

# Visual Arts Program

## Purpose Statement

The McPherson College visual arts department provides 1) high-quality art instruction within the content areas of art production, art history, art criticism, and aesthetic inquiry, 2) unique art programs within the visual arts major, including graphic design, graphic design marketing, studio, art teaching licensure as well as a hybrid major of auto restoration design in conjunction with the technology department, and 3) venues for the fulfillment of academic and professional goals of students pursuing a visual arts-related career within a liberal arts context and an entrepreneurial environment at a small private college in Kansas.

## Goals

The four primary goals of the visual arts department are to produce graduates who can 1) effectively execute and perform a variety of art skills with sensitivity and intelligence, 2) communicate the ability to analyze and critique works of art, 3) relate the creative process to life in personally meaningful ways, and 4) apply skills and knowledge to arts-related opportunities and professions. The visual arts department achieves these goals when graduates can:

- demonstrate knowledge of art elements and design principles;
- demonstrate performance in a variety of traditional and contemporary art media;
- demonstrate abilities to analyze and critique works of art in verbal and written form;
- demonstrate meaningful connections of art to life through the development of perceptual skills;
- research, identify, and interpret Western and non-Western cultural contributions to art;
- understand the qualities and the mentality needed to be a working, active artist and/or arts-related professional;
- meet State Department of Education standards for certification in the area of art for those pursuing art teaching licensure;
- demonstrate knowledge and skills with emerging technologies, both hardware and software, needed for opportunities and/or careers in the field of graphic design.

The visual arts department's curriculum is designed to meet the needs of students who want to 1) develop their artistic skills and refine their aesthetic values, 2) plan for careers as artists and graphic designers, and/or for employment in arts-related positions, 3) teach art in the public schools, and 4) further their education in graduate school.

## Visual Arts Major: Graphic Design Track

**Requirements** (56 required hours)

- G-AR 101** Drawing I (2 hours)
- G-AR 102** Painting I: Acrylics OR
- G-AR 202** Painting II: Watercolors (2 hours)
- AR 103** Elementary Design (3 hours)
- AR 130** Design Software (2 hours)
- AR 203** Photography I (2 hours)
- AR 205** Multi-Media Software (2 hours)
- AR 210** Drawing II: Figure Drawing (2 hours)
- AR 230** Graphic Design I (3 hours)
- AR 235** Graphic Design II (3 hours)
- AR 303** Photography II (3 hours)
- G-AR 310** Art History I (4 hours)
- G-AR 311** Art History II (4 hours)
- AR 312** Themes in Contemporary Art (3 hours)
- AR 320** Typography and Logo Branding (2 hours)
- AR 330** Graphic Design III (3 hours)
- AR 335** Interactive Software (3 hours)
- AR 340** Web-Based Design I (3 hours)
- G-AR 350** Sculpture I (3 hours)
- AR 450** Web-Based Design II (3 hours)
- AR 470** Graphic Design Senior Show (1 hour)
- AR 475G** Graphic Design IV (3 hours)

### Suggested Supporting courses

- G-AR 102** Painting I: Acrylics OR
- G-AR 202** Painting II: Watercolors (2 hours)
- CM 210** Multi-Media Storytelling I (3 hours)

- BA 327** Consumer Behavior (3 hours)
- BA 360** Marketing Research (3 hours)
- AR 388** Internship in Graphic Design (3 hours)

Majors in the graphic design track are required to produce a senior exhibition during the spring semester of their senior year.

## Visual Arts Major: Graphic Design Marketing Track

**Requirements:** 71 combined hours: 40 hours art + 31 hours business

- G-AR 101** Drawing I (2 hours)
- G-AR 102** Painting I: Acrylics OR
- G-AR 202** Painting II: Watercolors (2 hours)
- AR 103** Elementary Design (3 hours)
- AR 130** Design Software (2 hours)
- AR 203** Photography I (2 hours)
- AR 230** Graphic Design I (3 hours)
- AR 235** Graphic Design II (3 hours)
- G-AR 311** Art History II (4 hours)
- AR 330** Graphic Design III (3 hours)
- AR 335** Interactive Software (3 hours)
- AR 340** Web-Based Design I (3 hours)
- G-AR 350** Sculpture I (3 hours)
- AR 450** Web-Based Design II (3 hours)
- AR 470** Graphic Design Senior Show (1 hour)
- AR 475** Graphic Design IV (3 hours)
- G-BA 101** Introduction to Business (3 hours)
- EC 202** Survey of Economics (3 hours)
- AC 205** Financial Accounting (3 hours)
- AC 206** Managerial Accounting (3 hours)
- BA 224** Principles of Management (3 hours)
- BA 315** Business Law (3 hours)
- BA 321** Marketing (3 hours)
- BA 322** Advertising and Promotion (3 hours)
- BA 327** Consumer Behavior (3 hours)
- BA 360** Marketing Research (3 hours)
- BA 375** Business Ethics (Jr. Seminar) (1 hour)

### Suggested Supporting Courses

- AR 205** Multi-Media Software (2 hours)
- AR 305** Typography and Logo Branding (2 hours)
- AR 303** Photography II (3 hours)

Majors in the graphic design marketing track are required to produce a senior exhibition during the spring semester of their senior year.

## Visual Arts Major: Studio Track

**Requirements:** 52 required hours

- G-AR 101** Drawing I (2 hours)
- G-AR 102** Painting I: Acrylics (2 hours)
- AR 103** Elementary Design (3 hours)
- G-AR 131** Ceramics I (2 hours)
- AR 130** Design Software (2 hours)
- G-AR 202** Painting II: Watercolors (2 hours)
- AR 203** Photography I (2 hours)
- AR 210** Drawing II: Figure Drawing (2 hours)
- AR 230** Graphic Design I (3 hours)
- AR 231** Ceramics I (2 hours)
- AR 303** Photography II (3 hours)
- G-AR 310** Art History (4 hours)
- G-AR 311** Art History II (4 hours)
- AR 312** Themes in Contemporary Art (3 hours)
- AR 315** Metalsmithing and Jewelry (3 hours)

- AR 325** Concentrated Study (2 hours)
- G-AR 350** Sculpture I (3 hours)
- AR 355** Sculpture II (3 hours)
- AR 425** Concentrated Study (2 hours)
- AR 475A** Senior Concentration (3 hours)

### Suggested Supporting courses

- AR 235** Graphic Design 2 (3 hours)
- AR 340** Web-based Design (3 hours)
- AR 335** Interactive Software (3 hours)

Majors in the studio track are required to produce a senior exhibition during the spring semester of their senior year.

## Visual Arts Major: Licensure track for teaching Art in the Public Schools (PK-12)

**Requirements:** 52 required hours. In addition to the required courses in the visual arts department, licensure track art majors complete 44 hours in professional education requirements through the curriculum and instruction department.

- G-AR 101** Drawing I (2 hours)
- G-AR 102** Painting I: Acrylics (2 hours)
- AR 103** Elementary Design (3 hours)
- AR 130** Design Software (2 hours)
- G-AR 131** Ceramics I (2 hours)
- G-AR 202** Painting II: Watercolors (2 hours)
- AR 203** Photography I (2 hours)
- AR 210** Drawing II: Figure Drawing (2 hours)
- AR 230** Graphic Design I (3 hours)
- AR 231** Ceramics II (2 hours)
- AR 303** Photography II (3 hours)
- G-AR 310** Art History I (4 hours)
- G-AR 311** Art History II (4 hours)
- AR 312** Themes in Contemporary Art (3 hours)
- AR 315** Metalsmithing and Jewelry (3 hours)
- G-AR 350** Sculpture I (3 hours)
- AR 355** Sculpture II (3 hours)
- AR 358/EE 301** Elementary Art Methods (2 hours)
- AR 401/CI 401** Secondary Art Methods (2 hours)
- AR 475A** Senior Concentration (3 hours)

Majors in the licensure track are required to produce a senior exhibition during the spring semester of their senior year.

## Graphic Design Minor

**Requirements:** 21 require hours

- G-AR220** Graphic Design for Non-Art Majors (3 hours)
- AR 235** Graphic Design II (3 hours)
- AR 320** Typography & Logo Branding (3 hours)
- AR 335** Interactive Software (3 hours)
- AR 330** Graphic Design III (3 hours)
- AR 340** Web Design I (3 hours)
- AR 475G** Graphic Design IV (3 hours)

## Visual Arts Minor

A minor in the visual arts may be earned by completing 18 credit hours from four course categories: 1) two foundation courses for seven credit hours, 2) four credit hours in two-dimensional courses, 3) five credit hours in three-dimensional courses, and 4) three credit hours in graphic design.

### Foundation Courses: 7 hours total

Choose one of three art history courses:

- G-AR 310** Art History I, OR
- G-AR 311** Art History II, OR
- AR 312** Themes in Contemporary Art

**AR 103** Elementary Design (3 hours)

**Two-dimensional Courses: choose 4 hours total**

**G-AR 101** Drawing I (2 hours)

**G-AR 102** Painting I (2 hours)

**G-AR 202** Painting II (2 hours)

**AR 203** Photography I (2 hours)

**AR 210** Drawing II (2 hours)

**Three-dimensional Courses: choose 4 hours total**

**G-AR 131** Ceramics I (2 hours)

**AR 231** Ceramics II (2 hours)

**AR 315** Metalsmithing and Jewelry (3 hours)

**G-AR 350** Sculpture I (3 hours)

**AR 355** Sculpture II (3 hours)

**Graphic Design Course: 3 hours**

**G-AR 220** Graphic Design for Non-Art Majors (3 hours)

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## Visual Arts Course Descriptions

**G-AR 101 Drawing I**

*2 hours*

An introduction to the techniques and aesthetics of drawing from observation, with an emphasis on the exploration and application of basic design principles. A variety of media will be presented, including pencil, ink, charcoal, and conté crayon. (Fall and Spring)

**G-AR 102 Painting I: Acrylics**

*2 hours*

An introduction to the techniques and aesthetics of opaque painting, with an emphasis on the exploration and application of color theory. The student may elect to work in oils or acrylics. (Fall and Spring)

**AR 103 Elementary Design**

*3 hours*

This course will focus on the principles and elements of design. With the components of form, line, shape, value, texture, color, space, content, and style, students will learn to develop whole, integrated compositions. Emphasis will be placed on the formal and structural elements of design in various media in order to provide a visual vocabulary for how art works are created. (Fall)

**AR 130 Design Software**

*2 hours*

An introduction to graphic design software. Basic operating systems of Macintosh computers and software will be demonstrated as well as print-, photography-, and vector-based design techniques using Adobe Photoshop, Illustrator, and InDesign. (Fall)

**G-AR 131 Ceramics I**

*2 hours*

An introduction to the production of functional stoneware pottery. Beginning assignments will include various forms of hand-building techniques, with experience on the potter's wheel following. (Fall and Spring)

**AR 202 Painting II: Watercolor**

*2 hours*

An introduction to the techniques and aesthetics of transparent watercolor painting, with an emphasis on the exploration and application of color theory. (Fall and Spring)

**AR 203 Photography I**

*2 hours*

An introduction to photography with an emphasis on developing a working familiarity of the concepts and techniques required to take aesthetic

photographs using the 35mm single lens reflex camera as well as the development of aesthetic photographic prints. Students will become familiar with processes involved in both film and digital photography, including the traditional darkroom and digital software such as Adobe Photoshop. The history of photography in society and some alternative photographic processes will also be explored. (Fall and Spring).

#### **AR 205 Multi-Media Software**

*2 hours*

An introduction to video and sound editing techniques using Final Cut Pro. (Spring)

#### **AR 210 Drawing II**

*2 hours*

A continued experience with the techniques and aesthetics of drawing with an emphasis on the human figure from direct observation. Prerequisite: G-AR 101. (Spring)

#### **G-AR 220 Graphic Design for Non-Art Majors**

*3 hours*

An introduction to graphic design for non-art majors focusing on the foundation of graphics through design principles and elements. Topics will cover branding and advertising basics. Basic operating systems of Macintosh computers will be demonstrated as well as Adobe Photoshop, Illustrator, and an introduction to Apple Motion. No prerequisite; however, G-AR 101 Drawing I and AR 103 Elementary Design strongly recommended. (Spring)

#### **AR 230 Graphic Design I**

*3 hours*

An introduction to graphic design focusing on the foundation of graphics through design principles and elements. Topics over conceptual thinking, uses of typography & symbols, advertising & commercials, logos, corporate identity & packaging design will be covered. Prerequisite: AR 130 Design Software, G-AR 101 Drawing I and AR 103 Elementary Design strongly recommended. (Spring)

#### **AR 231 Ceramics II**

*2 hours*

Advanced experiences in the production of functional, wheel-thrown stoneware pottery. Students will be directly involved with bisque and stoneware glaze firing procedures. Exposure to the aesthetic and process of raku firing is included. Prerequisite: G-AR 131 (Spring)

#### **AR 235 Graphic Design II**

*3 hours*

A course focusing on using design principles and elements for three-dimensional packaging in relation to print media. Photoshop, Illustrator, and InDesign will be used. Prerequisite: AR 230 Graphic Design I (Spring)

#### **AR 245 The History of Automotive Design**

*3 hours*

Discover and examine the technological and stylistic evolution of automotive design. This course will explore ways in which automobiles, by way of their design, reflect the technology and communicate the values of the culture that produced them. Prerequisites: None. (Spring)

#### **AR 303 Photography II**

*3 hours*

A continuation in the study of photography with an in-depth focus on color, light, composition, and photography genre, primarily utilizing the digital 35mm single lens reflex camera and software such as Adobe Photoshop. The role photography plays in society and advanced alternative photographic processes will also be explored. Prerequisite: AR 203 Photography I. (Spring, odd years)

#### **G-AR 310 Art History I**

*4 hours, Language Intensive*

A study of art, its meanings and functions in society, and major trends in the evolution of art. Encompasses prehistoric through the Middle Ages. (Fall)

#### **G-AR 311 Art History II**

*4 hours, Language Intensive*

A study of major art movements and individual artists from the Renaissance to contemporary art. Interrelates art to diverse aspects of society, and explores meaning and function of art as an integral part of life. (Spring)

#### **AR 312 Themes in Contemporary Art**

*3 hours*

A focused study of particular issues and styles in art from the 1970's to today while gaining an understanding of how artists and their work fit into the contemporary art world. (Spring)

### **AR 315 Metalsmithing and Jewelry**

*3 hours*

This studio course is an introduction to the techniques, materials, and aesthetics of jewelry and small metal sculpture design and fabrication. Students will design and fabricate jewelry and small sculpture utilizing stones and metals such as silver, copper, and brass. Basic metalsmithing techniques will be covered such as forging and shaping, silver solder, casting, enameling, as well as a variety of other assemblage methods. (Spring)

### **AR 320 Typography and Logo Branding**

*2 hours*

A course focusing on type design with an emphasis on design techniques using typography in layout and logo branding using the font editing program Glyphs and Adobe Illustrator. Prerequisite: AR130 Design Software (Fall)

### **AR 325 Concentrated Studies**

*2 hours*

Advanced studies of a selected studio medium based on intense production, supplemented with research and/or written reviews of regional exhibitions. Structure of the course is mutually determined by the professor and student. May be repeated. (Fall and Spring)

### **AR 330 Graphic Design III**

*3 hours*

A course focusing on advanced projects in graphic design, including print, packaging and multi-media. This course functions as a preparatory experience leading into AR 475G Graphic Design IV. Prerequisite: AR 235 Graphic Design II. (Fall)

### **AR 333 Commercial Studio Photography I**

*3 hours*

This course focuses on important aspects of commercial studio photography, including but not limited to: professional practice, workflow, advanced use of digital camera, advanced lighting techniques for studio shoots. Prerequisites: Photography I and II or consent of instructor. (Spring, even years)

### **AR 335 Interactive Software**

*3 hours*

An introduction to interactive design, including the creation of interactive kiosks and web sites using Adobe Muse & Edge, and animation techniques using Adobe After Effects and Apple Motion. Prerequisites: AR 130 Design Software and AR230 Graphic Design I. (Spring)

### **AR 340 Web Based Design I**

*3 hours*

An introduction to designing for the World Wide Web. Students learn to apply the principles of design to standards-compliant web sites built with HTML and CSS. Prerequisite: AR 130 Design Software. AR 230 Graphic Design I recommended but not required. (Interterm, odd years)

### **G-AR 350 Sculpture I**

*3 hours*

An introduction to the design, fabrication and aesthetics of sculpture. Emphasis will be on the exploration of common materials and methods used in sculpture. Processes of additive/subtractive, assemblage, and casting will be explored as students create work in clay, stone, metal, and found objects. (Spring)

### **AR 355 Sculpture II**

*3 hours*

Advanced experiences in the design, fabrication and aesthetics of sculpture, with an emphasis on design/build and the exploration of more complex materials and methods used in sculpture. Further in-depth study in the processes and materials of sculpture, with a focus on 3d printing, bronze casting, intermedia and installation sculpture. Prerequisite: G-AR 348 Sculpture I or consent of the instructor. (Fall, even years)

### **AR 358/EE 301 Methods for Teaching Art in the Elementary School**

*2 hours*

A comprehensive study of elementary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: current techniques and materials, issues in art, basic art and design concepts, the developmental stages of children related to age-appropriate art teaching, and curriculum implementation. (Fall)

**AR 363 Commercial Studio Photography II**

*3 hours*

This course continues the study of commercial studio photography techniques. This includes, but is not limited to: advanced photo shoots for advertising, such as architectural, product, fashion, and street/journalism photography. Prerequisites: Photography I and II and preferably AR333 Commercial Studio Photography I or consent of instructor. (Spring, odd years)

**AR 388 Internship in Graphic Design**

*3 hours*

Students will apply to the graphic design program director for acceptance to enter an intern relationship with a local or regional business or graphic design firm for one semester with close monitoring from the graphic design program director. Acceptance of application for the internship is determined by the visual arts department faculty. Therefore, the student must be granted acceptance prior to enrollment. Prerequisites: AR 230 Graphic Design I, AR 235 Graphic Design II, and AR 330 Graphic Design III. An internship can be taken concurrently with Graphic Design III. (Spring)

**AR 401/CL 401 Methods for Teaching Art in the Secondary School**

*2 hours*

A comprehensive study of secondary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: the role of the art teacher in a public school system, developing a secondary art curriculum, exposure to Discipline Based Art Education, motivating students, developing realistic expectations, establishing criteria for grading, assessing individual needs in the classroom, and discipline in the classroom. (Spring)

**AR 403 Photography Portfolio Development**

*1 hour*

Students produce a professional portfolio including both still and motion imagery. The portfolio will reflect the student's personal style as well as display the student's ability in a variety of photographic genres. Prerequisites: Photography I and II and Commercial Studio Photography I and II or consent of instructor. (Fall, odd years)

**AR 425 Concentrated Studies**

*2 hours*

Preparation for Senior Exhibition and/or highly advanced studies of a selected studio medium based on intense production, supplemented with research and/or written reviews of regional exhibitions. Structure of the course is mutually determined by the professor and student. May be repeated. (Fall and Spring)

**AR 450 Web Based Design II**

*3 hours*

A course focused on advanced web techniques. Advanced online setup techniques will be covered including hosting and design update issues. Prerequisite: AR340 Web Based Design I. (Interterm, even years)

**AR 470 Graphic Design Senior Show**

*1 hour*

A course focused on preparation for the Senior Graphic Design Exhibition. Various design projects will be updated and executed. Graphic work produced will become the foundation for the students' Senior Exhibition. Can be taken concurrently with AR 475G Graphic Design IV. (Fall and Spring)

**AR 475A Senior Concentration**

*3 hours*

A course that requires the senior art major to concentrate his/her work in a selected area of study. With the aim of this experience being to increase professional proficiency, the student will work under the close supervision of a faculty member. Formal course work will focus on studying art from 1940 through contemporary art. A senior exhibition is required and is a component of this course. Instructor's approval required. (Fall or Spring of senior year)

**AR 475G Graphic Design IV**

*3 hours*

Advanced large-scale projects will be produced as final pieces to be used as the students' graphic portfolio. Professional development issues will be covered, including preparation for freelance work, billing clients, and constructing a personal portfolio to be sent to prospective employers. Prerequisite: AR 330 Graphic Design III. (Spring)

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# Auto Restoration Technology Program

## Purpose Statement

The department of technology commits itself to developing whole persons through experiential problem solving and the systematic study of technology.

The department achieves this purpose when its students:

- Demonstrate awareness of how technology changes and interacts with society.
- Possess a professional orientation for employment or advanced programs, or develop vocational interests in technology.
- Have acquired technical skills and craftsmanship through systematic study, experiences with technological artifacts, and the solving of technical problems.

## Technology Major

McPherson College offers a unique degree program of authentic auto restoration technology emphasizing hands-on skills and historical research. This program results in a unique departmental blend of contemporary technology and traditional craftsmanship. The Bachelor of Science in Technology major has six different options from which to choose:

## Historic Automotive Technology Option

The goal of the Historic Automotive Technology option is to develop graduates who are prepared for professional pursuits in the area of automotive history and/or graduate study.

### Program objectives (Option I)

This program achieves its purposes when graduates:

- Demonstrate an understanding of the major technological systems of the automobile.
- Demonstrate an understanding of authentic antique automobile restoration materials, methods and techniques.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic automobile restoration work.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful career in antique automobile restoration.
- Possess knowledge of historical automotive research material sources, methods and techniques necessary to complete historically accurate automotive restorations.
- Demonstrate knowledge of the historical role of the automobile in modern society.
- Demonstrate knowledge of the role of the automobile in the history of transportation, technology and science.

## Requirements

### *Auto Restoration Technology Core Courses*

- TE 100** Intro to Restoration (2 hours)
- TE 141** Engine Rebuilding (4 hours)
- TE 145** Drive Train Rebuilding (4 hours)
- TE 152** Sheet Metal Restoration (4 hours)
- TE 162** Technical Woodworking (OR)
- TE 262** Machining Technology (3 hours)
- TE 202** Research & Documentation (2 hours)
- TE 271** Chassis Restoration (3 hours)
- TE 275** Automotive Paint Restoration (4 hours)
- TE 281** Automotive Trim (4 hours)
- TE 360** Electrical and Electronic Systems (4 hours)
- TE 385** Restoration Assembly Processes (4 hours)

### *History Core Courses*

- G-HI130** Introd. Mthds. For Hist. Analysis (3 hours)
- HI 205** History of the Automobile (3 hours)
- G-HI/TE 333** Technology & Society (3 hours)
- HI 410** Colloquium in Historiography (3 hours)
- \*HI 475** Senior Thesis (2 hours)



### *History Electives*

At least 6 credit hours drawn from the following list:

- AR/HI 245** The History of Automotive Design (3 hours)
- G-HI 150** American History since 1877 (3 hours)
- G-HI 220** Modern Europe (3 hours)
- G-HI 236** Topics in Social History (3 hours)
- G-HI 237** Topics in Political History (3 hours)
- HI 313** Medieval Europe (3 hours)
- HI 315** Early Modern Europe (3 hours)

## **Automotive Restoration Management Option**

The goal of the Automotive Restoration Management option is to develop graduates who are prepared for professional pursuits and/or graduate study.

### **Program Objectives (Option II)**

This program achieves its purposes when its graduates:

- Demonstrate an understanding of the major technological systems of the automobile.
- Demonstrate an understanding of authentic antique automobile restoration materials, methods and techniques.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic automobile restoration work.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful business career in antique automobile restoration.
- Capitalize on Automotive Restoration Technology program connections with automotive business to place students in productive internships.
- Demonstrate knowledge, understanding, and application of the principles, concepts, and tools in each key content area of their major.
- Perform research, analysis, and critical thinking necessary to integrate key content from various business disciplines and other dimensions of society.
- Perform effectively in groups.
- Persuasively communicate business-related ideas in a variety of media and settings.

### **Requirements**

#### *Automotive Restoration Technology Core*

- HI 205** History of the Automobile (3 hours)
  - TE 100** Intro to Restoration (2 hours)
  - TE 162** Technical Woodworking (OR)
  - TE 262** Machining Technology (3 hours)
  - TE 141** Engine Rebuilding (4 hours)
  - TE 145** Drive Train Rebuilding (4 hours)
  - TE 152** Sheet Metal Restoration (4 hours)
  - TE 202** Research & Documentation (2 hours)
  - TE 271** Chassis Restoration (3 hours)
  - TE 275** Automotive Paint Restoration (4 hours)
  - TE 281** Automotive Trim (4 hours)
  - TE 385** Restoration Assembly Processes (4 hours)
- 37 hours

#### *Business Management Courses*

- G-BA 101** Introduction to Business (3 hours)
  - EC 202** Survey of Economics (3 hours)
  - AC 205** Financial Accounting (3 hours)
  - AC 206** Managerial Accounting (3 hours)
  - BA 224** Principles of Management (3 hours)
  - BA 325** Financial Management I (3 hours)
  - BA 235** Small Business Management (3 hours)
  - BA 315** Business Law (3 hours)
  - BA 321** Marketing (3 hours)
  - \*BA 339** Human Resources Management (3 hours)
  - BA 375** Junior Seminar (1 hour)
  - \*BA 475** Business Strategy and Policy (3 hours)
- 34 hours

*71 hours in major*

## Automotive Communication Option

The goal of the Automotive Communications Major Option is to develop graduates who have the skills and technical knowledge to communicate effectively in a variety of media to an audience focused on automotive issues.

### Program Objectives (Option III)

This program achieves its purposes when its graduates:

- Demonstrate knowledge of methods and techniques necessary to complete and document historically accurate automotive restorations.
- Demonstrate knowledge of the historical role of the automobile in modern society and of historical automotive research material sources.
- Demonstrate oral and written communication skills necessary to pursue a successful career in automotive communication, publishing or other media.
- Design attractive, effective documents, graphics, and publications targeted at specific audiences.
- Understand the media of communication, including mass media and computer technologies.
- Make ethical choices in their professional lives.

### Requirements

#### *Automotive Restoration Technology Core Courses*

**HI 205** History of the Automobile (3 hours)  
**TE 100** Intro to Restoration (2 hours)  
**TE 162** Technical Woodworking (OR)  
**TE 262** Machining Technology (3 hours)  
**TE 141** Engine Rebuilding (4 hours)  
**TE 145** Drive Train Rebuilding (4 hours)  
**TE 152** Sheet Metal Restoration (4 hours)  
**TE 202** Research & Documentation (2 hours)  
**TE 271** Chassis Restoration (3 hours)  
**TE 275** Automotive Paint Restoration (4 hours)  
**TE 281** Automotive Trim (4 hours)  
**TE 385** Restoration Assembly Processes (4 hours)  
37 hours

#### *Communication Core Courses*

Students must complete the listed courses from the core communication curriculum and the listed courses from the multimedia communication emphasis.

#### *Communications Core*

**G-CM 120** Intro to Human Communication (3 hours)  
**CM 135** Journalism (3 hours)  
**G-CM 140** Public Speaking (3 hours)  
**CM 210** Multimedia Storytelling I (3 hours)  
**G-CM 221** Intercultural Communication (3 hours)  
**CM 305** Editing (OR)  
**CM 310** Public Relations (3 hours)  
**CM 315** Journalism Practica (3 hours)  
**CM 375** Junior Seminar (1 hour)  
**CM 388** Career Conn. in Communication (OR)  
**TE 388** Career Conn. In Technology (3 hours)  
**CM 475** Seminar in Communication (2 hours)  
**\*EN 313** Expository Writing (OR)  
**EN 420** Creative Writing (3 hours)  
30 hours

*67 hours in major*

## Automotive Restoration Design Technology Option

The Automotive Restoration Design Technology option is for the student who wishes to pursue a career in automotive art. This option will develop majors who possess the technical knowledge and artistic abilities necessary to execute a variety of art skills sensitively and intelligently, analyze and critique art, and relate the creative process to life in personally meaningful ways.

This degree option within the technology and art departments is oriented to meet the needs of students who (1) wish to develop and refine their aesthetic

values (2) plan for careers as automotive artists (3) plan to further their art education in graduate school.

## Program Objectives (Option IV)

This program achieves its purposes when its graduates:

- Demonstrate an understanding of the major technological systems of the automobile.
- Demonstrate an understanding of authentic antique automobile restoration materials, methods and techniques.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic automobile restoration work.
- Possess knowledge of historical automotive research material sources, methods and techniques necessary to complete and document historically accurate automotive restorations.
- Demonstrate knowledge of the historical role of the automobile in modern society.
- Demonstrate knowledge of the role of the automobile in the history of transportation, technology and science.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful career in automotive art using a variety of media.
- Demonstrate performance in a variety of art media.
- Demonstrate analysis and critique in verbal and written form.
- Demonstrate an understanding of design principles and elements.
- Demonstrate awareness of Western and non- Western cultural contributions to art.
- Demonstrate meaningful connections of art to life through the development of keen perceptual abilities.

## Requirements

### *Automotive Restoration Technology Core Courses*

**HI 205** History of the Automobile (3 hours)  
**TE 100** Intro to Restoration (2 hours)  
**TE 110** Technical Drawing/CAD (3 hours)  
**TE 141** Engine Rebuilding (4 hours)  
**TE 145** Drive Train Rebuilding (4 hours)  
**TE 152** Sheet Metal Restoration (4 hours)  
**TE 162** Technical Woodworking (OR)  
**TE 262** Machining Technology (3 hours)  
**TE 202** Research & Documentation (2 hours)  
**TE 271** Chassis Restoration (3 hours)  
**TE 275** Automotive Paint Restoration (4 hours)  
**TE 281** Automotive Trim (4 hours)  
**TE 385** Restoration Assembly Processes (4 hours)  
37 hour

### *Art Core Courses*

**G-AR 101** Drawing I (2 hours)  
**G-AR 102** Painting I (2 hours)  
**AR 103** Elementary Design (3 hours)  
**AR 202** Painting II (2 hours)  
**AR 203** Photography I (2 hours)  
**AR 230** Graphic Design I (3 hours)  
**AR/HI 245** The History of Automotive Design (3 hours)  
**G-AR 311** Art History II (4 hours)  
**AR 348** Intermedia (3 hours)  
**AR 475A** Senior Concentration (4 hours)  
38 hours

*69 hours in major*

### *Automotive Restoration Design Major Internship/Field experience (recommended):*

**TE 295/495** Field Experience (work experience in automotive Art/Design) (OR) (1 - 4 hours)  
**TE 388** Career Connections (Internship in automotive Art/Design) (1 - 12 hours)  
1-12 hours total

## Automotive Restoration Technology Option

The Automotive Restoration Technology option is for the student who intends to pursue the authentic restoration of vintage and classic vehicles and develop values of craftsmanship, with attention to detail and an emphasis on authenticity. Graduates will be able to reference a wide variety of processes, methods and will have research capabilities. Graduates will be able to understand the automobile as a technological system and understand its

development and role in the world.

## Program Objectives (Option V)

This program achieves its purposes when its graduates:

- Demonstrate an understanding of the major technological systems of the automobile.
- Demonstrate an understanding of authentic antique automobile restoration materials, methods and techniques.
- Possess knowledge of historical automotive research material sources, methods and techniques necessary to complete and document historically accurate automotive restorations.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic automobile restoration work.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful business career in antique automobile restoration.
- Demonstrate knowledge of the historical role of the automobile in modern society.
- Demonstrate knowledge of related and supporting scientific fields.

