is not satisfied after working informally or through an established process to resolve the concern, and resolution has not been achieved through one of the processes listed above, the student may file a formal student complaint. A formal student complaint is defined as follows:
  - An issue that is not resolved or resolved satisfactorily through routine channels
  - A nonroutine issue
- A formal student complaint must contain the following elements:
  - Identity attributed (not anonymous)
  - Actionable with an explicit call for action
  - Arising from any area on campus
  - Timely
  - Formalized by submitting the [student complaint form](#) found at <https://www.bakeru.edu/student-complaint-process/>



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# ACADEMIC INFORMATION

## 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, 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 for tutoring may do so by phone at 785-594-8352, e-mail to [sas@bakeru.edu](mailto:sas@bakeru.edu), or in person.

### ACADEMIC ADVISING

Each entering student is assigned to a faculty academic advisor. Advisors meet with advisees 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 post-graduation planning.

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

### ACADEMIC SUPPORT

SAS staff are 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 (GPA). 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 tutoring sessions and meetings with professional staff members, 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, providing international student support. Special needs these students may have—from assistance with documentation to cultural acclimation—are coordinated by SAS.

Additionally, in an effort to raise global awareness on campus and to provide access to each other's 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 that 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 a 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 are available, including semester, academic year, summer, and Summerterm possibilities. Many students choose to study in England through the Harlaxton Program (see paragraph below). Additionally, Baker students are eligible for study abroad programs worldwide through cooperative agreements with the American Institute for Foreign Study (AIFS), International Studies Abroad (ISA), Veritas, Cultural Experiences Abroad (CEA), Academic Programs International (API), 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 outside Mabee 206. There are opportunities to learn about study abroad during Orientation, International Education Week (typically held in November), and various events across campus during the academic year.

Students enrolled in an approved study abroad experience during their last 27 credit hours at Baker are exempted from the academic residency requirement for graduation. Further information on study abroad may be obtained by contacting Robyn Long, Director of Study Abroad ([robyn.long@bakeru.edu](mailto:robyn.long@bakeru.edu)).

## **THE HARLAXTON SEMESTER**

Each semester, Baker sends students and a faculty member to study and live at Harlaxton College, the British campus affiliated with the University of Evansville. The college is housed in a 150-room Victorian manor house in the English Midlands. Students take courses taught by British faculty and professors from cooperating 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 Robyn Long, Director of Study Abroad (785-594-8437 or [robyn.long@bakeru.edu](mailto:robyn.long@bakeru.edu)).

### **WINTER TERM AND SUMMER TERM**

During most Winterterm and Summerterm sessions, CAS and USOE 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 Winterterm and Summerterm options are available through the Office of Study Abroad.

### **FINANCIAL ARRANGEMENTS**

Unless a study abroad is a requirement of the student's degree program, a maximum of \$5000 of Baker aid may be applied toward these programs for one semester of study and other scholarships will not be extended during the semester abroad. If a study abroad is a requirement of the student's degree program, scholarships will be extended for the travel during the fall and spring semesters. Students must have a minimum GPA of 3.00 to utilize Baker aid for semester-length or academic year-length programs. Additional financial aid may be available to support study abroad. Baker aid cannot be used for summer sessions. 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 GPA of at least 2.00. Some programs may require a higher GPA. In addition, students must be in good standing with the University and 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 HONORS PROGRAM**

### **MISSION STATEMENT**

The 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:

- The Honors Program seeks to provide exceptional students with stimulating, challenging academic opportunities.
- The Honors Program seeks to create an intellectual community of peers for exceptional students.
- The 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 CRITERIA**

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 3.30 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 council.

## PROGRAM REQUIREMENTS

To graduate from Baker University with honors, students must complete the following sequence:

- 3 credit hours of salon (HN101, HN 201, HN 301)
- two honors contracts outside of their major
- one honors contract within their major
- a Primary Texts course

No two honors contracts may be completed in the same academic year. Sophomores and transfer students enrolling as sophomores who enter the program may have their BK 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. Upper-classmen applying to the Honors Program must have completed honors classes at their previous institution. The Honor Director will decide how many honors contracts the successful applicant will need to complete to graduate the Honors Program.

Within the framework of these expectations Honors Program students 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 Honors Program students will be required to complete an independent project before graduation that will involve mentorship by a faculty member. Students will be required to make a presentation of this project at the *Dialogos* Scholars' Symposium in the spring.
- **Baker Community Participation:** Honors Program students will be expected to attend admissions events, such as BU Preview, and the *Dialogos* Undergraduate Scholars' Symposium in the spring to promote the program to other students.
- **Campus Leadership Roles and Activity on Campus:** Students are expected to serve as leaders on campus and to be active in campus clubs and academic organizations.
- Honors Program students are encouraged to engage in study abroad and internships, depending on the academic path that they are following.
- In their sophomore or junior year, Honors Program students will compete in a regional or national academic competition. These competitions may include an educational scholarship, research competition, or essay.

In addition to the intellectual development associated with taking innovative courses from our finest faculty, Honors Program students will benefit from developing a community of curious and motivated peers, early registration opportunities, and 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 Ryan Gibb, Honors Program Director, and Associate Professor of International Studies and Political science at 785-594-4561 or [ryan.gibb@bakeru.edu](mailto:ryan.gibb@bakeru.edu).

Baker University Honors students will have annual reviews to evaluate their success within the program beginning at the end of their sophomore year. This review will include the submission of a curriculum vita, an interview with the Honors Director, and an evaluation of the students' success completing Honors Contracts.

## PROBATION AND EXPULSION

Students failing to meet the standards of Baker University's Honors Program are subject to probation and expulsion from the program. Honors Program students with a semester GPA below the 3.30 threshold will be put on probation the following semester. Honors students with two successive semesters with a semester

GPA below the 3.30 threshold will be expelled from the Honors Program. Given Baker University's high moral and academic standards, students may be expelled from the program after a second documented episode of academic misconduct.

Prior to Honors Students annual review, the Honors Director will consult with the Academic Dean regarding students with academic honesty infractions and students' GPA. The Honors Director will then notify necessary students and the Registrar regarding any changed status.

## STUDENT HONORARY SOCIETIES

Alpha Delta Sigma: Senior Scholastic	Phi Beta Delta: International Scholarship
Alpha Mu Gamma: World Languages	Phi Eta Sigma: Freshman Scholastic
Alpha Psi Omega: Dramatics	Phi Sigma Tau: Philosophy
Blue Key: Junior and Senior Leaders	Pi Gamma Mu: Social Sciences
Cardinal Key: Junior and Senior Leaders	Pi Lambda Theta: Education
Delta Mu Delta: Business	Psi Chi: Psychology
Gamma Sigma Alpha: Greek Academic Leaders	Sigma Delta Chi: Journalism
Lambda Pi Eta: Communication Studies	Sigma Delta Pi: Spanish
Omicron Delta Epsilon: Economics	Sigma Tau Delta: English
Order of Omega: Fraternity and Sorority Leadership	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 faculty.

## THE HEALTH CARE AND ALLIED HEALTH CARE PROFESSIONS

Suggested curriculum schedules have been developed for pre-professional programs in various Health Care and Allied Health Care fields. Students should consult with the following individuals for more information on these professions:

- Pre-Medicine: Dr. Erin Morris
- Pre-Dentistry: Dr. Erin Morris
- Pre-Veterinary: Dr. Erin Morris
- Pre-Physical Therapy, Pre-Occupational Therapy: Dr. Erin Holt
- Pre-Dietetics: Dr. Erin Holt
- Pre-Master of Public Health: Dr. Erin Holt
- Pre-Chiropractic Medicine: Dr. Erin Holt
- Physician Assistant: Dr. Erin Morris
- Pre-Pharmacy: Dr. Jamin Perry
- Pre-Nursing: Professor Molly Anderson

## HEALTH CARE 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, and physician assistant graduate programs. Pre-professional programs in health care 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 to 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 the pre-professional programs in health care and medicine, contact Dr. Erin Morris (785-594-7881 or [erin.morris@bakeru.edu](mailto:erin.morris@bakeru.edu)).

### **ALLIED HEALTH CARE**

Specifically designed programs are available for those wishing to ultimately pursue a career path in allied health. According to the Association of Schools of Allied Health Professions, allied health professionals are involved with the delivery of health or related services pertaining to the identification, evaluation, and prevention of diseases and disorders; dietary and nutrition services; rehabilitation; and health systems management. Although not an exhaustive list, allied health professionals include many of the distinguished non-nurse, non-physician health care providers, including occupational therapists, physical therapists, exercise science professionals (athletic trainers, exercise physiologists, kinesiotherapists), dietitians, cardiac and respiratory therapists, health educators, and speech/language pathologists.

For more information about pre-professional programs in allied health care, contact Dr. Erin Holt (785-594-4542 or [erin.holt@bakeru.edu](mailto:erin.holt@bakeru.edu)).

### **PRE-PROFESSIONAL CHIROPRACTIC (3+3 PROGRAM)**

Based upon a mutual respect for the integrity of parallel academic programs and in an effort to better serve students intending to pursue the chiropractic profession, Cleveland University-Kansas City (CU-KC) and Baker University have entered into an agreement for an articulated program. The agreement defines the coursework to be completed in the Baker University Exercise Science program for a student intending to matriculate to CU-KC to enter into the Doctor of Chiropractic program. The focus of the program is to give students the opportunity to appreciate the benefit of careers in both exercise science and chiropractic health and develop a better understanding of the range of career options. In addition, the 3+3 program structure promotes the development of a mentor/mentee relationship with Cleveland University faculty and staff while the student is still an undergraduate at Baker University. Finally, one paramount outcome of the program is the opportunity for qualified students to complete the bachelor's degree in Exercise Science and the Doctor of Chiropractic degree in one year less than the normal timeframe (6 years instead of 7 years).

For more information about this program, contact Dr. Erin Holt (785-594-4542 or [erin.holt@bakeru.edu](mailto:erin.holt@bakeru.edu)).

### **PRE-PROFESSIONAL DOCTOR OF OSTEOPATHIC MEDICINE (3+4)**

In an effort to better serve students intending to pursue a career in osteopathic medicine, the Kansas City University (KCU) Partner Program will allow Baker students to complete three years of pre-medical requirements at Baker, then begin medical school the following year. The first-year medical school curriculum will transfer back to Baker to complete requirements for either a Bachelor of Science in Biology or a Bachelor of Science in Biochemistry. Students selected by KCU through the Partner Program will matriculate into KCU as full-time, first-year medical students following their junior year at Baker after completing specific pre-medical coursework and other KCU requirements. Students will receive their bachelor's degree from Baker following the successful completion of their first year at KCU. This program will allow students to complete both programs in a reduced number of years.

For more information on this program, contact Dr. Erin Morris (785-594-7881 or [erin.morris@bakeru.edu](mailto:erin.morris@bakeru.edu)).

### **PRE-LAW (3+3 LEAP PROGRAM)**

Washburn University School of Law and Baker University offer the Washburn University Law Early Admission Program (LEAP) to academically talented and highly motivated undergraduate students at Baker

University. This program will allow Baker's outstanding undergraduates early entry into law school by matriculating into Washburn Law on a 3+3 years or 3½+3 years track. The affiliation is structured to assist students with their preparation for law school by exposing them to the skills necessary for the study of law, the qualities necessary for the successful practice of law, and the many options available to students following law school graduation. By pairing students with law faculty and attorney mentors early, students will be better poised to serve their communities in a variety of roles working in law firms, prosecutors' offices, corporations, nonprofit enterprises, and other professional legal environments. Further, this program, will offer students the opportunity to complete both programs in a reduced number of years, successfully entering the job market earlier.

For more information on this program, contact Dr. Kevin Conley (785-594-8336 or [kevin.conley@bakeru.edu](mailto:kevin.conley@bakeru.edu)) for additional information.

### **PRE-PHARMACY**

The pre-pharmacy program is not an official major, but rather a cluster or concentration of courses that are selected to prepare students for transferring to a Doctor of Pharmacy program. Students who are interested in pharmacy school will need to plan to complete coursework in both biology and chemistry that is tailored to the Doctor of Pharmacy program to which they will apply. Typically, pre-pharmacy students complete this program of study during a two-year period followed by applying to an institution with a Doctor of Pharmacy program. Students who are accepted typically then transfer and complete a degree at another institution.

For more information about this program, contact Dr. Jamin Perry (785-594-8326 or [jamin.perry@bakeru.edu](mailto:jamin.perry@bakeru.edu)).

### **PRE-PROFESSIONAL MINISTRY**

This program is designed for students who are interested in various types of church-related work and serves as preparation for graduate training leading to ministry. The program is a minor, and students of any major may participate. It is also open to students of any faith. Interested persons should reference the Religious Studies section of the catalog to review the program requirements. The list of courses may change as the program develops.

For more information on this program, contact Rev. Dr. Susan Redding Emel (785-594-7867 or [susan.emel@bakeru.edu](mailto:susan.emel@bakeru.edu)).

### **PRE-ENGINEERING**

The College of Arts and Sciences offers two programs that lead to a degree from Baker and a degree from an affiliated School of Engineering. The two schools of engineering are those at the University of Missouri-Kansas City (UMKC), 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 UMKC or Washington University. For this reason, the programs are called 3/2 programs.

The fields of study available through UMKC 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 GPA and at least a 3.00 GPA in courses in mathematics and natural science (3.50 GPA for Washington University).

Although there are no official articulation agreements with Kansas University (KU) and Kansas State University (KSTATE), many of our students choose to transfer to these schools and do so successfully.

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

- CH 137
- appropriate computer language such as Python, Matlab, or C++ (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, 152, 246, 247
- CH 138, 140, 251, 361
- CS 175, 185, 223
- MA 271, 281, 355, 359, 372, 385, 472
- PC 226, 325, 332, 361, 381, 442, 470, 480, 490

Additional courses may be required for the completion of some Baker University majors. For more information about the 3/2 programs that the University offers, contact Dr. Ran Sivron (785-594-4501 or [ran.sivron@bakeru.edu](mailto: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, or engineering at another accredited institution. Professional Exception students must generally complete 93 credit hours prior to the professional program, including at least 31 credit hours in residence at Baker, 27 upper-college credit hours at Baker, and 19 credit hours in the major, of which 11 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.

## INTERNSHIP 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 full-time employment. This is accomplished through Career Services and the Internship 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.

Consistent with this mission, the Internship 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 in key roles of the organization, i.e. supervisors. To be eligible to participate in the Internship 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 1 credit hour for 40 working contact hours. Students may earn up to 12 credit hours of internship credit during their undergraduate years at Baker. Students register for CI 260 or CI 360 when enrolling in an internship experience during the regular semester or summer. Several majors have requirements for internship experiences with specific course codes, i.e.: AC 390, BS 390, and SA 390. Students should consult with their advisor or department for course requirements to ensure proper enrollment. During Winterterm sessions, students can enroll for internships through II 250/II 255 or II 350/II 355. Faculty sponsors work with interns to determine the number of credit hours for which the student should register, the level of the internship (i.e., lower college or upper college), learning objectives, and evaluation criteria. Before an Interterm internship can be counted as one of the required Interterm sessions, the Educational Programs and Curriculum (EPC) committee must approve the experience as meeting its criteria for Interterm experiences. Students should consult their advisor for assistance with the appropriate request forms.

To complete enrollment for internships, students must complete the Internship 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 semester of 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 at 785-594-4530 or [records@bakeru.edu](mailto:records@bakeru.edu).

# ACADEMIC POLICIES AND REQUIREMENTS

## 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 GPA 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 on next page).

#### ACADEMIC PROBATION

The student whose cumulative GPA at the close of the fall or spring semester falls within the range specified below will be placed on Academic Probation:

Hours Attempted	GPA Between
8-18	1.00 and 2.00
19-37	1.30 and 2.00
38+	1.60 and 2.00

If a student's term GPA for the fall or spring semester is less than 1.0, he or she will automatically be placed on academic probation regardless of whether his or her cumulative grade point average falls below 2.00.

If a student's cumulative Baker GPA 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 (ASEM) 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 GPA does not remove him or her from Academic Probation after two consecutive semesters, he or she will be declared Ineligible to Continue, effective immediately.

Students who maintain a term GPA of at least 2.0 while on Academic Probation may be continued on Academic Probation until a cumulative GPA of 2.0 has been achieved and the student is restored to good academic standing.

#### INELIGIBLE 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 GPA 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	GPA Below
8-18	1.00
19-37	1.30
38+	1.60

The period of ineligibility is at least one semester (fall or spring). If a student who has been declared Ineligible to Continue believes circumstances warrant a review of his or her case, an appeal may be directed to the Academic Standards and Enrollment Management (ASEM) 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.

## ACADEMIC MISCONDUCT

The University community traditionally has been a place where all members may feel free to express and exchange ideas. Such fundamental goals of the University as intellectual growth and development are predicated on honest investigation, straightforward expression of views and opinions, and genuine dialogue. The attainment of these goals requires that all who participate in the exchange of ideas maintain intellectual integrity.

The purpose of this document is not to resolve the moral, religious, and philosophical issues involved in cheating, plagiarism, or dishonesty. Rather, Baker University seeks to ensure that both instructor and student are protected from unfair actions or accusations in cases of cheating and plagiarism. A further purpose of the University is to encourage instructor and student to adopt a responsible attitude toward one another.

### STANDARDS AND DEFINITIONS

Baker University expects students and instructors (“instructor” is used as the term to designate members of the faculty and others in their role and function as teachers or supervisors in connection with academic coursework at the University) to have solely completed or prepared the work or research that bears their name, and to acknowledge the materials and sources of others. The University expects students to do their own work and research, to prepare their own reports and papers, and to take examinations without the assistance of others or aids not allowed in the testing procedure. The standards and ideals of learning at the University assert that students participate directly in the process of learning rather than substitute others’ labor and experience. The following definitions are intended as guides and are not meant to be comprehensive.

Academic misconduct includes, but is not confined to, plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and/or papers; stealing of tests and other academic material; knowingly falsifying academic records or documents; and turning in the same work to more than one class without informing the instructors involved. Students and instructors alike must recognize that none of the procedures set forth in this document operate to the exclusion of civil or criminal investigation. Likewise, no definition in this document supersedes any parties concerned to resolve the contested issues without the necessity for recourse to the law in a manner that protects the rights of the individuals involved.

**Plagiarism** includes presenting as one’s own efforts the work of someone else without proper acknowledgement of that source. Exact copying is to be enclosed in quotation marks or properly blocked with an appropriate citation or its origin. Failure to cite paraphrasing in which the basic sentence structure, phraseology, and unique language remain the same constitutes plagiarism, as well as failure to acknowledge unique, unusual, or new ideas or facts not the product of one’s own investigation or creativity. When in doubt, it is the student’s responsibility to seek guidance from the instructor of the course.

**Cheating** includes possession, use, or receipt of unauthorized aids or assistance. Notes, charts, books, and mechanical devices used in a quiz, test, or examination but not specifically allowed by the examiner

constitutes cheating. Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the examiner is also cheating.

**Counterfeit work** includes work submitted as one's own that was created, researched, or produced by someone else. Submission of the work of another person, joint work as if that work was solely one's own, or production of work to be submitted in the name of another person are all forms of counterfeit work.

**Theft**, use, or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course constitutes academic misconduct.

**Falsification of data** or creation of false data by instructors or students in research or experimental procedures is academic misconduct.

**Unauthorized reuse of work** or the turning in of the same work to more than one class without informing the instructors involved constitutes academic misconduct.

**Falsification or procurement of falsified academic records** by knowingly or improperly changing transcripts, grade sheets, or related documents constitutes academic misconduct.

## STUDENT AND INSTRUCTOR RESPONSIBILITIES

### STUDENTS:

- Have the responsibility to do their own academic work.
- Must acknowledge sources of their materials and material that is the work of others.
- Have the responsibility to inquire of the instructor when they are uncertain as to what constitutes proper acknowledgement.
- Have the responsibility to inquire of the instructor as to what materials and aids are permitted in testing and research work.
- Have an obligation to know their rights and responsibilities as delineated in the Baker University Catalog and the Baker University Student Handbook.
- Have the responsibility to know the University's position with respect to academic misconduct as set forth in this document.

### INSTRUCTORS:

- Have the responsibility to support and implement the standards, policies, and procedures with respect to scholarship and academic misconduct adopted and approved by Baker University as outlined in the Faculty Handbook.
- Have the responsibility to be familiar with the students' rights, freedoms, and responsibilities as outlined in the Baker University Catalog and the Baker University Student Handbook.
- Are responsible for informing a class in writing with respect to special scholarship standards, rules, and penalties for the class or field of study, and to give clarification in the event of private or class queries on the subject.
- Must treat all members of a class fairly and impartially and devise testing and assignment procedures that reflect this impartiality.
- Have the responsibility to respect contrary opinions and the right of a student to think differently or to be critical without being penalized.
- Have the responsibility to periodically revise examinations and to restructure courses and course conduct (failure to do so invites students to use or rely upon work that has been done by students in previous semesters).

- Must avoid testing procedures, assignments, and class procedures that invite or encourage cheating or plagiarism.
- Shall not use ideas originating with and expressed by a student without permission and proper acknowledgement.
- Shall inform the student in writing when a student's semester grade is affected by the student's academic misconduct. The instructor shall inform the student in writing of the nature of the alleged offense, the impact of the offense on the student's course grade, and the student's right to appeal the instructor's action to a hearing board. Copies of the written notification to the student shall be sent to the Dean of the CAS and shall be made part of the student's record.

### **RIGHTS OF STUDENTS AND INSTRUCTORS**

- Students have those rights, freedoms, and responsibilities as enunciated in the Baker University Catalog and the Baker University Student Handbook.
- Students and instructors have the right to differing and contrary opinions without fear of reprisal or unfair treatment.
- A student charged with academic misconduct is innocent unless judged guilty through due process.
- A student has the right of appeal as specified in procedures section below.

### **IN ANY INSTANCE OF ACADEMIC MISCONDUCT**

Individual instructors have the autonomy to deal with individual instances of academic misconduct in their courses. The instructor may choose from a variety of possible sanctions including, but not limited to: a lowered grade on the assignment, a failing grade on the assignment, a failing grade in the course, and 'XF' notification on the student's academic transcript. The 'XF' designation will be considered in instances in which the academic misconduct represents a substantial portion of work and/or demonstrates premeditation and intent on behalf of the student. The 'XF' designation must only be given in consultation with the Dean of the College of Arts and Sciences (CAS). Instructors are required to document all instances of academic misconduct.

The instructor shall notify the student in writing of the misconduct and the class-level sanctions for it and is required to report the instance to the Dean of the CAS on the Notification of Student Academic Misconduct form along with appropriate documentation. Copies of the report will be sent to the student's academic advisor and the report will be made a part of the student's record. Additional institutional sanctions may follow if the student has accumulated sanction points.

The Dean of the CAS will review the form and supporting documentation and will assign an appropriate sanction point. The Dean will consult with the Chair of the Academic Standards and Enrollment Management (ASEM) committee as necessary. The student will receive a letter from the Dean of the CAS that a Notification of Student Academic Misconduct form has been filed in the Office of the Dean of the CAS. Included in this correspondence will be a description of the institutional sanction as well as an outline of the appeal process. Students may be required to meet with the Dean of the CAS to review the accusation and to discuss the importance of academic integrity. A copy of the conversation of that meeting will be placed in the student's file.

### **ACADEMIC MISCONDUCT VIOLATION AND SANCTION EXAMPLES AND GUIDELINES**

Instances of academic misconduct are taken very seriously at Baker University. At the same time, individual instances of academic misconduct vary in their magnitude and severity. The list of violations and sanctions that follow should be used as a guideline for making decisions regarding academic misconduct. These guidelines should not be considered an exhaustive list. Lower level violations are considered to be less severe because they impact a minor portion of course work and/or include little to no premeditation or intent. In

contrast, upper level violations are more severe violations that impact a larger portion of course work and/or that include evidence of premeditation and intent. There are sanction points associated with each violation. Students will receive a sanction point for each violation and these points will be cumulative over a student's time at Baker University.

## **I. VIOLATION LEVELS:**

### **Warning Level Violation - 0 sanction point (first semester only, first offense only)**

- For plagiarism/copying in work done for a course, if the plagiarized/copied material constitutes a minor portion of the assignment.
- Unauthorized collaboration on homework assignments constituting a minor portion of the assignment.
- Any subsequent Warning Level Violations will be classified as a Level One Violation (and 0.5 sanction points will be applied).

### **Level One Violation - 1 sanction point for each violation**

- Submission of plagiarized/counterfeit work including the submission of the work of another person as one's own that was created, researched, or produced by someone else; the submission of joint work as if that work was solely one's own; or the production of work to be submitted in the name of another.
- Collaboration with other students on homework assignments or laboratory work that is not specifically allowed by the instructor.
- Witnessing another student engaging in academic misconduct and not reporting the misconduct to the professor.
- Possession, use, or receipt of unauthorized aids or assistance (including, but not limited to: notes, charts, books, and mechanical devices) during a quiz, test, or examination, that is not specifically allowed by the instructor.
- Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the instructor.
- Unauthorized reuse of work or the turning in of the same work to more than one class without informing the instructors involved.
- Falsifying evidence of attendance or participation by the student, or on behalf of another student.

### **Level Two Violation - 2 sanction points for each violation**

- Theft, use or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course.
- Falsification of data or creation of false data in class assignments, laboratory work or research conducted inside or outside a class setting.
- Taking an exam for another person, or allowing another person to take an exam on one's behalf.

### **Level Three Violation - 6 sanction points for each violation**

- Falsification or procurement of falsified academic records by knowingly or improperly changing transcripts, grade sheets, or related documents
- Providing someone else's signature on any university-related document.
- Destroying or in any way altering the work of another student without his or her specific consent.

## **II. RANGE OF INSTITUTIONAL SANCTIONS:**

**Sanction points = 0:** The student will be asked to take part in an educational experience designed to improve his or her understanding of academic misconduct (first offense only).

**Sanction points = 1:** The student will be issued a Letter of Reprimand from the office of the Dean of the CAS and may be asked to take part in an educational experience designed to improve his or her understanding of academic misconduct.

**Sanction points = 2:** The student will have a meeting with the Dean of the CAS to discuss the importance of academic integrity. In consultation with the Dean of the CAS, the student may also receive notification of 'XF' on his or her transcript.

**Sanction points = 3:** The student will be allowed to complete the current semester, but will be suspended for the following semester.

**Sanction points = 4:** The student will be allowed to complete the current semester, but will be suspended for the following two semesters.

**Sanction points = 5:** The student will be allowed to complete the current semester, but will be suspended for the following three semesters.

**Sanction points = 6 or more:** The student will be expelled immediately from the university. Expulsion from Baker University for academic misconduct will be permanently noted on the student's transcript.

### **III. DEGREES, AWARDS AND HONORS MEMBERSHIP:**

In addition to possible suspension or expulsion, violations of the Academic Misconduct Policy may lead to the removal of degrees, awards, and/or membership in the Baker University Honors program.

### **IV. REMOVAL OF 'X' FROM STUDENT TRANSCRIPT:**

Students will not be allowed to drop courses in which they are receiving a failing grade ('XF') due to academic misconduct. If a student retakes a course, this action will not erase the 'X' on his/her transcript as this is notation that the student has engaged in academic misconduct.

For a first offense of any Level Two violation, or a second offense of a Level One violation, after the completion of two semesters of acceptable behavior in which a student remains in good academic and social standing, the student may petition the Office of the Dean of the CAS to remove the 'X' from his or her transcript. This written petition must provide evidence that the student has a better understanding of ethical behavior (e.g., evidence that the student has studied how to cite sources properly, has taken a course on ethics, has attended a library workshop on how to avoid plagiarism, has written a paper on the importance of academic integrity, etc.). The Dean of the CAS may consult with the Chair of ASEM and/or other faculty members before deciding to remove the 'X'.

### **V. APPEALS:**

Students may appeal course grades and they may appeal any sanctions imposed by the Dean of the CAS as a result of alleged academic misconduct.

A Hearing Board will be convened to hear grade appeals and appeals of sanctions due to alleged academic misconduct. Students have the right to appeal any course grade (including a grade awarded because of alleged academic misconduct) to the hearing board.

A student wishing to appeal a course grade or sanction must petition the chair of ASEM within ten (10) days after the beginning of the subsequent term or session. The hearing board shall normally be convened within ten (10) days following the receipt of a completed petition. For petitions filed during the summer or Interterm, the absence of potential board members may delay hearings until the start of the following semester.

## **HEARING BOARD**

The Board will be comprised of three faculty members and three CAS Student Senate representatives in good academic and social standing. Faculty members will be selected by the chair of ASEM from the pool

of full-time faculty members at the College of Arts and Sciences. Student members shall be appointed by the CAS Student Senate. The composition of the hearing board shall reflect a reasonable attempt to avoid bias or conflict of interest. The hearing board shall elect a chair from among its members. The accused student has the right to a faculty advisor who will be selected by the Office of the Dean of the CAS in consultation with the chair of ASEM.

### **HEARING BOARD MEETINGS**

The first meeting of the board will normally take place within ten (10) days following notification from the ASEM chair. The committee will meet as often as necessary to interview affected parties and review relevant documentation and evidence. The student should be given at least 10 days to prepare a case. After thorough review of the evidence regarding the course syllabus and/or alleged violations, the committee will make a recommendation to the Dean of the CAS of the grade to be changed or the sanctions to be imposed. Findings should be delivered in a timely manner – in no fewer than 30 school days. The recommendation requires the approval of five of the six voting members. A finding exonerating a student of academic misconduct shall result in all references to that misconduct being expunged from the student's record. Committee meetings are closed to outside parties, including legal counsel. All proceedings and materials reviewed by the committee will be kept strictly confidential.

### **FINAL APPEAL**

If the hearing board finds the student guilty of academic misconduct and imposes sanctions on the student, the student has ten days to make a final appeal to the Chief Academic Officer. The Chief Academic Officer has three options: 1) to uphold the decision of the hearing board, 2) to lessen the sanction proposed by the hearing board, or 3) to remove the sanction proposed by the hearing board. If either of the latter two options is selected, the Chief Academic Officer must provide an explanation for the decision in writing to the chair of ASEM.

There is no appeal beyond this point.

### **VI. ACADEMIC MISCONDUCT RECORDS:**

All records of academic misconduct will be kept by the Office of the Dean of the CAS. All records of academic misconduct will be kept for five years after a student has graduated or five years past the date that they depart campus. These records will be consulted only if a) an additional Notification of Student Academic Misconduct form has been submitted by a faculty member, b) if a student is petitioning for the removal of an 'X' from his or her transcript, or c) if a student is petitioning for some other mitigation of imposed sanctions. All decisions of suspension and expulsion will remain in the student's file permanently.

## **NON-ACADEMIC MISCONDUCT GRADE APPEAL**

Students must first attempt to resolve non-academic misconduct grievances involving grades with the individual instructor. If the grade grievance is not resolved, the student has the right to appeal a course grade not related to alleged academic misconduct to a hearing board as outlined above. A finding to change a course grade shall require the approval of five of the six voting members. Findings of the hearing board shall be communicated to the Dean of the CAS who will provide notification to all parties named in the petition. There is no appeal beyond this point.

## **ENROLLMENT AND SCHEDULING POLICIES**

Enrollment dates for the first and second semesters and for Interterms 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. A student on financial hold with the Business Office cannot



register for classes until the hold is released. A student may have non-financial holds that must be addressed before enrollment may occur.

- **Adding Courses.** Students may add courses to their schedules through the last day of the 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 may add courses online via the student portal during online registration periods or through the Office of the Registrar by notifying the office in writing and/or filing the appropriate form. No forms are accepted without the student’s signature or confirmation from the university email address. Academic advisor’s signatures may also be required.
  - A student who does not properly add a class will not receive credit or a grade for the class. Attendance in a class does not constitute addition of a class.
- **Dropping and Withdrawing from Courses.** 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 GPA computation. Courses may not be dropped after the “Withdrawal Deadline” listed on the Academic Calendar.
  - Students may drop courses online via the student portal during online registration periods or through the Office of the Registrar by notifying the office in writing and/or filing the appropriate form. No forms are accepted without the student’s signature or confirmation from the university email address. Academic advisor’s signatures may also be required.
  - A student who does not properly withdraw from a class will receive a failing grade (F) in the course. Non-attendance in a class does not constitute withdrawal from a class.
  - All drops will be subject to the refund policies in effect at the time of the drop. Students are responsible for impacts that schedule changes may have to their current financial aid awards.
- **Administrative Drop/Withdraw.** Students may be administratively dropped from a course for just cause at the initiative of the instructor or the University Registrar.
- **Class Sizes.** CAS and USOE reserve the right to limit enrollment in any given class in order to ensure an appropriate learning experience for that class. CAS and USOE also reserve the right to cancel, if deemed necessary, any class in which fewer than ten students enroll at the 100-200 level, or less than five students enroll at the 300-400 level.
- **Prerequisites.** 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.
- **Attendance.** Students are expected to meet class attendance requirements, which are established by the individual instructors of each course.
- **Final examinations.** Final examinations will not be scheduled at times other than the officially assigned final examination time published by the Office of the Registrar.

## UNIVERSITY WITHDRAW

To officially withdraw from Baker University, students must notify the Office of the Registrar in writing by filing the appropriate form and/or sending an email from the university email address. Discontinued class attendance does not constitute an official withdrawal. The official withdrawal date will be the latter date of when the student began the official withdrawal process or officially notified the institution of intent to withdraw.

University withdrawals received after the “Withdraw Deadline” listed on the Academic Calendar will not be processed until final grades have been posted for the semester.

University withdrawals will be subject to the refund policies in effect at the time of the withdrawal.

## **TRANSFER CREDIT**

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

- Transfer courses in which a grade lower than a C- was earned are not accepted for credit.
- Baker will accept up to 12 credit hours of technical courses completed at other accredited institutions.
- A maximum of 8 credit hours of co-curricular activity coursework may be counted toward the degree requirement of 124 credit hours. Co-curricular courses include theatre production courses, mass media workshops (except MM 344 and MM 346), varsity athletics, and physical education activity courses. A maximum of 4 co-curricular credit hours may be earned for participation in a single varsity sport.
- 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 will be accepted in transfer.
- Statistics courses without a laboratory component taken at other institutions cannot be transferred to Baker to meet the Bachelor of Science math requirement.

### **SEAL OF BILITERACY CREDIT**

Students entering Baker University with a Gold or Platinum Seal of Biliteracy in Spanish will be awarded retroactive credit for SP 204 once they have successfully completed one Baker Spanish course numbered 300 or higher.

Students entering Baker University with a Silver Seal of Biliteracy in Spanish will be awarded retroactive credit for SP203 once they have successfully completed one Baker Spanish course numbered 204 or higher.

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

Students are required to report their choice of major field of concentration to the Office of the Registrar no later than the end of their fourth semester or upon achieving junior status (64 credit hours earned), whichever occurs earlier. Students participating in the four-year guarantee program must declare their choice of major no later than the end of their second semester prior to enrolling for their third term. Students who do not have a major declared by these times 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**

### **FILING THE INTENT TO GRADUATE FORM**

Students cannot graduate without first officially filing the Intent to Graduate Form. All degree candidates must submit an Intent to Graduate Form with the associated fee (unless already paid as part of the student’s program fee) in order to graduate.

Degree candidates must submit the Intent to Graduate Form prior to the completion of all degree requirements. It is recommended that students file their Intent to Graduate at least six months prior to the expected completion date. The deadline for submission of the Intent to Graduate form is March 1 for participation in the May Commencement Ceremony.

The Intent to Graduate form is available on the Baker University website. Students who fail to complete all degree requirements as anticipated may be required to re-file their Intent to Graduate form for a future completion date.

### **DEGREE AUDIT**

Students 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 is recommended to occur in the academic year prior to the student's anticipated degree completion date and no later than six months prior to the expected completion date. All requirements for graduation, including any necessary petitions or other documentation, must be received by the Office of the Registrar in order for the degree to be conferred.

### **DEGREE CONFERRAL AND DIPLOMA**

The degree conferral is posted to the student's official transcript upon successful completion of final degree requirements, filing the Intent to Graduate form, and upon validation by the Office of the Registrar that all degree requirements have been met. Diplomas are printed multiple times throughout the year and reflect the degree conferral date posted to the transcript. Students with outstanding financial obligations to the University will not receive their diploma or official transcript until all obligations have been satisfied.

### **PARTICIPATION IN COMMENCEMENT**

Students who participate in the May commencement ceremony must complete or be scheduled to complete final degree requirements by the following August 31<sup>st</sup>. Participation in commencement is not required, but encouraged.

Students are allowed to participate in only one commencement ceremony per degree awarded. The graduation fee is assessed only once per degree awarded.

## **GENERAL GRADUATION REQUIREMENTS**

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

### **CREDIT HOURS AND GPA**

A minimum of 124 credit hours in courses numbered 100 and above is required for graduation with a minimum GPA 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 credit hours required for graduation.

### **ADDITIONAL DEGREES**

Students seeking a second bachelor's degree from the CAS or USOE must: a) have a minimum of 31 additional 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 second degree, and d) meet all requirements for the second major area of concentration.

### **BAKER CORE**

Students earning a degree from the College of Arts and Sciences or the Undergraduate School of Education will complete the general education program, The Baker Core.

## MAJOR AREA OF CONCENTRATION

Each student must successfully complete a major area of concentration with a minimum GPA 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 15 credit 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 Academic Program sections of the catalog. In addition, up to 24 credit 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 USOE. Students must earn a minimum of 36 credit hours in two or more disciplines, 15 of which must be upper-college. A minimum of 18 credit hours must be earned in the primary discipline, 9 of which must be upper-college. 18 credit hours must be earned in the remaining disciplines, 6 of which must be upper-college. The primary discipline determines the degree and degree requirements. 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 Dean of the College of Arts and Sciences no later than the end of their fourth semester or upon achieving junior status (64 credit hours earned), whichever occurs earlier.

## MINOR AREA OF CONCENTRATION

Students majoring in disciplines that require fewer than 12 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 12 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 8 credit hours of co-curricular activity coursework may be counted toward the degree requirement of 124 credit hours. Co-curricular courses include theatre production courses, mass media workshops (except MM 344 and MM 346), varsity athletics, and physical education activity courses. A maximum of 4 co-curricular credit hours may be earned for participation in a single varsity sport.

## GLOBAL LANGUAGE REQUIREMENT

World Languages (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:

- Student successfully completes any World Language 111 course (4 hrs.) at Baker.
- 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.
- Students will pass a **graded** Interterm course on which the focus is language (3 hrs.).
- Students who study abroad may meet the outcome by successfully earning at least 3 graded (passing) credit hours in a pre-approved language course at any level.

- Students who have completed the fourth level of a high school world language are exempt from the requirement.
- Students may demonstrate proficiency by transferring in at least 3 college-level language course credit hours.
- Students will successfully complete ED 313 Bilingual Education (available for USOE students only).
- 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 proficiency requirement 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.

## **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 to both acquire and utilize knowledge from all fields of collegiate study. 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 USOE 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:

- ACT English score (20 or above) or SAT Critical Reading score (480 or above)
- score of 3 or higher on AP English Language and Composition exam
- score of 50 or higher on CLEP College Composition exam
- "C" or above in 3 credit hours of college-level English composition
- EN100 Basic Composition, taken in the first semester and repeated if/as necessary until successful completion
- a previously-graded writing sample, evaluated and deemed satisfactory by Baker English faculty

Entering students who do not meet either item 1 or item 2 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 USOE 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:

- Student provides evidence of an ACT Math score of 22 or higher or an SAT Math score of 500 or higher.
- 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.
- Student successfully completes MA 090 Intermediate Algebra (3 hrs.) at Baker.
- Student receives a passing score on the Mathematics Placement exam.

Phase II:

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

- 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.)
  - MA 261 Mathematics for Elementary and Middle School Teachers (3 hrs., available for Elementary Education majors only)
  - 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 and the Mathematics Department Chair that is determined to be more advanced than the courses listed above.
- 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.

## 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 BA 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:

- |                          |                         |                          |
|--------------------------|-------------------------|--------------------------|
| • Biochemistry           | • International Studies | • Physical Education and |
| • Biology                | • Mass Media            | • Health                 |
| • Business               | • Mathematics           | • Physics                |
| • Chemistry              | • Middle-Level English  | • Psychology             |
| • Communication Studies  | Education               | • Public Health          |
| • Economics              | • Middle-Level          | • Recreation             |
| • Elementary Education   | Mathematics Education   | • Religious Studies      |
| • English                | • Music                 | • Secondary Education    |
| • History                | • Philosophy/Religious  | • Sociology              |
| • Health Humanities      | Studies (combined       | • Spanish                |
| • Human Biology          | major)                  | • Sports Administration  |
| • International Business |                         | • Studio Art             |

**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:

- MA 171 Calculus and Analytical Geometry I
- MA 262 Mathematics for Elementary and Middle School Teachers II (Elementary and Middle-Level Education majors only)
- MA 321 Statistics II
- BS/MA 330 Quantitative Analysis for Business and Economics II
- MA 361 Applied Data Analysis
- PY 252 Research Design and Analysis II
- SO 384 Public Policy Analysis

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 program may choose one or more of the majors below (common choices include Chemistry, Computer Science, Mathematics, and Physics). See the Pre-Professional section of this catalog for more details regarding these and other pre-professional programs.

- |                         |   |                                 |
|-------------------------|---|---------------------------------|
| • Accounting            | • Human Biology                           | • Physical Education and Health |
| • Biochemistry          | • International Business                  | • Physics                       |
| • Biology               | • International Studies                   | • Psychology                    |
| • Business              | • Mass Media                              | • Public Health                 |
| • Chemistry             | • Mathematics                             | • Recreation                    |
| • Communication Studies | • Middle-Level Mathematics Education      | • Secondary Education           |
| • Computer Science      | • Nursing (see School of Nursing catalog) | • Sociology                     |
| • Economics             |   | • Sports Administration         |
| • Elementary Education  |   |                                 |
| • Exercise Science      |   |                                 |

**BACHELOR OF MUSIC EDUCATION**

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

**INTERTERM PROGRAM AND REQUIREMENTS**

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

The Baker University Interterm is an accelerated term that provides students the opportunity to improve cultural awareness and knowledge, increase appreciation for diversity in life, or complete a problem-solving project as a member of a team through creative and experiential courses not traditionally offered in a typical semester setting. Interterm is an academic term occurring during the January preceding the spring semester (Winterterm) and during the summer following the spring semester (Summerterm). Winterterm course offerings may include on-campus classroom-based courses, off-campus travel courses (domestic or abroad), courses offering some combination of on- and off-campus experience, and internships. Summerterm course offerings are exclusively off-campus travel courses (domestic or abroad). Courses approved as Interterm offerings must be approved as meeting at least one of the three stated opportunities previously mentioned. Interterm courses may use either the P/NC or A through F grading formats. During these special academic terms, students enroll in a maximum of 3 credit hours.

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.

## 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.

Several summer sessions are available to meet student needs: two five-week sessions (Summer I/Summerterm and Summer II), one full-summer session (Full Summer), and one online session (Summer Away). Classroom-based courses meet daily during summer sessions. Attendance and participation in online courses are outlined in the course syllabus. 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 7 credit hours in each of the five-week sessions (Summer I and Summer II), 6 credit hours in the online Summer Away session, up to 12 credit hours in the Full Summer session, and 3 credit hours in Summerterm. Students may not enroll in more than 14 credit hours across all summer sessions.

Off-campus Summerterm travel courses (domestic or abroad) may occur at any time beginning with the first business day following Spring term commencement and ending on the last day of the Summer II term. While there is more flexibility for start and end dates during Summerterm, it is expected that the duration of the experience is similar in length to that of Winterterm, i.e., 13-14 days.

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/USOE Academic Calendar. A listing of summer courses is published mid-fall with potential course additions mid-spring, and can be viewed on the Office of the Registrar's website ([www.bakeru.edu/registrar/records](http://www.bakeru.edu/registrar/records)).

## THE BAKER CORE

TAMARA SLANKARD, Assistant Dean for General Education, Professor of English

Faculty from many different academic disciplines and areas of expertise teach compelling and provocative topics about which we are passionate in order to introduce Baker students to an authentic learning community.

The Baker Core is the central educational experience for all College of Arts and Sciences undergraduates, no matter their major course of study. It is designed to provide Baker students with a solid foundation in the liberal arts tradition—the arts, the humanities, the natural and social sciences. It also prepares today's students for the interconnected modern world by teaching them how to see and create connections across



academic disciplines. Students gain a breadth of knowledge while being encouraged to carve their own individual paths toward greater understanding of enduring humanistic questions. They develop both an analytical mindset and essential skills in writing, oral communication, and information literacy which, combined, allows them to become well-rounded global citizens who are fully prepared for a life more fully lived.

## CURRICULUM AND REQUIREMENTS

The Baker Core consists of 34 hours of course work, including:

- **BK 101 (BK 201 for transfer students)**, an orientation course taken in the first semester (1 hr.)
- **BC 110 and BC 120\*\***, a First-Year Seminar sequence taken in the freshman year (6 hrs.)
- **Core Concentration** (1 of 4 Themes), ideally begun after completion of BC 110/BC 120 (27 hrs.)

The Core Concentration consists of:

- **24 credit hours approved for the chosen Theme**, six each from the following Approaches: CA: Creative Arts, HU: Humanities, SS: Social Sciences, NS: Natural Sciences. Of these 24 credit hours:
  - at least 6 credit hours must be upper-college (300/400-level)
  - no more than 6 credit hours may also count towards the Major or Minor Area of Concentration
  - no more than 3 credit hours may come from a repeatable course with the same content
  - an individual course may count towards *either* the Core Concentration or a B.A./B.S. graduation requirement, but not both

Note: Freshmen should declare a Theme, in consultation with their academic advisor, prior to enrolling for the fall semester of their sophomore year. Transfer students should declare a Theme, in consultation with their admissions counselor and academic advisor, as soon as possible—ideally during the enrollment process for their first semester.

- **BC 410/420/430/440**, an Interdisciplinary Capstone course in the chosen Theme, taken after completion of the 24 Core Concentration credit hours and upon reaching junior status ( $\geq 64$  credit hours successfully completed)

\*\* The following equivalent credit will be accepted for transfer students:

- BC 110 = a grade of C or higher in a standard 3 credit hour college composition course
- BC 120 = 24 or more accepted college credit hours, or a grade of C or higher in either:
  - a second-level 3 credit hour college composition course or
  - a standard 3 credit hour college oral communication course

## CORE CONCENTRATION THEMES

### IDENTITIES & SYSTEMS

Students engaging in the Identities & Systems Core Concentration will reflect on the ways that societies, communities, and individuals define themselves and how they organize their understanding of different aspects of the world. Students will approach these concepts from a variety of disciplinary perspectives in order to explore questions such as:

- How are identities constructed and expressed on an individual, societal, and global level?
- How do those identities inform and shape the systems (of knowledge, thought, politics, expression, technology, etc.) that order our world?
- How do the identities and systems that we engage with determine our worldview and values?
- How are the members of a particular identity treated by other individuals and by the systems around them?
- How are systems and identities defined and constructed across different disciplines?

