

School of Education

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The Undergraduate Catalog is a guideline for SOE policies and procedures. Academic program requirements change. Students are strongly encouraged to check the school's Web site and the department in which the academic program is offered for current information.

The information in this catalog is in effect for students admitted to the School of Education for the years 2008-10.

Rick Ginsberg, Dean

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**Degrees offered: B.S.E., M.A., M.S., M.S.Ed., Specialist in
Education, Ed.D., Ph.D.**

The primary mission of the School of Education is to prepare educators as leaders. Within the university, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human-service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges. To accomplish this mission, the School of Education (1) offers an extensive curriculum leading to academic degrees and professional licensure, (2) requires faculty and students to engage in scholarship, and (3) provides a range of professional services to schools, other institutions, and individuals.

The components of preparing educators as leaders that frame this mission for our initial programs are (1) research and best practice, (2) content and pedagogical knowledge, and (3) professionalism. These three themes build our conceptual framework.

Mission

The mission statement of KU's School of Education is online at <http://soe.ku.edu/about/Mission.php>.

Programs

The School of Education offers programs that lead to teacher licensure in unified early childhood and at the elementary, middle, and secondary levels, as well as nonlicensure options in athletic training, community health, or sport science with emphases in sport management and exercise science (pre-physical therapy, cardiac rehabilitation, and strength and conditioning). Students planning to teach must complete programs composed of three major parts: **General Education** (requirements completed primarily in the first two years), **Major** (content areas in which students are specializing), and **Professional Education** (course work that helps them to understand students as learners and to communicate knowledge effectively).

On admission, students who plan to major in health and physical education report to the Department of Health, Sport, and Exercise Sciences. Students who plan to teach all other sub-

jects and in elementary education and unified early childhood are in the Department of Curriculum and Teaching. Course requirements for each of the three parts of the Teacher Education Programs are listed under departmental headings.

Students interested in preparing to teach music or art should consult the Music Education and Music Therapy and Visual Art Education sections of the School of Fine Arts chapter of this catalog.

First- and Second-year Preparation

Prospective students should contact the School of Education Welcome Center, 208 J.R. Pearson Hall, (785) 864-3726, or the Health, Sport, and Exercise Sciences undergraduate office, 161 Robinson Center, (785) 864-5552.

During the first two years, all students are enrolled in the College of Liberal Arts and Sciences, where they meet a portion of the general education requirements. Teacher education students begin work in teaching fields. The education courses in the first two years (C&T 100 and ELPS 200) provide a basis for a career decision and a foundation for professional courses in the later years. Students who do not plan to become classroom teachers are not required to take these courses.

In the first year, students planning to enter the school as juniors should enroll in C&T 100 Introduction to the Education Profession. During the second semester of the first year or the first semester of the sophomore year, students should enroll in ELPS 200 Making Connections Between Schools and Community.

Students who plan to teach should complete the reading, writing, and mathematics portions of the Pre-Professional Skills Test by the first semester of the sophomore year. This test is not required of nonlicensure students.

Admission

Students intending to transfer to the school as juniors must work closely with education advisers. Pre-education students must take specified courses in their first two years. Students are admitted to C&T and HSES teaching programs once a year; on-line applications are due February 1 for the next fall semester. Students are admitted to the HSES athletic training program once a year; applications are due May 1 for fall semester. Students are admitted to HSES sport science and community health programs twice a year; applications are due February 1 for fall and September 15 for spring semester.

Visit Our Web Site

The School of Education Web site, www.soe.ku.edu, has current information about the school. Visit the Web site for information about School of Education programs, facilities, services, resources, student organizations, research, laboratories, clinics, policies, and procedures.

Advising

Early in the first year, prospective students in all areas should make appointments with a pre-education adviser at the Advising Center in 208 J.R. Pearson Hall (Welcome Center) to ensure

Admission requirements vary for each program. Please see the appropriate department sections.

KU's teacher education program features strong academic majors and early and continuous involvement in clinical field experiences.

fulfillment of admission requirements and to plan efficient programs of study. Education staff members advise pre-education students individually and in group sessions. Walk-in appointments are available through the Welcome Center, 208 J.R. Pearson Hall. Call (785) 864-9616 to make an appointment to meet with an adviser.

Special Services

The Learning Resource Center and Gale Sayers Microcomputer Laboratory facilitate and support teaching, research, and service activities with educational applications of printed materials, media, and microcomputers. The Gale Sayers Microcomputer Laboratory is in 104 J.R. Pearson Hall; the Learning Resource Center is in 110 J.R. Pearson Hall.

School of Education Student Organization. SESO is open to all students interested in careers in education. Information is available in the Welcome Center, 208 J.R. Pearson Hall.

University Honors Program

All qualified students are encouraged to participate in the University Honors Program. For information, see University Honors Program in the College of Liberal Arts and Sciences: General Requirements chapter.

Financial Aid

In addition to scholarships and financial aid administered by the Office of Admissions and Scholarships and the Office of Student Financial Aid (see Undergraduate Admission and Scholarships and Financial Aid under General Information), the school administers a number of special scholarships. Online applications are available in mid-November each year. The deadline is the first week of February; contact the school at www.soe.ku.edu for the specific date each year.

Study Abroad

Licensure-year students in the Teacher Education Program may apply for teaching internships at any Department of Defense

Dependents School, most of which are in Western Europe. Consult the School of Education, J.R. Pearson Hall, (785) 864-3726, for further information.

Career Services

The University Career Center, 110 Burge Union, (785) 864-3624, www.ucc.ku.edu, provides career counseling and services for all KU students, including students in the School of Education.

Regulations

For information about University of Kansas regulations, see the General Regulations chapter of this catalog.

Degree and Licensure Requirements for Teacher Education Students

Five years are required to complete the Teacher Education Program. After completing a minimum of 124 approved hours and other School of Education requirements, the student receives a bachelor's degree. After acceptance to the School of Education Graduate Division, students take an additional year of prescribed courses and field experiences to complete licensure requirements.

Majors are available in the following teaching fields:

- Unified Early Childhood (Birth-Grade 3)
- Elementary (K-6)
- Middle English (5-8)
- Secondary English (6-12)
- Middle Mathematics (5-8)
- Secondary Mathematics (6-12)
- Secondary History and Government (6-12)
- Middle Science (5-8)
- Secondary Science (biology, chemistry, earth and space, physics) (6-12)
- Foreign Languages (Chinese, French, German, Japanese, Latin, Russian, Spanish) (PK-12)
- Health and Physical Education (K-12)

Endorsements are available in the following areas:

- Journalism (available only to Secondary English majors)
- English for Speakers of Other Languages (ESOL)
- Gifted Education
- Special Education (**Note:** Students must speak to the appropriate special education adviser while planning this added endorsement.)

Ninety-nine percent of KU teacher education students passed the required state licensure exams, the Principles of Learning and Teaching.

Data from the 2006-07 Title II Report

This table provides information about the performance of KU School of Education teacher education program students on required state examinations. This data is part of the Title II report required by the federal government. See the School of Education Web site, www.soe.ku.edu, for updated information.

Table C1: Single-assessment Institution-level Pass-rate Data: Regular Teacher Preparation Program

Number of program completers: 153

Type of Assessment	Assessment Code Number	# taking Assessment	# passing Assessment	Institution Pass Rate	Statewide Pass Rate
Prin. Learning & Teaching K-6	522	47	47	100 percent	98 percent
Prin. Learning & Teaching 5-9	523	4	—	—	96 percent
Prin. Learning & Teaching 7-12	524	101	101	100 percent	98 percent

Table C2: Aggregate and Summary Institution-level Pass-rate Data: Regular Teacher Preparation Program

Number of program completers: 153

Type of Assessment	# taking Assessment	# passing Assessment	Institution Pass Rate	Statewide Pass Rate
Aggregate: Professional knowledge	152	148	97 percent	97 percent

Aggregate pass rate — Numerator: number who passed all the tests they took in a category (and within their specialization).