## Requirements

*Automotive Restoration Technology Core Courses*

**HI 205** History of the Automobile (3 hours)  
**TE 100** Intro to Restoration (2 hours)  
**TE 141** Engine Rebuilding (4 hours)  
**TE 145** Drive Train Restoration (4 hours)  
**TE 152** Sheet Metal Restoration (4 hours)  
**TE 162** Technical Woodworking (3 hours)  
**TE 202** Research & Documentation (2 hours)  
**TE 262** Machining Technology (3 hours)  
**TE 271** Chassis Restoration (3 hours)  
**TE 275** Automotive Paint Restoration (4 hours)  
**TE 281** Automotive Trim (4 hours)  
**TE 301** Materials and Processes (3 hours)  
**TE 360** Electrical & Electronic Systems (4 hours)  
**TE 375** Junior Seminar (1 hour)  
**TE 385** Restoration Assembly Processes (4 hours)  
**TE 475** Senior Project (4 hours)

*6 credit hours from the following upper-level courses:*

**TE 341** Advanced Engine Rebuilding (3 hours)  
**TE 452** Advanced Sheet Metal Restoration (3 hours)  
**TE 480** Advanced Automotive Paint Restoration (3 hours)  
**TE 481** Applied Trim and Upholstery (3 hours)

*3 credit hours from the following courses:*

**TE 252** Vintage Panel Restoration (3 hours)  
**TE 242** Re-Babbitting (spring - on demand) (3 hours)  
**TE 353** Finishing Touches (3 hours)  
**TE 380** Applied Diagnostics (3 hours)  
**TE 388** Internship (3 hours)

*60 hours in major*

## Recommended Supporting Courses:

**AR/HI 245** The History of Automotive Design (3 hours)  
**G-BA 101** Intro to Business (3 hours)  
**G-CH 101** Principles of General Chemistry (4 hours)  
**G-PH 215** General Physics (4 hours)  
**TE 110** Engineering Drawing/CAD (3 hours)

## Motorcycle Restoration Technology Option

Motorcycle Restoration Technology is the option for the student who intends to pursue the authentic restoration of vintage and classic motorcycles and to help develop values of craftsmanship, with attention to detail and an emphasis on authenticity. Graduates will not only possess a wide range of knowledge of the processes necessary to complete the restoration but have the research skills to ensure an accurate and authentic restoration. Graduates will

understand the technical systems of the motorcycle as well as its role in society and the world of transportation.

### Program Objectives (Option VI)

This program achieves its purposes when its graduates:

- Demonstrate an understanding of the major technical systems of the motorcycle.
- Demonstrate an understanding of authentic antique and vintage motorcycle restoration materials, methods and techniques.
- Possess knowledge of historical motorcycle research material sources, methods and techniques necessary to complete and document historically accurate motorcycle restorations.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic motorcycle restoration work.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful business career in antique and vintage motorcycle restoration.
- Demonstrate knowledge of the historical role of the motorcycle in modern society.

### Requirements

**TE 206** Motorcycle History and American Society (3 hours)

**TE 100** Intro to Restoration (2 hours)

**TE 141** Engine Rebuilding (4 hours)

**TE 145** Drive Train Restoration (4 hours)

**TE 152** Sheet Metal Restoration (4 hours)

**TE 262** Machining Technology (3 hours)

**TE 271** Chassis Restoration (3 hours)

**TE 275** Automotive Paint Restoration (4 hours)

**TE 281** Automotive Trim (4 hours)

**TE 360** Electrical & Electronic Systems (4 hours)

**TE 385** Restoration Assembly Processes (4 hours)

**TE 341** Motorcycle Engines (3 hours)

**TE 371** Motorcycle Chassis & Drive Train (3 hours)

**TE 384** Motorcycle Assembly Processes (3 hours)

**TE 375** Junior Seminar (Restoration) (1 hours)

**TE 475** Senior Project (4 hour)

*Choice of one advanced course: 3 hours*

**TE 452** Advanced Sheet Metal Restoration – with Motorcycle Option

**TE 480** Advanced Paint – with Motorcycle Option

**TE 481** Applied Trim & Upholstery – with Motorcycle Option

*Choice of one of the following courses: 3 hours*

**TE 353** Finishing Touches (3)

**TE 301** Materials and Processes (3)

**TE 380** Applied Diagnostics (3)

**TE 388** Internship

*61 hours in major*

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## Auto Restoration Technology Course Descriptions

### TE 100 Intro To Restoration

*2 hours*

A course designed to provide an overview of the restoration core courses, elective courses, general safety and shop knowledge. This course will provide historical information about the automotive industry, information about research, documentation and planning a restoration project. Students must pass this course with a D or better to continue with courses with a TE prefix. Prerequisites: None. (Fall)

### TE 110 Engineering Drawing/CAD

*3 hours*

This course blends the art and science of freehand sketching and technical drafting as students are introduced to the graphic languages as a

medium of technical communication. Topics include freehand (isometric) sketching and traditional (orthographic) drafting as well as an introduction to two and three dimensional CAD (Computer Assisted Drawing) tools and processes. Prerequisites: TE 100, None. Spring, odd years

#### **TE 141 Engine Rebuilding**

*4 hours*

A course designed to teach students the basics of automotive engine restoration. This course includes work in basic engine and related systems, operational theory, disassembly procedures, diagnosis of mechanical faults, evaluating engine condition, engine rebuilding techniques and engine machining processes. Students will work on vintage automobile engines, rebuilding engine components as determined by the instructor. Lab Fee. Prerequisite: TE 100, TE 262 taken concurrently or consent of the instructor. (Fall, Spring)

#### **TE 145 Drive Train Rebuilding**

*3 hours*

A course designed to teach students the basics of automotive drive train restoration. This course includes work in basic transmission and differential operational theory, disassembly procedures, diagnosis of mechanical faults and evaluating transmission and final drive condition, transmission and differential rebuilding techniques and procedures. Students will work on vintage automobile transmissions and differential assemblies as determined by the instructor. Lab Fee. Prerequisite: TE 100. (Fall, Spring)

#### **TE 152 Sheet Metal Restoration**

*4 hours*

A course designed to teach students the basics of welding and auto body panel fabrication as used in automobile restoration. This course includes work in basic welding processes, techniques, operational theory and related systems and basic auto body panel fabricating processes, techniques, tool operational theory and related fabrication systems, assembly procedures for auto body panels, and evaluating metal body component condition. Lab Fee. Prerequisite: TE 100. (Fall, Spring)

#### **TE 162 Technical Woodworking**

*3-4 hours*

This course will introduce students to the concepts and practices of basic woodworking, including planning, fabrication and finishing, while stressing the safe operation of power tools used in basic woodworking. The course will also examine the history and evolution of the American automobile in general and automotive coach building in particular. Prerequisite: TE 100. Lab Fee. (Fall, Spring)

#### **TE 202 Research & Documentation**

*2 hours*

This course will introduce students to practical research, documentation and planning related to restoring antique automobiles. Prerequisite: TE 100. (Fall)

#### **TE 206 Motorcycle History and American Society**

*3 hours*

A study of the evolution of motorcycle culture, and the impact of that culture on American society. Prerequisite: TE 100. (Fall, odd years)

#### **TE 242 Re-Babbitting**

*3 hours*

An intensive, lab-based course in the restoration and re-Babbitting of antique automotive engines and mechanical components. Lab Fee. Prerequisites: TE 100, TE 141, TE 262. (On Demand)

#### **TE 245 The History of Automotive Design**

*3 hours*

Discover and examine the technological and stylistic evolution of automotive design. This course will explore ways in which automobiles, by way of their design, reflect the technology and communicate the values of the culture that produced them. Prerequisites: TE 100. (Spring)

#### **TE 252 Vintage Panel Restoration**

*3 hours*

An intensive, lab-based course in the restoration or fabrication of antique auto body panel components (not applicable as an advanced course). Lab Fee. Prerequisites: TE 100, TE 152. (Interterm)

#### **TE 262 Machining Technology**

*3 hours*

An introduction to machining technology. Students are introduced to blueprint reading, precision measurement, the theory and operation of machine tools, layout techniques and the use of layout tools, the characteristics of common industrial metals used in machining processes, machine maintenance, and nontraditional machining processes. Lab work required. Lab Fee. Prerequisite: TE 100. (Fall, Spring)

**TE 271 Chassis Restoration**

*4 hours*

A course designed to teach students the basics of automotive chassis restoration. This course includes restoration work in basic frame, suspension, wheel, brake and drive train components. Operational theory and other related chassis systems, disassembly procedures, diagnosis of mechanical faults, component condition, and brake systems machining processes are also included. Students will work on vintage automobile chassis and related components. Lab Fee. Prerequisite: TE 100, TE 141, TE 145. (Fall, Spring)

**TE 275 Automotive Paint Restoration**

*4 hours*

A course designed to teach students the basics of automotive paint restoration. This course emphasizes panel preparation, paint systems and paint application, disassembly and documentation procedures, diagnosis of auto body and interior painted surface faults and evaluating the auto body condition. Students will work on vintage automobile bodies and related components. Lab Fee. Prerequisite: TE 100. (Fall, Spring)

**TE 281 Automotive Trim**

*4 hours*

A course designed to teach students the basics of automotive trim (upholstery) restoration. This course includes restoration work in basic automotive seats, interior panels, convertible and other top covering restoration. Also included are disassembly procedures, diagnosis of upholstery and trim and interior faults and evaluating the interior condition. Students will work on vintage automobile interiors and related components. Lab Fee. Prerequisite: TE 100. (Fall, Spring)

**TE 301 Materials and Processes**

*3 hours*

This course will explore the history and cultural impacts of the development of engineering materials and processes. Students will gain a working knowledge of the properties and strengths of materials and gain a working knowledge of classic industrial processes and be able to apply that knowledge to the restoration and preservation of antique automotive systems and structures. This class will include field trips to various industrial facilities.. Lab Fee. Prerequisites: None. (Interterm.)

**TE 311 Advanced Topics in Engineering Drawing/CAD**

*4 hours*

A continuation of TE 110. Includes revolutions, tolerance dimensioning, threads and fasteners, sections, working drawings, surface and solid generation. Prerequisite: TE 100, TE 110. (On demand)

**G-TE/HI 333 Technology and Society**

*3 hours (Language Intensive)*

An introduction to the historical development of technology as part of society and culture, exploring the ways which society and culture constrain and stimulate technologies, and the ways in which technology then shapes society and culture. Does not require previous specialized technical knowledge. This course is designed for both majors and non-majors. Prerequisite: G-EN 111 or consent of the instructor. (Fall.)

**TE 341 Advanced Engine Rebuilding**

*3 hours*

This course is designed to build on the skills and knowledge gained in TE 141. This class will focus on designs and construction techniques which apply specifically to vintage engines. This class will also explore the practical application of techniques gained in TE 141 to more complex and vintage engines. Repairing damaged or severely worn components will be the focus of one major Rebuilt engines will then be tested on a dynamometer to assess the rebuild. Lab Fee. Prerequisites: TE 100, TE 141, TE 262. (Fall)

**TE 342 Motorcycle Engine Rebuilding**

*3 hours*

This course will focus on rebuilding single and multi-cylinder engines used in motorcycles prior to 1970 as well as various other small engines of similar design. Lab Fee. Prerequisite: TE 100, TE141 (Spring)

**TE 353 Finishing Touches**

*3 hours*

A course designed to teach three skills needed for the restoration of early era vehicles. Students will learn to restore and polish hard trim moldings, restore wood grained interior moldings and the art of pinstripping. Lab Fee. Prerequisites: TE 100, TE 152, TE 275 or consent of the instructor. (on demand)

**TE 360 Electrical and Electronic Systems**

*4 hours*

This course will address the characteristics and operations of electrical and electronic systems with special emphasis on their practical application in automotive systems. The course will introduce Ohm's Law, electrical power, circuit elements and magnetism and induction in electrical circuits. Special emphasis is given to the use of this knowledge in the repair, restoration, and preservation of classic and antique automotive electrical systems. Prerequisite: TE 100, TE 141, TE 271. (Fall, Spring).

#### **TE 371 Motorcycle Drivetrain & Chassis Restoration**

*3 hours*

This course on diagnosing problems, repairing and restoring motorcycle transmissions and chassis components including forks, wheels and tires, and brakes. Lab Fee. Prerequisite: TE 100, TE271 (on demand)

#### **TE 375 Junior Seminar (Juniors, Option V and VI only)**

*1 hour*

This course will explore how to create a professional portfolio, how to properly research restoration, how to manage tasks in relation to a timeline, how to prepare for senior project, and professional ethics. For juniors in Option V and VI only. Prerequisites: TE 100, TE 141, TE145, TE 152 or consent of the instructor, (Fall)

#### **TE 380 Applied Diagnostics**

*3 hours*

An exploration of vintage automotive diagnostics, including a basic overview of automotive electrical systems, fuel and ignition systems, drive train and chassis systems. Basic failure modes of these systems will be explored and will be experienced in the laboratory. Integration of the theory and practice of diagnostics will be explored in a classroom and lab setting. Proper use of diagnostic tools, diagnostic literature and methodology will be taught. Students will work with vintage automobiles and related components. Lab Fee. Prerequisites: TE 100, TE 141, TE 145, TE 271, TE 360. (Interterm)

#### **TE 384 Motorcycle Restoration Assembly Processes**

*4 hours*

A course designed to allow students to refine their skills from other courses in a comprehensive format. Students will work on vintage motorcycles and their components, rebuilding and reassembling these components. Lab Fee. Prerequisite: TE 100, TE 262, TE 275, TE 281, TE 342, TE 371 or consent of the instructor. (Fall)

#### **TE 385 Restoration Assembly Processes**

*4 hours*

A course designed to allow students to refine their skills from other courses in a comprehensive format. Students will work on vintage automobiles and their components, rebuilding and reassembling these components. Hard metal trim restoration and other specialized restoration processes may also be explored depending on project vehicles available. Lab Fee. Prerequisite: TE 100, TE 141, TE 145, TE 152, TE 162, TE 262, TE 271, TE 275, TE 281 or consent of the instructor. (Fall, Spring)

#### **TE 406 Advanced Topics in Woodworking and Design**

*4 hours*

A study of the nature of wood, identification of wood, and joinery. Special emphasis is given to the use of this knowledge in the design, construction, restoration and preservation of automotive coachwork and related wood products. Prerequisites: TE 100, TE 110 and TE 162. Lab fee. (On demand)

#### **TE 414 Advanced Electrical & Electronic Systems**

*3 hours*

A student-guided study of the design, operation, and characteristics of specialized automotive electrical systems including gauges and instruments, clocks and radios, lighting and accessory systems, and specialized ignition systems. This course will address reading and interpreting automotive wiring diagrams and will include design and construction of authentic wiring looms and harnesses. Special emphasis is given in this course to the repair, restoration and preservation of classic and antique automobile electrical systems. Lab Fee. Prerequisites: TE 100, TE 360 (Spring)

#### **TE 452 Advanced Sheet Metal Restoration**

*3 hours*

A study of special sheet metal restoration techniques, including the use of power tools in fabrication, creating complex compound curves, repairing extremely damaged components and the craft of creating custom tooling. Students will build experience and confidence in their skills in the laboratory. Lab Fee. Prerequisites: TE 100, TE 152. (Spring)

#### **TE 475 Restoration Technology Senior Project (Seniors, Option V and VI only)**

*4 hours (Language Intensive)*

This course will be a practical and realistic experience in which students will study a specific aspect of automotive restoration and complete restoration work on one of many college-owned vintage cars or projects related to their study. Students will present the completed research and



restoration plan to complete a capstone experience. Prerequisite: TE 100, TE 375. (Fall)

### **TE 480 Advanced Automotive Paint Restoration**

*3 hours*

This course will build on concepts introduced in TE 275. Safety issues related to painting, paint history, special painting techniques and proper documentation of vehicle components will be a major emphasis. Students will work to increase their painting skills through practical experience. Lab Fee. Prerequisites: TE 100, TE 275. (Fall)

### **TE 481 Applied Trim and Upholstery**

*3 hours*

A course that builds students' hands-on experience in automotive soft trim restoration and replacement. Lab Fee. Prerequisites: TE 100, TE 281. (Spring)

### **Individualized Courses Available**

295/495 Field Experience (1-4 hours)

\*299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

\*445 Readings and Research (1-4 hours)

### **\* Prerequisite Policy: (TE 299/499 and TE 445)**

The student must submit to the appropriate instructor a written proposal of study, prior to enrollment in the course, including the following components:

1. statement of the student's acceptance of the goals of topics courses: to provide the opportunity for specialized unit shop teaching endorsements, study of advanced content, and the development of teaching and training skills;
2. goals, project plans, and a detailed weekly schedule, consistent with the course syllabus;
3. evidence of academic maturity, self-motivation, and desire to serve as an appropriate role model for students in lower-level classes in similar content area;
4. agreement to schedule the lab time of the topics course at the same time the lower-level course is offered; and
5. evidence that the student has completed all lower-level course(s) in the corresponding content area with a minimum B (3.0) average and a minimum B (3.0) overall college grade point average; or permission of the instructor to waive the grade

Upon instructor approval of the proposal, an interview will be scheduled with the student to discuss the arrangement and any further details prior to granting final permission for the student to enroll in the course.

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# **Business Program**

## **Purpose Statement**

The department commits itself to fostering students' learning so that they are prepared for professional pursuits and/or graduate study.

The department achieves this purpose when its graduates can

- demonstrate knowledge, understanding, and application of the principles, concepts, and tools in each key content area of their major;
- perform research, analysis, and critical thinking necessary to integrate key content from various business disciplines and other dimensions of society;
- perform effectively in groups;
- persuasively communicate business-related ideas in a variety of media and settings.
- develop a global mindset recognizing the diversity of cultures, practices, traditions, and philosophies. Be able to adapt to a changing world.

One major and one interdisciplinary major are available within the Department of Business Administration. Within the Business Administration major, there are four emphasis areas, and a student must choose at least one area in which to concentrate their study: Management, Marketing, Finance, and Accounting.

## **Core Requirements for all Business Majors: 41 hours**

**G-BA 101** Introduction to Business (3 hours)

**EC 201** Principles of Economics: Macro (3 hours)

**EC 204** Principles of Economics: Micro (3 hours)

**AC 205** Financial Accounting (3 hours)

**AC 206** Managerial Accounting (3 hours)

**\*G-CM 218** Business Communication Applications (3 hours)

**G-BA 220** Business Applied Statistics (4 hours)

**BA 221** Marketing (3 hours)

**BA 224** Principles of Management (3 hours)

**BA 315** Business Law (3 hours)

**BA/AC 320** Management/Accounting

Information Systems 3 hours

**BA 325** Financial Management I (3 hours)

**BA 375** Business Ethics (1 hour)

**\*BA 475** Business Strategy and Policy (3 hours)

## Accounting Emphasis

**AC 305** Intermediate Accounting I (3 hours)

**AC 306** Intermediate Accounting II (3 hours)

**AC 315** Cost Accounting (3 hours)

**AC 316** Individual Income Tax (3 hours)

**AC 437** Principles of Auditing (3 hours)

Hours in ACCOUNTING: 15 hours

Business Elective Hours: 6 hours

**41 Core + 15 ACCOUNTING + 6 Elective = 62 total hours**

## Management Emphasis

**BA 324** Organizational Behavior (3 hours)

**\*BA 339** Human Resource Management (3 hours)

**BA 342** International Business (3 hours)

**BA 490** Operations Management (3 hours)

Hours in MANAGEMENT: 12 hours

Business Elective Hours: 9 hours

**41 Core + 12 MANAGEMENT + 9 Elective = 62 total hours**

## Financial Emphasis

**AC 305** Intermediate Accounting I (3 hours)

**EC 451** Money and Banking (3 hours)

**BA 426** Financial Management II (3 hours)

**BA 428** Investments (3 hours)

Hour in FINANCE: 12 hours

Business Elective Hours: 9 hours

**41 Core + 12 FINANCE + 9 Elective = 62 total hours**

## Marketing Emphasis

**BA 322** Advertising and Promotion (3 hours)

**BA 327** Consumer Behavior (3 hours)

**BA 342** International Business (3 hours)

**BA 427** Marketing Research (3 hours)

Hours in Marketing: 12 hours

Business Elective Hours: 9 hours

**41 Core + 12 MARKETING + 9 Elective = 62 total hours**

## Departmental Minors

### Business Administration Minor: 24 total hours

**G-BA 101** Introduction to Business (3 hours)

**AC 205** Financial Accounting (3 hours)

**AC 206** Managerial Accounting (3 hours)

**EC 202** Survey of Economics (3 hours)

**BA 224** Principles of Management (3 hours)

**BA 221** Marketing (3 hours)

**BA 315** Business Law (3 hours)

**BA 325** Financial Management I (3 hours)

### **International Business Minor: 18 total hours**

**BA 342** International Business (3 hours)

**G-PS 125** International Relations (3 hours)

**EC 451** Money and Banking (International Finance) (3 hours)

Choose 2 trips or 2 Modern Language classes or any combination for 6 hours

**\*G-BA 342IT** International Travel (2 trips) (6 hours)

**\*G-ML 108** Spanish I (3 hours)

**\*G-ML 109** Spanish II (3 hours)

3 Hours in supporting courses: World Religions, Intercultural Communication, non-US modern history or Political Science

### **Other Business Concentrations**

In addition to the prescribed majors outlined above, there are other ways in which a student may seek concentration in fields within this department.

#### **Technology Major: Automotive Restoration Management**

The goal of the Automotive Restoration Management option is to develop graduates who are prepared for professional pursuits and/or graduate study.

#### **Music Major: Music Business Administration**

#### **Art Major: Graphic Design Marketing**

### **Interdisciplinary Alternatives**

McPherson College offers students the opportunity to create their own major courses of study. Proposals for such majors must be approved by the Educational Policies Committee and must satisfy criteria for acceptable levels of academic rigor and integrity. The interdisciplinary section of this catalog provides more information. Students have successfully proposed such personalized programs in business-related areas such as Sports Management and Marketing.

### **CPA Study**

Students who are currently interested in sitting for the CPA (Certified Public Accountants) exam must meet the requirements as determined by the State Board of Accountancy. One of the requirements to sit for the CPA exam is 150 hours of college credit. McPherson College advises students pursuing a career in public accounting to complete their undergraduate degree at McPherson College and then complete a master's degree in business or accounting. To facilitate this approach, McPherson College has entered into articulation agreements with Emporia State University, Wichita State, and Fort Hays State. For additional information, contact Professor Rod Gieselmann at 620-242-0539 or Professor David O'Dell at 620-242-0541.

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## **Business Course Descriptions**

### **Economics**

#### **EC 201 Principles of Economics: Macro**

*3 hours*

The first semester of general economics deals with these major topics: supply and demand, the market system, the role of government; unemployment, economic fluctuations; fiscal and monetary policy approaches to economic stabilization; impact of international trade issues on domestic economic problems. (Fall)

#### **EC 202 Survey of Economics**

*3 hours*

This course is designed to provide non-business majors with a basic understanding of key economic principles from both the "macro" and "micro" perspectives. Topics will include: supply and demand, economic goals and measures, market types, economic fluctuations, monetary and fiscal policy, and international trade. (even Spring)

**EC 204 Principles of Economics: Micro**

*3 hours*

The second semester of general economics study. The course focuses on concepts of supply and demand in the context of perfect and imperfect product and resource markets. In addition, students apply economic concepts to a variety of current topics, labor unions, income distribution, and health care. It is recommended, but not required, to take EC 201 prior to EC204. (Spring)

**EC 451 Money and Banking**

*3 hours*

A study of the nature and function of money, its relation to prices, and the many functions of the American banking system. Prerequisite: EC 204, AC 206. (Fall)

**Accounting****AC 205 Financial Accounting**

*3 hours*

A study of the elements of accounting, the balance sheet, income statement, principles of double entry accounting, the process of closing books, and depreciation methods. (Fall)

**AC 206 Managerial Accounting**

*3 hours*

A continuation of Financial Accounting, with the emphasis on various entity capital structures, analysis and interpretation of financial statements, statement of cash flows, present value concepts, and introduction to cost accounting. Prerequisites: AC 205. (Spring)

**AC 305 Intermediate Accounting I**

*3 hours*

The first of two in-depth financial accounting courses. The conceptual framework, critical analysis of generally accepted accounting principles, and applications are stressed. Topics include the balance sheet, income statement, the statement of cash flows debt financing, equity financing, earnings per share, and accounting changes and error correction. Prerequisites: EC 204,C or better in AC 205. (Fall)

**AC 306 Intermediate Accounting II**

*3 hours*

The second of two in-depth financial accounting courses. Continued in-depth analysis of generally accepted accounting principles and related applications are emphasized. Topics include the earnings management, revenue cycle, revenue recognition, inventory and cost of goods sold, non-current operating assets, investments, leases, income taxes, pensions, other payroll topics, derivatives, contingencies, etc. Prerequisites: AC 305.(Spring)

**AC 315 Cost Accounting**

*3 hours*

The study of standard costing, cash budgeting, process costing, job order costing and their applications to the management decision process. Prerequisite: AC 206, BA 224. (Fall, even years)

**AC 316 Individual Income Tax**

*3 hours*

The study of individual income tax theory, planning and application. Prerequisites: EC 204, AC 206, BA 224. (Fall, odd years)

**AC 320 Accounting Information Systems**

*3 hours*

The concept of accounting information systems refers to all accounting procedures designed and implemented to ensure that transactions are properly recorded, processed, and disclosed. This course will use the case method of instruction to assist student skill development in evaluation and construction of accounting systems through application of the systems approach. Basic systems concepts and computer resources will be addressed concurrently with BA 320. Students may not receive credit for both AC 320 and BA 320. Prerequisites: AC 206, BA 224. (Spring,)

**AC 437 Auditing**

*3 hours*

The following topics are included in this course: theory and application of the following concepts: materiality, risk, internal control evaluation, and audit evidence (analytical and substantive). Students will learn to evaluate the risk of financial statement assertions and choose appropriate audit procedures. This course concentrates on auditing standards generally accepted in the United States as issued by the AICPA auditing standards board and PCOAB. Other items include financial statement fraud, independence, legal liability, and ethical responsibilities. Prerequisites: AC 306,

315, and 320. (Spring, odd years)

## **Business Administration**

### **G-BA 101 Introduction to Business**

*3 hours*

An introduction to the study of business for all students entering the business program at McPherson College. The course will highlight topics such as the environment of business, current business trends, business management, management of human resources, marketing management, information management, and managing financial resources. In addition, the course will examine McPherson College curriculum and resources, career aspirations, and necessary business skills. (Fall and Spring)

### **G-CM 218 Business and Professional Communication**

*3 hours (Language Intensive)*

Business and Professional Communication is a course designed to expose students to strategies for effective communication in a business environment. Students will deal with both oral and written forms of communication. The course will also deal with the effective communication of information through the use of spreadsheets and graphs, as well as on-line communication skills that are essential to success in today's business environment. Students will learn effective techniques for using technology to enhance an oral presentation as well. (Fall)

### **G-BA 220 Business Applied Statistics**

*4 hours*

A study of the principles of descriptive statistics, probability, sample and population relationships, estimation, and hypothesis testing. The student will receive a solid foundation in mathematical theory, practical application, and MS Excel. Prerequisites: ID119 Intermediate Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of 22, or an appropriate score on the departmental placement test. (Spring)

### **BA 221 Marketing**

*3 hours*

A study of marketing institutions and the functions which they perform: pricing, promotion, distribution, and product development. The course will also address effects of external domestic and international environments on marketing strategy. (Fall)

### **BA 224 Principles of Management**

*3 hours*

An introductory study of management based on the four primary functions of management: planning, organizing, leading, and controlling. Students will also have the opportunity to survey a variety of management literature. (Fall and Spring)

### **G-BA 230 Personal Finance**

*3 hours*

This course provides an overview of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning. This class is recommended for non-business majors in their junior or senior years. (Fall)

### **BA 235 Entrepreneurship and Small Business Management**

*3 hours*

Focus is on the start-up and development of a small business. Topics include acquisition of capital; design of accounting systems and cash control; principles of taxation and payroll deductions; financial statement analysis; legal issues related to workers' compensation, product liability, contracts fundamentals, and forms of business organization; election, hiring, and appraisal of employees; marketing of product; inventory control; location and facilities analysis; and regulatory impacts. Course requires preparation of a complete business plan. Prerequisite: AC 205. (Fall)

### **BA 315 Business Law**

*3 hours*

This course is designed to help students master the fundamental and legal and regulatory knowledge necessary to perform in today's business environment. Students will develop an understanding of how to solve a legal problem and will study topics such as contracts, sales governed by the UCC, bankruptcy, principle- agent relationships and employer/employee legal issues. (Spring)

### **BA 320 Management Information Systems**

*3 hours*

The concept of management information systems refers to all management procedures designed and implemented to insure that data related to the basic goals, strategies, and operations of the business entity are properly and timely collected, processed, and reported. This course will use the case method of instruction to assist student skill development in evaluation and construction of management systems through application of the

systems approach. Basic systems concepts and computer resources will be addressed concurrently with AC 320. Students may not receive credit for both BA 320 and AC 320. Prerequisites: BA 224. (Spring)

### **BA 322 Advertising and Promotion**

*3 hours*

Advertising and promotion is a course that directly relates to marketing and how advertising drives the company's marketing plan. The class will explore all forms of print and electronic media and learn to evaluate the effectiveness of advertising. The class will revolve around applying material from the text, to developing and executing an actual advertising plan. Client meetings will be held with the organization we will be preparing advertising. After the completion of this course, students will have a full understanding of what goes into an advertising campaign. The students will have a greater appreciation for what it takes to produce a 30-second commercial and budgeting, negotiating and persuading the client. Prerequisite: BA 221 (Fall)

### **BA 324 Organizational Behavior**

*3 hours*

In depth exploration of the management functions of organizing and leading/directing. Emphasis on individual motivation, group process and team management, leadership styles and effectiveness, organizational communication, decision-making, managing global workforces and diversity, management of change, organizational culture, and organizational design. Prerequisite: BA 224 Principles of Management (Fall)

### **BA 325 Financial Management I**

*3 hours*

A study of concepts in financial management including evaluation of financial performance, valuation of securities, and capital budgeting. This course includes a term project designed to evaluate the financial performance of publicly traded companies within an industry. Prerequisites: AC 206 (Fall)

### **BA 327 Consumer Behavior**

*3 hours*

This course is designed to help students evaluate why people do what they do when they buy something. Students will examine behavioral science concepts applicable to understand the buyer's behavior and investigate specific processes of consumer decision-making. Topics will include: purchase decisions, reference groups; and sociological, psychological, and economic aspects of consumer behavior. Additional topics will include: environmental influences on consumer evaluation, consumer attitudes, and post-purchase evaluation. Prerequisite: BA 221. (Spring)

### **BA 339 Human Resource Management**

*3 hours (Language Intensive)*

A study of the processes, problems, and opportunities associated with the human resources deployed by an organization. Major topics include planning, staffing, training and development, compensation, employee relations. Prerequisite: BA 224. (Spring)

### **BA 342 International Business**

*3 hours*

A study from the manager's perspective in the fields of international trade and investment, balance of payments, international financial markets and monetary systems, national trade policy and laws. Also addresses cultural variables in business, and examines how each of a number of basic management activities must be dealt with differently in the international environment than in a purely domestic setting. Prerequisites: EC 204, BA 224. (Fall)

### **BA 375 Business Ethics**

*1 hour (Junior Seminar)*

This course is a study of the ethical issues that confront persons within the context of business. It examines frameworks for ethical analysis and contemporary business issues most likely to confront students with ethical questions in the future. These frameworks are applied in multiple case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements except courses numbered in the 400's. (Spring)

### **BA 426 Financial Management II**

*3 hours*

The continuing study of financial management concepts including cost of capital, capital structure, dividend policy, working capital management, lease financing, corporate restructuring, and international finance. Prerequisites: BA325 and AC305. (Spring)

### **BA 427 Marketing Research**

*3 hours*

This course concerns the use of marketing research as an aid to making marketing decisions. It focuses on the different types of marketing research (qualitative and quantitative) as well as the complex issues at each stage of the marketing research process, including research objectives,

questionnaire construction (specifically for survey research), sampling, data collection, and statistical analysis. Additionally this course addresses how the information used to make marketing decisions is gathered and analyzed.