- How and why do individual and collective identities and systems change over time?

### Approved Courses for the Identities & Systems theme:

#### Creative Arts

- AH 347 Art of the 20<sup>th</sup> Century and Beyond
- AS 110 Visual Language
- AS 130 Ceramics I: Hand Building
- AS 135 Ceramics I: Wheel Throwing
- AS/MM 170 Digital Photography I
- AS 350 Drawing II
- AS 351 Painting II
- AS 450 Drawing III
- AS 451 Painting III
- AS 481 Painting IV
- EN 130 Introduction to Creative Writing
- EN 232 Poetry Writing
- EN 353 Creative Nonfiction: Personal Essay
- EN 375 Advanced Poetry Workshop
- EN 450 Writer's Workshop: Multi-Genre
- MM 223 Introduction to Game Studies
- MS 111 Introduction to Museum Studies
- MU 109 Jazz History in America
- MU 300 Music, Pop Culture, Social Change
- MU 320 World Music
- MU 331 History of Western Music I
- MU 332 History of Western Music II
- TH 212 Examination of Historical Styles
- TH 255 Costuming and Make Up

#### Humanities

- AH 111 Survey of Art History
- CO/RE 420 Communicating the Feminine in Ancient World Religions
- ED 262 Children's Literature
- EN 210 American Literature, Colonial Period to 1890
- EN 212 American Literature since 1890
- EN 223 World Literature
- EN 224 Studies in World Literature
- EN 226 Multi-Ethnic American Literature
- EN 228 Studies in American Ethnic Literature
- EN 365 Advanced Composition
- EN 370 Studies in Major Authors
- FR 112 French Language & Culture II
- FR 203 French Language & Culture III
- FR 306 French Conversation through Current Events
- FR 340 History and Culture of France
- FR 350 Contemporary French Culture
- FR 360 Introduction to French Literature
- GN 112 German Language & Culture II
- GN 203 German Language & Culture III
- GN 204 Topics in German
- GN 340 History & Culture of the German-Speaking World
- GN 350 Contemporary German Culture
- PH 120 Ethics
- PH 228 History of Ancient and Medieval Philosophy
- PT 310 Self and Society in Primary Texts
- PT 340 Illness and Meaning in Primary Texts
- PT 370 Primary Texts of the First World War
- RE/PH 240 Theories of Religion: Gender, Power, and Race
- RE 415 Women of the Book of Genesis
- RE 425 Gender and Sexuality in the Hebrew Bible
- SP 112 Spanish Language and Culture II
- SP 203 Spanish Language and Culture III
- SP 204 Cultural Topics in Spanish
- SP 306 Spanish Conversation through Current Events
- SP 343 History and Culture of Spain

#### Social Sciences

- CO 237 Intercultural Communication
- CO 242 Interpersonal Communication
- CO 327 Health Communication
- CO 350 Organizational Communication
- CO 439 Communication Skills for Leadership
- ED 343 Educational Psychology
- ED 345 Psychology of the Exceptional Learner
- GS 201 Introduction to Gender Studies
- HI 127 History of the United States to 1877
- HI 128 History of the United States since the Civil War

- HI 141 World Civilizations II: Transcontinental Exchange
- HI 333 American Social and Intellectual History
- HI 346 History of Kansas: Its Peoples, Cultures, and Societies
- HI 348 Social & Cultural Revolutions of the 1960s
- HI 349 Mexico: Ancients, Warriors & Revolutionaries
- HI 351 African Civilizations to 1870
- HI 362 Social Conquest of the American West
- HI 364 Native American History
- HI 368 The Cold War: Spies and Conspiracies
- IN 101 Introduction to International Studies
- LR 200 Leadership in Organizations and Teams
- MM 322 Global Media Systems
- MM 376 Mass Media Theory and Research Methods
- PBH 327 Public Health Communication and Literacy
- PBH 388 Global Health Issues
- PH 110 Introduction to Law and the Legal Profession
- PY 111 General Psychology
- RE 101 Introduction to World Religions
- RE 255 Judaism
- RE 260 Islam
- RE/HI 328 History of Christianity
- RE/HI 329 Modern Christianity
- RE 335 History and Archaeology of Israel
- RE/HI 355 Mesopotamian History and Religion
- SO 115 Principles of Sociology
- SO 306 Unpacking the ISMs

### Natural Sciences

- BI 120 Human Ecology
- BI 125 Human Genetics
- BI 130 Essentials of Human Biology
- BI 151 Molecular and Cellular Biology
- BI 152 Genetics
- BI 331 Environmental Justice
- BI 380 Behavioral Ecology
- BI 383 Advanced Cell Biology
- CH 137 General Chemistry I
- CH 370 Biochemistry
- EX 345 Therapeutic Exercise
- EX 347 Applied Kinesiology
- MA 171 Calculus I
- MA 172 Calculus II
- MA 355 Statistics and Modeling
- MA 372 Differential Equations
- PBH 186 Concepts of Health
- PC 140 Astronomy
- PC 141 The Solar System
- PC 226 General Physics II

### POWER & JUSTICE

Students engaging in the Power & Justice Core Concentration will examine how ideas of power and justice shape and challenge each other, as well as their repercussions for societies, individuals, and the world. Students will draw on a range of disciplinary approaches to consider questions such as:

- How have the concepts of power and justice been theorized and explored across different disciplines and time periods?
- How do issues of gender, sexuality, race, disability, ethnicity, and class shape the dynamics of power and justice?
- How has power been challenged historically and in the present?
- How have concepts of political, social, and environmental justice evolved?
- How do structures of power support and inhibit the search for justice?

### Approved Courses for the Power & Justice theme:

#### Creative Arts

- AH 347 Art of the 20th Century and Beyond
- AS 351 Painting II
- AS 450 Drawing III
- AS 451 Painting III
- AS 460 Ceramics III
- AS 475 Ceramics IV
- AS 481 Painting IV
- MU 300 Music, Pop Culture, Social Change

- MU 320 World Music
- TH 130 Acting I
- TH 212 Examination of Historical Styles

- TH 230 Advanced Acting
- TH 255 Costuming and Make Up
- TH 321 History and Literature of Theatre

### Humanities

- CO/RE 332 The Legal Meanings of Marriage
- CO/RE 420 Communicating the Feminine in Ancient World Religions
- CO 467 Nonviolence and Social Movements
- EN 223 World Literature
- EN 224 Studies in World Literature
- EN 226 Multi-Ethnic American Literature
- EN 228 Studies in American Ethnic Literature
- FR 204 Topics in French
- FR 306 French Conversation through Current Events
- FR 340 History & Culture of France
- FR 371 Francophone Cinema
- FR 375 The Francophone World
- GN 204 Topics in German
- GN 306 German Conversation through Film
- GN 340 History & Culture of the German-Speaking World
- PH 228 History of Ancient and Medieval Philosophy
- PT 320 Minority Voices in Primary Texts
- PT 330 Unmasking Power in Primary Texts
- RE/PH 240 Theories of Religion: Gender, Power, and Race
- RE 415 Women of the Book of Genesis
- RE 425 Gender and Sexuality in the Hebrew Bible
- SP 306 Spanish Conversation through Current Events
- SP 344 History and Culture of Latin America
- SP 360 Introduction to Hispanic Literature

### Social Sciences

- CO 237 Intercultural Communication
- CO 257 Pathways to Conflict Mediation
- CO 350 Organizational Communication
- CO 355 Group Communication
- ED 343 Educational Psychology
- GS 201 Introduction to Gender Studies
- HI 127 History of the United States to 1877
- HI 128 History of the United States since the Civil War
- HI 140 World Civilizations I
- HI 297 History of Social Conflict in the Eastern Hemisphere
- HI 298 Riots, Revolts & Rebellions in the Western Hemisphere
- HI 348 Social & Cultural Revolutions of the 1960s
- HI 362 Social Conquest of the American West
- HI 364 Native American History
- HI 368 The Cold War: Spies and Conspiracies
- HI 441 Rome from Republic to Empire
- IN 101 Introduction to International Studies
- IN 212 Global Problems
- MM 331 Mass Media Ethics
- MM 478 Mass Media Law
- PH 110 Introduction to Law and the Legal Profession
- PH/PS 301 History of Political Thought I
- PH/PS 302 History of Political Thought II
- PH/PS 310 Social Justice: Theory and Practice
- PS 115 Introduction to American Politics
- PS 117 Introduction to Global Politics
- SO 115 Principles of Sociology
- SO 308 The Global Sex Trade

### Natural Sciences

- BI 120 Human Ecology
- BI 125 Human Genetics
- BI 130 Essentials of Human Biology
- BI 152 Genetics
- BI 321 The Science and Power of Water
- BI 331 Environmental Justice
- BI 383 Advanced Cell Biology
- CH 110 Introduction to Rocketry
- CH 341 Instrumental Methods of Analysis
- MA 321 Statistics II
- MA 355 Statistics and Modeling
- MA 361 Applied Data Analysis

## SUSTAINABILITY & PROGRESS

Students engaging in the Sustainability & Progress Core Concentration will explore ways in which their world has historically moved forward socially and scientifically to determine how we currently imagine progress being sustained into the future. Students will bridge the disciplines of history, ethics, creative arts, economics, and the social, political, and natural sciences to engage questions such as:

- What is progress and how do we quantify it so that we know when we have achieved progress?
- What is sustainability and why is it important personally and globally?
- What is the aesthetic expression of progress and sustainability?
- How do progress and sustainability interact as we seek desired outcomes?
- How are we defined by progress and sustainability? Do progress and sustainability add meaning to our lives?
- What are the social and scientific consequences of progress? Sustainability?
- How has technology encouraged or prevented progress and is it sustainable?

### Approved Courses for the Sustainability & Progress theme:

#### Creative Arts

- AS 120 Drawing I
- AS 121 Painting I
- AS 135 Ceramics I: Wheel Throwing
- AS/MM 170 Digital Photography I
- AS 350 Drawing II
- AS 360 Ceramics II
- MS 111 Introduction to Museum Studies
- MU 120 Understanding Music
- MU 151 Music Theory Fundamentals
- MU 331 History of Western Music I
- MU 332 History of Western Music II
- TH 111 Theatre Experience
- TH 200 Voice and Movement
- TH 321 History and Literature of Theatre

#### Humanities

- CO/RE 232 Difficult Conversations: The Bible and Christianity
- CO/RE 332 The Legal Meanings of Marriage
- CO 467 Nonviolence and Social Movements
- EN 210 American Literature, Colonial Period to 1890
- EN 212 American Literature since 1890
- EN 330 British Literature to 1780
- EN 331 British Literature since 1780
- FR 204 Topics in French
- FR 350 Contemporary French Culture
- FR 375 The Francophone World
- GN 350 Contemporary German Culture
- PH 120 Ethics
- PT 320 Minority Voices in Primary Texts
- PT 340 Illness and Meaning in Primary Texts
- PT 350 The Scottish Enlightenment
- PT 360 Lin-Manuel Miranda's *Hamilton* and Primary Texts
- PT 370 Primary Texts of the First World War
- RE 110 Introduction to the Old Testament /Hebrew Bible
- RE 120 Introduction to New Testament
- SP 343 History and Culture of Spain
- SP 344 History and Culture of Latin America

#### Social Sciences

- CO 242 Interpersonal Communication
- CO 327 Health Communication
- CO 439 Communication Skills for Leadership
- EC 111 Economic Analysis of Social Issues
- EX 184 Lifetime of Fitness, Health & Nutrition
- EX 411 Vital Issues in Lifestyle Medicine
- HI 381 European History in a Global Context, 1871-1947
- HI 443 The World of Late Antiquity
- IN 212 Global Problems
- MM 140 Mass Media and Society
- MM 331 Mass Media Ethics
- PBH 247 Social and Behavioral Aspects
- PBH 327 Public Health Communication and Literacy
- PS 115 Introduction to American Politics

- PS 117 Introduction to Global Politics
- RE 255 Judaism
- RE 260 Islam
- RE/HI 328 History of Christianity
- RE/HI 329 Modern Christianity
- RE 335 History and Archaeology of Israel
- RE 400 The Museum and the Bible
- SO 307 Technology & The Social Self

### Natural Sciences

- BI 120 Human Ecology
- BI 135 Kansas Natural History
- BI 251 Ecology and Evolution
- BI 335 Kansas Natural History
- CH 110 Introduction to Rocketry
- CH 120 Introduction to Basic Chemistry
- CH 138 General Chemistry II
- CH 341 Instrumental Methods of Analysis
- CS110 Computer Topics: Introduction to R Programming
- CS 175 Introduction to Computer Science
- CS 341 Programming Languages
- EX 248 Sports Nutrition
- EX 343 Physiology of Exercise
- MA 321 Statistics II
- MA 332 Geometry for Teachers
- MA 355 Statistics and Modeling
- MA 361 Applied Data Analysis
- PC 125 Introductory Physics I
- PC 126 Introductory Physics II
- PC 225 General Physics I
- PH 320 History and Philosophy of Science
- PH 412 Science, Technology, and Human Values

### EXPLORATION & IMAGINATION

Students engaging in the Exploration & Imagination Core Concentration will build an understanding of the human quest for knowledge through innovation and discovery. Students will be exposed to different realms of knowledge, be challenged to question knowledge, and be asked to reimagine how we gain knowledge. Students will bridge the arts and the sciences to pursue questions such as:

- How have humans historically gained knowledge and has that changed with technological advances?
- How does the role of imagination differ in artistic and scientific exploration?
- How do we verify our interpretation of the world through exploration?
- How does knowledge gained in different ways change our view of the world?
- How do we integrate knowledge from different realms to gain a holistic perspective?

### Approved Courses for the Exploration & Imagination theme:

#### Creative Arts

- AS 110 Visual Language
- AS 120 Drawing I
- AS 121 Painting I
- AS 130 Ceramics I: Hand Building
- AS 360 Ceramics II
- EN 130 Intro. to Creative Writing
- EN 232 Poetry Writing
- EN 353 Creative Nonfiction: Personal Essay
- EN 375 Advanced Poetry Workshop
- EN 450 Writer's Workshop/Multi-Genre
- MM 223 Introduction to Game Studies
- MU 120 Understanding Music
- MU 126 Class Guitar (1 cr.)
- MU 127 Beg. Class Piano (non-majors) (1 cr.)
- MU 151 Music Theory Fundamentals
- MU 2XX Applied Lessons (1-2 cr.)
- MU 222 Orchestra (1 cr.)
- MU 223 Instrumental Chamber Ensemble (1 cr.)
- MU 230 Treble Choir (1 cr.)
- MU 232 Symphonic Band (1 cr.)
- MU 233 Jazz Ensemble (1 cr.)
- MU 235 Concert Choir (1 cr.)
- MU 236 Chamber Singers (1 cr.)
- TH 111 Theatre Experience
- TH 130 Acting I
- TH 230 Advanced Acting

**Humanities**

- AH 111 Survey of Art History
- CO 232/RE 232 Difficult Conversations: The Bible and Christianity
- ED 262 Children's Literature
- EN 215 Studies in a Literary Genre
- EN 218 Studies in a Literary Theme or Movement
- EN 330 British Literature to 1780
- EN 331 British Literature since 1780
- EN 365 Advanced Composition
- FR 112 French Language & Culture II
- FR 203 French Language & Culture III
- FR 360 Introduction to French Literature
- FR 370 Explorations in French
- FR 371 Francophone Cinema
- GN 112 German Language & Culture II
- GN 203 German Language & Culture III
- GN 305 Writing in German for Professional & Personal Life
- GN 306 German Conversation through Film
- GN 360 Introduction to German Literature
- GN 370 Explorations in German
- PH 239/RE 239 Philosophy of Religion
- PT 310 Self and Society in Primary Texts
- PT 330 Unmasking Power in Primary Texts
- PT 350 The Scottish Enlightenment
- PT 360 Lin-Manuel Miranda's *Hamilton* and Primary Texts
- RE 110 Introduction to the Old Testament/Hebrew Bible
- RE 120 Introduction to New Testament
- SP 360 Introduction to Hispanic Literature
- SP 370 Explorations in Spanish

**Social Sciences**

- CO 115 Introduction to Communication Studies
- CO 257 Pathways to Conflict Mediation
- CO 355 Group Communication
- EX 411 Vital Issues in Lifestyle Medicine
- HI 349 Mexico: Ancients, Warriors & Revolutionaries
- MM 140 Mass Media and Society
- MM 322 Global Media Systems
- PBH 388 Global Health Issues
- PH 211 Logic and Critical Thinking
- RE 101 Introduction to World Religions
- RE/HI 355 Mesopotamian History and Religion
- RE 400 The Museum and the Bible
- SO 305 Ritual, Festival & Other Social Alchemies

**Natural Sciences**

- BI 130 Essentials of Human Biology
- BI 151 Molecular and Cellular Biology
- BI 251 Ecology and Evolution
- BI 135 Kansas Natural History
- BI 335 Kansas Natural History
- BI 380 Behavioral Ecology
- CH 120 Introduction to Basic Chemistry
- CH 137 General Chemistry I
- CH 370 Biochemistry
- CS110 Computer Topics: Introduction to R Programming
- CS 175 Introduction to Computer Science
- CS 341 Programming Languages
- EX 248 Sports Nutrition
- EX 345 Therapeutic Exercise
- EX 347 Applied Kinesiology
- PBH 261 Principles of Epidemiology
- MA 332 Geometry for Teachers
- MA 345 Problem Seminar in Mathematics
- MA 445 Senior Seminar in Mathematics
- PBH 186 Concepts of Health
- PC 125 Introductory Physics I
- PC 126 Introductory Physics II
- PC 140 Astronomy
- PC 141 The Solar System
- PC 225 General Physics I
- PC 226 General Physics II
- PH 320 History and Philosophy of Science

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# ACADEMIC DEPARTMENTS AND PROGRAMS

## DEPARTMENTAL STRUCTURE

On the Baldwin City Campus majors are administered through the following departmental structure:

### THE COLLEGE OF ARTS AND SCIENCES

#### DEPARTMENT OF APPLIED HEALTH SCIENCES

- Exercise Science
- Public Health

#### DEPARTMENT OF BIOLOGY AND CHEMISTRY

- Biochemistry
- Chemistry
- Biology
- Human Biology

#### DEPARTMENT OF BUSINESS AND ECONOMICS

- Accounting
- International Business
- Business
- Sports Administration
- Economics

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

- Communication Studies
- Philosophy and Religious Studies
- History
- Sociology

#### DEPARTMENT OF THE HUMANITIES

- English
- International Studies
- Health Humanities
- Spanish

#### DEPARTMENT OF MASS MEDIA AND VISUAL ARTS

- Mass Media
- Studio Art

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

- Computer Science
- Physics
- Mathematics

#### DEPARTMENT OF MUSIC AND THEATRE

- Music
- Theatre
- Music Education

#### DEPARTMENT OF PSYCHOLOGY

- Psychology



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## THE UNDERGRADUATE SCHOOL OF EDUCATION

- Education in Community Settings
- Elementary Education
- Middle-Level English Education
- Middle-Level Mathematics Education
- Music Education
- Physical Education and Health
- Recreation
- Secondary Biology Education
- Secondary Business Education
- Secondary Chemistry Education
- Secondary English Education
- Secondary History Education
- Secondary Mathematics Education

# ACADEMIC PROGRAMS

## ACCOUNTING

This program is described in the same section as the Business program.

## BIOCHEMISTRY

### DEPARTMENT OF BIOLOGY AND CHEMISTRY

ERIN R. MORRIS, Professor, Department Chair

MOLLY ANDERSON, Assistant Professor

JAMIN PERRY, Associate Professor, R. Milford

JACKIE DILLON, Assistant Professor

White Chair

### STATEMENT OF PROGRAM MISSION

The mission of the Biochemistry program is to inspire in students a lifelong interest in biochemistry and to allow them to succeed in related graduate programs and fields of employment.

### PROGRAM OBJECTIVES

Upon completion of the program, students should:

- understand the fundamental principles of biochemistry
- have a functional knowledge of biochemical laboratory methods
- be able to read, write, and speak effectively to communicate with others in the field
- be able to use the current biochemical literature effectively

### CURRICULUM AND REQUIREMENTS

**Students majoring in Biochemistry must complete the following core courses (47 credit hours):**

- BI 151 and BI 151L Cell and Molecular Biology and Lab
- BI 152 Genetics
- BI 385 Advanced Molecular Biology
- BI 386 Advanced Methods in Biochemistry and Molecular Biology
- CH 137 and CH 137L General Chemistry I and Lab
- CH 138 General Chemistry II
- CH 140 Quantitative Analysis
- CH 251 and CH 251L Organic Chemistry I and Lab
- CH 252 and CH 252L Organic Chemistry II and Lab
- CH 341 Instrumental Methods of Analysis
- CH 361 and CH 361L Physical Chemistry I and Lab
- CH 370 Biochemistry
- CH 470 Advanced Topics in Biochemistry
- BI 410 Senior Seminar **OR** CH 491 Chemistry Seminar

### SUPPORTING COURSEWORK

**Students majoring in Biochemistry must complete the following supporting courses (16 credit hours):**

- MA 171 Calculus I
- MA 172 Calculus II
- PC 125 Introductory Physics I **OR** PC 225 General Physics I
- PC 126 Introductory Physics II **OR** PC 226 General Physics II

Students who are interested in graduate school or engineering should take PC 225/PC 226, if possible.

Students majoring in Biochemistry may choose the Bachelor of Arts degree or the Bachelor of Science degree. Students majoring in Biochemistry may not also major or minor in Biology or Chemistry.

### **AVAILABILITY OF A MINOR**

The program in Biochemistry does not offer a minor.

## **BIOLOGY**

### **DEPARTMENT OF BIOLOGY AND CHEMISTRY**

ERIN R. MORRIS, Professor, Department Chair

CHARMAINE B. S. HENRY, Associate  
Professor

SCOTT A. KIMBALL, Associate Professor

WILLIAM R. MILLER, Research Assistant  
Professor

DARCY L. RUSSELL, Professor, Dean of the  
College of Arts and Sciences

IRENE M. UNGER, Professor, Director of  
Wetlands

KYLE YORK, Assistant 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 and the mission and goals of Baker University, ten objectives (six conceptual and four methodological) have been articulated by the program faculty. Students graduating with a degree in Biology from Baker University should be able to:

- C1. Summarize how the scientific method and the theory of evolution by natural selection provide the foundation for the study of biology.
- C2. Illustrate the relationship between structure and function at the molecular, cellular, and organismal levels of study.
- C3. Develop models to illustrate the eukaryotic cell cycle, the process of cellular reproduction (binary fission, mitosis, and meiosis), and the processes of heredity (DNA replication, RNA transcription, protein synthesis, and character expression).
- 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. Explain the principles of homeostasis in living things, including the importance of energy and material acquisition through photosynthesis and respiration to metabolic function at the cellular and organismal levels.
- C6. Summarize higher-level ecological processes, including those of populations, communities, and ecosystems, and evaluate the impact of human activities on these processes.
- M1. Select and interpret 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.
- M2. Using the scientific method, construct a falsifiable hypothesis and design a simple, controlled experiment to address a question about a phenomenon in nature.
- M3. Execute and analyze the results of a simple, controlled experiment using the field and laboratory tools of a research biologist to confirm or reject a hypothesis.
- 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).

## MAJOR IN BIOLOGY

The Biology program supports one major with four tracks at the upper level. These tracks include the General Biology track, the Molecular Biology track, the Ecology track, and the Teaching Biology at the Secondary Level 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.

### MAJOR CORE REQUIREMENTS

**Students majoring in Biology are required to complete the following courses:**

- BI 151 and 151L Molecular and Cellular Biology and Laboratory
- BI 152 Genetics
- BI 251 Ecology and Evolution
- BI 254 Organismal Diversity
- BI 298 Experimental Design Workshop
- BI 397 Biology Professional Development Workshop
- BI 398 Current Topics in Biology Seminar
- BI 410 Senior Seminar in Biology
- BI 498 Research in Biology (2 hrs.)
- One of the four tracks described below

#### TRACK 1: GENERAL BIOLOGY

This track requires five upper-level biology courses, four of which must have a laboratory component.

##### Supporting Coursework

- MA 321 Statistics II **OR** MA 171 Calculus I (for the B.S. degree)
- A minor in the student's area of choosing

#### TRACK 2: MOLECULAR BIOLOGY

- 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 and CH 137L General Chemistry I and Lab
- CH 138 General Chemistry II
- CH 140 Quantitative Analytical Chemistry
- CH 251 and CH 251L Organic Chemistry I and Lab
- CH 252 and CH 252L Organic Chemistry II and Lab
- CH 370 Biochemistry
- MA 171 Calculus I **OR** MA 321 Statistics II (for the B.S. degree)

#### TRACK 3: ECOLOGY

This track requires five of the following upper-level biology courses, four of which must have a Laboratory component.

- BI 344 Forest Ecology
- BI 350 Conservation Biology
- BI 356 Ornithology
- BI 370 Biogeography
- BI 375 Evolution
- BI 377 Population and Community Ecology
- BI 380 Behavioral Ecology
- BI 392 Wetland and Prairie Ecology
- BI 335 Kansas Natural History

##### Supporting Coursework

- CH 137 and CH 137L General Chemistry I and Lab
- EC 151 Game Theory
- MA 321 Statistics II (for the B.S. degree)
- PH 211 Logic and Critical Thinking
- PH 320 History and Philosophy of Science

**TRACK 4: TEACHING BIOLOGY AT THE SECONDARY LEVEL**

- BI 340 Plant Form and Function
- BI 360 Comparative Vertebrate Anatomy
- BI 375 Evolution
- BI 377 Population and Community Ecology
- BI 380 Behavioral Ecology
- BI 382 Animal Physiology

**Supporting Coursework**

- CH 137 and CH 137L General Chemistry I and Lab
- MA 171 Calculus I **OR** MA 321 Statistics II (for the B.S. degree)
- PC 125 Introductory Physics I
- 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.

**MINOR IN ECOLOGY**

Students wishing to minor in Ecology may do so by successful completing four courses, each of which includes a laboratory component.

**The following core courses are required:**

- BI 251 Ecology and Evolution
- BI 254 Organismal Diversity

**In addition, two courses at the 300 level are required from the following list:**

- BI 344 Forest Ecology
- BI 350 Conservation Biology
- BI 356 Ornithology
- BI 370 Biogeography
- BI 377 Population and Community Ecology
- BI 380 Behavioral Ecology
- BI 392 Wetland and Prairie Ecology

Students will need to submit a plan for the minor to the Department Chair for approval.

Ecology minors must achieve a grade of C or higher in the four courses they complete for their minor. Students majoring in Biology cannot earn a minor in Ecology.

**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 at [www.bakeru.edu/education](http://www.bakeru.edu/education)). 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. Scott Kimball (785-594-4563 or [skimball@bakeru.edu](mailto:skimball@bakeru.edu)) is the Biology Professor who works closely with teacher licensure candidates.

## BUSINESS

### DEPARTMENT OF BUSINESS AND ECONOMICS

JUDITH SMRHA, Professor, Department Chair

KEVIN CONLEY, Assistant Professor  
 MARTHA DAVIS, Assistant Professor  
 NARBELI GALINDO, Associate Professor,  
 Mealman Chair  
 ALAN GRANT, Professor, The Barbara and  
 Charles A. DuBoc University Professor  
 MARTHA HARRIS, Professor

GARY IRICK, Professor Emeritus  
 LOWELL JACOBSEN, Professor, Elizabeth  
 Harvey Rhodes Chair in International Business  
 KEVIN MCCARTHY, Professor Emeritus  
 NADIA NOVOTOROVA, Associate Professor  
 JIJI E. U. OSIOBE, Assistant Professor  
 ALAN SALTS, Assistant Professor

### STATEMENT OF ACCREDITATION

The majors of Accounting, Business, and International Business offered by the Department of Business and Economics in the College of Arts and Sciences at Baker University are fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

### STATEMENT OF DEPARTMENT VISION

The Baker University Department of Business and Economics will be recognized for providing an exceptional hands-on educational experience that connects students to current ideas, growing trends, the latest technology, and nationwide and global communities. Graduates will enter their professional lives as globally aware and ethically grounded leaders equipped with outstanding quantitative and critical thinking skills.

### 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
- foster effective and ethically responsible decision-making skills in an increasingly global business environment

Student engagement and success are our commitment and passion.

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

In order to implement the Department's mission, the following four 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.

- **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.
- **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.
- **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.

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

## CURRICULUM AND 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 and 242; BS 141, 230, 251, 330, 331, 353, 371, 381 and 456; and EC 242 and 243.

Students intending to “double-major” with multiple majors within the Business and Economics Department must complete only one of the “390” internship courses, though completing multiple internship experiences is highly recommended. Students intending to “double-major” with either Business or International Business and one of the following three majors are required to complete the following internship courses:

- Accounting with either Business or International Business: AC 390
- Economics with either Business or International Business: EC 390
- Sports Administration with either Business or International Business: SA 390

Students intending to complete other combinations of multiple majors in the Business and Economics Department should consult with their academic advisor and the Department Chair to determine the appropriate internship for that student’s graduation plan.

## MAJOR 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 353 Fundamentals of Management   |
| • AC 242 Managerial Accounting I                             | • BS 371 Principles of Marketing  |
| • *BS 141 Introduction to Business                           | • BS 381 Corporate Finance  |
| • BS 230 Quantitative Analysis for Business and Economics I  | • BS 456 Business Policy  |
| • BS 251 Business Law I                                      | • EC 242 Principles of Economics: Micro   |
| • BS 330 Quantitative Analysis for Business and Economics II | • EC 243 Principles of Economics: Macro   |
| • BS 331 Business Information Systems                        | • At least 3 credit hours in AC/BS 390 Business Internship with a faculty sponsor from among the Department faculty |

\*Incoming students who have completed at least 9 credit 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 either Finance, Management, or Marketing (12 credit hours). Requirements for the concentrations are:

### CONCENTRATION IN FINANCE

#### The following courses are required:

- BS 382 Investments
- BS 383 Corporate Finance II

- EC 344 Money and Financial Institutions **OR** EC 350 Intermediate Macroeconomics

**One of the following courses are also required:**

- AC 351 Intermediate Accounting
- AC 355 Income Tax
- BS 210 Retirement Planning and Employee Benefits
- BS 463 International Finance
- EC 344 Money and Financial Institutions
- EC 350 Intermediate Macroeconomics

**CONCENTRATION IN MANAGEMENT**

**The following courses are required:**

- BS 355 Human Resource Management
- EC 346 Managerial Economics

**Two of the following courses are also required:**

- BS 210 Retirement Planning and Employee Benefits
- BS 252 Business Law II
- BS 356 Quantitative Methods **OR** BS 430 Business Analytics
- BS 360 Introduction to Entrepreneurship
- BS 361 International Management
- BS 370 Ethics in Business
- SA 388 Sports Management

**CONCENTRATION IN MARKETING**

**The following courses are required:**

- BS 474 Marketing Research
- EC 346 Managerial Economics

**Two of the following courses are also required:**

- BS 356 Quantitative Methods **OR** BS 430 Business Analytics
- BS 374 Advertising **OR** MM 325 Advertising
- BS 375 Consumer Behavior
- BS 462 International Marketing
- MM 260 Introduction to Public Relations **OR** MM 285 Introduction to Social Media

**MINOR IN BUSINESS**

**The following courses are required:**

- AC 141 Introduction to Financial Accounting
- BS 141 Introduction to Business
- EC 242 Principles of Economics: Micro

**Two of the following courses are also required:**

- BS 251 Business Law
- BS 353 Fundamentals of Management
- BS 355 Human Resource Management
- BS 371 Principles of Marketing
- BS 381 Corporate Finance

**MAJOR IN 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.



**The following courses are required (in addition to the common core of business courses listed on the previous page):**

- BS 361 International Management
- BS 462 International Marketing
- 9 credit hours of studies in international culture, politics, history, literature, or economics as approved by the Department Chair.
- BS 463 International Finance
- EC 347 International Trade

All majors in International Business must meet the University's world language requirement for the Bachelor of Arts degree. Candidates for the BA in International Business must complete an additional 3 credit 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.

### **MAJOR IN 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 credit 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 26 additional credit hours. Students planning to seek the CPA certification should meet with Professor Kevin Conley (785-594-8336 or [Kevin.Conley@bakeru.edu](mailto:Kevin.Conley@bakeru.edu)) as early as possible to plan a course of study to meet the examination's eligibility requirements.

**The following courses are required (in addition to the common core of business courses listed required for the BS degree):**

- AC 351 Intermediate Accounting I
- AC 352 Intermediate Accounting II
- AC 353 Accounting Information Systems
- AC 456 Advanced Accounting
- EC 346 Managerial Economics
- Six additional credit hours of accounting electives

Students intending to “double-major” with multiple majors within the Business and Economics Department must complete only one of the “390” internship courses, though completing multiple internship experiences is highly recommended. Students intending to “double-major” with Accounting and either Business or International Business are required to complete the AC 390 Accounting Internship course in order to satisfy the majors' common core requirements. Students intending to complete other combinations of multiple majors in the Business and Economics Department (i.e., Accounting and Economics or Accounting and Sports Administration) should consult with their academic advisor and the Department Chair to determine the appropriate internship for that student's graduation plan.

### **MINOR IN ACCOUNTING**

**The following courses are required:**

- AC 141 Introduction to Financial Accounting
- AC 242 Managerial Accounting I
- EC 242 Principles of Economics: Micro

- Six additional credit hours of accounting electives

## CHEMISTRY

### DEPARTMENT OF BIOLOGY AND CHEMISTRY

MOLLY ANDERSON, Assistant Professor

JACKIE DILLON, Assistant Professor

JAMIN PERRY, Associate Professor, R. Milford

White Chair

### 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 Bachelor's Degree Programs published by the American Chemical Society (ACS).

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

- understand the fundamental principles of modern chemistry
- have a functional knowledge of chemical laboratory methods
- be able to read, write, and speak effectively to communicate with others in the field
- be able to use the current chemical literature effectively

### 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. Qualified students are encouraged to enroll in research (CH 397-398 and 497-498).

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 at [www.bakeru.edu/education](http://www.bakeru.edu/education)) and is distributed to all Teacher Education students. 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. Prof. Molly Anderson (785-594-4549 or [molly.anderson@bakeru.edu](mailto:molly.anderson@bakeru.edu)) is the Chemistry professor who works closely with teacher licensure candidates.

Students wishing to major in Chemistry and go to medical school or pursue another allied health track should consult with the Pre-Medical advisor as soon as possible (see Pre-Professional section). These students should plan on working closely with the faculty in the Chemistry program as well as the pre-medical advisor in order to satisfy all requirements. Chemistry majors should enroll in BI 151, BI 151L, and BI 152 in order to meet minimal requirements for most medical schools.

Students majoring in Chemistry may choose the Bachelor of Arts degree or the Bachelor of Science degree. Students pursuing a major in Chemistry may not also major in Biochemistry.

## MAJOR CORE REQUIREMENTS

**All students majoring in Chemistry must complete the following core courses (31 credit hours):**

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

Candidates for the Bachelor of Arts degree must complete an additional 4 credit hours of upper-college chemistry courses. Candidates for the Bachelor of Science degree must complete an additional 7 credit hours of upper-college chemistry courses.

## SUPPORTING COURSEWORK

**All students majoring in Chemistry must complete the following supporting courses (16 credit hours):**

- MA 171 Calculus I
- MA 172 Calculus II
- PC 125 Introductory Physics I **OR** PC 225 General Physics I
- PC 126 Introductory Physics II **OR** PC 226 General Physics II

Students who are interested in graduate school or engineering should take PC 225/PC 226, if possible. Additionally, students planning to go to graduate school should consider taking CH 381 Laboratory Teaching in Chemistry and MA 281 Introduction to Linear Algebra.

## MINOR IN CHEMISTRY

**A minor in Chemistry requires a minimum of 20 credit hours of chemistry courses. The following courses are required:**

- CH 137 and CH 137L General Chemistry I and Lab
- CH 138 General Chemistry II
- CH 140 Quantitative Analysis
- CH 251 and CH 251L Organic Chemistry I and Lab
- CH 252 and CH 252L Organic Chemistry II and Lab
- 3 additional upper-college credit hours in chemistry

## COMMUNICATION STUDIES

### DEPARTMENT OF HISTORY, CULTURE, AND SOCIETY

SUSAN REDDING EMEL, Professor,  
Ernestine Susannah Buckley Chair in Diplomatic  
History

KIMBERLY SCHAEFER, Associate Professor

## STATEMENT OF PROGRAM MISSION

The mission of the Communication Studies program is to provide all students with the necessary tools to be effective communicators for any career path they may choose. “Effective communicators” means they have the ability to adapt their messages successfully in a wide variety of contexts and situations. Courses in the program focus on critical thinking, oral and written communication, conflict management, workplace communication, and personal relationships.

## 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:

- illustrate and critique the complexity of human communication
- design and use messages effectively to achieve goals relevant to a variety of communication settings, including public, interpersonal, small group, organizational, and cultural contexts
- examine and apply communication theories to answer questions and solve communication-related problems
- identify, evaluate, and conduct communication research
- identify and evaluate a variety of dispute resolution processes and the communication skills required for effectiveness in each
- analyze and critique communication ethics in a variety of contexts

## CURRICULUM AND REQUIREMENTS

Students who major in Communication Studies will find coursework 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.

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 Academic Misconduct section of this catalog or the Student Handbook.

## MAJOR IN COMMUNICATION STUDIES

Each student majoring in Communication Studies must successfully complete a minimum of 37 credit hours as designated below with a grade of C or higher. At least 18 of these credit hours must be upper-college.

### CORE REQUIREMENTS

The following common core courses are required (10 credit hours):

- |  |   |
|--|---|
| • CO 115 Introduction to Communication Studies | • CO 376 Communication Theory                                   |
| • CO 242 Interpersonal Communication*          | • CO 401 Communication Studies Senior Salon: Life After College |

### ELECTIVE COURSEWORK

9 credit hours of coursework are required from the following:

- |  |   |
|--|---|
| • CO 237 Intercultural Communication*                        | • CO 245 Advanced Public Speaking         |
| • CO 232 Difficult Conversations: The Bible and Christianity | • CO 257 Pathways to Conflict Management* |

**18 credit hours of coursework are required from the following:**

- CO 327 Health Communication
- CO 332 The Legal Meanings of Marriage
- CO 335 Speech Center Consulting (1 credit hour each for 3 semesters)
- CO 337 Interpersonal Conflict Management\*
- CO 342 Ethical Choices in Interpersonal Relationships\*
- CO 350 Organizational Communication
- CO 355 Group Communication\*
- CO 420 Communicating the Feminine in Ancient World Religions
- 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-credit hour CO course with the requirements of the Conflict Management minor.

**SUPPORTING COURSEWORK**

Communication Studies majors are also required to successfully complete a minor in the discipline of their choosing.

**MINOR IN COMMUNICATION STUDIES**

**A minor in Communication Studies requires successful completion of the following courses:**

- CO 115 Introduction to Communication Studies
- Two 200 level Communication Studies courses (CO prefix)
- Two upper-college Communication Studies courses (CO prefix)

**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 will 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.

**The following courses (totaling 9 credit hours) are required for a minor in Conflict Management:**

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

**In addition, students must complete 6 credit hours from among the following (3 credit hours from Group A and 3 credit hours from Group B):**

**Group A (choose 3 credit hours)**

- CO 237 Introduction to Intercultural Communication
- CO 342 Ethical Choices in Interpersonal Relationships
- CO 355 Group Communication
- CO 467 Nonviolence and Social Movements

**Group B (choose 3 credit hours)**

- EC 151 Applied Game Theory
- PY 386 Clinical and Counseling Psychology
- SO 346 Criminal Justice
- SO 425 Victimology
- SO 380 Law and Society

# COMPUTER SCIENCE

## DEPARTMENT OF MATHEMATICS, PHYSICS, AND COMPUTER SCIENCE

ROBERT SCHUKEI, Associate Professor, Department Chair

### 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.

### PROGRAM OBJECTIVES

Upon completion of their coursework, students majoring in Computer Science should:

- understand key principles and practices of computing and the scientific theories that underpin them
- be able to analyze computing problems, contrast alternative approaches to solving those problems, and devise solutions in a systematic and efficient manner
- be able to apply knowledge gained through independent studies, internships, Interterm courses, hands-on laboratory experiences, and projects
- have appropriate skills and knowledge to continue their studies at the graduate level, do research, or enter the workforce applying their undergraduate knowledge
- demonstrate proficiency in the areas of software design and development, algorithms, operating systems, programming languages, and computer architecture

### MAJOR IN COMPUTER SCIENCE

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, and 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.

#### The following courses are required for the Computer Science major:

- CS 175 Introduction to Computer Science
- CS 180 C++
- CS 185 Data Structures and Algorithms
- CS 223 Computer Architecture and Organization
- CS 226 Operating Systems
- CS 335 Computer Networks
- CS 341 Programming Languages
- CS 371 Database Design
- CS 392 Software Engineering
- CS 491 Senior Capstone Project
- BK 401 Baker Summit

Students must also complete one of the following two tracks:

#### TRACK 1: TRADITIONAL COMPUTER SCIENCE

**6 elective computer science credit hours numbered 200 or above.**

#### SUPPORTING COURSEWORK

- MA 171 Calculus I

- MA 172 Calculus II
- MA 291 Introduction to Higher Mathematics

**One of the following:**

- CH 120 Basic Chemistry
- CH 137 General Chemistry I and CH 137L General Chemistry I Lab
- PC 125 Introductory Physics
- PC 225 General Physics I
- An additional mathematics course above MA 146 Trigonometry

**TRACK 2: COMPUTER INFORMATION SYSTEMS**

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

**MINOR IN COMPUTER SCIENCE**

A minor in Computer Science requires the completion of the following:

- CS 175 Introduction to Computer Science
- CS 185 Data Structures and Algorithms

Three of the following:

- CS 223 Computer Architecture and Organization
- CS 226 Operating Systems
- CS 335 Computer Networks
- CS 341 Programming Languages
- CS 371 Database Design
- CS 392 Software Engineering

## DATA ANALYTICS

### DEPARTMENT OF BUSINESS AND ECONOMICS

JUDITH SMRHA, Professor, Department Chair

MARTHA DAVIS, Assistant Professor

WILLIAM DUNCAN, Assistant Professor

ALAN GRANT, Professor, The Barbara and Charles A. DuBoc University Professor

ERIC HAYS, Instructor

KEVIN MCCARTHY, Professor Emeritus

JIJI E. U. OSIOBE, Assistant Professor

ROBERT SCHUKEI, Associate Professor

### STATEMENT OF PROGRAM MISSION

The Baker University Data Analytics interdisciplinary minor is intended to provide students across the Baldwin City campus an opportunity to develop their quantitative analytical skills through a rigorous and flexible curriculum that will supplement students' chosen majors and that will provide students with enhanced quantitative skills necessary for success in a variety of fields.

### PROGRAM OBJECTIVES

Students completing the curriculum and requirements for the Baker University Data Analytics interdisciplinary minor should be able to:

- Apply the appropriate tools and techniques of data analytics.
- Understand the data project life cycle (e.g., framing, gathering, cleaning, modeling, visualizing, presenting).
- Approach new problems using a data-centric mindset.

- Demonstrate mastery of predictive and prescriptive modeling through problem-solving, case studies, or projects.
- Understand the potential impacts or consequences of the application of analytics, including ethical, societal, and organization concerns.

## **CURRICULUM AND REQUIREMENTS**

To earn the interdisciplinary minor in Data Analytics, students must complete the core courses (8-11 hours) and three of the elective courses listed below (8-9 hours). All must be completed with a grade of C- or higher.

### **CORE COURSEWORK (8-11 CREDIT HOURS)**

- BS 450 Data Projects (3 hrs)

#### **One of the following courses:**

- BS 330 Quantitative Analysis in Business and Economics II
- MA 321 Statistics II
- PY 252 Research Design and Analysis II

#### **One of the following courses:**

- CS 150 SQL (2 hrs) **OR** CS 371 Database Design (4 hrs)

### **ELECTIVE COURSEWORK (8-9 CREDIT HOURS)**

#### **Three of the following courses:**

- BS 356 Quantitative Methods
- BS 430 Business Analytics
- BS 474 Marketing Research
- EC 400 Applied Econometrics
- EX 261 Principles of Epidemiology in Public Health (2 hrs)
- MA 355 Statistics and Modeling
- MA 361 Applied Data Analysis
- 3 Credit Hour Analytics-focused Internship

## **ECONOMICS**

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

JUDITH SMRHA, Professor, Department Chair

ALAN GRANT, Professor, The Barbara and  
Charles A. Duboc University Professor

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

### **STATEMENT OF PROGRAM MISSION**

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, finance, and government, and graduate or law school. 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.



- 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.

- **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.
- **Theory and Application:** Students will obtain a working knowledge of both micro- and macroeconomic theory and its application to real-world phenomena, including within a global context.
- **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.

## CORE REQUIREMENTS

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

## MAJOR IN ECONOMICS

**Students majoring in Economics must complete a total of 33 credit hours in economics, which must include the following core courses (15 credit hours):**

- EC 242 Principles of Economics: Micro
- EC 243 Principles of Economics: Macro
- EC 346 Managerial Economics
- EC 350 Intermediate Macroeconomics
- EC 400 Applied Econometrics

At least 3 credit hours in EC 390 Economics Internship with a faculty sponsor from among the Department faculty. Students intending to “double-major” with multiple majors within the Business and Economics Department must complete only one of the “390” internship courses, though completing multiple internship experiences is highly recommended. Students intending to “double-major” with Economics and either Business or International Business are required to complete the EC 390 Economics Internship course in order to satisfy both majors’ requirements. Students intending to complete other combinations of multiple majors in the Business and Economics Department (i.e., Economics and Accounting or Economics and Sports Administration) should consult with their academic advisor and the Department Chair to determine the appropriate internship for that student’s graduation plan.

At least 12 of the additional 18 hours of elective credit within economics should be upper-college (300 level or above). BS 381 Corporate Finance may be taken as 3 of these 18 credit hours.