Denominator: Number of completers who took one or more tests in a category (and within their specialization).

Summary pass rate — Numerator: Number who passed all the tests they took within their area of specialization.

Denominator: Number of completers who took one or more tests used by the state (and within their specialization).

A minimum cumulative grade-point average of 2.5 is required for graduation. However, admission requirements for the professional year are based on these criteria of the university and the School of Education:

1. Completion of application to the professional year and intent to student teach.
2. Completion of the bachelor's degree in education from KU.
3. At least a 2.5 grade-point average in the field in which a student intends to teach at the elementary, middle, and secondary level.
4. A cumulative grade-point average of 3.0 for regular admission to the School of Education Graduate Division (2.75 for probationary admission).

Students who complete the professional year and pass the state's licensure examinations and PRAXIS II subject examination meet Kansas requirements. Upon application through the Licensure Office, students are recommended to the Kansas State Board of Education for licensure. A handbook issued by the state board contains a summary of rules and regulations governing teachers' licenses in Kansas. Each state has different requirements. Students planning to teach in other states should check with those states. Information about teaching requirements may be obtained from the Licensure Office. Information about the Kansas licensure examinations is available at Testing Services, 2150 Watkins Memorial Health Center, (785) 864-2768.

The Professional Year

Students in the professional year complete student teaching and internship experiences in their teaching fields and at the levels in which they are seeking licensure. These field experiences are combined with graduate course work. During the professional year, students earn 15 graduate credit hours toward a master's degree in Curriculum and Instruction. It is essential that students interested in the advanced degree plan carefully with their advisers.

For teacher education students, the professional year begins in the fall semester only. It is not possible to begin in the spring semester or summer session. A student in the professional year of the Teacher Education Program completes that year in either the metropolitan Kansas City area (KU Edwards Campus) or in the Lawrence area (Lawrence campus).

Professional Development Schools. Before the professional year, teacher candidates may apply to complete their experiences in one of the Professional Development Schools. PDS schools are in four different districts, which may include elementary, middle, or secondary sites. The PDS experience is based on a collaborative team-teaching model, on-site application of content and teaching, and specific research designed around school improvement plans of the assigned sites. For more information visit the School of Education Web site, www.soe.ku.edu.

Degree Requirements for Students in Nonlicensure Areas

Students in the non-teacher-licensure areas of athletic training, sport science, and community health usually complete the bachelor's degree program in four years. Students seeking admission to undergraduate sport science and community health programs must have minimum cumulative grade-point aver-

ages of 2.75. Achieving the minimum grade-point average is not a guarantee of admission. Admission also is based on performance in core courses, academic preparation for the major, and the number of students each program can admit.

Course Substitutions

Course substitutions in any program may require approval of the adviser, department, and associate dean. In addition, some requests must be approved by the school curriculum committee. Approval requires submission of a written petition initiated by the student and approved by the adviser. The associate dean communicates the action taken to the adviser and the student. A copy is placed in the student's file.

Curriculum and Teaching

Chair: Marc Mahlios
J.R. Pearson Hall, 1122 West Campus Rd., Room 421
Lawrence, KS 66045-3101, www.soe.ku.edu, (785) 864-4435
Degrees offered: B.S.E., M.A., M.S.Ed., Ed.D., Ph.D.

The *Undergraduate Catalog* is a guideline for policies and procedures in the School of Education. However, academic program requirements change. Students are strongly encouraged to check the school's Web site and the department for the most current information. This catalog is in effect for students admitted to the School of Education for 2008-10.

Admission

Students are admitted to the Teacher Education Program once a year for the following academic year. Complete an online application and provide accompanying required information to the Welcome Center, 208 J.R. Pearson Hall, by **February 1**. Students are notified of decisions in writing on or before March 31. Kansas Board of Regents policy determines some admission requirements.

Competitive Programs. The number of admissions is limited in the following majors: *unified early childhood, elementary, secondary history/government, middle-level English, and secondary English.*

Open Programs. Admission is noncompetitive in *middle-level mathematics, secondary mathematics, K-12 foreign language, middle-level science, and the secondary sciences.*

For all programs, not all students who meet the minimum requirements are admitted. Transfer students are also subject to these enrollment policies.

Minimum Requirements. All students who apply for admission to the department must meet the following minimum requirements:

1. An applicant must have completed at least 45 hours by the time of application and at least **55 hours** by the time of admission. The **cumulative grade-point average must be at least 2.75**.
2. Applicants must have **cumulative grade-point averages of at least 2.75** in the core admission courses to qualify for the pool from which students are selected. No grade lower than a C is acceptable in English, communication studies, or mathematics.
3. A student must pass all three sections of the Pre-Professional Skills Test before submitting application materials. Passing scores are 173 in reading, 172 in mathematics, and 172 in writing.
4. Applicants must also submit personal essays and letters of support.

Courses in some teacher licensure areas and levels may change. Current information is available from advisers and Student Services.

Non-Western culture courses are online at http://collegesas.ku.edu/advising/nonwest_culture_courses.shtml.

Principal courses are online at http://collegesas.ku.edu/advising/principal_courses.shtml.

Because enrollment in competitive programs is limited to pre-scribed numbers, *students who meet minimum admission standards may not be accepted*. Prospective teacher education students should consult an adviser early in the first year to ensure fulfillment of admission requirements and to plan efficient programs of study.

Pre-Professional Skills Test (PPST). *Passing scores on all three portions of the PPST are required at the time of application.* Students usually take the PPST in spring of the first year or fall of the second year. Students who do not receive passing scores may retake portions of the PPST. The paper/pencil version of the PPST normally is administered six times a year; applications to register for the test are due at least a month in advance. The computerized version is taken by appointment; contact Testing Services, (785) 864-2768. The test administrator discards PPST scores periodically. Request that test scores be reported to KU, and check to make sure scores are on file.

PPST applications and information are available from Testing Services, 2150 Watkins Memorial Health Center. The Learning Resource Center, 110 J.R. Pearson Hall, has additional PPST information and sample questions.

Non-Western Culture Requirement

The Kansas State Board of Education requires students seeking licensure to study both Western and non-Western cultures. To meet the non-Western culture requirement, students must complete at least one course classified as NW. This requirement also may count in the appropriate category (behavioral science, social sciences, or arts/humanities) of the general education requirements.

Advising

After admission, advisers are assigned according to students' intended licensure levels and teaching fields. The adviser's name appears in each student's letter of acceptance or is available from the SOE Advising Center.

Requirements for Program Completion

Completion of the Teacher Education program requires:

- Successful completion of the B.S.E. degree. To complete this degree, the student must finish
 - An approved program of at least 124 hours with a cumulative grade-point average of at least 2.5.
 - Other general regulations of the school and university as specified in other sections of this catalog.
- Successful completion of the professional year: the student must
 - Complete the B.S.E. degree and be accepted to the School of Education Graduate Division. The minimum grade-point average for regular admission is 3.0. The minimum for probationary admission is 2.75.
 - Apply, be accepted for, and successfully complete a student teaching assignment. Admission to student teaching requires a minimum cumulative grade-point average of 2.5 in the teaching field, a minimum overall grade-point average of 2.75, no grade lower than a C in any course in professional education. Students must complete student teaching with a grade of C or higher to continue with their internships.
 - Successfully complete the academic requirements in courses taken in the second half of the first semester of the professional year.
 - Complete the internship with a grade of C or higher and successfully complete the course work and research requirements taken in concert with the internship. Students seeking elementary licensure complete field experiences at both primary (K-3) and intermediate (4-6) levels. Students seeking elementary licensure may not complete student teaching and internship in the same school except with advance permission.