#### **BA 428 Investments**

*3 hours*

A study of investment media, sources of investment information, the stock risk, modern portfolio theory, and the analysis and evaluation of industries and firms. As part of this class students manage \$100,000 of the college's endowment. Prerequisite: EC 204, AC 206, and BA 325(Spring)

The course focuses on the different types of marketing research (qualitative and quantitative) as well as the complex issues at each stage of the marketing research process, including research objectives, questionnaire construction (specifically for survey research), sampling, data collection, and statistical analysis. Accordingly, this course is appropriate for both prospective users of research results and prospective marketing researchers. Prerequisite: BA 221 , BA322, BA327. (Spring)

#### **BA 475 Business Strategy and Policy**

*3 hours (Senior Seminar and Language Intensive)*

This is a capstone course for all Business majors. This course is an intense study of the role of strategic planning in the success of an organization. It provides a framework for such planning and the practical application of strategic planning through case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements. (Spring)

#### **BA 490 Operations Management**

*3 hours*

The course builds on the systematic application of quantitative techniques to business problems. Techniques such as Six Sigma will be addressed as a practical application to base management decisions in manufacturing settings as well as service industries. Prerequisites: BA224. (Fall)

#### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

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## **Communication Program**

### **Purpose Statement**

The Communication program aims to develop majors who can communicate through a variety of channels with diverse audiences. Students who complete the major in communication can expect to develop

- Confidence and competence in presentations.
- Effective, productive, and ethical communication skills for building personal and organizational relationships.
- Knowledge about the mass media and how those media affect how we communicate.
- Knowledge of how advertising and publicity messages are used and the ability to craft such messages.
- Skill in using communication technology and in evaluating how technology affects communication.
- The ability to effectively communicate within and across gender and cultures.
- Strategies for effectively managing conflict.
- Competence in constructing and analyzing arguments intended to influence beliefs, attitudes, values, and practices.
- Knowledge of theories that explain interpersonal, organizational, and mass mediated communication, and competence in systematic inquiry, including an understanding of the limitations of conclusions reached.
- Strategies to collect accurate information through observation, interviews, and research.
- Ability to recognize and correct errors in standard written English and in improving the style and structure of written texts.

Students who complete the **applied communication emphasis** will develop competence in

- Ability to effectively communicate within and across gender and cultures.
- Strategies for effectively managing conflict.
- Competence in constructing and analyzing arguments intended to influence beliefs, attitudes, values and practices.

Students who complete the **digital communication emphasis** will develop competence in

- Skill in obtaining still images, audio, and video, and combining these media with text to tell stories effectively.
- Recognizing and correcting errors in standard written English and in improving the style and structure of written texts.
- Competence in designing, laying out, and publishing content online and in print.

## Communication Major

Students adopting the communication major will complete all of the communication core courses and then will complete the coursework in either the applied communication track or the digital communication track.

### Communication Core Courses

- G-CM 120** Introduction to Human Communication (3 hours)
- CM 135** Media Writing (3 hours)
- G-CM 140** Public Speaking (3 hours)
- CM 210** Multimedia Storytelling I (3 hours)
- G-AR 220** Graphic Design for non-art majors (3 hours)
- \*G-CM 221** Intercultural Communication (3 hours)
- G-MA 221** Elementary Applied Statistics (4 hours)
- CM 305** Editing (3 hours)
- CM 310** Public Relations (3 hours)
- \*EN 313** Advanced Expository Writing (3 hours)
- CM 315/320** Journalism/Video Practicum (2 hours) [One practicum *must be* print journalism]
- CM 350** Web Design I(3 hours)
- CM 375** Junior Seminar in Communication (1 hour)
- \*CM 475A** Sr. Seminar in Research (2 hours)
- \*CM 475B** Senior Project in Communication (1 hour)

#### Applied Communication Track

- \*G-CM 130** Interpersonal Communication (3 hours)
- CM 240** Gender Communication (3 hours)
- CM 325** Conflict Communication (3 hours)
- CM 330** Persuasion (3 hours)

*Total: 52 hours*

#### Digital Communication Track

- AR 130** Design Software (2 hours)
- AR205** Multi-Media Software (2 hours)
- CM320** Video Practicum (1 hour)
- AR335** Interactive Software (3 hours)
- CM410** Multimedia Storytelling II (3 hours)
- CM440** Web Design II (3 hours)

*Total: 54 hours*

### Competency Exam

Students who plan to major in Communication must pass a writing competency exam. This exam will be offered in the spring semester, before pre-enrollment for the fall. Transfer students will take the exam early in their first semester at the college. Students who fail the exam may re-take it after participating in guided study and practice of writing.

### Communication Minor

A minor in communication consists of **G-CM 120** Introduction to Human Communication (3 hours), and any other 17 hours of communication course. Journalism and Video Practica may make up no more than four hours of coursework in the minor.

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# Teacher Education Program

The academic program offered by the Department of Curriculum and Instruction is essential for achieving the college's mission of developing whole persons through scholarship, participation, and service. It also reflects the heritage of the college and the Church of the Brethren, which includes a dedication to a liberal arts education and values that promote ethical behavior, non-violence and peace, a simple lifestyle, and a dedication to serving others.

The primary focus of the Department of Curriculum and Instruction is on the preparation of education professionals. Teacher education at McPherson College has long been one of the foundational cornerstones on which the institution was established.

## Teacher Education Program

The Teacher Education Program at McPherson College is accredited by the Kansas State Department of Education (120 East 10th Street, Topeka, Kansas 66612); and by the National Council for the Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers the Teacher Education Program at McPherson College; however, the accreditation does not include individual education **courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

### Mission Statement

The mission of the Teacher Education Program of McPherson College is to develop service-oriented educators who effectively blend the art and science of teaching.

### Goals, Objectives, and Dispositions

*Goal I:* The candidate has the knowledge bases necessary to be an effective teacher in her/his field.

To accomplish this goal, the service-oriented educator will:

*Objectives:*

1. Acquire a broad liberal arts knowledge base.
2. Demonstrate proficiency in his/her major area of licensure.
3. Acquire effective strategies of teaching in all appropriate content areas and for all learners.
4. Recognize how students learn and develop.

*Disposition:* Appreciate the connections between various areas of knowledge and commit to continuous learning.

*Goal II:* The candidate can apply effective teaching strategies to meet the needs of all learners.

To accomplish this goal, the service-oriented educator will:

*Objectives:*

1. Use appropriate best practices for specific content areas and for diverse learners.
2. Reflect upon his/her teaching and analyze the practices.
3. Demonstrate understanding and use of formative and summative assessments and make modifications based on them.
4. Provide motivational techniques based on students' developmental and environmental needs.

*Disposition:* Value and respect students' varied talents and abilities and project enthusiasm for teaching all learners.

*Goal III:* The candidate fosters relationships and collaborates with school constituencies. To accomplish this goal, the service-oriented educator will:

*Objectives:*

1. Communicate effectively in both written and oral formats and through the use of technology
2. Solicit input from students, parents, colleagues, and the greater community.
3. Act on information received from stakeholders.

*Disposition:* Value the many ways in which people seek to communicate and encourage various modes of communication.

The Teacher Education Program at McPherson College focuses on three major levels of licensure. The following are lists of the levels and the programs.

#### 6-12 Licensure Section

Biology, Chemistry, English, English for Speakers of Other Languages, History and Government, Mathematics, Psychology, High-Incidence Special Education, Speech/Theatre

#### K-6 Licensure Section

Elementary Education, English for Speakers of Other Languages, High-Incidence Special Education

## **PK-12 Licensure Section**

Art, Health, Music, Physical Education, Spanish

As a student at McPherson College preparing to become a teacher, you will be asked to prove your competency with the guidance of instructors in the Department of Curriculum and Instruction and the content area departments. Course assessments, a portfolio, and interviews are a few of the instruments developed that will help you demonstrate your abilities. McPherson College is currently collecting data on different aspects of student performance. Numerous experiences are provided as observers, aides, tutors, and as participants in student teaching experiences. Those seeking licensure at all levels begin their professional work by the sophomore year and continue with incremental and sequential scheduling of their professional growth.

## **Admission Procedures**

Procedures for admittance into the Teacher Education Program and Student Teaching are outlined in detail in the Advisor/Advisee Handbook or the Policies and Procedures Manual. These Handbooks are available in the Department of Curriculum and Instruction. College advisors also have copies of these handbooks. The handbook is also available online. Students should read the handbook or consult their advisors for a detailed account of admission requirements and procedures.

## **Admission to the Teacher Education Program**

As a general rule, the Teacher Education Board reviews candidates for admittance into the Teacher Education Program two times during an academic year, once each semester. Signs are posted on college buildings and announcements are made in campus communications and classes. Requirements for acceptance into the Teacher Education Program include, but are not exclusive of,

- Minimum of C in G-EN111
- Minimum of C in college level math
- Minimum of C in G-CI150
- Sign of support from Student Life
- A GPA of 2.3 (2.5 for transfer students)
- Successful completion of the C-BASE.

## **Practica at McPherson College**

Research has proven that multiple and varied practical experiences are of utmost importance in an effective teacher education program. For that reason, students in the Teacher Education Program have the requirement of completing a minimum of two practica prior to student teaching. However, most students are encouraged to participate in more than those two. The first practicum occurs early in the student's professional education course sequence. This practicum is primarily an observation/aide situation. The second practicum occurs later in the professional sequence and requires students to take more initiative in the actual classroom responsibilities. In fact, students are required to practice actual instructional activities.

Students are required to do one of the practicum experiences in an urban setting. Arrangements have been made for the first practicum to be completed in Wichita or other ethnically diverse setting. Transfer students or students with extenuating circumstances may choose to complete one of the other sessions in an urban setting. This will further enhance the program and give students a broader understanding of the entire educational enterprise. Students are placed in both grade- and content-appropriate practicum settings. It is the student's responsibility to secure travel arrangements to the practica sites. Any expenses that are incurred are also the responsibility of the student.

All practica must be approved by the Department of Curriculum and Instruction.

## **Service Component**

In keeping with the mission of the college and the Teacher Education Program, future teachers are expected to complete a service component as part of their program. During the student's college career s/he must complete and document 100 hours of service prior to completing the program. Transfer students must complete 25 hours per year.

There are many possibilities for service-oriented activities. Opportunities will occasionally be made available through the Curriculum and Instruction Department. In addition, students are encouraged to seek out experiences that will be self- satisfying. For further explanation or clarification, contact any member of the Teacher Education Undergraduate Council.

## **Student Teaching at McPherson College**

Student teaching is considered the capstone experience in the professional education sequence for future teachers. It is to be done after other professional coursework is completed. In cooperation with a K-12 school system, McPherson College strives to make this experience as beneficial as possible for all parties involved. Student teaching is a complete semester experience. It is offered for variable credit hours depending on the level and the experiential need of the student and the licensure area being sought. Being given the privilege to student teach is not automatic. The Teacher Education Board carefully screens all applicants for their suitability. As a general rule, the Department of Curriculum and Instruction begins the application for the student teaching process two times during an academic year. Deadlines are generally in mid-September and mid-March. Signs are posted on college buildings and announcements are made in campus communications and classes.

The prospective student teacher at McPherson College is expected to have:

- the personality and character traits required of a teacher;
- a strong liberal arts education;
- solid professional skills;
- profitable laboratory experiences with practitioners in the field. Before a student can student teach she/he must have:
- gained full acceptance into the Teacher Education Program;
- secured favorable recommendations from her/his major professor, professor of a language intensive course, one professor in teacher education, Student Life, and two supportive professionals in education;
- achieved a cumulative grade point average of 2.5;
- provided proof of liability insurance;
- signed an Inquiry Form;
- provided an up-to-date health form.

After all forms have been submitted, the student will participate in an interview with the Teacher Education Board. Ultimate decisions concerning student teaching will be made by that Board. A primary indicator of meeting the goals of the Teacher Education Program is the development of a portfolio. McPherson College students planning to become teachers develop portfolios during stages of their professional course work. These portfolios are designed to meet the overall goals of:

1. The candidate has the knowledge bases necessary to be an effective teacher in her/his field.
2. The candidate can apply effective teaching strategies to meet the needs of all learners
3. The candidate fosters relationships and collaborates with school constituencies.

These portfolios include copies of units and lesson plans, reflective journals, other significant evidences of knowledge, application, and collaboration, scores of standardized assessment tools, and other documentation.

In order to defray costs, a student teaching fee will be assessed during that semester.

## Student Responsibility

Students are ultimately responsible for following procedures and proper sequencing of events leading to professional development and licensure. It is important for students who plan to enter the Teacher Education Program at McPherson College to contact the chair of the program and/or the appropriate advisor.

## Licensure in Kansas

Those seeking licensure in Kansas must pass the Professional Knowledge section of the Principles of Learning and Teaching (PLT) with a score of 160; candidates must also take a test in their particular content area. The passing scores for each content test are listed in the Advisor/Advisee Handbook. Requirements for licensure to teach in the public schools, either elementary or secondary, vary from state to state. Students who plan to certify in a state other than Kansas should, upon enrollment, consult the chair of teacher education or the state in which they plan to teach to make sure that they are enrolled in a program that is appropriate.

In the state of Kansas, teaching is considered to be a profession. Therefore, the Kansas State Department of Education has a Professional Practices Commission to exercise disciplinary and advisory functions over those requesting licensure or working as a certified professional. Teacher licensure can be denied, suspended, or revoked for both felony and non-felony actions.

McPherson College is in compliance with the federal Title II reporting guidelines.

## Elementary Education Major

### K-6 Licensure

#### Requirements

Along with the General Education requirements, the following is a suggested sequence; the academic advisor and/or Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

*Freshman year:*

**G-PY 101** Introduction to Psychology (3 hours)

**G-CI 150** Introduction to Education (3 hours)

**SE 210** Introduction to Infants, Children & Youth with Special Needs (3 hours)

*Sophomore year:*

**CI 220** Principles and Strategies of Teaching (3 hours)

**G-CI 251** Introduction to Education Practicum (1 hour)  
**\*G-EE 210** Children's Literature (3 hours)  
**G-CI 333** Intercultural Education (2 hours)  
**PY 204** Child and Adolescent Development (3 hours)  
**CI 232** Educational Technology (2 hours)  
**EE 230** Mathematics Content for Elementary Teachers (3 hours)

*Junior Year:*

**CI 426/PE 426** Methods for Teaching Health in Elem. & Sec. (2 hours)  
**\*CI 455** Teaching-Learning Process (3 hours)  
**\*EE 303** Reading/ Language Arts I (4 hours)  
**EE 307** Methods for Teaching Math in the Elementary School (2 hours)  
**EE 306** Methods for Teaching Science in the Elem. School (2 hours)  
**EE 309** Methods for Teaching Social Studies in the Elem. School (2 hours)  
**EE 301/ AR 358** Methods for Teaching Art in the Elem. School (2 hours)  
**EE 304/ MU 370** Methods for Teaching Music in the Elem. School (2 hours)  
**EE 305/ PE 305** Methods for Teaching Phys Ed in the Elem. School (2 hours)  
**EE 375** Elementary Ed. Practicum and Seminar (1-4 hours)  
**EE 444** Reading/Language Arts II (2 hours)

*Senior Year:*

**EE 465** Student Teaching in the Elementary School (6 or 12 hours)  
**CI 476** Professional Seminar in Education (2 hours)

## 6-12 Licensure

### Requirements

Along with the general education requirements and the academic requirements for the specific content area, the following is a suggested sequence; the academic advisor and Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

*Freshman year:*

**G-PY 101** Introduction to Psychology (3 hours)  
**G-CI 150** Introduction to Education (3 hours)

*Sophomore year:*

**G-CI 333** Intercultural Education (2 hours)  
**PY 204** Child and Adolescent Development (3 hours)  
**SE 210** Intro to Infants, Children and Youth with Special Needs (3 hours)  
**CI 220** Principles and Strategies of Teaching (3 hours)  
**G-CI 251** Intro to Education Practicum (1 hour)  
**CI 232** Educational Technology (2 hours)

*Junior Year:*

**\*CI 455** Teaching-Learning Process (3 hours)  
**CI 4xx** Secondary Methods for Academic Majors (3 hours)  
**CI 315** Reading in the Content Field (2 hours)  
**CI 351** Secondary Education Practicum and Seminar (2 hours)

*Senior year:*

**CI 475** Student Teaching (6 or 12 hours)  
**CI 476** Professional Seminar in Education (2 hours)

## PK-12 Licensure

### Requirements

Along with the general education requirements and the academic requirements for the specific content area, the following is a suggested sequence; the academic advisor and Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

*Freshman year:*

**G-PY 101** Introduction to Psychology (3 hours)  
**G-CI 150** Introduction to Education (3 hours)  
**SE 210** Intro to Infants, Children & Youth with Special Needs (3 hours)

*Sophomore year:*

- G-CI 333** Intercultural Education (2 hours)
- PY 204** Child and Adolescent Development (3 hours)
- G-CI 251** Intro to Education Practicum (1 hour)
- CI 220** Principles and Strategies of Teaching (3 hours)
- CI 232** Educational Technology (2 hours)

*Junior Year:*

- Methods for Teaching Art, Music or PE in Elem. Schools (2-3 hours)  
(Those seeking licensure in Spanish take one Methods class (CI 404))
- CI 351** Secondary Ed. Practicum and Seminar (1 hour)
- EE 375** Elementary Ed. Practicum and Seminar (1 hour)
- \*CI 455** Teaching-Learning Process (3 hours)
- Methods for Teaching Art, Music or PE in Sec. Schools (2-3 hours)
- CI 315** Reading in the Content Field (2 hours)

*Senior Year:*

- CI 475** Student Teaching in the Secondary School (6 or 12 hours)
- EE 465** Student Teaching in the Elementary School (6 or 12 hours)
- CI 476** Professional Seminar in Education (2 hours)

## English for Speakers of Other Languages (K-6) Licensure

### Requirements

*Same professional education requirements as for K-6 license, plus:*

- EN 230** Linguistics (2 hours)
- EN 335** Advanced English Grammar (2 hours)
- G-SO 202** Minorities in the U.S. (3 hours)
- CI 428** Methods for Teaching ESL in the Elem. and Sec. Schools (3 hours)

## English for Speakers of Other Languages (6-12) Licensure

### Requirements

*Same professional education requirements as for 6-12 licensure in other fields, plus:*

- EN 230** Linguistics (2 hours)
- EN 335** Advanced English Grammar (2 hours)
- G-SO 202** Minorities in the U.S. (3 hours)
- CI 428** Methods for Teaching ESL in the Elem. and Sec. Schools (3 hours)

## Special Education Licensure

Through the joint effort of the Associated Colleges of Central Kansas (ACCK), McPherson College offers an Adaptive Special Education program. Students who participate in this program will graduate with licensure in High Incidence Special Education (intellectual disability, learning disabilities, behavior disorders, and other health impairments) at the K-6 and 6-12 levels.

### **High Incidence Special Education: Courses Required for all levels:**

- SPED 310** Foundations for Special Education (4 hours)
- SPED 315** General Methods for Special Education Services (4 hours)
- SPED 345** Behavioral Management (2 hours)
- SPED 499** Capstone Issues (1 hour)

### **Courses Required for Level K-6:**

- SPED 321** Grades K-6 Methods for Special Needs (4 hours)
- SPED 331** Grades K-6 Field Experience (1 hour)
- SPED 431** Grades K-6 Clinical Experience (Student Teaching) (6 hours)
- (OR)
- \*SPED 433** Grades K-6 Internship (4-6 hours)
- \*Those already holding special education licensure

### **Courses required for Level 6-12:**

- SPED 361** Grades 6-12 Methods for Special Needs (4 hours)

- SPED 371** Grades 6-12 Field Experience (1 hour)  
**SPED 471** Grades 6-12 Clinical Experience (Student Teaching) (6 hours)  
(OR)  
\* **SPED 473** Grades 6-12 Internship (4-6 hours)  
\* Those already holding special education licensure

Optional:

- SPED 220** Field Experience in Services for Student with Special Needs (1 hour)  
**SPED 320** Beginning American Sign Language (2 hours)  
**SPED 322** Intermediate American Sign Language (2 hours)  
**SPED 678** Topics in Special Education (1 hour)
- 

## Teacher Education Course Descriptions

*(Course numbers listed in parentheses after McPherson College numbers are ACCK course numbers.)*

### **CI 101 (SPED 320) Beginning American Sign Language**

*2 hours*

The purpose of this course is to learn the basics of sign language. It will provide the student with an opportunity to express and receive signed communication. (Fall and Spring)

### **CI 105 Social Studies Review for Teachers**

*1 hour*

This course is designed as a review for the C-BASE exam. Candidates who have failed the social studies portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

### **CI106 Mathematics Review for Teachers**

*1 hour*

This course is designed as a review for the C-BASE exam. Candidates who have failed the mathematics portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

### **G-CI 150 Introduction to Education**

*3 hours*

This course provides an overview of the historical role of schools in our society, the current governance and finance structures, and the challenges schools face in this new century. It also addresses planning for a career in professional education, and becoming a successful teacher. (Fall and Spring)

### **CI 202 (SPED 322) Intermediate American Sign Language**

*2 hours*

The purpose of this course is to increase conversational sign language and to introduce interpreting skills. It will provide the student with an opportunity to increase his/her ability to express and receive signed communication, expand his/ her vocabulary, and improve his/her fluency in signing. (Spring)

### **CI 220 Principles and Strategies of Teaching**

*3 hours*

A general methods class required of all education students. This course must be taken before or concurrent with other EE or CI courses. If taking concurrent, must have permission from the instructor. The class provides an introduction to teaching, including defining the teaching act, developing classroom communities, classroom management, assessment and evaluation, models of teaching, integration of technology, and professional responsibilities. (Fall and Spring) A minimum grade of C in CI 220 is required as a prerequisite for ALL 300 & 400 level CI, EE or SE courses except G-CI 333.

### **CI 232 Educational Technology**

*2 hours*

Educational Technology is designed to ensure that teacher education candidates understand the function of technology in schools and society, exhibit skills using instructional tools and technology to gather, analyze, and present information, improve instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (Fall and Spring)

### **G-CI 251 Introduction to Education Practicum**

*1 hour*

This practicum is conducted in the Wichita Public Schools or another urban district. It must be completed before enrolling for EE375 or CI 351. Students are required to spend 30 contact hours in a classroom. This class is offered every semester; however, a block of time must be established to ensure a worthwhile and quality experience. Students will maintain a reflective journal with emphasis on recording observations of teaching and learning, management techniques, the diversity of the student population, and the use of technology. (Prerequisite: G-CI 150 and consent of the Director of Field Experiences)

### **CI 315 Reading in the Content Field**

*2 hours*

This course provides students seeking licensure at the PK-12 and 6-12 level the strategies necessary for reading to learn. The strategies learned are appropriate for all content areas and all learners. Future educators will learn how to plan instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. Prerequisite: CI 220. (Fall)

### **G-CI 333 Intercultural Education Seminar**

*2 hours*

A study of our diverse society and how it pertains to education and the educational setting. Students electing to participate in the related field study that adequately depicts intercultural relations in an educational setting must also enroll in CI 495 Field Experience in Education. (Fall and Spring)

### **CI 351 Secondary Education Practicum & Seminar**

*1-4 hours*

A field experience and seminar for those seeking licensure at the secondary or PK-12 level. This course is offered for variable hour credit depending on the student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the chair of the Department of Curriculum & Instruction for appropriate registration. This practicum must occur between CI 251 and CI 475. It is recommended that students seeking license at the 6-12 level take this class in conjunction with the appropriate content methods class. Prerequisites: CI 220. Completed application and interview to Teacher Education Program required. (Fall/ Spring)

### **CI 401/AR 401 Methods for Teaching Art in the Secondary School**

*2 hours*

This is a comprehensive study of secondary art curricula and instructional methods relevant to today's art educator in the public schools. Discussions will address a multitude of current trends, issues, and "hot" topics on the national scene, including the National Art Standards as part of the Goals 2000 program and Quality Performance Accreditation (QPA) in Kansas public schools. Considerable time and effort will be spent on writing and developing art curricula around the four content areas of art production, art history, art criticism, and aesthetics. Preparing and delivering a micro-teaching experience at McPherson High School is also a component of this course. Prerequisite: CI 220. (Spring)

### **CI 404 (ED 450) Methods for Teaching Modern Language**

*3 hours*

This course is designed to prepare the prospective second language teacher for successful teaching at the PK-12 level. It provides theories of second language acquisition and second language teaching methods. Includes planning strategies, measurement/evaluations, test item construction, effective discipline, inclusionary practices, and technology media. Students become familiar with professional organizations and their publication/resources. In microteaching, including group and self-evaluation, students demonstrate current second language methodology. Prerequisite: CI 220. (As needed)

### **CI 406 (ED 406) Methods for Teaching Natural Science in the Secondary School**

*3 hours*

This six-week course is designed to provide the prospective teacher with knowledge and skill for teaching the natural sciences at the secondary level (grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Microteaching, classroom observation and group and self-evaluation are included. Prerequisite: CI 220. (Spring)

### **CI 407 (ED 467) Methods for Teaching Mathematics in the Secondary School**

*3 hours*

This course is designed to provide the prospective secondary level (grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selecting materials, techniques of assessment, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: CI 220. (Spring)

### **CI 408 (ED 440) Methods for Teaching Social and Behavioral Science in the Secondary School**

*3 hours*

This course is designed to prepare students for successful teaching at the secondary level (grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Prerequisite: CI 220. (Spring)

**CI 410/PE 410 Methods for Teaching Physical Education in the Secondary Schools**

*2 hours*

A study of various teaching techniques and analysis of fundamental skills of physical education activities in the secondary school setting. The course offers an opportunity to explore various teaching techniques in individual, dual, and team activities in the field of physical education for the secondary schools. Prerequisites: PE 110, PE 160, PE 161, G-CI 150, G-CI 251, CI 220. (Interterm, odd years)

**CI 416 (ED 416) Methods for Teaching Speech and Theatre in the Secondary School**

*3 hours*

This course requires students to apply speech and drama content to the techniques needed for effective secondary level (grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: CI 220. (Spring)

**CI 417 (ED 415) Methods for Teaching English and Language Arts in the Secondary School**

*3 hours*

This course is designed to assist student teachers in becoming confident, effective professional educators in secondary level English (grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: CI 220. (Spring)

**CI 426/PE 426 Methods for Teaching Health in the Elementary & Secondary School**

*2 hours*

This course is designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and her/his environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, G-CI 251, and CI 220. (Interterm)

**CI 428 Methods for Teaching English as a Second Language in the Elementary & Secondary School**

*3 hours*

This course is designed to prepare students to teach English to non-native speakers at either the K-6 level or the 6-12 level. Students will be exposed to teaching techniques, lesson and unit planning, and language assessment. Cultural issues will also be explored. Prerequisite: CI 220. (Fall of even years)

**CI 451 Methods for Teaching General Music in the Elementary School**

*3 hours*

For music education majors. The methods and materials for music teaching at elementary level. (Fall)

**CI 453 Methods for Teaching Vocal Music in the Secondary School**

*3 hours*

For music education majors. The methods and materials for music teaching at secondary level. (Spring)

**CI 454 Methods for Teaching Instrumental Music in the Secondary School**

*3 hours*

For music education majors. The methods and materials for music teaching at secondary level. (Interterm)

**CI 455 The Teaching-Learning Process**

*3 hours (Language Intensive)*

A comprehensive course that deals primarily with the learner, the learning process, and the learning situation. Examines the role of the teacher in relationship to each of these. This class should be taken the semester before student teaching. Prerequisite: CI 220. (Fall and Spring)

**CI 475 Student Teaching in the Secondary School**

*6 or 12 hours*



Student Teaching in the Secondary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

#### **CI 476 Professional Seminar in Education**

*2 hours*

This is a capstone seminar for teaching candidates allowing an interactive opportunity to reflect upon and share their insight, expertise, and commitment to professional education. Must be taken in conjunction with CI 475 and/or EE 465. (Fall/Spring)

#### **CI 495/295 Field Experiences in Education**

*1-4 hours*

An elective laboratory oriented field experience that the student elects to take, or is assigned to, in an educational setting that is designed to enrich their understanding of the profession of education. This experience may or may not be tied to requirements in another course within the department or college. Involvement may be in an educational related role or with an approved experience anywhere in the world. Arrangements must be made in advance. (Fall/Interterm/Spring)

#### **G-EE 210 Children's Literature**

*3 hours (Language Intensive)*

In this course students use the language arts of reading, writing, listening, and speaking to explore the historical development of children's literature in English from its origins through the contemporary period, with an emphasis on contemporary works. While exploring how children's literature artfully structures people's experiences, values, and cultures, students will learn the elements of children's literature, different genres, and current issues pertaining to children's literature. Students will also develop presentation skills for sharing literature with children. For elementary education majors, the knowledge and appreciation of children's literature developed in the course will serve as foundational knowledge for the Reading/Language Arts methods courses. Prerequisite: Sophomore status or consent of instructor. (Spring)

#### **EE 230 Mathematics Content for Elementary Teachers**

*3 hours*

This course will prepare prospective elementary school teachers to understand and apply the basic principles underlying mathematics. It will acquaint them with the topics in mathematics needed for successful mathematics instruction in K-6 classrooms. Topics covered include set theory, computational algorithms, the real and rational numbers, algebraic reasoning, 2D and 3D geometry, statistics and probability, and basic ideas of number theory. This course serves as a prerequisite for EE307. Prerequisite: College-level math course or instructor consent. (Fall)

#### **EE 301/AR 358 Methods for Teaching Art in the Elementary School**

*2 or 4 hours*

This course is a comprehensive study of elementary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: current techniques and materials, issues in art, basic design concepts, the developmental states of children in an art program, and curriculum implementation. (Fall)

#### **EE 303 Reading and Language Arts I**

*4 hours (Language Intensive)*

This course delivers the knowledge base for understanding and using concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on literacy assessment and evaluation and methods for teaching K-3 grade levels. (Fall)

#### **EE 304 Methods for Teaching Music in the Elementary School**

*2 hours*

This course is for elementary education majors. The emphasis is placed on methods for teaching elementary school children and the integration of music into the elementary school curriculum. Prerequisite: CI 220.(Fall)

#### **EE 305/PE 305 Methods for Teaching Physical Education in the Elementary School**

*2 hours*

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: CI 150, CI 220 and G-CI 251. (Spring)

#### **EE 306 Methods for Teaching Science in the Elementary School**

*2 hours*

This course provides the knowledge base for future elementary teachers to understand and use fundamental concepts in science (including physical, life, and earth and space) as well as concepts in science and technology, science in personal social perspective, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. Prerequisite: CI 220. (Fall)

### **EE 307 Methods for Teaching Mathematics in the Elementary School**

*2 hours*

This course provides the knowledge base for future elementary teachers to know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data. Prerequisite: CI 220 and EE 230 or Instructor's consent. (Spring)

### **EE 309 Methods for Teaching Social Studies in the Elementary School**

*2 hours*

A class designed for equipping elementary pre-service teachers with skills, strategies, and major concepts germane to the six social studies literacies: history, geography, socio-politics, citizenship, economics, and culture. Prerequisite: CI 220. (Spring)

### **EE 375 Elementary Education Practicum & Seminar**

*1-4 hours*

A field experience and seminar for those seeking licensure in elementary education at the K-6 level and those seeking licensure in art, physical education, and Spanish at the PK-12 level. This course is offered for variable hour credit depending on student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the Chair of Teacher Education Program for appropriate registration. This practicum must occur between CI 251 and EE 465. Prerequisites: CI 220. Completed application to Teacher Education Program required. (Fall/ Spring)

### **EE 444 Reading/Language Arts II**

*2 hours*

This course provides a structure for providing future elementary teachers an opportunity to use concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on assessment and evaluation and teaching strategies for grades 4-6. Prerequisites: EE 303 and CI 220 (Spring)

### **EE 465 Student Teaching in the Elementary School**

*6 or 12 hours*

Student Teaching in the Elementary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

### **SE 210 Introduction to Infants, Children, and Youth with Special Needs**

*3 hours*

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of natural environments and least restrictive environments; and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking licensure in education, is designed to introduce all pre-service teachers to mild and moderate disabilities. The course also serves as a foundation for additional special education coursework. This course is a prerequisite for other special education courses. (Fall and Spring)

### **SPED 220 Field Experience in Services for Students with Special Needs**

*1 hour*

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities. (Fall, Interterm, Spring, and Summer)

### **SPED 310 Foundations for Special Education Services**

*4 hours*

This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and affects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. (Fall & Spring)

### **SPED 315: General Methods for Special Education Services**

*4 hours*

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D Prerequisite: SPED 310 (Fall & Spring)

### **SPED 321 Grades K-6 Methods for Special Needs**

*4 hours*

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 331: Grades K-6 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

### **SPED 331 Grades K-6 Field Experience**

*1 hour*

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 321. Students will participate in IEP development, lesson planning, and instruction. SPED 321: Grades K-6 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

### **SPED 341 Grades PreK-3 Methods**

*4 hours*

Grades PreK-3 Methods, addresses strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 351, Grades PreK-3 Field Experience, must be taken concurrently. SPED 341 will involve 15 to 20 contact hours including 10 hours reading/pre-literacy and writing/pre-writing interventions with 1 child.