## SUPPORTING COURSEWORK

**Students majoring in Economics must also complete the following as supporting coursework:**

- BS 230 Quantitative Analysis for Business and Economics I
- BS 330 Quantitative Analysis for Business and Economics II
- MA 171 Calculus I

## MINOR IN ECONOMICS

Students minoring in Economics must complete the following courses (15 credit hours):

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

## EDUCATION

### SCHOOL OF EDUCATION

VERNEDA EDWARDS, Associate Professor, Dean, School of Education

CHARLSIE PROSSER, Associate Professor, Department Chair

TARA BURNHAM, Assistant Professor

AMY WINTERMANTEL, Associate Professor

REGAN DODD, Assistant Professor

RENEE LINDER, SOE Licensure Officer

### 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 21<sup>st</sup> 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, which is posted online at [www.bakeru.edu/education](http://www.bakeru.edu/education).

### TEACHER EDUCATION LICENSURE, MAJORS, AND ACCREDITATION

Baker University is accredited by the Kansas State Department of Education and the Council for Accreditation of Educator Preparation 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 (PreK-6); middle-level programs (5-8) in English and Mathematics; secondary levels (6-12) in Biology, Business, Chemistry, English, History and Government, and Mathematics; PreK-12 in Music and Physical Education and Health; and provisional in Special Education. Teacher Education students may major in Elementary Education; Middle-Level English or Mathematics 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 four 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 at [www.bakeru.edu/education](http://www.bakeru.edu/education), and is distributed to all Teacher Education students upon application to the program.

The specific official requirements for a particular student majoring in Elementary Education, Middle-Level English Education, Middle-Level Mathematics Education, or Secondary Education are found in the TEPPH issued when the student successfully completes ED 100 Teaching as a Career or ED 243 Introduction to Education. 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 2017 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 the Interterm course, IS 199 Diversity in Education. Education students are required to complete IS 199. Other practicum opportunities are also included in the program.

A student makes application to the program in the first education course, ED 100 Teaching as a Career or ED 243 Introduction to Education, 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 as follows.

## **ADMISSION TO THE TEACHER EDUCATION PROGRAM**

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

### **DECISION POINTS LEADING TO LICENSURE**

Career Exploration

1. Admission to Undergraduate School of Education (USOE)
2. Admission to Student Teaching
3. Program Completion
4. Initial Licensure

### **CAREER EXPLORATION**

During Career Exploration, a student has the opportunity to discover whether being a teacher is the career that he/she wants to pursue and to work on requirements for admission to the Undergraduate School of Education (see below). In this discovery process, the student will reflect on the dispositions, skills, and knowledge needed to become a career educator.

### **DECISION POINT 1**

#### **ADMISSION TO PHASE 1: ADMISSION TO USOE**

**To be admitted to the USOE, the following requirements must be met:**

- confirmation of ACT composite minimum score of 18 or higher (SAT score of 940 or higher also accepted)
- confirmation of a cumulative GPA of 2.80 or above
- successful completion of ED 100 with a grade of C- or above (for some transfer students)
- successful completion of ED 243 **OR** PE 210 for Physical Education and Health majors with a grade of C- or above
  - Application to the USOE is made at the end of ED 100 **OR** ED 243. Fall applications are due by November 1<sup>st</sup> and spring applications are due by April 1<sup>st</sup>

**Additional Requirements for International Students Only:**

- confirmation of interview and competency in spoken English assessed by no fewer than three individuals (combination of Baker SOE faculty and public school personnel [teachers or administrators])
- confirmation of minimum TOEFL score of 525 (paper test) or minimum IELTS Academic Format score of 6 (see below for more details)

**One of the following:**

- confirmation of minimum score of 50 on the Test of Spoken English (TSE), **OR**
- confirmation of minimum score of 250 on the Speaking Proficiency English Assessment Kit (SPEAK), **OR**
- confirmation of minimum score of 22 on the Speaking section of the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT)

**All international students, with the exception of native speakers of English, must submit English proficiency scores from one of the following sources:**

- Test of English as a Foreign Language (TOEFL): An official copy of the TOEFL test results should be sent directly to Baker University from Education Testing Service (ETS). The School of Education 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.
- International English Language Test System (IELTS): An official copy of the test results should be sent directly to Baker University from IELTS. The School of Education requires a minimum Academic Format score of 6. A list of IELTS testing locations and all information details are available online at [www.ielts.org](http://www.ielts.org).

**Transfer Students:** Exceptions may be made for transfer students.

**DECISION POINT 2****ADMISSION TO STUDENT TEACHING**

**To be admitted to Student Teaching, the following requirements (in addition to all prior requirements) must be met:**

- a grade of C- or above in all licensure content area courses taken to date
- a grade of C- or above in all professional education courses taken to date
- an overall cumulative GPA of 2.80 or above
- a combined content area and professional GPA of 2.80 or above
- a composite average of 3.50 or above on the Personal and Professional Skills Survey
- a composite average of 3.50 or above on Professional Development School practicum evaluations
- approval from the Council on Undergraduate Teacher Education
- submission of Community Service paper
- completion and presentation of Developmental Portfolio
- verification of at least 15 hours of credit from Baker University (3 hours must be an upper-level professional education course)
- application to the Professional Semester (Student Teaching)
- verification the candidate has no grades of Incomplete in the professional and content courses

**Transfer Students:** Exceptions may be made for transfer students.

**DECISION POINT 3****PROGRAM COMPLETION**

To achieve program completion, the following requirements (in addition to all prior requirements) must be met:

- a grade of C- or above in student teaching
- a score of 45 or above on the Kansas Teacher Work Sample (K-TWS)
- an overall cumulative GPA of 2.80 or above
- a combined content area and professional GPA of 2.80 or above

**DECISION POINT 4****INITIAL LICENSURE**

To be recommended for initial licensure, the following requirements (in addition to all prior requirements) must be met and confirmed:

- a bachelor's degree posted on the student's transcript
- a score of 45 or above on the Kansas Teacher Work Sample (K-TWS)
- an overall cumulative GPA of 2.80 or above
- a combined content area and professional GPA of 2.80 or above
- successful completion of the Praxis II Content Area Assessment
- successful completion of the Praxis II Principles of Learning and Teaching Assessment (PLT)

**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 Baker Core 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 MAJOR AND PROGRAM REQUIREMENTS**

Students who want to earn middle-level licensure may major in Middle-Level English Education or Middle-Level Mathematics Education. Students majoring in Middle-Level Mathematics 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 students who desire a Secondary Education major and teacher licensure must complete a Secondary Education major (Secondary Biology Education, Secondary Business Education, Secondary Chemistry Education, Secondary English Education, Secondary History Education, or Secondary Mathematics Education), Baker Core requirements, and the Licensure requirements (as prescribed and described in the TEPPH.)

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

Individuals 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 students 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 students have earned teacher licensure in this manner.

## 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. Students are strongly advised against participating in varsity athletics or attempting to work during the student teaching semester. During the student teaching semester, students are discouraged from enrolling 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.

The Education student enrolls in 12 credit 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. **Students are not to make their own arrangements for student teaching sites.**

Students 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.

## COURSE REQUIREMENTS

All teacher education candidates must take the following professional education courses. In addition, all education candidates must complete the courses listed in the appropriate endorsement area of the Teacher Education Policy and Programs Handbook (TEPPH). All licensed teachers must also have a college degree from Baker University or elsewhere. Earning a degree at Baker University will include a major, which also has required courses. Students work closely with an advisor (or advisors) to successfully complete the professional education requirements, major requirements, and teacher licensure requirements in addition to the general education requirements.

## PROFESSIONAL EDUCATION COURSES

Note: ED 100 and/or ED 243 are prerequisites for all other Professional Education Courses

- ED 243 Introduction to Education **OR** ED 100 Teaching as a Career (for transfer students already having ED 243)
- ED 244 Education Field Practicum I
- ED 264 Foundations of Classroom Management
- ED 265 Technology for Teachers
- ED 309 Evaluation Techniques for the Classroom
- ED 313 Bilingual Education
- ED 320 Education Field Service Practicum II\*
- ED 343 Educational Psychology
- ED 345 Psychology of the Exceptional Learner
- ED 350 Dyslexia & Research Based Interventions for Elementary **OR** ED 351 Dyslexia & Research Based Interventions for Secondary
- ED 366 Teaching Elementary Language Arts in the Content Areas **OR** ED 368 Teaching Reading in the Secondary Content Areas
- IS 199 Diversity in Education Interterm (junior year interterm)
- ED 462 Education Orientation Internship\*\*
- ED 440 Pre-Student Teaching Seminar for Elementary Majors\*\*\* **OR** ED 460 Pre-Student Teaching Seminar for Sec. and/or Middle Level Majors\*\*\*

- PY 111 General Psychology
- PY 243 Human Development

\* Music Majors have some exceptions. BME candidates meet this requirement through music education courses. Check with your advisor.

\*\* Must be taken in the fall of the academic year of student teaching

\*\*\*Must be taken in the semester prior to student teaching

### **AVAILABILITY OF A MINOR**

The programs of Elementary Education, Middle Level mathematics Education, Middle level English Education, and Secondary Education do not offer a minor.

## **ENGLISH**

### **DEPARTMENT OF HUMANITIES**

JOANNE NYSTROM JANSSEN, Associate Professor, Department Chair, Swogger Chair of Primary Texts

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

TAMARA SLANKARD, Professor, Miriam Markham Fetherolf Chair

### **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 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:

- analyze and interpret a wide range of primary literary texts from the perspectives of theme and technique, using standard literature terminology
- describe some of the major artistic and literary movements and illustrate how selected authors, artists, and historical figures represent these movements
- apply critical theories to literary texts and interpret the texts using those theories (Literature Concentration only)
- research a literary text or topic and apply conventions for papers of literary analysis, including proper citation of electronic and print secondary sources
- produce high-quality original written work, whether critical or creative
- 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:

- 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

- to develop in students an understanding of the different literary techniques and conventions employed in literary creation, whether in works of other writers or their own
- 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
- 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

## **CURRICULUM AND REQUIREMENTS**

All students majoring in English must complete the requirements for the Bachelor of Arts degree, as well as one of the two English concentrations. EN 100 and EN 262 do not count toward the English major or minor. EN 362 can *only* count toward the major for students seeking licensure as secondary 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 credit hours including:**

- EN 152 Introduction to Writing and Research
- EN 370 Studies in Major Authors
- 400-level English Seminar (EN 410, 415, or 418)
- 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

\*EN 226 Multi-Ethnic American Literature is required for those seeking secondary teacher licensure.

English majors with a concentration in literature are also required to complete one course in creative writing and 3 additional elective credit hours in English at the 200 level or above.

### **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 credit hours including:**

- EN 152 Introduction to Writing and Research
- EN 460 Critical Approaches to Literature



**Four of the following courses:**

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

**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

**One of the following courses:**

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

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 3 additional elective credit hours in English.

**MAJOR IN ENGLISH FOR THOSE SEEKING SECONDARY TEACHER LICENSURE**

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 and is distributed to all Teacher Education students. Students interested in teacher licensure should work closely with advisors in both the Undergraduate Education Department and the English program in order to satisfy all requirements. Licensure will require coursework in education as well as in English.

**SUPPORTING COURSEWORK (ALL CONCENTRATIONS)**

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 12 credit hours in this discipline, 3 of which must be numbered 300 or above. Students who choose supporting coursework in world languages may not count 100-level courses in world languages study toward this requirement. English education students may count their courses in the School of Education as their 12 credit 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 15 credit hours, including EN 152 Introduction to Writing and Research, 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.

## MINOR IN CREATIVE WRITING

The minor in Creative Writing requires a minimum of 15 credit hours of English courses:

- EN 152 Introduction to Writing and Research

9 credit hours from the following:

- EN 130 Introduction to Creative Writing
- EN 232 Poetry Writing
- EN 234 Fiction Writing
- EN 353 Creative Nonfiction: The Personal Essay
- EN 365 Advanced Composition

3 additional credit hours of upper-division writing courses selected from the following:

- EN 375 Advanced Poetry Workshop
- EN 450 The Writer's Workshop: Multi-Genre
- Also available upon request: EN 499 Independent Studies in Creative Writing

Note: A minor in Creative Writing is not available to students earning a minor in English.

## EXERCISE SCIENCE

### DEPARTMENT OF APPLIED HEALTH SCIENCES

ERIN HOLT, Associate Professor, Department Chair

ERIN LAURIE, Assistant Professor

KYLE YORK, Assistant Professor

LOREE WEIR, Assistant Professor

SARAH EDWARDS, Instructor

### STATEMENT OF PROGRAM MISSION

The Exercise Science program at Baker University seeks to develop outstanding entry-level professionals in the field of exercise science who possess a solid foundation in theory and application of exercise science principles. Through coursework and connected learning experiences, the curriculum is designed to promote professional competence, critical thinking skills, effective written and oral communication, professional interaction, ethical decision making, and professional and personal development.

In addition, the Exercise Science program supports students interested in careers as allied health care professionals, including exercise science professionals (athletic trainers, exercise physiologists, kinesiotherapists), dietitians, occupational therapists, physical therapists, physician assistants, cardiac and respiratory therapists, and strength and conditioning specialists.

Exercise Science graduates will be competent entry-level exercise science professionals as characterized by the cognitive, psychomotor, and affective learning domains as endorsed by the American College of Sports Medicine (ACSM).

The Exercise Science program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) at the recommendation of the Committee on the Accreditation for the Exercise Sciences ([www.coaes.org](http://www.coaes.org)).

### MAJOR IN EXERCISE SCIENCE

All students majoring in Exercise Science must successfully complete the following core courses (39 credit hours):

- EX 181 Introduction to Applied Health Sciences
- EX 245 Human Nutrition
- PBH 247 Social and Behavioral Aspects
- EX 251 Measurement in Exercise Science Lab
- EX 300 Group Fitness Instruction
- EX 343 Physiology of Exercise
- EX 345 Therapeutic 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\*

\*During the clinical Experience in Exercise Science, students are expected to take a national credentialing exam (see paperwork for specific options). Students pay for the exam at the time of exam registration.

### **SUPPORTING COURSEWORK**

**All students majoring in Exercise Science must also successfully complete the following 19 credit hours of supporting coursework:**

- BI 151 and BI 151L Molecular and Cellular Biology and Lab
- BI 246 and BI 246L Human Anatomy and Physiology I and Lab
- BI 247 and BI 247L Human Anatomy and Physiology II and Lab
- CH 137 and CH 137L General Chemistry I and Lab
- PY 111 General Psychology

All students majoring in Exercise Science must complete the requirements for the Bachelor of Science degree.

### **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 a 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.

Typically, students enter the Exercise Science program by taking EX 347 Applied Kinesiology and EX346 Special Populations and Conditions in the fall semester following successful completion of all lower college prerequisite course requirements and additional requirements for application. These are outlined in the Baker University Exercise Science Handbook, available from the Program Director.

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

### **AVAILABILITY OF A MINOR**

The program in Exercise Science does not offer a minor.

### **MINOR IN LIFESTYLE MEDICINE: NUTRITION**

This evidence-based preventative approach to medicine focuses on lifestyle as an important facet to maintain health and prevent, or even reverse, chronic disease.

**Students wishing to minor in Lifestyle Medicine: Nutrition must complete the following courses (18 credit hours):**

- EX 184 Lifetime of Fitness, Health, and Nutrition
- EX 245 Human Nutrition
- PBH247 Social and Behavioral Aspects

- EX 325 Advanced Nutrition
- EX 330 Culinary & Nutritional Medicine
- EX 411 Vital Issues in Lifestyle Medicine

## GENDER STUDIES

### DEPARTMENT OF HUMANITIES

RYAN GIBB, Associate Professor

TAMARA SLANKARD, Professor, Miriam  
Markham Fetherolf Chair

### STATEMENT OF PROGRAM MISSION

Students pursuing this minor gain a better understanding of gender identity creation and reproduction, the channels by which individuals and society communicate values, normative frameworks of gender and gender-specific acts, and theories of power dynamics inherent in gender definitions. Students are encouraged to use this minor in conjunction with their major in an effort to create a deeper understanding of the legal, economic, and social effects that gender has on the construction and reproduction of our world.

### PROGRAM OBJECTIVES

Students completing the curriculum and requirements for the Baker University Gender Studies minor should be able to:

- critically evaluate the social construction of gender roles within a variety of contexts
- explain gender studies concepts, including the roles of theory and praxis
- understand the historical and contemporary intersectionality of gender identities with racial, class, religious, and relational identities
- analyze the values, traditions, and practices that create and recreate gender identities
- identify the political, social, and economic consequences of gender (students will recognize positions of privilege, disenfranchisement/alienation, and the effects of such power dynamics)

### CURRICULUM AND REQUIREMENTS

A minor in Gender Studies requires a minimum of 15 credit hours of interdisciplinary courses. Students cannot take more than six credit hours in any one prefix towards completing the Gender Studies minor. To earn the minor, students must successfully complete the following:

#### Foundations course:

- GS 201 Introduction to Gender Studies

#### 6 credit hours from the following core courses:

- IN 212 Global Problems
- PH 120 Ethics
- PH 290 Seminar in Philosophy\*
- PY 168 Human Sexuality
- RE/PH 240 Theories of Religion: Gender, Power, and Race
- Another gender-focused course (with the approval of Gender Studies faculty or Department Chair)

\*Topic must be Feminism or a related topic to count towards the Gender Studies core.

#### 6 additional credit hours of upper-college courses from the below list and/or other gender-focused courses that are not regularly offered (with the approval of Gender Studies faculty or Department Chair):

- EN 460 Critical Approaches to Literature
- HI 348 Social and Cultural Revolutions in the 1960s
- PH/PS 310 Social Justice: Theory and Practice
- PH/PS 350 Law and Morality

- RE 415 Women in the Book of Genesis
- RE 425 Gender and Sexuality in the Old Testament/Hebrew Bible
- PS 314 Politics of Development
- SO 328 Sociology of the Family
- SO 329 Gender and Sexuality

Students will need to submit a plan for completion of the minor to the Department Chair for approval.

## **HEALTH HUMANITIES**

### **DEPARTMENTS OF HUMANITIES AND APPLIED HEALTH SCIENCES**

ERIN HOLT, Associate Professor  
 JOANNE NYSTROM JANSSEN, Associate Professor, Swogger Chair of Primary Texts

TAMARA SLANKARD, Professor, Miriam Markham Fetherolf Chair

### **STATEMENT OF PROGRAM MISSION**

Health Humanities is a multi-disciplinary major that brings together the arts and the sciences. Students majoring in Health Humanities become well-rounded practitioners who understand the individual and community benefits to a whole-person approach to health care. The flexible curriculum encourages students to develop their individual interests and prepares them for a variety of careers, such as health care administration, health promotions, patient care coordination, patient advocacy, or pharmaceutical sales. Health Humanities graduates can work for nonprofit organizations, state or federal government, hospitals, medical offices, and insurance companies. With further education, training, or certification, Health Humanities graduates can go on to become art therapists, medical illustrators, medical librarians, medical historians, and health lawyers.

When paired with a major in the natural sciences (such as Biology or Chemistry) or the behavioral and social sciences (such as Psychology or Sociology), a Health Humanities major or minor can also be supplemental preparation for graduate work or health professions programs.

### **PROGRAM OBJECTIVES**

Health Humanities majors who graduate from Baker University will:

- understand and be able to articulate how the combined study of sciences and humanities disciplines influences the study and practice of health care
- understand and be able to articulate the historical, political, gendered, racial, cultural, philosophical, ethical, and social perspectives inherent in issues of human health
- demonstrate critical thinking, scientific inquiry, and problem-solving skills
- demonstrate the ability to gather, analyze, and critically evaluate information
- be able to communicate ideas effectively, both orally and in writing

### **CURRICULUM AND REQUIREMENTS**

All students majoring in Health Humanities must complete the requirements for the Bachelor of Arts degree. Health Humanities majors must also successfully complete (i.e., earn a grade of C or higher) a minimum of 40 credit hours following the curriculum below. Note: An individual course may not be used to satisfy more than one requirement for the major.

### **MAJOR IN HEALTH HUMANITIES**

**All of the following core courses are required (25-26 credit hours):**

- EN 152 Introduction to Writing and Research
- EN 223 World Literature **OR** EN 224 Studies in World Literature

- EN 226 Multi-Ethnic American Literature
- **OR** EN 228 Studies in American Ethnic Literature
- PBH 327 Public Health Communication and Literacy\*
- PBH 388 Global Health Issues\*
- GS 201 Introduction to Gender Studies
- PH 211 Logical and Critical Thinking
- PY 382 Health Psychology\* **OR** PY 386 Clinical and Counseling Psychology\*
- SO 372 Sociology of Medicine\*

\*Note: These courses have prerequisites or require permission of the instructor to enroll.

**Two of the following behavioral, health, or natural science courses, from two different disciplines (prefixes) (6-7 credit hours):**

- BI 125 Human Genetics
- BI 151 Molecular and Cellular Biology
- BI 246 Human Anatomy and Physiology I
- BI 262 Microbiology
- CH 137 General Chemistry I
- EX 245 Human Nutrition
- PY 382 Health Psychology
- PY 386 Clinical and Counseling Psychology

**Two of the following humanities courses, from two different disciplines (prefixes) (6 credit hours):**

- EN 210 American Literature, Colonial Period to 1890
- EN 212 American Literature since 1890
- EN 215 Studies in a Literary Genre
- EN 218 Studies in a Literary Theme or Movement
- EN 223 World Literature
- EN 224 Studies in World Literature
- EN 226 Multi-Ethnic American Literature
- EN 228 Studies in American Ethnic Literature
- EN 232 Poetry Writing I
- EN 234 Fiction Writing I
- IN 101 Introduction to International Studies
- IN 212 Global Problems
- PH 115 Introduction to Philosophy: A Historical Approach
- PH 120 Ethics
- PH 310/PS 310 Social Justice: Theory and Practice
- PS 203 Public Policy Analysis
- PS 210 American State and Local Government
- PS 301/PH 301 History of Western Political Thought I
- PS 302/PH 302 History of Western Political Thought II
- PT 212 People of the Book

**One upper-college humanities course (EN, FR, GN, IN, PH, PS, or SP prefix)**

\*Note: EN 262 and EN 362 are meant for Education majors and do not count toward the Health Humanities major or minor.

**SUPPORTING COURSEWORK**

All Health Humanities majors earn the Bachelor of Arts degree, and must therefore complete a world languages course sequence through number 204. Health Humanities majors are also required to successfully complete a minor in the discipline of their choice. (Students with a second major are exempted from the minor requirement.) Depending on their future plans and career goals, students may choose to design an interdisciplinary minor in consultation with the Health Humanities faculty. However, interdisciplinary minors are not posted on student transcripts.

**MINOR IN HEALTH HUMANITIES**

The Health Humanities minor consists of a minimum of 18 credit hours, at least 6 of which must be upper-college. Students must select a minimum of three lower-college and one upper-college humanities courses (EN, FR, GN, GS, IN, PH, PS, PT, or SP prefix) and a minimum of two behavioral, health, natural, or social

science courses (BI, CH, EX, PY, or SO prefix) from the lists of major requirements. (Note: EN 262 and EN 362 are meant for Education majors and do not count toward the Health Humanities major or minor.) Only courses completed with a grade of C or higher will count towards the Health Humanities minor.

## HISTORY

### DEPARTMENT OF HISTORY, CULTURE, AND SOCIETY

LEONARD ORTIZ, Associate Professor  
Susan L. Perry Chair

JOHN RICHARDS, Associate Professor, Walter  
Bailey Chair of the Humanities

### STATEMENT OF PROGRAM MISSION

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 document/artifact 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, available through the Education Department and distributed to all Teacher Education students.

### PROGRAM OBJECTIVES

The graduate in History will:

- possess knowledge of several important areas of history through study and experience
- be able to gather and critically evaluate the varieties of historical information
- apply acquired historical methodologies to identify and resolve historical problems
- develop, improve, and engage in written communication utilizing history-specific forms and format
- develop an understanding of the role that history and historical studies play in the wider realm of inquiry and education
- 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 credit 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\*
- 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

\*Students should plan to take this course during their sophomore year and certainly no later than their junior year.

**Two of the following world civilizations courses:**

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

**6 credit hours of upper-college European or world history, chosen from the following:**

- HI 328 Christian History
- HI 351 African Civilizations to 1870
- HI 363 Europe in the Early Middle Ages, 300-1100 CE
- HI 365 The Mediterranean in the Middle Ages, 1000-1500 CE
- HI 367 Europe in the Middle Ages, 1000-1500 CE
- HI 368 The Cold War: Spies and Conspiracies
- HI 371 Europe in the Early Modern Era, 1450-1688
- HI 373 From Kingdom to Nation-State: European History, 1689-1850
- HI 381 The Era of Global War: European History in a Global Context, 1870-1947
- HI 405 The Dynasties of Ancient Egypt
- HI 433 The Golden Age of Ancient Greece
- HI 437 Alexander's Legacy
- HI 441 Rome From Republic to Empire
- HI 443 The World of Late Antiquity
- HI 495 Special Topics (topics approved for this purpose by the Department Chair)

**6 credit hours of upper-college American history, chosen from the following:**

- HI 333 American Social and Intellectual History
- HI 344 Outside the Classroom: Inquiries in Public History
- HI 346 History of Kansas: Its Peoples and Cultures
- HI 348 Social and Cultural Revolutions in the 1960s
- HI 349 Mexico: Ancients, Warriors, and Revolutionaries
- HI 362 Social Conquest of the American West
- HI 364 Native American History
- HI 495 Special Topics (topics approved for this purpose by 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 credit hours of history courses, including:

**3 credit hours from the following:**

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

**3 credit hours from following:**

- HI 127 History of the United States to 1877
- HI 128 History of the United States since 1877



**3 credit hours from the following:**

- HI 297 History of Social Conflict in the Eastern Hemisphere
- HI 298 History of Social Conflict in the Western Hemisphere

**3 credit hours of American History, chosen from the following:**

- HI 333 America Social and Intellectual History
- HI 344 Outside the Classroom: Inquiries in Public History (*cont.*)
- HI 346 History of Kansas: Its Peoples and Cultures
- HI 348 Social and Cultural Revolutions in the 1960s
- HI 349 Mexico: Ancients, Warriors, and Revolutionaries
- HI 362 Social Conquests of the American West
- HI 364 Native American History

**3 additional credit hours of upper-college history chosen from any of the history offerings not used to satisfy one of the requirements listed above.**

## HUMAN BIOLOGY

### DEPARTMENT OF BIOLOGY AND CHEMISTRY

ERIN R. MORRIS, Professor, Department Chair

#### STATEMENT OF PROGRAM MISSION

The Human Biology major takes an interdisciplinary approach to understanding human biology. The curriculum achieves this through a core of natural science courses that is enhanced by courses which address human health, behavior, and communication. This major will prepare students for careers in patient care, patient engagement, health care management, and health care administration.

#### PROGRAM OBJECTIVES

Students graduating with a degree in Human Biology from Baker University should be able to:

- summarize how the scientific method provides the foundation for the study of biology
- illustrate the relationship between structure and function at the molecular, cellular, and organismal levels of study
- develop models to illustrate the eukaryotic cell cycle, the process of cellular reproduction (binary, fission, mitosis, and meiosis), and the process of heredity (DNA replication, RNA transcription, protein synthesis, and character expression)
- explain the principles of homeostasis in living things, including the importance of energy and material acquisition through photosynthesis and respiration to metabolic function at the cellular and organismal levels
- understand environmental influences on human health
- using the scientific method, construct a falsifiable hypothesis and design a simple, controlled experiment to address a question about a phenomenon in nature
- execute and analyze the results of a simple, controlled experiment using the field and laboratory tools of a research biologist to confirm or reject a hypothesis

Communications Track objective:

- employ communication strategies, methods, and principles to disseminate health information effectively, influence audiences, and affect change in the health field

Psychology Track objectives:

- demonstrate comprehension of major concepts, perspectives, and trends to understand psychological principles and human behavior
- apply that comprehension to critically evaluate research and health policy and to improve the physical, mental, and emotional health of themselves and those they serve

Sociology Track objective:

- understand how sociology explains social interactions, how social structures influence social behavior, and the causes of social inequality in society

Health Science Track objective:

- understand, apply, and evaluate community-based programs focused on the overall health behaviors and risk factors of the community and specific populations within the community

## **MAJOR IN HUMAN BIOLOGY**

The Human Biology program supports one major with a core and four tracks, each including lower- and upper-level coursework. These tracks are Psychology, Sociology, Communications, and Health Science. The requirement for the core and each track are described in more detail below.

### **BIOLOGY CORE REQUIREMENTS (30-34 CREDIT HOURS)**

**Students majoring in Human Biology are required to complete the following courses:**

- BI 151 and BI 151L Cell and Molecular Biology and Lab
- BI 152 Genetics

**Two of the following:**

- BI 246 and BI 246L Human Anatomy and Physiology I and Lab
- BI 247 and BI 247L Human Anatomy and Physiology II and Lab
- BI 262 and BI262L Microbiology and Lab

**Three additional 300-level biology courses, including one course with a lab (excluding BI 397, BI 398, BI 410, and BI 498) (10-12 credit hours).**

### **INTERDISCIPLINARY TRACKS**

Students majoring in Human Biology are required to complete two of the following tracks:

#### **COMMUNICATIONS (9 CREDIT HOURS)**

**Choose three of the following courses:**

- CO 237 Introduction to Intercultural Communication
- CO 245 Advanced Public Speaking
- CO 327 Health Communication
- CO 337 Interpersonal Conflict Management

#### **PSYCHOLOGY (9 CREDIT HOURS)**

- PY 111 General Psychology

**Choose one of the following 200-level courses:**

- PY 168 Human Sexuality
- PY 234 Psychopathology
- PY 236 Social Psychology
- PY 243 Human Development

**Choose one of the following 300-level courses:**

- PY 382 Health Psychology
- PY 386 Clinical Psychology\*

\*If choosing this course, student must choose PY 234 Psychopathology as a prerequisite.

**SOCIOLOGY (9 CREDIT HOURS)**

- SO 115 Principles of Sociology

**Choose one of the following 200-level courses:**

- SO 240 Social Problems
- SO 242 Society and the Individual
- SO 243 Social Inequality

**Choose one of the following 300-level courses:**

- |                                  |  |
|----------------------------------|--|
| • SO 328 Sociology of the Family | • SO 351 Disasters & Social Trauma         |
| • SO 329 Gender and Sexuality    | • SO 372 Sociology of Medicine             |
| • SO 330 Race and Ethnicity      | • SO 377 The Sociology of Deviant Behavior |
| • SO 331 Social Class and Status | • SO 378 Opinion, Emotion, and Identity    |
| • SO 338 Life Course             |  |

**HEALTH SCIENCE (9 CREDIT HOURS)**

- PBH 186 Concepts of Health
- PBH 388 Global Health Issues

**Choose one of the following 200-level courses:**

- PBH 247 Social and Behavioral Aspects
- PBH 261 Principles of Epidemiology

Human Biology majors must achieve a grade of C or higher in all of the biology courses they complete for their major.

**AVAILABILITY OF A MINOR**

The program in Human Biology does not offer a minor.

**INTERNATIONAL BUSINESS**

This program is described in the same section as the Business program.

**INTERNATIONAL STUDIES****DEPARTMENT OF HUMANITIES**

RYAN GIBB, Associate Professor

**STATEMENT OF PROGRAM MISSION**

The International Studies Major is inherently interdisciplinary 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, 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, and so on. 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

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

- apply knowledge of historical, political, geographic, and economic perspectives to international issues
- demonstrate awareness of relationships of the environment to other global issues
- compare how various disciplines approach the same issue and what influences those approaches
- perform original research leading to a more sophisticated understanding within an area of international interest
- explain major ideas, values, and accomplishments of various societies and cultures around the world
- demonstrate skills that enable them to function well in foreign political, economic, and cultural contexts
- appraise the nature of relationships between self and global society and the individual's responsibilities within it
- apply knowledge orally and in writing for the solution of problems that transcend national boundaries

## CURRICULUM AND REQUIREMENTS

Students majoring in International Studies must complete 36 credit hours of coursework, at least 15 of which must be upper-college. Students must take one Foundations Course, and also choose from among three different skills: World Languages, Economics, or Methodology.

Students must also complete a study abroad program for at least 9 credit hours. An internationally-oriented internship for 9 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 Disciplinary Perspectives courses. At least two courses must be upper-level.

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

## MAJOR IN INTERNATIONAL STUDIES

**Students majoring in International Studies must successfully complete the following core courses:**

- |  |  |
|--|--|
| • IN 101 Introduction to International Studies | • IN 401 Senior Seminar in International Studies |
| • IN 212 Global Problems                       |  |

## FOUNDATIONS COURSES

**Choose one of the following 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         |  |

**SKILL COURSES****Choose one of the following (6 credit hours):**

- Two courses in a world language beyond the BA requirement
- International economics: BS 463 International Finance and EC 347 International Trade (and their prerequisites)
- Two of the following courses in methodology: MA 321 Statistics II, PS 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).

**STUDY ABROAD****9 credit hours of study abroad coursework.****DISCIPLINARY PERSPECTIVES****Choose one course each from three of the four Disciplinary Perspectives (9 credit hours). Two courses must be upper level.****Historical Perspectives**

- HI 297 Riots, Rebellion, and Revolts: A History of Social Conflict in the Eastern Hemisphere
- HI 298 Riots, Rebellion, and Revolts: A History of Social Conflict in the Western Hemisphere
- HI 326 Eastern European/Soviet History and Politics
- HI 336 History of American Foreign Relations
- HI 349 Mexico: Ancients, Warriors, and Revolutionaries
- HI 351 African Civilizations to 1870
- HI 363 Europe in the Early Middle Ages, 300-1000 CE
- HI 365 The Mediterranean in the Middle Ages
- HI 367 Europe in the Middle Ages, 1000-1500 CE
- HI 371 Europe in the Early Modern Era, 1450-1688
- HI 373 From Kingdom to Nation State: European History, 1689-1850
- HI 381 The Era of Global War: European History in a Global Context, 1870-1947
- HI 405/RE 405 The Dynasties of Ancient Egypt
- HI 433 The Golden Age of Ancient Greece
- HI 437 Alexander's Legacy
- HI 441 Rome from Republic to Empire
- HI 443 The World of Late Antiquity
- PH 228 History of Ancient and Medieval Philosophy
- PH 301 History of Western Political Thought I
- PH 302 History of Western Political Thought II

**Arts and Literature**

- AH 347 Art of the 20<sup>th</sup> Century and Beyond (1920-Present)
- EN 223 World Literature
- EN 224 Studies in World Literature
- EN 226 Multi-Ethnic American Literature
- EN 228 Studies in American Ethnic Literature
- EN 313 Mythology
- EN 330 British Literature to 1780
- EN 331 British Literature since 1780
- FR 360 Introduction to French Literature
- GN 360 Introduction to German Literature
- MU 320 World Music
- MU 331 History of Western Music I
- MU 332 History of Western Music II
- SP 360 Introduction to Hispanic Literature
- 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 on Specific Authors

**Business, Economics, and Politics**

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

**Culture and Society**

- CO 420 Communicating the Feminine in Ancient World Religions
- FR 340 French Civilization and Culture
- FR 350 Contemporary France
- GN 340 German Civilization and Culture
- GN 350 Contemporary German Culture
- PH 310 Social Justice: Theory and Practice
- RE 101 Introduction to World Religions
- RE/SO 363 Religion, Ritual, and Belief
- SP 343 Civilization and Culture of Spain
- SP 344 Civilization and Culture of Latin America

**AVAILABILITY OF A MINOR**

The International Studies program does not offer a minor.

## LEADERSHIP STUDIES

### SCHOOL OF EDUCATION

**MINOR CURRICULUM AND REQUIREMENTS**

The Minor in Leadership Studies requires 12 credit hours of leadership studies core courses and 3 credit hours of electives. 15 total credit hours are required for the minor.

**CORE REQUIREMENTS**

**All of the following courses are required:**

- LR 100 Introduction to Leadership
- LR 200 Leadership in Organizations and Teams
- LR 310 Adaptive Leadership
- LR 340 Lessons in Leadership

**One course from the following is required:**

- BS 361 International Management
- BS 370 Ethics in Business
- CO 237 Introduction to Intercultural Communication
- CO 257 Pathways to Conflict Management
- CO 337 Interpersonal Conflict Management
- CO 342 Ethical Choices in Personal Relationships
- CO 350 Organizational Communication
- CO 355 Group Communication
- CO 467 Nonviolence and Social Movements
- GS 201 Introduction to Gender Studies
- IN 212 Global Problems
- PH 120 Ethics
- PH/PS 310 Social Justice: Theory and Practice
- PY 386 Clinical and Counseling Psychology
- RE/PH 240 Theories of Religion: Gender, Power, and Race
- RE 345 Judaism, Christianity, and Islam
- SJ 210 Foundations of Social Justice
- SO 410 Power, Politics, and Society

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

W. JOE WATSON, Professor, Department Chair

JESSICA ELAM, Assistant Professor

TASHA RIGGINS, 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 the 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.

## 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:

- demonstrate above-average skill in written communication and knowledge of the conventions of writing for the mass media
- demonstrate skill in and understanding of visual communication as it is employed in the print and online media, broadcasting, public relations, and sports media
- demonstrate above-average skill in the range of oral communication applications found in mass media environments, from formal presentations to the news interview
- 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
- 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
- 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)
- articulate an informed view of the media's role within the social structure and of the cultural implications of media practices and trends
- incorporate a general knowledge of media history into decisions about media operations and content
- 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 Media. 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.

**CORE REQUIREMENTS**

To receive credit in the major, all of the following core courses must be completed with a grade of C or higher.

**The following common core courses are required for the Mass Media major:**

- MM 140 Mass Media and Society
- MM 230 Digital Media I
- MM 250 Writing for Mass Media
- MM 331 Mass Media Ethics
- MM 347 Multimedia Storytelling
- 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 Media. Each track has its own supporting coursework as listed below.**

**TRACK 1: PUBLIC RELATIONS**

**Students who choose the Public Relations track must complete the following courses (12 credit hours):**

- MM 260 Introduction to Public Relations
- MM 261 Public Relations Writing
- MM 340 Public Relations Case Studies
- MM 470 Public Relations Campaigns

**Students must also complete at least two of the following courses (6 credit hours):**

- MM 223 Introduction to Game Studies
- MM 267 Sports Public Relations
- MM 285 Introduction to Social Media
- MM 322 Global Media Systems
- MM 325 Advertising
- MM 330 Digital Media II
- MM 440 Digital Media III

**Students must also complete 4 credit hours of workshops:**

- MM 348 Public Relations Workshop (must complete this course at least twice)

**At least 2 credit hours from among the following:**

- MM 343 Baker Orange Radio
- MM 344 Baker Orange Video
- MM 346 Baker Orange Online Newspaper

**SUPPORTING COURSEWORK FOR PUBLIC RELATIONS TRACK**

**In addition, all students completing the Public Relations track must successfully complete 12 credit hours from the following list:**

- BS 141 Introduction to Business
- BS 251 Business Law I
- BS 252 Business Law II
- BS 371 Principles of Marketing
- BS 462 International Marketing
- EC 242 Principles of Economics: Micro

Students may alternatively complete all coursework for a designated minor.

**TRACK 2: MULTIMEDIA**

**Students who choose the Multimedia track must complete four courses from the following list (12 credit hours):**

- MM 170 Digital Photography I
- MM 260 Introduction to Public Relations
- MM 285 Introduction to Social Media
- MM 330 Digital Media II
- MM 370 Digital Photography II
- MM 440 Digital Media III



**Students must also complete two additional courses from the following list (6 credit hours):**

- MM 205 Introduction to Broadcasting
- MM 223 Introduction to Game Studies
- MM 270 Sports Broadcasting
- MM 322 Global Media Systems
- MM 325 Advertising

**Students must also complete 4 credit hours from among the following workshops:**

- MM 343 Baker Orange Radio
- MM 344 Baker Orange Video
- MM 346 Baker Orange Online Newspaper
- MM 348 Public Relations Workshop

### **SUPPORTING COURSEWORK FOR MULTIMEDIA TRACK**

In addition, all students completing the Multimedia track must successfully complete 12 credit hours of supporting coursework from a single discipline or related courses approved by the advisor and department chair.

### **TRACK 3: SPORTS MEDIA**

**Students who choose the Sports Media track must complete the following courses (9 credit hours):**

- MM 260 Introduction to Public Relations
- MM 270 Sports Broadcasting
- MM 267 Sports Public Relations.

**Students must also complete three courses from the following list (9 credit hours):**

- MM 223 Introduction to Game Studies
- MM 261 Public Relations Writing
- MM 285 Introduction to Social Media
- MM 322 Global Media Systems
- MM 330 Digital Media II
- MM 440 Digital Media III

**Students must also complete 4 credit hours from among the following workshops:**

- MM 343 Baker Orange Radio
- MM 344 Baker Orange Video
- MM 346 Baker Orange Online Newspaper
- MM 348 Public Relations Workshop

### **SUPPORTING COURSEWORK FOR SPORTS MEDIA TRACK**

**In addition, all students completing the Sports Media track must successfully complete 12 credit hours from the following list:**

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

### **MINOR IN MASS MEDIA**

**A minor in Mass Media requires a minimum of 15 credit hours of mass media courses, including:**

- MM 140 Mass Media and Society
- MM 250 Writing for Mass Media
- MM 331 Mass Media Ethics
- 6 additional credit hours of mass media courses, three of which are upper-college

### **MINOR IN PUBLIC RELATIONS**

**A minor in Public Relations requires completion of the following courses (15 credit hours):**

- MM 260 Introduction to Public Relations
- MM 261 Public Relations Writing
- MM 331 Mass Media Ethics
- MM 340 Public Relations Cases
- MM 470 Public Relations Campaigns

The minor in Public Relations is not available to Mass Media majors pursuing the Public Relations or Sports Media tracks.

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, 230, 250, 331, 347, 376, 476, and 478.

## MATHEMATICS

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

DYLAN BECK, Visiting Assistant Professor

MIRCEA MARTIN, Professor

WILLIAM DUNCAN, Assistant Professor

ERIC HAYS, Instructor

JEAN T. JOHNSON, Professor Emeritus

VINCE GAFFAR, Math Center Coordinator

### 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:

- demonstrate the ability to communicate mathematical ideas clearly, both orally and in writing, using correct mathematical terminology and appropriate notation
- demonstrate the ability to think analytically and critically and to formulate problems, solve them, and interpret their solutions
- achieve mastery of a rich and diverse set of mathematical ideas
- demonstrate the ability to apply knowledge from one branch of mathematics to another and from mathematics to other disciplines
- demonstrate the ability to read, understand, and produce proofs at a level appropriate to undergraduate Mathematics majors

Graduates of Baker University should:

- be prepared with basic quantitative skills needed for further study and in their chosen careers

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.

### 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 and is distributed to all Teacher Education students. Students interested in teacher licensure should work closely with advisors in both the Mathematics program and Undergraduate Education Department to satisfy all requirements.

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

## MAJOR IN MATHEMATICS

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

### The following mathematics courses are required:

- MA 171 Calculus I
- MA 172 Calculus II
- MA 271 Calculus III
- MA 281 Introduction to Linear Algebra
- MA 291 Introduction to Higher Mathematics
- MA 345 Problem Seminar in Mathematics
- MA 445 Senior Seminar in Mathematics

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

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

### Finally, the student must successfully complete 9 additional credit hours from the following list:

- MA 355 Statistics and Modeling
- MA 359 Mathematical Methods of Physical Science
- MA 361 Applied Data Analysis
- MA 362 Modern Geometries
- MA 372 Differential Equations
- MA 383 Introduction to Modern Algebra
- MA 385 Probability
- MA 472 Advanced Applied Statistics
- MA 491 Introduction to Real Analysis
- MA 493 Introduction to Complex Analysis
- MA 495 Special Topic

## 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
- 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 courses 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
- BS 356 Quantitative Methods in Decision Making
- BS 381 Corporate Finance
- EC 242 Principles of Economics: Micro
- EC 243 Principles of Economics: Macro
- 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 credit 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
- Other Mathematics courses numbered 300 or above (excluding MA 321, 330, and 345)

## MUSEUM STUDIES

### DEPARTMENT OF HISTORY, CULTURE, AND SOCIETY

RUSSELL HORTON, Assistant Professor  
NICHOLAUS PUMPHREY, Associate  
Professor

JOHN RICHARDS, Associate Professor, Walter  
Bailey Chair of the Humanities

### STATEMENT OF PROGRAM MISSION

The Minor in Museum Studies is designed to maximize a student's undergraduate experience in preparation for graduate studies in museum studies or for work in museums. As such, the program seeks to provide students with knowledge and skill development that is highly desirable in museums, but is also interdisciplinary and broad enough to allow for a variety of entries into the museum field. The minor further acknowledges that experience is a valuable tool and thus requires an internship as part of the course of study.

### PROGRAM OBJECTIVES

Upon completion of the Minor in Museum Studies, students will:

- understand the basic of business functioning in preparation for effective management of a museum
- understand the problems within a museum, and how museums fit into society
- demonstrate presentation skills in preparation for creating exhibits
- demonstrate the ability to critique the narratives put forth by museums
- demonstrate skills in processing art and artifacts and organizing and storing items in a manageable way
- understand the various ways in which museums present subject matter to an audience

### CURRICULUM AND REQUIREMENTS

Students minoring in Museum Studies must successfully complete 18 credit hours, including 3 upper-level credit hours as an internship working in a museum, archive, or gallery. The internship must be approved by one of the professors on record.

The following courses are required:

- MS 111 Introduction to Museum Studies
- II 350/355 Career Involvement (3 hrs.) **OR** CI 360 Career Involvement (3 hrs.)

6 credit hours of core courses from the following:

- AH 111 Survey of Art History
- AS 232 Graphic Design
- AS 282 Fine Art of Gallery Management
- HI 226 Laboratory Course in Historical Method
- RE 101 Introduction to World Religions
- SO 115 Principles of Sociology

**6 credit hours of theory and application from the following:**

- AS 382 Fine Art of Gallery Management II
- HI 344 Outside of the Classroom: Inquiries in Public History
- RE 400 The Museum and the Bible
- RE 335 History and Archaeology of Ancient Israel
- SO 364 Culture and Society
- Any upper-division art history course (AH prefix)
- Upper-division history course approved by professor on record

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

TRILLA LYERLA, Professor, Department Chair

ROBIN LISTON, Professor

RYAN OLSEN, Assistant Professor, Director of Choral Activities

J.D. PARR, Professor Emeritus

FRANK PEREZ, Associate Professor, Director of Bands

THOMAS BECKER, Part-time Teaching Artist

BRIAN JACKSON, Part-time Teaching Artist

LISA JACKSON, Part-time Teaching Artist

ED LAUT, Part-time Teaching Artist

MARK PRETZEL, Part-time Teaching Artist

MARCI ZIEGLER, Part-time Teaching Artist

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

- to prepare musicians for careers as teachers, performers, scholars, and critics;
- to instruct in the analysis and criticism of music those students interested in performance and/or the appreciation of music as an avocation;
- to maintain a program of energetic, select students and distinguished faculty who promote 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:

- demonstrate knowledge of and skills in music theory and composition
- demonstrate knowledge of and the analysis of significant musical historical styles and repertoire
- demonstrate solo musical performance skills appropriate to the quality and level of repertoire stated as achievement levels
- demonstrate the ability to perform with a musical ensemble in more than one genre of music
- demonstrate knowledge of music in world cultures
- demonstrate knowledge of technologies in music
- demonstrate knowledge in and skill of traditional conducting techniques
- demonstrate knowledge of the aesthetic in music
- demonstrate knowledge of and skill in improvising melodies, variations, and/or accompaniments

- 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 (see Achievement Levels below) 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 Music faculty require recital attendance of all Music majors and students enrolled in applied private study. The faculty strongly believe that hearing a variety of music is an important part of the study of music and have adopted recital attendance policies that are stated in the Music Program Faculty/Student Handbook.