3. To be licensed as a teacher in Kansas, a student must fill out an application, pay a fee, pass the Principles of Learning and Teaching Examination and content examination(s), and complete the academic requirements in items 1 and 2 of this section. Information about licensure is available in the Licensure Office in J.R. Pearson Hall.

Note: Each state has its own licensure requirements. Being eligible for a license in Kansas does not ensure that the applicant is eligible for licensure in other states.

Students who do not complete the professional year during the academic year immediately following completion of the B.S.E. may be required to complete additional course work before beginning the professional year. These students must visit with their academic advisers.

Professional Year Requirements

Unified Early Childhood and Elementary Programs

Fall Semester (15 hours)	
C&T 500 Student Teaching (eight weeks)	3
ELPS 737 The Governance and Organization of Schools	3
PRE 720 Educational Measurement in the Classroom	3
Using Standards-based Assessment Data for Curriculum Development and Teaching (Elementary level)	3
SPED 706 Advanced Practices for Children with Disabilities in the Elementary General Education Classroom	3
Spring Semester: Unified Early Childhood (7 hours)	
SPED 738 Unified Early Childhood Applied Research	1
SPED 739 Unified Early Childhood Student Teaching	6
Spring Semester: Elementary (9 hours)	
C&T 738 Applied Research in the Classroom	3
C&T 739 Internship in Teaching: Elementary School	6

Middle, Secondary, and K-12 Programs

Fall Semester (15 hours)	
C&T 500 Student Teaching (eight weeks)	3
ELPS 737 The Governance and Organization of Schools	3
PRE 720 Educational Measurement in the Classroom	3
Using Standards-based Assessment Data for Curriculum Development and Teaching (Middle/Secondary level)	3
SPED 707 Advanced Practices for Adolescents with Disabilities in the Middle/Secondary General Classroom	3
Spring Semester (9 hours)	
C&T 738 Applied Research in the Classroom	3
C&T 739 Internship in Teaching (12 weeks)	6

Program Requirements

Unified Early Childhood (Birth-Grade 3) Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
ENGL 203, ENGL 209, ENGL 210, or ENGL 211	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or	
ANTH 160 The Varieties of Human Experience (3) or	
SOC 130 Comparative Societies (3) or	
SOC 104 Elements of Sociology (3)	3-4
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War	3
ABSC 160 Introduction to Child Behavior and Development	3
HIST 348 History of the Peoples of Kansas	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 105, MATH 106, MATH 115 or higher	3
*BIOL 100 and BIOL 102 Principles of Biology and Lab	4
GEOG 104 Principles of Physical Geography (3) and	
GEOG 105 Introductory Laboratory in Physical Geography (2)	5
MATH 109 Mathematics for Elementary Teachers I	3
SPLH 464 Seminar in Language Development for Elementary Teachers	3
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*HA or MUSC course (see pre-education adviser for list of options)	3
History of Ideas course (see pre-education adviser for list of options)	3
*C&T 100 Introduction to the Education Profession	3
SPED 261 Families and Professional Partnerships	3

Teacher Education Courses

SPED 650 Curriculum and Methods for the Learning in Early Education	3
SPED 663 Assessment Strategies in Early Education	3
SPED 731 Supporting Children with Significant Learning and Behavioral Concerns	3
SPED 665 Inclusive Strategies and Intervention for Preschoolers	3
SPED 667 Field Experience in Preschool	1
SPED 664 Inclusive Strategies and Intervention for Infants and Toddlers	3
SPED 668 Field Experience Infant/Toddler	1
C&T 301 Instructional Technology in Elementary/Middle Education	3
C&T 322 Curriculum and the Learner in the Elementary School	3
C&T 325 Education in a Multicultural Society	3
C&T 344 Children's Literature in the Elementary School	3
C&T 347 Social Studies in the Elementary Classroom	3
C&T 349 Science in the Elementary Classroom	3
C&T 351 Mathematics for the Elementary Classroom	3
C&T 352 Literacy Instruction in the Primary Grades (K-3)	3
C&T 353 Literacy Practicum in the Primary Grades	1
ELPS 450 Foundations of Education	3
PRE 305 Development and Learning of the Young Child	3
VAE 341 Instructional Strategies in Art for Elementary Classroom Teachers	2
MEMT 341 Instructional Strategies in Music for Elementary Classroom Teachers	2
SPED 326 Teaching Exceptional Children and Youth in General Education	3
HSES 341 Instructional Strategies in Physical Education for Elementary Classroom Teachers	1

Curriculum & Teaching (Program Requirements: Elementary, English)

Elementary (K–6) Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
ENGL 203, ENGL 209, ENGL 210, or ENGL 211	3
ENGL 360 Advanced Composition: _____ (3) or	
ENGL 351 Fiction Writing I (3)	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or	
ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3) ...	3 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War	3
POLS 110 Introduction to U.S. Politics	3
HIST 348 History of the Peoples of Kansas	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 105, MATH 106, MATH 115 or higher	3
*BIOL 100 and BIOL 102 Principles of Biology and Lab	4
GEOG 104 Principles of Physical Geography (3) and	
GEOG 105 Introductory Laboratory in Physical Geography (2)	5
MATH 109 and MATH 110 Mathematics for Elementary Teachers I and II ...	6
PHSX 111 Introductory Physics	3
PHSX 116 Introductory Physics Laboratory	1
SPLH course in language development for elementary teachers	3
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*HA or MUSC course (see pre-education adviser for list of options)	3
History of Ideas course (see pre-education adviser for list of options)	3
*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Teacher Education Courses

C&T 301 Instructional Technology in Elementary/Middle Education	3
C&T 322 Curriculum and the Learner in the Elementary School	3
C&T 325 Education in a Multicultural Society	3
C&T 344 Children's Literature in the Elementary School	3
C&T 347 Social Studies in the Elementary Classroom	3
C&T 349 Science in the Elementary Classroom	3
C&T 351 Mathematics for the Elementary Classroom	3
C&T 352 Literacy Instruction in the Primary Grades (K-3)	3
C&T 353 Literacy Practicum in the Primary Grades	1
C&T 354 Literacy Instruction in the Intermediate Grades (4-6)	3
C&T 355 Literacy Practicum in the Intermediate Grades (4-6)	1
C&T 421 Economics for Elementary Teachers	3
ELPS 450 Foundations of Education	3
PRE 305 Development and Learning of the Young Child	3
HSES 341 Instructional Strategies in Physical Education for Elementary	
Classroom Teachers	1
SPED 326 Teaching Exceptional Children and Youth in General Education ...	3
Choose two of the following:	
VAE 341 Instructional Strategies in Art for Elementary Classroom Teachers ...	2
MEMT 341 Instructional Strategies in Music for Elementary Classroom	
Teachers	2
TH&F 404 Children and Drama	3

Middle (5-8) English Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or	
ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3) ...	3 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War(3) or	
HIST 129 History of the United States After the Civil War (3)	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 105, MATH 106, MATH 115 or higher	3
*BIOL 100 and BIOL 102 Principles of Biology and Lab	4

A physical science course with laboratory	4-5
(GEOG 104/GEOG 105, GEOL 101/GEOL 103, PHSX 111/PHSX 116, CHEM 125 or CHEM 184, ATMO 105, ASTR 191/ASTR 196)	
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*Cultural achievement course (see a pre-education adviser for a list of options)	3
*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Major Requirements