### **SPED 345 Behavior Management**

*2 hours*

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems, classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B). (Fall & Spring)

### **SPED 351 Grades PreK-3 Field Experience**

*1 hour*

SPED 351 is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 341. Students will participate in IEP development, lesson planning, and instruction.

### **SPED 361 Grades 6-12 Methods for Special Needs**

*4 hours*

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post-school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SPED 371: Grades 6-12 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

### **SPED 371 Grades 6-12 Field Experience**

*1 hour*

This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 361. Students will participate in IEP development, lesson planning, and instruction. SPED 361: Grades 6-12 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

### **SPED 381 Grades 4-12 Methods**

*4 hours*

The SPED 381 course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with adaptive special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.

### **SPED 391 Grades 4-12 Field Experience**

*1 hour*

The SPED 391 field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to

work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 381 Methods course.

#### **SPED 431 Grades K-6 Clinical Experience (Student Teaching)**

*5-6 hours*

This course is a supervised teaching experience with a special educator who provides services for elementary level students with adaptive learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

#### **SPED 433 Grades K-6 Internship**

*4-6 hours*

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

#### **SPED 451 Grades PreK-12 Clinical Experience**

*5 hours*

This course is a supervised teaching experience with a special educator who provides services for any of the grades PreK-12 level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

#### **SPED 453 Grades PreK-12 Internship**

*5 hours*

This course is a supervised teaching experience working with an on-site mentor and/or evaluator. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for the student hired on a waiver teaching in his/her own classroom. The intern will apply knowledge from all coursework and learning experiences to appropriately adapt and modify learning; manage students and classroom environment being culturally-sensitive to student and family differences; align and implement learning with IEP goals; assess learning; develop and implement academic and behavior intervention plans based on assessments and best practices; develop a case study/IEP, plan, implement, and evaluate lessons; plan and implement appropriate transitions, education and services for the specified grade level (PreK-12)/ages of students; and practice systematic self-evaluation. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

#### **SPED 471 Grades 6-12 Clinical Experience (Student Teaching)**

*5-6 hours*

This course is a supervised teaching experience with a special educator who provides services for secondary level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

#### **SPED 473 Grades 6-12 Internship**

*4-6 hours*

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

#### **SPED 499 Capstone Issues**

*1 hour*

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, ACCK faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SPED 210, 310, 315, 345, 321 & 331 or 361 & 371. Concurrent or previous semester: SPED 431 or SPED 471 (or comparable Internship). (Fall, Spring & Summer)

## **SPED 349 Communication Development and Communication Disorders**

*3 hours*

This class offers a survey of normal and atypical language development, assessment, bilingual education, contributions of the educator to overcoming language problems, and the relationships between oral language and reading and writing. There are no prerequisites for this course. (Interterm and Summer)

## **SPED 380/678 Topics in Special Education:**

*1 hour*

This course will focus on brining the students up to date on current methods, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.

## **Individualized Courses Available**

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

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# **English Program**

## **Purpose Statement**

The English department commits itself to developing graduates who can read critically and communicate effectively and who understand the changing nature of language.

The department achieves this purpose when its graduates

- demonstrate an ability to accomplish various purposes through effective communication – oral, written, and electronic – and to help others achieve them;
- demonstrate an understanding of ways in which aspects of culture such as history, religion and social norms are reflected in literature;
- demonstrate an ability to analyze literary texts;
- demonstrate a knowledge of research tools and strategies, especially in literature, and the critical and ethical use of appropriate documentation;
- demonstrate knowledge of the structure of English, of the Standard American dialect, of both traditional and modern grammars, and of the nature of language.

## **English Major**

### **Requirements**

*I. Complete the following courses:*

**EN 230** Linguistics (2 hours)

**\*EN 250** American Literature I (3 hours)

**\*G-EN 255** American Literature II (3 hours)

**\*EN 313** Advanced Expository Writing (3 hours)

**EN 335** Advanced English Grammar (2 hours)

**EN 340** British Literature I (3 hours)

**EN 345** British Literature II (3 hours)

**EN 375** Junior Seminar in English (1 hour)

**EN 430** History and Structure of English (2 hours)

**EN 475** Seminar in English (2 hours)

**\*G-EN 210** Masterpieces of World Literature, or

**\*G-EN220** Contemporary World Literature (3 hours)

*II. Complete 7 elective hours in English. These may include additional hours in English and American literature, as well as the following courses:*

**G-CM 120** Intro. to Human Communication (3 hours)

**CM 305** Editing (3 hours)

**\*G-EN 210** Masterpieces of World Literature (3-4 hours)

- \*G-EN 220** Contemporary World Literature (3-4 hours)
- G-EN 235** Topics in Literature (3 hours) (may be taken more than once if topic differs)
- EN 320** Young Adult Literature (2 hours)
- EN 350** Theory & Practice of Tutoring Writing (1 hour)
- \*G-EN 370** Poetry (3-4 hours)
- \*G-EN 270** Fiction (3-4 hours)
- \*G-PA 385** Performing Arts History & Literature I or
- \*G-PA 390** Performing Arts History & Literature II (3 hours)
- EN 420** Creative Writing (3 hours)
- EN 445** Readings and Research in English (2-4 hours)
- \*CM 475** Seminar in Communication (2 hours)

*III. Complete the following supporting courses*

- Communication courses (3 hours)
- Spanish Level II, or the equivalent in some natural language

## Requirements for teaching licensure (6-12) in English

*I. Complete the following courses:*

- EN 230** Linguistics (2 hours)
- EN 335** Advanced English Grammar (2 hours)
- EN 430** History and Structure of English (2 hours)
- EN 320** Young Adult Literature (2 hours)
- EN 420** Creative Writing, or
- \*G-EN 370** Poetry, or
- \*G-EN 270** Fiction (3 hours)
- \*G-EN 210** Masterpieces of World Literature, or
- \*G-EN 220** Contemporary World Literature (3 hours)
- \*EN 250** American Literature I (3 hours)
- \*G-EN 255** American Literature II (3 hours)
- EN 340** British Literature I (3 hours)
- EN 345** British Literature II (3 hours)
- \*EN 313** Advanced Expository Writing (3 hours)
- EN 375** Junior Seminar in English (1 hour)
- EN 475** Seminar in English (2 hours)

*II. Complete the following supporting courses:*

- Journalism courses (3 hours)
- G-ML 109** Spanish Level II, or the equivalent in some natural language
- CI 417** Methods for Teaching English and Language Arts in the Secondary School (3 hours)

Other courses required by the Curriculum & Instruction Department for licensure.

Students must take the Praxis II examination: English Language, Literature, and Composition: Content Knowledge.

## Competency Exam

Students who plan to major in English must pass a writing competency exam. This exam will be offered in the spring semester, before pre-enrollment for the fall. Transfer students will take the exam early in their first semester at the college. Students who fail the exam may re-take it after participating in guided study and practice of writing.

## English As a Second Language (6-12) Endorsement

### Requirements

*Same professional education requirements as for 7-12 endorsement in other fields, plus:*

- G-CI 333** Intercultural Education Seminar (2 hours)
- EN 230** Linguistics (2 hours)
- EN 335** Advanced English Grammar (2 hours)
- G-SO 202** Minorities in the U.S. (3-4 hours)
- CI 428** Methods for Teaching English as a Second Language (3 hours)
- CI 475** Student Teaching/Practicum (6-12 hours)
- CI 476** Professional Seminar in Education (2 hours)

Student teaching/practicum is to include ESL experience; for those already certified, student teaching/practicum is four credit hours.

Note: Non-native speakers of English must contact the Department of Curriculum and Instruction regarding proficiency requirements.

## English Minor

A minor in English consists of 20 hours of English courses chosen from the list of courses in the English major and must include courses in both literature and writing. G-EN 110 and G-EN 111 do not count as part of the 20 hours for the minor.

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# Communication & English Course Descriptions

## Course Descriptions - Communication

### **G-CM 120 Introduction to Human Communication**

*3 hours*

An introduction to the elements of the communication process in its personal and social aspects. Students will examine the breadth of the field of communication including intrapersonal, interpersonal, small group, mass media, organizational, intercultural, and public communication. Students will examine how humans use emerging media—websites, online channels, social media sites, etc.—to create a sense of self, express themselves to others, and to gain a fuller picture of the generalized other in society. Written communication skills will be emphasized through specific assignments. (Fall, Spring)

### **G-CM 130 Interpersonal Communication**

*3 hours (Language Intensive)*

An oral communication course designed to acquaint students with the basic concepts of human communication as well as the more specialized skills needed to develop and maintain interpersonal relationships. Self-concept, self-disclosure, perception, relationship development, and mass media portrayals of interpersonal relationships are among the major units covered. (Fall)

### **CM 135 Media Writing**

*3 hours*

A study of contemporary media emphasizing information media literacy and reporting and writing the news for various media including web, broadcast media, and social media. (Fall)

### **G-CM 140 Public Speaking**

*3 hours*

Study and practice of a wide range of formal and informal public speaking activities. Students will focus on developing an extemporaneous delivery of speeches based on experience with and research of topics. Students will practice multiple types of speeches including speeches to inform, to persuade, and for special occasions. (Fall, Spring)

### **CM 210 Multimedia Storytelling**

*3 hours*

An introduction to the use of text, graphics, audio, and video for telling multimedia stories. Prior completion of CM135 Journalism and AR203 Photography I recommended but not required. (Spring, even years)

### **G-CM 218 Business and Professional Communication**

*3 hours (Language Intensive)*

This course is designed to expose students to strategies for effective communication in a business environment. Students will learn skills to improve both oral and written communication. Topics include using technology to enhance presentations, nonverbal communication in the workplace, and communicating about discrimination. (Fall, Spring)

### **G-CM 221 Intercultural Communication**

*3 hours (Language Intensive)*

This course provides a broad overview of the study in communication both between and within nations, cultures, and subcultures. Students will investigate issues related to communication between people of different cultural orientations and also examine how cultural others are misperceived in interpersonal interactions and misrepresented in the media. Students will examine tensions between cultures and discuss ways to approach them by delving into specific cultural and communication rituals different from our own. Films will be used to study different cultural

elements and concepts. (Spring, even years; Interterm, odd years)

### **CM 240 Gender Communication**

*3 hours*

This course examines the influence of gender on communication in interpersonal, instructional, organizational and mass mediated contexts. Topics of examination include interpersonal violence, discrimination, and other contemporary social problems. Focus will be given to understanding gender as a cultural group. (Spring, even years.)

### **CM 305 Editing**

*3 hours*

An introduction to editing. Students learn how to correct, tighten and clarify texts and how to apply design principles to a variety of documents and publications. (Fall, odd years)

### **CM 310 Public Relations**

*3 hours*

A service learning course that allows the study of the fundamental principles, strategies, and skills used in contemporary public relations. The course aims to give students practice in analyzing and responding ethically to PR issues and in researching, planning, writing, and designing a variety of PR materials. Students will examine how PR professionals use social media to send campaign messages to various publics. Students will work as a class on a PR campaign for a non-profit organization. Prerequisite of Junior standing or instructor permission. (Spring, odd years)

### **CM 315 Journalism Practica**

*1 hour each*

Experience for students on the campus newspaper or other student publication. May be repeated, with not more than two hours in any one emphasis and six hours maximum. (Fall, spring)

#### **CM 315A Journalism Practicum: Reporting**

Gathering and writing news for the campus paper or other student publication. Prerequisite: Consent of publication's faculty adviser.

#### **CM 315B Journalism Practicum: Editing**

Copy editing, headline writing, and production management for the campus newspaper or other student publication. Prerequisite: Selection by the board of publications to an editorial position or consent of the publication's adviser.

#### **CM 315c Journalism Practicum: Layout and Design**

Designing and creating camera-ready copy using a desktop publishing system. Prerequisite: Selection by the board of publications to an editorial position or consent of the publication's adviser.

#### **CM 315D Journalism Practicum: Advertising**

Selling and designing advertisements for the campus publications. Prerequisite: Selection by the board of publications to an advertising position.

#### **CM 315e Journalism Practicum: Photojournalism**

Taking, developing, and printing photographs for student publications. Prerequisite: AR 203 Photography or consent of the publication's adviser.

#### **CM 315F Journalism Practicum: Multimedia**

Developing multimedia stories for online student publications. Prerequisite: CM 210 Multimedia Storytelling or consent of the publication's adviser.

### **CM 325 Conflict Communication**

*3 hours*

This course examines issues related to sources of conflict in communication. Orientations to conflict and the management of conflict will be examined. A critique and synthesis of conceptual approaches and research is covered that pertains to conflict in interpersonal, organizational, and public communication settings. (Fall, odd years)

### **CM 330 Persuasion**

*3 hours*

An examination of theories of persuasion, persuasion variables, principles of effective persuasion, and persuasion in interpersonal, small group, organizational and mediated contexts. In addition to studying verbal persuasion, students will examine the nature of visual persuasion in everyday life, learn how to manipulate the formal elements of visual imagery to deliver a persuasive message, discover how visual imagery influences behavior, develop strategies to protect themselves from the unwanted messages images convey, and learn how to use persuasion wisely in their own creations. (Fall, even years)



**CM 350 Web Design I**

*3 hours*

An introduction to web design and web usability to standards-compliant web sites built with HTML and CSS. (Interterm)

**CM 375 Junior Seminar in Communication**

*1 hour*

This course will cover an in-depth study of media theory and ethics. Students will consider how media impact their audiences. Case studies will be examined to enhance the understanding of ethical decision-making. (Fall)

**CM 440 Web Design II**

*3 hours*

Students will learn skills needed to competently create and maintain web pages in a professional communication.

**CM 475A Senior Seminar in Communication Research**

*2 hours (Language Intensive)*

This course will introduce qualitative and quantitative research methods. Students will learn how to search for, comprehend, and create research documents. Ethics and professional conduct will be included in classroom discussions. Class time will also be devoted to the discussion of post college plans including job searching, resume writing, cover letter creation, and interviewing. (Fall)

**CM475B Senior Project in Communication**

*1 hour (Language Intensive)*

Each student will complete a service learning thesis project using communication skills learned throughout the program. The projects will be presented in a public forum at the end of the semester. (Spring)

**CM 388 Career Connections in Communication**

*4-8 hours*

An internship in a career-related position. For communication majors and minors only.

**Individual courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (4-8 hours)

**445** Readings and Research (1-4 hours)

**Course Descriptions - Composition And Linguistics****G-EN 110 College Rhetoric I**

*3 hours*

A course designed to help students develop college-level skills in writing. Required of all entering freshmen. (Fall)

**G-EN 111 College Rhetoric II**

*3 hours*

A continuation of EN 110, designed to help students develop college-level skills in writing and information literacy with an emphasis on writing from research. Required of all entering freshmen. (Spring)

**EN 230 Linguistics**

*2 hours*

An introductory course in linguistics to introduce students to the discipline and help them analyze the structure, phonology, morphology, and syntax of the English language. Includes some study of families of languages and fundamental differences among languages around the world. (Fall)

**EN 313 Advanced Expository Writing**

*3 hours (Language Intensive)*

An advanced study of the theory and practice of rhetoric, including practice of the techniques of creative non-fiction. (Spring)

**EN 335 Advanced English Grammar**

*2 hours*

Systematic study of the structure of the English language and a consideration of current theories of analysis. (Spring)

**EN 350 Theory and Practice of Tutoring Writing**

0-1 hour

An introduction to the theory of composition and writing pedagogy and guided practice in responding to student writing. Required of students before or during their first semester as tutors in the college's Writing Lab. (Every semester, as needed)

### **EN 351 Practicum in Tutoring Writing**

0-1 hour

Experience in reading and responding responsibly to student writing as a tutor in the college's Writing Lab. Prerequisite: EN 350 Theory and Practice of Tutoring Writing. Required of students who tutor in the college's Writing Lab (except those enrolled in EN 350). (Every semester)

### **EN 420 Creative Writing**

3 hours

Study and practice in writing original poetry and fiction. (Drama is an option for those who desire it.) Establishing a writing discipline is emphasized. Upper-level students only unless instructor permission is granted. (Spring, odd years)

### **EN 430 History and Structure of English**

2 hours

A study of the development of the English language and a descriptive structural grammar of English, emphasizing the phonology, morphology and the syntax of current English. Social and regional English will be analyzed as well as differences in oral and written English. Prerequisite: EN 230. (Spring, odd years)

## **Course Descriptions - Literature**

### **G-EN 210 Masterpieces of World Literature**

3-4 hours (Language Intensive if taken for 4 hours)

A study of masterworks of world literatures, from beginnings through the twentieth century. (Fall)

### **G-EN 220 Contemporary World Literature**

3-4 hours (Language Intensive if taken for 4 hours)

A study of important contemporary works from various world cultures. (Spring)

### **G-EN 235 Selected Topics in Literature**

3-4 hours

A focused study of the literature of a particular group, period, or region. Topics vary. (Interterm)

### **EN 250 American Literature I**

3 hours

A study of writers and works (including Native American works) dating from European explorations of the New World to 1865. (Fall, even years)

### **G-EN 255 American Literature II**

3-4 hours (Language Intensive if taken for 4 hours)

A study of writers and works dating from 1865 to the present. Effort is made to fairly represent works by Native Americans and American minorities. Language-intensive if taken for 4 credit hours. (Spring, odd years)

### **G-EN 270 Fiction**

3-4 hours (Language Intensive if taken for 4 hours)

An introduction to the elements of fiction and the historical development of the genre. Emphasis is upon development of critical reading skills. Writing of short fiction is also required. Language-intensive if taken for 4 credit hours. (Fall, odd years)

### **EN 320 Young Adult Literature**

2 hours

A review of the literature and themes appealing to young adults. The course includes selection and evaluation of literature and methods of presenting literature to young adults. Designed for educators. (Spring, odd years)

### **EN 340 British Literature I**

3-4 hours

A study of major writers and works from the earliest times through Shakespeare. (Fall, odd years)

### **EN 345 British Literature II**

3-4 hours

A study of major writers and works from Romanticism through the 20th century. (Spring, even years)

### **G-EN 370 Poetry**

3-4 hours (*Language Intensive if taken for 4 hours*)

A study of poets and poetic techniques. Some writing of poetry required. (Spring, odd years)

### **EN 375 Junior Seminar in English**

1 hour

A study of literary theory and techniques of literary analysis, both classical and contemporary. (Fall)

### **EN 445 Readings and Research in English**

1-4 hours

Special research and intensive reading on special topics, genres, movements. Open only to students with 12 hours of course work or more in English. (by appointment only)

### **EN 475 Seminar in English**

2 hours

A capstone course for English majors. Students will produce a major critical project demonstrating competencies in speech, writing, and information literacy. Completing a creative thesis is an option, but requires an application and faculty approval. Students may enroll for the course spring, interterm, or fall during the senior year; the course meets throughout the year.

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## **Health, Physical Education & Recreation Program**

### **Purpose Statement**

The department of health, physical education and recreation commits itself to developing graduates who embrace the liberal arts philosophy and who can demonstrate a variety of skills efficiently and effectively, analyze and critique movement, and understand the interrelationship of health, fitness, and wholeness in life.

The department achieves this purpose when its graduates

- develop a personal strategy for health and fitness, emphasizing the physical domain, understanding that behaviors learned are a lifelong process.
- understand the concepts of physical education and health content and apply these concepts for the development of a physically educated individual.
- demonstrate a heightened awareness of the impact of play on the quality of life.
- meet State Department of Education standards and NCATE standards for licensure in the area of physical education and health (applies to those seeking teaching certification in physical education and health).

The department offers programs designed for teaching physical education and health in the elementary and secondary schools, graduate preparation, and a related area of special emphasis in sports management. In cooperation with the department of natural sciences, it also hosts an interdisciplinary degree in health science.

### **Physical Education and Health Major**

Completion of the required and supporting courses listed below, plus courses and/or a selected emphasis area of professional preparation should total a minimum of 37 semester hours in the department of physical education and 11 semester hours of required related courses.

### **Requirements**

**PE 110** Introduction to Team Sports (2 hours)

**G-PE 150** Concepts of Holistic Health (2 hours)

**PE 160** Intro to Dual and Individual Sports I (2 hours)

**PE 161** Intro to Dual and Individual Sports II (2 hours)

**G-PE 170** Personal and Community Health (2 hours)

**PE 180** First Aid and Personal Safety (2 hours)

**PE 210** Human Sexuality (3 hours)

- PE 220** Human Anatomy and Physiology for Physical Education (2 hours)
- PE 280** Care and Treatment of Athletic Injuries (3 hours)
- PE 288** Psychology and Sociology of Sport (2 hours)
- PE 330** Physiology of Exercise (3 hours)
- PE 375** Junior Seminar (1 hour)
- \*PE 380** History and Philosophy of Sport and Physical Education (3 hours)
- PE 411** Kinesiology (3 hours)
- PE 450** Organization & Administration of Health, Physical Education, and Athletics (3 hours)
- PE 475** Senior Seminar (2-6 hours)

### Required Supporting Courses

- G-BI 101** Principles of Biology 4 hours) or
- G-BI 111** College Biology (4 hours) or
- G-BI 106** Environmental Biology (4 hours)
- PE/SO 210** Human Sexuality (3 hours)

## Additional Requirements for Teacher Education Majors, PK-12

### Professional Education Requirements

Related Courses:

- PY 101** Introduction to Psychology (3 hours)
- PY 204** Child and Adolescent Development (3 hours)
- CI 232** Educational Technology (2 hours)
- CI 333** Intercultural Education (2 hours)

Education Courses:

- CI 150** Introduction to Education (3 hours)
- CI 251** Introduction to Education Practicum (1 hour)
- SE 210** Intro to Infant, Child, Youth with Special Needs (3 hours)
- CI 220** Principles & Strategies of Teaching (3 hours)
- CI 315** Reading in the Content Field (2 hours)
- CI 455** The Teaching-Learning Process (3 hours)

Methods Courses:

- PE/CI 426** Methods of Teaching School Health (2 hours)
- PE/EE 305** Methods of Teaching PE in Elementary School (2 hours)
- PE/CI 410** Methods of Teaching PE in Secondary School (2 hours)

Observations & Student Teaching:

- CI 351** Secondary Education Practicum (1 hour)
- EE 375** Elementary Education Practicum (1 hour)
- EE 465** Student Teaching in the Elementary School (6 hours)
- CI 475** Student Teaching in the Secondary School (6 hours)
- CI 476** Professional Seminar in Education (2 hours)

Total Hours 45 hours

## Additional Requirements for Sports Management Emphasis

- G-BA 101** Introduction to Business (3 hours)
- EC 202** Survey of Economics (3 hours)
- AC 205** Financial Accounting (3 hours)
- BA 224** Principles of Management (3 hours)
- BA 321** Marketing (3 hours)
- \*BA 339** Human Resource Management (3 hours)

## Health Science Interdisciplinary Major

### Required Courses

- G-BI 111** College Biology I (4 hours)

**BI 112** College Biology II (4 hours)  
**G-CH 111** College Chemistry I (5 hours)  
**CH 112** College Chemistry II (5 hours)  
**G-PH 215** General Physics I (4 hours)  
**PH 216** General Physics II (4 hours)  
**G-BI 210** Principles of Nutrition (3 hours)  
**BI 225** Human Anatomy (4 hours)  
**BI 315** Human Physiology (4 hours)  
**PE 180** First Aid and Personal Safety (2 hours)  
**PE 280** Care and Treatment of Athletic Injuries (3 hours)  
**PE 288** Psychology and Sociology of Sport (2 hours)  
**PE 330** Physiology of Exercise (3 hours)  
**PE 411** Kinesiology (3 hours)  
**PE/BI 445** Readings and Research: Research Methods in Health Science (1 hour)  
**PE 475** Senior Seminar – Kinesiology Internship (2 hours)  
**G-MA 221** Elementary Applied Statistics (4 hours)  
**G-PY 101** Introduction to Psychology

### **Recommended Supporting Courses**

**G-PE 150** Concepts in Holistic Health (2 hours)  
**G-PE 170** Personal and Community Health

### **Additional Requirements for Some Pre-professional Programs**

**PY 204** Child and Adolescent Development (3 hours) OR  
**PY 305** Abnormal Psychology (3 hours)  
**BI 207** Medical Terminology (2 hours)  
**BI 404** Biomedical Ethics (2 hours)  
**G-MA 105** College Algebra  
Trigonometry (or above)  
Communication course  
Sociology course  
Business course

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## **Health, Physical Education & Recreation Course Descriptions**

### **PE 110 Introduction to Team Sports**

*2 hours*

This course is an introduction to the organization, strategy, rules and practice of team sports. Team Sports covered in this course will include, but not be limited to ultimate frisbee, team handball, floor/field hockey, speedball, continuous whiffleball/ kickball, volleyball, cageball soccer/basketball, and mattball. This course is an introduction to the organization and practice of soccer, speedball, field hockey, softball, team handball, and volleyball. (Fall )

### **PE 140 Introduction to Rhythms and Dance**

*2 hours*

The purpose of this course is to provide students with a wide spectrum of information on rhythmic activities and dance. Students will learn body movements and how to perform them to music. Students will also choreograph and teach developmentally appropriate rhythmic activities and dance to others. (On Demand)

### **G-PE 150 Concepts in Holistic Health**

*2 hours*

This course is designed to present the student with cognitive health and wellness principles and to offer suggestions for their application. These principles will be examined using a traditional approach with a variety of cultural influences. Major areas of study include mind-body interrelatedness and control, stress management, individual fitness, health and health related topics, and lifestyle management (including play). (Fall, Spring)

### **PE 160 Introduction to Individual and Dual Sports I**

*2 hours*

This course is comprised of an introduction to the fundamentals, organization, and practice of tennis, golf, bowling, badminton, dance-ballroom/swing, orienteering, disc golf, and blow guns. This course exists because a basic understanding of the physical and mental principles in individual and dual sports is essential for the fullest and richest enjoyment. (Fall)

#### **PE 161 Introduction to Individual and Dual Sports II**

*2 hours*

This course is comprised of an introduction to the organization and practice of racquetball, Pickleball, archery, ladderball, table tennis, billiards, dance – square/ line and fishing/camping. Individual and dual sports are an integral part of our society. This course exists because a basic understanding of the physical and mental principles in individual and dual sports is essential for the fullest and richest enjoyment. (Spring)

#### **G-PE 170 Personal and Community Health**

*2 hours*

The purpose of this course is to provide students with a wide variety of information concerning personal and community health and wellness. It is designed to have an overview of the physical, mental, emotional, social, and spiritual components of health as they combine to influence the complete human being. Included within the course will be an introduction to the management of stress, physical fitness, nutrition and weight management, drug use and abuse, noninfectious and infectious diseases, sexuality and fertility, consumerism, environmental concerns and the maturing adult. Additionally, a practical approach to setting up a personal improvement plan for lifetime wellness will be stressed. (Fall, Spring)

#### **PE 180 First Aid and Personal Safety**

*2 hours*

This course is designed for all students to understand and prevent accident situations, to treat a wide variety of accident and emergency situations including use of supportive equipment and psychological first aid, and receive American Red Cross certification for CPR. (Fall)

#### **PE/PY/SO 210 Human Sexuality**

*3 hours*

A study of female roles, male roles, values, life adjustments, sexual identities, religion, language, and behavior differences based on cultural, educational and socioeconomic factors related to human sexuality. Course uses lectures, audio- visuals, discussions, guest resource persons, assigned readings, and projects or papers to present information. Prerequisite: sophomore standing or higher or instructor consent. (Spring)

#### **PE 220 Human Anatomy and Physiology for Physical Education**

*2 hours*

Anatomy and physiology is designed to introduce the student to the science of the body structure and function. Content is presented in a simple to complex pattern which includes the design and function of cells, body systems, and the interdependence of systems. (Fall)

#### **PE 280 Care and Treatment of Athletic Injuries**

*3 hours*

The purpose of this course is to provide students with a wide spectrum of information on the care and treatment of athletes and their injuries. It is designed to provide an overview of emergency procedures and on-court assessment of injured athletes. The importance of preventative measures and an overview of the responsibilities of an athletic trainer will be addressed. Preparation and taping for game day will be discussed theoretically and rehearsed practically. (Fall)

#### **PE 288 Psychology and Sociology of Sport**

*2 hours*

This course is designed to expose the student to the principles of psychology and sociology as applied to a sports setting. The purpose being performance enhancement with the ultimate goal of individual/human enrichment. (Spring)

#### **PE/EE 305 Methods for Teaching Physical Education in the Elementary School**

*2 hours*

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: G-CI 150, CI 151. (Spring)

#### **PE 426/CI 426 Methods for Teaching Health in Elementary and Secondary School**

*2 hours*

A course designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and his/her environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, CI 151. (Interterm)

### **PE 327 Personal Training I**

*3 hours*

This course is designed to be a two course series which will enable the successful student the tools to pass the ACSM exam in order to become a certified personal trainer (ACSM – American College of Sports Medicine). The first (Fall) course will be primarily theoretical, emphasizing the science of personal training and behavior modification.

### **PE 329 Personal Training II**

*1 hour*

This course is designed to be a two course series which will enable the successful student the tools to pass the ACSM exam in order to become a certified personal trainer (ACSM – American College of Sports Medicine). This second (Spring) course will incorporate a more practical approach, focusing on client screening and developing exercise programs.