### **APPLIED INSTRUMENTAL LESSONS (WOODWINDS, BRASS, STRINGS, PERCUSSION, GUITAR, PIANO, ORGAN)**

Applied Instrumental Lessons are available to all students, regardless of intended major. All non-music majors, as well as freshman and sophomore students enroll in 200-level applied lessons. Students may enroll for 1 credit hour (one 30-minute lesson each week of the semester, with an expected minimum of 3-4 hours of practice weekly) or 2 credit hours (one 60-minute lesson each week of the semester with an expected minimum of 6-8 hours of practice weekly.) Only junior and senior music and education majors may enroll for 400-level 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 no later than 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 (MU232 Symphonic Winds or MU 222 Orchestra) each semester of applied lessons.

### **APPLIED VOCAL LESSONS**

Applied Vocal Lessons are available to all students, regardless of intended major. All freshmen and sophomore music majors and all non-music majors enroll in MU 217. Students may enroll for 1 credit hour (one 30-minute lesson each week of the semester, with an expected minimum of 3-4 hours of practice weekly) or 2 credit hours (one 60-minute lesson each week of the semester, with an expected minimum of 6-8 hours of practice weekly). Only junior and senior music and music education majors may enroll for MU 417 Applied Lessons: Voice.

Music majors will enroll in the appropriate section each semester with the assigned teacher. Students registered for applied voice lessons should contact their assigned instructor no later than the first week of classes to schedule their lesson time. All voice students are required to co-enroll for a choral ensemble (MU 230 Treble Choir or MU 235 Concert Choir or MU 236 Chamber Singers) in consultation with the Director of Choral Activities for each semester of applied lessons. Only in exceptional circumstances is a waiver of this requirement granted by the Department Chair in consultation with the Director of Choral Activities.

## **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 2-credit hour lessons are also required to participate in jury exams. Students registered for one-credit hour lessons 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 instructor.

## **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. 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 who attempt but do not pass the piano proficiency exam this 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.

## **MUSIC ENSEMBLES**

### **PRIMARY ENSEMBLES INCLUDE:**

- MU 222 Orchestra (1 hr.)
- MU 235 Concert Choir (1 hr.)
- MU 232 Symphonic Winds (1 hr.)

Corresponding courses are listed at the 400 level for juniors and seniors.

### **Additional ensembles and chamber ensembles include:**

- MU 223 (various instrumental chamber ensembles)
- MU 223-SQ Buel Hill String Quartet (1 hr.)
- MU 223-BR Brass Ensemble (1 hr.)
- MU 223-W Woodwinds Ensemble (1 hr.)
- MU 223-D Dixieland Ensemble (1 hr.)
- MU 230 Treble Choir (1 hr.)
- MU 223-DR Drumline (1 hr.)
- MU 233 Jazz Ensemble (1 hr.)
- MU 223-P Percussion Ensemble (1 hr.)
- MU 236 Chamber Singers (1 hr.)

(Corresponding courses are listed at the 400 level for junior and senior music majors only, except for MU 230)

## MAJOR IN MUSIC

The Bachelor of Arts degree in Music (124 credit 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 students interested in pursuing advanced degrees in any number of areas including musicology, composition, music therapy, piano pedagogy, or arts administration.

### MUSICIANSHIP (29 CREDIT 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 248 Conducting Fundamentals (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 CREDIT HOURS)

- MU 21X Applied Primary Studio Lessons (4 hrs.)
- MU 41X Applied Primary Studio Lessons (4 hrs.)
- MU 2XX Primary Ensemble (4 hrs.)\*
- MU 4XX Primary Ensemble (4 hrs.)\*
- MU 480 Partial Senior Recital (1 hr.)
- 10 additional credit hours of music electives (MU prefix)

\*Major performing area ensemble is required in every semester of residence.

### SUPPORTING COURSEWORK

Music majors are also required to successfully complete a minor in the discipline of their choosing and are encouraged, as well, to create an area of concentration from among the 10 music elective credit hours of the BA degree in Music.

Examples of possible concentrations in vocal or instrumental performance follow below.

### VOCAL PERFORMANCE CONCENTRATION (10 CREDIT HOURS)

Applied lessons credit hours listed below 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 could enroll in applied lessons for 2 credit hours for eight semesters, for a total of 16 credit hours of applied lesson credits: MU 217 (8 total credit hours), and MU 417 (8 total credit hours) to fulfill the requirements of the Music major and create a Vocal Performance concentration within the major. The remaining 2 hours of music electives could be fulfilled by enrolling in dictation courses as suggested below:

- 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 CONCENTRATION (10 CREDIT HOURS)**

Applied lessons credit hours listed below 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 could enroll in applied lessons for 2 credit hours for eight semesters, for a total of 16 credit hours of applied lesson credits: MU 21X (8 total credit hours) and MU 41X (8 total credit hours) to fulfill the requirements of the Music major and create an Instrumental Performance concentration. The remaining 2 hours of music electives could be fulfilled by enrolling in an instrumental chamber ensemble for 2 semesters as suggested below:

- MU 21X Applied Primary Studio Lessons (4 hrs.)
- MU 41X Applied Primary Studio Lessons (4 hrs.)

### **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 not only prepare a graduate technically as a music teacher, but more significantly, to involve the graduate in critical inquiry. This program leads to PreK-12 licensure in Instrumental, Vocal, or General Music. All students will complete the Musicianship and Performance core and additionally may complete either the Vocal track (73 credit hours) or Instrumental track (75 credit hours) or General track (81-82 credit hours) which combines the coursework of both the Instrumental and Vocal tracks.

Students seeking a teaching license in music should refer to the Teacher Education Policy and Programs Handbook, 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 School of Education and the Music program in order to satisfy all requirements.

### **PROFESSIONAL EDUCATION (45 CREDIT HOURS)**

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

### **BASIC MUSICIANSHIP AND PERFORMANCE CORE (59-60 CREDIT 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 248 Conducting Fundamentals (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 265 Introduction to Music Technology (2 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 2XX Applied (Primary Studio) Lessons (Instrumentalists) (8 hrs.) **OR** MU 207 (1 hr.) and MU 217 Applied Voice Lessons (Vocalists) (6 hrs.)
- MU 4XX Applied Primary Studio (6 hrs.)
- MU 463 Teaching Elementary General Music (4 hrs.)
- MU4XX Applied (Primary Studio) Lessons (Instrumentalists and Vocalists) (6 hrs.)
- MU 2XX Primary Ensemble (4 hrs.)\*
- MU 4XX Primary Ensemble (3+ hrs.)\*

- MU 2XX **OR** MU 4XX Non-Primary Ensemble (4 hrs.)
- MU 2XX Chamber Ensemble (2 hrs.)
- MU 480 Partial Senior Recital (1 hr.)

\*Major performing area ensemble is required in every semester of residence excluding the semester of student teaching.

### **SPECIFIC MUSICIANSHIP AND PERFORMANCE, VOCAL TRACK (14 CREDIT HOURS)**

- 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 215 Applied Lessons: Piano (2 hrs.)
- MU 21X Applied Lessons: Secondary Instrument (2 hrs.)
- MU 286 Methods of Teaching Voice (1 hr.)
- MU 287 Methods of Teaching Guitar (1 hr.)
- MU 461 Teaching Choral Music (4 hrs.)

### **SPECIFIC MUSICIANSHIP AND PERFORMANCE, INSTRUMENTAL TRACK (14 CREDIT HOURS)**

- MU 207 Beginning Collegiate Voice (1 hr.)
- MU 217 Applied Lessons: Voice (1 hr.)
- MU 21X Applied Lessons: Secondary Instrument (2 hrs.)
- MU 249 English/Italian/Latin Vocal Diction (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 362 Instrumental Arranging (1 hr.)
- MU 462 Teaching Instrumental Music (4 hrs.)

### **MINOR IN MUSIC (15 CREDIT HOURS)**

A student desiring to minor in Music may do so by the successful completion of the following 15 credit 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 120 Understanding Music (3 hrs.)

#### **Any additional 8 credit hours in music selected from:**

- 100 and 200-level performance courses (class lessons, applied lessons, ensembles)
- Music Theory – MU 164, MU 263, MU 264, MU 354, MU 358, MU 359, MU 362
- Music History (Western art music, Jazz History, World music, Popular music) – MU 109, MU 300, MU 320, MU 331, MU 332
- Conducting – MU 248, MU 419
- Intro to Music Technology – MU 265
- Music Methods courses – MU 282, MU 283, MU 284, MU 285, MU 286, MU 287, MU 288

\*Students who place out of MU151, MU153, and/or MU157 would need to complete an equivalent number of hours in music coursework totaling 15 hours for the music minor.

### **INTERDISCIPLINARY MINOR IN MUSIC THEATRE**

A student desiring to complete the interdisciplinary minor in Music Theatre may do so by the successful completion of the following 17 credit hours of required courses:

- MU 207 Beginning Collegiate Voice (1 hr.)
- MU 217 Applied Lessons: Voice (3 hrs)\*
- MU 237 Music Theatre Workshop (2 hrs.)
- MU 332 History of Western Music II (3 hrs.) **OR** TH 321 History and Literature of Theatre (3 hrs)
- TH 123/423 Stage Performance (2 hrs)
- TH 130 Acting I (3 hrs.)
- TH 200 Voice and Movement (3 hrs.)

\*Enrollment in a choral ensemble is waived UNLESS the student is receiving a choral scholarship. A minor in Music Theatre is not available to Music majors or Theatre majors.

### **INTERDISCIPLINARY MINOR IN MUSIC THEATRE PERFORMANCE**

- MU 237 Music Theatre Workshop (2 hrs.)
- TH 123/423 Stage Performance (2 hrs)
- TH 130 Acting I (3 hrs.)
- TH 200 Voice and Movement (3 hrs.)
- TH 321 History and Literature of Theatre (3 hrs)

A minor in Music Theatre Performance is only available to Voice students.

## **PHILOSOPHY**

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

NICHOLAUS PUMPHREY, Associate Professor, Department Chair

DONALD L. HATCHER, Professor Emeritus

### **CURRICULUM AND REQUIREMENTS**

The word “philosophy” means “the love of wisdom.” Philosophy courses at Baker are structured to help students seek wisdom by providing the necessary tools for clear and critical thinking about fundamental issues. Through the study of classic writings by major philosophers, students learn to understand, analyze, and evaluate competing claims about the answers such basic questions as: What ethical principles should guide my actions? What are my duties and obligations as a rational being? How can I decide when a belief, theory, or claim is reasonable? What would a just society look like? Can I know what is not a possible object of experience?

Research shows that the study of philosophy is excellent training for graduate and professional schools.

### **COMBINED MAJOR IN PHILOSOPHY AND RELIGIOUS STUDIES**

Students study Philosophy and Religious Studies as a combined major. The requirements for this combined major are 30 credit hours (ten courses) of coursework in either philosophy or religious studies, including RE 450 Senior Project in Religion. At least 12 credit hours (four courses) must be taken in each subject, philosophy and religious studies. Close consultation with a member of the Religious Studies faculty is required.

## MINOR IN PHILOSOPHY

Students who wish to minor in Philosophy must successfully complete 12 credit hours of coursework, 3 of which must be at the upper-college level.

## PHYSICAL EDUCATION AND HEALTH

### SCHOOL OF EDUCATION

VERNEDA EDWARDS, Associate Professor, Dean of the School of Education

REGAN DODD, Assistant Professor

TIM BYERS, Instructor

### STATEMENT OF PROGRAM MISSION

As a program within the School of Education, students earning a degree in Physical Education and Health will be offered an academic experience that promotes rigorous scholarship and integrates learning, physical development, and active engagement in ways that educate the whole person and inspire student success. A foundation will be provided to students in the principles of teaching and learning that promotes both fitness and health for school-age learners. This course of study integrates both theory and practice as it relates to current physical education and health teaching practices. Students will learn to think critically as decisions are made regarding the development of units, lessons, and activities for learners. Students will also learn how to use research skills for the study of physical education and health as well as acquire knowledge and skills related to fitness and the teaching of physical activities. Baker's Physical Education and Health program prepares individuals to teach students PreK-12.

### PROGRAM OBJECTIVES

The graduate in Physical Education and Health earning a teaching license will:

- understand the concepts of physical education and health content and be able to apply that content to the development of learners
- understand how all individuals learn and develop physically, cognitively, socially, and emotionally, and be able to provide a safe, developmentally appropriate environment in the physical education and health classroom
- understand effective communication techniques that foster inquiry and collaboration in various physical education and health settings
- understand the importance of applying different approaches to learning when working with all students
- understand how to use formal and informal assessments to foster learning and skill development
- understand motivation and behaviors to create a safe learning environment that encourages positive social interaction and engagement in learning
- understand how to plan and implement a developmentally appropriate program utilizing effective instructional strategies
- understand how to utilize technology effectively to enhance a developmentally appropriate program designed for PreK-12 learners
- understand the need to continue to grow professionally and be a part of a learning community

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

All students majoring in Physical Education and Health for teacher licensure, which requires teacher licensure in both physical education and health, must successfully complete the following core curriculum:

- EX 184 Lifetime of Fitness
- EX 186 Concepts of Health
- EX 245 Human Nutrition
- EX 342 Motor Learning
- PE 210 Introduction to Teaching Physical Education, Health, and Recreation
- PE 230 Movement and Rhythm

- PE 240 Techniques of Teaching Team Sports
- PE 241 Techniques of Teaching Individual and Dual Sports
- PE 246 Health Seminar
- PE 303 Methods of Teaching Early Childhood and Elementary Physical Education and Health
- PE 305 Methods of Teaching Secondary Physical Education and Health
- PE 309 Tests and Measurements in Physical Education and Health
- PE 327 Kinesiology for Physical Education and Health
- PE 332 Physical Education and Health for Special Populations
- PE 351 Exercise Physiology for Physical Education and Health

### **SUPPORTING COURSEWORK**

Students majoring in Physical Education and Health for teacher licensure must also successfully complete BI 130 Essentials of Human Biology as supporting coursework. Included in the supporting coursework are the required courses for the endorsements for K-12 teacher licensure. Students must follow the requirements as listed in the Undergraduate School of Education Teacher Education Policy and Programs Handbook. Finally, majors must show evidence of being certified in CPR and first aid before student teaching. In order to be licensed in both Physical Education and Health students will need to take both professional education exams required by the state.

### **MINOR IN COACHING**

**Students wishing to minor in Coaching must complete the following courses (12 credit hours):**

- EX 244 Essentials of Sports Medicine
- EX 245 Human Nutrition
- PE 248 Sports Psychology
- PE 420 Theory and Principles of Coaching

### **ACTIVITY COURSES**

The Physical Education and Health program offers a variety of one-hour activity courses that can serve many activity interests. The objectives of the courses are to develop and maintain personal fitness, develop sport skills for lifetime participation, and provide leisure-time activity.

### **AVAILABILITY OF A MINOR**

The Program in Physical Education and Health does not offer a minor

## **PHYSICS**

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

MAHMOUD AL-KOFAHI, Professor  
Emeritus

JAMES BOWEN, Assistant 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 courses 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:

- understand that the basis of the scientific description of the natural world is empirical and that natural phenomena can be described by physical laws
- be able to critically evaluate theories put forward to explain natural phenomena

- develop basic laboratory skills, including hands-on experimentation, careful observation and recording of data, and analysis and interpretation of data
- be able to gather, analyze, synthesize, and critically evaluate data both qualitatively and quantitatively, thereby drawing reasonable conclusions
- develop problem-solving skills, including the ability to break down single complex problems into several tractable ones
- develop the ability to carry out independent study and research, including the ability to pose interesting questions, thereby initiating new research
- 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)
- learn to incorporate the skills and knowledge acquired in their non-physics course into their studies in physics
- have a general understanding of the history and development of scientific ideas
- communicate clearly
- appreciate the importance of personal and professional ethics

## 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.

## MAJOR IN PHYSICS

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

- PC 225 General Physics I
- PC 226 General Physics II
- PC 325 General Physics III
- PC 470 Advanced Electricity and Magnetism
- PC 480 Advanced Mechanics **OR** PC 381 Statics
- PC 491 Senior Projects in Physics

**One of the following:**

- PC 441 Nuclear Physics
- PC 490 Quantum Physics

**Three additional 300 or 400 level physics courses.**

## SUPPORTING COURSEWORK

Physics majors are also required to successfully complete a minor in the discipline of their choosing.

## MINOR IN PHYSICS

**The following courses are required to complete the physics minor:**

- PC 225 General Physics I
- PC 226 General Physics II
- PC 325 General Physics III
- One additional upper-level course in physics

## **POLITICAL SCIENCE**

### **DEPARTMENT OF HUMANITIES**

RYAN GIBB, Associate Professor

#### **POLITICAL SCIENCE MINOR CURRICULUM AND REQUIREMENTS**

**A minor in political science requires a minimum of 15 credit hours of political science courses, including:**

- PS 115 Introduction to American Politics
- PS 117 Introduction to Global Politics
- PS 212 Global Problems
- 6 additional credit hours of upper-division political science courses.

## **PRE-LAW STUDIES**

### **DEPARTMENT OF HUMANITIES**

#### **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 all stages of the law school application process, including preparing for the Law School Admissions Test (LSAT), 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.

#### **PROGRAM OBJECTIVES**

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

- apply the skills of critical thinking and syllogistic logic necessary for success in law school and a career in the law
- 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
- express themselves in writing and possess the abilities of technical writing necessary for success in law school and a career in the law
- 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
- work and interact with others in collaborative, team-oriented settings necessary for success in law school and a career in the law
- appreciate the importance of honesty, integrity, and ethical behavior to the legal profession and commit to the exercise of such values throughout law school and a career in the law
- 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
- complete the law school application process in a timely manner that will maximize the chances of acceptance to the students' law schools of choice

- 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
- 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

## **CURRICULUM AND REQUIREMENTS**

To earn the interdisciplinary minor in Pre-Law, students must complete 18 credit hours of coursework, at least 9 credit hours of which must be upper-college. Two courses (6 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 (12 credit hours) may be chosen from the following list of electives.

### **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 credit hours in any one prefix):

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

## **PRIMARY TEXTS**

### **DEPARTMENT OF HUMANITIES**

JOANNE JANSSEN, Associate Professor, Department Chair, Swogger Chair of Primary Texts

### **STATEMENT OF PROGRAM MISSION**

The Primary Texts minor gives students an opportunity to encounter significant writers and thinkers by emphasizing original works rather than textbooks. Interdisciplinary in nature, the minor encourages students to read primary texts from a range of disciplines and perspectives, and it encourages making connections across time periods and geographical locations. This minor also focuses on helping students become careful, analytical readers who can arrive at sophisticated interpretations of texts in addition to formulating their own thoughtful and well-reasoned views in response to what they have read.

### **PROGRAM OBJECTIVES**

Students completing the curriculum and requirements for the Baker University Primary Texts minor should be able to:

- Accurately read primary texts from a variety of genres, time periods, locations, and disciplines.
- Offer careful, analytical textual interpretations that recognize the significance of factors such as word choice and syntax, genre and form, symbol and theme, and a work's historical and social context.



- Recognize the similarities in and differences between primary texts and make connections between individual texts and their broader cultural contexts.
- Respond to primary texts with mature, independent judgements that demonstrate strong critical thinking in written and oral forms.
- Develop curiosity and a commitment to lifelong learning through intensive exposure to challenging original texts.

## CURRICULUM AND REQUIREMENTS

A minor in Primary Texts requires a minimum of 15 credit hours of courses. Requirements for the minor include one core course and four electives from a range of disciplines. Because of the interdisciplinary nature of the Primary Texts minor, students cannot count more than 6 credit hours in any one prefix toward the fulfillment of the minor.

### CORE COURSEWORK

**One 300-level Primary Texts course is required of all Primary Texts minors.** (Students can take a maximum of two 300-level Primary Texts courses for the minor.)

### ELECTIVE COURSEWORK

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

- CO 332 The Legal Meanings of Marriage
- CO 420 Communicating the Feminine in Ancient World Religions
- CO 467 Nonviolence and Social Movements
- EC 450 Industrial Organization
- ED 262 Children's Literature
- ED 362 Exploring Young Adult Literature
- EN: Any English course, with the following exclusions: EN 100, 152, 234, 341, 409, and 460
- GS 201 Introduction to Gender Studies
- HI 226 Laboratory Course in Historical Method
- HI 333 American Social and Intellectual History
- IN 212 Global Problems
- IN 401 Senior Seminar in International Studies
- MM 376 Media Theory and Methods
- PH 228 History of Ancient and Medieval Philosophy
- PH/RE 239 Philosophy of Religion
- PH 301 History of Western Political Thought I
- PH 302 History of Western Political Thought II
- PH 320 History and Philosophy of Science
- PH 490 Seminar in Philosophy
- PS 260 National and International Political Economy
- PS 314 The Politics of Development
- PS 315 U.S. Foreign and Security Policy in Global Affairs
- PY 411 Contemporary Issues in Psychology
- RE 110 Introduction to the Old Testament/Hebrew Bible
- RE 120 Introduction to the New Testament
- RE/PH 240 Theories of Religion: Gender, Power, and Race
- RE 415 Women of the Book of Genesis
- SP 360 Introduction to Hispanic Literature
- SP: Any 400-level Spanish seminar on literature (SP 408, 414, 416, or 418)
- TH 212 Examination of Historical Styles
- TH 321 History and Literature of Theatre

## PSYCHOLOGY

### DEPARTMENT OF PSYCHOLOGY

SARA CRUMP, Professor, Department Chair

ANTHONY BROWN, Professor

RAND ZIEGLER, Professor

ROBYN LONG, 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 complementing and building upon the Student Learning Outcomes of the College of Arts and Sciences with the following program goals:

### GOAL 1: FUNDAMENTAL KNOWLEDGE BASE

Graduating Psychology majors will be able to demonstrate comprehension of major concepts, theoretical perspectives, historical and current trends, and important empirical findings in the field. In addition, students should be able to apply psychological principles to behavioral problems.

### GOAL 2: SCIENTIFIC INQUIRY AND CRITICAL THINKING

Graduating Psychology majors will be able to demonstrate skills related to scientific reasoning, problem solving, and effective research methodology. This specifically includes the ability to study and analyze existing research as well as design and execute a research plan.

### GOAL 3: ETHICAL AND SOCIAL RESPONSIBILITY

Graduating Psychology majors will be able to demonstrate ethically and socially responsible behaviors appropriate to both professional and personal environments in an increasingly diverse world.

### GOAL 4: EFFECTIVE COMMUNICATION

Graduating Psychology majors will be able to demonstrate competence in written, oral, and interpersonal communication skills. This specifically includes the ability to produce a research study or other project, explain scientific results, and present information to a knowledgeable audience.

### GOAL 5: PROFESSIONAL DEVELOPMENT

Graduating Psychology majors will be able to demonstrate skills related to the application of psychology-related content, effective self-reflection, teamwork, and career preparation. Utilizing both traditional and extracurricular academic experiences to develop this skill set, graduates will be competitive in their readiness for post-graduate employment, graduate school, or professional school.

## 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.

## MAJOR IN PSYCHOLOGY

All Psychology majors must successfully complete a minimum of 37 credit hours of discipline-related coursework, of which at least 18 credit hours must be taken at the upper college level. This coursework includes:

### CORE COURSES (18 HOURS)

Majors must complete the following Core coursework with a grade of C or higher:

- PY 111 General Psychology
- PY 251 Research Design and Analysis I

- PY 252 Research Design and Analysis II
- PY 391 History & Systems
- PY 411 Contemporary Issues in Psychology
- PY 412 Psychology Portfolio Lab

### **BASIC CONTENT DOMAIN COURSES (6 HOURS)**

**Majors must complete at least two courses from among the following:**

- PY 168 Human Sexuality
- PY 234 Psychopathology
- PY 236 Social Psychology
- PY 238 Psychology of Personality
- PY 243 Human Development

### **ADVANCED CONCENTRATION COURSES (7-8 HOURS)**

**Majors must complete at least one course from each of the two following two Advanced-Level Concentration groups:**

- Concentration on Research
  - PY 346 Behavioral Neuroscience
  - PY 358 Cognitive Psychology
  - PY 374 Learning and Behavior
- Concentration on Application
  - PY 368 Testing and Measurement
  - PY 382 Health Psychology
  - PY 386 Clinical and Counseling Psychology

### **ADVANCED EXPERIENTIAL COURSES (6-11 HOURS):**

**Majors must complete at least one course/experience from each of the following Advanced-Level Experiential groups:**

- Experience in Research (3-4 Credit Hours)
  - PY 451 Research Methods Application
  - PY 499 Independent Study (Department-approved research project)
  - A second course from among those listed above under Concentration on Research
- Experience in Application (1-3 Credit Hours)
  - CI 360 Career Involvement (Department-approved internship experience)
  - II 355 Career Involvement (Department-approved internship experience)
- Experience in Diversity (2-4 Credit Hours)
  - Harlaxton Semester (see Study Abroad - Harlaxton)
  - Other Study Abroad experience (see Study Abroad)
  - Department-approved international or intercultural Interterm course (see Internship Program)
  - PY 336 Intergroup Relations
  - Department approved catalog or special topics course

### **SUPPORTING COURSEWORK**

Majors must successfully complete an approved minor or second major area of concentration.

### **BACHELOR DEGREE REQUIREMENT**

Majors must complete the specified world language requirement for the Bachelor of Arts (BA) degree or complete at least one laboratory science course in a discipline other than Psychology for the Bachelor of Science (BS) degree.

### **DEPARTMENTAL ASSESSMENT**

In addition to the above coursework, all Psychology majors must demonstrate having met the program learning goals through successful completion of the Psychology assessment sequence. This sequence includes the following:

- completion of the Major Field Test in Psychology
- submission of a completed Psychology major individual portfolio
- completion of the senior oral interview

### **MINOR IN PSYCHOLOGY**

Students wishing to minor in Psychology may do so by successfully completing a minimum of 15 credit hours of psychology coursework at any level.

## **PUBLIC HEALTH**

### **DEPARTMENT OF APPLIED HEALTH SCIENCES**

ERIN HOLT, Associate Professor, Department Chair

MOLLY ANDERSON, Assistant Professor

KIMBERLY SCHAEFER, Associate Professor

ERIN LAURIE, Assistant Professor

### **STATEMENT OF PROGRAM MISSION**

The Public Health program at Baker University seeks to develop outstanding entry-level professionals in the field of public health by preparing students to understand and critically analyze public health issues, to recognize the importance of health disparities, and to understand the local, national, and global dimensions of public health issues. Through coursework and connected learning experiences, the curriculum is designed to provide students with the knowledge and skills to improve health and quality of life through the population-based prevention and treatment of disease and health conditions, surveillance of cases, and promotion of health behaviors from an evidence-based framework.

Public Health graduates will be competent entry-level public health professionals as characterized by the public health learning domains recognized by the Association of Schools and Programs of Public Health and Council on Education for Public Health.

### **PROGRAM OBJECTIVES AND LEARNING OUTCOMES**

- Students will illustrate the interdisciplinary nature of public health in improving the health of both individuals and populations through:
  - appreciation of the history, core values, concepts, and functions of public health in society and globally
  - demonstration of understanding of the influence of social and cultural factors influencing population health
  - demonstration of understanding of the role of the social and behavioral sciences in the determinants and prevention of public health problems
- Students will determine how public health can utilize social and behavioral interventions to improve the health of populations.
- Students will appreciate the dynamic relationship of the physical and natural sciences in the determinants of and relationship to problem in the health of the public across the life course.
- Students will discuss individual and social accountability, including civic responsibility and ethical reasoning, as they apply to the health of populations.
- Students will use suitable technologies, scientific inquiry skills, and communication strategies to conduct ethical research and project implementation on public health issues.

- Students will demonstrate proficient reasoning and critical thinking including the ability to analyze, synthesize and evaluate information to make sound decisions and solve problems as they apply to public health.
- Students will understand the fundamental characteristics and organizational structures of the U.S. and global health systems.
- Students will maintain a level of knowledge in all areas of public health as related to:
  - Education. To promote quality teaching and learning for public health students, practitioners, and the Baker Community.
  - Research. To appreciate, support and promote basic, applied, clinical, and interdisciplinary research and to strengthen research quality of faculty and students in the Public Health program.
  - Professional Responsibility. To encourage Public Health students to continue their professional development through participation in activities sponsored by professional organizations and student associations.
  - Certification. To enhance the quality of practice in public health by encouraging students and practitioners to acquire national certifications sponsored by professional organizations such as the ACSM/NPAS Physical Activity in Public Health Specialist.

To pursue the major, students must apply and be admitted to the Public Health program and complete the core requirements and at minimum one area of concentration.

## CURRICULUM AND REQUIREMENTS

All students interested in the Public Health major must apply directly to the Public Health program and meet specifically designed criteria prior to enrolling in upper-level courses. Students interested in becoming part of the Public Health program may initially declare Public Health as their major, but declaring Public Health as a major does not imply acceptance to the program.

Students majoring in Public Health may earn either the Bachelor of Arts or the Bachelor of Science degree.

### CORE REQUIREMENTS (39 CREDIT HOURS)

- |  |  |
|--|--|
| • EX 181 Introduction to Applied Health Sciences   | • EX 346 Special Populations and Conditions    |
| • EX 245 Human Nutrition                           | • PBH 388 Global Health Issues                 |
| • 247 Social and Behavioral Aspects                | • PBH 428 Health Promotions and Policy         |
| • PBH 261 Principles of Epidemiology               | • PBH 497 Clinical Experience in Public Health |
| • PBH 327 Public Health Communication and Literacy | • PBH 186 Concepts of Health                   |
|  | • SO 372 Sociology of Medicine                 |

### SUPPORTING COURSEWORK (9 CREDIT HOURS)

- BI 246 Human Anatomy and Physiology I
- BI 247 Human Anatomy and Physiology II
- SO115 Principles of Sociology

## AREAS OF CONCENTRATION

### PHYSICAL ACTIVITY AND HEALTH PROMOTION ACROSS THE LIFESPAN CONCENTRATION

This concentration is suitable for students wanting to pursue any of the following career interests or workplaces: health education, health-based afterschool programs, worksite health programs, health care organizations, parks and recreation, government agencies, colleges and universities, nonprofit organizations, commercial health clubs, coaching athletes with and without disabilities in recreation and youth settings,

group exercise leading, or teaching/coaching youth sports and fitness in non-school settings such as YMCA/YWCA, Boys' and Girls' Club, and so on. Certifying agencies and researchers are seeing fitness professionals become key players in public health efforts.

### **CONCENTRATION REQUIREMENTS (19 CREDIT HOURS)**

- EX 184 Lifetime of Fitness, Health, and Nutrition
- EX 300 Group Exercise Instruction
- EX 342 Motor Learning
- PE 240 Techniques of Teaching Team Sports
- PE 241 Techniques of Teaching Individual and Dual Sports
- SA 141 Introduction to Sports Administration
- SA 335 Facility and Event Management

### **HEALTH COMMUNICATION AND LITERACY CONCENTRATION**

Health communication and literacy is a concentration in which individuals will learn to obtain, process, and understand basic health information. This concentration is suitable for students who may want to pursue career interests as a public health project manager, public health researcher, public and allied health librarian, health plan prior authorization coordinator, youth services coordinator, parent and community engagement coordinator, early childhood education coordinator, or hospital educator.

### **CONCENTRATION REQUIREMENTS (18 CREDIT HOURS)**

- CO 115 Introduction to Communication Studies
- CO 242 Interpersonal Communication
- CO 257 Pathways to Conflict Management
- CO 350 Organizational Communication
- CO 355 Group Communication
- EN 152 Introduction to Writing and Research

### **SOCIOLOGY AND CULTURAL COMPETENCY CONCENTRATION**

Drawing on the efforts of the World Health Organization and the United Nations Sustainable Development Goals, this concentration prepares students to study social structures and interactions through the lens of public health issues and principles. Students will study a variety of topics such as gender, race and ethnicity, wealth and poverty, demographic changes including aging and immigration, family dynamics, religious beliefs, community disasters, and social policy.

### **CONCENTRATION REQUIREMENTS (18 CREDIT HOURS)**

**Select one of the following courses:**

- SO 240 Social Problems
- SO 242 Society and the Individual
- SO 243 Social Inequality

**Select five of the following courses:**

- RE 101 Introduction to World Religions
- SO 328 Sociology of Family
- SO 329 Gender and Sexuality
- SO 330 Race and Ethnicity
- SO 331 Social Class and Status
- SO 338 Aging and Society
- SO 351 Disasters & Social Trauma
- SO 363/RE 363 Religion, Ritual, and Belief
- SO 364 Culture and Society
- SO 410 Power, Politics, and Society

### **SELF-DESIGNED CONCENTRATION**

Some students may have public health career interests that are not met within the above designed concentrations. Working with an academic advisor, students can design a concentration that better fits their long-term educational and career goals.

### **SELF-DESIGNED CONCENTRATION IN PUBLIC HEALTH**

Students may design a concentration provided the following criteria are met:

- Its subject matter is substantially different from that offered in existing concentrations; i.e., it must be a program drawing on existing course offerings which opens up a new direction of study or allows for significantly more intensive study in a subject matter than is otherwise possible.
- The self-designed concentration is not intended to allow students to simply “redesign” existing concentrations to suit their personal preferences or schedules. Accordingly, a self- designed concentration must not contain more than 9 hours of the requirements of an existing concentration. Self-designed concentrations must also meet a minimum of 18 hours and a focused plan of study.
- College requirements as to the appropriate number of upper-division and in-residence requirements must be met for the catalog year under which the student is enrolled. Concentrations cannot waive or substitute university graduation requirements.

### **APPROVAL PROCESS FOR A SELF-DESIGNED CONCENTRATION**

1. Students should design the concentration with the help of their Department of Applied Health Sciences academic advisor.
2. Students then submit their proposed course of study to the Department of Applied Health Sciences chair for full department approval. Students must submit their proposal prior to completing 70 credit hours. The program of study must include a minimum of 18 credit hours.
3. Self-designed minors should not be limited to courses taught by the same instructor; whenever possible, students should include coursework from a variety of faculty members.
4. A maximum of 3 credit hours of experiential learning or student research (EX241, EX441, or EX490) may be included in the self-designed minor.
5. Following departmental approval, students must submit the appropriate paperwork to the Office of the Registrar for program of study completion tracking.
6. Once approved, a student’s self-designed program may not be changed without the consent of both the Department of Applied Health Sciences and the Registrar.

### **AVAILABILITY OF A MINOR**

The program in Public Health does not offer a minor

## **RECREATION**

### **SCHOOL OF EDUCATION**

VERNEDA EDWARDS, Associate Professor, Dean of the School of Education

REGAN DODD, Assistant Professor

TIM BYERS, Instructor

### **STATEMENT OF PROGRAM MISSION**

Building on the mission of the School of Education students earning a degree in Recreation will be committed, as confident and competent professionals, to the continual growth and development of quality recreation programs that focus on the whole person pursuing a healthy, active lifestyle.

### **CURRICULUM AND REQUIREMENTS**

Students majoring in Recreation are required to complete 33 credit hours of required coursework and 13 credit hours of support courses, for a total of 46 credit hours. In addition, Recreation majors select a 12-to-15 credit hour area of emphasis within the major. Students majoring in Recreation may earn a Bachelor of Arts or a Bachelor of Science degree.

**CORE REQUIREMENTS (35 CREDIT HOURS)**

- ED 313 Bilingual Education
- EX 184 Lifetime of Fitness, Health, and Recreation
- EX 245 Human Nutrition
- PE 210 Introduction to Physical Education, Health, and Recreation
- PE 239 Practicum Experience for Recreation I
- PE 240 Techniques of Teaching Team Sports **OR** PE 241 Techniques of Teaching Individual or Dual Sports
- PE 303 Methods of Teaching Early Childhood and Elementary Physical Education **OR** PE 305 Methods of Teaching Secondary Physical Education and Health
- PE 320 Practicum Experience for Recreation II
- PE 351 Physiology of Exercise for Physical Education and Health
- PE 439 Internship for Recreation

**SUPPORTING COURSEWORK (13 CREDIT HOURS)**

- BI 246 Anatomy and Physiology I **OR** BI 130 Essentials of Human Biology
- BI 246L Anatomy and Physiology I Lab
- BS 141 Introduction to Business
- CO 115 Introduction to Communication Studies
- CO 242 Interpersonal Communication

**AREA OF EMPHASIS**

Students completing a degree in Recreation must also identify an area of emphasis no later than the fall semester of their junior year. The student must complete 12 to 15 hours of study within the area of emphasis. By identifying an area of emphasis the student can personalize their coursework to focus on the area of Recreation they choose to pursue. For example, a student may take an emphasis in youth programming, which would include courses in sports management and human development. Students design their areas of emphasis in conjunction with their academic advisor. Finally, majors must show evidence of being certified in CPR and first aid before they are able to enroll in the Recreation internship.

**AVAILABILITY OF A MINOR**

The program in Recreation does not offer a minor.

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

NICHOLAUS PUMPHREY, Associate Professor, Department Chair

TIMOTHY BUZZELL, Professor

MARTI MIHALYI, Writer-In-Residence

SUSAN REDDING EMEL, Professor

JOHN RICHARDS, Associate Professor

**STATEMENT OF PROGRAM MISSION**

Religious Studies is the interdisciplinary academic examination of religious beliefs, rituals, and institutions. It explores and explains the historical reality of religions and situates the various traditions in their historical and cultural context. Often religious studies courses involve a variety of research methods and tools, including critical analysis of religious texts and adherents, discussion, student presentations, research, and museum studies. Students of religious studies will also have the potential to study history, religion, and archaeology in-state and abroad. Utilizing campus resources such as the Quayle Bible Collection, Baker students will combine field work as well as textual study in order to grasp the interdisciplinary nature of religious studies. Given this nature, the program is perfect for a double major or a minor to further enrich any given major at Baker University, but is best suited for majors such as Psychology, History, Philosophy, Sociology, Communication Studies, English, Music, Mass Media, and Education.



A major in Religious Studies prepares students for a variety of graduate programs and career opportunities. Oftentimes a major will seek graduate programs in fields of religious studies such as New Testament, Hebrew Bible, Islamic studies, history of Christianity, religions of North America, philosophy of religion, women's studies and religion, or a Divinity degree; or in many subfields such as ancient history, ancient Mediterranean history, American history, cultural studies, gender studies, oral history, folklore, anthropology, archaeology, library science, museum studies, law, political science, or psychology. As a result, career opportunities are vast for the Religious Studies major, including non-government organization (NGO) work, social justice activism, libraries and museums, international relations, government and legal work, collegiate teaching, publishing, academic work, ministry and religious leadership, and counseling/psychology.

## **PROGRAM OBJECTIVES**

The graduate in Religious Studies will:

- possess knowledge of a wide variety of religious traditions and possess a depth of knowledge in at least one tradition
- be able to critically analyze religious texts and traditions
- apply critical methodologies and theories about current religious traditions to gain new insights in ancient traditions
- develop an understanding of the role religion has played in multiple facets of history, culture, and society, even in a modern contemporary context
- demonstrate information literacy and the ability to research effectively
- be able to communicate effectively, both orally and in writing, including critical religious dialogue

## **MAJOR IN RELIGIOUS STUDIES**

The Religious Studies program offers a major and a minor in Religious Studies. All persons majoring in Religious Studies earn the Bachelor of Arts degree. Religious Studies students must take a minimum of 30 credit hours in Religious Studies courses and complete a minor in a discipline of their choice.

### **All Religious Studies majors must take:**

- RE 101 Introduction to World Religions
- RE 450 Senior Project in Religious Studies

### **SACRED TEXTS**

#### **3 credit hours from the following:**

- RE 110 Introduction to the Old Testament/Hebrew Bible
- RE 120 Introduction to the New Testament

### **RELIGIOUS THEORY AND METHODS**

#### **3 credit hours from the following:**

- RE 232 Difficult Conversations: Christianity and the Bible
- RE 239 Philosophy of Religion
- RE 240 Theories of Religion: Gender, Power, and Race

### **Non-Christian Traditions**

#### **6 credit hours from the following:**

- RE 245 Hinduism
- RE 255 Judaism
- RE 260 Islam

**UPPER-DIVISION HISTORICAL/SOCIOLOGICAL APPROACHES TO RELIGION****6 credit hours from the following:**

- RE 328 History of Christianity
- RE 329 Modern Christianity
- RE 332 Legal Meanings of Marriage
- RE 335 History and Archaeology of Ancient Israel
- RE 345 Judaism, Christianity, and Islam
- RE 355 Mesopotamian History and Religion
- RE 363 Religion, Ritual, and Belief
- RE 365 The Mediterranean in the Middle Age, 1000-1500 CE
- RE 405 The Dynasties of Ancient Egypt

**UPPER-DIVISION SPECIAL TOPICS IN RELIGIOUS STUDIES****6 credit hours from the following:**

- RE 400 The Museum and the Bible
- RE 415 Women of the Book of Genesis
- RE 420 Communicating the Feminine in Ancient World Religions (*cont.*)
- RE 425 Gender and Sexuality of the Old Testament/Hebrew Bible

**SUPPORTING COURSEWORK**

Religious Studies majors are required to successfully complete a minor in a discipline of their choice.

**COMBINED MAJOR IN PHILOSOPHY AND RELIGIOUS STUDIES**

Students may study Philosophy and Religious Studies as a combined major. The requirements for this combined major are 30 credit hours (ten courses) of coursework in either Philosophy or Religious Studies, including RE 450 Senior Project in Religious Studies. At least 12 credit hours (four courses) must be taken in each subject, Philosophy and Religious Studies. Close consultation with a member of Religious Studies faculty is required.

**MINOR IN RELIGIOUS STUDIES**

Students who wish to minor in Religious Studies must successfully complete 12 credit hours of coursework, 3 credit hours of which must be RE 101 Introduction to World Religions and 3 credit hours that must be at the upper-college level.

**MINOR IN PRE-PROFESSIONAL MINISTRY**

This program is designed to maximize a student's undergraduate experience in preparation for graduate study for professional ministry. As such it seeks to provide students with knowledge and skill development that is highly desirable in ministry careers, but less likely to be emphasized in a seminary experience due to time and staffing constraints. Students interested in more direct religious training are invited to consider electing a minor in Religious Studies as well.

**PROGRAM OBJECTIVES**

Upon completion of the Minor in Pre-Professional Ministry, students will:

- understand the basics of business functioning in preparation for effective management of a congregation's operations
- understand a sociological perspective on human experience in advance of graduate work in organizational studies and mission work
- develop public presentation skills in preparation for graduate work in homiletics
- develop awareness of other major religions of the world in preparation for ministry in a global environment
- enhance ability to communicate clearly in writing in preparation for graduate work and for career-long communication with populations served

- possess an additional knowledge advantage for graduate seminary training in one of the following areas: conflict management, history of the canonization of church doctrines, creeds, and documents, counseling, comparative religion, or sociology of religion

Students who wish to minor in Pre-Professional Ministry must successfully complete 18 hours, including 6 upper-level credit hours.

**The following courses are required of all Pre-Professional Ministry minors:**

- BS 141 Introduction to Business
- CO 245 Advanced Public Speaking
- EN 353 Creative Nonfiction: The Personal Essay **OR** EN 365 Advanced Composition
- RE 101 Introduction to World Religions
- SO 115 Principles of Sociology

**In addition, students must complete 3 credit hours from the following:**

- CO 337 Interpersonal Conflict Management
- HI 363 Europe in the Early Middle Ages
- HI 443 The World of Late Antiquity
- PY 386 Clinical and Counseling Psychology
- RE 345 Judaism, Christianity, and Islam
- RE 363 Religion, Ritual, and Belief

## SOCIAL JUSTICE

### DEPARTMENT OF HISTORY, CULTURE, AND SOCIETY

DONALD L. HATCHER, Professor Emeritus

TIMOTHY BUZZELL, Professor

SUSAN REDDING EMEL, Professor

ROBYN LONG, Professor

LEONARD ORTIZ, Associate Professor

JOHN RICHARDS, Associate Professor

TAMARA SLANKARD, Professor

### PROGRAM OBJECTIVES

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 (18 credit 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 12 credit hours in elective courses in social justice: two Source courses (6 credit hours) and two Solution courses (6 credit hours) from the following lists:

#### Source courses

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

**Solution Courses**

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

In addition, the Social Justice program may periodically offer special topics courses (SJ 295/495) which students may enroll in to satisfy the total credit hour requirements for the minor in Social Justice.

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

TIMOTHY BUZZELL, Professor

MICHELLE DEMING, Assistant Professor

**STATEMENT OF PROGRAM MISSION**

“The first wisdom of sociology—things are not what they seem.” That statement inspires us. This observation from sociologist, Peter Berger in 1963, offers a challenge to uncover what on the surface might seem to be a valid explanation for what’s going on in society. But when we look for an explanation by studying social things, we find that society is complex and so, we move beyond simple, armchair explanations. Our mission is organized around sociology as discovery. How can we understand things like crime, online relationships, identities in high technology, racism and sexism, and changing families?

Our first goal is to recognize that sociological understanding is best when animated by what C. Wright Mills (1959) called the “sociological imagination.” This insight allows us to understand how our own biographies are shaped by historical and social forces. Second, is to teach the theoretical frameworks unique to sociology to answer big questions like: How are societies organized? What causes inequalities and difference? What impact do social problems have on the quality of life for all citizens? Third, to teach the skills needed to scientifically investigate these complex questions. Our students will develop a backpack of tools and techniques that are the foundation for a lifetime of learning and critical examination.

We invite you to share our love of puzzles and big questions.