ENGL 203, ENGL 209, ENGL 210 or ENGL 211	3
ENGL 312 Major British Writers to 1800 (3) and	
ENGL 322 American Literature II (3) or	
ENGL 314 Major British Writers After 1800 (3) and	
ENGL 320 American Literature I (3)	6
ENGL 580 Rhetoric and Writing: _____	3
ENGL 337 Introduction to U.S. Latino/a Literature (3) or	
ENGL 338 Introduction to African-American Literature (3) or	
ENGL 571 American Indian Literature: _____ (3) or	
ENGL 573 U.S. Latino/a Literature: _____ (3) or	
ENGL 574 African-American Literature: _____ (3)	3
ENGL 351 Fiction Writing I (3) or ENGL 355 Nonfiction Writing (3) or	
ENGL 360 Advanced Composition: _____ (3) or	
ENGL 555 Nonfiction Writing II (3)	3
ENGL 385 The Development of Modern English (3) or	
ENGL 387 Introduction to the English Language (3)	3
C&T 344 Children's Literature in the Elementary School	3
C&T 430 Teaching Literature for Young Adults	3
ENGL elective (500 level or higher)	3

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education	3
C&T 324 Curriculum and the Learner in the Middle School and High School ...	3
C&T 325 Education in a Multicultural Society	3
C&T 440 Teaching English in the Middle/Secondary Schools	3
C&T 448 Reading and Writing Across the Curriculum	3
ELPS 450 Foundations of Education	3
SPED 326 Teaching Exceptional Children and Youth in General Education ...	3
PRE 306 Development and Learning of the Adolescent	3

Secondary (6-12) English Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or	
ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3) ...	3 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War(3) or	
HIST 129 History of the United States After the Civil War (3)	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 105, MATH 106, MATH 115 or higher	3
*BIOL 100 and BIOL 102 Principles of Biology and Lab	4
A physical science course with laboratory	4-5
(GEOG 104/GEOG 105, GEOL 101/GEOL 103, PHSX 111/PHSX 116, CHEM 125 or CHEM 184, ATMO 105, ASTR 191/ASTR 196)	
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*Cultural achievement course (see a pre-education adviser for a list of options)	3
*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Major Requirements

ENGL 203, ENGL 209, ENGL 210 or ENGL 211	3
ENGL 312 Major British Writers to 1800 (3) and	
ENGL 322 American Literature II (3) or	
ENGL 314 Major British Writers After 1800 (3) and	
ENGL 320 American Literature I (3)	6
ENGL 332 Shakespeare	3



Students must complete a methods course in every middle and secondary field in which they wish to be licensed.

A Placement Table for Initial Enrollment in Mathematics appears on page 52.

Curriculum & Teaching (Program Requirements: English, Mathematics, History & Government)

ENGL 337 Introduction to U.S. Latino/a Literature (3) **or**
 ENGL 338 Introduction to African-American Literature (3) **or**
 ENGL 571 American Indian Literature: _____ (3) **or**
 ENGL 573 U.S. Latino/a Literature: _____ (3) **or**
 ENGL 574 African-American Literature: _____ (3) 3
 ENGL 351 Fiction Writing I (3) **or** ENGL 355 Nonfiction Writing (3) **or**
 ENGL 360 Advanced Composition: _____ (3) **or**
 ENGL 555 Nonfiction Writing II (3) 3
 ENGL 385 The Development of Modern English (3) **or**
 ENGL 387 Introduction to the English Language (3) 3
 ENGL 580 Rhetoric and Writing: _____ 3
 HWC 304, HWC 308, or HWC 312 Masterpieces of World Literature I, II, or III ... 3
 C&T 430 Teaching Literature for Young Adults 3
 ENGL elective (500 level or higher) 3

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education 3
 C&T 324 Curriculum and the Learner in the Middle School and High School ... 3
 C&T 325 Education in a Multicultural Society 3
 C&T 440 Teaching English in the Middle/Secondary Schools 3
 C&T 448 Reading and Writing Across the Curriculum 3
 ELPS 450 Foundations of Education 3
 SPED 326 Teaching Exceptional Children and Youth in General Education ... 3
 PRE 306 Development and Learning of the Adolescent 3

Middle (5-8) Mathematics Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition 3
 *ENGL 102 Critical Reading and Writing 3
 *COMS 130 Speaker-Audience Communication 3
 *ANTH 108 Introduction to Cultural Anthropology (4) **or**
 ANTH 160 The Varieties of Human Experience (3) 3-4
 SOC 130 Comparative Societies (3) **or** SOC 104 Elements of Sociology (3) ... 3-4
 1(Acceptable combinations include ANTH 108/SOC 130,
 ANTH 160/SOC 104, and ANTH 160/SOC 130.)
 *GEOG 100 World Regional Geography 3
 *HIST 128 History of the United States Through the Civil War(3) **or**
 HIST 129 History of the United States After the Civil War (3) 3
 *MATH 101 Algebra (3) **or** MATH 104 Precalculus Mathematics (5) 3-5
 *MATH 105, MATH 106, MATH 115 or higher 3
 *BIOL 100 and BIOL 102 Principles of Biology and Lab 4
 A physical science course with laboratory 4-5
 (GEOG 104/GEOG 105, GEOL 101/GEOL 103, PHSX 111/PHSX 116,
 CHEM 125 or CHEM 184, ATMO 105, ASTR 191/ASTR 196)
 HSES 260 Personal and Community Health 3
 *PSYC 104 General Psychology 3
 *Cultural achievement course (see a pre-education adviser for a list of
 options) 3
 *C&T 100 Introduction to the Education Profession 3
 ELPS 200 Making Connections Between Schools and Community 3

Major Requirements

MATH 121 and MATH 122 Calculus I and II 10
 MATH 109 Mathematics for Elementary School Teachers I 3
 MATH 110 Mathematics for Elementary School Teachers II 3
 MATH 409 Topics in Geometry for Secondary and Middle School Teachers ... 3
 MATH 558 Introductory Modern Algebra 3
 MATH 365 Elementary Statistics 3
 MATH 410 Topics in History of Mathematics for Secondary and Middle
 School Teachers 1
 MATH 106 Introduction to Finite Mathematics 3
 MATH 596 Special Topics in Mathematics for Education Majors 3
 A math elective for which MATH 122 is a prerequisite (300 level or higher
 is recommended to reach 45 junior/senior hours for graduation) 3-5

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education 3
 C&T 324 Curriculum and the Learner in the Middle School and High School... 3
 C&T 325 Education in a Multicultural Society 3
 C&T 430 Teaching Literature for Young Adults 3
 C&T 443 Teaching Mathematics in the Middle/Secondary Schools 3
 C&T 448 Reading and Writing Across the Curriculum 3
 ELPS 450 Foundations of Education 3
 SPED 326 Teaching Exceptional Children and Youth in General Education ... 3
 PRE 306 Development and Learning of the Adolescent 3

Secondary (6-12) Mathematics Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition 3
 *ENGL 102 Critical Reading and Writing 3
 *COMS 130 Speaker-Audience Communication 3
 *ANTH 108 Introduction to Cultural Anthropology (4) **or**
 ANTH 160 The Varieties of Human Experience (3) 3-4
 SOC 130 Comparative Societies (3) **or** SOC 104 Elements of Sociology (3) ... 3-4
 1(Acceptable combinations include ANTH 108/SOC 130,
 ANTH 160/SOC 104, and ANTH 160/SOC 130.)
 *GEOG 100 World Regional Geography 3
 *HIST 128 History of the United States Through the Civil War(3) **or**
 HIST 129 History of the United States After the Civil War (3) 3

*MATH 101 Algebra (3) **or** MATH 104 Precalculus Mathematics (5) 3-5
 *MATH 105, MATH 106, MATH 115 or higher 3
 *BIOL 100 and BIOL 102 Principles of Biology and Lab 4
 A physical science course with laboratory 4-5
 (GEOG 104/GEOG 105, GEOL 101/GEOL 103, PHSX 111/PHSX 116,
 CHEM 125 or CHEM 184, ATMO 105, ASTR 191/ASTR 196)
 HSES 260 Personal and Community Health 3
 *PSYC 104 General Psychology 3
 *Cultural achievement course (see a pre-education adviser for a list of
 options) 3
 *C&T 100 Introduction to the Education Profession 3
 ELPS 200 Making Connections Between Schools and Community 3