### **PE 330 Physiology of Exercise**

*3 hours*

This course is designed for future educators, coaches, and a variety of other health professionals including physical therapists, occupational therapists, fitness programmers and other persons interested in his field. This course will provide concepts for safe and sensible conduct of sport and physical education programs as well as any other exercise-based programs. Prerequisites: G-BI 101, PE 220. (Spring, odd)

### **PE375 Junior Seminar**

*1 hour*

This course is designed to help students foster relationships with colleagues and other professionals in the learning community for the promotion of health and physical education techniques for learning and teaching.

### **PE 380 History & Philosophy of Sport & Physical Education**

*3 hours (Language Intensive)*

A study of the development of sport and physical education as affected by major historical periods and events. (Fall, even)

### **PE/EE 410 Methods for Teaching Physical Education in the Secondary Schools**

*2 hours*

A study of various teaching techniques and analysis of fundamental skills of physical education activities in the secondary school setting. The course offers an opportunity to explore various teaching techniques in individual, dual, and team activities in the field of physical education for the secondary schools. Prerequisites: PE 110, PE 160, PE 161, G-CI 150, CI 251. (Interterm,)

### **PE 411 Kinesiology**

*3 hours*

Kinesiology is the study of human motion based on anatomical, physiological and mechanical principles. The study of the human body as machine for the performance of work will be examined from three major areas, mechanics, anatomy and physiology. All students should have prerequisite courses of Principles of Biology and Introductory Chemistry. All students who have met the above requirements are welcome to participate in this course, but it will be taught from the perspective of those going into physical education and/or coaching. Prerequisites: G-BI 101, G-CH 101. (Fall, odd)

### **PE 450 Organization and Administration of Health, Physical Education and Athletics**

*3 hours*

It is the goal of this course to introduce students to a variety of situations involving organization and administrative skills, and through this process, provide students with a broad range of organizational and administrative alternatives useful in the successful administration of school health, physical education and athletic programs. (Fall, odd)

### **PE 475 Senior Seminar**

*2 hours*

This is the culminating or “capstone” course for Physical Education majors that do not participate in student teaching. Discussion of current topics in Physical Education and the Allied Health fields would be combined with field experience to give the student a practical understanding of the fields they have chosen to pursue.

### **Intercollegiate Competition:**

**PE 211 & 311** Intercollegiate Softball – Women (1 hour)

**PE 212 & 312** Intercollegiate Tennis (1 hour)

**PE 213 & 313** Intercollegiate Football-Men (1 hour )

**PE 214 & 314** Intercollegiate Basketball (1 hour)

**PE 215 & 315** Intercollegiate Cross Country (1 hour)  
**PE 216 & 316** Intercollegiate Track and Field (1 hour)  
**PE 217 & 317** Intercollegiate Volleyball-Women (1 hour)  
**PE 219 & 319** Intercollegiate Soccer (1 hour)

Prerequisite: One season of intercollegiate competition.

**Individualized Courses Available:**

**295/495** Field Experience (1-4 hours)  
**299/499** Independent Study (1-4 hours)  
**388** Career Connections (1-12 hours)  
**445** Readings and Research (1-4 hours)

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## History & Politics Program

### Purpose Statement

The Department of History and Politics majors are designed to develop student scholarship in the study of history and political science, to nurture historical and political awareness, and to enhance critical and analytical skills. Graduates are prepared for a variety of careers where strong research, organization, and writing skills are needed, as well as for graduate and professional programs in history, political science, and law. The program also prepares graduates for careers in secondary education with a specialization in social studies. Majors at McPherson have the advantage of the college's central Kansas location, with research access to local, state, and federal libraries and archives. The department serves this purpose for students at McPherson College by

- providing wide access to available formal courses in the disciplines of history and politics;
- offering opportunities for independent research and reading in the relevant fields;
- encouraging students to study further in related graduate and professional programs;
- supporting and encouraging students with interests in careers related to the disciplines to pursue such careers;
- meeting State Department of Education standards for certification in the area of social studies (applies to candidates for teacher certification only)

### Course Content

*General Education* - "History: Students will demonstrate scholarship in the study of history, historical and political awareness; and critical and analytic skills in at least one area of world civilization." — College Catalog. Courses fulfilling the history general education requirement are either 100 - or 200 - level classes. They are designed to emphasize how historic events shape people's lives, as well as how historic events are interpreted in different ways.

*100 level* - No prior college experience required, no prior history coursework required. Designed to provide the most direct supervision of students. Includes emphasis on introductory terms and concepts. Student work emphasizes recall and use of material delivered in the course and completion of more directly prescribed assignments.

*200 level* - Suitable for students with no prior history coursework, students should have prior college experience. Students develop skill locating, interpreting and applying resources beyond those specifically provided by the instructor. Increased emphasis on both written and oral presentation consistent with the standards of the discipline. Higher expectations for engagement of students in classroom. Students expected to apply course content to subject areas beyond those directly delivered in the course.

*300 level* - Designed for students at the sophomore level or higher with previous college history coursework. Students develop skill in independently locating, interpreting and applying resources. Increased emphasis on both written and oral presentation consistent with the standards of the discipline, including a minimum 10 page written research paper and formal oral presentation. High expectations for engagement of students in classroom.

*400 level* - Intended for advanced students conducting largely independent research and project development. Students will locate resources, conduct research and implement curriculum of their own design, with faculty consultation and supervision.



## Program Options

Option I

### Bachelor of Arts in History

**Goals:** To prepare graduates for careers and post graduate education in history, museum studies, law, archival work, and related fields.

**Objectives:**

- Students should be able to demonstrate field specific methodology in written and oral course work.
- Students should be able to discuss major problems in history drawing upon substantive knowledge in a field.
- Students should be able to analyze and critique theoretical frameworks for understanding historical continuity and change in human communities.
- Students should be able to assess and utilize materials in the media and popular culture as historians in the course of their daily lives.

**Requirements:** A minimum of 42 credit hours as described below.

**I. Core Courses:**

**G-SO 101** Introduction to Sociology  
**G-HI 101** Historical Introduction to Politics  
**G-HI 130** Introductory Methods for Historical Analysis  
**EC 201** Elementary Economics: Macro  
Or **EC 202** Survey of Economics  
**HI 410** Historiography  
**\*HI 475** Senior Thesis

**II. Foundations: Complete 6 hours from the following list:**

**G-HI 110** World Civilization to 1500  
**G-HI 120** World Civilization since 1500  
**G-HI 140** American History to 1877  
**G-HI 150** American History since 1877

**III. Complete the following required supporting courses:**

**G-ML 108** Level I Spanish  
And **G-ML 109** Level II Spanish  
OR  
Two semesters in an equivalent foreign language program

Complete 6 hours in each of the following subfields for a total of 18 hours. At least 6 of these hours must be at the 300 level.

**Social History:**

**G-PR 202** History of Christianity  
**G-HI 236** Topics in Social History  
**\*PE 380** History & Philosophy of Sports and Physical Education  
**\*G-HI 333** Technology and Society  
**G-HI 261** Kansas History

**Political History:**

**G-HI 101** Historical Introduction to Politics  
**G-HI 220** Modern Europe  
**G-HI 237** Topics in Political History  
**HI 301** Advanced Historical Topics  
**HI/PS 356** American Diplomacy

**Cultural History:**

**HI 205** Social and Cultural History of the Automobile  
**\*G-MA 290** History of Mathematics  
**\*G-PA 385** Performing Arts History and Literature I  
**\*G-PA 390** Performing Arts History and Literature II  
**\*G-AR 310** Art History I  
**\*G-AR 311** Art History II

*Option II*

## **Bachelor of Arts in History for Teaching Licensure (6-12)**

**Goals:** To prepare graduates for careers in teaching social studies in grades 6-12.

**Required curriculum:** History and Government 6-12

**Endorsement Number:** History & Government 71599

**Requirements:** A minimum of 9 hours in U.S. History; 9 hours in World History; 9 hours in Political Science; plus 15 hours of supporting course work for a total of 42 hours. In addition, the candidate for teaching licensure must complete the Teacher Education Professional Education Requirements.

**I. Complete the following courses in U.S. History:**

**G-HI 140** American History to 1877

**G-HI 150** American History since 1877

**HI 361** Kansas History

**II. Complete the following courses in World History:**

**G-HI 110** World Civilization to 1500

**G-HI 120** World Civilization since 1500

**G-HI 101** Historical Introduction to Politics

**III. Complete the following courses in Government:**

**G-PS 102** United States Government

**G-PS 130** Principles of Geography

**PS 356** American Diplomacy

All history majors seeking Social Studies certification:

**G-SO 101** Introduction to Sociology

**G-HI 130** Introductory Methods for Historical

**EC 201** Elementary Economics-Macro

Or **EC 202** Survey of Economics

**HI 410** Historiography

**HI/PS 475** Senior Thesis

Other courses required by Curriculum and Instruction Department for licensure.

*Option III*

## **Bachelors of Science in Politics and History**

**Goals:** To prepare graduates for careers and post graduate education in politics, government, law, library science and related fields.

**Objectives:**

Students should be able to demonstrate field specific methodology in written and oral course work.

Students should be able to discuss major problems in history drawing upon substantive knowledge in a field.

Students should be able to analyze current political problems and issues. Students should be able to assess and utilize materials in the media and popular culture as historians in the course of their daily lives.

**Requirements:** A minimum of 42 hours in history and political science.

**I. Required Courses:**

**G-HI 101** Historical Introduction to Politics

**G-PS 102** United States Government

**G-HI 130** Introductory Methods for Historical Analysis

**G-PS 130** Principles of Geography

**G-HI 120** World Civilization since 1500

**G-HI 150** American History since 1877

**G-SO 101** Introduction to Sociology

**G-PS 125** International Relations and Globalization  
Or **\*G-PS 215** Global Peace Studies  
**EC 201** Elementary Economics: Macro  
Or **EC 202** Survey of Economics  
**G-MA 221** Elementary Applied Statistics  
**PS 356** American Diplomacy  
+ One additional History or Politics course at the 300 level or above  
**HI 410** Historiography  
**\*HI 475** Senior Thesis

*Option IV*

## History Minor

A minor in history consists of 18 hours of history courses chosen from the list of courses in the history major and must include courses in both world and American history. At least two courses counting toward the history minor must be for upper level credit.

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# History & Politics Course Descriptions

## **G-HI 101 Historical Introduction to Politics**

*3 hours*

An introduction to the history of political ideas, and the ways in which politics and government have changed, yet in many ways stayed the same, from ancient Greece to the present. Topics include the questions of the limits of government power, when to disobey the law, conflict between church and state, political intervention in the economy, and how we balance our security needs with our desire to be free. (Fall)

## **G-HI 110 World Civilization to 1500**

*3 hours*

An introductory survey of the history of world civilizations. The course starts in the beginning with the earliest agricultural communities in Mesopotamia, Egypt, India, and China, examines the rise of the world's great civilizations, and concludes with the European Middle Ages. (Fall)

## **G-HI 120 World Civilization since 1500**

*3 hours*

An introductory survey of the history of world civilizations. The course starts with the European Age of Exploration and continues through to the present day. Special emphasis is given to the rise and dominance of the West in world history. (Spring)

## **G-HI 130 Introductory Methods for Historical Analysis**

*3 hours*

An introduction to the study of history, designed for general education for non- majors and as a core course for majors. Students will acquire an understanding of the important people, events, and concepts that shape history through the use of critical thinking and analytical skills. By approaching history as a historian, students will examine historical scholarship, primary source materials and the methods used by historians to understand the past. While specific topics will vary from year to year, sample topics include Medieval Military History and the Crusades. (Spring)

## **G-HI 140 American History to 1877**

*3 hours*

An introductory survey of selected topics in the history of the United States from the pre-Columbian period to the end of Reconstruction in 1877. (Fall)

## **G-HI 150 American History since 1877**

*3 hours*

An introductory survey of selected topics in the history of the United States from the period of Reconstruction to the present day. (Spring)

## **HI 205 Social and Cultural History of the Automobile**

*3 hours*

A study of the global development of the automobile from its precursors to concept cars of the future. Extra emphasis is given to the American

automobile and its importance in American life, including attention to both the technical and corporate aspects of the topic as well as the automobile's role in society and culture. (Spring, Monday evenings)

### **G-HI 210 International Travel Study in History**

*3 hours*

An opportunity to travel abroad while studying a topic in world history at historical locations. Students gain a deeper, more personal experience of history, beyond the possibilities of pure classroom content. The specific content and travel location will change from year to year. This course fulfills the General Education Foundation requirement for a Global / Intercultural Experience and may be repeated. Contact the instructor for more information. (Occasional Interterms, odd years)

### **G-HI 220 Modern Europe**

*3 hours*

A study of the modern historical forces and events that have culminated in the creation of Europe. This course explores topics including World War I and its disastrous peace settlement, the mass destruction and atrocities of World War II, and the political, cultural, and economic processes that created the European Union of the twenty-first century. (Fall, even years)

### **G-HI 236 Topics in Social History**

*3 hours*

An examination of a select time, subject, or related episodes in history. This course explores the chosen topic through the lens of social history; one of the single most important developments in the late 20th century expansion of historical methods. While specific topics will vary from year to year, sample topics include Historical Epidemics and the European Witch Trials. (Fall)

### **G-HI 237 Topics in Political History**

*3 hours*

An examination of a select time, subject, or related episodes in history. This course emphasizes the methods of political history, one of the oldest and most respected fields among historians. While specific topics will vary from year to year, sample topics include Fascism, The Russian Revolution, and The English Civil War. (Fall, odd years)

### **G-HI 261 Kansas History**

*3 hours*

A study of the history Kansas, from the earliest Indian settlements through the political history of the modern state. The course examines the contributions Kansans have made to the total stream of American development. Designed with special relevance for public school teachers. (Spring, even years).

### **HI 301 Advanced Historical Topics**

*3 hours*

An advanced study of a select time, subject, or critical period in history. This course explores the chosen topic through the lens of political history, one of the most important historical methods. While specific topics will vary from year to year, sample topics include Modern Africa, Medieval Europe, and Early modern Europe. (Spring)

### **G-HI 333 Technology and Society**

*3 hours (Language Intensive)*

An advanced study of the historical development of technology as part of society and culture, exploring the ways which society and culture constrain and stimulate technologies, and the ways in which technology then shapes society and culture. Does not require previous specialized technical knowledge. This course is designed for both majors and non-majors. Prerequisite: G-EN111 or consent of the instructor. (Fall.)

### **HI 356 American Diplomacy**

*3 hours*

A survey of the diplomatic relations of the United States, focusing on the events since 1900. The first half of this course focuses on a historical approach, providing an understanding of American actions in the world and their consequences. The second half of the course focuses on the processes and decision makers that create United States Foreign Policy. Substantive topics include the role of the US as the "world's policemen", and the nature of the US response to problems such as global terrorism, hunger, human rights, economic cooperation, and climate change. (Spring, even years)

### **HI 410 Historiography**

*3 hours*

An advanced study designed to train students in historical research methodology and historiography. . The seminar is designed to allow students the opportunity to become familiar with the practices and techniques of professional historians and researchers. Prerequisite: Open to history majors and minors or with permission of instructor. (Fall, even years)

## **HI 475 Senior Thesis**

*3 hours (Language Intensive)*

A capstone experience in historical research, analysis, and writing. The seminar offers students experience in seeking out and evaluating both primary and secondary sources of historical information. Graduation requirement of all history majors. Prerequisite: Successful completion of HI 410 and permission of instructor. All students intending to take HI 475 must have a formal meeting with their thesis advisor in the previous semester. (Fall, Spring)

## **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

## **Political Science Course Descriptions**

### **G-PS 101 Historical Introduction to Politics**

*3 hours*

An introduction to the history of western civilization and political ideas. This course explores politics and government from ancient Greece to the present. Topics include the questions of the limits of government power, when to disobey the law, conflict between church and state, political intervention in the economy, and how we balance our security needs with our desire to be free. (Fall)

### **G-PS 102 United States Government**

*3 hours*

A critical study of systems and structure of government and politics in the United States. This course explores key issues in American politics such as the debate over gun control and the right to bear arms, prayer in public schools, abortion, and gay rights, by examining the actors and outcomes in the political process. For example, how do interest groups, mass media, and political parties shape U.S. politics? How does congress, the president, and the Supreme Court act, or fail to act, to meet the needs of society? (Fall, even years)

### **G-PS 125 International Relations and Globalization**

*3 hours*

An introduction to the study of international politics focusing on understanding current problems. Central topics include understanding how nations use both military action and cooperative agreements to provide for their security and well-being: how the global trade and financial system has become an engine for wealth; understanding the gap that has grown between the rich and the poor; and the challenge posed to humanity by the environmental degradation of the earth. (Interterm, even years)

### **G-PS 130 Principles of Geography**

*3 hours*

Location, Location, Location! This course explores the physical, social, historical, and cultural landscapes of the earth from a geographic perspective, to demonstrate how location in space fundamentally shapes how the diverse peoples of the world live. Required for students seeking certification as secondary teachers in Social Studies. (Fall, odd years)

### **G-PS 215 Global Peace Studies**

*3 hours (Language Intensive)*

An analysis of the problem of international conflict. This course studies the economic, political, and ideological causes of international violence, and the mechanisms used to mediate and resolve modern conflicts. Prerequisite: G-EN 110 and G-EN 111 or recommendation of the instructor. (Spring, odd years)

### **PS 356 American Diplomacy**

*3 hours*

A survey of the diplomatic relations of the United States, focusing on the events since 1900. The first half of this course focuses on a historical approach, providing an understanding of American actions in the world and their consequences. The second half of the course focuses on the processes and decision makers that create United States Foreign Policy. Substantive topics include the role of the US as the "world's policeman", and the nature of the US response to problems such as global terrorism, hunger, human rights, economic cooperation, and climate change. (Spring, even years)

### **PS 475 Senior Thesis**

*3 hours (Language Intensive)*

A capstone experience in reading, research, and writing. The seminar offers students experience in seeking out and evaluating both primary and secondary sources of political information. The seminar is designed to allow students the opportunity to become familiar with the practices and

techniques of professional political scientists. Prerequisite: Successful completion of HI 375, HI 410, and permission of instructor. Students intending to take PS 475 must have a formal meeting with their thesis advisor in the previous semester. (Fall, Spring)

### Individualized Courses Available

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

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## Mathematics Program

### Purpose Statement

The purpose of the mathematics program is to develop students who understand mathematics as an academic discipline, who can use mathematics as a problem-solving tool in other disciplines, and who are skilled in mathematical reasoning, problem solving, critical thinking and communication.

The mathematics program achieves this purpose when its students

- have received a coherent, broad-based coverage of the discipline of mathematics;
- demonstrate conceptual and procedural understanding of mathematics;
- can apply their knowledge to specific, constrained problems and produce solutions;
- possess a foundation of theory that will enable lifelong learning and development;
- meet State Department of Education standards for licensure in the area of mathematics (applies to education majors in mathematics only).

The information technology program at McPherson College commits itself to producing graduates who understand the field of computing as an academic discipline and as a profession within the context of a larger society.

The program achieves this purpose when its students

- have received a coherent and broad-based coverage of the discipline of computing;
- are prepared for graduate study as well as for the programming profession;
- understand the ethical and societal issues associated with the computing field;
- can apply their knowledge to specific, constrained problems and produce solutions;
- possess a foundation of theory that will enable lifelong learning and development;
- have experience with contemporary tools that lead to good experimental methods

### Mathematics Major

The department offers a major and minor in mathematics. Mathematics is a discipline essential to all facets of the employment world and an excellent background for a variety of specific professions; the emphasis of our program is teacher preparation, and secondary teaching licensure is available. Mathematics is also an excellent background for graduate studies in diverse fields.

### Requirements

*42 hours of mathematics courses including the following:*

**G-MA111** Calculus I (4 hours)

**MA112** Calculus II (4 hours)

**MA123** Discrete Mathematics (3 hours)

**G-MA153** Principles of Geometry (3 hours)

**G-MA201** Survey of Mathematics (3 hours)

**MA212** Calculus III (4 hours)

**G-MA221** Elementary Applied Statistics (4 hours)

**MA366** Differential Equations (4 hours)

**\*G-MA290** History of Mathematics (3 hours)

**MA411** Introduction to Algebraic Structures (4 hours)

**MA342** Modern Geometry (4 hours)

**MA375** Junior Seminar (1 hour)

**\*MA475** Senior Project (2 hours)

## Required Supporting courses (all mathematics majors)

- IT 100** Computers and Information Technology (3 hours)
- IT 200** Introduction to Programming (3 hours)
- IT 201** Data Structures (3 hours)
- PH205** College Physics I (5 hours)

## Required Supporting Courses (students seeking teaching licensure)

See Teacher Education Handbook

## Required Supporting Course (students not seeking teaching licensure)

- PH205** College Physics II (5 hours)

## Mathematics Minor

### Requirements

- G-MA 111** Calculus I (4 hours)
- MA 112** Calculus II (4 hours)
- G-MA 221** Elementary Applied Statistics (4 hours)

Plus one course from the following list

- MA123** Discrete Math (3 hours)
- G-MA153** Principles of Geometry (3 hours)
- G-MA201** Survey of Mathematics (3 hours)
- \*G-MA290** History of Mathematics (3 hours)

Plus one course from the following list

- MA212** Calculus III (4 hours)
- MA366** Differential Equations (4 hours)
- MA342** Modern Geometry (4 hours)
- MA311** Introduction to Algebraic Structures (4 hours)

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## Mathematics Course Descriptions

### ID 110 Beginning Algebra Laboratory

*1 hour*

This college-preparatory course is designed to supplement the algebraic background of students prior to taking Intermediate Algebra. Topics include sets, fundamental operations, polynomials, linear equations and inequalities, factoring, graphing of linear equations, radical expressions, and use of calculators. Prerequisites: One year or less of high school mathematics. (Spring)

### ID 119 Intermediate Algebra

*3 hours*

This course presents algebraic skills needed prior to taking college level mathematics coursework. Topics include linear equations and inequalities in two variables and their graphs, systems of linear equations and inequalities, introduction to functions, factoring, algebraic fractions, rational equations, radicals and rational exponents, complex numbers, and quadratic equations. Prerequisites: ID 110 Beginning Algebra Laboratory with a grade of C or better, or two years of high school mathematics and an ACT mathematics score of at least 15 or an appropriate score on the departmental placement test. (Fall & Spring)

### G-MA 105 College Algebra

*4 hours*

A study of elementary concepts of sets, fundamental properties of the real number system, linear and nonlinear relations, functions and their graphical representations, matrices and determinants, permutations and combinations, and mathematical induction. Prerequisite: ID 119 Intermediate Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of at least 22 or an appropriate score on the departmental placement test. (Spring)

### MA 106 Precalculus

*4 hours*

A detailed study and analysis of algebraic and transcendental functions. Includes their properties, related analytic geometry, limits and continuity. Prerequisite: G-MA 105 College Algebra with a grade of C or better, or three years of high school mathematics and an appropriate score on the departmental placement test. (on demand)

### **G-MA 111 Calculus I**

*4 hours*

Review of functions, graphs and models; introduction to limits, derivatives and integrals of algebraic and trigonometric functions; applications of differentiation and integration. Prerequisite: MA 106 Precalculus with a grade of C or better, or four years of high school mathematics and an ACT mathematics score of at least 25 or an appropriate score on the departmental placement test. (Fall)

### **MA 112 Calculus II**

*4 hours*

Limits, derivatives and integrals of exponential, logarithmic and inverse trigonometric functions; techniques of integration; calculus of parametric and polar-coordinate equations; infinite sequences and series; first-order differential equations. Prerequisite: G-MA 111 Calculus I with a grade of C or better. (Spring)

### **MA 123 Discrete Mathematics**

*3 hours*

A study of some of the basic topics of discrete mathematics, including elementary logic, properties of sets, functions and relations, mathematical induction, counting problems using permutations and combinations, trees, elementary probability, and an introduction to graph theory. Prerequisite: ID 119 Intermediate Algebra with a grade of C or better, or an ACT mathematics score of at least 24 or four years of high school mathematics and an appropriate score on the departmental placement test. (Fall, even years)

### **G-MA153 Principles of Geometry**

*3 hours*

A coverage of the basic principles of Euclidean geometry. Topics include points, lines, segments, rays, angles, congruence, parallel lines, polygons (special attention is given to triangles and quadrilaterals), geometric similarity, properties of right triangles, area of various plane regions, solid geometry, and an introduction to trigonometry. Prerequisite: ID 119 Intermediate Algebra, or a mathematics ACT score of 17 or greater. (Fall)

### **G-MA 201 Survey of Mathematics**

*3 hours*

A study of the philosophy, nature, significance and use of mathematics from early times to the present. Topics may include the use of graph theory to solve optimization problems in management science; conflict resolution using fair division; mathematical analysis of voting systems; applications of geometry to the size and shape of objects and to calculating inaccessible distances; geometric growth and decay; non-Euclidean geometry; number systems; logic; and probability and statistics. Prerequisite: ID 110 Beginning Algebra Laboratory with a grade of C or better, or two years of high school mathematics and an ACT mathematics score of at least 15 or appropriate score on the departmental placement test. (Spring)

### **MA 212 Calculus III**

*4 hours*

Three-dimensional coordinate systems; vectors and vector-valued functions; partial derivatives; multiple integrals; vector calculus; second-order differential equations. Prerequisite: MA 112 Calculus II with a grade of C or better. (Fall)

### **G-MA 221 Elementary Applied Statistics**

*4 hours*

A study of the principles of descriptive statistics, probability, sample and population relationships, estimation, and hypothesis testing. The computer is used as an aid in problem solving. Prerequisite: ID119 Intermediate Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of 22, or an appropriate score on the departmental placement test. (Fall and Spring)

### **G-MA 290 History of Mathematics**

*3 hours (Language Intensive)*

Study of some of the most influential mathematicians from antiquity to the modern era, and their impact on the development of mathematical thought. Particular emphasis is given to the contributions of different ethnic groups and cultures. Prerequisite: G-MA 105 (or higher level course) with a grade of C or better. (Interterm, odd years)

### **MA 411 Introduction to Algebraic Structures**

*4 hours*

A survey of abstract algebra, with an emphasis on linear algebra. Topics include bijections, projections, groups, rings, matrices, modules, vector spaces and eigen values. Prerequisite: MA 112 Calculus II with a grade of C or better (Spring, odd years)



### **MA 342 Modern Geometry**

4 hours

A survey of selected topics in Euclidean geometry, projective geometry, non-Euclidean geometry, foundations of geometry and convex figures. Required for secondary education mathematics majors. Prerequisite: MA 112 Calculus II with a grade of C or better. (Spring, even years)

### **MA 366 Differential Equations**

4 hours

Introduction to methods and applications of ordinary differential equations. Topics include first order differential equations and applications, higher order linear differential equations with applications, Laplace transforms and an introduction to numerical methods. Prerequisite: MA 112 Calculus II with a grade of C or better. (Spring, even years)

### **MA 375 Junior Seminar**

1 hour

A colloquium-type seminar. Junior mathematics majors prepare for an independent senior project in mathematics and select a project topic. (Fall)

### **MA 441 Combinatorics and Graph Theory**

3 hours

A study of directed graphs, trees, circuits, paths, network flows, basic combinatorics, generating functions, difference equations. Emphasis on applications and on use of computer in problem solutions. Prerequisite: MA 112 Calculus II with a grade of C or better. (on demand)

### **MA 475 Senior Project**

2 hours (Language Intensive)

Students will investigate an advanced topic in a field of mathematics outside their classroom experience. Students will work in continual consultation with their research advisor. Regular informal oral and written updates of the project are required. The project culminates with a formally written project and a formal oral presentation of the project. (Fall)

### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

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## **Information Technology Program - Dormant**

### **Information Technology Major - *This program is dormant at present***

The department offers a major and minor in information technology. The major will prepare students for a variety of careers in computer science but emphasizes data management with web site development applications..

### **Requirements**

39 hours of information technology courses including:

**IT 100** Computers and Information Technology (3 hours)

**IT 110** Web Development Tools (3 hours)

**IT 200** Introduction to Programming (3 hours)

**IT 201** Data Structures (3 hours)

**IT 210** Information Technology Systems (3 hours)

**IT 220** Programming in a Second Language (3 hours)

**IT 301** Computer Systems (3 hours)

**IT 360** Human Computer Interaction (3 hours)

**IT 401** Operating Systems (3 hours)

**IT 421** Database Management Systems (3 hours)

**IT 431** Data Communications and Networks (3 hours)

**IT 460** Information Security (3 hours)

**IT 375** Junior Seminar (1 hour)

**IT 475** Senior Project (2 hours)

### Required supporting courses:

- MA 123** Discrete Mathematics (3 hours)
- G-MA221** Elementary Applied Statistics (4 hours)
- AR340** Web-Based Design (3 hours)

### Recommended supporting courses

- AR230** Graphic Design I

## Information Technology Minor

### Requirements

21 hours of information technology including:

- IT 100** Computers and Information Technology (3 hours)
- IT 200** Introduction to Programming (3 hours)
- IT 201** Data Structures (3 hours)
- IT 210** Information Technology Systems (3 hours)
- IT 301** Computer Systems (3 hours)
- IT 360** Human Computer Interaction (3 hours)

Two courses at the 300 or above level (6 hours)

### Required supporting courses

- MA 123** Discrete Mathematics (3 hours)
- G-MA221** Elementary Applied Statistics (4 hours)
- AR240** Web-Based Design (3 hours)

### Recommended supporting courses

- AR 320** Graphic Design I

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## Information Technology Course Descriptions

### IT 100 Computers and Information Technology

3 hours

An overview of computer technology and its relation to society. Through a hands-on approach, students will learn basic concepts of computer architecture, operating systems, computer communications, software engineering, programming languages, and applications software. Students will have the opportunity to reflect on the integration of computer technology and society (past/present/future).

### IT 110 Web Development Tools

3 hours

This course introduces students to one or more web development tools. The specific tool(s) introduced will vary depending on the interest and needs of the students and faculty. The list of tools that may be introduced includes but is not limited to the following: Flash, Dreamweaver, Photoshop, Adobe Premiere, or 3-D Studio Max. This course may be taken multiple times provided the emphasis is different for each time enrolled.

### IT 200 Introduction to Programming

3 hours

An introductory course for computer science majors. A rigorous study of problem solving using a high-level procedural language. Topics covered will include simple types, expressions, structure types, fundamental control structures, simple and formatted input and output, procedures, documentation, file manipulation, design methodologies, and debugging techniques. Students will complete several programming projects. Prerequisite: Mathematics equivalent to high school algebra.

### IT 201 Data Structures

3 hours

A continuation of Introduction to Programming. The improvement of design skills and programming style is emphasized through practice with

increasingly complex data structures and programming projects. Students are introduced to several classic algorithms, pointers, functions, recursion, and a second programming language. Prerequisite: IT200 Introduction to Programming

### **IT 210 Information Technology Systems**

*3 hours*

Information Technology (IT) is a field which includes the development of systems for educational, business, and civil use. This course provides a foundation for the student of Information Technology. Various IT systems and terminology used in the field will be introduced. The systems development lifecycle, project management, and the role of IT personnel in selecting and developing new systems will be explored.

### **IT 220 Programming in a Second Language**

*3 hours*

This course introduces students to current languages used in web development. The specific language(s) or language applications introduced will vary depending on the interest and needs of the students and faculty. The list of languages that may be introduced includes but is not limited to the following: Visual BASIC .NET or Visual C++ .NET Implementing Web Applications; or Visual BASIC .NET or Visual C++ .NET developing XML Web Services; or Javascript; or PHP. This course may be taken multiple times provided the emphasis is different for each time enrolled. Prerequisite: IT 201 Data Structures in C++.