After graduation, our students have become police officers, officers in adult and juvenile corrections programs, non-profit managers, lawyers, market researchers, and many other professions. Some of our graduates have successfully gone on to complete advanced degrees in social work, criminal justice, or advanced studies of society in a variety of fields.

Students who intend to teach sociology in secondary schools are advised to refer to the Teacher Education Policy and Programs Handbook, which serves as the official document concerning licensure requirements and is available through the Undergraduate Education Department within the School of Education and distributed to all Teacher Education students.

**PROGRAM OBJECTIVES**

Students who major in Sociology will:

- develop an understanding of sociology, its major theoretical traditions, and the knowledge created by the systematic study of society and social phenomena
- 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
- 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 foundations of sociological thinking and the subfields of study in sociology. The 33 credit hour major also encourages student interests in two specialty areas: Crime & Criminology, or Welfare & Social Well-Being. A concentration can be earned in one or both of these specialty areas by completing 9 credit 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 SO 384 Public Policy Analysis.

### CORE COURSEWORK

All Sociology majors must complete the following core courses (15 credit hours):

- SO 115 Principles of Sociology
- SO 274 Toolkit for Sociological Inquiry
- SO 384 Public Policy Analysis
- SO 493 Senior Seminar in Sociology

And one of the following courses:

- SO 240 Social Problems
- SO 242 Society & the Individual
- SO 243 Social Inequality

### ELECTIVE COURSEWORK

Students must complete at least two courses in each of the three subfields within sociology (social organization, society and the individual, and social differences), for a total of 18 credit hours in elective coursework.

#### SOCIAL ORGANIZATION

- SO 328 Sociology of the Family
- SO 346 Criminal Justice
- SO 351 Disasters & Social Trauma
- SO 363 Religion, Ritual, and Belief
- SO 372 Sociology of Medicine
- SO 380 Law & Society
- SO 410 Power, Politics, & Society

#### SOCIETY AND THE INDIVIDUAL

- SO 325 Criminology
- SO 345 Cyber Deviance
- SO 364 Culture & Society
- SO 378 Opinion, Emotion & Identity
- SO 390 Violence
- SO 425 Victimology

#### SOCIAL DIFFERENCES

- SO 329 Gender & Sexuality
- SO 330 Race & Ethnicity
- SO 331 Social Class & Status
- SO 338 Aging & Society
- SO 344 Youth & Crime
- SO 377 The Sociology of Deviant Behavior

At least 6 hours of the 18 credit hours in electives must be **Theory Application** courses from the following: SO325, SO328, SO329, SO330, SO372, SO377, SO410, SO425

At least 3 hours of the 18 credit hours in electives must be a **Methods Application** course from the following: SO331, SO344, SO363, SO364, SO351, SO378

## OPTIONAL AREAS OF EMPHASIS IN SOCIOLOGY

### CRIME & CRIMINOLOGY

Students who wish to develop an emphasis in Crime & Criminology are required to complete 9 credit hours among the following courses:

- SO 325 Criminology
- SO 344 Youth and Crime
- SO 345 Cyber Deviance
- SO 390 Violence
- SO 425 Victimology
- SO 377 The Sociology of Deviant Behavior
- SO 380 Law and Society

Students pursuing an emphasis in this area will also have opportunities to complete at least one internship during their course of study. Students interested in the study of crime forensics are encouraged to complete a B.S. in Sociology with a Crime & Criminology concentration and major in Molecular Bioscience or Chemistry (please refer to the Biology or Chemistry programs in the catalog for details). Students interested in Forensic Psychology are encouraged to complete a B.S. in Sociology with a concentration in Crime & Criminology and double major in Sociology and Psychology.

### WELFARE & SOCIAL WELL-BEING

Students who wish to develop an emphasis in Welfare & Social Well-Being are required to complete 9 credit hours among the following courses:

- SO 328 Sociology of the Family
- SO 338 Aging & Society
- SO 344 Youth & Crime
- SO 351 Disasters & Social Trauma
- SO 372 Sociology of Medicine
- SO 378 Opinion, Emotion & Identity
- SO 425 Victimology

Many of these courses have a community service component. Students are also connected to internship opportunities as part of this emphasis. The emphasis in Welfare & Social Well-Being is designed to prepare students for graduate programs in Social Work or programs in Non-Profit Leadership.

### 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 (15 credit hours):**

- SO 115 Principles of Sociology
- one 200-level sociology course
- two upper-college courses in sociology
- one additional sociology course at the 200 level or higher

## SPANISH

### DEPARTMENT OF HUMANITIES

KATYA SOLL, Assistant Professor

JEAN TRUJILLO, Instructor

### 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 Spanish curriculum 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. Study abroad provides unparalleled opportunities to improve language ability, cultural knowledge, and self-understanding. While students are strongly encouraged to study abroad for at least one semester, the minimum length for the study abroad requirement is three weeks.

### **PROGRAM OBJECTIVES**

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

- speak and understand the language in paragraph-length discourse fluently and accurately enough to be understood by native speakers of diverse backgrounds and in a variety of situations
- express their ideas in writing in the language clearly and with sufficient accuracy to be understood by native speakers
- research using a variety of material in the language so as to solve problems and to further their own education
- describe important aspects of the history, literature, values, and practices of the Spanish-speaking world

### **CURRICULUM AND REQUIREMENTS**

In Spanish 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 Spanish 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.

Native speakers of Spanish may not enroll in 100-level or 200-level courses without instructor consent. (This restriction does not apply to heritage learners who have been exposed to a language in their upbringing without achieving full mastery in speaking and writing.)

In order to immerse themselves in the language and culture they are studying, majors in Spanish are required to complete a study abroad program of at least three weeks, but preferably a semester or a year. The study abroad program must include at least three hours of coursework taught in Spanish. The program must be approved in advance by the chair of the department.

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, Spanish majors are required to complete a language proficiency test before graduation. This evaluation provides students with a nationally recognized assessment of their abilities at the end of their degree. Details about this test are available from the Department Chair or Assistant. Native speakers majoring in their native language are not required to complete this evaluation.

Students majoring in Spanish earn the Bachelor of Arts degree.

### **MAJOR IN SPANISH**

Students who wish to earn a major in Spanish must successfully complete a minimum of 24 credit hours above the 204-level (at least 15 credit hours must be upper-college).

**The following are required of all Spanish majors:**

- SP 494 Senior Capstone in Spanish
- An approved study abroad experience

**SUPPORTING COURSEWORK**

Students majoring in Spanish must also successfully complete a 12-hour minor area of concentration in a discipline of the student's choice.

**MINOR IN SPANISH**

Students wishing to obtain a minor in Spanish must successfully complete a minimum of 12 credit hours in Spanish at the 204-level or above. At least 3 of the credit hours must be at the upper-college level.

**SPORTS ADMINISTRATION****DEPARTMENT OF BUSINESS AND ECONOMICS**

JUDITH SMRHA, Professor, Department Chair

CHAD GERBER, Assistant Professor

LYNSEY PAYNE, Assistant Professor

**STATEMENT OF PROGRAM MISSION**

The Baker University Sports Administration program inspires an innovative approach to sports management by effectively linking the classroom with practitioners for an experiential learning community centered upon best practices, relevance, and current trends in the sport industry. By developing into competent, ethical professionals, students are prepared to assume positions in a variety of sport settings, including interscholastic and intercollegiate athletics; professional, amateur, Olympic, recreation, and commercial sport business; and sport facility operations and event management.

**PROGRAM OBJECTIVES**

Upon completion of the program, the Sports Administration graduate should demonstrate the skills and abilities listed below. These objectives foster the ability for students to demonstrate the skills, competencies, and perspectives that allow them to explore new ideas and learn independently throughout their lives as Baker alumni.

- Demonstrate a functional understanding of leadership and management principles required for strategic planning and effectively implementing operational goals and policies for the advancement and sustainability of sport organizations.
- Utilize critical thinking and problem-solving skills to resolve issues involving environmental variables, legal concerns, operations, and financial challenges with sport organizations.
- Understand and assess effective integrated marketing and communication strategies to enrich internal and external stakeholder relationships.
- Synthesize management principles with organizational principles through experiential learning opportunities designed to enhance industry knowledge and competency, improve organization and efficiency in the workplace, and enrich communication skills.
- Demonstrate the ability to conduct basic research by identifying and critically analyzing relevant sources and information in order to develop professional, well-reasoned documents and multimedia presentations which demonstrate effective written and oral communication.

**MAJOR IN SPORTS ADMINISTRATION**

Students majoring in Sports Administration may earn either a Bachelor of Arts degree or a Bachelor of Science degree.



**Students majoring in Sports Administration must successfully complete the following courses with a grade of C- or higher. (48 credit hours):**

- AC 141 Introduction to Financial Accounting
- AC 242 Managerial Accounting I
- BS 141 Introduction to Business
- EC 242 Principles of Economics: Micro
- EC 340 Economics of Sports
- MA 221 Statistics I\*
- MM 260 Introduction to Public Relations  
**OR** MM 285 Introduction to Social Media
- SA 141 Introduction to Sports Administration
- SA 285 Sports Marketing
- SA 325 Sponsorship and Revenue in Sport
- SA 335 Facility and Event Management
- SA 340 Sports Leadership
- SA 351 The Law of Sports
- SA 388 Sports Management
- SA 390 Sports Administration Internship (3 credit hours)
- SA 496 Senior Seminar in Sports Administration

\*For students who complete BS 230 Quantitative Analysis for Business and Economics I with a grade of C- or higher (for example, as a required component of another major), the requirement for MA 221 Statistics I will be waived.

Students intending to “double-major” with multiple majors within the Business and Economics Department must complete only one of the “390” internship courses, though completing multiple internship experiences is highly recommended. Students intending to “double-major” with Sports Administration and either Business or International Business are required to complete the SA 390 Sports Administration Internship course in order to satisfy both majors’ requirements. Students intending to complete other combinations of multiple majors in the Business and Economics Department (i.e., Sports Administration and Accounting or Sports Administration and Economics) should consult with their academic advisor and the Department Chair to determine the appropriate internship for that student’s graduation plan.

## **MINOR IN SPORTS ADMINISTRATION**

Students who wish to minor in Sports Administration must successfully complete 12 sports administration (SA prefix) credit hours of coursework with a grade of C- or higher, 3 of which must be at the upper-college level.

## **STUDIO ART**

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

RUSSELL HORTON, Assistant Professor

SIA JOUNG, Artist in Residence

## **STATEMENT OF PROGRAM MISSION**

In keeping with the liberal arts tradition of Baker University, the Studio 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, and 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 multicultural 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

- The student will distinguish the use of visual elements, such as form, shape, line, color, and texture, in both two- and three-dimensional art forms.
- The student will identify a variety of content issues, such as narration, expression, subject matter, and naturalistic appearance.
- The student will learn to identify a series of two- and three-dimensional art forms, such as architecture, textiles, painting, and sculpture.
- The student will analyze an unfamiliar work of art, recognizing the visual elements and design principles employed in it.
- The student will determine the material form of artwork, recognizing its inherent properties and explaining aspects by which the artist executed the work.
- The student will evaluate a work of art based on a valid set of criteria, such as formalism, social art history, patronage, and iconography.
- The student will identify artistic characteristics of various historical periods.
- The student will compare and contrast various modes and sources of artistic production and consumption.
- The student will have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- The student will become self-reliant as s/he pursues a course of study relating to her/his intellectual development as expressed through her/his art-related pursuits through:
  - an explanation of a single work of art through a variety of critical methodologies
  - demonstrating the understanding of excellent craftsmanship
  - learning and utilizing terminology as applied to fine art during class and critiques

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 Studio Art earn the Bachelor of Arts degree.

## 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, and it allows students flexibility through selecting traditional art courses or those rooted in digital technology. 45 credit hours are required to complete this course of study.

### FOUNDATIONAL CORE COURSES (24 CREDIT HOURS)

It is recommended that students complete these courses in their freshman and sophomore years.

#### The following core courses are required:

- |                                |  |
|--------------------------------|--|
| • AH 111 Survey of Art History | • AS 130 Ceramics I: Hand Building <b>OR</b> AS 135 Ceramics I: Wheel Throwing |
| • AS 110 Visual Language       | • AS 170 Digital Photography I   |
| • AS 120 Drawing I             | • AS 232 Graphic Design  |
| • AS 121 Painting I            | • AS 350 Drawing II  |

Students will maintain a Foundation Core Portfolio that will be reviewed at the end of the third semester. Students majoring in Studio Art must have a grade of C or higher in all foundational core courses to continue with upper-level art courses. Studio Art majors select a concentration in either Two-Dimensional (drawing, painting, printmaking, photography) or Three-Dimensional Art (ceramics, sculpture, fiber arts).

**CONCENTRATION COURSES (21 CREDIT HOURS)**

The following courses are required of Studio Art majors in their junior year:

- One 300-level studio course in student's concentration
- One 300-level studio course outside the student's concentration
- One upper-college Art History course
- One studio art elective outside the student's concentration

The following courses are required of Studio Art majors in their senior year:

- One 400-level studio course in student's concentration
- AS 498 Exhibition and Portfolio

One of the following:

- AS 370 Digital Photography II
- AS 470 Digital Photography III
- MM 230 Digital Media I
- MM 330 Digital Media II
- One additional 400-level studio course in student's concentration
- One additional 400-level studio course outside the student's concentration

The creative suite taught in the digital content courses will be utilized to create a digital portfolio as part of AS 498. Seniors will also create a cohesive body of work for a senior show. These two requirements will potentially fulfill the needs of graduate school applications for those students wishing to pursue a master's degree.

**SUPPORTING COURSEWORK**

Studio Art majors are also required to successfully complete a minor in the discipline of their choosing.

**MINOR IN STUDIO ART**

A minor in Studio Art requires successful completion of a minimum of 15 credit hours, including the following:

- AH 111 Survey of Art History
- AS 110 Visual Language

One of the following:

- AS 120 Drawing I
- AS 121 Painting I
- AS 130 Ceramics I: Hand Building
- AS 135 Ceramics I: Wheel Throwing

Two upper-level AS courses

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

TREVOR BELT, Assistant Professor

**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 minor in Theatre will be able to:

- Express an understanding of theatre as a dynamic art form by analyzing the role of theatre in the past and present.
- Demonstrate an understanding of and skill in performance techniques.
- Present design projects demonstrating technical skill, conceptualization, and interpretation of dramatic texts.
- Demonstrate an understanding of and skill in directing techniques.
- Research, evaluate, and synthesize cultural and historical information to support artistic choices.
- Analyze and critique theatre productions.
- Demonstrate knowledge of and skill in technical aspects of theatre.
- Demonstrate an understanding of and skill in the management principles and practices of 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), creative dramatics, 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.

## **MINOR IN THEATRE**

**The following courses are required to obtain a minor in Theatre:**

- TH 111 The Theatre Experience
- TH 130 Acting I
- TH 145 Stagecraft
- TH 123 Stage Performance **OR** TH 280 Technical Theatre Practicum
- TH 321 History and Literature of Theatre
- 3 additional credit hours of Theatre courses

# COURSE DESCRIPTIONS

## COURSES COMMON TO ALL DISCIPLINES

The following courses are available in all academic disciplines or areas of study at the Baldwin City 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, the applicable course codes are PH 290/490. 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. **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 242 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 database 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 242.

### **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 3-6 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 processes. 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 12 hours of internship credit a student may earn during their undergraduate experience at Baker. Prerequisite: AC 141 and permission of the instructor. **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**

## **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.

**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.

## **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 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.

**AS 120 Drawing I 3 hrs.**

Theory and practice in a variety of graphic media. Conte, ink, pencil, and charcoal are used in studio problems to acquaint beginning students with the 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 introduces concepts used in painting, 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. The course 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 six studio hours per week.

**AS 132 Sculpture I 3 hrs.**

An introductory studio course in which 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 six 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. The course 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 six studio hours per week.

**AS 170 Digital Photography I 3 hrs.**

A practical introduction to the theory and application of digital SLR camera controls. An emphasis will be placed on the technical skills required to visually express oneself through the photographic medium, the use of Photoshop programs, and conceptual approaches. Instructional methods will include lectures, field experience, and laboratory work.

**AS 232 Graphic Design 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 discussions, and in-class work time. Students will be introduced to the fundamental principles of graphic design and will explore formal composition principles, graphic design methodology, and approaches to

digital layout. The course will include practical exercises in visual perception, visual organization, and visual communication.

**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 openings. Prerequisite: AS 110 or AH 111, or permission of the instructor.

**AS 350, AS 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, AS 451 Painting II, III 3 hrs.**

Students expand on theories explored 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 six studio hours per week. Prerequisite: AS 130 or AS 135 or permission of the instructor.

**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, 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 370 is cross-listed as MM 370.)

**AS 382 The Fine Art of Gallery Management II 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 openings. Prerequisite: 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 six studio hours per week. Prerequisite: AS 360 or permission of the instructor.

**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 475 Ceramics IV 3 hrs.**

This class is a continuation of AS 460 Ceramics III 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 460 or permission of the instructor.

**AS 481 Painting IV 3 hrs.**

This course is specifically designed for first semester senior studio art major with a concentration in painting. Students will continue to develop a cohesive, thematic, body of work that broadens the scope of personal direction, professionalism, self-regulation, idea development, and execution of work. Students will research artists, historical and contemporary, related to subject matter being explored. Critical essays related to these artists and concepts will be investigated and be discussed in class. There will be four scheduled critiques with studio art faculty during the course of the semester. Ultimately, works completed in this course will be included in the senior's capstone exhibition. Prerequisite: AS 451.

**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.

## **BC: THE BAKER CORE**

**BC 110 First-Year Seminar I 3 hrs.**

First-Year Seminars are a rigorous introduction to intellectual life. They are designed to help every Baker student make the transition to college-level writing and critical inquiry. You will be asked to consider compelling and enduring questions that are central to a twenty-first century liberal arts education. You will be expected to take an active role in your own academic growth. You will develop the practical skills and inquisitive mindset necessary to become an engaged, life-long learner.

This course will focus on the critical analysis of big ideas and enduring questions and also emphasize the development of academic writing, oral communication, and information literacy skills. Faculty from many different academic disciplines and areas of expertise teach compelling and provocative topics about which we are passionate in order to introduce you to an authentic learning community. No matter the section topic or the discipline(s) from which it derives, we all share the same goals for your learning.

**BC 120 First-Year Seminar II 3 hrs.**

First-Year Seminars are a rigorous introduction to intellectual life. They are designed to help every Baker student make the transition to college-level discourse and critical inquiry. You will be asked to consider compelling and enduring questions that are central to a twenty-first century liberal arts education. You will

be expected to take an active role in your own academic growth. You will develop the practical skills and inquisitive mindset necessary to become an engaged, life-long learner.

This course will focus on more sophisticated critical analysis of some of those enduring questions and also build on the academic writing, oral communication, and information literacy skills you began to develop last semester. Faculty from many different academic disciplines and areas of expertise teach compelling and provocative topics about which we are passionate in order to introduce you to an authentic learning community. No matter the section topic or the discipline(s) from which it derives, we all share the same goals for your learning. Prerequisite: BC 110.

### **BC 410/420/430/440 Interdisciplinary Capstone 3 hrs.**

The Interdisciplinary Capstone is the culmination, not only of your Core Concentration, but of your entire Baker undergraduate education. This is where it all comes together. This is where you demonstrate how a liberal arts education has prepared you to understand the complexities and interconnectedness of a twenty-first century world. (Students must complete the Interdisciplinary Capstone corresponding to their chosen Core Concentration Theme [Identities & Systems, Power & Justice, Sustainability & Progress, or Exploration & Imagination]). Prerequisite: BC 110, BC 120, all other Core Concentration requirements, and junior or senior status.

## **BI: BIOLOGY**

### **BI 120 Human Ecology 3 hrs.**

This course is intended for the non-science major. It presents the terminology, methodology, and worldview 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 affect them directly. (This course may not be counted towards either the major or minor in Biology.)

### **BI 130 Essentials of Human Biology 3 hrs.**

This course introduces students to the structure and function of the human body and is intended for non-science majors. Coursework includes chemical and cellular organization, tissues, integumentary system, skeletal system, muscular system, nervous system and sense, endocrine system, blood and cardiovascular system, respiratory system, lymphatic system and immunity, digestive system and metabolism, renal system, fluid/electrolyte and acid/base balance, reproductive system, development and inheritance. Homeostasis is emphasized as a unifying theme throughout the semester. There are three lecture and discussion sessions each week. This course may not be counted towards either the major or minor in Biology.

### **BI 135 Kansas Natural History 3 hrs.**

This course is an introduction to the natural landscapes of Kansas, including the physical geography and ecology of the state. The course includes an introduction to ancient influences on geography, but focuses on our current understanding of the contemporary geology, climate, topography, hydrology, and biological communities of Kansas. Special emphasis is placed on major landforms and water features, typical bedrocks and soils, and common animals and plants that are found in Kansas. This course may not be counted towards either the major or minor in Biology. (*Biology majors and Ecology minors should register for BI 335 Kansas Natural History*). Students who have taken BI 335 Kansas Natural History may not enroll in BI 135 Kansas Natural History for credit.

### **BI 151 - 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.

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

The laboratory that accompanies BI 151. Prerequisite or co-requisite: BI 151.

**BI 152 Genetics 4 hrs.**

This course is an entry-level course for Biology majors. Genetics is the study of heredity at the population, organismal, cellular, and molecular levels. This course will focus on the Mendelian rules of inheritance in individuals and in populations. The molecular mechanisms that control cell division and gene expression will also be discussed. There will be three lecture/discussion periods per week and one laboratory session per week where students will learn techniques used to study inheritance patterns. Prerequisite: BI 151.

**BI 246 Human Anatomy and Physiology I 3 hrs.**

This course is one of two semesters in which Human Anatomy and Physiology is studied using a body systems approach that enables students to develop an understanding of the relationships between the structures and functions of the human body. Students will learn to apply course material to improve thinking, problem solving, and decision making. Knowledge of anatomy and physiology is a fundamental component of any allied health care and health care profession as well as many other disciplines. Prerequisite: Sophomore status or instructor permission. Co-requisite: BI 246L. Withdrawing from lecture requires a withdrawal from lab.

**BI 246L Human Anatomy and Physiology I Lab 1 hr.**

This course is one of two semesters in which Human Anatomy and Physiology is studied using a body systems approach that enables students to develop an understanding of the relationships between the structures and functions of the human body. This course will allow students to have an opportunity to investigate topics thoughtfully and provide a hands-on practical component to course material. Course objectives are accomplished through dissection, content specific activities, and active class participation. Prerequisite: Sophomore status or instructor permission. Pre or Co-requisite: BI 246.

**BI 247 Human Anatomy and Physiology II 3 hrs.**

This course is one of two semesters in which Human Anatomy and Physiology is studied using a body systems approach that enables students to develop an understanding of the relationships between the structures and functions of the human body. Students will learn to apply course material to improve thinking, problem solving, and decision making. Knowledge of anatomy and physiology is a fundamental component of any allied health care and health care profession as well as many other disciplines. Prerequisite: BI 246 and BI 246L or permission of the instructor. Co-requisite: BI 247L. Withdrawing from lecture requires a withdrawal from lab.

**BI 247L Human Anatomy and Physiology II Lab 1 hr.**

This course is one of two semesters in which Human Anatomy and Physiology is studied using a body systems approach that enables students to develop an understanding of the relationships between the structures and functions of the human body. This course will allow students to have an opportunity to investigate topics thoughtfully and provide a hands-on practical component to course material. Course objectives are accomplished through dissection, content specific activities, and active class participation. Prerequisite: BI246 and BI 246L or permission of the instructor. Pre or co-requisite: BI 247.

**BI 251 Ecology and Evolution 4 hrs.**

This course is an entry-level course for Biology majors. The course will work from an evolutionary perspective to address the basic ecological levels of structure and function including populations, communities, and ecosystems. Three lecture/discussion sessions and one laboratory session will occur each week.

**BI 254 Organismal Diversity 4 hrs.**

This course is a survey of prokaryotic and eukaryotic organismal diversity. The evolutionary relationships, taxonomy, and characteristics of major organismal groups, especially plants and animals, will be emphasized. There are three lecture/discussion sessions and one laboratory session each week. Prerequisite: BI 251.

**BI 262 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. Withdrawing from lecture requires a withdrawal from lab.

**BI 262L Microbiology Lab 1 hr.**

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

**BI 298 Experimental Design Workshop 2 hrs.**

This course is designed to provide a fundamental understanding of experimental design in the biological sciences, with an emphasis on the role of statistical analysis in well-designed experiments. Students will design and develop a proposal for an original research project under the mentorship of the department faculty. Prerequisite: BI 151, 152, and 251 with a grade of C or higher or permission of the instructor.

**BI 321 The Science and Power of Water 3 hrs.**

This course introduces students to the science of water as a substance that is vital for energy, photosynthesis, respiration, and metabolism of living organisms. It provides students with a framework for understanding the power of water to: 1) sustain life and shape natural environments; 2) support the development and growth of communities; and 3) separate humans by gender, ethnicity, and social status due to injustices in the management of water resources. Students will use primary literature, case studies, videos, and discussion to analyze specific scientific processes and social issues related to water sources, water quality and use, water distribution, wastewater treatment, and the impact of droughts, floods, water scarcity, and water contamination on vulnerable communities and individuals. This course may not be counted towards either the major or minor in Biology.

**BI 331 Environmental Justice 3 hrs.**

This course will focus on environmental issues from an environmental justice point of view. Environmental justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation and enforcement of environmental laws, regulations and policies. We will trace the history of the Environmental Justice movement in the United States and examine specific issues such as waste disposal, clean air and water, flood vulnerability, and climate change with the lens of Environmental Justice. Specific case studies will be presented to highlight these issues; cases and perspectives of indigenous peoples will also be a focus. Students will also have the opportunity to investigate a case study of their choosing. This course may not be counted towards either the major or minor in Biology.

**BI 335 Kansas Natural History 3 hrs.**

This course is an introduction to the natural landscapes of Kansas, including the physical geography and ecology of the state. The course includes an introduction to ancient influences on geography, but focuses on our current understanding of the contemporary geology, climate, topography, hydrology, and biological communities of Kansas. Special emphasis is placed on major landforms and water features, typical bedrocks and soils, and common animals and plants that are found in Kansas. This course may be used to satisfy upper credit requirements of the Biology major and the Ecology minor and consequently will emphasize biological principles in assessment and assignments. Students who have taken BI 135 Kansas Natural History

may not enroll in BI 335 Kansas Natural History for credit. Pre-requisite: BI 120 or BI 251, with a grade of C or higher, or permission of the instructor.

**BI 335L Kansas Natural History Field Expedition 1 hr.**

This course provides students who have taken BI 135 or BI 335 Kansas Natural History an opportunity to explore the diverse natural landscapes of Kansas. This is a two-week course, exposing students to each of the major Ecoregions of Kansas via a road camping experience. Students will identify and explore the common and important geological features and plant and animal life found in each of Kansas' 11 major Ecoregions. Note: Students registering for this course should expect to camp regularly in both developed and undeveloped campsites where students will share tents with fellow students. Experiences on the trip may lead to discomfort through exposure to sun, heat, rain, rocks, dirt, biting insects, and physical exertion. As you anticipate these experiences, please carefully consider your attitude and abilities. Pre-requisite: BI 135 or BI 335, with a grade of C or higher, or permission of the instructor.

**BI 340 Plant Form and Function 4 hrs.**

This course covers core concepts of the structural and functional biology of plants. Taxonomy and morphology of seedless and seed plants are compared, and the evolutionary basis for their diversity is explored. Fundamental principles of how plants work in energy transformation, water and nutrient transport, responses to environmental changes, growth, differentiation, reproduction, and dispersal are considered. Use of plants in agriculture, industry and medicine are also discussed. This course is recommended for biology majors within the Ecology Track. Prerequisites: BI 151 and BI 251, with a grade of C or higher, or permission of the instructor.

**BI 344 Forest Ecology 4 hrs.**

This course will provide a basic introduction to the ecology of forests, with special consideration given to the relationships between plants and animals adapted to eastern deciduous forests found in northeastern Kansas. The course will include lab- and field-based exercises as well as assigned readings from texts and primary literature to provide a fundamental understanding of ecological principles and field techniques that are unique to forest ecology. Prerequisite: BI 254 with a grade of C or higher or permission of the instructor.

**BI 350 Conservation Biology 3 hrs.**

This course focuses on the scientific study of the nature and status of Earth's biodiversity with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction. It is an interdisciplinary subject drawing on the natural sciences, the social sciences, and the practice of natural resource management. Topics include: biodiversity and extinction; the problems of small populations including the extinction vortex; factors affecting biodiversity including habitat destruction, fragmentation and degradation, climate change, overexploitation, disease and invasive species; and the establishment of new populations and protected areas, and the issues of reserve design. Prerequisite: BI 254 with a grade of C or higher or permission of the instructor.

**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 251 with a grade of C or higher or permission of the instructor.

**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 sessions and one laboratory dissection session each week. Prerequisite: BI 246 or BI 254, with a grade of C or higher, or permission of the instructor.

**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 with a grade of C or higher or permission of the instructor.

**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 or BI 262, with a grade of C or higher, or permission of the instructor.

**BI 370 Biogeography 3 hrs.**

In this course, students will study of the distribution of biodiversity over space and time. It aims to reveal where organisms live and at what abundance. It addresses the questions of which species, where and why (or why not). Biodiversity is viewed in light of historical factors, such as speciation and extinction, plate tectonics and glaciation, as well as in the light of current and future threats, including but not limited to climate change. Prerequisite: BI 254 with a grade of C or higher or permission of the instructor.

**BI 375 Advanced Topics in 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 254 with a grade of C or higher or permission of the instructor.

**BI 377 Population and Community Ecology 4 hrs.**

This course covers the dynamics of the growth of populations and interspecific interactions among communities of organisms. The role of the environment's relationship to changes in the growth and distribution of populations and the structure of communities will be emphasized. 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. Prerequisite: BI 251 and BI 254, with a grade of C or higher, or permission of the instructor.

**BI 380 Behavioral Ecology 4 hrs.**

This course explores the proximate and ultimate evolutionary explanations for the behavior of animals, with an emphasis on the effect of the environment in selecting adaptive behaviors. 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 254 with a grade of C or higher or permission of the instructor.

**BI 382 Animal 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 254, with a grade of C or higher, or permission of the instructor.

**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. Students will be introduced 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 with a grade of C or higher or permission of the instructor.

**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 with a grade of C or higher or permission of the instructor.

**BI 386 Laboratory 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 BI 385 or CH 370, with a grade of C or higher, or permission of the instructor.

**BI 387 Advanced Microbiology with Lab 4 hrs.**

Microbiology is the study of microbes; organisms that are too small to be seen without the aid of a microscope. Microbes include viruses, bacteria, archaea, fungi, algae, protozoa, and the eggs and larval forms of parasitic worms. This course, which is designed for upperclassmen in science fields, will look in-depth at the structure and physiology of microbes. A main focus of the course will be on how microbes interact with human hosts, and the most current healthcare challenges in the treatment of microbial diseases. Students will complete a project that looks in-depth at a specific disease caused by a microorganism, and will complete a laboratory project that uses DNA sequencing as well as classic laboratory tests to identify an unknown bacterium. Students who have taken BI262 Microbiology may not enroll in this course. Prerequisite: BI 152 with a grade of C or higher or permission of the instructor.

**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 with a grade of C or higher or permission of the instructor.

**BI 390 Cancer Biology 3 hrs.**

Cancer is one of the most biologically complex diseases of the modern world. It also bears incredible social significance, as the second leading cause of death in the United States. In the popular sphere, the lack of a cure for cancer has led to much confusion and many conspiracy theories. Similarly, there have been several

times in history where scientists were sure they were on the brink of a cure, only to discover an additional layer of biological complexity instead. This course will examine the cell and molecular biology characteristics that make cancer the biggest biological puzzle of multiple generations. We will also look at how scientists have taken their findings about the biology of cancer and tried to leverage them for the development of targeted therapies. Prerequisite: BI 152 with a grade of C or higher or permission of the instructor.

**BI 392 Wetland and Prairie Ecology 4 hrs.**

This course will provide a basic introduction to the ecology of wetlands and prairies, with special consideration given to the relationships between plants and animals adapted to wetland and grassland habitats found in Northeastern Kansas. The upland community at the Ivan Boyd Prairie Preserve and a variety of wetland and prairie types at the Baker University Wetlands Research and Natural Area will be the focal points of field study. The course will include lab and field-based exercises as well as assigned readings from texts and primary literature to provide a fundamental understanding of ecological principles and field techniques that are unique to the study of wetland and prairie ecology. Prerequisite: BI 254 with a grade of C or higher or permission of the instructor.

**BI 397 Biology Professional Development Workshop 1 hr.**

This course is designed for Biology majors beginning to prepare for applications and interviews for entry into professional and graduate schools or the workforce in their discipline. Junior year is the best time to complete this course. The focus will cover preparation for a variety of applications, cover letters, curriculum vitae, resumes, and interviews. Students will be introduced to professionals in a variety of biology disciplines through interactive seminars and discussions. Students will be exposed to practical strategies for future success in a competitive academic or work environment.

**BI 398 Current Topics in Biology Seminar 1 hr.**

This course is a seminar focused on current research in the biological sciences through primary literature and research presentations. Junior and senior biology majors in this course will select current and globally important topics from recently published, peer-reviewed literature, lead discussions of the topics, integrate new-found information with our current understanding of related topics, engage in criticism of the science, and suggest directions for future research. Students will attend seminars from invited external and internal scientists presenting on recent research.

**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. It is strongly suggested that students have completed at least two biology courses at the 300 level prior to taking this seminar. Prerequisite: Senior status, Biology major.

**BI 498 Research in Biology 1-3 hrs.**

Students who have completed BI 298 with a minimum grade of C will enroll in 2 credit 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 grade of C or higher. **R**

## **BK: THE BAKER EXPERIENCE**

**BK 101 The Baker Experience for First-Year Students 1 hr.**

BK101 is a one-semester orientation course taken by new students at Baker University. The course meets twice a week. This course provides students with an opportunity to explore their own understanding of themselves, their values, and the role of values in making decisions. Over the course of the semester in group



and individual settings, we will explore some of the common concerns of college students such as time management, values, resume building, vocational choice, and academic planning. By the end of the course, students will have an introduction to Baker and to themselves and will be ready to transitions to their next college years with a sure grounding and understanding of Baker-related skills.

**BK 106 College Readiness 1 hr.**

College Readiness is an introduction to the expectations of college as well as learning strategies and skills proven to support a rewarding college experience. This course integrates cross-curricular concepts such as critical thinking, creative thinking, strategic thinking, design thinking, group problem solving, and effective study and learning techniques. Upon completion of the course, students will have engaged in learning projects designed to build confidence for the purposes of successfully meeting the expectations of college. *Enrollment is limited to students in the TEL concurrent credit program.*

**BK 201 Baker Experience for Transfer Students 1 hr.**

BK201 is an orientation course taken by new transfer students at Baker University. The course meets twice a week for the first half of the semester. Over the course of the semester in group and individual settings, we will explore some of the common concerns of transfer students such as vocational and academic planning, campus resources, and connection to the campus community. By the end of the course, students will have an introduction to Baker and to themselves and will be ready to transitions to their next college years with a sure grounding and understanding of Baker-related skills.

**BK 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: ASEM Committee or SAS Director Consent.

**BK 211 Academic Support Seminar II**

Students who have successfully completed BK210 but need more help with study skills are eligible for this course which is designed to further enhance academic success through discussion of various topics such as study skills, time management, and learning styles. Prerequisite: ASEM Committee or instructor consent. This course is repeatable for up to 3 credit hour. **P/NC**

**BK 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 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 higher in order to remain in their Resident Assistant position.

**BK 300 Writing Center Tutor Training 1 hr.**

This course provides intensive advanced training for BU writing tutors. Training is focused on the following areas: conferencing with individual students, improving student writing in both higher-order and sentence-level concerns, working with ESL students, and writing across the disciplines. Readings and discussions focus on all aspects of becoming confident and competent Writing center tutors who are ready to contribute to the entire Baker community. Prerequisite: Permission of the instructor. **P/NC, R.**

**BK 401 Baker Summit 1 hr.**

In this course, students implement their knowledge and abilities toward securing future employment or acceptance in professional or graduate school programs, and preparing for their personal transitions after graduation from Baker. Students should enroll in this course during their junior year.

**BK 490 Baker Experience Student Leader 2 hrs.**

Salon student leaders assist their assigned faculty member with the delivery of the BK 101 course. All student leaders are enrolled in the BK 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**

**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 concurrent credit program.*

**BS 110 Personal Financial Decision Making 1 hr.**

This course is an overview of a number of topics that are important in taking care of personal financial situations both now and in years to come. The information provided is intended to help enable the student to make informed choices related to debt, spending, saving, and investing; foundational to long-term financial security.

**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 210 Retirement Planning and Employee Benefits 3 hrs.**

Retirement planning and employee benefits impact everyone. Whether an individual is self-employed, working for a large company or small business, an understanding of retirement plan options and related employee benefits will be a necessary part of an individual's career and their personal financial success. This course will discuss both public and private retirement plan options, including Social Security, Medicare, Medicaid, private defined benefit and defined contribution plans, individual retirement accounts, non-qualified plans and certain fringe benefits. The requirements to establish and maintain the plans will be examined as well as the restrictions and requirements for contributions to the plans. This course is intended to benefit students interested in a career in business, financial planning, human resources or students interested in planning for their personal financial success. Prerequisite: BS 141.

**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 22 or higher, 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 or PH 110.

**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 or PH 110.

**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 students 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 status.

**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.

**BS 360 Introduction to Entrepreneurship 3 hrs.**

This course is designed to clearly instruct students on the process of formulating, planning, and implementing a new venture. Students will be exposed in detail on 'how to' embark on a new venture in a logical manner. The course will use comprehensive cases to help reinforce key topics. Students will learn to understand the importance of writing a Business plan, Marketing Plan, Organization Plan and Financial plan as part of implementing a successful venture. Prerequisite: BS 141 and BS 353.

**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 and 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 status.

**BS 371 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 374 Advertising 3 hrs.**

This course provides an overview of the process and the practice of advertising and correlates Integrated Marketing Communications with the overall business planning function. Practice and theory are combined in the analysis of traditional mass communication, as well as sales promotion, interactive media, direct marketing, and public relations. While receiving an introduction to advertising principles and practices, students develop an advertising plan for a business organization. Prerequisite: BS 371.

**BS 375 Consumer Behavior 3 hrs.**

The most complex aspect of marketing is to understand the consumer's mind and heart. This course is designed to introduce students to a wide range of behavioral concepts and explores the strategic implications of consumer behavior for marketers. Topics will include internal and external factors that influence consumer buying decisions and processes, buyer-seller relationships, positioning, branding, and information processing. Prerequisites: BS 371.

**BS 381 Corporate Finance 3 hrs.**

This course is an introduction to corporate finance. Most of the course 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 BS 381 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 3-6 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 12 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 430 Business Analytics 3 hrs.**

This course provides students with an opportunity to examine evolving trends in business analytics and various elements of the analytics landscape: tools, vendors and suppliers, and relationship among data science, business intelligence, data mining, and analytics. Ethical and societal considerations will also be addressed. Students will demonstrate the ability to deal with data management challenges, develop skills with descriptive analytics and visualization, and master selected approaches in predictive and prescriptive modeling (e.g., forecasting, classification, optimization, and simulation). Prerequisite: BS 330 or permission of the instructor.

**BS 450 Data Projects 3 hrs.**

This course provides students with the opportunity to define and develop a data-intensive project across the life cycle. The phases of the life cycle include: discovery, framing, cleaning, exploring, visualizing, analyzing, concluding, communicating, and presenting. The emphasis in this course lies in independent but supported work. The course builds upon skills developed in the Baker Core framework and in the quantitative reasoning of other prerequisite coursework. Technical skills and creativity are expected. Prerequisites: BS 330 or MA 321 or PY 252.

**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 status.

**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 371.

**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 371 and either BS 330 or MA 321.

**BS 478 Business Online 3 hrs.**

This course 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, Electronic Data Interchange (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. **R** (This course is repeatable for credit with a different consultancy or project.)

## CH: CHEMISTRY

**CH 110 Introduction to Rocketry 3 hrs.**

This course is a descriptive, conceptual one-semester course in the physical sciences for the non-science major. Course content is designed provide the student an introduction to the disciplines of physics and chemistry through the historical and societal context of rocketry.

**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: Math Proficiency, Phase I.

**CH 121 Basic Chemistry Lab 1 hr.**

This course is an optional laboratory for CH 120. It is designed for students who require a one-semester introductory laboratory course and is a required course for pre-nursing students. Prerequisite or co-requisite: CH 120.

**CH 137 General Chemistry I 3 hrs.**

This course is an introduction to the principles and applications of inorganic chemistry. Topics include the structure of atoms and molecules, chemical stoichiometry, aqueous chemistry, atomic spectra, chemical bonding, and molecular structure, periodic properties, properties of gases, liquids, and solutions, and elementary thermodynamics. Prerequisite: Math Proficiency, Phase I.

**CH 137L General Chemistry I Lab 1 hr.**

This course is the laboratory component of CH 137. Prerequisite: Math Proficiency, Phase I. Co-requisite: CH 137.

**CH 138 General Chemistry II 3 hrs.**

This course is a continuation and expansion of the material in CH 137. Topics include kinetics, equilibrium and the thermodynamics of spontaneity, and an introduction to elementary organic chemistry. 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 and CH 137L.

**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 Organic Chemistry I 3 hrs.**

This course is an introduction to the study of the structure and reactivity of organic compounds. Topics include bonding, resonance, acid-base theory, spectroscopy, stereochemistry, nomenclature, and named reactions. Prerequisites: CH 138 and 140. Co-requisite: CH 251L or permission of the instructor

**CH 251L Organic Chemistry I Lab 1 hr.**

This course is the laboratory component of CH 251. Lab exercises will focus on topics related to the material covered in CH 251 and includes basic techniques, reactions, chromatography, and spectroscopy. Prerequisites: CH 138 and 140. Co-requisite: CH 251 or permission of the instructor.

**CH 252 Organic Chemistry II 3 hrs.**

This course is a continuation of CH 251. Topics include functional groups and reaction mechanisms. Prerequisite: CH 251 and CH 251L. Co-requisite: CH 252L or permission of the instructor.

**CH 252L Organic Chemistry II Lab 1 hr.**

This course is the laboratory component of CH 252. Lab exercises will focus on topics related to the material covered in CH 252 and builds upon the topics and techniques introduced in CH 251L. Prerequisite: CH 251 and CH 251L. Co-requisite: CH 252 or permission of the instructor.

**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 session per week. Prerequisite: CH 252 and CH 252L.

**CH 361 Physical Chemistry I 3 hrs.**

This course introduces the basic principles of physical chemistry. Topics include thermodynamics, kinetics, and basic quantum mechanics. Prerequisites: PC 126 or PC 226; and MA 172; and CH 252 and CH 252L. Co-requisite: CH 361L is strongly encouraged. (Cross-listed as PC 361.)

**CH 361L Physical Chemistry I Lab 1 hr.**

Lab exercises will focus on topics related to the material covered in CH 361. Co-requisite: CH 361 or permission of the instructor.

**CH 362 Physical Chemistry II 3 hrs.**

This course is a continuation of CH 361. Topics include quantum mechanics of atoms and molecules, spectroscopy, and statistical thermodynamics. Prerequisite: CH 361 and CH 361L. Co-requisite: CH 362L is strongly encouraged.

**CH 362L Physical Chemistry II Lab 1 hr.**

Lab exercises will focus on topics related to the material covered in CH 362. Prerequisites: CH 361 and CH 361L. Co-requisite: CH 362 or permission of instructor.

**CH 370 Biochemistry 3 hrs.**

This course 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, metabolic pathways, and the biosynthesis of proteins. Prerequisite: CH 252 and CH252L.

**CH 381, CH 382 Laboratory Teaching in Chemistry 1 hr.**

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 1 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. **R**

**CH 397, CH 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: Permission of the instructor.

**CH 470 Advanced Topics in Biochemistry 3 hrs.**

This course is a continuation of the topics introduced in CH 370, including structure and function of biological compounds, kinetics, enzyme mechanisms, metabolism, and information storage. Prerequisite: CH 370.

**CH 475 Advanced Topics in Chemistry 1-3 hrs.**

This course offers an advanced examination of selected topics in chemistry. Courses of the same number but different topics may be repeated for credit. Prerequisite: CH 252 and CH 252L or permission of the instructor. **R**

**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 status.

**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, CH 252L, and permission of the instructor.

## CI: CAREER INVOLVEMENT

**CI 260 Career Involvement 1-12 hrs., variable credit**

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 1-12 hrs., variable credit**

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 junior/senior status and approval of supervising faculty member. **R; P/NC**

## CN: CHINESE

**CN 111 Chinese Language and Culture I 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 232 Difficult Conversations: The Bible and Christianity 3 hrs.**

Communicating about religion can be a challenging thing to do these days. According to the Pew Research Center, the United States has the largest population of Christians in the world and is expected to continue in that position through 2060. Whether or not one is a believer, a discussion related to the Christian religion may be impacting some areas of your life. This course is designed to introduce students to basic concepts and resources (the Bible, symbols, images, beliefs, stories, practices), as well as how to conduct civil and productive conversations in order to participate in social, political, and economic life of the nation. (Cross-listed as RE 232.)

**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.

**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. 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.

**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 U.S. 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 327 Health Communication 3 hrs.**

Health communication is an emerging field in communication and health disciplines. Relying on both theoretical and applied material, this course will provide students the knowledge of how to effectively frame communication and construct public health campaigns. The course is designed for students who aspire to become communication specialists in health environments or who want to address societal challenges related to communication and health. Specifically, students will learn skills sets of how to inform, empower, or persuade in health care industry careers, including health care settings, corporations, and nonprofit organizations.

**CO 332 The Legal Meanings of Marriage 3 hrs.**

This course examines the public marriage controversies that have led to marriage laws and court cases regarding domestic violence, divorce, interracial marriages, and more. Court case documents and the rhetorical meanings of state-sanctioned marriage established through these cases are examined, as well as the impact of the cases on gendered roles and the meanings of "citizen." Students also examine current and global efforts to regulate the institution of marriage and to analyze the meanings of those efforts. Prerequisite: Sophomore status or permission of the instructor. (Cross-listed as RE 332.)

**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: Sophomore status or permission of the instructor.

**CO 342 Ethical Choices in Interpersonal Relationships 3 hrs.**

Students will be introduced to the theories and practices of ethics in interpersonal relationships. The focus of the course is discussion of case studies and ethical readings in order to analyze and evaluate ethical choices in personal relationship dilemmas. Prerequisite: Sophomore status or permission of the 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 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.