Major Requirements

MATH 121 and MATH 122 Calculus I and II 10
 MATH 223 Vector Calculus 3
 MATH 290 Elementary Linear Algebra 2
 MATH 500 Intermediate Analysis 3
 MATH 409 Topics in Geometry for Secondary and Middle School Teachers ... 3
 MATH 558 Introductory Modern Algebra 3
 MATH 559 Modern Geometries 3
 MATH 526 Applied Mathematical Statistics I 3
 MATH 320 Elementary Differential Equations (3) **or**
 PHSX 211 General Physics I (4) 3-4
 MATH 410 Topics in History of Mathematics for Secondary and Middle
 School Teachers 1
 EECS 138 Introduction to Computing: Pascal 3
 EECS 210 Discrete Structures (4) **or** MATH 530 Mathematical Models I (3). 3-4
 MATH 596 Special Topics in Mathematics for Education Majors 3

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education 3
 C&T 324 Curriculum and the Learner in the Middle School and High School ... 3
 C&T 325 Education in a Multicultural Society 3
 C&T 443 Teaching Mathematics in the Middle/Secondary Schools 3
 C&T 448 Reading and Writing Across the Curriculum 3
 ELPS 450 Foundations of Education 3
 SPED 326 Teaching Exceptional Children and Youth in General Education ... 3
 PRE 306 Development and Learning of the Adolescent 3

Secondary (6-12) History and Government Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition 3
 *ENGL 102 Critical Reading and Writing 3
 *COMS 130 Speaker-Audience Communication 3
 *ANTH 108 Introduction to Cultural Anthropology (4) **or**
 ANTH 160 The Varieties of Human Experience (3) 3-4
 SOC 130 Comparative Societies (3) **or** SOC 104 Elements of Sociology (3) ... 3-4
 1(Acceptable combinations include ANTH 108/SOC 130,
 ANTH 160/SOC 104, and ANTH 160/SOC 130.)
 *GEOG 100 World Regional Geography 3
 *HIST 128 History of the United States Through the Civil War 3
 *MATH 101 Algebra (3) **or** MATH 104 Precalculus Mathematics (5) 3-5
 *MATH 105, MATH 106, MATH 115 or higher 3
 *BIOL 100 and BIOL 102 Principles of Biology and Lab 4
 GEOG 104 Principles of Physical Geography (3) **and**
 GEOG 105 Introductory Laboratory in Physical Geography (2) 5
 HSES 260 Personal and Community Health 3
 *PSYC 104 General Psychology 3
 *Cultural achievement course (see a pre-education adviser for a list of
 options) 3
 *C&T 100 Introduction to the Education Profession 3
 ELPS 200 Making Connections Between Schools and Community 3

Major Requirements

*HIST 128 History of the United States Through the Civil War 3
 HIST 129 History of the United States After the Civil War 3
 HIST 348 History of the Peoples of Kansas 3
 American history elective (300 level or higher) 3
 HIST 100 World History: An Introduction 3
 A course in Latin American area studies 3
 A course in European history (300 level or higher) 3
 An Asian or African history course 3
 POLS 110 Introduction to U.S. Politics 3
 C&T 420 Teaching Kansas Government and Contemporary Public Policy
 Issues: Middle/Secondary 3
 POLS 150 Introduction to Comparative Politics 3
 Political science elective (numbered POLS 300 or above) 3
 GEOG 104 Principles of Physical Geography 3
 GEOG 100 World Regional Geography (3) **or**
 GEOG 102 Principles of Human Geography (3) 3
 GEOG 111 Maps and Mapping (4) **or**
 GEOG 210 Computers, Maps and Geographical Analysis (3) **or**
 GEOG 311 Map Conception and Development (4) 3-4
 GEOG 351 Africa's Human Geographies (3) **or**
 GEOG 396 China's Geographies (3) **or**
 GEOG 553 Geography of African Development (3) **or**
 GEOG 570 Geography of American Indians (3) 3
 ECON 104 Introductory Economics 4
 C&T 422 Teaching Economics and Secondary Social Studies 2

Curriculum & Teaching (Program Requirements: History & Government, Science, Biology, Chemistry)

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education	3
C&T 324 Curriculum and the Learner in the Middle School and High School ...	3
C&T 325 Education in a Multicultural Society	3
C&T 441 Teaching Social Studies in the Middle/Secondary Schools	3
C&T 448 Reading and Writing Across the Curriculum	3
ELPS 450 Foundations of Education	3
SPED 326 Teaching Exceptional Children and Youth in General Education ..	3
PRE 306 Development and Learning of the Adolescent	3

Middle (5-8) Science Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3) ...	3 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/ SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War(3) or HIST 129 History of the United States After the Civil War (3)	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 105, MATH 106, MATH 115 or higher	3
*BIOL 150 Principles of Molecular and Cellular Biology	4
A physical science course with laboratory	4-5
(GEOG 104/GEOG 105, GEOL 101/GEOL 103, PHSX 111/PHSX 116, CHEM 125 or CHEM 184, ATMO 105, ASTR 191/ ASTR 196)	
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*Cultural achievement course (see a pre-education adviser for a list of options)	3
*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Major Requirements

PHSX 114 and PHSX 115 College Physics I and II	8
PHSX 116 Introductory Physics Laboratory	1
CHEM 184 and CHEM 188 Foundations of Chemistry I and II	10
BIOL 150 Principles of Molecular and Cellular Biology	4
BIOL 152 Principles of Organismal Biology	4
GEOL 101 Introduction to Geology (3) and GEOL 103 Geology Fundamentals Laboratory (2)	5
GEOL 304 Historical Geology	2
ASTR 191 Contemporary Astronomy (3) and ASTR 196 Introductory Astronomy Laboratory (1)	4
ATMO 105 Introductory Meteorology	5
Undergraduate science research course (300 level or higher)	3
Elective in science (300 level or higher)	3
*MATH 101 Algebra (3) and MATH 103 Trigonometry (2) or MATH 104 Precalculus Mathematics (5) or MATH 121 Calculus I (5)	5
HIST history of science course	3

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education	3
C&T 324 Curriculum and the Learner in the Middle School and High School ...	3
C&T 325 Education in a Multicultural Society	3
C&T 430 Teaching Literature for Young Adults	3
C&T 442 Teaching Science in the Middle/Secondary Schools	3
C&T 448 Reading and Writing Across the Curriculum	3
ELPS 450 Foundations of Education	3
SPED 326 Teaching Exceptional Children and Youth in General Education ..	3
PRE 306 Development and Learning of the Adolescent	3

Secondary (6-12) Biology Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3) ...	3 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/ SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War(3) or HIST 129 History of the United States After the Civil War (3)	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 115 Calculus I	3
*BIOL 150 Principles of Molecular and Cellular Biology	4
CHEM 184 Foundations of Chemistry I (5) or PHSX 111 Introductory Physics (3) and PHSX 116 Introductory Physics Laboratory (1)	4-5
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*Cultural achievement course (see a pre-education adviser for a list of options)	3