### **IT 301 Computer Systems**

*3 hours*

A study of machine organization, using assembly language. Alternative architectures, instruction formats, addressing modes, logic and arithmetic operators, and appropriate programming techniques are explored through several programming projects and lectures. Prerequisite: IT 201 Data Structures.

### **IT 360 Human Computer Interaction**

*3 hours*

The discipline of Information Technology (IT) requires an understanding of the user when developing IT applications and systems. This course provides a basis for learning user centered systems design and development. An introduction to the basic concepts of human-computer interaction, including human factors, performance analysis, cognitive processing, usability studies, environment, and training will be given.

### **IT 375 Junior Seminar**

*1 hour*

A colloquium-type seminar studying an advanced topic or a collection of topics. Junior computer science majors prepare for an independent senior project in computer science and select a project topic.

### **IT 401 Operating Systems**

*3 hours*

An introduction to the major concept areas of operating systems, including process, memory, device, and file systems management; concurrency; synchronization; historical development of operating systems; and system structure. Prerequisite: IT 301 Computer Systems.

### **IT 421 Database Management Systems**

*3 hours*

Levels of abstraction found in typical database management systems. A study of various models for databases. Query processing and data manipulation. Database design theory. Implementations of various models discussed. Security and integrity of system. Role of database administration. Prerequisite: IT 201 Data Structures in C++ and IT 110 Information Technology Systems.

### **IT 431 Data Communications and Computer Networks**

*3 hours*

A survey of data communications and networks. Covers practice, theory and applicable standards in the areas of transmission systems, network architectures, network controllers and virtual environments for application programs. Prerequisite: CS 301 Computer Systems.

### **IT 460 Information Security**

*3 hours*

Information Security is paramount in today's business world. This course provides an overview of the field of Information Security. Students will be exposed to security issues, practices, and tools. In addition, disaster recovery planning, security planning and threat analysis will be fully explored.

### **IT 475 Senior Project**

*2 hours (Language Intensive)*

Students will investigate an advanced topic in a field of information technology outside their classroom experience. Students will work in continual consultation with their research advisor. Regular informal oral and written updates of the project are required. The project culminates with a

formally written project and a formal oral presentation of the project.

### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

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# **Spanish Program**

## **Purpose Statement**

The Department of Modern Languages commits itself to the teaching of a second language. Equally important in second language acquisition is the development and nurturing of intercultural awareness and sensitivity.

The department achieves its goals when its graduates

- demonstrate proficiency in the target language;
- demonstrate knowledge of the various cultures of the target language;
- commit themselves to the pursuit of intercultural intelligence and appreciation.

## **Spanish Major**

### **Requirements**

*A minimum of 32 semester hours, including:*

**G-ML108** Level I Spanish (3 hours)

**G-ML109** Level II Spanish (3 hours)

**G-ML208** Level III Spanish (3 hours)

**G-ML209** Level IV Spanish (3 hours)

**ML350** Junior Semester Abroad (12 hours)

**ML384** Intermediate-Level Composition and Conversation (3 hours)

**ML385** Advanced-Level Composition and Conversation (3 hours)

**ML475** Senior Seminar (2 hours)

The following courses may be taken abroad:

**ML308** Spanish Language Literature (3 hours or equivalent)

**ML458** Structure of the Spanish Language (2 hours or equivalent, such as advanced grammar)

Should a student not be able to complete the semester abroad, s/he may request an alternate immersion program be substituted. This program would include the following (as well as other requirements):

**G-ML168/268** Spanish for Travelers (4 hours)

**G-ML370** Service Learning Opportunity (4 hours)

### **Required Supporting Courses:**

**EN230** Linguistics (2 hours)

Students who can demonstrate language proficiency (via a placement exam) may be waived from enrolling in G-ML108 and G-ML109.

All students seeking a B.A. degree are required to enroll for one semester of Spanish. Students who have had zero to one year of high school Spanish will be placed in Spanish I. Students who have had two to three years of high school Spanish will be placed in Spanish II. Students who have had four to six years of high school Spanish may be waived from the Spanish language requirement if they can demonstrate language proficiency via written and oral examination.

## **Teaching Licensure in Spanish (PK-12)**

The requirements for teaching licensure in Spanish are specified in the Curriculum and Instruction Department listing. They include the major in Spanish and professional education requirements.

## Spanish Minor Requirements

A minimum of 18 semester hours, including

**G-ML 208** Level III Spanish (4 hours)

**G-ML 209** Level IV Spanish (4 hours)

*Note:* The following courses *may be counted* toward fulfillment of the 18 semester hours:

**G-ML 108** Level I Spanish (4 hours)

**G-ML 109** Level II Spanish (4 hours)

## Teaching Licensure in English as a Second Language (ESL)

### Requirements

The requirements for teaching licensure in English as a Second Language are specified in the Curriculum and Instruction Department listing and in the English Department listing.

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## Spanish Course Descriptions

### **G-ML 108 Level I Spanish**

*3 hours*

Acquisition of the four skills: hearing, speaking, reading, and writing. Latin American and Spanish cultural aspects are an integral part of this course. Classes conducted in Spanish. Tutorial sessions required. (Fall and Spring)

### **G-ML 109 Level II Spanish**

*3 hours*

A continuation of G-ML 108 with emphasis on mastery of the verb tenses and building of vocabulary. Classes conducted in Spanish. Tutorial sessions may be required. (Spring)

### **G-ML168/268 Spanish for Travelers**

*4 hours*

Language immersion experience in Spanish-speaking countries.

### **G-ML 208 Level III Spanish**

*3 hours*

A review of grammatical principles followed by readings and vocabulary expansion. Classes conducted in Spanish. Oral preparation necessary for discussion of topics, short stories, and cultural research. (Fall)

### **G-ML 209 Level IV Spanish**

*3 hours*

A continuation of G-ML 208 with increased emphasis on original reading selections in Spanish and student compositions. (Spring)

### **EN 230 Linguistics**

*2 hours*

An introductory course in linguistics to familiarize students with the discipline and to help them to analyze the structure, phonology, morphology, and syntax of the English language, while also learning about families of languages and some fundamental differences in languages around the world. (Fall)

### **ML 308 Spanish Language Literature**

*3 hours*

A study of Spanish language literature.

### **ML 350 Junior Year Abroad**

*12-36 hours*

Students pursuing the major or licensure in Spanish are required to spend the equivalent of one semester (at least 12 credit hours) abroad or in

comparable immersion programs. Students may fulfill this requirement in a variety of ways, but must first seek approval from the Spanish program director. See ML350 syllabus for specific requirements.

#### **ML 384 Intermediate-Level Composition and Conversation**

*3 hours*

A course designed to correct weaknesses in writing skills and to develop conversational skills, with equal emphasis to both. Taught completely in Spanish. Prerequisite: G-ML209 or equivalent. (Fall)

#### **ML 385 Advanced-Level Composition and Conversation**

*3 hours (Language Intensive)*

A course designed to put into practice skills learned at Intermediate levels. Focuses on Idiomatic expressions, difficult grammar structures and extensive vocabulary. Taught completely in Spanish. Prerequisite: ML 384 or equivalent. (Spring)

#### **G-ML 370 Service Learning Opportunity**

*4 hours*

Students will travel for the purpose of a community service project wherein they are required to participate actively in disaster relief work. In addition to the on-site relief work, students are required to participate in scheduled group sessions, which are designed to assist the student in acquiring additional cultural knowledge about the said travel site.

#### **ML 475 Senior Seminar in Spanish**

*2-4 hours*

The individual project of the senior student in areas of literature, language, or language pedagogy. The content of this course is open to the interest of the student regarding aspects of the culture that have not been studied previously. (Fall/Spring)

#### **CI 404 Methods for Teaching Modern Language in the Secondary Schools**

*3 hours*

Students will study the appropriate and most effective ways of teaching foreign language and culture. Practical applications of strategies and techniques are utilized to accomplish the objectives. Curriculum, evaluation, audio-visual materials, music, folklore, customs, gestures, and professional language organizations are included in this study.

#### **ML 458 Structure of the Spanish Language**

*2 hours*

The systematic analysis of the phonology, morphology and syntax of Spanish from the standpoint of structure, historical and contrastive linguistics.

#### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

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## **Natural Science Program**

### **Purpose Statement**

*The Department of Natural Science provides:*

- a career-oriented approach to pre-professional preparation in the health sciences
- a liberal arts and sciences approach to environmental health and sustainability
- a hands-on approach to education in the laboratory and through student research
- preparation to meet the Kansas State Department of Education standards for licensure in biology and chemistry

### **Biochemistry Major (Recommended for Pre-Medical Students)**

#### **Requirements**

**G-CH 111** College Chemistry I (5 hours)

**CH 112** College Chemistry II (5 hours)  
**CH 251** Organic Chemistry I (5 hours)  
**CH 252** Organic Chemistry II (5 hours)  
**CH 201** Quantitative Analysis (4 hours)  
**CH 370** Biochemistry (4 hours)  
**G-BI 111** College Biology I (4 hours)  
**BI 112** College Biology II (4 hours)  
**BI/CH 310** Statistical Data Analysis (4 hours)  
**BI/CH 360** Cell Physiology/Biochemistry II (4 hours)

Select one from the following:

**BI 283** Genetics (4 hours)  
**BI 334** Microbial Ecophysiology (5 hours)  
**BI 364** Cell and Molecular Biology (4 hours)  
**BI 384** Molecular Genetics (4 hours)  
**CH 390** Instrumental Analysis (3 hours)

### Required Supporting Courses

**G-PH 215** General Physics I (4 hours)  
**PH 216** General Physics II (4 hours)  
**\*NS 300** Research Methods (1 hour)  
**NS 375** Junior Seminar (1 hour)  
**\*NS 475** Senior Research (2 hours)

## Biology Major

### Requirements

*A minimum of 32 semester hours of biological science coursework, including*

**G-BI 111** College Biology I (4 hours)  
**BI 112** College Biology II (4 hours)  
**BI 283** Genetics (4 hours)  
**BI 310** Statistical Data Analysis (4 hours)

8 credit hours chosen from among the 300 Level BI Courses

### Required Supporting courses

**G-CH 111** College Chemistry I (5 hours)  
**CH 112** College Chemistry II (5 hours)  
**CH 251** Organic Chemistry I (5 hours)  
**CH 252** Organic Chemistry II (5 hours)  
**G-PH 215** General Physics I (4 hours)  
**\*NS 300** Research Methods (1 hour)  
**NS 375** Junior Seminar (1 hour)  
**\*NS 475** Senior Research (2 hours)

## Biology Major - Teaching Licensure in Biology (6-12)

### Biology Major for Teacher Licensure

*A minimum of 32 semester hours, including:*

**G-BI 111** College Biology I (4 hours)  
**BI 112** College Biology II (4 hours)  
**G-BI 201** Biodiversity (4 hours)  
**BI 283** Genetics (4 hours)  
**\*NS 300** Research Methods (1 hour)  
**NS 375** Junior Seminar (1 hour)

12 credit hours chosen from among the remaining BI or NS courses numbered 200 or higher, including at least one organismal course and one population course.

## Required Supporting Courses

- G-CH 111** College Chemistry I (5 hours)
- CH 112** College Chemistry II (5 hours)
- CH 251** Organic Chemistry I (5 hours)
- CI 232** Educational Technology (2 hours)
- G-MA 221** Elementary Applied Statistics (4 hours)
- G-PE 170** Personal and Community Health (2 hours)
- G-PH 215** General Physics I (4 hours)
- G-PY 101** Introduction to Psychology (3 hours)

Students pursuing this major must also meet all professional requirements for teacher licensure in the Curriculum and Instruction Department.

## Biology Minor

### Requirements

*A minimum of 20 semester hours, including*

- G-BI 111** College Biology I (4 hours)
- BI 112** College Biology II (4 hours)
- BI 283** Genetics (4 hours)

At least eight hours of additional biology courses

### Required supporting courses

- G-CH 111** College Chemistry I (5 hours)
- CH 251** Organic Chemistry I (5 hours)

## Health Science Interdisciplinary Major

### Required Courses

- G-BI 111** College Biology I (4 hours)
- BI 112** College Biology II (4 hours)
- G-CH 111** College Chemistry I (5 hours)
- CH 112** College Chemistry II (5 hours)
- G-PH 215** General Physics I (4 hours)
- PH 216** General Physics II (4 hours)
- G-BI 210** Principles of Nutrition (3 hours)
- BI 225** Human Anatomy (4 hours)
- BI 315** Human Physiology (4 hours)
- PE 180** First Aid and Personal Safety (2 hours)
- PE 280** Care and Treatment of Athletic Injuries (3 hours)
- PE 288** Psychology and Sociology of Sport (2 hours)
- PE 330** Physiology of Exercise (3 hours)
- PE 411** Kinesiology (3 hours)
- PE/BI 445** Readings and Research: Research Methods in Health Science (1 hour)
- PE 475** Senior Seminar - Kinesiology Internship (2 hours)
- G-MA 221** Elementary Applied Statistics (4 hours)
- G-PY 101** Introduction to Psychology

### Recommended Supporting Courses

- G-PE 150** Concepts in Holistic Health (2 hours)
- G-PE 170** Personal and Community Health

### Additional Requirements for Some Pre-professional Programs

- PY 204** Child and Adolescent Development (3 hours) OR
- PY 305** Abnormal Psychology (3 hours)
- BI 207** Medical Terminology (2 hours)
- BI 404** Biomedical Ethics (2 hours)
- G-MA 105** College Algebra  
Trigonometry (or above)  
Communication course



Sociology course  
Business course

## Chemistry Major

### Requirements

*A minimum of 36 semester hours including*

**G-CH 111** Chemistry I (5 hours)  
**CH 112** Chemistry II (5 hours)  
**CH 251** Organic Chemistry I (5 hours)  
**CH 252** Organic Chemistry II (5 hours)  
**CH 201** Quantitative Analysis (4 hours)  
**CH 390** Instrumental Analysis (3 hours)  
**CH 385** Advanced Inorganic Chemistry (4 hours)  
**CH 400** General Physical Chemistry (5 hours)

### Required supporting courses

**PH 205** College Physics I (5 hour)  
**PH 206** College Physics II (5 hour)  
**\*NS 300** Research Methods (1 hour)  
**NS 375** Junior Seminar (1 hour)  
**\*NS 475** Senior Research (2 hours)  
**G-MA 111** Calculus I (4 hours)  
**MA 112** Calculus II (4 hours)

### Recommended supporting courses

**G-BI 111** College Biology I (4 hours)  
**BI 112** College Biology II (4 hours)

## Chemistry Major - Teaching Licensure in Chemistry (6-12)

### Chemistry Major for Teacher Licensure:

*A minimum of 32 hours including:*

**G- CH 111** College Chemistry I (5 hours)  
**G- CH 112** College Chemistry II (5 hours)  
**CH 251** Organic Chemistry I (5 hours)  
**CH 201** Quantitative Analysis (4 hours)  
**CH 310** Statistical Data Analysis (4 hours)  
**CH 385** Advanced Inorganic (4 hours)  
**CH 388** Lab Assisting Internship (2 hours)

Remaining hours must come from CH 252 Organic Chemistry II or CH courses 300 level or above.

### Required courses:

**G-BI 111** College Biology I (4 hours)  
**BI 112** College Biology II (4 hours)  
**PH 215** General Physics I (4 hours)  
**PH 216** General Physics II (4 hours)  
**NS 375** Junior Seminar (1 hours)

### Suggested Courses:

**G-NS 141** Environmental Science (4 hours)  
**G-PC 251** Geology (4 hours)  
**G-PC 275** Astronomy (4 hours)  
**CH 252** Organic Chemistry II (5 hours)  
**G-MA 111** Calculus I (4 hours)  
**MA 112** Calculus II (4 hours)  
**PH 205** College Physics I (replace G-PH 215) (5 hours)  
**PH 206** College Physics II (replace G-PH 216) (5 hours)

**\*NS 475** Senior Research (2 hours)

Students pursuing this major must also meet all professional requirements for teacher licensure in the curriculum and instruction department.

## Chemistry Minor

### Requirements

*A minimum of 24 hours including*

- G-CH 111** College Chemistry I (5 hours)
- CH 112** College Chemistry II (5 hours)
- CH 251** Organic Chemistry I (5 hours)
- CH 252** Organic Chemistry II (5 hours)
- CH 201** Quantitative Analysis (4 hours)

## Environmental Stewardship Major

This program achieves its purposes when its graduates:

- demonstrate knowledge of contemporary theories in the natural sciences
- demonstrate skill in the application of laboratory and field experimental techniques
- demonstrate knowledge of contemporary theories of human social systems and behavior
- demonstrate a critical understanding of their personal rôles in history, culture, and community
- evaluate the impacts of human society and Earth's natural systems on one another
- differentiate between their personal belief system and societal belief systems
- express a personal environmental ethic

### Required Natural Science Courses:

- G-BI 106** Environmental Biology *or*
- G-BI 201** Biodiversity (4 hours)
- G-CH 106** Environmental Chemistry (4 hours)
- G-NS 141** Environmental Science (4 hours)
- G-PH 215** General Physics I (4 hours)
- G-PC 251** Geology (4 hours)
- G-NS 245** Climatology (4 hours)
- BI 316** Ecology (4 hours) *or*
- BI 325** Human Ecology, Epidemiology and Public Health (4 hours)
- BI 334** Microbial Ecophysiology (5 hours) *or*
- BI 345** Plant Ecophysiology (4 hours)
- NS 404** Environmental Ethics (2 hours)
- BI/EC 416** Ecological Economics (2 hours)
- NS 495** Field Experience (4 hours)

### Electives from Humanities, Social Science, and Technology:

*Select at least 24 hours from the following:*

- CM 325** Conflict Communication (3 hours)
- EC 202** Survey of Economics (3 hours)
- Up to 2 courses (G-HI or HI200+) (6 hours)
- G-PE 170** Personal/Community Health (2 hours)
- G-PS 125** International Relations (3 hours)
- G-PS 130** Principles of Geography (3 hours)
- G-PS 215** Global Peace Studies (3 hours)
- PY/SO 303** Social Psychology (3-4 hours)
- G-SO 101** Introduction to Sociology (3 hours)
- SO 206** Social Problems (3-4 hours)
- SO 320** Urban Sociology (3 hours)
- \*G-TE 333** Technology and Society (3-4 hours)

*Other courses as approved by both the advisor and co-advisor.*

### Other Course Requirements:

- NS 350** Stewardship Seminar1/semester (4 required)

\*NS 300 Research Methods (1 hour)

NS 375 Junior Seminar (1 hour)

\*NS 475 Senior Research (2 hours)

## Environmental Science Minor

### Requirements

**G-BI 106** Environmental Biology *or*

**G-CH106** Environmental Chemistry (4 hours)

**G-NS 141** Environmental Science (4 hours)

**G-PC251** Geology (4 hours)

**G-NS 245** Climatology (4 hours)

**NS 493** Field Experience (4 hours)

## Environmental Stewardship Minor

### Requirements

**G-NS 141** Environmental Science (4 hours)

**G-PC 251** Geology *or*

**G-PC245** Climatology (4 hours)

**NS495** Field Experience (4 hours)

**NS350** Stewardship Seminar (2 hours)

Electives from Environmental Stewardship Major Electives list (6 hours)

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# Natural Science Course Descriptions

## Biology Course Descriptions

### **G-BI 101 Principles of Biology**

*4 hours*

An introduction to the principles of biology, with an emphasis on the biology of humans. This course does not apply toward a major in biology. Laboratory is included. (Fall)

### **G-BI 105 Concepts in Biology Now**

*3 hours*

This course introduces students to key concepts in biology, including the cellular basis of life, genetics, evolution and ecology. Students will also explore the historical and contemporary scientific issues around these topics. This course does not include a laboratory. (Interterm, odd years)

### **G-BI 106 Environmental Biology**

*4 hours*

A one-semester introduction to the principles of biology, with an emphasis on biological interactions in the environment. This course does not apply toward a major in biology or biochemistry. Laboratory is included. (Spring, odd years)

### **G-BI 111 College Biology I**

*4 hours*

A rigorous introduction to the unity and diversity of life. This course focuses on the contributions of genetics, ecology and evolution to the biodiversity of the planet. The laboratory exercises are designed to provide a variety of practical experiences, as well as to illustrate the principles discussed in lecture. (Fall)

### **BI 112 College Biology II**

*4 hours*

A continuation of G-BI 111 with a rigorous introduction to organismal structure and function. Explores the organization and processes of living systems at the levels of biomolecules, organelles, cells, organ systems, and organisms. Lab work includes studies of enzyme action, cellular respiration, organismal development and anatomy. Prerequisite: G-BI 111 with a grade of C or better. (Spring)

**G-BI 201 Biodiversity**

*3-4 hours*

A fundamental study of biological diversity as an assessment of life on earth. This will progress from the individual to the community, focusing on biodiversity and ecology from an evolutionary perspective and also on applied environmental research. The course includes laboratory work as an option for the 4th credit hour. (Spring, even years)

**BI 207 Medical Terminology**

*2 hours*

An introduction to the study of medical terms that brings to life the language of medicine. This course will help students develop an understanding of how to communicate fluently in a healthcare setting. This course will explain medical terms in the context of the anatomy and physiology of different body systems as well as how the body works in health and disease. This course does not include a laboratory. (Spring, even years)

**G-BI 210 Principles of Nutrition**

*3 hours*

Physiology and chemistry of digestion, absorption, and metabolism of nutrients; nutrient functions; requirements; and effects of nutrient deficiencies and toxicities. This course does not include a laboratory. Prerequisites: G-CH 101 or G-CH 111 with a grade of C or better or with consent of instructor (Interterm, even years)

**BI 225 Human Anatomy**

*4 hours*

A lecture/laboratory course in the fundamentals of human anatomy, with emphasis on macroscopic structures at the tissue, organ and organ system levels of organization. Some attention will be given to the perspectives of histology and developmental biology. The course includes laboratory work, primarily dissection of a comparative mammal, the domestic cat. (Spring, odd years)

**BI 234 Microbiology**

*4 hours*

A study of microorganisms, with emphasis on the bacteria. A consideration of their structure, metabolism, classification, identification, and human and ecological relationships. Laboratory is included. Prerequisites: BI 112, CH 251 with grades of C or better or consent of instructor. (Spring, even years)

**BI 283 Genetics**

*4 hours*

Basic genetic concepts including classical Mendelian inheritance, cytogenetics, population genetics, and the molecular basis of gene action. Laboratory experiences coordinated with lecture topics. Pre-requisites: BI 112, with a grade of C or better. (Fall)

**BI 310 Statistical Data Analysis (also cross-listed as CH 310 Statistical Data Analysis)**

*4 hours*

A study of fundamental concepts including data types, distributions, and hypothesis testing; and of the applications of spreadsheets and other software for data manipulation and statistical analysis. This course does not include a laboratory. Prerequisite: G-MA221 or consent of instructor. (Spring, odd years; Interterm, even years)

**BI 315 Human Physiology**

*4 hours*

A rigorous introduction to the fundamentals of human neurophysiology, cardiac-physiology, muscular & circulatory physiology and excretory & respiratory physiology. Laboratory experiences include case studies of human physiological problems. Prerequisite: BI 112, with a grade of C or better. (Fall, even years)

**BI 316 Ecology**

*4 hours*

A study of relationships between organisms and their environments, including both physical and biotic environments. The course includes both laboratory and field work. Prerequisites: BI 112 with a grade of C or better. (Spring, even years)

**BI 325 Human Ecology, Epidemiology, and Public Health**

*4 hours*

A study of the relationships between humans and their environments, including both physical and biotic environments, with special emphasis on understanding the nature of healthy relationships in comparison to the disease state. This course does not include a laboratory. Prerequisites: BI 112 with a grade of C or better. (Fall, odd years)

**BI 334 Microbial Ecophysiology**

5 hours

A study of the ecophysiology of microorganisms (with emphasis on Bacteria and Archaea), focusing on the diversity and utility of their metabolic pathways. This course includes both lecture and laboratory work. (Fall, even years)

### **BI 345 Plant Ecophysiology**

4 hours

This course will explore the physiological processes that influence the growth, reproduction, survival, adaptation and evolution of plants. The physiological processes to be explored include water relations, mineral nutrition, solute transport, and energetics (photosynthesis and respiration). The influence of biotic and abiotic factors will be included to provide a context in which to discuss stress physiology and its ecological consequences. Laboratory is included.

### **BI 364 Cell and Molecular Biology**

4 hours

The molecular organization, function and evolution of prokaryotic and eukaryotic cells. Lab work includes chromosome analysis, cellular fractionation, cell culture, and electrophoretic studies. Prerequisites: BI 112, CH 252 with grades of C or better. (Fall, odd years)

### **BI 370 Biochemistry (also cross-listed as CH 370 Biochemistry)**

4 hours

A basic study of the chemistry and metabolism of carbohydrates, lipids, proteins, and nucleic acids. The course provides an understanding of the structural and functional relationships of chemical constituents of cells and the role that they play in the processes of life. Laboratory is included. Prerequisite: CH 252 or consent of instructor with concurrent enrollment. Laboratory is included (Fall, odd years)

### **BI 373 Cell Physiology (also cross-listed as CH 373 Biochemistry II)**

4 hours

A rigorous study of the fundamentals of cell physiology, concentrating on intermediary metabolism and its regulation. Lab work includes computational biology and shadowing physicians. Laboratory is included. Prerequisites: BI 112, CH252 and BI/CH 370 with grades of C or better or consent of instructor. (Spring, even years)

### **BI 384 Molecular Genetics**

4 hours

This upper-level course will extend on topics presented in Genetics (B1283). The course will delve deeper into genetics with a specific focus on the molecular- scale processes responsible for producing our phenotype and their relationships to evolutionary change. The lab component focuses on various current lab techniques used in the field of genetics. (Spring, odd years)

### **BI 391 Evolution (also cross-listed as G-PR391)**

4 hours (Language Intensive)

A study of the history, philosophical underpinnings, and implications of Charles Darwin's Theory of Evolution by Natural Selection. This course does not include a laboratory. Prerequisites: BI 112 with a grade of C or better. (Interterm, odd years)

### **BI 393 Topics in Biology**

1-4 hours

One specific topic will be covered each time this course is offered. Possible topics include (but are not limited to) molecular genetics, vertebrate zoology, functional morphology, quantitative biology, and advanced ecology. Prerequisite: BI 112 with a grade of C or better and consent of the instructor.

### **BI 404 Biomedical Ethics**

2 hours

This seminar examines both the factual and ethical dimensions of decisions regarding healthcare. Students will use a case study approach to apply the ethical principles of autonomy, non-maleficence, beneficence, and justice to diverse situations. Alternative ethical systems and ethics in research are considered. This course does not include a laboratory. (Spring, even years)

### **BI 445 Readings and Research in Biology**

1-4 hours

Enrichment of a student's study in the discipline either by readings on a topic not covered in the above courses or by research done on or off campus. Prerequisites: 12 semester hours in the department or program with an average of C or better, and consent of the instructor. Open only to students majoring in the department or program.

### **BI 495 Field Experience in Biology**

1-4 hours

A planned experience in one of the field-oriented or professionally related phases of biological science. The specific area and content must be agreed upon in advance by the student, faculty advisor, and Vice President for Academic Affairs. Specific examples that are offered periodically, especially during Interterm are Field Experience in Puerto Rico and observations of various health careers with practicing professionals.

### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

## **Chemistry Course Descriptions**

### **G-CH 106 Environmental Chemistry**

*4 hours*

A one-semester introduction to the principles of chemistry, with an emphasis on chemical interactions in the environment. This course does not apply toward a major in biology, biochemistry, or chemistry. Laboratory is included. (Interterm, even years)

### **G-CH 111 College Chemistry I**

*5 hours*

A study of the principles, laws, and concepts of chemistry as they relate to the periodic table and systematic study of the properties of the elements. A study of modern atomic and molecular structure. Laboratory is included. (Fall)

### **CH 112 College Chemistry II**

*5 hours*

A continuation of CH 111. Includes study of the chemistry of metals and nonmetals, chemistry of solutions, chemical equilibrium and qualitative analysis. Laboratory is included. Prerequisite: G-CH 111. (Spring)

### **CH 201 Quantitative Analysis**

*4 hours*

A study of the principles and methods of analytical chemistry by the methods of volumetric and gravimetric analysis, precipitometry, acidimetry and oxidation-reduction titrations. Laboratory is included. Prerequisite: CH 112, or consent of the instructor. (Fall, even years)

### **CH 251 Organic Chemistry I**

*5 hours*

A study of the principles of organic chemistry, the physical and chemical properties of carbon compounds with emphasis on the mechanisms of organic reactions, the nomenclature of the compounds, and methods of organic synthesis. The carbon compounds discussed include some of the common alkanes, alkenes, alkynes, cycloalkanes, alkylhalides, ethers and alcohols. Laboratory is included. Prerequisite: G-CH 111 or consent of instructor. (Spring)

### **CH 252 Organic Chemistry II**

*5 hours*

A continuation of CH 251. Includes study of basic spectroscopy as a basic tool for structural analysis and the chemistry of aromatic compounds, aldehydes, ketones, amines, carboxylic acids and their functional derivatives. Laboratory is included. Prerequisite: CH 251. (Fall)

### **CH 310 Statistical Data Analysis (also cross-listed as BI 310 Statistical Data Analysis)**

*4 hours*

A study of fundamental concepts including data types, distributions, and hypothesis testing; and of the applications of spreadsheets and other software for data manipulation and statistical analysis. This course does not include a laboratory. Prerequisite: G-MA221 or consent of instructor. (Spring, odd years; Interterm, even years)

### **CH 370 Biochemistry (also cross-listed as Bi 370 Biochemistry)**

*4 hours*

A basic study of the chemistry and metabolism of carbohydrates, lipids, proteins and nucleic acids. The course provides an understanding of the structural and functional relationships of chemical constituents of cells and the role that they play in the processes of life. Prerequisite: CH 252 or consent of instructor with concurrent enrollment. Laboratory is included. (Fall, odd years)

### **CH 373 Biochemistry II (also cross-listed as Bi 373 cell Physiology)**

*4 hours*

A rigorous study of the fundamentals of cell physiology, concentrating on intermediary metabolism and its regulation. Laboratory is included.

Prerequisites: BI 112, CH252 and BI/CH 370 with grades of C or better or consent of instructor. (Spring, even years)

### **CH 385 Advanced Inorganic Chemistry**

*4 hours*

Further study of inorganic chemistry including structure and bonding, coordination chemistry, organometallic chemistry, the chemistry of transition metals and a more detailed systematic study of the families of the periodic table. Laboratory is included. Prerequisite: CH 112, CH 252. (Spring, even years)

### **CH 390 Instrumental Analysis**

*3 hours*

Advanced work in quantitative analysis with emphasis on the principles and methods of electrochemical, spectroscopic and chromatographic analysis. Laboratory is included. Prerequisite: CH 201, PH 206 or PH216, or consent of the instructor. (Spring, odd years)

### **CH 400 General Physical Chemistry**

*5 hours*

A study of the physical-chemical properties of matter. Topics covered include thermodynamics, the kinetic theory of gases, chemical kinetics, quantum mechanics, and statistical mechanics. Laboratory is included. Prerequisite: CH 252, G-MA 111, PH 206 (or concurrent enrollment). (on demand)

### **CH 445 Readings and Research in Chemistry**

*1-4 hours*

Enrichment of a student's study in the discipline either by reading on the topic not covered in the above courses or by research done on or off campus. Prerequisite: 12 semester hours in the department or program with an average of C or better, and consent of instructor. Open only to students majoring in the department or program.

### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

## **Natural Science Course Descriptions**

### **G-NS 100 Science in Society**

*3-4 hours (Language Intensive, if taken for 4 hours)*

The goals of this course are to build scientific literacy and to increase awareness of what Science has to offer to individuals and to Society. Classes will include lectures, faculty-led discussions of assigned readings, student-led discussions of "Science in the News" topics, and student presentations of semester projects/term papers. This course does not include a laboratory. (Interterm, odd years; Spring, even years)

### **G-NS 141 Environmental Science**

*4 hours*

A study of the environmental issues that arise from the complex relationships between humans and the earth. Emphasis will be placed on a scientific understanding and a search for solutions to environmental problems. Laboratory is included. (Fall)

### **NS 245 Climatology**

*3 hours*

This study of the Earth's climate system will emphasize the physical and biological processes that determine climate: e.g. radiative transfer, atmospheric and oceanic energy transfer, energy balance, the hydrologic cycle, and related geological, biological, and anthropogenic influences; and will consider their interactive effects on climate change. This course does not include a laboratory. (Spring, odd years)

### **NS 300 Research Methods**

*1 hour (Language Intensive)*

Preparation for participation in an independent laboratory research project in the natural sciences. Topics covered include scientific literature searches, research design, data handling, research evaluation, scientific writing, and reporting. To be taken during the sophomore or junior year. (Fall)

### **NS 350 Stewardship Seminar**

*1 hour*

A weekly discussion of the interrelationships among the current contents of the student's other courses, in light of their relationships to the goals of

the Environmental Stewardship major.

### **NS 375 Junior Seminar**

*1 hour*

Preparation for participation in an independent laboratory research project in the natural sciences. Topics covered include literature searches, research design, data handling, research evaluation, scientific writing and reporting, career exploration, and scientific ethics. (Spring)

### **NS 404 Environmental Ethics**

*2 hours*

This seminar examines both the factual and ethical dimensions of our current and possible future environments. Students will use a case study approach to apply different ethical frameworks to choices that arise from human interaction with the natural order. This course does not include a laboratory. (on demand)

### **NS 416 Ecological Economics**

*2 hours*

This seminar will provide an historical overview of various schools of ecological and economic thought, and present the principles uniting ecology with economics. Students will use a case study approach to analyze economic policies constrained by ecological reality, including economic growth theory and policy as it pertains to issues of societal and ecological sustainability. This course does not include a laboratory. (on demand)

### **NS 475 Senior Research**

*2 hours (Language Intensive)*

Experience in the planning, conducting, and reporting of scientific research. The student research works in continual consultation with the research advisor. Selection of the research topic and consent of the advisor must be obtained in advance of enrollment. Prerequisite: NS 375 and consent of research advisor.

### **NS 495 Field experience in the Natural Sciences**

*1-4 hours*

A planned experience in a field-oriented aspect of both the biological and physical sciences.

### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

## **Physical Science Course Descriptions**

### **G-PC 251 Geology**

*4 hours*

An introductory course that focuses on the scientific study of the earth. The course emphasizes the study of earth materials, changes in the surface and interior of the earth, and the dynamic forces that cause those changes. Laboratory is included. (Interterm, odd years)

### **G-PC 275 Astronomy**

*4 hours*

The structure and evolution of the universe, from nearby planets to distant quasars, are examined. Topics include recent discoveries concerning planets, stars, galaxies, pulsars, and black holes as well as their evolution, the structure of the universe today and how it will be in the future. The emphasis is descriptive rather than mathematical. Laboratory is included. (Interterm, even years)

### **PC 445 Readings and Research in Physical Science**

*1-4 hours*

Enrichment of a student's study in the discipline either by reading on a topic not covered in the above courses or by research done on or off campus. Prerequisite: 12 semester hours in the department or program and the consent of the instructor. Open only to students majoring in the department or program.

### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)



## Physics Course Descriptions

### PH 205 College Physics I

*5 hours*

A first course for chemistry and mathematics majors with a calculus background. Topics covered are mechanics, wave motion, and thermodynamics with emphasis placed on the use of mathematics to formulate problems and to explain physical phenomena. Prerequisite: G-MA 111. Laboratory is included. (Fall, odd years)

### PH 206 College Physics II

*5 hours*

A continuation of PH 205. Topics covered are electricity, magnetism, and optics. Prerequisite: PH 205. Laboratory is included. (Spring, even years)

### G-PH 215 General Physics I

*4 hours*

A first course for premed, biology, and other science majors with a college algebra background. Topics covered are mechanics, wave motion, and thermodynamics with emphasis placed on the understanding of physical concepts to formulate problems and to explain physical phenomena. Lab is included. Prerequisite: MA 105 College Algebra. (Fall)

### PH 216 General Physics II

*4 hours*

A continuation of G-PH 215. Topics covered are electricity, magnetism, and optics. Lab is included. Prerequisite: PH 215. (Spring)

### Individualized Courses Available

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)

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## Performing Arts Program

### Purpose Statement

The Department of Performing Arts commits itself to developing – through a professional-based approach supported by academic instruction – our students' knowledge and skills of music and theatre with a multicultural view and interdisciplinary commitment towards artistic creativity, collaboration, ethics, scholarship, professionalism and service.

The department achieves this purpose when its students

- Demonstrate an understanding of performing arts fundamentals, theory and history;
- Demonstrate an understanding of the elements of music;
- Demonstrate an understanding of the components of technical theatre;
- Demonstrate basic performance skills;
- Participate actively in performance and production experiences;
- Demonstrate readiness to enter the professional world of the performing arts through the completion of a senior project; and
- Meet Kansas State Department of Education and National Council for the Accreditation of Teacher Education standards for licensure in the area of music or theatre (education track only)

### Performing Arts Major

All Performing Arts majors take the following requirements

#### Requirements

**ET 101** Creativity and Innovation (3 hours)

**G-PA 110** Introduction to Performing Arts (3 hours)

**PA 140** Music Theory I (3 hours)

**G-PA 160** Performing for the Stage (3 hours)

**G-PA 170** Stagecrafts (3 hours)  
**PA 365 A** Conducting (2 hours) *OR*  
**PA 365 B** Directing (2 hours)  
**G-PA 385** Performing Arts History & Literature I (3 hours)  
**G-PA 390** Performing Arts History & Literature II (3 hours)  
**PA 375** Junior Seminar (1 hour)  
**PA 475** Senior Projects (2 hours)

In addition, students are required to take the following courses based on their chosen track.

## Music

**PA 144** Sight Singing & Ear Training I (1 hour)  
**PA 240** Music Theory II (3 hours)  
**PA 244** Sight Singing & Ear Training II (1 hour)  
**PA 330** Private Lessons (4 hours)  
**PA 340** Music Theory III (3 hours)  
**PA 344** Sight Singing & Ear Training III (1 hour)  
**PA 440** Music Theory IV (3 hours)  
**PA 444** Sight Singing & Ear Training IV (1 hour)

Students in this track are required to pass the Piano Proficiency Exam and must enroll in one hour of piano per semester until proficiency is passed. Students in this track are required to enroll in at least one ensemble per semester of residence.

## Theatre

**PA 220** Stage Make-up (2 hours)  
**PA 250** Dance I: Ballet and Ballroom (2 hours)  
**\*G-PA265** Script Analysis (3 hours)  
**PA 350** Dance II: Jazz & Tap (2 hours)  
**PA 370** Theatrical Design (3 hours)  
**PA 372** Costuming (2 hours)  
**PA 400** Theatrical Form and Style (3 hours)  
**PA215B** Stage Management Practicum (1 hour)

\* Students in this track are required to enroll for three additional practica and be involved in a majority of productions for the season.

## Musical Theatre

**PA 144** Sight Singing & Ear Training I (1 hour)  
**PA 220** Stage Make-up (2 hours)  
**PA 240** Music Theory II (3 hours)  
**PA 244** Sight Singing & Ear Training II (1 hour)  
**PA 250** Dance I: Ballet and Ballroom (2 hours)  
**PA 330** Private Lessons (2 hours)  
**PA 350** Dance II: Jazz and Tap (2 hours)  
**PA 400** Theatrical Form & Style (3 hours)  
**PA 410** Special Topics in Performing Arts (2 hours)

\*Students in this track are required to enroll in 1 ensemble per year and be involved in a majority of productions for the theatre season.

Students may choose to add a Music or Theatre Teaching Licensure by completing all the requirements of the Teacher Education Program as well as the following:

### Music Teaching Licensure

Guitar Proficiency Exam or 1 hr guitar (0-1 hour)  
Piano Proficiency Exam (0 hour)  
Performance Arts History & Literature courses (4 hours each Plus Teacher Education Program Requirements)  
**PA 275** Instrumental Techniques Lab (2 hours)  
**CI/PA 454** Methods for Teaching Instrumental Music in the Secondary School (3 hours)  
**CI/PA 465** Advanced Conducting and Rehearsal Techniques (2 hours)

### Theatre Teaching Licensure

**G-CM 120** Intro to Human Communication (3 hours)  
**G-CM 130** Interpersonal Communication (3 hours)

**G-CM 140** Public Speaking (3 hours)  
**PA 370** Theatrical Design (3 hours)  
**PA 372** Costuming (3 hours)  
**\*G-PA265** Script Analysis (3 hours)

## Performing Arts Minor

**G-PA 110** Introduction to Performing Arts (3 hours)  
**PA 140** Music Theory I (3 hours)  
**G-PA 160** Performing for the Stage (3 hours)  
**G-PA 170** Stagecrafts (3 hours)  
One History of Performing Arts Course (3 hours)  
Department electives (7 hours)

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# Performing Arts Course Descriptions

## **G-PA 110 Introduction to Performing Arts**

*3 hours*

An introduction to the various aspects of performing arts, this course is designed for both the major and non-major. Students discover the art of collaboration as the element binding all productions together. Major sections covered include structure, setting, style, genre, and audience analysis. Students will attend area productions to observe the various levels of presentation, i.e. educational, professional, community, etc.

## **PA 115 Performance & Production Lab**

*1 hour (Can be repeated), by consent of Instructor*

These practica are designed to give students a hands-on approach to learning and experiencing the various areas of performing arts. Each practica will be supervised by a member of the departmental faculty and the student will need to complete a journal or portfolio of the work accomplished.

### A. Acting

The student will be given credit for rehearsing and performing in a departmental production.

### B. Set Construction

The student will assume the position of master carpenter/crew head for the construction of a departmental production. Student could assist the designer in drafting, supervise the scene shop during the construction period, and be a member of the production staff, attending appropriate meetings in the pre- production aspects of the show.

### C. Properties

The student will accept the responsibilities of prop master for a departmental production. This may include some property design. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

### D. Sound

The student will be responsible for securing all sound effects, underscoring, and setting up all amplification for a departmental production. Student will also run sound for the production and be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

## **G-PA 120 Music Appreciation**

*3 hours*

This course is designed to introduce students to the elements, vocabulary, history, and development of music in Western civilization. Students will be introduced to major style traits, composers, significant compositions, and genres within music thereby gaining greater awareness of how being human is experienced and expressed through the creative process. Music Appreciation assumes a holistic approach and affords students the unique opportunity to study connections between the arts. This course meets The Arts requirement of the Humanities general education distribution requirement.

## **G-PA 125 Film & Culture**

*3 hours*

This course is designed to give students analytical tools to study film and the cinema. Students will study narrative styles, genres, history, theory, and film analysis. Students will also learn to analyze the philosophy behind the content and how it applies to modern culture. This course fills the general education requirement for Philosophy & Religion.

**G-PA 132 College Choir**

*0-1 hour*

Open to all students. Students will develop a knowledge of and appreciation for artistic creativity through singing some of the great choral repertoire of the past and present, experiencing the pleasure of singing in a quality ensemble, and developing the singer's vocal ability. The choir performs on major concerts fall and spring terms and tours during spring term to churches and schools. Prerequisite: entrance interview and informal audition. College Choir meets The Arts requirement of the Humanities general education distribution requirement when taken for credit.

**G-PA 134 College Band**

*0-1 hour*

This course is designed to provide students with the opportunity to musically express themselves through the study and performance of band literature. It is open to all students with appropriate experience, regardless of major. The band and any ensembles developed from it will perform a variety of wind, band and jazz literature. College Band meets The Arts requirement of the Humanities general education distribution requirement when taken for credit. Prerequisite: Entrance interview and informal audition with the band director.

**PA 136 Performing Arts Tour**

*3 hours, by consent of instructor*

Travel, lecture, and performance tour of a region of the U.S. or foreign country. Study involves the functions of performing art and its interaction with culture, emotion, language, dance, art, sculpture and architecture.

**PA 140 Music Theory I**

*3 hours*

This is a foundational course in harmonic concepts and their application in reading, studying and performing music. Students will learn the fundamentals of music including musical notation, major and minor scales, key and time signatures, intervals, triads, and seventh chords. This course is a core requirement for students seeking music licensure and for those pursuing the performing arts music, theatre and musical theatre tracks. Co-requisite: PA 144, Sight Singing and Ear Training I.

**PA 144 Sight Singing and Ear Training I**

*1 hour*

**PA 150 Yoga**

*1 hour (Can be repeated)*

Introductory class for students. Students will utilize their own body-instrument and increase flexibility while strengthening their muscle core and breath capacity.

**G-PA 160 Performing for the Stage**

*3 hours*

Students develop confidence and leadership skills as they pertain to aural performance. Students will practice and perform basic ideas through theatre monologues, poems, song lyrics or prose. Diction, enunciation, dialect, and a basic introduction to the International Phonetic Alphabet will be covered as well as charisma, charm, professionalism and marketability.

**G-PA 170 Stagecrafts**

*3 hours*

The study of a wide variety of "craft/skills" used when preparing a script for performance. The student work will focus on basic set construction practices and scene painting techniques. Other areas covered include the hanging and focusing of lighting instruments, basic costume stitching, the creation of sound effects and the creation of stage properties. The student will work on productions to be staged by the department during the current season.

**PA 215 Performance & Production Lab**

*1 hour (Can be repeated), by consent of Instructor*

These practica are designed to give students a hands-on approach to learning and experiencing the various areas of performing arts. Each practica will be supervised by a member of the departmental faculty and the student will need to complete a journal or portfolio of the work accomplished.

**A. Box Office/Publicity/House Management**

Student will take charge of the front of house responsibilities for a departmental production. This includes press releases, First Nighters information, lobby displays, program copy, securing ushers and coordinating with dinner staff. The student will be a member of the production staff, attending appropriate meetings in the pre- production aspects of the show.

**B. Stage Management**

Production experience in the professional duties of stage manager, including participation as stage manager in pre-production, rehearsal, and

performance phases of a production. The student will be a senior member of the production staff, attending meetings in the pre-production aspects of the show.

#### C. Dinner Theatre

The student will work with the director of First Nighters in establishing a menu, creating shopping lists, organization of the kitchen, supervising workers, creating décor for dining space and overseeing clean up of the kitchen and dining space. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

#### D. Event Planning

The student will work with building supervisors and organization leaders to plan and execute events in the Brown, Friendship, and Mingenback complex. The student will be responsible for coordinating the events and planning the set-ups and tear-downs.

### **PA 220 Stage Make-Up**

*2 hours*

Practical application of various types and styles of professional and theatrical make-up from day-to-day use through specialty applications with some time spent on special effects. Student fee for make-up kit.

### **PA 232 Vocal Ensemble**

*0-1 hour (Can be repeated)*

Vocal ensemble is a select performance group formed by audition from members of the McPherson College Choir. It is designed to give students opportunity to sing and perform some of the great vocal chamber literature in a variety of settings. Prerequisite: simultaneous enrollment in college choir and consent of instructor.

### **PA 234 Instrumental Ensemble**

*0-1 hour (Can be repeated)*

This course consists of select trios, quartets, quintets, jazz band or combos, and other like-instrument ensembles organized by audition according to interest and available students. Prerequisite: Simultaneous enrollment in college band or consent of instructor.

### **PA 240 Music Theory II**

*3 hours*

This course offers a foundation in analyzing and writing music that will benefit any musical endeavor and is essential for a music educator. Students will be introduced to structural elements of writing music including four-part voice writing using triads in root position, harmonic progressions and harmonic rhythm, and part writing using triads in first and second inversion. This course is designed for students seeking music licensure and for those pursuing the performing arts music and musical theatre tracks. Prerequisite: Successful completion of PA 140, Music Theory I. Co-requisite: PA 244, Sight Singing and Ear Training II.

### **PA 244 Sight Singing and Ear Training II**

*1 hour*

A continuation of PA 144, Sight Singing and Ear Training I. Prerequisite: Successful completion of PA 144 Sight Singing and Ear Training I. Co-requisite: PA 240, Music Theory II.

### **PA 250 Dance I: Ballet & Ballroom**

*2 hours*

Dance course covering basic vocabulary and technique for Ballet, Waltz, Cha Cha, Tango, Merengue, Jive, Foxtrot and Quickstep.

### **G-PA 265 Script Analysis**

*3 hours (Language Intensive)*

This course will explore the structure of dramatic works. Emphasis will be placed on the process of interpreting a text and translating it to the performing arts. Students will strengthen skills in reading, listening, writing, script and other character interpretation as they develop an appreciation of dramatic literature and the author's art and craft.

### **PA 274 Instrumental Techniques Lab**

*1 hour (Can be repeated) By consent of Instructor*

This course provides students with hands-on experience in playing and teaching band instruments at the public school level with emphasis on a functional knowledge of teaching materials, fingerings, acoustics, tone production, rudiments, and care of the instruments. This course is designed for students seeking music licensure. Prerequisite: Concurrent enrollment in Methods for Teaching Instrumental Music in the Secondary School and permission of the Instructor.

### **PA 315 Performance & Production Lab**

*2 hour*

These practica are designed to give students a hands-on approach to learning and experiencing the various areas of performing arts. Each practica will be supervised by a member of the departmental faculty and the student will need to complete a journal or portfolio of the work accomplished.

**A. Design**

The student will serve as either scenic or costume designer for a departmental production. The student will work with the director from the early stages of the pre- production meetings, present the designs at the first production meeting and will be a member of the production staff, attending appropriate meetings in the pre- production aspects of the show.

**B. Costuming**

Student will assume the responsibilities of the costume shop supervisor for a departmental show. This will include assisting the designer in shopping for fabric, patterning, cutting and supervising crew members in the construction of the garments. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

**C. Make-up**

Student will be responsible for designing and realizing the make-up designs for a departmental production. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

**D. Lighting**

The student will act as lighting designer for a departmental production. This will also include the supervision of hanging the design and running lights for the production. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

**PA 330 Private Lesson**

*1 hour (Can be repeated), by consent of Instructor*

These lessons offer an intensive learning experience through a one-to-one setting. Students will develop their musicianship and technical ability through the preparation, interpretation and performance of representative works of the past and the present.

**A. Voice**

Students will develop their ability to access musical and literary resources for vocal music; their understanding of appropriate vocal pedagogy; their ability to identify, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization; and their ability to evaluate musical performances. Open to all students.

**B. Piano**

Students will have the opportunity for musical growth both in performance of piano literature and in knowledge of the interrelationships between performance, history, and theory. Open to all students.

**C. Guitar**

Students will 1) address personal levels of skill and technique as appropriate for guitar; 2) become aware of professional recordings and performances on the instrument; 3) study appropriate literature for the instrument. Open to all students.

**D. Brass, Woodwind or Percussion**

Students will 1) address personal levels of skill and technique (posture, breathing, tonal concept, resonance, embouchure, range, vibrato, melodic interpretation, poise, performing etiquette, melody, phrasing, style, harmony, rhythms, intonation, articulations, alternate fingerings, and memory) as appropriate for each instrument studied; 2) become aware of professional recordings and performances on the instrument; 3) study appropriate literature for the instrument. Open to all students.

**E. Organ**

Students will have the opportunity for musical growth both in performance of organ literature and in knowledge of the interrelationships between performance, history, and theory. Open to all students.

**PA 340 Music Theory III**

*3 hours*

This course is a continuation of Music Theory II. Students will be introduced to cadences, phrases, periods and sentences, non-chord tones, and diatonic seventh chords as they explore the structural elements of writing music at a more advanced level. This course is designed for students seeking music licensure and for those pursuing the performing arts music track. Prerequisite: Successful completion of PA 240 Music Theory II. Co-requisite: PA 344, Sight Singing and Ear Training III.

**PA 344 Sight Singing and Ear Training III**

*1 hour*

A study including sight singing, rhythmic performance, keyboard and improvisation exercises, dictation (melodic, harmonic, rhythmic), and related skills, all designed to develop the student's musical ear to the highest degree possible. Prerequisite: Successful completion of PA 244, Sight Singing and Ear Training II. Co-requisite: PA 340, Music Theory III.

**PA 350 Dance II: Jazz & Tap**

2 hours

The student will be exposed to Basic Tap, Charleston, Jitterbug, Swing Dancing, Hip-Hop, Step Dancing and Stomp.

### **PA 365A Conducting**

2 hours

A study of the fundamental gesture, technique, and score preparation. Additional focus is given to oral communication and writing related to the art of conducting and self-evaluation. Pre-requisites: PA 340 or Instructor Approval.

### **PA 365B Directing**

2 hours

Performing Arts are collaborative in nature. This course will explore collaboration from a leadership standpoint with emphasis on organization techniques. Leadership styles and theatre tips. Students will also explore a variety of theatre games that can be used in rehearsal or in the classroom as a way to deepen collaboration and strengthen team-play. Students enrolled in Directing will be required to direct as part of the course assessment. (Fall, even years)

### **PA 370 Theatrical Design**

3 hours

Students will study the basic concepts for design as it applies to scenery, costumes, lighting, and sound. Students will be working as a team of designers, moving from area to area but also allowing for concentration in at least one of the above areas of the theatrical design. Students will focus on designs for the department's season of concerts, plays, musicals, senior recitals or musical reviews.

### **PA 372 Costuming**

2 hours

Theatrical costumes and their construction will be the focus of this course. Students may have the opportunity to do some design work. Students will work on various construction techniques, learn how to measure the actor's body, draft and alter patterns, shop for fabric and build various costume pieces, i.e. bodice/jackets, sleeves, skirts, slacks and undergarments. Labs will consist of working on departmental productions as well as the creation of teaching tools.

### **PA 375 Junior Seminar**

1 hour

Students at the Junior level will meet bi-monthly throughout their Junior year in a seminar setting and will:

- clarify and focus their major goals - academic and vocational
- formulate their Senior project proposal
- further develop their career resumes and/or portfolios
- discuss internships

### **G-PA 385 Performing Arts History and Literature I**

3-4 hours (*Language Intensive*)

This course will allow students to study music and theatre in relationship, thereby gaining greater awareness of how being human is experienced and expressed through the creative process. This course assumes a holistic approach and affords students the unique opportunity to study connections between the performing arts. Students will be introduced to selected major characteristics and issues in American, Western European, ethnic, and world music and theatre from Greek to the mid-19th century. Students seeking licensure in music will enroll in the additional credit hour to prepare for the Praxis exam.

### **G-PA 390 Performing Arts History and Literature II**

3-4 hours (*Language Intensive*)

Part two is a continued study of the music and theatre relationship. This course surveys the performing arts in the last 200 years highlighting the most important changes and challenges to the field in that time. Students pursuing licensure in music will enroll in the additional credit to prepare for the Praxis exam.

### **PA 400 Theatrical Form and Style**

3 hours

An examination of the major historic period styles in acting, design, and directing. Students will read plays that will work with the various techniques discussed in class.

### **PA 410 Special Topics in Performing Arts**

2 hours

This course is designed to give students the opportunity to experience a variety of topics in the Performing Arts that could be linked to the

production calendar or topics that are not covered in the regular series of courses. Examples might include a seminar covering a specific playwright to be produced, an acting style being used in the staging of a production, or rendering skills needed to prepare a portfolio.

#### **PA 415 Performance & Production Lab**

*1 hour (Can be repeated), by consent of Instructor*

These practica are designed to give students a hands-on approach to learning and experiencing the various areas of performing arts. Each practica will be supervised by a member of the departmental faculty and the student will need to complete a journal of the work accomplished.

##### **A. Musical Theatre**

The student will be given credit for rehearsing and performing in a departmental production of a musical or musical revue.

##### **B. Directing**

Student will take responsibility for directing a show not connected to another class. Student will be in charge of all aspects from budget through supervision and selection of cast and crews.

##### **C. Choreography**

Student will receive credit for planning, teaching and rehearsing the movement for a performance. Student will be in charge of integrating the blocking with the movement and support the piece as part of the directing team.

##### **D. Technical Direction**

Student will take responsibility for directing the technical aspects of a show not connected to another class. Student will be in charge of all aspects from budget through supervision of crews and designs.

#### **PA 440 Music Theory IV**

*3 hours*

This course is a continuation of Music Theory III. In this upper-level course, students will be introduced to advanced chromaticism, secondary functions, modulations, and larger musical forms from major historic periods in music. Students will also explore materials and techniques used in Twentieth-Century Music. This course is designed for students seeking music licensure and for those pursuing the performing arts track. Prerequisite: Successful completion of PA 340, Music Theory III. Co-requisite: PA 444, Sight Singing and Ear Training IV.

#### **PA 444 Sight Singing and Ear Training IV**

*1 hour*

A continuation of PA 344, Sight Singing and Ear Training III. Prerequisite: Successful completion of PA 344, Sight Singing and Ear Training III. Co-requisite: PA 440 Music Theory IV.

#### **PA 453/CI 453 Methods for Teaching Vocal Music in the Secondary School**

*3 hours*

Students learn choral literature, pedagogy, rehearsal techniques, rehearsal planning, music literacy strategies, assessment and grading, rehearsal management, and administration of a middle and high school choral program. This course is designed for students seeking music licensure. Prerequisite: Permission of the Instructor

#### **PA 454/CI 454 Methods for Teaching Instrumental Music in the Secondary School**

*3 hours*

This course provides an overview of and practical applications in the basic technical aspects of organizing, administrating, teaching, and conducting instrumental ensembles at the public school level. This course is designed for students seeking music licensure. Prerequisite: Concurrent enrollment in Instrumental Techniques Lab and permission of the instructor.

#### **PA 465 Advanced Conducting and Rehearsal Techniques**

*2 hours*

This course provides students an in-depth study of band or choral teaching methods and advanced study and practice in band or choral conducting. Topics will include conducting and rehearsal techniques, score study and repertoire. This course is designed for students seeking music licensure. Prerequisite: Successful completion of PA 365, Conducting.

#### **PA 475 Senior Project**

*2 hours*

Each performing arts major is required to complete this capstone experience. Four of the more popular projects are listed, but each student is allowed to create a project to match his/her interests and expertise in the performing arts.

##### **Recital Project**

The student will complete an intensive preparation of skills and research in conjunction with a performance. Research could include Western European, Musical Theatre and American classic. Prerequisite, Private lessons.



#### Directing Project

Intensive development of directing skills and process, including text analysis and exploration of craft fundamentals as a basis for director/actor/designer collaboration and effective staging, with particular emphasis on challenges of style in text and production. Examination of process of conceptualization in dramatic production; centrality of theatric conceptualization in interpretation of dramatic text. Students direct a full-length play under observation, with discussion and critique of work in progress with faculty advisor. Prerequisite, PA365, Directing and PA365B, Directing.

Acting Project. Student will be involved in the selection of the role in one of the department's production for a culminating acting experience. Student will be involved with the director in examining the script, creating the approach to the show, and setting goals for the production. An intensive rehearsal process as the student prepares the role in collaboration with the entire production team and cast. Prerequisite, G-PA160, Performing for the Stage.

#### Design Project

Complete responsibility for the design of one of the following elements for a departmental production, depending on the student's primary area of interest: sets, costumes, lighting, makeup, or sound. Student will be working in collaboration with the director and other designers assigned to the production. Prerequisite, PA370, Theatrical Design.

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## Philosophy & Religion Program

### Purpose Statement

The Philosophy and Religion department offers courses designed to help students critically reflect upon religious and philosophical traditions that for millennia have deeply shaped how human beings have understood their lives as a whole in relationship to all that exists. In so doing, students will critically consider their own worldview, while at the same time understanding more deeply and with greater empathy the worldviews of others. Travel courses offered through the program superbly complement the rest of the curriculum for this purpose. The practical benefits of the major are many. It provides excellent background for professions such as business, education, social work, and humanitarian assistance – to name just a few – that require understanding and empathy across widely diverse cultures. The major develops critical thinking skills essential to success in these and other professions, especially law. In addition, given the possibility the major offers for focusing specifically on the Christian tradition, it can assist students who seek to understand their chosen profession, whatever it may be, as Christian ministry, or who want preparation for entering seminary upon graduation. Whatever their career path, students will find their study of philosophy and religion empowering them to live with a deeper sense of purpose, a surer sense of their vocation, and greater appreciation for values such as peacemaking, stewardship, and service that contribute to the well-being of the world.

The Department of Philosophy and Religion achieves its purpose when its graduates:

- demonstrate an understanding of the world's major religious traditions and the diverse ways each is interpreted, with a special emphasis on how these traditions help shape both the human experience of the world around us and our response to it;
- demonstrate the ability to critically engage the western philosophical tradition as it addresses fundamental questions about the nature of reality, the meaning of our experience, and the purpose of life;
- demonstrate the ability to critically evaluate and improve their own thinking;
- demonstrate the ability to bring the study of religion and philosophy to bear on their quest to understand the meaning and purpose of their own lives.

### Philosophy/Religion Major

#### Requirements (All courses are 3 hours unless otherwise specified)

##### Core Courses (18 hours):

**G-PR 106** Spiritual Pathways: Transformation, Compassion, and Vocation

**G-PR 107** Critical Thinking

**G-PR 201** Introduction to Philosophy

**G-PR 306** World Religions

**PR 375** Junior Seminar (1 hour)

**PR 431** Topics in Religious or Theological Studies OR

**PR 432** Topics in Philosophy

**PR 475** Senior Seminar/Thesis (2 hours)

##### Electives (12 hours from the following):

**G-PR 101** Old Testament-Hebrew Bible: God and People in Ancient Israel

**G-PR 102** Jesus: New Testament Foundations

**G-PR 104** Ethics  
**G-PR 202** Christian Traditions  
**G-PR 203** Science and Religion  
**G-PR 204** Peacemaking: Religious Perspectives  
**G-PR 206** Religion and Environmental Stewardship  
**PR 304** The Church of the Brethren and Beyond: The Christian Church Serves Our World

**Supporting Courses (12 hours from the following)\*:**

**G-ET 201** Entrepreneurship on the Horizon  
**EN 230** Linguistics (2 hours)  
**G-CM 130** Interpersonal Communication  
**G-CM 221** Intercultural Communication  
**CM 240** Gender Communication  
**CM 325** Conflict Communication  
**BI 404** Biomedical Ethics (2 hours)  
**NS 404** Environmental Ethics (2 hours)  
**G-HI/PS 101** Historical Introduction to Politics  
**G-PS 215** Global Peace Studies  
**HI 313** Medieval Europe  
**PY/SO 210** Human Sexuality  
**PY/SO 308** Counseling  
**PY 405** Personality Theories

\*Note: alternative courses will be considered and can be approved by the department chair on a case-by-case basis.