**CO 376 Communication Theory 3 hrs.**

This course introduces students to key communication theories in an effort to understand how communication works and affects audiences and societies. The second half of the course introduces students to the methodologies used to study communication. Each student will be required to compose a research prospectus outlining an original idea for study. Prerequisites: 9 credit hours of Communication Studies courses and junior or senior status.

**CO 401 Communication Studies Salon: Life After College 1 hr.**

In this salon, students will reflect upon the knowledge, skills, and abilities they have acquired during their undergraduate careers and use those experiences to formulate their post-graduate plans. This course will help students decide what they would like to do after graduation and prepare the materials necessary to achieve their goals. We will focus specifically on developing the types of skills employers say they look for most in successful employees. Support will also be provided if students are interested in obtaining admission into graduate school and/or applying and interviewing for jobs that will capitalize on their experiences as students of Baker University and as Communication Studies majors. Prerequisites: Junior or senior status and Communication Studies major.

**CO 420 Communicating the Feminine in Ancient World Religions 3 hrs.**

This course is designed to survey the role of gender-specific symbols used 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, and what implications does such symbol use have for the perception, status, and roles of men and women? Each student will lead a class discussion, write papers, and take exams. Prerequisite: Junior or senior status. (Cross-listed as RE 420.)

**CO 467 Nonviolence and Social Movements 3 hrs.**

This course examines the nonviolence philosophy of Gandhi and King and looks at rhetoric as a vehicle of social change. Movement criticism is used to study the stages of development and types of persuasion used in each by applying them to social movements in the U.S. and the world. Prerequisite: Junior status or permission of the instructor.

**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 instructional strategies that will enhance the learning at all levels, lesson plans

and delivering lessons, meaningful classroom learning activities, technology applications, student outcomes and assessments, teaching techniques for diverse learners, and effective communication with parents. Students will create a list of and use effective teaching strategies and develop technology applications and problem-solving skills for the classroom. In addition, program students 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.

**CO 490 Communication Teaching Assistantship 1 hr.**

## **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 concurrent credit program.*

**CS 106 Introduction to Information Technology 3 hrs.**

This course provides an introduction to information technology and computing systems. It covers both the history and theory of information systems as well as the practical application of technologies. The student will be introduced to computer software, hardware, and networking technologies, as well as information security, privacy, and social issues inherent in information technologies. *Enrollment is limited to students in the TEL concurrent credit program.*

**CS 110 Computer Topics 1-3 hr.**

These are a collection of courses covering a variety of computer topics. Courses of the same number but different topics may be repeated for credit. **R.**

**CS 131 Spatial Analysis of Geographic Information 3 hrs.**

This course will examine the theory of Geographical Information Systems (GIS), including its historical and practical uses and potential. Students will gain a basic practical understanding of GIS concepts, technical issues, and applications using Google Earth and ArcView GIS software. The course has been designed for students in a wide variety of fields as an introduction so that they can use spatial analysis within in their chosen field of study and work. Prerequisite: Sophomore status or permission of the instructor.

**CS 150 SQL 2 hrs.**

This course offers an introduction to the SQL, R programming language, and relational databases. The emphasis will be on learning how to query database tables to acquire data needed for data analytics projects. Students will be finding and using real world data for these projects. Prerequisites: MA 221 or BS 230 or PY 251.

**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 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: Permission of the instructor.

**CS 175 Introduction to Computer Science 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 this course. Prerequisite: MA 145 or equivalent with a grade of C- or higher.

**CS 180 C++ 2 hrs.**

This is a second course in computer programming taught in the C++ language. Topics include fundamental C++ programming, debugging techniques, introduction to pointers and references, a continuation of search and sort techniques, and object-oriented programming. Prerequisite: CS 175 with a grade of C- or higher.

**CS 185 Data Structures and Algorithms 4 hrs.**

Approaches to analyzing algorithm complexity introduced in CS 175 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 objects. 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 or equivalent with a grade of C- or higher or permission of the instructor.

**CS 223 Computer Architecture and Organization 3 hrs.**

This course 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 223, CS 180 and CS 185.

**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 180 and CS 185.

**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, and 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 course. Prerequisite: CS 185 and MA 146. Pre- or co-requisite: CS 180.

**CS 338 Web Design and Development 4 hrs.**

This course provides an introduction to the Java language and some of its standard class libraries, experience with object-oriented design and implementation techniques, and 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, the basis of TCP/IP protocols, Web technologies, HTML and Java, CGI programming, and introduction to security issues. Prerequisite: CS 175.

**CS 341 Programming Languages 4 hrs.**

This course is a comparison of the characteristics of programming language paradigms. Data types, storage, binding, abstraction, and encapsulation are studied as a prelude to examining imperative, object-oriented, and functional programming paradigms. Concurrent and logic programming principles are also considered. Prerequisite: CS 180 and CS 185.

**CS 350 Application Development 4 hrs.**

This course will provide an introduction to mobile application development on both the iOS and android devices. The course will study current trends in mobile computing and give students a basis to evaluate their own design and development practices. This course will provide a continuation of object-oriented programming techniques learned in previous classes and an introduction to event-driven programming paradigms.

**CS 371 Database Design 4 hrs.**

This course investigates the process of relational, hierarchical, and network database design, starting from conceptual database design through logical database design up to and including physical database design, tuning of database applications, and administration. The topics include conceptual database design based on Object Modeling Technique/Unified Modeling Language, methodologies for conceptual design, view integration, logical database design, physical database design, storage allocation, indexing and clustering in relational databases, query processing and optimization techniques, transaction management, and database recovery techniques. Prerequisite: CS 175.

**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 course. Prerequisite: CS 185 and junior standing. Prerequisite or co-requisite: CS 180.

**CS 476 Artificial Intelligence 3 hrs.**

This course will provide a survey of some of the major subfields of artificial intelligence and a history of how some of these fields came to be about. It will also provide programming experience, tools, and current research in some of these fields.

**CS 478 Business Online 3 hrs.**

This course 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, Electronic Data Interchange (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 BS 478.)

**CS 485 Computer Science Internship 1-3 hrs.**

This course involves an internship that is approved by the Computer Science Department. The student must complete at least 40 clock hours for every credit hour earned. The student's work experience will be under the supervision of a faculty sponsor. Credit earned in this class may count for up to 3 of the 6 hours of elective credit needed for the traditional track in Computer Science. **R; P/NC**

**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: CS 392 and senior status.

## 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 22 or higher or MA 090.

**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 22 or higher or MA 090.

**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 status.

**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; BS 330 or MA 321.

**EC 347 International Trade 3 hrs.**

This course addresses both the economic theory and government policy of trade. Important concepts and issues include comparative advantage, factor endowments, fairness vs. efficiency, and trade policy instruments including subsidies and tariffs. Prerequisite: EC 242 and 243.

**EC 350 Intermediate Macroeconomics 3 hrs.**

This course 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.

**EC 360 Labor Economics 3 hrs.**

This course is an economic analysis of labor markets and difference in wage rates and incomes. Topics will include labor unions, government policies, discrimination and comparable worth, returns to education and training, and the economics of pensions and fringe benefits. Prerequisite: EC 242.

**EC 390 Economics Internship 3-6 hrs.**

If taken as a 3-credit hour experience, this course involves completing at least 120 clock 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 economics. Credit earned in this course will count toward the maximum of 12 credit hours of internship credit a student may earn during his/her experience at Baker. Both the faculty sponsor and the Director of Career Services must approve the academic relevance and suitability of the student's work experience. P/NC. Prerequisites: EC 242 and EC 243; permission of the instructor. **R**

**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; BS 330 or MA 321.

**EC 450 Industrial Organization 3 hrs.**

This seminar examines the ways firms and markets are organized, exploring how various types of market structures affect firm behavior and in turn how firm behavior affects the structure of markets. Topics include entrepreneurship, small vs. large firms, mergers and acquisitions, shareholders vs. stakeholders, and the ethics of competition. Prerequisite: EC 242.

**EC 463 International Finance 3 hrs.**

A macroeconomic approach to the study of global markets is taken in this course. Specific topics and concepts examined include balance of payments, exchange rate systems, the World Bank, the IMF, international banking, and the European Union. Prerequisites: EC 242, 243, and BS 381. (Cross-listed as BS 463.)

## 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. It is designed specifically for students who are transferring in ED 243 Introduction to Education. 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 243 Introduction to Education 3 hrs.***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 Program Handbook, write a teaching philosophy, and interview a practicing licensed teacher. The course content also 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 groups presentations cover approaches for successful experiences for these students. NOTE: Physical Education and Health majors need to take PE 210 in place of ED 243.

**ED 244 Education Field Practicum I 1 hr.***Every semester*

This one-hour practicum is designed to provide students with an initial 20-hour 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: ED 100, ED 243, PE 210, and sophomore status.

**ED 262 Children's Literature 3 hrs.***Fall semester*

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. Prerequisite or co-requisite: ED 100 or 243, or instructor approval.

**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: ED 100 or 243. NOTE: This course is not required for Physical Education and Health majors.

**ED 265 Technology for Teachers 1 hr.***Every semester, online course*

This course will feature inquiry-based constructivist activities that 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, 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 that students can use as a beginning portfolio. Prerequisites: ED 100 or 243. NOTE: This course is not required for Physical Education and Health or Music Education majors.

**ED 301 Application of Critical Thinking Through Substitute Teaching 1-4 hrs., variable credit**

This variable credit opportunity is designed to provide students with an opportunity to apply and develop the Baker University Values. Through substitute teaching in local districts students will embrace personal development in the areas of: Critical thinking as they exercise flexibility in responding to myriad of expectations presented to a substitute teacher in a PreK-12 classroom setting. Integrating learning with faith and values, in particular, the expectation of personal and professional responsibility that is based on high standards of ethical conduct when in the public-school setting. Inclusiveness. By embracing the diversity of community, thought, and expression of the students encountered in the classroom setting. Service to the



community. Serving as a substitute teacher to ensure that student learning continues uninterrupted in the absence of the classroom teacher. Prerequisites: KSDE licensure for substitute teaching or pending application.

**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. Program students will explore the processes, as well as the products, of assessment as they utilize information gathered at the formative and summative phases of assessment to guide instruction. The strengths and weaknesses of both formal and informal assessment techniques will be examined. Program students will develop tests and authentic/performance-based 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 concepts to interpret standardized test results for parent-teacher conferences. Electronic learning management programs are examined. Prerequisites: ED 100 or 243. NOTE: This course is not required for Physical Education and Health majors.

**ED 313 Bilingual Education 3 hrs.**

*Every semester, online course*

This course provides an overview of bilingual education, including the history, policies, programs, and research on effective bilingual education programs. Topics covered include: language acquisition theories, the role of primary language literacy in second language acquisition, second language instruction, using methods for teaching English as a Second Language (ESL) and content area instruction through the Sheltered Instruction Observation Protocol (SIOP), and culturally responsive teaching strategies. This course will also provide students with opportunities to explore effective tools to enhance speaking and writing in a language other than English, allowing students to increase their level of awareness, knowledge, and skills that will render them more effective teachers with linguistically and culturally diverse classroom students and families. Prerequisites: ED 100 or 243; Physical Education & Health Major, Prerequisite: PE210

**ED 320 Education Field Service Practicum II 1 hr.**

*Every semester*

This 30-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 a small group or teach the entire class. Prerequisites: ED 100 or 243, and 244. Note: This course is not required for Physical Education, Health, and Music majors.

**ED 322 Education Field Service Practicum III 1 hr.**

*Every semester*

This 20-to-30-hour practicum is designed to provide students with a specialized classroom experience tailored to meet their individualized needs. Students will meet with the Professional Development School Coordinator to devise a course of study that best addresses the student's needs and the relevant course objectives. Prerequisites: ED 320 and department recommendation.

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

*Spring only*

This course examines the methods, materials, and activities that are appropriate for use in 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: ED 100 or 243 and MA 262, and concurrent enrollment in ED 352 and ED 353.

**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 interrelationships 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: ED 100 or 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 classroom student learning and development. Other areas investigated include: learner engagement, multiple intelligences, constructivism, managing the classroom environment, meaningful instruction, information processing, and 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. In addition, tenure and contract laws and case laws dealing with schools are discussed. Prerequisites: PY 111 and ED 100 or 243; Physical Education & Health Major, Prerequisite: PE210, or instructor approval.

**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: ED 100 or 243 or instructor approval; Physical Education & Health Major, Prerequisite: PE210

**ED 348 Methods for Teaching Elementary and Middle-Level Science 3 hrs.**

*Spring only*

This course examines the methods, materials, and activities that are appropriate for use in elementary and middle school science programs. The study of scientific concepts and principles that one must possess in order to teach science effectively at these levels from an inquiry-based perspective will be explored. Hands-on lab experiences are an integral part of this course. Prerequisites: ED 100 or 243.

**ED 350 Dyslexia and Research Based Interventions for Elementary Level 2 hrs.**

*Fall only*

This course is designed to introduce students to the beauty and beastie parts of dyslexia. Students will explore and discuss the definition, causes, characteristics and common interventions for dyslexia. This course is designed to introduce students to multi-sensory phonic instructional techniques and informal and formal multi-sensory phonic assessments. Current brain research will enhance simulation activities and help to explain successful interventions. Common co-morbid condition will be covered, along with the importance of movement and nutrition. Your Baker email address will be used for class announcements/communications. Prerequisites: ED 345 or permission of the instructor

**ED 351 Dyslexia and Research Based Interventions for Secondary Level 1 hr.**

*Spring only*

This course is designed to introduce students to the beauty and beastie parts of dyslexia. Students will explore and discuss the definition, causes, characteristics and common interventions for dyslexia. This course is designed to introduce students to multi-sensory phonemic awareness instructional techniques. Current brain research will enhance simulation activities and help to explain successful interventions. Common co-morbid condition will be covered, along with the importance of movement and nutrition. Prerequisites: ED 345 or permission of the instructor

**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: phonemic awareness, phonics, vocabulary learning, comprehension, and fluency. Students must enroll concurrently in ED 352 and ED 353. Prerequisites: ED 262, and 366.

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

Students have the opportunity to apply what is learned in ED 352 during this 60-hour 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 352, ED 353, and ED 331. Prerequisites: ED 262 and 366.

**ED 362 Exploring Young Adult Literature 3 hrs.***Spring only, odd years*

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 sub-genres, 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.

**ED 363 Elementary School Social Studies 3 hrs.***Fall 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. 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: ED 100 or 243. Prerequisite: ED 333.

**ED 366 Teaching Elementary Language Arts in the Content Area 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: ED 100 or 243; Physical Education & Health Major, Prerequisite: PE210

**ED 368 Teaching Reading in the Secondary Content Areas 3 hrs.***Spring only*

Content area teachers play an important role in guiding secondary students as they use literacy strategies as tools for learning. This course is intended to introduce the Secondary Education major to instructional strategies and materials that promote the development of reading, writing, and studying processes in the context of teaching new information. Concepts relating to students' comprehension of reading materials and specific strategies that aid in reading success will be presented. Additionally, the course will focus on strategies for strengthening literacy across the curriculum through working in a team approach. Prerequisites: ED 100 or 243; Physical Education & Health Major, Prerequisite: PE210

**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. Students will demonstrate competency on the ukulele as an accompanying instrument to be used in their future classroom and will be asked to purchase or obtain their own ukulele for use during class. Emphasis in this

course is on preparing and presenting lessons that provide opportunities for integrating music to support elementary classroom learning. Prerequisites: ED 100 or 243.

**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, and promoting relationships and personal well-being. Emphasis is on activities and information relevant to the non-art education teacher. Prerequisites: ED 100 or 243.

**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 or ED 243.

**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: instructional strategies that will enhance the learning at all levels, lesson plans and delivering lessons, meaningful classroom learning activities, technology applications, student outcomes and assessments, teaching techniques for diverse learners, and effective communication with parents. Students will create a list of and use effective teaching strategies and develop technology applications and problem-solving skills for the classroom. In addition, program students will develop student assessments and rubrics and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: ED 100 or 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. Students 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: instructional strategies that will enhance the learning at all levels, lesson plans and delivering lessons, meaningful classroom learning activities, technology applications, student outcomes and assessments, teaching techniques for diverse learners, and effective communication with parents. Students will create a list of and use effective teaching strategies and develop technology applications and problem-solving skills for the classroom. In addition, program students will develop student assessments and rubrics and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: ED 100 or 243, and 244; junior status recommended.

**ED 413 Methods for Teaching High Incidence Disability 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, recommendations, modifications, and best practices. 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: ED 100 or 243, and 345.

**ED 414 Characteristics of the High Incidence Disability Learner 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: ED 100 or 243, and 345.

**ED 415 Practicum for High Incidence Disability Learners 3 hrs.***Every semester*

This off-campus practicum experience is designed to provide students with an opportunity to work with special-needs students. Students will be assigned to experienced teachers who teach adaptive learners. During the course, students 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: ED 100 or 243, 345, and either 413 or 414.

**ED 417 Methods of Teaching Business 3 hrs.***Fall 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. ED 417 is designed to develop instructional skills required of secondary business teachers. The course will involve many activities related to teaching, including developing: instructional strategies that will enhance the learning at all levels, lesson plans and delivering lessons, meaningful classroom learning activities, technology applications, student outcomes and assessments, teaching techniques for diverse learners, and effective communication with parents. Students will create a list of and use effective teaching strategies and develop technology applications and problem-solving skills for the classroom. In addition, program students will develop student assessments and rubrics and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: ED 100 or 243, and 244; junior status recommended.

**ED 418 Methods of Teaching Secondary and Middle-Level English 3 hrs.***Fall 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. ED 418 is designed to develop instructional skills required of secondary teachers. The course will involve many activities related to teaching, including developing: instructional strategies that will enhance the learning at all levels, lesson plans and delivering lessons, meaningful classroom learning activities, technology applications, student outcomes and assessments, teaching techniques for diverse learners, and effective communication with parents. Students will create a list of and use effective teaching strategies and develop technology applications and problem-solving skills for the classroom. In addition, program students will develop student assessments and rubrics and create student behavior plans and learning modifications for the English Language Arts classroom. Prerequisites: ED 100 or 243, and 244; junior status recommended.

**ED 419 Teaching Social Studies in the Secondary School 3 hrs.***Fall 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. ED 419 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: instructional strategies that will enhance the learning at all levels, lesson plans and delivering lessons, meaningful classroom learning activities, technology applications, student outcomes and assessments, teaching techniques for diverse learners, and effective communication with parents. Students will create a list of and use effective teaching strategies and develop technology applications and problem-

solving skills for the classroom. In addition, program students will develop student assessments and rubrics and create student behavior plans and learning modifications for the secondary classroom. Prerequisites: ED 100 or 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. Students present their developmental portfolio for approval during this course. Prerequisite: QS 311. This course is open only to those students who are on schedule to student teach the following semester.

**ED 450 Student Teaching at the Elementary Level 12 hrs.**

*Every semester*

During this cumulative field experience, Teacher Education students plan and teach lessons and units, utilizing a variety of instructional strategies to motivate students with different learning styles. In addition, program students create and evaluate multiple assessments and determine their impact on student learning. Students are expected to exhibit 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 Teacher Work Sample (K-TWS). Elementary school program students participate in teaching and related responsibilities throughout the entire day for a semester. Prerequisite: ED 440.

**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 middle and secondary 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 middle or secondary 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. Students present their developmental portfolio for approval during this course. Prerequisite: QS 311. 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: This course is only open to those students who are on track to student-teach in the current semester or the following semester.

**ED 470 Student Teaching at the Secondary Level 12 hrs.**

*Every semester*

During this cumulative field experience, Teacher Education students plan and teach lessons and units, utilizing a variety of instructional strategies to motivate students with different learning styles. In addition, program students create and evaluate multiple assessments and determine their impact on student learning. Students 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 Teacher Work Sample (KTWS). Secondary school program students participate in teaching and related responsibilities throughout the entire day for a semester. Students earning PK-12 licensure split the student teaching experience between an elementary and secondary placement. Prerequisite: ED 460.

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

During this cumulative field experience, Teacher Education students plan and teach lessons and units, utilizing a variety of instructional strategies to motivate students with different learning styles. In addition, students create and evaluate multiple assessments and determine their impact on student learning. Students 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 program students participate in teaching and related responsibilities throughout the entire day for a semester. Prerequisite: ED 460.

**ED 513 Methods for Teaching High Incidence Disability Learners 3 hrs.***Fall only*

For select students, ED 413 Methods for Teaching High Incidence Disability Learners is offered for graduate-level credit (see description for ED 413). Prerequisites: ED 100 or 243, 345, at least a 3.00 cumulative GPA, and Department Chair approval.

**ED 514 Characteristics of the High Incidence Disability Learner 3 hrs.***Spring only*

For select students, ED 414 Characteristics of the High Incidence Disability Learner is offered for graduate-level credit (see description for ED 414). Prerequisites: ED 100 or 243, 345, at least a 3.00 cumulative GPA, and Department Chair approval.

**ED 515 Practicum for High Incidence Disability Learners 3 hrs.***Every semester*

For select students, ED 415 Practicum for High Incidence Disability Learners is offered for graduate-level credit (see description for ED 415). Prerequisites: ED 100 or 243, 345, either 513 or 514, at least a 3.00 cumulative GPA, and Department Chair approval.

## EN: ENGLISH

**EN 100 Basic Composition 3 hrs.**

This course helps students gain confidence and proficiency in college-level writing. Students will gain increased awareness and control of their own writing process, and they will learn common academic writing strategies. The course also focuses on improving critical thinking skills, especially those of analysis and argument. Upon completion of the course, students will have the tools to make thoughtful and appropriate writing decisions based on the work's purpose and intended audience.

**EN 105 Language and Composition 3 hrs.**

This course provides an introduction to college-level writing and covers the basics of composition including (1) types of essays, (2) how to analyze essay writing, and (3) how to prewrite and edit essays. The course also includes a description and understanding of rhetoric, argumentation, persuasion, and the rhetorical situation as it applies to past and current writing. *Enrollment is limited to students in the TEL concurrent credit program.*

**EN 106 Literature and Composition 3 hrs.**

The TEL Library English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in close reading and critical analysis of the literary genres of the epic, poetry, drama, and prose, including novels, short stories, and essays. Students will read a survey of literature from the 8th century through the 19th century BCE. Students will examine the ways writers use language to provide both meaning and pleasure. As they read, students will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A final project will include the study of a specific novel with the goal of writing a research paper about that novel and preparing and delivering a visual presentation. *Enrollment is limited to students in the TEL concurrent credit program.*

**EN 107 Research and Composition 3 hrs.**

Research and Composition is the second in a series of two courses designed for a first-year college-level English writing program. Its purpose is to further develop students' abilities to read and think critically by analyzing texts and evaluating sources, to research and evaluate evidence competently, to develop logical reasoning and persuasive argument skills, and to communicate ideas in appropriate written media and styles. It introduces students to academic writing, basic research, and the art of argumentation, as well as reinforcing concepts introduced in previous composition courses. *Enrollment is limited to students in the TEL concurrent credit program.*

**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.

**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.

**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.

**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.

**EN 130 Introduction to Creative Writing 3 hrs.**

This course allows students to specialize in the reading and writing of poetry and prose, emphasizing students' own strengths. The importance of both self-expression and form will be explored. Students will discuss examples of modern and contemporary poetry and prose 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 necessary.

**EN 152 Introduction to Writing and Research 3 hrs.**

This writing-intensive course helps students develop the analytical, research, and writing skills necessary for college success in a wide range of disciplines. While a major focus of the course will be writing about literature, it will also serve as an introduction to writing across the disciplines. The course emphasizes the process of producing thoughtful and clear academic writing, which includes textual analysis, critical thinking, audience awareness, argument development, and engagement with research materials.



**EN 210 American Literature, Colonial Period to 1890 3 hrs.***Fall only, even years*

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 Wheatley, Emerson, Thoreau, Poe, Hawthorne, Douglass, Jacobs, Whitman, Dickinson, and Melville, and to examine the relationship between the works and their historical and cultural contexts. Note: EN 210 is not a prerequisite for EN 212.

**EN 212 American Literature since 1890 3 hrs.***Fall only, odd years*

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 Zitkala-Ša, Dreiser, Washington, Du Bois, Faulkner, Hurston, Williams, Baldwin, O'Connor, and Morrison. Note: EN 210 is not a prerequisite for EN 212.

**EN 215 Studies in a Literary Genre 3 hrs. R****EN 218 Studies in a Literary Theme or Movement 3 hrs. R****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 students' 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 20<sup>th</sup> and 21<sup>st</sup> 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). **R**

**EN 226 Multi-Ethnic American Literature 3 hrs.***Spring only, even years*

This course explores significant works of literature by writers from diverse ethnic and cultural backgrounds. Works are drawn primarily from the 20<sup>th</sup>-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.***Spring only, odd years*

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, Chicana/o, or Asian American. Or, the course may be organized around a specific literary genre or theme across multiple American ethnic literatures. **R**

**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. Through a 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. Prerequisite: Sophomore standing and one creative writing class.

**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.**

*Spring only, even years*

In this course, students will study texts by authors representative of British literature and its major traditions from the Anglo-Saxon period to the 18<sup>th</sup> century. As students read these texts against the historical, social, and intellectual background of the times, they will read works by such figures as the Beowulf poet, Geoffrey Chaucer, William Shakespeare, John Milton, Aphra Behn, and Jonathan Swift, 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: BC 120 or one course in literature.

**EN 331 British Literature since 1780 3 hrs.**

*Spring only, odd years*

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, Austen, Dickens, Elizabeth Barrett Browning, Hopkins, Wilde, Yeats, Joyce, and Ishiguro, 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: BC 120 or one course in literature.

**EN 341 Editing 3 hrs.**

This course provides instruction in the editing and rewriting 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 MM 341.)

**EN 353 Creative Nonfiction: The Personal Essay 3 hrs.**

*Biennially*

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. Prerequisite: Sophomore status.

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

*Biennially*

In this course, students study the growth of the English language from its 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.**

*Biennially*

This course is designed to teach students to think and write clearly and to read perceptively and with insight. The course is centered on an examination of rhetorical principles as exemplified in a collection of essays. Students are encouraged to develop writing styles of their own that are fluid, clear, informative, and forceful. Prerequisite: Sophomore status.

**EN 370 Studies in Major Authors 3 hrs.**

This course offers intensive study of one to three major authors, with the specific topics varying each semester. Readings will focus on the author's primary texts, including both classics and lesser-known works, as well as biographical and critical materials. **R**

**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 voices while learning directly from the skills and voices of others. The course emphasizes ongoing critiques (by both the instructor and 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 critical abilities gained through previous courses in literature and criticism in a new way. Prerequisite: EN 232 or permission of the instructor.

**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 spring in celebration of that year's best undergraduate creative writing. 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, permission of faculty advisor/sponsor for *Watershed*, and approval of Department Chair. **R**

**English Seminars at the 400 Level**

*Fall only*

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 a genre, or study of a group of works from multiple genres related to an important theme or movement. All seminars share the following traits: a substantive research paper involving some level of collaboration regarding the writing process, substantial student participation in conducting the course through formal oral presentations or other means, and class interaction based more on active dialogue than on lecture. Courses of the same number but different topics may be repeated for credit. Note: Seminars are only offered once per year. Students needing two seminars therefore need to take one seminar in the fall of the junior year and one seminar in the fall of their senior year. Prerequisite: 6 credit 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 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 characteristic 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 only*

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: 6 credit hours in EN literature coursework or permission of the instructor.

## 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 the Exercise Science Program. Students will serve as athletic team assistants, rehabilitation aides, or student fitness instructors. **R; P/NC**

**EX 181 Introduction to Applied Health Sciences 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 they relate 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 and public health.

**EX 184 Lifetime of Fitness, Health, and Nutrition 3 hrs.**

*Fall only*

This course examines factors which affect a person's overall health and fitness across the lifespan. Students will conduct a variety of assessments intended to determine their current level of fitness and will examine ways to incorporate healthier nutritional choices and suitable fitness activities into their daily lives.

**EX 241 Foundational Experiential Learning Lab for Applied Health Sciences 1-3 hrs.**

*Every Semester*

Foundational Experiential Learning is a somewhat individualized course defined as a research, volunteer, or leadership opportunity within a professional setting under which the student is guided and supervised by a practicing professional at the introductory level. It is an opportunity to apply the knowledge, skills, and abilities associated with their respective degree program. Prerequisites: permission of the instructor. **R (maximum of 3 credit hours)**

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

*Spring term*

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 of the prevention and care of injuries related to athletic participation necessary for 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.

**EX 246 Medical Terminology 3 hrs.***Every semester*

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 248 Sports Nutrition***Every semester*

This course provides students an introduction to nutrition for health, fitness, and athletic performance. The course will allow students to understand and apply basic principles and concepts in the biological sciences by describing the nutrition guidelines for exercise pertaining to timing of intake and quality of food choices for calories, carbohydrates, protein, micronutrients, and fluids. Students will learn to assess an athlete's nutritional needs while training and competing in sport events and will apply the process to develop a nutritionally appropriate meal plan for exercise. Students will identify and critically assess ethical and societal issues in science in relationship to the use of ergogenic aids, identify appropriate interventions for weight management and eating disorders pertaining to exercise, evaluate personal dietary behaviors and identify dietary changes that will enhance physical health, nutritional status and athletic performance, and demonstrate the ability to evaluate and appreciate evidence-based information as it relates to the development of health, fitness, athletic and nutrition behaviors.

**EX 251 Measurement in Exercise Science and Allied Health 1 hr.***Fall only*

This course is an introduction to the measurement and research processes of exercise science and allied health, including selecting instruments and assessment protocols, calibrating equipment, assessment administration and management of measurement, calculating statistics, and evaluating and presenting results. Additionally, students will be introduced to current and traditional measurement trends and research topics associated with evidence-based laboratory and practitioner techniques. Prerequisites: EX 181 and 245.

**EX 300 Group Exercise Instruction 1 hr.***Spring only*

This applied course is designed to expose students to the knowledge and skills required to teach exercise in an assortment of group settings and to a variety of populations. The course will focus on both healthy and diseased states as supported by the latest evidence-based research and practices. Prerequisites: EX 346 and junior status or permission of the instructor.

**EX 325 Advanced Nutrition 3 hrs.***Spring only*

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 gain a background in microbiology and fermentation, food handling and safety, food contamination, and toxicology. Course fee required. Prerequisites: EX 245 and junior status or permission of the instructor.

**EX 330 Culinary & Nutritional Medicine 3 hrs.***Fall only*

The focus of this course sets aside the focus on a sole nutritional viewpoint in an attempt to support traditional and prescribed medical practices. The emphasis is an evidence-based approach to apply culinary and nutritional choices and practices to specific conditions, likely steering far from a concept that stands on common practices designed to support the many and not the needs of the individual. Prerequisites: EX 245 and junior status.

**EX 342 Motor Learning 3 hrs.***Spring only*

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. Prerequisite: Junior status or permission of the instructor.

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

*Spring only*

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, and performance enhancements. Prerequisites: BI 246, BI 247, EX 347, and acceptance in the Exercise Science program.

**EX 345 Therapeutic Exercise 3 hrs.**

*Spring only*

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 347 and acceptance in the Exercise Science program or permission of the instructor.

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

*Fall only*

Students will examine the scientific, theoretical, and practical approaches to adapted exercise throughout the lifespan. Students will study appropriate exercise considerations, protocols, and modifications for a variety of disabilities, diseases, and conditions affecting the anatomical body systems. Prerequisites: EX 181, BI 247, and acceptance in the Exercise Science or Public Health program.

**EX 347 Applied Kinesiology 3 hrs.**

*Fall only*

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. Prerequisites: BI 246, BI 247 and acceptance in the Exercise Science program. Co-requisite: EX 347L Applied Kinesiology Lab.

**EX 367 Principles of Strength and Conditioning 3 hrs.**

This course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Prerequisite: EX 347.

**EX 400 Seminar in Exercise Science 1 hr.**

This course is designed for junior or senior level Exercise Science students who want to gain a more focused understanding in a specified area of the discipline. Senior Seminar in Exercise Science will focus on a special topic in one of the following focus areas: Health and Fitness Assessment, Exercise Prescription and Implementation, Exercise Counseling and Behavior Modification, and Risk Management and Professional Responsibility Prerequisite: Junior status. **R (with different topics).**

**EX 411 Vital Issues in Lifestyle Medicine 3 hrs.**

This course offers an interdisciplinary examination of lifestyle factors affecting everyday health behaviors and chronic disease development in the world's population. This course will examine evidence-based preventative and therapeutic approaches to combating chronic disease through the use of diet/nutrition, physical activity, stress management, tobacco cessation, and reducing other risky behaviors. Prerequisites: QS 311 and junior status.

**EX 441 Experiential Learning Lab for Applied Health Sciences 1 -3 hrs.**

*Every semester*

Experiential Learning is a somewhat individualized course defined as a research, volunteer, or leadership opportunity within a professional setting under which the student is guided and supervised by a practicing professional. It is an opportunity to apply the knowledge, skills, and abilities associated with their respective degree program. Prerequisite: EX 241 and permission of the instructor. **R (maximum of 3 credit hours).**

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

Qualified Exercise Science majors who serve as learning assistants 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, laboratory sessions, and small group lectures, tutoring, and student evaluation. Prerequisite: Permission of the instructor. **R**

**EX 494 Exercise Programming: Assessment and Prescription 4 hrs.***Fall only*

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 acceptance to the Exercise Science program.

**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 a 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 clock 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. Prerequisites: Exercise Science program acceptance, senior status in Exercise Science program, completion of all other major coursework, and Clinical Experience Supervisor approval. Student Liability Insurance required. Students are required to register and sit for either the ACSM Certified Exercise Physiology or NSCA Certified Strength and Conditioning Specialist exam during the clinical experience.

## FR: FRENCH

**FR 111 French Language and Culture I 4 hrs.***Fall term*

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 French Language and Culture II 4 hrs.***Spring term*

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 French Language and Culture III 3 hrs.***Fall term*

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. This course does not count toward a minor or a major in French. Prerequisite: FR 112 or approved placement test result.

**FR 204 Cultural Topics in French 3 hrs.***Spring term*

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. This course counts toward a minor in French, but not toward a major in French. Prerequisite: FR 203 or approved placement test result.

**FR 220 French Vocabulary Workshop 1 hr.**

This course is designed to allow for more in-depth exploration of vocabulary associated with individual themes. Each iteration of the course will select areas of interest to the students (for example, music, around

the house, nature and the outdoors, etc.) for focused study and practice. This course may be repeated with a change in theme. This course may count towards a major/minor in French, but does not count towards completion of the general education language requirement. Prerequisite: FR112 or equivalent placement test results. **R**

**FR 222 French Pronunciation Workshop 1 hr.**

This course will allow students to perform focused work on improving their pronunciation and accent in French. This course may count towards a major/minor in French, but does not count towards completion of the general education language requirement. Prerequisite: FR112 or equivalent placement test results.

**FR 224 French for the Professions 1 hr.**

This course will allow students pursuing fields such as Business or Medicine to explore the vocabulary as well as the cultural issues and practices associated with that field in the target language/culture. This course may be repeated with a change in theme. This course may count towards a major/minor in French, but does not count towards completion of the general education language requirement. Prerequisite: FR112 or equivalent placement test results. **R**

**FR 305 Writing in French for Professional and Personal Life 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: FR 204 or permission of the instructor.

**FR 306 French Conversation through Current Events 3 hrs.**

This course seeks to increase vocabulary and conversational skills through class discussion and oral reports about current events in the French-speaking world. Refinement of pronunciation is also a focus. We will learn about regional variations in French pronunciation and vocabulary. Prerequisite: FR 204 or permission of the instructor.

**FR 326 French Grammar Workshop 1 hr.**

This course is an advanced grammar workshop for upper-level students, in which they will practice and refine their grammar skills. This course may be repeated with a change in theme. This course may count towards a major/minor in French, but does not count towards completion of the general education language requirement. Prerequisite: FR204 or equivalent placement test results. **R**

**FR 340 History and Culture of France 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 370 Explorations in French 3 hrs.**

In Explorations in French, students gain a deeper understanding of a particular genre or region related to the cultures of the French-speaking world. This course may be repeated with a change in topic. Prerequisite: FR 204 or permission of the instructor.

**FR 371 Francophone Cinema 3 hrs.**

This course will serve to introduce students to an array of francophone films, which will be used as a springboard for class discussions. After viewing each film, class time will be spent reviewing vocabulary and discussing issues that the films raise, as well as their artistic merits. Some history of francophone cinema will be presented. Exams and written work will assess students' knowledge of vocabulary and content of the films, as well as encourage critical thinking about the societal problems and achievements of the francophone world.

**FR 375 The Francophone World 3 hrs.**

This course will serve to enhance students' knowledge of the culture, history, literature, and language of the francophone world. Through the lens of learning about the French-speaking world, students will continue to hone their language skills as advanced learners of French. The course will culminate in a final project.

**French Seminars at the 400 Level**

Seminars allow students to develop their skills in research, writing, reading, and conversation by studying French or Francophone culture, film, and literature related to a specific theme or 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. These courses may be repeated with a change in topic. Prerequisite: A 300-level French course or permission of the instructor. **R**

**FR 408 Seminar on a Country or Region 3 hrs.****FR 414 Seminar on Culture and Literature 3 hrs.****FR 416 Seminar on Film and Literature 3 hrs.****FR 418 Seminar on Specific Authors 3 hrs.****FR 435 French Language Teaching Assistant 3 hrs.**

Qualified students who serve as teaching assistants help the primary instructor with the design and implementation of a given language course. The students' responsibilities may include the development of class and testing materials, evaluation of student work, or individual tutoring. Teaching assistants will be evaluated on a portfolio of materials developed throughout the semester. Prerequisite: instructor approval.

**FR 445 Translation Project in French 1-3 hrs.**

This is a project-based course designed to give students practical, personal experience with the translation process. The student will select and translate texts from French to English with the supervision and feedback of the instructor. Prerequisite: At least one course at the 300-level or above in French.

**FR 494 Senior Capstone in French 3 hrs.**

Students will meet jointly with those in another upper-level course in their program. Students will attend all meetings of that course and complete the same daily assignments, as well as many of the larger assignments. The capstone project will replace some of the regular coursework. The capstone project, required of all students majoring in a language, involves a directed research project developed in consultation with the instructor. Topics will be drawn from the content of the class, but the student should adapt them to fit their interests. They will present a version of their paper in a departmental seminar session. Prerequisite: Senior standing or instructor permission.

## GN: GERMAN

### **GN 111 German Language and Culture I 4 hrs.**

*Fall term*

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 German Language and Culture II 4 hrs.**

*Spring term*

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 German Language and Culture III 3 hrs.**

*Fall term*

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. This course does not count toward a major or a minor in German. Prerequisite: GN 112 or approved placement test result.

### **GN 204 Cultural Topics in German 3 hrs.**

*Spring term*

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. This course counts toward a minor in German, but not toward a major in German. Prerequisite: GN 203 or approved placement test result.

### **GN 220 German Vocabulary Workshop 1 hr.**

This course is designed to allow for more in-depth exploration of vocabulary associated with individual themes. Each iteration of the course will select areas of interest to the students (for example, music, around the house, nature and the outdoors, etc.) for focused study and practice. This course may be repeated with a change in theme. This course may count towards a major/minor in German, but does not count towards completion of the general education language requirement. Prerequisite: GN112 or equivalent placement test results. **R**

### **GN 222 German Pronunciation Workshop 1 hr.**

This course will allow students to perform focused work on improving their pronunciation and accent in German. This course may count towards a major/minor in German, but does not count towards completion of the general education language requirement. Prerequisite: GN112 or equivalent placement test results.

### **GN 224 German for the Professions 1 hr.**

This course will allow students pursuing fields such as Business or Medicine to explore the vocabulary as well as the cultural issues and practices associated with that field in the target language/culture. This course may be repeated with a change in theme. This course may count towards a major/minor in German, but does not count towards completion of the general education language requirement. Prerequisite: GN112 or equivalent placement test results. **R**

### **GN 305 Writing in German for Professional and Personal Life 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 through Film 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 the instructor.

**GN 326 German Grammar Workshop 1 hr.**

This course is an advanced grammar workshop for upper-level students, in which they will practice and refine their grammar skills. This course may be repeated with a change in theme. This course may count towards a major/minor in German, but does not count towards completion of the general education language requirement. Prerequisite: GN204 or equivalent placement test results. **R**

**GN 340 History and Culture of the German-speaking World 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 History and Culture of the German-speaking World. Where that course focused on the history of German 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. Prerequisite: GN 204 or permission of the instructor.

**GN 370 Explorations in German 3 hrs.**

In this course students gain a deeper understanding of a particular genre or region related to the cultures of the German-speaking world. This course may be repeated with a change in topic. Prerequisite: GN 204 or permission of the instructor. **R**

**German Seminars at the 400 Level**

Seminars allow students to develop their skills in research, writing, reading, and conversation by studying culture, film, and literature related to a specific theme or 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. This course may be repeated with a change in topic. Prerequisite: A 300-level German course or permission of the instructor. **R**

**GN 408 Seminar on a Country or Region 3 hrs.****GN 414 Seminar on Culture and Literature 3 hrs.****GN 416 Seminar on Film and Literature 3 hrs.****GN 418 Seminar on Specific Authors 3 hrs.**

**GN 435 German Language Teaching Assistant 3 hrs.**

Qualified students who serve as teaching assistants help the primary instructor with the design and implementation of a given language course. The students' responsibilities may include the development of class and testing materials, evaluation of student work, or individual tutoring. Teaching assistants will be evaluated on a portfolio of materials developed throughout the semester. Prerequisite: instructor approval.

**GN 445 Translation Project in German 1-3 hrs.**

This is a project-based course designed to give students practical, personal experience with the translation process. The student will select and translate texts from German to English with the supervision and feedback of the instructor. Prerequisite: At least one course at the 300-level or above in German.

**GN 494 Senior Capstone in German 3 hrs.**

Students will meet jointly with those in another upper-level course in their program. Students will attend all meetings of that course and complete the same daily assignments, as well as many of the larger assignments. The capstone project will replace some of the regular coursework. The capstone project, required of all students majoring in a language, involves a directed research project developed in consultation with the instructor. Topics will be drawn from the content of the class, but the student should adapt them to fit their interests. They will present a version of their paper in a departmental seminar session. Prerequisite: Senior standing or instructor permission.

## GS: GENDER STUDIES

**GS 201 Introduction to Gender Studies 3 hrs.**

This course introduces student to both theoretical debates about and cultural depictions of gender and sexual identities. By focusing on the public dialogue between cultural theorists, we will see how "the personal is political" –in other words, how issues of gender, sexuality, sexual orientation, race, and social class not only impact the lived experiences and cultural productions of individuals, but also how such identities are themselves impacted by larger social structures.

## 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 Era 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 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 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 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 the department 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 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 326 Eastern European/Soviet History and Politics 3 hrs.**

Economic, political, and social changes in the U.S.S.R. and its successor states are studied in this course. Other countries in Eastern Europe are examined in comparison. (Cross-listed as PS 326.)

**HI 328 History of Christianity 3 hrs.**

This course on the history of Christianity will examine the religion's early development until the fall of Constantinople in 1453. Students will analyze the history and traditions of Christianity and will have the option to further explore issues such as: the divinity of Jesus, heresy, gender and sexuality in Christianity, and early theologians. This course will have several required readings where students will engage with texts written by early Christians. (Cross-listed as RE 328.)

**HI 329 Modern Christianity 3 hrs.**

The purpose of this course is to examine the Protestant Reformation, the response by the Catholic Church, and the spread of Reformation ideas throughout the world. As a result, this course will focus on several major Christian thinkers and theologians as well as various historical events. The course will end with a discussion of Christianity in the Americas and how it has developed and changed as a result of its new context. This will include the creation of new movements such as Mormonism, the Seventh Day Adventist Church, and the Jehovah's Witnesses. (Cross-listed as RE 329.)

**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 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.

**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. These sources offer 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 the 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 1960s 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 exist 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 CE. 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 355 Mesopotamian History and Religion 3 hrs.**

The purpose of this course is twofold: 1) for students to examine the history of Mesopotamia, and 2) to examine the religious development that resulted from that history. The course will focus on various different religious texts and mythologies that students will critically analyze. Since the course will cover 2000 years of history, only the most important and religiously relevant issues will be highlighted. (Cross-listed as RE 355.)

**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 the 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 Native American 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 prerequisite 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 consequences) and how they affected the Byzantine Empire, the Islamic States of Western Asia and North Africa, and European society. (Cross-listed as RE 365.)

**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 Era 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 368 The Cold War: Spies and Conspiracies 3 hrs.**

This course explores the Cold War as a global process, probing its political and military history as well as the social and cultural impact of the confrontation between capitalism and communism. Much of the course will focus on the social and cultural impact on American society over the fifty-year period of the Cold War. Prerequisite: HI 128.

**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. Historical developments in this period were dramatic, even radical. The course will stress these changes and how they affected both the Europeans who shaped them and 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 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 20<sup>th</sup> 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: 6 credit hours of history courses. (Cross-listed as RE 405.)

**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 BCE, an era dominated by the city-state of Athens, whose imperial aspirations and literary achievements continue to inspire cultural emulation and experimentation. Various factors and forces at work during this era and an exploration of their relationships in the creation of a unique civilization will be examined. Prerequisite: 6 credit hours of history courses.

**HI 436 Senior Thesis in History 3 hrs.**

Each student shall select a topic that relates to his or her interest and that holds promise for original research and analysis. Ensuing research will require the examination, analysis, and appropriate synthesis of both primary and secondary resources. The study will raise questions of theory and value from which to make predictive and educated assumptions appropriate to the research topic. This research and evaluation exercise will culminate with a seminar paper, formal oral defense, and peer and instructor evaluation. Prerequisite: 21 credit hours of history, including HI 226.

**HI 437 Alexander's Legacy 3 hrs.**

The conquests of Alexander the Great in Africa and Asia allowed for the dissemination of Greek civilization, but the legacy of Alexander was more than the spread of Greek culture. Where the Greeks settled, their



culture mixed with the civilizations of the subject peoples, a process termed the Hellenistic Synthesis. Understanding how Alexander's conquests linked the Mediterranean to central Asia and opened the door to the first world system in history is the focus of this course. Prerequisite: 6 credit hours of history courses.

**HI 441 Rome from Republic to Empire 3 hrs.**

From the Punic Wars to the Military Anarchy, this course will examine the major political, economic, and social developments from the collapse of the Republic to the crisis of the Principate. Particular emphasis will be placed on the development of Roman society and technology as factors in the dissolution of imperial authority. Prerequisite: 6 credit 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 CE, 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: 6 credit hours of history courses.