*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Major Requirements

BIOL 150 Principles of Molecular and Cellular Biology	4
BIOL 152 Principles of Organismal Biology	4
BIOL 350 Principles of Genetics	3
BIOL 400 Fundamentals of Microbiology	3
BIOL 402 Fundamentals of Microbiology Laboratory (2) or BIOL 405 Laboratory in Genetics (2)	2
BIOL 408 Physiology of Organisms (3) and BIOL 409 Physiology of Organisms, Laboratory (2)	5
BIOL 412 Evolutionary Biology	3
BIOL 413 History and Diversity of Organisms	3
BIOL 414 Principles of Ecology	3
BIOL 415 Field and Laboratory Methods in Ecology	2
BIOL 416 Cell Structure and Function (3) or BIOL 600 Introductory Biochemistry, Lectures (4)	3-4
BIOL 424 Independent Study: Undergraduate Research	3
CHEM 184 and CHEM 188 Foundations of Chemistry I and II	10
CHEM 624 Organic Chemistry I	3
PHSX 111 Introductory Physics (3) and PHSX 116 Introductory Physics Laboratory (1)	4
MATH 115 Calculus I	3
HIST history of science course	3
Recommended: BIOL 570 Introduction to Biostatistics	3

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education	3
C&T 324 Curriculum and the Learner in the Middle School and High School ...	3
C&T 325 Education in a Multicultural Society	3
C&T 442 Teaching Science in the Middle/Secondary Schools	3
C&T 448 Reading and Writing Across the Curriculum	3
ELPS 450 Foundations of Education	3
SPED 326 Teaching Exceptional Children and Youth in General Education ..	3
PRE 306 Development and Learning of the Adolescent	3

Secondary (6-12) Chemistry Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3) ...	3 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War(3) or HIST 129 History of the United States After the Civil War (3)	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 115 Calculus I	3
*BIOL 100 and BIOL 102 Principles of Biology and Lab (4) or *BIOL 150 Principles of Molecular and Cellular Biology (4)	4
CHEM 184 Foundations of Chemistry I (5) or PHSX 114 College Physics (5)	5
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*Cultural achievement course (see a pre-education adviser for a list of options)	3
*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Major Requirements

CHEM 184 and CHEM 188 Foundations of Chemistry I and II	10
CHEM 516 Analytical Chemistry	3
CHEM 517 Analytical Chemistry Laboratory	2
CHEM 624 Organic Chemistry I	3
CHEM 625 Organic Chemistry I Laboratory	2
CHEM 640 Biological Physical Chemistry	3
CHEM 641 Biological Physical Chemistry Laboratory	2
CHEM 696 Junior/Senior Seminar	1
CHEM 698 Undergraduate Research Problems	3
PHSX 114 and PHSX 115 College Physics I and II	8
MATH 115 and MATH 116 Calculus I and II	6
HIST — history of science course	3

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education	3
C&T 324 Curriculum and the Learner in the Middle School and High School ...	3
C&T 325 Education in a Multicultural Society	3
C&T 442 Teaching Science in the Middle/Secondary Schools	3
C&T 448 Reading and Writing Across the Curriculum	3
ELPS 450 Foundations of Education	3
SPED 326 Teaching Exceptional Children and Youth in General Education ..	3
PRE 306 Development and Learning of the Adolescent	3

Secondary (6-12) Earth and Space Science Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3)	3-4 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War (3) or HIST 129 History of the United States After the Civil War (3)	3
*MATH 104 Precalculus Mathematics	5
*MATH 115 Calculus I	3
*BIOL 100/BIOL 102 Principles of Biology and Lab (4) or BIOL 150 Principles of Molecular and Cellular Biology (4)	4
One physical science course	4-5
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*Cultural achievement course (see a pre-education adviser for a list of options)	3
*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Major Requirements

ASTR 191 Contemporary Astronomy	3
ASTR 196 Introductory Astronomy Laboratory	1
ATMO 105 Introductory Meteorology	5
GEO 101 Introduction to Geology	3
GEO 103 Geology Fundamentals Laboratory	2
GEO 302 Oceanography	3
GEO 304 Historical Geology	2
GEO 351 Environmental Geology	3
GEO 360 Field Investigation	2
GEO 521 Paleontology	3
GEO 311 Mineralogy and the Structure of the Earth	3
GEO 331 Sedimentology and Surface Processes	4
GEO 552 Introduction to Hydrogeology	3
Undergraduate research experience in astronomy, atmospheric science, or geology	3
PHSX 114 and PHSX 115 College Physics I and II	8
MATH 104 Precalculus Mathematics	5
HIST — history of science course	3

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education	3
C&T 324 Curriculum and the Learner in the Middle School and High School	3
C&T 325 Education in a Multicultural Society	3
C&T 442 Teaching Science in the Middle/Secondary Schools	3
C&T 448 Reading and Writing Across the Curriculum	3
ELPS 450 Foundations of Education	3
SPED 326 Teaching Exceptional Children and Youth in General Education	3
PRE 306 Development and Learning of the Adolescent	3

Secondary (6-12) Physics Major

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3)	3-4 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War(3) or HIST 129 History of the United States After the Civil War (3)	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 115 Calculus I	3
*BIOL 100 and BIOL 102 Principles of Biology and Lab (4) or *BIOL 150 Principles of Molecular and Cellular Biology (4)	4
One physical science course	4-5
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3

*Cultural achievement course (see a pre-education adviser for a list of options)	3
*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Major Requirements

Choose one of the following physics sequences (9-12 hours):

PHSX 114 College Physics I (4) and PHSX 115 College Physics II (4) and PHSX 116 Introductory Physics Lab (1) or PHSX 211 General Physics I (4) and PHSX 212 General Physics II (4) and PHSX 313 General Physics III (4)	9-12
PHSX 503 Undergraduate Research	3
PHSX 557 Topics in Mechanics, Properties of Materials, Thermodynamics	1-3
PHSX 558 Topics in Electricity and Magnetism and Optics	3
PHSX 559 Topics in Modern Physics	1-3
ASTR 191 Contemporary Astronomy	3
ASTR 196 Introductory Astronomy Laboratory	1
CHEM 184 and CHEM 188 Foundations of Chemistry I and II	10
MATH 115 and MATH 116 Calculus I and II	6
HIST history of science course	3

Teacher Education Courses

C&T 302 Instructional Technology in Middle/Secondary Education	3
C&T 324 Curriculum and the Learner in the Middle School and High School	3
C&T 325 Education in a Multicultural Society	3
C&T 442 Teaching Science in the Middle/Secondary Schools	3
C&T 448 Reading and Writing Across the Curriculum	3
ELPS 450 Foundations of Education	3
SPED 326 Teaching Exceptional Children and Youth in General Education	3
PRE 306 Development and Learning of the Adolescent	3

Foreign Language Majors (PK-12)

General Education Requirements. Courses marked with an asterisk (*) are required for admission.

*ENGL 101 Composition	3
*ENGL 102 Critical Reading and Writing	3
*COMS 130 Speaker-Audience Communication	3
*ANTH 108 Introduction to Cultural Anthropology (4) or ANTH 160 The Varieties of Human Experience (3)	3-4 ¹
SOC 130 Comparative Societies (3) or SOC 104 Elements of Sociology (3)	3-4 ¹
¹ (Acceptable combinations include ANTH 108/SOC 130, ANTH 160/ SOC 104, and ANTH 160/SOC 130.)	
*GEOG 100 World Regional Geography	3
*HIST 128 History of the United States Through the Civil War(3) or HIST 129 History of the United States After the Civil War (3)	3
*MATH 101 Algebra (3) or MATH 104 Precalculus Mathematics (5)	3-5
*MATH 105, MATH 106, MATH 115 or higher	3
*BIOL 100 and BIOL 102 Principles of Biology and Lab	4
A physical science course with laboratory (GEOG 104/GEOG 105, GEOL 101/GEOL 103, PHSX 111/PHSX 116, CHEM 125 or CHEM 184, ATMO 105, ASTR 191/ASTR 196)	4-5
HSES 260 Personal and Community Health	3
*PSYC 104 General Psychology	3
*Cultural achievement course (see a pre-education adviser for a list of options)	3
*C&T 100 Introduction to the Education Profession	3
ELPS 200 Making Connections Between Schools and Community	3

Chinese Major Requirements

CHIN 104 and CHIN 108 Elementary Chinese I and II	10
CHIN 204 and CHIN 208 Intermediate Chinese I and II	10
CHIN 206 Intermediate Chinese Conversation	2
CHIN 504 and CHIN 508 Advanced Modern Chinese I and II	10
LING 106 Introductory Linguistics	3
Choose one of the following literature courses: CHIN 562, EALC 310, EALC 314, or EALC 318	3
Choose one of the following culture courses: EALC 368, EALC 420, or EALC 530	3

French Major Requirements

FREN 110 and FREN 120 Elementary French I and II	10
FREN 230 or FREN 231 Intermediate French I	3
FREN 240 or FREN 241 Intermediate French II	3
FREN 300 Intensive Review of French Grammar	3
FREN 326 Introduction to French Literature	3
FREN 350 Applied French Grammar and Composition I	3
FREN 310 French Phonetics	3
FREN 375 Intermediate French Conversation	3
FREN 376 Advanced French Conversation	3

KU's teacher education program is recognized nationally for providing superior, innovative professional preparation for teachers.