## Philosophy/Religion Minor

### Requirements (all courses are 3 hours)

**G-PR 106** Spiritual Pathways: Transformation, Compassion, and Vocation  
**G-PR 201** Introduction to Philosophy  
plus a minimum of 12 more hours of any courses with a PR prefix.

## Peace Studies Minor

The Department also coordinates and provides oversight for a minor in Peace Studies. Peace Studies is an interdisciplinary field of study that seeks understanding of the causes of human conflict and violence. It then strives to develop methods for resolving conflicts nonviolently and for promoting peace through justice at all levels of human society and in human relationships with the natural environment. The minor can complement any number of majors, for example, Political Science, History, or Environmental Stewardship, especially for those students seeking to couple their major field and professional training to values of social justice and peacemaking.

Students who complete a minor in Peace Studies will be able to:

- demonstrate that they understand some of the most important causes and consequences of interpersonal, societal, and international conflict and violence; and
- demonstrate that they understand a variety of methods for conflict resolution and peacemaking that address these causes and promote the well-being of human communities and of the planet on which we live.

### Requirements (all courses are 3 hours unless otherwise specified)

#### Core Courses (12 hours)

**G-PS 125** International Relations  
**G-PR 204** Peacemaking: Religious Perspectives  
**G-PR 215** Global Peace Studies  
**G-CM 325** Conflict Communication

#### Electives (at least 6 hours from the following)

**G-PR 104** Ethics  
**G-NS 141** Environmental Science (4 hours)  
**G-ET 201** Entrepreneurship on the Horizon

**G-SO 202** Minorities in the US (3-4 hours)  
**G-PR 206** Religion and Environmental Stewardship  
**SO 206** Social Problems (3-4 hours)  
**G-CM 221** Intercultural Communication  
**G-CM 240** Gender Communication  
**NS 404** Environmental Ethics (2 hours)

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## Philosophy & Religion Course Descriptions

### **G-PR 101 Old Testament-Hebrew Bible: God and People in Ancient Israel**

*3 hours*

An exploration of the history, literature, and religion of ancient Israel using selected portions of the Hebrew Bible (Old Testament) as primary sources. The course focuses on major themes that have shaped the life and faith of both Jewish and Christian religious communities to this day, and will provide students opportunities to consider how these themes might inform their thinking about their own lives. (Fall)

### **G-PR 102 Jesus: New Testament Foundations**

*3 hours*

An introduction to the New Testament that focuses on understanding the life and teachings of Jesus in his first-century context. The course will also explore how these foundational texts continue to inform Christian life and faith, and will provide students opportunities to ponder the potential impact of these reflections on their own lives. (Fall)

### **G-PR 104 Ethics**

*3 hours*

This course enables students to think critically about moral values and the process of ethical decision-making. Students will be challenged, both to understand how and why others think about the moral life as they do, and to evaluate critically their own moral values and the ways they resolve ethical problems. (Interterm and Spring)

### **G-PR 106 Spiritual Pathways: Transformation, Compassion, and Vocation**

*3 hours (Language Intensive)*

An introduction to religion that considers (1) how different religious traditions understand life as a journey in search of spiritual awakening and transformation and (2) how these different traditions in turn see compassion for others and devotion to service as two keys to living an authentic human life. In view of the preceding, the course culminates with a reflection on the meaning of personal vocation and offers students an opportunity to consider their own individual life callings. (Fall)

### **G-PR 107 Critical Thinking**

*3 hours*

This course will help students understand how we draw conclusions about what is true in any and all aspects of life. The goal of the course is for students to develop their skill at evaluating the quality of their thinking, especially by becoming aware of common ways in which our reasoning goes wrong. The course will encourage students to consider both how critical thinking can become a way of life, and the positive impact that critical thinking can have on our world. (Spring)

### **G-PR 201 Introduction to Philosophy**

*3 hours*

This course will introduce students to the activity of philosophy. In dialogue with the Western philosophical tradition, students will practice systematic, critical, and deep reflection on some of the most fundamental questions that can be asked, for example, What can we know, and how? What does it mean to be human? Does life have ultimate meaning, and what might that meaning be? Students will be introduced to the concept of a "life philosophy" and provided the opportunity to develop their own personal philosophies of life. (Fall, and Interterm even years)

### **G-PR 202 Christian Traditions**

*3 hours*

An exploration of different, contemporary traditions of Christian faith and practice that will help students grasp some of the diverse ways that Christians today understand the meaning of following Jesus. The course will consider important texts from these diverse traditions, as well as biographies of some of their key representatives, and then ponder their significance for Christians and non-Christians alike who seek to live lives of meaning and purpose. (Spring)

**G-PR 203 Science and Religion**

*3 hours*

Especially in the United States, science and religion are typically presupposed to be in conflict with each other. This course starts from a different presupposition. It begins by exploring in some detail the story of the universe told by contemporary cosmology and evolutionary biology, and in the process invites students to consider how a dialogue between science and faith might lead to a rich, coherent, and personally meaningful understanding of humanity and of humanity's place in the universe. (Spring)

**G-PR 204 Peacemaking: Religious Perspectives**

*3 hours*

This course critically engages diverse religious perspectives on peacemaking. It begins by exploring the various positions on non-resistance, non-violence, and humanitarian service taken by the historic peace churches: Mennonite, Quaker, and Brethren. It then seeks precedents for these positions in Christianity's past, and finally moves forward into the present, with special attention to conversations within and between different world religions about the religious roots of violence, and about the vital contribution that religious believers and communities can make to world peace. (Spring, even years)

**G-PR 206 Religion and Environmental Stewardship**

*3 hours*

Beginning with Christianity and then exploring the perspectives of other religions, western and eastern, this course explores how religious belief and practice impact human attitudes toward the natural world, shaping in turn both how environmental problems are perceived, and the steps that are, or are not, taken to address these problems, such as global climate change, preserving biological diversity, and the consequences of environmental degradation for the poor. Throughout, students will be given opportunities to evaluate critically their own sense of vocation to environmental stewardship. (Spring, odd years)

**PR 304 The Church of the Brethren and Beyond: The Christian Church Serves Our World**

*3 hours*

With special emphasis on the Church of the Brethren, a study of how Christian churches are helping to serve others and bring peace amidst the many cultural, racial, and political struggles of our day. (Fall, even years)

**G-PR 306 World Religions**

*3 hours*

An introduction to major world religions, including, but not limited to: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. The goal is for students to understand key teachings and practices of each, and thereby to develop an understanding of and empathy for how adherents of these traditions experience life and the world around them. Finally, student will consider how their study of these traditions might contribute to their own life and thought.

**PR 375 Junior Seminar**

*1 hour*

Philosophy and Religion majors during their junior year are required to meet together to critically reflect on the idea of vocation from a variety of religious and philosophical perspectives, and then both to research a profession they are considering and to reflect on how pursuing that profession might answer to their developing sense of vocation.

**PR 431 Topics in Religious and Theological Studies**

*3 hours*

An in-depth study of a particular religion or topic in religious studies, or of a particular person or topic in Christian history or theology. Emphasis will be placed on critically reading key texts and understanding religious or theological subjects in their appropriate contexts, and then engaging them from the perspectives of students' own interests and life philosophies. Topics will vary from year to year. For example, the course might study Islam or Buddhism, or topics like religious ritual or religious art and architecture. Or it might focus on a figure such as Augustine or Thomas Merton, or on topics like Christian worship or problems in Christian ethics. (Fall, even years)

**PR 432 Topics in Philosophy**

*3 hours*

A study of a specific field within philosophy that will introduce its important questions and help students understand and evaluate critically the different answers that philosophers have proposed. The emphasis throughout will be on practicing the methods of philosophical reflection and debate. Topics will vary year to year, for example, philosophy of science, philosophy of mind, philosophy of religion, or aesthetics (philosophy of art). (Fall, odd years)

**PR 475 Senior Seminar/Thesis**

*2 hours*

Senior Philosophy and Religion majors are required to do a senior thesis with the topic approved by their departmental advisor no later than

midterm of the fall semester. Students may enroll for the course fall, interterm, or spring during their senior year, but are expected to work on their project throughout the year in consultation with their departmental advisor, and to meet periodically with other Philosophy and Religion seniors as they do so.

### Individualized Courses Available

- 295/495** Field Experience (1-4 hours)
  - 299/499** Independent Study (1-4 hours)
  - 388** Career Connections (1-12 hours)
  - 445** Readings & Research (1-4 hours)
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## Psychology Program

### Purpose Statement

The psychology program commits itself to developing majors with pre- professional training and non-majors with basic knowledge of and skills in psychology. The program achieves this purpose when its students:

- understand themselves, others, and how individuals interact within social systems
- have acquired knowledge and skills requisite for entry into selected professions, especially pre-professional careers in the behavioral sciences
- have acquired knowledge and skills requisite for entry into graduate programs in psychology and related fields
- have bridged the gap between theory and practice through Internships
- meet State Department of Education standards for certification in the area of psychology (applies to candidates for teacher certification in psychology)

In addition to preparing its majors, psychology contributes to the general education program and serves other majors.

Teaching licensure is available in this area. Students who wish to double major in psychology and sociology need have only one emphasis.

### Psychology Major

#### Requirements

- G-PY 101** Introduction to Psychology (3 hours)
- PY 204** Child and Adolescent Development (3-4 hours)
- PY/SO 335** Research Methods I (4 hours)
- PY/SO 303** Social Psychology (3 hours)
- PY 305** Abnormal Psychology (3-4 hours)
- PY 415** Learning, Memory, and Cognition (3 hours)
- PY 336** Research Methods II (4 hours)
- PY/SO 375** Junior Seminar (1 hour)
- PY 405** Personality Theories (3 hours)
- PY/SO 308** Counseling (3 hours)
- \*PY 450** History and Systems of Psychology (3 hours)
- PY/SO 474** Scientific Writing for the Behavioral Sciences (2 hours)

#### *Sciences*

- \*PY/SO 475** Senior Seminar/Thesis (2 hours)
- G-MA 221** Elementary Applied Statistics (4 hours)

Psychology majors seeking 6-12 teaching licensure may substitute Student Teaching in the Secondary School (CI 475) for Senior Seminar/Thesis (PY 475).

#### *Child Development Emphasis*

- PY 254** Parent-Child Relations (3 hours)
- PY 354** Child Development and Social Policy (3 hours)
- PY 454** Applied Behavior Analysis and Youth (3 hours)

**PY 470** Developmental Psychopathology (3 hours)

*Health and Human Services Emphasis*

**SO 260** Introduction to Human Services (3 hours)

**SO 365** Social Work in American Society (3 hours)

**PY 430** Health Psychology (3 hours)

**SO 470** Social Gerontology (3 hours)

Students seeking special education licensure may use the Adaptive Special education program as their required emphasis.

### **Recommended courses for Students interested in Human Services careers**

**PY/SO 210** Human Sexuality (3 hours)

**G-SO 101** Introduction to Sociology (3 hours)

**G-SO 202** Minorities in the U.S. (3-4 hours)

**SO 206** Social Problems (3-4 hours)

**G-SO 246** Marriage and Family (3-4 hours)

As much practical experience in human service placements as possible

## **Psychology Minor**

### **Requirements**

**G-PY 101** Introduction to Psychology (3 hours)

**PY 204** Child and Adolescent Development (3-4 hours)

**PY/SO 303** Social Psychology (3 hours)

**PY 305** Abnormal Psychology (3-4 hours)

Electives to total 18 hours

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## **Psychology Course Descriptions**

### **G-PY 101 Introduction to Psychology**

*3 hours*

A survey of psychology emphasizing applications to the life of the student. Assumptions of psychological scientists are examined and scientific methods of investigating and reasoning about human behavior are introduced. (Fall, Spring)

### **PY 204 Child and Adolescent Development**

*3-4 hours*

A basic course dealing with the various processes of child and adolescent development. The overarching goal or mission of the course is to present the basic knowledge of child development in an applied context in which the established knowledge base of child psychology is used to suggest solutions to social problems of children in this society and in the world community. Prerequisite: G-PY 101 Introduction to Psychology. (Spring)

### **PY/SO/PE 210 Human Sexuality**

*3 hours*

A study of female roles, male roles, values, life adjustments, sexual identities, religion, language, and behavior differences based on cultural, educational and socioeconomic factors related to human sexuality. Course uses lectures, audio- visuals, discussions, guest resource persons, assigned readings, and projects or papers to present information. Prerequisite: sophomore standing or higher or instructor consent. (Spring)

### **PY 254 Parent-Child Relations**

*3 hours*

A study of parenting across the lifespan. Topics include parenting styles, parenting strategies, and parenting in different family systems. (Spring)

### **PY 295 Field Experience in Psychology**

*1-4 hours*

Various types of placements are available for practical experience relevant to the psychology major. Examples: institutions for people with developmental disabilities, adolescent group-homes, the Big Brother/Big Sister program, and others.

### **PY/SO 303 Social Psychology**

*3 hours*

A study of the individual as he/she is affected by other persons. Topics covered include: interpersonal relations, social learning, conformity and individuality, attitudes, groups and organizations, and others. Discussion and involvement methods are emphasized. Prerequisite: 6 hours in the behavioral sciences or instructor consent. (Spring)

### **PY 305 Abnormal Psychology**

*3-4 hours*

A study of behaviors variously classified as abnormal, psychopathic, sociopathic, disordered, mentally ill, retarded, neurotic, psychotic, deviant and others. Prerequisite: 6 hours in psychology and junior standing. (Fall, odd years)

### **PY/SO 308 Counseling**

*3 hours*

A study of the theory and practice of counseling including a survey of the various systems of psychotherapy (person-centered therapy, psychoanalysis, behavioral therapy, cognitive-behavioral therapy, etc.) and learning, through role-play, of skills needed to be a helper. Prerequisite: PY 405 or instructor consent. (Spring)

### **PY/SO 335 Research Methods I**

*4 hours*

The basic research methods course for behavioral science majors. Correlational, survey, and case study techniques, basic experimental design, research ethics, and general professional conduct of empirical investigation are studied in a team-taught format. Lecture, laboratory, and practical field exercises are used as learning methods. Prerequisite: G-MA221. Concurrent enrollment is acceptable. (Fall)

### **PY/SO/PE 336 Research Methods II**

*4 hours*

The second of the two basic research methods courses for behavioral science majors. Relatively advanced scientific research designs and statistical analyses are studied. SPSS, a statistical package, is used for most of the work in the course. Prerequisites: G-MA 221 and PY/SO 335. (Interterm)

### **PY 354 Child Development and Social Policy**

*3 hours*

A study of the relation between children and government. The course considers the interrelations between social policy and research findings from the field of child and adolescent psychology. (Interterm)

### **PY/SO 375 Junior Seminar**

*1 hour*

Several topics and issues are examined in a seminar format. These include ethical practices and concerns as they relate to research and clinical work, the development and execution of basic and applied research, and career development and related matters. Students work toward developing appropriate research topics for their senior theses and may explore internship opportunities. (Spring)

### **PY 405 Personality Theories**

*3 hours*

Personality is the field within psychology that specializes in how individuals think, feel, and behave with an emphasis on the person as a whole. The course covers the five basic approaches to personality: the trait approach, the biological approach, the psychoanalytic approach, the phenomenological approach, and the behaviorist/learning theory/cognitive approach. Junior or Senior standing or permission of the instructor required. (Fall)

### **PY 415 Learning, Memory, Cognition**

*3 hours*

An advanced survey course dealing specifically with current research findings in the areas of behavioral and cognitive psychology. The course will focus on what psychological science has discovered about human learning, memory, and forgetting. Prerequisite: G-PY 101, PY 303, PY/SO 335 or instructor consent. (Spring, odd years)

### **PY 430 Health Psychology**

*3 hours*

A study of the fundamentals of human psychological and biomedical factors in the areas of health, wellness, and physical/mental illness. The course presents clinical applications of personality and social psychological theories, as they relate to cultural beliefs, human development, and different

diseases; introduces key determinants of behavior, such as personality, family, ethnicity, and religion; and explores behavioral/motivational research in the emerging field of alternative and complementary medicine. Health care prevention, intervention, and maintenance issues and strategies are presented within the context of the community health support system. Career opportunities in health psychology are also explored. (Fall, odd years)

#### **PY 445 Readings and Research in Psychology**

*1-4 hours*

An opportunity to take a course by readings that is not offered in the regular curriculum. Prerequisite: consent of the instructor. (By appointment)

#### **PY 450 History and Systems of Psychology**

*3 hours (Language Intensive)*

A study of psychology's origins, development as a field, and current status, examined in a seminar format. Prerequisite: Upper division majors/minors only or instructor consent. (Spring, even years)

#### **PY 454 Applied Behavior Analysis and Youth**

*3 hours*

A study of the field of applied behavior analysis and its use in solving the behavior problems of children and adolescents. The course explores fundamental issues related to behavior change, including assessment, measurement, and ethics. (Fall, even years)

#### **PY 470 Developmental Psychopathology**

*3 hours*

A study of psychopathology as it relates to children and adolescents. The course explores the causes of and treatments for various psychological disorders and considers issues related to assessment and diagnosis. (Spring)

#### **PY/SO 474 Scientific Writing for the Behavioral Sciences**

*2 hours*

This course is intended to help students develop the skills needed for writing research reports in the social sciences. It is a research-based course in which students learn to synthesize what they have read and presenting it as a scientific review of the literature; these are the primary goals. Thus, it focuses on how to apply social science theories and research methods to the writing of the senior research proposal. This course also provides students with the opportunity to prepare papers for regional conferences in psychology and sociology. (Fall)

#### **PY/SO 475 Senior Seminar/Thesis**

*2 hours (Language Intensive)*

This is the culminating or capstone course for behavioral science majors. Coordinated guidance is given on the preparation of the Senior Thesis. Discussion of current topics in sociology and psychology is combined with guidance on practical matters such as application to graduate study, developing a career, and so on. (Spring)

#### **PY 495 Field Experience in Psychology**

*1-4 hours*

More advanced placements and arrangements in applied psychology. See PY 295. NOTE: PY 495 requires permission of the instructor before enrollment.

#### **Individualized Courses Available**

**PY 295/495** Field Experience (1-4 hours)

**PY 299/499** Independent Study (1-4 hours)

**PY 388** Career Connections (1-12 hours)

**PY 445** Readings and Research (1-4 hours)

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## **Sociology Program**

### **Purpose Statement**

The sociology program commits itself to developing majors with pre-professional training and non-majors with basic knowledge of and skills in sociology. The program achieves its purpose when its students:



- understand the dynamic relation between the individual and society
- have acquired knowledge and skills requisite for entry into selected professions, especially pre-professional careers in the behavioral sciences
- have acquired knowledge and skills requisite for entry into graduate programs in sociology and related fields
- can critically analyze their society through exposure to sociological theories and research methods
- have bridged the gap between theory and practice through internships
- have enhanced their sensitivity to others by studying customs, beliefs, and practices that are different from their own

In addition to preparing its majors, sociology contributes to the general education program and serves other majors. Students who wish to double major in sociology and psychology need have only one emphasis.

## Sociology Major

### Requirements

- G-SO 101** Introduction to Sociology (3 hours)
- SO 206** Social Problems (3-4 hours)
- G-SO 202** Minorities in the U.S. (3-4 hours)
- SO/PY 303** Social Psychology (3 hours)
- SO 320** Urban Sociology (3 hours)
- SO/PY 335** Research Methods I (4 hours)
- SO/PY 336** Research Methods II (4 hours)
- SO/PY 375** Junior Seminar (1 hour)
- SO 401** Sociological Theory (4 hours)
- SO 450** Sociology Proseminar (3 hours)
- SO/PY 474** Scientific Writing for the Behavioral Sciences (2 hours)
- \*SO/PY 475** Senior Seminar/Thesis (2 hours)
- G-MA 221** Elementary Applied Statistics (4 hours)

#### *Criminal Justice Emphasis*

- SO 275** Criminal Justice (3 hours)
- SO 355** Juvenile Delinquency (3 hours)
- SO 455** Police and Law Enforcement (3 hours)
- SO 460** Correctional Institutions (3 hours)

#### *Health and Human Services Emphasis*

- SO 260** Introduction to Human Services (3 hours)
  - SO 365** Social Work in American Society (3 hours)
  - PY 430** Health Psychology (3 hours)
  - SO 470** Social Gerontology (3 hours)
- 45-47 Required

### Recommended supporting courses

- PY/SO 308** Counseling (3 hours)
  - G-BI 101** Principles of Biology (4 hours)
  - EC 201** Elementary Economics: Macro (3 hours)
  - G-PS 101** Historical Introduction to Politics (3 hours)
  - G-PS 102** U.S. Government (3 hours)
  - G-PY 101** Introduction to Psychology (3 hours)
  - \*G-TE 333** Technology and Society (3 hours)
- Foreign Language

### Recommended courses for Students interested in Human Services careers

- PY/SO 210** Human Sexuality (3 hours)
  - PY/SO 308** Counseling (3 hours)
  - G-SO 246** Marriage and Family (3-4 hours)
- As much practical experience in human service placements as possible

## Sociology Minor

## Requirements

- G-SO 101** Introduction to Sociology (3 hours)
  - SO 206** Social Problems (3-4 hours)
  - SO 401** Sociological Theory or
  - SO 450** Sociology Proseminar (3-4 hours)
  - SO/PY 303** Social Psychology (3 hours)
  - SO/PY 335** Research Methods I (4 hours)
- 18 hours required

## Social Work

McPherson College has well prepared its students majoring in the Behavioral Sciences for entrance into the Master of Social Work (M.S.W.) degree programs. The pre-professional program at McPherson College commits itself to fostering student learning in career-oriented liberal arts so that students are prepared for community service and/or graduate study in social work. Students who have acquired knowledge and skills requisite for entry into the field of social services and graduate social work education demonstrate proficient knowledge, understanding, and application of psychological and sociological theories and concepts.

All accredited graduate programs in social work require a four-year bachelor's degree for admission. The pre-social work student should plan the liberal arts program to include courses in arts and humanities, social and behavioral sciences, and biological sciences. Although the pre-social work student may choose a major in any field, a strong knowledge of human services, personality theory, counseling, and social problems is strongly recommended. The B.S. in psychology or sociology, with the health and human services emphasis, is recommended.

M.S.W. programs require evidence of relevant paid/volunteer work experience related to human services organizations. The pre-social work student should therefore be prepared to complete at least one internship or field experience related to community/social services. (The College's Career Connections program is highly recommended.)

The M.S.W. Degree prepares graduates for advanced social work practices in one of three areas—*clinical social practice* with individuals, families, and groups; *social work administration/community* practice aimed at social service administration and social policy development; and *school social work*. With such diverse professional practice concentrations, it is difficult to outline a generic program to prepare all pre-social work students for admission to these practice areas. Students should counsel with the pre-social work advisor to help them identify the type of professional program they are considering, and to assist them in developing a plan for completing the graduate admission requirements of that program or field.

Although M.S.W. programs differ in admissions requirements, the following courses, in addition to the major, are recommended for students interested in entering the social work profession at the graduate level:

- PY 405** Personality Theories (3 hours)
- PY/SO 308** Counseling (3 hours)
- SO 206** Social Problems (3-4 hours)

*Courses in the Health & Human Services Emphasis:*

- SO 260** Introduction to Human Services (3 hours)
- SO 365** Social Work in American Society (3 hours)
- PY 430** Health Psychology (3 hours)
- SO 470** Social Gerontology (3 hours)
- PY/SO 388** Career Connections (1-12 hours)
- PY/SO 295/495** Field Experience (1-4 hours)

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## Sociology Course Descriptions

### **G-SO 101 Introduction to Sociology**

*3 hours*

An introduction to the general field of sociology and its principle subdivisions; the nature of culture; the socialization of the individual; the character and behavior of social groups; social organization and institutions; social interaction, deviant behavior and social change. (Fall, Interterm)

### **G-SO 202 Minorities in the U.S.**

*3-4 hours*

An exploration of the problems faced by physical, cultural, economic, and behavioral minority groups in American society; the causes and consequences of prejudice, stereotypes, and discrimination; the nature of minority-majority group interaction; current crises and possible solutions;

and some comparison with similar situations in other countries. Prerequisite: Course not open to first semester freshmen. Second semester freshmen by instructor consent. (Fall, Spring)

### **SO 206 Social Problems**

*3-4 hours*

A study of contemporary American and world social problems, including prostitution, drug addiction, poverty, sexism, racism, and war. (Spring)

### **SO/PY 210 Human Sexuality**

*3 hours*

A study of female roles, male roles, values, life adjustments, sexual identities, religion, language, and behavior differences based on cultural, educational and socioeconomic factors related to human sexuality. Course uses lectures, audio- visuals, discussions, guest resource persons, assigned readings, and projects or papers to present information. Prerequisite: sophomore standing or higher or instructor consent. (Spring)

### **G-SO 246 Marriage and Family**

*3-4 hours*

This course explores the institution of marriage and family in American society from a sociological perspective. Topics covered include socialization, dating, courtship, marriage, parenting, dysfunctions, divorce and remarriage. Family dynamics and major social changes affecting the family are discussed. The course allows the individual to explore her/his own marriage and family attitudes and experiences. (Interterm, Spring)

### **SO 260 Introduction to Human Services**

*3 hours*

An introduction to the history, theory, practice, and trends in human services. The goals, functions, and organization of human services are examined in the context of contemporary social problems; a historical survey of human services is presented as a background against which current efforts can be viewed; major theories, techniques, and methods that govern helping efforts are covered; a description of consumers of human services, and the strategies both consumers and service providers initiate to overcome barriers to effective service delivery, are discussed. Career opportunities in the human services field are also explored. (Spring)

### **So 275 Criminal Justice**

*3 hours*

An introduction to the field of criminology and the American criminal justice system. Emphasis is placed upon the nature of crime, and trends and theories of crime along with components and functions of the criminal justice system including police, courts, and corrections. (Spring)

### **SO 285/PE 285 Sociological Implications of Sport & Recreation**

*2 hours*

A study of the interrelationships of sport and society.

### **SO/PY 303 Social Psychology**

*3 hours*

A study of the individual as he/she is affected by other persons. Topics covered include: interpersonal relations, social learning, conformity and individuality, attitudes, groups and organizations, and others. Discussion and involvement methods are emphasized. Prerequisite: 6 hours in the behavioral sciences or instructor consent. (Spring)

### **SO/PY 308 Counseling**

*3 hours*

A study of the theory and practice of counseling including a survey of the various systems of psychotherapy (person-centered therapy, psychoanalysis, behavioral therapy, cognitive-behavioral therapy, etc.) and learning, through role- play, of skills needed to be a helper. (Spring)

### **SO 320 Urban Sociology**

*3 hours*

A study of the development of modern cities, theories of urban growth, and urban problems and policies. Topics will include urbanization, urban renewal, economic restructuring and globalization, international migration, culture and politics of urban places, gentrification, crime and poverty, and ecological patterns of land use. (Fall)

### **SO/PY 335 Research Methods I**

*4 hours*

The basic research methods course for behavioral science majors. Correlational, survey, and case study techniques, basic experimental design, research ethics, and general professional conduct of empirical investigation are studied in a team- taught format. Lecture, laboratory, and practical field exercises are used as learning methods. Prerequisite: G-MA 221. Concurrent enrollment is acceptable. (Fall)

**SO/PY 336 Research Methods II**

*4 hours*

The second of the two basic research methods courses for behavioral science majors. Relatively advanced scientific research designs and statistical analyses are studied. SPSS, a statistical package, is used for most of the work in the course. Prerequisites: G-MA 221 and SO/PY 335. (Interterm)

**SO 355 Juvenile Delinquency**

*3 hours*

A comprehensive examination of juvenile delinquency and the juvenile justice system. An emphasis on the causes of juvenile delinquency; its relation to family, school, peers, and society; treatment of juvenile delinquents; and criminal proceedings and the family court. (Fall)

**SO 365 Social Work in American Society**

*3 hours*

An introduction to the social work movement, profession, and practice in the United States. The course examines the social welfare policies and client populations that engage social workers, and explores the social work practice settings that range from child maltreatment and health care to work with older adults and corrections. Social issues are raised and case examples are presented to give insight into the clients and issues for which social workers initiate advocacy and social change through leadership positions in American society. Career opportunities in the social work profession are also explored. (Fall)

**SO/PY 375 Junior Seminar**

*1 hour*

Several topics and issues are examined in a seminar format. These include ethical practices and concerns as they relate to research and clinical work, the development and execution of basic and applied research, and career development and related matters. Students work toward developing appropriate research topics for their senior theses and may explore internship opportunities. (Spring)

**SO 401 Sociological Theory**

*4 hours*

A review and analysis of historical sociological theory including the masters of sociology: Durkheim, Weber, Marx, Pareto, Veblen, and others. Prerequisite: Six hours in sociology. (Spring, even years)

**SO 425 Deviant Behavior**

*3 hours*

This course exposes the student to the perspectives, principles, issues and research findings of the deviant behavior field. Topics covered include: poverty, substance abuse, prostitution, homosexuality, violent behavior, family violence, mental disorders, crime and social control. Prerequisite: SO 206, SO/PY 335 or instructor consent. ( Fall)

**SO 450 Proseminar in Sociology**

*3 hours*

An advanced-level seminar to integrate the information learned in earlier sociology courses. The goal is to bring full circle the sociological knowledge of students who are about to graduate. The course will explore a number of enduring sociological issues, including the meaning of sociology, the purpose of sociology and the effect sociology has on the world. Prerequisite: Upper division majors/minors only or instructor consent. (Spring, odd years)

**SO 455 Police and Law Enforcement**

*3 hours*

An analysis of the evolution of police, the police system, and the police role. Organization and jurisdiction of local, state, and federal law enforcement agencies along with philosophical and ethical issues surrounding their role will be discussed. (Fall, even years)

**SO 460 Correctional Institutions**

*3 hours*

An exploration of the historical and philosophical development of correctional systems with an emphasis on categories of inmates, treatment policies and their effectiveness, staff organization and training and their relation to the criminal justice system, and problems associated with correctional practices and procedures. (Fall, odd years)

**SO 470 Social Gerontology**

*3 hours*

A comprehensive introduction to an emerging field dealing with the social aspects of human aging. The course covers major areas of theory, research, social policy, and practice that impact older adults, and discusses the strengths and contributions that elders bring to their peers, families, and communities. The historical overview of aging in the United States, as well as the human and social meanings behind longevity population shift,

is also explored. Also examined are social issues and psychological perspectives and strategies, as well as political and economic situations that produce undesirable outcomes as well as promote well-being in later life. Career options in the field of social gerontology are also explored. (Fall, even years)

#### **SO/PY 474 Scientific Writing for the Behavioral Sciences**

*2 hours*

This course is intended to help students develop the skills needed for writing research reports in the social sciences. It is a research-based course in which students learn to synthesize what they have read and present it as a scientific review of the literature; these are the primary goals. Thus, it focuses on how to apply social science theories and research methods to the writing of the senior research proposal. This course also provides students with the opportunity to prepare papers for regional conferences in sociology and psychology. (Fall)

#### **SO/PY 475 Senior Seminar/Thesis**

*2 hours (Language Intensive)*

This is the culminating or capstone course for behavioral science majors. Coordinated guidance is given on the preparation of the Senior Thesis. Discussion of current topics in sociology and psychology is combined with guidance on practical matters such as application to graduate study, developing a career, and so on. (Spring)

#### **SO 495 Field Placement**

*1-4 hours*

Practical experience working in an established social agency, mental health clinic, or correctional institution. Supervision and direction given on the job by the agency personnel. College personnel visit and give consultation.

#### **Individualized Courses Available**

**295/495** Field Experience (1-4 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)