## HN: HONORS

**HN 101 Scholar's Salon 1 hr.**

*Spring only*

All students who are accepted into the Honors Program are required to enroll in this course during their freshman year. The goals of the course are to foster an atmosphere of community, to promote self-responsibility for lifelong learning, to guide participants into making connections among the various disciplines they are studying, and to integrate the various areas of knowledge that they are acquiring. Finally, the course will guide students in the development of the Honors Independent Research or Creative Project, which is a primary component of participation in the program. **R**

**HN 201 Scholar's Salon 1 hr.**

*Fall only*

All students who are accepted into the Honors Program are required to enroll in this course during their sophomore year. The goals of the course are to foster an atmosphere of community, to promote self-responsibility for lifelong learning, to guide participants into making connections among the various disciplines they are studying, and to integrate the various areas of knowledge that they are acquiring. Finally, the course will guide students in the development of the Honors Independent Research or Creative Project, which is a primary component of participation in the program. **R**

**HN 301 Scholar's Salon 1 hr.**

*Fall only*

All students who are accepted into the Honors Program are required to enroll in this course during their sophomore year. The goals of the course are to foster an atmosphere of community, to promote self-responsibility for lifelong learning, to guide participants into making connections among the various disciplines they are studying, and to integrate the various areas of knowledge that they are acquiring. Finally, the course will guide students in the development of the Honors Independent Research or Creative Project, which is a primary component of participation in the program. **R**

## HP: HUMAN PERFORMANCE

**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:**

Men's Baseball

Men's Basketball

Women's Basketball

Men's Bowling	Men's Cross Country	Cheer Team
Women's Bowling	Women's Cross-Country	Dance Team
Esports	Women's Softball	Men's Outdoor Track & Field
Men's Football	Men's Tennis	Women's Outdoor Track & Field
Men's Golf	Women's Tennis	Women's Volleyball
Women's Golf	Men's Indoor Track & Field	Men's Wrestling
Men's Soccer	Women's Indoor Track & Field	Women's Wrestling
Women's Soccer	Field	

## IE/IS: INTERTERM EXPERIENCE

SEE INTERTERM PROGRAM FOR ADDITIONAL DETAILS ON POTENTIAL COURSES

### 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. Students will be assigned to a school in Kansas City or Topeka. On-campus class sessions will be held in Baldwin City. Self-reflection will be an integral component of this Interterm. During the course of the Interterm, students will be expected to progress from a classroom observer to a functioning teacher's aide. Prerequisites: ED 100 or 243 or PE 210, ED 244, and junior or senior status.

## II: WINTERTERM INTERNSHIPS

### II 250 Career Involvement 1-3 hrs., variable credit

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. II 250 is the course code designation for a Winterterm internship approved through governance as meeting at least one of the three criteria toward fulfillment of the Interterm requirement (see Interterm Program and Requirements). For more information regarding the approval process for Interterm credit, students should consult their academic advisor. For other general questions, contact Career Services. Prerequisite: Sophomore status. **R; P/NC**

### II 255 Career Involvement 1-3 hrs., variable credit

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. The student earns academic credit for this experience, but it does not count toward meeting the Interterm requirement. For more information, contact Career Services. Prerequisite: Sophomore status. **R; P/NC**

### II 350 Career Involvement 1-3 hrs., variable credit

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. II 350 is the course code designation for a Winterterm internship approved through governance as meeting at least one of the three criteria toward fulfillment of the Interterm requirement (see Interterm Program and Requirements). For more information regarding the approval process for Interterm credit, students should consult their academic advisor. For other general questions, contact Career Services. Prerequisite: CI 260 or II 250 or II 255. **R; P/NC**

**II 355 Career Involvement 1-3 hrs., variable credit**

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. The student earns academic credit for this experience, but it does not count toward meeting the Interterm requirement. Students are not allowed to participate in internships with relatives acting as supervisors. For more information, contact Career Services. Prerequisite: CI 260 or II 250 or II 255 or junior/senior status and approval of supervising faculty member. **R; P/NC**

**IN: INTERNATIONAL STUDIES****IN 101 Introduction to International Studies 3 hrs.**

This course is the gateway course to the International Studies major. The course will introduce students to new ways of learning and thinking about the world through multiple lenses. Students will examine issues across disciplines and explore the interplay of cultures, languages, political systems, economies, histories, and geographies among the peoples of the world. This course is required of students in the International Studies major.

**IN 212 Global Problems 3 hrs.**

This course 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 a particular area of international studies in depth 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 status.

**LN: LATIN****LN 101, LN 102 Elementary Latin I, II 3 hrs.**

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 works will also be studied. Prerequisite: LN 203 or three years of high school Latin.

## LR: LEADERSHIP STUDIES

### **LR 100 Introduction to Leadership 3 hrs.**

This course is an introduction to the dynamic field of leadership studies. With the underpinning that leadership is action and skills that can be taught and developed, students will explore their own leadership potential. Through a variety of leadership perspectives and frameworks, students will have the opportunity to examine multiple views of leadership, explore the differences between personal and positional leadership, study characteristics of leaders, and learn about the importance of personal development in becoming an effective and authentic leader.

### **LR 200 Leadership in Organizations and Teams 3 hrs.**

This highly interactive course will focus on the interpersonal and structural dynamics that characterize successful group leadership and followership. Through methods of practical application as well as leadership and group motivation theory, students will explore, discuss, and apply strategies for building effective teams in various settings. Students will develop interpersonal and leadership skills through exposure and participation in small and large team experiences.

### **LR 205 Student Leadership Development I 1 hr.**

In this course students interested in leadership roles in student organizations and/or athletic teams will learn the basics of leadership and be able to witness the application of leadership skills to co-curricular activities across the university. Through a series of seminars, online discussion boards, and group projects, students will reflect upon leadership concepts, learn how these principles are applied by observing current leaders across campus and apply these principles in their organizations or teams. (not open to students with previous credit in LR 295 Student Leadership Development I)

### **LR 305 Student Leadership Development II 1 hr.**

In this course students will continue to work from the pre-requisite course by continuing their works as leaders in the various student organizations and teams. The course will continue to offer up opportunities to apply leadership theory and practice to the student's leadership responsibilities within the university setting. (Additional opportunities to share and learn leadership opportunities and challenges within a diverse community of fellow students, academic leaders, administrative leaders, and influential alumni and community leaders.) Through a series of seminars, online discussion boards, and individual and group projects students will be able to continue their reflection on how leadership skills can enhance their work within the organizations they serve but also prepare them for leadership opportunities once in the workplace. Prerequisites: LR 205 and instructor consent.

### **LR 310 Adaptive Leadership 3 hrs.**

This course will center on the practice of adaptive leadership and the principles and competencies upon which it is based. Leadership is the ability to mobilize others to make progress on deep, daunting, adaptive challenges that we face in our relationships, our communities, our nations, and our world. The goal of this course is to learn ways in which students can work with others to make progress on difficult adaptive challenges.

### **LR 340 Lessons in Leadership 3 hrs.**

This course will focus on the development of the awareness, knowledge, and skills necessary in the study of leadership and leadership-related activities. Through methods of discussion as well as experiential and didactic learning, students will make connections between personal experiences, readings, and campus/community involvement through reflection in order to understand one's own potential for leadership.

## 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 22 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 credit hours needed for graduation under this catalog.) **P/NC**

### MA 106 Quantitative Analysis I 3 hrs.

The Quantitative Analysis I course is designed to introduce students to basic and intermediate concepts of number sense and quantitative analysis. The course is designed to help students conceptualize abstract quantitative concepts as they relate to real-world problems and everyday life. The course provides extensive examples to help students explain and apply concepts. The course covers logic, basic number sense, algebraic concepts, geometry and visual modeling, and probability. This course will additionally provide students with the knowledge and skills to manage financial resources. *Enrollment is limited to students in the TEL concurrent credit program.*

### MA 142 The Language of Mathematics 3 hrs.

*Spring only, even years*

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 22 or higher, or SAT Math score of 500 or higher, or MA 090.

### MA 145 College Algebra 3 hrs.

*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 22 or higher, or SAT Math score of 500 or higher, or MA 090.

### MA 146 Trigonometry 2 hrs.

*Fall only*

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.

*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 Mathematics department. Students with strong algebra skills who need trigonometry may take MA146 as a co-requisite. (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.

*Every semester*

This course is a continuation of MA 171. Topics to be studied include more techniques of integration and applications of calculus, including sequences and series. Prerequisite: MA 171 with a grade of C or higher.

**MA 221 Statistics I 3 hrs.***Every semester*

This course is an introduction to statistics. Topics include: graphical and numerical summaries for both single variables and the relationship between two variables; designs for producing data; probability; and introductions to sampling distributions, confidence intervals, and hypothesis tests. Prerequisites: ACT Math score of 22 or higher, or SAT Math score of 500 or higher, 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: ACT math 22 or higher, SAT math 500 or higher, or MA090 and Elem or Middle Level Education major.

**MA 261 Mathematics for Elementary and Middle School Teachers I 3 hrs.***Fall only*

This course studies the structure of the real number system with special emphasis on modern concepts. It is required of all Elementary Education and Middle-Level Mathematics Education majors. A grade of C or higher 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.***Spring only*

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.***Spring only*

This course is a continuation of MA 172. Topics to be studied include vectors, vector calculus, functions of several variables, partial derivatives, directional derivatives, tangent planes, maxima and minima, and multiple integration. Prerequisite: MA 172 with a grade of C or higher.

**MA 281 Introduction to Linear Algebra 4 hrs.***Fall only*

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.***Spring only*

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.***Every semester*

This course is a continuation of MA 221 and covers topics in inferential statistics, including hypothesis 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 in 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.***Fall only, even years*

This 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, and 291, or permission of instructor.

**MA 345 Problem Seminar in Mathematics 1 hr.***Spring only*

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 a short report on one of the problems solved in class. Prerequisites: MA 171 and MA 172 with grade of C or higher. **R; P/NC**

**MA 355 Statistics and Modeling 3 hrs.***Fall only, 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: MA 171 with a grade of C or higher and sophomore status, 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 361 Applied Data Analysis 3 hrs.**

This is a project-based course in which each student will complete an independent research project using existing data. Students will develop testable hypotheses, conduct a literature review, prepare data, conduct both descriptive and inferential statistics, and present the findings of their research. Inferential techniques covered include ANOVA, Chi-square tests, correlation, simple linear, and multiple and logistic regression. Prerequisite: MA 221 with a grade of B or higher, or MA 171, or permission of the instructor.

**MA 362 Modern Geometries 3 hrs.***Fall only, odd 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.

**MA 372 Differential Equations 3 hrs.***Fall only*

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 172 with a grade of C or higher.

**MA 383 Introduction to Modern Algebra 3 hrs.***Fall only, 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.***Spring only, even 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.***Spring only*

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 345 and one of the following: MA 362, 383, or 491.

**MA 472 Advanced Applied Statistics 3 hrs.***Spring only, odd years*

This is an advanced statistics course covering estimation, testing hypotheses, regression and correlation, linear models, and the design of experiments. Prerequisites: MA 172 and MA 321 or 355 (both with a grade of C or higher) or permission of the instructor.

**MA 491 Introduction to Real Analysis 3 hrs.***Fall only, 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 course will review and refine editing and camera skills while focusing on development of storyline, pre-production, and post production. *Enrollment limited to students in Blue Valley's CAPS concurrent credit program*

**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 course 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 223 Introduction to Game Studies 3 hrs.**

This course covers the fundamentals of creating games to convey messages, tell stories, and work effectively as tools for promotion, marketing, education, and/or activism. Students will design, pitch, and create their



own games through the process of iterative prototyping. No coding abilities are necessary, as students will learn to use tools available that are designed for non-coders in order to experience all aspects of the game creation process while focusing more intently on design elements than complex code. Ultimate, students will complete the course having created their own game.

**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 250 Writing for Mass Media 3 hrs.**

This course teaches basic news reporting and writing skills for print and online media with an emphasis on recognizing and weighing news values and developing judgment and 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 nonprofit approaches, as well as writing suitable for different audiences and media forms. Prerequisite: MM 260.

**MM 267 Sports Public Relations 3 hrs.**

Sports Public Relations is designed to provide a complete overview of the functionality of public relations within the sports industry. The course will examine all elements of sports public relations as it pertains to all media. The course will also examine every tier of sports public relations from college athletics to professional sports team. Finally, the class will perform a cross-cultural study of media communication on the global playing field. (Cross-listed as SA 267.)

**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 285 Introduction to Social Media 3 hrs.**

This course explores the ways in which social media have grown beyond interpersonal curiosities to become required tools of use for many professionals, including journalists, public relations practitioners, and those in business fields like marketing and advertising. Students will investigate the ways in which social media contribute to the public sphere beyond personal relationships, including political and economic power, reflections of culture, and privacy issues. Students will leave the course with a greater understanding of social media and the ways in which they contribute to personal and professional endeavors.

**MM 322 Global Media Systems 3 hrs.**

This course examines the ways in which various forms of mass media reflect global cultures, values, and experiences. Students will study various media systems and their economic and political impacts on societies. They will also study differences in production philosophies in order to learn how news and entertainment programming, the Internet, and social media reflect the cultures that create them.

**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 330 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 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. Prerequisite: Sophomore status.

**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 nonprofit 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 343 Baker Orange Radio 1 hr.**

Students will work as members of the staff of Baker Orange Radio, 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 344 Baker Orange Video 1 hr.**

Students will work as staff members of the *Baker Orange Online*, the campus online news website. This class is designed for students who wish to focus on the creation of video projects that will be used as content for the *Orange Online*. Prerequisites MM230 and MM250 or permission of the instructor. **R**

**MM 346 Baker Orange Newspaper 1 hr.**

This is the laboratory course in online news production. Students in this course are members of the *Orange Online* staff and will participate in website content production in at least one of the following ways: writing, editing, web page design, photography, analytics, or advertising sales. The course is designed to prepare students for internships and permanent employment in news and digital media by acquainting them with the industry's professional standards. Prerequisite: MM 170 or MM 250 or permission of the instructor. **R**

**MM 347 Multimedia Storytelling 3 hrs.**

Multimedia Storytelling will include aspects of advertising, journalism and public relations to better understand online trends and viral content. It will further help students learn how to tailor their messages to reach audiences in new ways that will stick in the minds of the targeted audience. In order to do this, we will focus on three core concepts simultaneously: creativity, production and distribution. Through these three

concepts, this course will enhance students' base knowledge of the technological media landscape, culminating in the ability to see an idea, nurture it in an original way, and create content unique to and most effective in the desired online medium. Prerequisites: MM 230 and MM 250.

**MM 348 Public Relations 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 260 or permission of the instructor. **R**

**MM 370 Digital Photography II 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, aesthetics, and the use of color in photographic and digital image creation. Thematic series are introduced as a way of exploring complex concepts. Prerequisite: MM 170 or AS 170 or permission of the instructor. (Cross-listed as AS 370.)

**MM 376 Media Theory and Methods 3 hrs.**

Mass media theory is the cornerstone of this course, with a secondary emphasis on scholarly research methods. The course introduces students to key mass media theories in an effort to understand how media affects viewers and society. Application is emphasized in order to underscore for future media professionals the ways in which their product influences an audience. Students will also be introduced to the quantitative and qualitative methodologies used to study media effects. Prerequisite: Junior or senior status.

**MM 440 Digital Media III 3 hrs.**

This hands-on, intensive course is a production lab and seminar combined in which students will engage in digital production of visual images, audio, and video, and critically analyze assumptions underlying the development and deployment of digital media, along with their social, economic and political impact. Building on skills learned in Digital Media I & II, students will develop advanced proficiency in digital media production tools, including Adobe Photoshop, Illustrator, Premiere, and After Effects, along with audio production software Audacity. Assignments are designed to serve as professional portfolio pieces that demonstrate the ability to accomplish specific purposes with each product—promotional, informational, entertaining, etc.—while showcasing students' understanding and application of essential design/production principles. In addition, the course includes smaller exploratory/expressive projects that give students the opportunity for creative experimentation as a way of learning capabilities of each production tool they otherwise may not have experienced. Prerequisites: MM 230 and MM 330.

**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 course, the plan will be handed off to the organization in hopes that they will 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. Prerequisite: QS 311 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**

## **MS: MUSEUM STUDIES**

**MS 111 Introduction to Museum Studies 3 hrs.**

The purpose of this course is to introduce students to the basic ideas and concepts of the study of museums and is the core course for the Museum Studies minor. This course includes an analysis of the narratives, placements, and found of the museum. The course will focus on the resources of Baker University, including the Holt-Russell Gallery, the Quayle Bible Collection, and the Old Castle.

## **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 course or one year of previous study is a prerequisite for Applied Lessons: Guitar.

**MU 127 Class Piano (non-majors) 1 hr.**

This piano course for non-majors emphasizes achievement of beginning-level performance competencies on piano. The course 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 50-minute sessions each week.

**MU 151 Music Theory Fundamentals 2 hrs.**

This course is designed as an introduction to written music theory and is the fundamental course for all subsequent study in functional harmony and related music theory courses. Students enrolled in the course are required to attend regularly scheduled sessions twice a week and may be assigned an additional remedial class session once per week if needed. All entering students in the music theory course sequence are required to take a comprehensive music fundamentals test during the first regularly scheduled class. If minimum competencies are demonstrated in each content area, the instructor may elect to excuse the student from the course as a required prerequisite of subsequent music theory courses. Co-requisites: MU 153 and 157.

**MU 153 Sight-Singing, Dictation, and Aural Skills 1 hr.**

This course is required of all Music majors and is a prerequisite for all subsequent music theory courses. The student develops skills in aural identification of meter/time signatures, diatonic scales, diatonic melodic and harmonic intervals, and triads, diatonic melodic, harmonic, and rhythmic dictation, and sight-singing of melodic passages and arpeggiated diatonic triads. Co-requisites: MU 151 and 157.

**MU 157 Class Piano (Beginning Keyboard Skills for Majors) 1 hr.**

This continuous course places basic emphasis on the achievement of those keyboard skills required of all Music majors in order to pass their keyboard proficiency examination. The fundamental skills at the beginning level (MU 157 and MU 158) include: major/minor scales, interval and chordal identification, simple pieces, sight-reading, and melodic transposition. For Music majors only; it meets for two 50-minute sessions 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 50-minute sessions 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 17<sup>th</sup>- and 18<sup>th</sup>-century functional harmony. Course content and aural and sight-singing skills are directly related to 17<sup>th</sup>- and 18<sup>th</sup>-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 are 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, an 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.

**Applied 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 1 credit hour (one half-hour lesson each week) or 2 credit hours (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 212 Applied Lessons: Guitar 1-2 hrs.**

**MU 213 Applied Lessons: Organ 1-2 hrs.**

**MU 214 Applied Lessons: Percussion 1-2 hrs.**

**MU 215 Applied Lessons: Piano 1-2 hrs.**

**MU 216 Applied Lessons: Strings 1-2 hrs.**

**MU 217 Applied Lessons: Voice 1-2 hrs.**

**MU 218 Applied Lessons: Woodwinds 1-2 hrs.**

**MU 221 Accompanying 1 hr.**

This studio/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, MU 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. Only junior and senior music or music education majors may enroll for upper division credit. **R**

**MU 223, MU 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. Only junior and senior music or music education majors may enroll for upper division credit. Prerequisite: Permission of instructor. Co-requisite: Enrollment in appropriate large ensemble. **R**

**MU 230 Treble Choir 1 hr.**

Treble Choir is open to all Baker students, faculty, and staff who sing soprano and alto. No audition or previous singing experience is required. Treble Choir performs once or twice during the semester in campus concerts and occasionally at other events as requested. The choir performs SSAA repertoire from the history of all choral traditions as well as music of contemporary composers. **R**

**MU 232, MU 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 in campus concerts and 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 march in the Maple Leaf Festival Parade. Instrumentation is limited to balance sections. Only junior and senior music or music education majors may enroll for upper division credit. Prerequisite: Permission of instructor. **R**

**MU 233, MU 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. Only junior and senior music or music education majors may enroll for upper division credit. Prerequisite: Instructor's Permission. **R**

**MU 235, MU 435 Concert Choir 1 hr.**

The Baker University Concert Choir is open to all University students through audition. Concert Choir performs in formal campus concerts once or twice per semester, including the traditional Christmas Candlelight Vespers. In addition, the ensemble sings at official University events, occasional Chapel services,

and in outreach tours to area schools and churches. A prescribed uniform is required. Students interested in auditioning are strongly encouraged to plan on two semesters of enrollment each year. Choral literature performed will include the finest sacred and secular works written for large choral ensembles. Only junior and senior music or music education majors may enroll for upper division credit. Prerequisites: Audition and permission of the instructor. **R**

**MU 236, MU 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. Chamber Singers perform at many of the same events as Concert Choir (see MU 235). In addition, the group serves as ambassadors in smaller or less formal venues. A prescribed uniform is required. Music performed will include excellent choral literature from traditional and contemporary genres. Only junior and senior music or music education majors may enroll for upper division credit. Co-requisite: Enrollment in MU 235 (preferred) or MU230 (with instructor approval). **R**

**MU 237 Music Theatre Workshop 1 hr.**

Students prepare and perform scenes from the standard literature of opera and musical theatre. When conditions permit, a major musical or operatic production will be performed, involving students in the cast and pit orchestra. Open to Music majors and selected non-Music majors. Prerequisite: Permission of the instructor. Co-requisite: Enrollment in Applied Lessons: Voice (waived for pit orchestra members and vocalists in some productions with instructor permission). **R**

**MU 248 Conducting Fundamentals 1 hr.**

Conducting Fundamentals 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 harmonization. For Music majors only; class meets two 50-minute sessions 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 50-minute sessions 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 Post-Tonal 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 19<sup>th</sup> through 21<sup>st</sup> 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 265 Introduction to Music Technology 2 hrs.**

The purpose of this course is to serve as a survey of music technology tools, techniques, and applications to teaching music. Topics covered by this course will include music engraving, MIDI, digital recording techniques, microphone techniques, live audio sound reinforcement, and computer-assisted music instruction. This course will help students to gain practical and theoretical experience with music technology hardware and software. It will help students learn how to best integrate technology into the teaching of music. Prerequisite: MU 164.

**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 session of lecture/demonstration and two sessions of hands-on lab experience each week for the 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 session 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 course, 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 the student to better understand his/her own voice and to assist him/her in the training of other voices, both individually and as part of a choral ensemble. Class meets two hours each week and students will teach voice throughout the semester. Prerequisites: MU 217 and junior or senior status 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 including 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 preschool, 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 300 Music, Popular Culture and Social Change 3 hrs.**

This course traces social change movements through popular music styles, artists, genres, and specific songs. Students will explore how blues, jazz, folk, rock & roll, hip-hop, rap, and even classical music forms have been shaped by and used to shape and propel social justice movements in the US and around the world. Themes include artists' response to war and nuclear armament, racial and civil rights, nonviolent protest movements, socio-economic inequality, gender-, LGBTQIA+, and age-based rights movements, environmental awareness, patriotism/nationalism, and immigration.

**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 18<sup>th</sup> century. The course is taught through lectures, recorded examples, and research projects. It presents musical development within the context of socioeconomic, political, and technological changes and developments in the arts in Western civilization. Knowledge of the notation and terminology of music is assumed. Prerequisite: 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: 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 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 also 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.

**Applied Studio Lessons at the 41X Level**

Private studio lessons are offered on all orchestral and band instruments, voice, piano, organ, and guitar and only available to music or music education majors. Students may register for 1 credit hour (one half-hour lesson each week) or 2 credit hours (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: Junior or Senior Music or Music Education Major. 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 412 Applied Lessons: Guitar 1-3 hrs.**

**MU 413 Applied Lessons: Organ 1-3 hrs.**

**MU 414 Applied Lessons: Percussion 1-3 hrs.**

**MU 415 Applied Lessons: Piano 1-3 hrs.**

**MU 416 Applied Lessons: Strings 1-3 hrs.**

**MU 417 Applied Lessons: Voice 1-3 hrs.**

**MU 418 Applied Lessons: Woodwinds 1-3 hrs.**

**MU 419 Applied Lessons: Conducting 1-3 hrs.**

This course is an introduction to advanced 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. Prerequisite: MU 248 or permission of the instructor. **R**

**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 weekly two-hour lab. Co- or Prerequisite: MU 248. Co-requisite: MU 435 or MU 436.

**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. Co- or Prerequisites: MU 248. Co-requisite: MU 422 or 432.

**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 with an additional weekly two-hour lab that will allow observations and hands-on experiences in area schools. Prerequisite: MU 164.

**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). Students must also research and write a recital document and program notes. The performance, recital document, and program notes will be graded by faculty committee.\* Prerequisite: Achievement Level III passed by jury examination no later than the semester preceding the partial Senior Recital. Co-requisite: 1 or 2 credit hours 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.

**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). Students must also research and write a recital document and program notes. The performance and recital document will be graded by faculty committee.\* Prerequisite: Achievement Level III passed by jury examination no later than in the semester preceding the Senior Recital. Co-requisite: 2 credit hours 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.

## **PBH: PUBLIC HEALTH**

**PBH 186 Concepts of Health 3 hrs.**

*Spring only*

This course fosters an understanding of conditions and situations which effect an individual's health and well-being in order to provide the student with the skills needed to promote better personal and community health.

**PBH 247 Social and Behavioral Aspects 3 hrs.**

*Fall only*

Students will be introduced to the multi-disciplinary strategies and methods used for measuring, assessing, and promoting physical activity in 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.

**PBH 261 Principles of Epidemiology 3 hrs.**

*Fall only*

As the foundational science of public health, epidemiology provides a basis for the understanding of infectious and non-infectious disease prevention and control. In short, epidemiology is the study of the distribution and determinants of disease, health conditions, or proceedings among populations and the application of that study to control health challenges and add value to community health monitoring. Prerequisites: EX 181 and Phase 1 Math requirement.

**PBH 327 Public Health Communication and Literacy 3 hrs.**

*Fall only*

Health communication and literacy is the ability to read, understand, and use health care information to foster understanding regarding an individual's health status. Health literacy differs from general literacy, which is the ability to read and write. It is more than plain talk or simplifying communication, and does not

essentially mean the ability to read health care information. On a grand scale, health literacy seeks to avoid ineffective communications that place patients at greater risk of preventable adverse events. The purpose of this course is to investigate and master communication skills of lay people and professionals in health topics, as well as the demands of the health care and public health systems. Prerequisite: EX 181 and 247.

**PBH 388 Global Health Issues 3 hrs.**

*Spring only*

This course offers an overview of global health issues through examination of major elements of health and the many areas of burden associated with disease. The course serves as an introduction to the complex nature that is global health with contributing factors from many areas, including social, economic, political, policy, and environmental factors that affect the health of populations globally will be the primary focus of learning. In addition, through the course study students will analyze the role many stakeholders play in governing global health, including international organizations, states, civil society, and industry, while also reviewing controversies in global health and potentially successful strategies to improve global health and the challenges modernization may bring. Prerequisites: Junior status or permission of the instructor.

**PBH 428 Health Promotion and Policy 3 hrs.**

*Spring only*

Health promotion is an interdisciplinary field focused on preventing negative health outcomes and promoting optimal health through individual, organizational, and community change. The purpose of this course is to introduce students to the theory, processes, activities, and settings for health promotion practice. The course will explore various topics that directly impact health promotion as it applies to public health. Prerequisites: EX 247 and 327 and acceptance in the Public Health program.

**PBH 497 Clinical Experience in Public Health 9 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 a 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 clock 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. Prerequisites: Public Health program acceptance, senior status in Public Health program, completion of all other major coursework, and Clinical Experience Supervisor approval. Student Liability Insurance required.

## PC: PHYSICS

**PC 106 Physical Sciences 3 hrs.**

Physical Sciences is an introductory course designed to give students an opportunity to explore the basic concepts of physical science. Students will be introduced to the foundations of science, including skills, assumptions, and the role of technology in science. Then, students will learn about matter, atoms, and the periodic table. Students will dive into the chemical side of physical science with an introduction to chemical reactions and the chemistry of carbon and solutions. They will explore motion, forces, work, machines, and energy as well as nuclear energy and thermal energy. Lastly, students will get an introduction to waves, sound, and electromagnetic radiation. The course provides extensive examples and practice for students to apply concepts. *Enrollment is limited to students in the TEL concurrent credit program.*

**PC 106L Physical Sciences Lab 1 hr.**

The TEL Library Physical Sciences Lab course provides a comprehensive introduction to the laboratory study of fundamental concepts of physics and chemistry. In this course, students will learn about lab safety and how to analyze and solve problems using critical thinking and the scientific method. This course will focus on topics such as atomic structure, motion and force, sound, and light, with an emphasis on technology, data collection and analysis. Students will complete 10 mastery assignments with lab activities

including formal lab reports. **This course can be taken either after or with PC106.** *Enrollment is limited to students in the TEL concurrent credit program.*

**PC 125 Introductory Physics I 4 hrs.**

This course provides an algebra-based introduction to mechanics, heat and thermodynamics, and wave motion. Key concepts include forces and Newton's laws of motion, Newton's law of gravitation, energy and momentum, heat and temperature, and sound. These concepts are further explored in laboratory sessions. The course consists of three lectures and one laboratory session per week. Prerequisite: MA 145 or permission of 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, black holes, 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: 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 Schroedinger equation. These topics are motivated by a discussion of the failure of classical physics to explain certain phenomena such as the photoelectric effect. More sophisticated data analysis techniques than those discussed in PC 225 are presented. The course consists of three lectures and one laboratory session per week. Prerequisite: PC 226.

**PC 332 Electronics 4 hrs.**

This course provides an introduction to electronics. Topics include DC and AC circuits, semiconductors, diodes, rectifiers, regulators, bipolar 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, MA 172, and PC 226. (Cross-listed as CH 361.)

**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, and virtual work. Application will include strengths of bridges, hinges, struts, beams, and much more. Prerequisite: PC 225 and MA 172. Co-requisite: MA 281.

**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 is the capstone course of the physics program and must be taken by all physics majors. Students submit a formal written proposal and progress reports on a challenging project that demonstrates an aspect of new learning and growth. Their final presentations of results consist of oral and written reports that are clear, thorough, and professional and include potential scientific and technological benefits and risks, and ethical ramifications. Prerequisites: Senior Status in Physics (junior status for declared pre-engineering students).

## PE: PHYSICAL EDUCATION AND HEALTH

**PE 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 readings about the philosophy of yoga will be required.

**PE 141 Flag Football 1 hr.**

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.

**PE 145 Tennis 1 hr.**

Participants in this course will receive instruction in the basic skills of tennis and will gain an understanding of the rules and scoring.

**PE 146 Recreational Soccer 1 hr.**

The soccer activity course will provide experience for the novice participant. The course is designed to teach soccer skills, strategy, and interest in the sport.

**PE 147 Couch to 5K 1 hr.**

This course was developed to help participants improve their level of fitness. A fitness assessment will be conducted.

**PE 148 Weight Lifting 1 hr.**

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.

**PE 151 Basketball 1 hr.**

Students will receive instruction on 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.

**PE 152 Volleyball 1 hr.**

Students will be exposed to game strategies and team concepts. The course may be modified to include sand volleyball skills.

**PE 156 Badminton 1 hr.**

Badminton is a leisure activity that requires quick reactions and game strategy. Students will play singles and doubles and participate in tournaments.

**PE 158 Softball/Kickball 1 hr.**

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.

**PE 162 Adapted Activities 1 hr.**

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

**PE 167 Cross Training 1 hr.**

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.

**PE 210 Introduction to Teaching Physical Education, Health, and Recreation 3 hrs.** *Fall only*

This course content includes instruction in the social, historical, and philosophical foundations of physical education, as well as components of lesson design. Course emphasis is placed on professional attitudes crucial for those working with young people: awareness of the value of physical education and health, respect for all students, acceptance of diversity and its impact on learning, and an awareness of the teacher's role as the facilitator of student learning. The course will focus on the psychomotor, cognitive, and affective development of learners PreK-12. The use of technology will be embedded in the content of this course.

**PE 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.

**PE 230 Movement and Rhythm 2 hrs.***Spring only, 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 a part of the presentations. Prerequisite: PE 210.

**PE 239 Practicum Experience for Recreation I 1 hr.**

This one-hour practicum is designed to provide students with an initial experience in recreation. After being placed with a recreational complex and assigned a mentor, the student will assist in various areas wherever



appropriate, observe and record effective program management practices, and possibly facilitate programs or activities. This practicum will allow the student to work with people of all ages. Pre-requisite: PE 210.

**PE 246 Health Seminar 2 hrs.**

*Fall only*

This course is designed to provide Physical Education and Health majors with the opportunity to engage in various health settings that are seen in the PreK-12 school setting. The student will work with educators from various health settings, maintain a time log of the specific activities involved, and complete required assignments to lend to the understanding of the health needs of today's children. Prerequisite: Completion of PE 210.

**PE 247 Techniques of Teaching Team, Dual, and Individual Sports 3 hrs.**

*Spring Only*

This course will support students in teaching team, dual, and individual sports from those traditionally taught in physical education. Content includes rules, strategy of play, adaptations, and modifications.

**PE 248 Sports Psychology 3 hrs.**

*Fall only, odd years*

This course is designed to introduce students from a variety of specialty areas to the interrelationships between sport and society, to consider the influence of sport on the individual, and to develop an understanding of the individual conditions, emotions, and behaviors of sport participants. Current topics and issues pertinent to psychological and sociological aspects of sport will be considered. Specific attention will focus on developing cognitive control strategies for optimal sport performance; the development of an understanding of the leadership/followership dynamic in sport; and special consideration of such topics as perception, stress, anxiety, arousal, composure, concentration, confidence, motivation, and aggression. The course experience will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integral application in the real world setting. Prerequisites: PY 111.

**PE 303 Methods of Teaching Early Childhood and Elementary Physical Education and Health 3 hrs.**

*Fall only, odd years*

This course is a study of the principles related to the selection and use of teaching techniques for early childhood and elementary physical education and health. This includes understanding the values of physical activity for the promotion of healthy lifestyles, current trends in elementary physical education and health instruction, planning for instruction at the elementary level, providing a safe learning environment, and assessing student learning. The course will include the development of lesson plans, unit plans, and measurement techniques along with effective teaching skills for the elementary physical education and health classroom. The course will also include a field experience component at the elementary level. The course will involve many activities related to teaching, including selecting instructional strategies that will enhance learning, designing and delivering lessons, technology applications, identifying student outcomes and appropriate assessments, teaching to diverse learners, and communicating with parents. In addition to class meeting times, students will also be required to participate in 20 clock hours of practicum experience. Prerequisites: PE 210 or permission of the instructor.

**PE 305 Methods of Teaching Secondary Physical Education and Health 3 hrs.**

*Fall only, even*

*years*

This course is a study of the principles related to the selection and use of teaching techniques for secondary physical education and health in sixth grade through high school. This includes understanding the characteristics of secondary students, the values of physical activity for the promotion of healthy lifestyles, current trends in secondary physical education and health instruction, planning for instruction at the secondary level, providing a safe learning environment, and assessing student learning. The course will include the development of lesson plans, unit plans, and measurement techniques along with effective teaching skills for the secondary physical education and health classroom. The course will also include a field experience component at the secondary level. The course will involve many activities related to teaching, including selecting instructional strategies that will enhance learning, designing and delivering lessons, technology applications, identifying student outcomes and appropriate assessments, teaching to diverse

learners, and communicating with parents. In addition to class meeting times, students will also be required to participate in 20 clock hours of practicum experience. Prerequisites: PE 210 or permission of the instructor.

**PE 309 Tests and Measurements in Physical Education and Health 3 hrs.** *Spring only, even years*

The purpose of Tests and Measurements for Physical Education and Health is to support learners in their development of understanding measurement and evaluation in the classrooms of physical and health educators. The course will provide practical application for assessing students in three different domains: psychomotor, affective, and cognitive. Students will understand the differences between formative, interim, and summative assessment. Students will also understand how to construct test items and interpret test results. Prerequisites: PE 210 and PE 303 or PE 305.

**PE 320 Practicum Experience for Recreation II 1 hr.**

This one-hour practicum is designed to provide students with continued experience in recreation. After being placed with a recreational complex and assigned a mentor, the student will assist whenever appropriate, observe and record effect program management practices, and possibly facilitate programs or activities. The focus of the practicum will be to design and facilitate an entire offering at a recreational facility. This practicum allows the student to work with people of all ages. Prerequisites: PE 210 and PE 239.

**PE 327 Kinesiology for Physical Education and Health 3 hrs.**

*Spring only*

The purpose of this course is to introduce students to movement concepts as applied to various sports. Laws of motion, principles of forces, equilibrium concepts, and laws governing projectiles will be introduced and applied. The anatomy and function of the musculoskeletal system and concept of levers will also be learned. The student will learn how to analyze skill movement in sport activities. In addition to class meeting times, students will also be required to participate in lab experiences. Prerequisites: PE 210 and BI 246 and BI 246L Note: This course is not open to Exercise Science majors.

**PE 332 Physical Education and Health for Special Populations 3 hrs.**

*Spring only, odd years*

This course involves the theoretical and practical approaches to adapted physical activity. Students will not only examine disabilities, conditions, and diseases which might affect an individual's ability to participate in a variety of activities, but they will also learn how to modify activities for individuals within a variety of settings. Prerequisite: PE 210 and PE 303 or PE 305.

**PE 351 Exercise Physiology for Physical Education and Health 3 hrs.**

*Fall only*

This course is a study of how the human body responds to exercise and sports performance. Content that will be covered during this course includes: nutrition and the impact of a quality diet on human performance, stress (good and bad), aerobic and anaerobic movement, and the related areas of fitness such as strength, muscular endurance, body composition, and flexibility. Prerequisites: PE 210 and BI 246 and 246L Note: This course is not open to Exercise Science majors.

**PE 360 Recreation Seminar 2 hrs.**

The course was developed around the following framework: reflecting on the skills needed as a recreation specialist, getting a position, learning the different aspect of careers in Recreation, and understanding the standards written for Recreation professionals. Emphasis will be placed on enhancing providing a diverse recreation program developed for all persons. Practicum students will present a portfolio of their learnings at the end of the course.

**PE 420 Theory and Principles of Coaching 3 hrs.**

*Spring only*

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. Prerequisite: 6 credit hours of exercise science, physical education, or sports administration credit, excluding activity courses or varsity athletics.

**PE 439 Internship for Recreation 12 hrs.**

During this cumulative field experience, Recreation students will participate in an opportunity to apply information and skills obtained in the classroom to real-life working situations. Students will complete tasks, lead programs and events, attend meetings, and assist in certain divisions within the recreational facility while gaining a well-rounded experience through the issued responsibilities. Prerequisites: Approval by Department Chair.

## **PH: PHILOSOPHY**

**PH 110 Introduction to Law and the Legal Profession 3 hrs.**

The purpose of Introduction to Law and the Legal Profession is to provide to pre-law students and others interested in the law with 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 (LSAT), timing issues regarding the LSAT and law school applications, and the structure of law school curricula. 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 115 Introduction to Philosophy 3 hrs.**

This course introduces students to the discipline of philosophy. After a brief introduction to logic and critical thinking, students study selections from some of the major philosophers in Western tradition. Works may include writings by Plato, Aristotle, Epictetus, Aquinas, Descartes, Hume, Kant, Mill, Nietzsche, and Sartre.

**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? What are the ultimate standards of moral conduct? What are our obligations to other humans? Readings in this course may also cover topics in applied ethics such as euthanasia, abortion, animal welfare, capital punishment, and economic justice.

**PH 211 Logic and Critical Thinking 3 hrs.**

The ability to reason well is essential to living well. This course teaches students the methods for distinguishing correct from incorrect reasoning. The course covers the analysis of arguments, deductive reasoning, inductive reasoning, and informal fallacies. The material and skills covered will then be applied to writing a critical paper.

**PH 228 History of Ancient and Medieval Philosophy 3 hrs.**

This course is a survey of selected writings of philosophers from the ancient Greeks and Romans to 13th-century France. The philosophers studied may include Plato, Aristotle, Epictetus, Epicurus, and Thomas Aquinas. Issues to be addressed may include: What is knowledge? 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 focuses on some of the major issues surrounding theistic religious belief. These include proofs for the existence of God, the relation between faith and reason, the relation of religion and ethics, and the nature of religious experience. The primary question is whether it is reasonable to believe in a theistic God. (Cross-listed as RE 239.)

**PH 240 Theories of Religion: Gender, Power, and Race 3 hrs.**

The purpose of this course is to introduce students to the various methods and theories in which people examine, approach, and study religion, especially issues of gender, power, and race. For the most part, the course will examine the modern and post-modern theories of religion. The course will be primarily discussion-based and will require students to read the material in preparation of discussing the issues in class. (Cross-listed as RE 240.)

**PH 301 Western Political Philosophy I 3 hrs.**

This course covers some of the major political writings of philosophers from Plato in 5<sup>th</sup>-century BCE Greece to Machiavelli in 15<sup>th</sup>-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 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 301.)

**PH 302 Western Political Philosophy II 3 hrs.**

This course covers selected political writings of philosophers from the 16<sup>th</sup> century to the present. These may include selections from Hobbes, Locke, Rousseau, Mill, Marx, Rawls, and other modern political thinkers. The schools of thought include liberal, socialist, communitarian, and libertarian theories. Issues discussed may include the following: Why do states exist? What obligations can states legitimately ask of their citizens? How does one determine if a state's laws are just? What constitutes a just distribution of a state's wealth? When are property rights legitimate? To what extent should governments try to influence citizens to hold specific beliefs or adopt certain lifestyles? (Cross-listed as PS 302.)

**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 320 History and Philosophy of Science 3 hrs.**

After a brief introduction to deductive and inductive logics, this course studies the development, methods, and problems of scientific knowledge from the ancient Greeks to modern times. Readings are selections from such thinkers as Plato, Aristotle, Bacon, Descartes, Hume, Mill, Kuhn, Popper, and other contemporary philosophers of science.

**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 science, ethics, and human values to a major 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 on a specific issue. Prerequisite: Junior or senior status or permission of the instructor.

**PH 490 Seminar in Philosophy 3 hrs.**

Seminars in philosophy cover special topics in the subject. These include environmental ethics, philosophy and literature, feminism, existentialism, and epistemology. R

## 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, and 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.

### **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 interviewing legislative and administration leaders. Prerequisite: PS 115 or permission of the instructor.

### **PS 212 Global Problems 3 hrs.**

This course 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.**

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 media 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 of 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 Adolf Hitler: their social programs, expansionist ambitions, the national pogrom against Jews (and homosexuals, gypsies, and other “enemies” internal and external), and the war itself.

### **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 course will be familiar with basic statistical techniques.

**PS 301 Western Political Philosophy I 3 hrs.**

This course covers some of the major political writings of philosophers from Plato in 5<sup>th</sup>-century BCE Greece to Machiavelli in 15<sup>th</sup>-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 problems are inherent in various forms of government (aristocracy, oligarchy, democracy, and tyranny)? What is the foundation of civil law? When are laws just? What is the role of religion in a state? (Cross-listed as PH 301.)

**PS 302 Western Political Philosophy II 3 hrs.**

This course covers selected political writings of philosophers from the 16<sup>th</sup> century to the present. These may include selections from Hobbes, Locke, Rousseau, Mill, Marx, Rawls, and other modern political thinkers. The schools of thought include liberal, socialist, communitarian, and libertarian theories. 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 302.)

**PS 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 PH 310.)

**PS 311 The Politics of the Executive Branch 3 hrs.**

This course will focus on the politics of the executive branch, both in the U.S. 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 the instructor: the course may be taught with either an American perspective or a comparative/international perspective.

**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 through 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 is 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.

**PS 326 Eastern European/Soviet History and Politics 3 hrs.**

Economic, political, and social changes in the U.S.S.R. and its successor states are studied in this course. Other countries in Eastern Europe are examined in comparison. (Cross-listed as HI 326.)

**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 11 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.

**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: the moral limits of the law, moral issues in constitutional law, the nature of law, and 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.

**PS 401 Directed Research in Political Science 3 hrs.**

This class will be an undergraduate research seminar. Students will spend the first weeks examining what researchers know about the subject under investigation before beginning work on an original research project. The goal of this course is to produce scholarly research worthy of publication. Prerequisites: PS 115 and 117 or permission of the instructor.

**PS 410 Power, Politics, and Society 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: SO 240, SO 242, SO 243 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 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. 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 credit hours of Political Science, including PS 274.

## **PT: PRIMARY TEXTS**

**PT 310 The Self and Society in Primary Texts 3 hrs.**

This team-taught course will explore the following question: what is the relationship between the self and society? To answer that question, students will read primary texts from a range of periods, locations, and fields of disciplinary study that address the question in diverse ways. Students will be introduced to theories about the sources of individual identities, the individual's responsibility to larger communities, the ethical



choices involved in negotiating tensions between the self and society, and the treatment of people who threaten the social fabric. The course will focus on careful and analytical reading strategies and give students opportunities to arrive at thoughtful and well-reasoned interpretations of the texts.

**PT 320 Minority Voices in Primary Texts 3 hrs.**

This team-taught course focuses on minority perspectives as revealed in primary texts from a range of periods, locations, and fields of disciplinary study. The course may include units on the history of underrepresented people, the psychology of prejudice, the literary representation of racism, the religion of minority groups, and mass media portrayals of minority characters. In this way, the course asks students to learn about the past, reflect on the present, and imagine a new kind of future. In revolving around primary texts, the course focuses on careful and analytical reading strategies and gives students opportunities to arrive at thoughtful and well-reasoned interpretations of the texts.

**PT 330 Unmasking Power in Primary Texts 3 hrs.**

This team-taught course will explore the themes of authority, censorship, and resistance. Students will work to identify the various forms of power that exist in primary texts from a range of periods, locations, and fields of disciplinary study—including the government, the media, social mores, class and gender dynamics, and economic forces. In addition, students will examine what forms of resistance are available, as well as the efficacy of those choices. In revolving around primary texts, the course will focus on careful and analytical reading strategies and give students opportunities to arrive at thoughtful and well-reasoned interpretations of the texts.

**PT 340 Illness and Meaning in Primary Texts 3 hrs.**

This team-taught course will explore the theme of pain, illness, and suffering. Students will read primary texts from a range of periods, locations, and fields of disciplinary study that explore how people experience, respond to, and communicate about pain and illness, both as individuals and as communities. Students also will examine the possibility of finding meaning in pain, as well as how historical and literary texts might contribute to healing and mental health. In revolving around primary texts, the course will focus on careful and analytical reading strategies and give students opportunities to arrive at thoughtful and well-reasoned interpretations of the texts.