Many graduate courses and programs are offered on KU's Edwards Campus, 12600 Quivira Rd., Overland Park, KS 66213-2402, phone (from Lawrence): 864-8400 or (913) 897-8400, <http://edwardscampus.ku.edu>.

Choose one of the following literature courses:
 FREN 450, FREN 460, FREN 465, FREN 470, **or** FREN 480 3
 Choose one of the following culture courses:
 FREN 410, FREN 420, FREN 430, FREN 431, **or** FREN 440 3

German Major Requirements
 GERM 104 **or** GERM 105 Elementary German AI 5
 GERM 107, GERM 108, **or** GERM 109 Elementary German AII 5
 GERM 212 and GERM 216 Intermediate German I and II 6
 GERM 408 and GERM 416 Introduction to German Literature I and II 6
 GERM 344 and GERM 348 Intermediate Composition I and II 6
 GERM 444 German Conversation for Everyday Use 3
 GERM 630 Advanced German Grammar 3
 Choose one of the following culture courses:
 GERM 588, GERM 590, **or** GERM 620 3
 Choose one of the following courses:
 LING 106 Introductory Linguistics (3) **or**
 GERM 705 German Phonetics (3) **or**
 GERM 712 The Structure of Modern Standard German (3) 3

Japanese Major Requirements
 JPN 104 and JPN 108 Elementary Japanese I and II 10
 JPN 204 and JPN 208 Intermediate Japanese I and II 10
 JPN 206 Intermediate Japanese Conversation 2
 JPN 306 and JPN 310 Advanced Japanese Conversation I and II 4
 JPN 504 and JPN 508 Advanced Modern Japanese I and II 6
 LING 106 Introductory Linguistics 3
 Choose one of the following literature courses:
 JPN 562, EALC 312, **or** EALC 316 3
 Choose one of the following culture courses: EALC 536 **or** EALC 136 3

Latin Major Requirements
 LAT 104 **or** LAT 105 Elementary Latin 5
 LAT 108 **or** LAT 109 Latin Reading and Grammar 5
 LAT 112 **or** LAT 113 Readings in Latin Literature I 3
 LAT 200 **or** LAT 201 Vergil's *Aeneid* 3
 CLSX 527 Roman Archaeology and Art 3
 HIST 506 Roman Republic 3
 Choose any four of the following courses: 12
 LAT 301 Prose Fiction and Epistolography (3)
 LAT 302 Hexameter Poetry (3)
 LAT 303 Roman Historians (3)
 LAT 304 Lyric and Elegiac Poetry (3)
 LAT 305 Roman Drama (3)

Russian Major Requirements
 RUSS 104 and RUSS 108 Elementary Russian I and II 10
 RUSS 204 and RUSS 208 Intermediate Russian I and II 12
 SLAV 140 Introduction to Russian Culture 3
 SLAV 520 Russian Phonetics, Phonology, and Inflectional Morphology (3) **or**
 SLAV 340 Introduction to the Languages and Peoples of Russia and
 East-Central Europe (3) 3
 RUSS 504 and RUSS 508 Advanced Russian I and II 6
 SLAV 612 Introduction to Russian Literature of the Nineteenth Century (3) **or**
 SLAV 616 Introduction to Russian Literature of the Twentieth
 Century (3) 3

Intensive lower-level language courses may be substituted for the traditional course sequence. RUSS 110 (10 hours) may replace RUSS 104 and RUSS 108 (10 hours).

Spanish Major Requirements
 SPAN 104 **or** SPAN 105 Elementary Spanish I 3-5
 SPAN 108 **or** SPAN 109 Elementary Spanish II 3-5
 SPAN 212 **or** SPAN 213 Intermediate Spanish I 3
 SPAN 216 **or** SPAN 217 Intermediate Spanish II 3
 SPAN 324 Grammar and Composition 3
 SPAN 328 Intermediate Spanish Conversation I 2
 SPAN 329 Intermediate Spanish Conversation II 1
 SPAN 340 Textual Analysis and Critical Reading 3
 SPAN 428 Advanced Spanish Conversation 2
 SPAN 429 Spanish Phonetics 3
 SPAN 446 Spanish Culture (3) **or**
 SPAN 447 Latin American Cultures: _____ (3) 3

Electives: Six hours of literature courses: 6
 SPAN 451, SPAN 453, SPAN 462, SPAN 463 (recommended)

Intensive lower-level language courses may be substituted for the more traditional course sequence. SPAN 111 (10 hours) may replace SPAN 104 and SPAN 108 (10 hours). SPAN 220 (6 hours) may replace SPAN 212 and SPAN 216 (6 hours). SPAN 222 (11 hours) may replace SPAN 108, SPAN 212, and SPAN 216 (11 hours).

Teacher Education Courses
 C&T 301 Instructional Technology in Elementary/Middle Education (3) **or**
 C&T 302 Instructional Technology in Middle/Secondary Education (3) ... 3
 C&T 322 Curriculum and the Learner in the Elementary School 3
 C&T 324 Curriculum and the Learner in the Middle School and High School ... 3
 C&T 325 Education in a Multicultural Society 3
 C&T 444 Teaching Foreign Language in the Middle/Secondary Schools 3
 C&T 448 Reading and Writing Across the Curriculum 3
 ELPS 450 Foundations of Education 3
 PRE 306 Development and Learning of the Adolescent 3
 SPED 326 Teaching Exceptional Children and Youth in General Education ... 3

Endorsements

Journalism Endorsement. This endorsement is only available for Secondary (6-12) English Majors.

JOUR 101 Media and Society 3
 JOUR 301 Research and Writing 3
 JOUR 618 First Amendment and Society 3
 JOUR 600 School Journalism and Publications 3
 JOUR 419 Multimedia Editing 3
 JOUR 415 Multimedia Reporting 3
 JOUR 310 Visual Communications (3) **or**
 JOUR 552 Print and Online Design (3) **or**
 JOUR 553 Marketing Communication Production and Design (3) 3

Teaching English as a Second Language Endorsement (TESL)

LING 106 Introductory Linguistics (3) **or**
 ENGL 387 Introduction to the English Language (3) 3
 C&T 325 Education in a Multicultural Society 3
 C&T 620 Teaching English as a Second Language/Bilingual Education 3
 C&T 621 Diagnosis and Remediation in Second Language Education 3
 C&T 622 Second Language Acquisition 3
 C&T 820 Practicum in Teaching English as a Second Language/
 Bilingual Education 3

Students seeking a bilingual education emphasis must present a Superior (3+) rating on the FSI or the ACTFL/ETS proficiency tests (or equivalent tests) in their non-native language.