**PT 350 The Scottish Enlightenment and Primary Texts 3 hrs.**

This team-taught course will explore the Scottish Enlightenment, a period in the 18th and 19th centuries in Scotland that was marked by the tremendous generation of ideas and innovations. The ideas of the Enlightenment shaped Western philosophy, medicine, literature, theology, economics, education, politics, and beyond. This course will provide students with the opportunity to engage with the primary works of several of the great minds of the Scottish Enlightenment, as well as with later thinkers shaped by the Scottish Enlightenment. In revolving around primary texts, the course will focus on careful and analytical reading strategies and give students opportunities to arrive at thoughtful and well-reasoned interpretations of the texts.

**PT 360 Lin-Manuel Miranda's *Hamilton* and Primary Texts 3 hrs.**

This team-taught course focuses on the cultural phenomenon of Lin-Manuel Miranda's critically acclaimed and wildly popular *Hamilton: An American Musical*. Students will read primary texts from a range of periods and fields of disciplinary study, beginning by examining the musical as literature. Then, drawing from fields such as mass media, history, economics, and theatre, students will explore the significance of the musical's portrayals, including its treatment of race and gender, as well as the role of historical ideas in bringing about innovation. In revolving around primary texts, the course focuses on careful and analytical reading strategies and gives students opportunities to arrive at thoughtful and well-reasoned interpretations of the texts.

**PT 370 Primary Texts of the First World War 3 hrs.**

This team-taught course explores what can be learned about World War I through primary texts. Representing a range of genres and disciplines, the texts may include propaganda posters, medical case studies, historical documents, works of literature, and economic analyses. The resulting course will illuminate the human dimensions of the war, exploring how texts shaped public support for the war, capture the experience of the war for a range of participants, and explain confounding aspects of the war. In revolving around primary texts, the course focuses on careful and analytical reading strategies and gives students opportunities to arrive at thoughtful and well-reasoned interpretations of the texts. Prerequisites: BC 110 and BC 120.

**PT 490 Learning Assistantship in Primary Texts 1-3 hrs.**

A student who serves as a learning assistant helps the primary instructor with the implementation of a given primary texts course. The student's responsibilities may include completing the course's required reading, offering writing assistance and instruction, and tutoring, in addition to aiding the professor with student evaluation. Prerequisites: the completion of a Primary Texts course and permission of the instructor. **R**

## 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 168 Human Sexuality 3 hrs.***Spring only, odd years*

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 only*

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 only*

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 only*

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 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.***Every 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 MA090 with a grade of C or higher (or ACT math score of 22 or higher).

**PY 252 Research Design and Analysis II 4 hrs.***Every 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 higher.

**PY 336 Intergroup Relations 4 hrs.***Spring only, even years*

This course exposes students to psychological research that examines the origins of stereotyping and prejudice, gender and racial stereotypes, implicit versus explicit stereotyping and prejudice, self-fulfilling prophecies, in-group favoritism and outgroup bias, stigma, and methods to change stereotypes and prejudice. The course emphasizes the application of readings and course content to students' everyday lives. Each student takes part in an intercultural field experience outside of class and subsequently reflects upon the experience and makes connections as part of a larger class project. Prerequisites: PY 236 and PY 252.

**PY 346 Behavioral Neuroscience 4 hrs.***Offered on a rotating basis with PY 358 and PY 374*

This course examines the biological aspects of human behavior. It provides students with a basic overview of neuroanatomy, synaptic transmission, and chemical components of the nervous system. These biological factors are subsequently applied to behavioral associations. In addition to regular class meetings, students meet for scheduled lab sessions. Prerequisite: PY 252.

**PY 358 Cognitive Psychology 4 hrs.***Offered on a rotating basis with PY 346 and PY 374*

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. Prerequisite: PY 252.

**PY 368 Testing and Measurement 3 hrs.***Spring semester, 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.

**PY 374 Learning and Behavior 4 hrs.***Offered on a rotating basis with PY 346 and PY 358*

This course focuses on basic principles and theoretical issues associated with both classical and operant conditioning. Subject areas covered include a brief history of behavior theory, generalization and discrimination, schedules of reinforcement, classical/operant interactions, and biological constraints on behavior. Some applications of behavior theory are also discussed. In addition to regular class meetings, students meet for scheduled lab sessions. Prerequisite: PY 252.

**PY 382 Health Psychology 3 hrs.***Spring only, even 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: 6 credit hours in psychology or permission of the instructor.

**PY 386 Clinical and Counseling Psychology 4 hrs.***Spring only*

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.

**PY 391 History and Systems 3 hrs.***Spring only*

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. Prerequisite: PY 252.

**PY 411 Contemporary Issues in Psychology 3 hrs.***Fall only*

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. Prerequisites: QS 311, PY 252, and senior status. Co-requisite: PY 412.

**PY 412 Psychology Portfolio Lab 1 hr.***Fall only*

This laboratory experience is offered in conjunction with PY 411 and is focused on the development of the Psychology major individual portfolio (a component of the program assessment sequence). Co-requisite: PY 411.

**PY 451 Research Methods Application 4 hrs.***Every 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: PY 252 with a grade of B or higher. **R**

**PY 490 Learning Assistantship in Psychology 1-3 hrs.***Every semester*

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**

## **RE: RELIGIOUS STUDIES**

**RE 101 Introduction to World Religions 3 hrs.**

This course explores the basic beliefs, practices, institutions, and cultural achievements associated with some of the world's major religious traditions. The course serves as an introduction to historical and comparative religious theories and methods. The main focus of the course is the five world religions that are generally considered major: Judaism, Christianity, Islam, Hinduism, and Buddhism. However, focus will be given to other religious perspectives that influence the religions in different areas.

**RE 106 Introduction to Christianity 3 hrs.**

This course is designed to serve as a valuable introduction for believers and non-believers alike. Our charted path for this includes (1) an introduction to Christianity in general, (2) foundational lessons on the Bible and the origins of Christianity, (3) an understanding of the core beliefs and practices of early Christians, (4) a period-by-period snapshot of how those core beliefs and practices evolved and the historical/philosophical/scientific/cultural events that shaped that evolution, (5) a recap of where Christians are today with regards to doctrine and practice (retracing our steps from the early church to today), (6) how Christians are confronting issues in the 21st century. *Enrollment is limited to students in the TEL concurrent credit program.*

**RE 110 Introduction to the Old Testament/Hebrew Bible 3 hrs.**

In this course, students will be introduced to the text known as the Old Testament in Christianity and the Tanak in Judaism, which is the foundational religious and historical document for ancient Israel. The examination will include close textual readings, critical historical issues, and modern ideological readings of the text. The course will examine the text in three major groupings: the Torah, the writings, and the prophets.

**RE 120 Introduction to the New Testament 3 hrs.**

The purpose of this course is to give a general outline and introduction to the Christian Scriptures called the New Testament. The course will survey the general academic methods that scholars use to analyze these texts and the historical background of the texts. Students are expected to be able to analyze scholarly arguments as well as critical methods applied to the text, regardless of their own religious traditions.

**RE 232 Difficult Conversations: The Bible and Christianity 3 hrs.**

Communicating about religion can be a challenging thing to do these days. According to the Pew Research Center, the United States has the largest population of Christians in the world and is expected to continue in that position through 2060. Whether or not one is a believer, a discussion related to the Christian religion may be impacting some areas of your life. This course is designed to introduce students to basic concepts and resources (the Bible, symbols, images, beliefs, stories, practices), as well as how to conduct civil and productive conversations in order to participate in the social, political and economic life of the nation. (Cross-listed as CO 232.)

**RE 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 religious language, the relation of religion and ethics, and the nature of religious experience. (Cross-listed as PH 239.)

**RE 240 Theories of Religion: Gender, Power, and Race 3 hrs.**

The purpose of this course is to introduce students to the various methods and theories in which people examine, approach, and study religion, especially issues of gender, power, and race. For the most part, the course will examine the modern and post-modern theories of religion. The course will be primarily discussion-based and will require students to read the material in preparation of discussing the issues in class. (Cross-listed as PH 240.)

**RE 245 Hinduism 3 hrs.**

The purpose of this course is to introduce students to the diverse history of Hinduism as well as its texts, holidays, and beliefs. The course will also focus on special topics in Hinduism, such as its pantheistic theology, reincarnation, and the caste system. Two weeks of the course will also focus on the life and philosophy of Mahatma Gandhi.

**RE 255 Judaism 3 hrs.**

The purpose of this class is to examine the history of Judaism and to understand that the religion changes based on its historical context. Students will read various texts from the different time periods and contexts, including the Bible. Finally, the students will examine the beliefs and holidays that are added and changed based on the Jewish diaspora.

**RE 260 Islam 3 hrs.**

This course focuses on the history of Islam and the diversity of Muslims both past and present. Students will examine the Qur'an as well as the various rituals, doctrines, and holidays of the different sects of Islam. Contemporary issues will be discussed such as gender and sexuality, Islam in America, and Islam post-9/11.

**RE 328 History of Christianity 3 hrs.**

This course on the history of Christianity will examine its early development until the fall of Constantinople in 1453. Students will analyze the history and traditions of Christianity and will have the option to further explore issues such as the divinity of Jesus, heresy, gender and sexuality in Christianity, and early theologians. This course will have several required readings where students will engage with the texts written by early Christians. (Cross-listed as HI 328.)

**RE 329 Modern Christianity 3 hrs.**

The purpose of this course is to examine the Protestant Reformation, the response by the Catholic Church, and its spread throughout the world. As a result, this class will focus on several major Christian thinkers and theologians as well as various historical events. The class will end with a discussion of Christianity in the Americas and how it has developed and changed as a result of its new context. This will include the creation of new movements such as Mormonism, the Seventh Day Adventist Church, and the Jehovah's Witnesses. (Cross-listed as HI 329.)

**RE 332 The Legal Meanings of Marriage 3 hrs.**

This course examines the public marriage controversies that have led to marriage laws and court cases regarding domestic violence, divorce, interracial marriages, and more. Court case documents and the rhetorical meanings of state-sanctioned marriage established through these cases are examined, as well as the impact of the cases on gendered roles and the meanings of "citizen." Students also examine current and global efforts to regulate the institution of marriage and to analyze the meanings of those efforts. (Cross-listed as CO 332.)

**RE 335 History and Archaeology of Ancient Israel 3 hrs.**

The purpose of this course is to introduce students to the problems of historiography and archaeology while examining a site like ancient Israel. The class will focus mainly on textual data as well as archaeological data, with students learning to critically analyze each. The course will also examine the politics of archaeology and how archaeologists frequently come from colonizing nations.

**RE 345 Judaism, Christianity, and Islam 3 hrs.**

How Judaism, Christianity, and Islam have influenced one 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 traditions 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 355 Mesopotamian History and Religion 3 hrs.**

The purpose of this course is twofold: for students to examine the history of Mesopotamia, and to examine the religious development that resulted from that history. The course will focus on various different religious texts and mythologies that students will critically analyze. Since the course will cover 2000 years of history, only the most important and religiously relevant issues will be highlighted. (Cross-listed as HI 355.)

**RE 363 Religion, Ritual, and Belief 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: 6 credit hours in sociology or permission of instructor. (Cross-listed as SO 363.)

**RE 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 consequences), and how they affected the Byzantine Empire, the Islamic States of Western Asia and North Africa, and European society. (Cross-listed as HI 365.)

**RE 400 The Museum and the Bible 3 hrs.**

This course will examine three major mediums in which the Bible is displayed: artistic influence, illuminated text, and as artifact. To do this, we first need to examine the concept of the museum as well as the basic definition of the Bible. Through various contexts and exhibits (permanent and travelling), we will examine how the perceptions of the history of the Bible, as well as its influence on culture, are not universal standards held by all curators and commissioners of the Western survey museum.

**RE 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: 6 credit hours of history courses. (Cross-listed as HI 405.)

**RE 415 Women of the Book of Genesis 3 hrs.**

To fully understand any text, all characters must be analyzed and should not be suppressed based on sex. This course examines the book of Genesis specifically through narratives of the women of the text. As a result, students in the course will also examine Jewish and Christian belief as well as scholarly opinion about the book of Genesis. In analyzing these texts, students will better understand the suppression of characters based on conscious or unconscious misogyny. The course will primarily involve reading of the Bible and a critical analysis of each story.

**RE 420 Communicating the Feminine in Ancient World Religions 3 hrs.**

This course is designed to survey the role of gender-specific symbols 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, and what implications does such symbol use have for the perception, status, and roles of men and women? Each student will lead a class discussion, write papers, and take exams. Prerequisite: Junior or senior status. (Cross-listed as CO 420.)

**RE 425 Gender and Sexuality of the Old Testament/Hebrew Bible 3 hrs.**

The purpose of this course is to examine firsthand these norms and mores of the people of the ancient Near East and ancient Israel. The course will mainly involve a close reading of texts in an attempt to see if modern thinking created its norms based on the Bible or if modern scholars read their ideals into the texts. The course will specifically engage with historical, textual, and archaeological data and how it informs the contemporary readers.

**RE 450 Senior Project 3 hrs.**

Under the guidance of a Religious Studies faculty member, a senior majoring in Religious Studies will write a paper or create a Quayle exhibit demonstrating achievement of the goals of the major. The paper or exhibit

will then be presented to the student's peers and professors from the Department of History, Culture, and Society. The paper's topic should be an in-depth examination of a subject of interest that the student explored while attending courses at Baker.

## **RU: RUSSIAN**

### **RU 101 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.**

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 267 Sports Public Relations 3 hrs.**

Sports Public Relations is designed to provide a complete overview of the functionality of public relations within the sports industry. The course will examine all elements of sports public relations as it pertains to all media. The course will also examine every tier of sports public relations from college athletics to professional sports team. Finally, the class will perform a cross-cultural study of media communication on the global playing field. (Cross-listed as MM 267.)

### **SA 285 Sports Marketing 3 hrs.**

This course examines the business of the sports industries, focusing on the theoretical and applied foundations of sports marketing, sports advertising, and public relations. 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.

### **SA 325 Sponsorship and Revenue in Sport 3 hrs.**

Sponsorship and Revenue in Sport provides an in-depth approach to generating revenue for sport organizations, including the use of strategic partnerships with sponsors and media outlets as well as implementation of fundraising initiatives, special events, and sales tactics. Topics include strategies for securing sponsorships, sponsorship activation, and managing sponsor relations. Fundraising campaigns, donor relations, and customer relations will also be discussed. Prerequisite: SA 141 and junior status.

### **SA 335 Facility and Event Management 3 hrs.**

The purpose of this course is to study current developments and trends in design, construction, finances, and management of new and renovated sport and recreational facilities. Principles and theory of effective facility and event management will be taught through lecture, facility tours, and practical experience as



students will have opportunities to apply their skills by assisting in the management of sporting events. Prerequisites: SA 141 and junior status.

**SA 340 Sports Leadership 3 hrs.**

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: Junior status.

**SA 351 The Law of Sports 3 hrs.**

This course examines the legal environment in which professional sports and amateur athletics operate, focusing on the areas of contract law, labor law, antitrust law, intellectual property law, and constitutional law. Course topics include the legal history of the sports industries, the legal structure of professional sports, the basic agreements controlling sports, the functions of the sports agent, the operation of sports labor unions, management issues in professional sports, and the legal aspects of amateur athletics. Prerequisites: Junior status.

**SA 388 Sports Management 3 hrs.**

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: Junior status.

**SA 390 Sports Administration Internship 3-6 hrs.**

This course involves completing at least 120 clock 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 practical experience in the field of sports administration. Credit earned in this course will count toward the maximum of 12 credit 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 496 Senior Seminar in Sports Administration 3 hrs.**

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 praxis emerges from the student-professor partnership. Prerequisite: 9 credit hours towards the social justice minor.

## SO: SOCIOLOGY

**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 240 Social Problems 3 hrs.**

In this course, we will approach social problems from a sociological perspective with an emphasis on using the sociological imagination. We will connect problems experienced by individuals to regional, global, and historical forces and stress the importance of evidence in forming opinions and policies that address social issues. We will discuss contemporary social problems and the complexities of violent conflict, poverty, climate change, human trafficking, and other 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 Toolkit for Sociological Inquiry 3 hrs.**

This course is designed to introduce students to the tools which social scientists use to conduct research on society and produce knowledge – in other words, how to be sociologists. This course will introduce the research process and ethical dilemmas faced by sociologists, as well as cover the essential procedures used to collect and analyze data. During this course, the students will learn how to carry out a scientific investigation: from the formulation of hypotheses, to the selection of appropriate methodology, and the steps involved in the implementation of a study, using both quantitative and qualitative methodologies. A major focus of this course is to enhance students' ability to critically examine sociological research and also to provide exposure to different ways in which the acquired research skills can be utilized in conducting sociological research. Prerequisite: SO 240, SO 242, SO 243 or permission of the instructor.

**SO 305 Ritual, Festival & Other Social Alchemies 3 hrs.**

Much like the alchemists of the medieval period, ritual and festival are mixtures of social things combined for a magical outcome! Systematically identifying these “social things” (Lemert 2012) is the task of Sociological investigation. How does ritual create collective transcendence? Investigations from sociology, anthropology, religious studies, art and music help answer that question. Students will first study the foundations of how sociology understands ritual as an aspect of social life. Then, students will explore the works of contemporary sociologists who have extended these classic treatments into interdisciplinary understandings of ritual and festival. Students will be engaged in field work and observations throughout the course, using the investigative tools of Sociology in field studies, survey research, and historical sociology. Prerequisite: Sophomore status.

**SO 306 Unpacking the Isms 3 hrs.**

This course is designed to provide the historical and contemporary aspects of race, class, gender, and sexuality from a sociological perspective. We will explore the various dimensions of identity, privilege, stratification, and oppression as well as racism, sexism, classism, heterosexism and the overall systemic nature of these and other "Ism." Focusing on the intersection of race, class, gender, and sexual orientation, this course will examine how the confluence of these identities shape the lives of individuals, institutions, and society as a whole. In addition, we will examine theoretical perspectives that contribute to the production of social inequities. Prerequisite: Sophomore status.

**SO 307 Technology & The Social Self 3 hrs.**

This course examines the characteristics of technology as a “driver” of social change, especially for social structures and within culture. Specifically, the semester will explore how technology changes the self in various ways; identity, inequality, emotions, and various forms of deviance. Sociologists use a variety of analytical tools to examine social change and this course will introduce students to a few analytical methods. The goal is to identify patterns; how do we know self has been altered by technology, and how? The role and significance of computer mediated communication (CMC), the Internet, social media, and artificial intelligence will be studied. Prerequisite: Sophomore status.

**SO 308 The Global Sex Trade 3 hrs.**

The global sex trade is a complex phenomenon comprised of sex work (prostitution), sex trafficking, child marriage, mail order brides, pornography, exotic clubs, massage parlors, cage dancers, cyber/phone sex etc. The implications of the global sex trade will be explored in depth and will include social, economic, and political factors that contribute to the longevity of the industry. In addition, we will explore theoretical perspectives related to power and social inequities as they relate to the sex trade. We will also explore the different ways globalization has fueled the sex trade industry and implications of coercion, exploitation, risky sexual practices, and the subsequent violence associated with commercial sex. Prerequisite: Sophomore status.

**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 foundational to the discipline, as well as the works 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: SO 240, SO 242, SO 243 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 part of a sequence of courses developed for students interested in the study of crime and criminal justice. Prerequisite: SO 240, SO 242, SO 243 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: SO 240, SO 242, SO 243 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: SO 240, SO 242, SO 243 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 study include discrimination, racism, labor relations, education, violence, and social change. Prerequisite: SO 240, SO 242, SO 243 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 class, 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: SO 240, SO 242, SO 243 or permission of the instructor.

**SO 338 Aging and Society 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: SO 240, SO 242, SO 243 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 18 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: SO 240, SO 242, SO 243 or permission of the instructor.

**SO 345 Cyber 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 is 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: SO 240, SO 242, SO 243 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 and 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: SO 240, SO 242, SO 243 or permission of the instructor.

**SO 351 Disasters & Social Trauma 3 hrs.**

Sociology is concerned generally with social interaction, the relationship between individuals and social structures, and the emergence of social structures. Disasters be they natural or man-made, can change all of these things in very dramatic ways for society. This course begins by looking at the frequency, characteristics, and nature of disasters and social traumas including natural (pandemics, tornadoes, hurricanes, heat waves, etc) and man-made (chemical accidents, mass murder, etc). Interestingly, sociologists have studied disasters for many decades. The course studies how we can use the tools of sociology to better understand how disasters occur in stages, affect communities and individuals in these communities, and how social systems are changed as a result of a disaster or social trauma. The course also examines the systems put into place to prepare for disaster as well as respond to the aftermath of a community trauma. Prerequisite: SO 240, SO 242, SO 243 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: 6 credit 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 relationship between religious institutions and other social institutions. Prerequisite: SO 240, SO 242, SO 243 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: SO 240, SO 242, SO 243 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: SO 240, SO 242, SO 243 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 considered part of a sequence of courses designed for those interested in crime and criminal justice. Prerequisite: SO 240, SO 242, SO 243 or permission of the instructor.

**SO 378 Opinion, Emotion, and Identity 3 hrs.**

This course explores the ways that people make sense of their social worlds. This exploration will include the study of cognitive processes 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: SO 240, SO 242, SO 243 or permission of the instructor.

**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 will 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: SO 240, SO 242, SO 243 or permission of the instructor.

**SO 384 Public Policy Analysis 3 hrs.**

This course focuses on skill development and mastery of social statistics—techniques that sociologists and other social scientists use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include hypothesis testing for group differences in means (z test, t test), for association between two variables (correlation, chi square), and the basics of regression analysis. Students will conclude the semester with the opportunity to conduct original analysis on secondary data sets consistent with the skills necessary for policy analysis. Prerequisite: SO 240, SO 242, SO 243 or permission of the instructor.

**SO 390 Violence 3 hrs.**

One critical lesson from nearly a century of sociological and criminological analysis of violence is that social change drives the emergence and forms of the phenomenon. This course is designed to examine in detail two things. First, the course looks at the many forms of violence found in society: murder, sexual violence, hate crime, terrorism and others. We study the characteristics of each and how patterns of violence are important to the creation of various social controls. Second, the course looks at theories of violence. How do we explain the various forms of violence? Included in this exploration are contemporary sociological theories of violence including anomie, subcultures of violence, radicalization, and others. Students will engage in a number of case studies as part of their study of violence. Prerequisite: SO 240, SO 242, SO 243 or permission of the instructor.

**SO 410 Power, Politics, and Society 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: SO 240, SO 242, SO 243 or permission of the instructor. (Cross listed as PS 410.)

**SO 425 Victimology 3 hrs.**

In this course, we will survey the field of victimology. We will address the extent of victimization in the United States and globally. We will examine the dominant theoretical explanations for victimization and discuss the causes and consequences of victimization including direct consequences of victimization and vicarious victimization. We will examine victimization in a wide range of contexts and address emerging issues in the field including hate crimes, terrorism, and human trafficking. Prerequisite: SO 240, SO 242, SO 243 or permission of the instructor; 9 credit hours in Sociology recommended.

**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 status or permission of the instructor.

## SP: SPANISH

**SP 111 Spanish Language and Culture I 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 Spanish Language and Culture II 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 Spanish Language and Culture III 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. This course does not count toward a major or a minor in Spanish. Prerequisite: SP 112 or approved placement test result.

**SP 204 Cultural Topics 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. This course counts toward a minor in Spanish, but not toward a major in Spanish. Prerequisite: SP 203 or approved placement test result.

**SP 220 Spanish Vocabulary Workshop 1 hr.**

This course is designed to allow for more in-depth exploration of vocabulary associated with individual themes. Each iteration of the course will select areas of interest to the students (for example, music, around the house, nature and the outdoors, etc.) for focused study and practice. This course may be repeated with a change in theme. This course may count towards a major/minor in Spanish, but does not count towards completion of the general education language requirement. Prerequisite: SP112 or equivalent placement test results. **R**

**SP 222 Spanish Pronunciation Workshop 1 hr.**

This course will allow students to perform focused work on improving their pronunciation and accent in Spanish. This course may count towards a major/minor in Spanish, but does not count towards completion of the general education language requirement. Prerequisite: SP112 or equivalent placement test results.

**SP 224 Spanish for the Professions 1 hr.**

This course will allow students pursuing fields such as Business or Medicine to explore the vocabulary as well as the cultural issues and practices associated with that field in the target language/culture. This course may be repeated with a change in theme. This course may count towards a major/minor in Spanish, but does not count towards completion of the general education language requirement. Prerequisite: SP112 or equivalent placement test results. **R**

**SP 305 Spanish Grammar and Composition 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 through Current Events 3 hrs.**

This course provides intensive work in communicating in spoken Spanish through the discussion of a variety of current issues in the Spanish-speaking world. Emphasis will be on oral production and listening comprehension. Class time will be spent on various communicative activities such as discussion, debate, 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 and current events. Prerequisite: a 300-level Spanish course or permission of the instructor.

**SP 326 Spanish Grammar Workshop 1 hr.**

This course is an advanced grammar workshop for upper-level students, in which they will practice and refine their grammar skills. This course may be repeated with a change in theme. This course may count towards a major/minor in Spanish, but does not count towards completion of the general education language requirement. Prerequisite: SP 204 or equivalent placement test results. **R**

**SP 328 Exploring Regional Spanish 1 hr.**

This course will explore the distinctive linguistic features of an individual region of the Spanish-speaking world, examining the pronunciation, grammatical, and idiomatic variations that are particular to that area (for example, Dialects and Accents of Spain; Spanish in the Southern Cone). This course may count towards a major/minor in Spanish, but does not count towards completion of the general education language requirement. This course may be repeated with a change in focus. Prerequisite: SP 204 or equivalent placement test results. **R**

**SP 343 History 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: a 300-level Spanish course or permission of the instructor.

**SP 344 History 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: a 300-level Spanish course 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: a 300-level Spanish course or permission of the instructor.



**SP 370 Explorations in Spanish 3 hrs.**

In this course students gain a deeper understanding of a particular genre or region related to the cultures of the Spanish-speaking world. This course may be repeated with a change in topic. Prerequisite: a 300-level Spanish course or permission of the instructor. **R**

**Spanish Seminars at the 400 Level 3 hrs.**

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. These courses may be repeated with a change in topic. **R**

**SP 408 Seminar on a Country or Region**  
**SP 414 Seminar on Culture and Literature**

**SP 416 Seminar on Film and Literature**  
**SP 418 Seminar on Specific Authors**

**SP 435 Spanish Language Teaching Assistant 3 hrs.**

Qualified students who serve as teaching assistants help the primary instructor with the design and implementation of a given language course. The students' responsibilities may include the development of class and testing materials, evaluation of student work, or individual tutoring. Teaching assistants will be evaluated on a portfolio of materials developed throughout the semester. Prerequisite: instructor approval.

**SP 445 Translation Project in Spanish 1-3 hrs.**

This is a project-based course designed to give students practical, personal experience with the translation process. The student will select and translate texts from Spanish to English with the supervision and feedback of the instructor. Prerequisite: At least one course at the 300-level or above in Spanish.

**SP 494 Senior Capstone in Spanish 3 hrs.**

Students will meet jointly with those in another upper-level course in their program. Students will attend all meetings of that course and complete the same daily assignments, as well as many of the larger assignments. The capstone project will replace some of the regular coursework. The capstone project, required of all students majoring in a language, involves a directed research project developed in consultation with the instructor. Topics will be drawn from the content of the class, but the student should adapt them to fit their interests. They will present a version of their paper in a departmental seminar session. Prerequisite: Senior standing or instructor permission.

## **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 and 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 courses 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: 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: PS 274.

**SS 276 Interview Methodology 1 hr.**

This course is designed to take the student through each stage of an interview-based research project, from design to conducting interviews to coding and analyzing data. The end result of the student's work will be a write-up of a pilot study, complete with sampling, an interview script, and other considerations. Prerequisite: PS 274.

## 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 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 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 per 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 the theatrical stage. Elements and principles of design as well as exploration of various media will be applied to various projects. These 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 201 Music Theatre Dance 1 hr.**

This class offers the student the opportunity to experience movement and dance for the stage known as “choreography.” The student will learn foundational techniques in ballet, jazz, and tap. Students will learn the movement skills needed to participate in musical theatre.

**TH 212 Examination of Historical Styles 3 hrs.**

This course will examine the history and politics of various time periods and evaluate how the current events of the time influenced the architecture, fashion, art, music, literature, food, and entertainment of each period. Students will “live” in different time periods during in-class salons as we eat, drink, dress and debate as they would in that period of history. Students’ research projects and presentations will be supported by architecture scavenger hunts, performances, and field trips throughout the class. We will examine how the arts and entertainments of the past have bled into our present, and gain a better understanding and appreciation for the world around us.

**TH 230 Advanced Acting 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. Students will be introduced 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.

**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 make-up and dress. Students will learn basic sewing skills, costume design, and construction. Students will also learn basic stage make up techniques. Makeup kits are required. Prerequisite: 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, costumes, or prop crew. R; P/NC

**TH 300 Auditioning: Professional Seminar 3 hrs.**

This course will prepare students for entering the professional world of the Performing Arts. Students will learn the theories and practice techniques used for production casting in the performing arts. Monologues, cold readings, and scene preparation will be taught. Students will also prepare resumes, craft an online presence, an artistic philosophy statement, cover letters and portfolios. Students will be exposed to the many career paths available in the field of the Performing Arts. Prerequisite: TH 130

**TH 321 History and Literature of Theatre 3 hrs.**

The theatre we practice is based in approximately 30,000 years of human experience. The course will survey the most widely taught theories, histories, practices, and practitioners of theatre from prehistory through the early 21st century CE, with special emphasis on Western theatres that have had the most significant impact on the development of theatre in the United States. Formalized theatre and the drama developed for it will be the major focus.

**TH 390 Theatre Internship 1-3 hrs.**

Students will complete an internship of 40-120 clock hours (1-3 credit hours) at a theatre or educational theatre space over the course of several weeks or an entire semester where the student has the opportunity to observe and participate in the organization’s professional processes. The student’s experience will be under the supervision of a theatre faculty sponsor and will be designed to provide practical experience in a theatre area (production, technical, design, performance, etc.) Credit earned in this course will count toward the maximum of 12 hours of internship credit a student may earn during their undergraduate experience at

Baker. Students will log their hours and complete tasks assigned to them by the company where the student interns, as well as write an essay summarizing their experience. **R; P/NC**

**TH 358 Lighting and Production Design 3 hrs.**

This course will allow students to develop and understanding of the basic concepts and principles of scenic and lighting design. They will develop the skills needed to communicate visually with others through the use of computer-generated 3D software and demonstrate through their own design projects and understanding of the concepts of visual design.

**TH 360 Period Acting Styles 3 hrs.**

This course is an overview/introduction to the basics of research, preparation, and execution of specific acting styles and techniques from differing historical time periods. It will concentrate on the connectedness of historical context, movement, and vocal techniques as they pertain to stage performances. Prerequisites: TH 130 and 140.

**TH 423 Advanced 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 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.

# FACULTY

**MOLLY ANDERSON, 2012**

Assistant Professor of Laboratory Instruction  
B.S. Baker University, 1999  
M.S. Johns Hopkins University, 2004

**CYNTHIA APPL, 1996**

Professor of Humanities  
B.A. University of Kansas, 1990  
M.A. University of Kansas, 1991  
Ph.D. University of Pennsylvania, 1996

**DYLAN BECK, 2022**

Visiting Assistant Professor of Mathematics  
B.S. Missouri State University, 2016  
M.A. University of Kansas, 2018  
Ph.D. University of Kansas, 2022

**TREVOR BELT, 2022**

Assistant Professor of Theatre  
B.F.A. University of Central Missouri, 2010  
M.F.A. Minnesota State University, 2020

**JAMES L.S. BOWEN, 2022**

Assistant Professor of Physics  
B.S. University of Idaho, 2008  
M.S. Iowa State University, 2011  
Ph.D. University of Kansas, 2018

**TONY BROWN, 1990**

Professor of Psychology  
B.A. Wabash College, 1983  
M.A. Vanderbilt University, 1987  
Ph.D. Vanderbilt University, 1989

**TARA BURNHAM, 2022**

Assistant Professor of Education  
B.S. Baker University, 2007  
M.L.A. Baker University, 2012  
Ed.D. Walden University, 2021

**TIMOTHY BUZZELL, 1996**

Professor of Sociology  
B.A. Drake University, 1983  
M.P.A. Drake University, 1985  
Ph.D. Iowa State University, 1991

**KEVIN CONLEY, 2017**

Assistant Professor of Business and Economics  
B.A. University of Northern Iowa, 1995  
J.D. University of Iowa, 1998  
C.P.A. 1995

**SARA CRUMP, 2007**

Professor of Psychology  
B.S. University of Washington, 2000  
Ph.D. University of California-Santa Barbara, 2007

**MARTHA DAVIS, 2022**

Assistant Professor of Business  
B.A. Westminster College, 2005  
M.P.A. University of Missouri, 2007  
M.B.A. University of Missouri, 2009  
Ph.D. University of Denver, 2022

**MICHELLE E. DEMING, 2019**

Assistant Professor of Sociology  
B.A. University of North Carolina, Wilmington, 2007  
M.A. University of North Carolina, Wilmington, 2009  
Ph.D. University of South Carolina, Columbia, 2017

**JACKIE THOMPSON DILLON, 2021**

Assistant Professor of Chemistry  
B.S. Baker University, 2012  
Ph.D. University of Kansas Medical Center, 2018

**REGAN DODD, 2022**

Assistant Professor of Education  
B.S. Northwest Missouri State University, 2000  
M.S.E. Northwest Missouri State University, 2002  
M.B.A. Baker University, 2005  
Ph.D. University of Kansas, 2012

**WILLIAM DUNCAN, 2020**

Assistant Professor of Mathematics  
B.A., B.S. Baker University 2012  
M.Sc. Oxford University, 2013  
Ph.D., The University of Kansas, 2021

**VERNEDA EDWARDS, 2012**

Dean of the School of Education  
Associate Professor of Education  
B.S. Kansas State University, 1978  
M.S. Kansas State University, 1982  
Ed.D. Oklahoma State University, 1986

**JESSICA ELAM, 2019**

Assistant Professor of Mass Media  
B.S. Webster University, 2007  
M.A. East Carolina University, 2013  
Ph. D North Carolina State University, 2018

**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

**NARBELI GALINDO, 2020**

Associate Professor of Business and Economics  
The William Everett & Mary Ellen Mealman Endowed  
Chair of Business Leadership and Innovation, 2020  
B.A. Abilene Christian University, 1988  
M.B.A. Thunderbird School of Global Management,  
1990

**CHAD GERBER, 2020**

Assistant Professor of Sports Administration  
B.S. University of Kansas, 2010  
M.S. University of Northern Colorado, 2011  
Ph.D. The Ohio State University, 2018

**RYAN GIBB, 2013**

Associate Professor of International Studies  
Director of Honors  
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  
The Barbara and Charles A. DuBoc University  
Professor, 2018  
B.S. Kansas State University, 1988  
M.A. Kansas State University, 1994  
Ph.D. Kansas State University, 1996

**MARTHA J. HARRIS, 1983**

Professor of Business and Economics  
B.S. Baker University, 1979  
M.B.A. University of Kansas, 1985  
M.L.A. Baker University, 2018  
C.P.A., 1998, C.M.A. 2001, C.F.E. 2006

**CHARMAINE B.S. HENRY, 2000**

Associate Professor of Biology  
B.S. University of the Virgin Islands, 1989  
Ph.D. UMDNJ Graduate School of Biomedical Science,  
1996

**ERIN HOLT, 2013**

Associate Professor of Exercise Science  
B.A. Park University, 2002  
M.A. Southeast Missouri State University, 2004  
Ed.D. Delta State University, 2008  
M.P.H. University of Missouri Columbia, 2018

**RUSSELL HORTON, 2015**

Assistant Professor of Art  
B.F.A. Rhode Island College, 1988  
M.F.A. Clemson University, 1993

**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**

Associate Professor of English  
The Swogger Professor of Primary Texts  
B.A. Bethel College, 1999  
M.A. Ball State University, 2005  
Ph.D. University of Iowa, 2010

**SCOTT KIMBALL, 2014**

Associate Professor of Biology  
The Roger L. Boyd Professor of Biology  
B.A. Baker University, 1999  
M.S. Boise State University, 2009  
Ph.D. The Ohio State University, 2009

**ERIN LAURIE, 2022**

Assistant Professor of Applied Health Science  
B.S., Kansas State University, 1997  
M.S., Kansas State University, 2010

**ROBIN LISTON, 2006**

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**

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**

Professor of Mathematics  
B.S. University of Bucharest, 1976  
M.S. University of Bucharest, 1977  
Ph.D. University of Iasi, 1983

**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**

Assistant Research Professor  
B.S. University of Montana, 1967  
M.A. University of Montana, 1975  
Ph.D. University of New England, 1996

**ERIN R. MORRIS, 2007**

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, Nizhniy Novgorod, Russia, 1983  
M.S. Iowa State University, 1998  
Ph.D. University of Illinois, 2007

**RYAN OLSEN, 2017**

Assistant Professor of Music  
B.M.E. University of Missouri, Kansas City 2001  
M.A. University of Missouri, Kansas City, 2007  
Ph.D. Arizona State University, 2010

**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

**JJI E. U. OSIOBE, 2022**

Assistant Professor of Business and Economics  
B.S. Madonna University, 2011  
M.A. Wichita State University, 2015  
D.E.D. New Mexico State University, 2020

**FRANK PEREZ, 2014**

Associate Professor 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  
D.M.A. University of Kansas, 2015

**JAMIN PERRY, 2016**

Associate Professor of Chemistry  
The R. Milford White Chair of Chemistry  
B.S. Missouri Southern State University, 2008  
Ph.D. University of Missouri, 2014

**CHARLSIE PROSSER, 2013**

Associate Professor of Education  
B.S. Austin Peay State University, 1996  
M.S. University of Missouri-Kansas City, 2000  
Ed.S. Austin Peay State University, 2003  
Ed.D. Baker University, 2011

**NICHOLAUS PUMPHREY, 2014**

Associate Professor of Religious Studies  
A.A. Bainbridge College, 2003  
B.A. Valdosta State University, 2005  
M.A. Vanderbilt University, 2009  
Ph.D. Claremont Graduate University, 2014

**JOHN RICHARDS, 1997**

Associate Professor of History  
The Walter Bailey Chair of Humanities  
B.A. University of Kansas, 1982  
M.A. University of Kansas, 1987

**TASHA RIGGINS, 2020**

Assistant Professor of Mass Media  
B.A. Allegheny College, 2005  
M.S. The University of Kansas, 2007

**DARCY L. RUSSELL, 1998**

Dean of the College of Arts and Sciences  
Professor of Biology  
B.S. Baker University, 1980  
Ph.D. Kansas State University, 1986

**ALAN SALTS, 2022**

Assistant Professor of Accounting and Business  
B.S. University of Kansas, 1987  
M.B.A. University of Missouri, Kansas City, 2021

**KIMBERLY SCHAEFER, 2011**

Associate 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

**ROBERT SCHUKEI, 2012**

Associate Professor of Computer Science  
B.S. Northwest Missouri State University, 2004  
M.S. Northwest Missouri State University, 2006  
Ph.D. Oklahoma State University, 2017

**RAN SIVRON, 2003**

Associate Professor of Physics  
B.A. Israeli Institution of Technology, 1987  
Ph.D. Montana State University, 1995

**TAMARA SLANKARD, 2011**

Assistant Dean for General Education  
Professor of English  
The Miriam Markham Fetterolf Chair of Written  
Composition  
B.A. Belmont University, 1999  
M.A. The University of Tulsa, 2002  
Ph.D. SUNY Stony Brook, 2013

**JUDITH A. SMRHA, 1995**

Professor of Business and Economics  
B.A. Mills College, 1987  
M.A. Johns Hopkins University, 1991  
Ph.D. Johns Hopkins University, 1996

**KATHERINE SOLL, 2016**

Assistant Professor of Spanish  
B.A. University of Evansville, 2007  
M.A. Syracuse University, 2009  
Ph.D. University of Kansas, 2018

**IRENE M. UNGER, 2018**

Professor of Biology  
Director of Baker University Wetlands  
B.S. Truman State University, 1990  
M.S. St. Louis University, 1994  
Ph.D. University of Missouri, 2008

**W. JOE WATSON, 2005**

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

**KYLE YORK, 2021**

Assistant Professor of Biology  
B.S. Cleveland University, 2004  
D.C. Cleveland University, 2006

**D. RAND ZIEGLER, 1981**

Professor of Psychology  
B.A. Dickinson College, 1976  
M.A. West Virginia University, 1979  
Ph.D. West Virginia University, 1983

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**LEARNING RESOURCE FACULTY**

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**NATHAN POELL, 2006**

Technical Services Librarian  
B.A. Benedictine College, 1997  
M.A. University of Kansas, 2005  
M.L.S. Emporia State University, 2006

**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

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**ATHLETIC COACHING FACULTY**

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**TIM BYERS, 2014**

Director of Men's and Women's Cross Country and  
Track  
Head Men's and Women's Cross Country Coach  
B.A. Park University, 1997  
M.S. University of Wisconsin-La Crosse, 1998

**SUSAN DECKER, 2000**

Assistant Athletic Director  
B.S. Tabor College, 1992  
M.S. Emporia State University, 1996

**SEAN DOOLEY, 2012**

Head Men's Basketball Coach  
B.A. Columbia College, 2002  
M.A. University of Missouri-Kansas City, 2004

**SARAH EDWARDS, 2017**

Athletic Trainer  
B.S. University of Kansas, 2016  
M.S. East Stroudsburg University, 2017

**RYAN GOODWIN, 2015**

Head Baseball Coach  
B.S. University of South Dakota, 2003  
M.Ed. North Central University, 2012

**DANA GOSS, 2019**

Head Softball Coach  
B.S. Rockhurst University, 2012

**NATE HOUSER, 2003**

Athletic Director and Senior Advisor to the President  
for Athletics  
Director of Soccer  
B.A. Baker University, 1994



**ANDY KELLEY, 2018**

Head Golf Coach  
B.S. Baker University, 2014

**CHERYL KESLAR, 2010**

Head Bowling Coach  
Ladies Professional Bowlers Tour, 1980-1989

**SARA MATTHEWS, 2020**

Head Women's Soccer Coach  
B.S. Baker University, 2009  
M.S. Washburn University, 2011

**LYNSEY PAYNE, 2006**

Director of Sports Medicine  
Director of Cheer and Dance  
Assistant Professor of Sports Administration  
B.S. University of Kansas, 2004  
M.S. University of Kansas, 2005

**RYAN PITTS, 2015**

Head Track and Field Coach  
B.S. Baker University, 2006  
M.L.A. Baker University, 2017

**JASON THOREN, 2005**

Head Football Coach  
B.S. University of Kansas, 1999  
M.Ed. University of Minnesota, 2003

**MICHAEL TRUJILLO**

Head Tennis Coach  
B.S. University of Kansas, 2012  
M.S. University of Kansas, 2016

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**EMERITUS****MAHMOUD AL-KOFAHI**

Professor of Physics, 2005-2021

**WALTER J. BAILEY**

Professor of Art, 1965-2008

**INGE G. BALCH**

Professor of Art, 1988-2021

**MICHAEL BARBUSH**

Professor of Chemistry, 1985-2021

**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

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# 2022-2023 ACADEMIC CALENDAR

## FALL 2022

First day of classes**	W	August 17
Last day to add first-half courses	F	August 19
Last day to add full-term courses	W	August 24
Last day to drop first-half courses without W on transcript	F	September 2
Labor Day Holiday (no classes)	M	September 5
Last day to withdraw from first-half courses	W	September 21
Last day to drop full-term course without W on transcript	F	September 23
First-half courses end	W	October 5
Fall Break (no classes)	Th-F	October 6-7
Second-half courses begin; spring semester advising begins	M	October 10
Mid-term grades due	Tu	October 11
Last day to add second-half courses	W	October 12
Spring semester enrollment begins	M	Oct 24
Last day to drop second-half courses without W on transcript	W	October 26
Last day to withdraw from second-half and full-term courses	W	November 16
Thanksgiving Break (no classes)	W-F	November 23-25
Last day of classes	F	December 2
Final examinations	M-F	December 5-9
Final grades due	M	December 12

## WINTER TERM 2023

University offices open	T	January 3
First day of classes**	W	January 4
Last day to add a class	Th	January 5
Last day to drop without W on transcript	F	January 6
MLK Jr. Day Holiday (no classes)	M	January 16
Last day to withdraw from a class	Tu	January 17
Last day of classes	F	January 20
Final grades due	M	January 23

## SPRING 2023

First day of classes**	W	January 25
Last day to add first-half courses	F	January 27
Last day to add full-term courses	W	February 1
Last day to drop first-half courses without W on transcript	F	February 10
Last day to withdraw from first-half courses	W	March 1
Last day to drop full-term course without W on transcript	F	March 3
First-half courses end	F	March 10
Spring Break (no classes)	M-F	March 13-17
Second-half courses begin; fall semester advising begins	M	March 20
Mid-term grades due	Tu	March 21
Last day to add second-half courses	W	March 22
Fall semester enrollment begins	M	April 3
Last day to drop second-half courses without W on transcript	W	April 5
Good Friday Holiday (no classes)	F	April 7
Scholars Symposium (no classes)	W	April 19
Last day to withdraw from second-half and full-term courses	F	April 21
Last day of classes	F	May 12
Final Examinations	M-F	May 15-19
Spring Commencement	Su	May 21
Final grades due	M	May 22

**SUMMER I 2023**

First day of classes**	Tu	May 30
Last day to add courses	W	May 31
Last day to drop courses without W on transcript	F	June 9
Last day to withdraw from courses	F	June 23
Last day of classes	F	June 30
Fourth of July Holiday (no classes)	M-Tu	July 3-4
Final grades due	W	July 5

**FULL-SUMMER 2023**

First day of classes**	Tu	May 30
Last day to add courses	W	May 31
Last day to drop courses without W on transcript	F	June 16
Fourth of July Holiday (no classes/assignments due)	M-Tu	July 3-4
Last day to withdraw from courses	F	July 28
Last day of classes	F	August 11
Final grades due	M	August 14

**SUMMER AWAY 2023**

First day of classes**	W	July 5
Last day to add courses	Th	July 6
Last day to drop courses without W on transcript	F	July 21
Last day to withdraw from courses	F	July 28
Last day of classes	F	August 11
Final grades due	M	August 14

**SUMMER II 2023**

First day of classes**	M	July 10
Last day to add courses	T	July 11
Last day to drop courses without W on transcript	F	July 21
Last day to withdraw from courses	F	July 28
Last day of classes	F	August 11
Final grades due	M	August 14

\*\*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.

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