Gifted Provisional Endorsement

C&T 630/C&T 730 Understanding the Nature of Talent in Children
 and Youth 3
 C&T 631/C&T 731 Teaching for Talent Development 3
 C&T 733 Practicum in Gifted and Talented Education 3

Special Education Endorsement

Functional Provisional Sequence

SPED 326 Teaching Exceptional Children and Youth in General Education .. 3
 SPED 632 Characteristics of Students Needing a Functional Curriculum 3
 SPED 742 Methods and Assessment: Life Skills and Community-based
 Instruction, in selected area 3

Deaf Provisional Education

SPED 633/SPED 733 Characteristics of Learners with Hearing Loss—
 Deaf Studies 3
 SPED first functional methods class in deaf education 3
 SPED 775 Practicum with Children and Youth with Disabilities:
 in deaf education (taken in spring semester, fifth year) 3

Adaptive Provisional Sequence

SPED 326 Teaching Exceptional Children and Youth in General Education .. 3
 SPED 631 Characteristics of Students Needing an Adaptive Curriculum 3
 SPED 741 Methods and Assessment: Students with Disabilities in General
 Education and Learning Center Settings, in selected area 3
 SPED 775 Practicum with Children and Youth with Disabilities:
 in adaptive area 3

Health, Sport, and Exercise Sciences

Chair: Andrew Fry
 Robinson Center, 1301 Sunnyside Ave., Room 104
 Lawrence, KS 66045-7567, www.soe.ku.edu/hses, (785) 864-3371
 Degrees offered: B.S.E., M.S.Ed., Ph.D.

The *Undergraduate Catalog* is a guideline for policies and procedures in the School of Education. However, academic program requirements change. Students are strongly encouraged to check the school's Web site and the department for the most current information. This catalog is in effect for students admitted to the School of Education for 2008-10.

Undergraduates may enroll in the Professional Teacher Preparation Program in health and physical education. They also may enroll in nonlicensure B.S.E. options in athletic training, sport science, and community health. Students in sport science select one of two emphases—exercise science or sport management—that prepare them for work in physical therapy, health, fitness, or sport settings outside the schools. Students in community health prepare to work with public health agencies. Students in all nonlicensure programs must complete an internship.

The department provides physical activity courses for all students and serves the community through clinics and laboratories. All undergraduate programs include a strong general education component with a focus on the biological sciences.

Students may enter the School of Education by meeting the admission requirements. Students seeking admission to the athletic training and health and physical education teacher licen-

sure programs must have a minimum cumulative grade-point averages of 2.5; all other programs require a 2.75 minimum cumulative grade-point average. However, achieving the minimum grade-point average is not a guarantee of admission. In addition to the minimum cumulative grade-point average, program admission is based on performance in core courses, academic preparation for the major, and the number of students that each program can admit. Consult the School of Education Welcome Center, 208 J.R. Pearson Hall, or the HSES Undergraduate Office, 161 Robinson Center.

Laboratories and Clinics

HSES programs at all levels are supported by experiential education opportunities. All undergraduates are exposed to the laboratories and clinics, which serve KU and the community. For more information about the Athletic Training Laboratory, the Biomechanics Laboratory, the Applied Physiology Laboratory, and the Perceptual and Sensory-Motor Clinic, visit the School of Education’s Web site, www.soe.ku.edu.

Non-Western Culture Requirement

The Kansas State Department of Education requires students seeking teacher licensure to study both Western and non-Western cultures. To meet the non-Western culture requirement, students must complete at least one course classified as NW. This requirement also may count in the appropriate category (behavioral science, social sciences, or arts/humanities) of the general education requirements.

Advising

Information about assigned advisers is given in the letter of admission. Education staff members advise pre-education students individually and in group sessions.

Health and Physical Education Teacher Licensure Program (PK-12)

Admission. Students are selected once a year in the spring for fall semester admission. Submit an application at <http://soe.ku.edu/prospective-students/admissions.php>. All materials are due on February 1. Students are notified of decisions in writing on or before April 1. Students who plan to teach health and physical education must meet the following requirements:

1. Applicants must have **completed at least 50 hours** by the time of application. The cumulative grade-point average must be at least 2.5.
2. The following courses (50 credit hours), or KU equivalents for transfer students, must be completed before the application deadline:
 - ENGL 101 (or exemption) and ENGL 102 or ENGL 105 (must be a total of 6 hours of composition) 6
 - COMS 130 Speaker-Audience Communication 3
 - Mathematics (two courses, usually 6 hours, depending on placement). The second course should have MATH 101 as a prerequisite and may be MATH 105, MATH 106, MATH 111, MATH 115, or a higher-level mathematics course, but may not be MATH 103, MATH 104, MATH 109, or MATH 110 6
 - BIOL 100 **and** BIOL 102 (Lab) or BIOL 103 (Lab, Honors) 4
 - BIOL 240 Fundamentals of Human Anatomy 3
 - PSYC 104 General Psychology 3
 - One social sciences course and one humanities course from the principal course list online at http://collegesas.ku.edu/advising/principal_courses.shtml. (Students are advised to take a non-Western culture course that will also count in Social Sciences or Humanities.) 6
 - HSES 201 Team Sports 2
 - HSES 202 Individual and Dual Sports 2

HSES 214 Physical Education Activities for Elementary School Children 3
 HSES 244 The History and Foundations of Physical Education 3
 HSES 260 Personal and Community Health 3
 HSES 330 Principles of Nutrition and Health (3) **or**
 HSES 482 Drugs in Society (3) 3
 HSES 453 Communicable and Degenerative Diseases (3) **or**
 HSES 489 Health and Human Sexuality (3) 3

3. Applicants must have cumulative grade-point averages of at least 2.75 in the courses above to qualify for admission. No grade lower than C is acceptable in English, mathematics, or communication studies.

4. A student must pass all three sections of the Pre-Professional Skills Test (PPST) before submitting application materials. Passing scores are 172 in mathematics, 173 in reading, and 172 in writing.

Pre-Professional Skills Test (PPST). *Passing scores on all three portions of the PPST are required at the time of application.* Students usually take the PPST in spring of the first year or fall of the second year. Students who do not receive passing scores may retake portions of the PPST. The paper/pencil version of the PPST normally is administered six times a year; applications to register for the test are due at least a month in advance. The computerized version is taken by appointment; contact Testing Services, (785) 864-2768. The test administrator discards PPST scores periodically. Request that test scores be reported to KU, and check to make sure scores are on file.

PPST applications and information are available from Testing Services, 2150 Watkins Memorial Health Center. The Learning Resource Center, 110 J.R. Pearson Hall, has additional PPST information and sample questions.

Pre-Block Courses (65-66 credit hours)

Language Arts and Communication (9 hours)
 ENGL 101 Composition (or exemption) 3
 ENGL 102 Critical Reading and Writing 3
 COMS 130 Speaker-Audience Communication 3

Behavioral Science (3 hours)
 PSYC 104 General Psychology 3

Social Sciences and Humanities (9 hours)
 Select two social sciences courses from the principal course list online at http://collegesas.ku.edu/advising/principal_courses.shtml 6
 Select one humanities course from the principal course list online at http://collegesas.ku.edu/advising/principal_courses.shtml 3
 (Students are advised to take a required non-Western culture course as the social sciences or humanities course.)

Science and Mathematics (17-18 hours)
 BIOL 100 Principles of Biology 3
 BIOL 102 Principles of Biology Laboratory 1
 BIOL 240 Fundamentals of Human Anatomy 3
 One course from the natural sciences (earth or physical science) principal course list online at http://collegesas.ku.edu/advising/principal_courses.shtml 4-5
 Mathematics (usually 6 hours, depending on placement) The second course should have MATH 101 as a prerequisite and may be MATH 105, MATH 106, MATH 111, MATH 115, or a higher-level mathematics course, but may not be MATH 103, MATH 104, MATH 109, or MATH 110 6

Physical Education and Health Content Courses (27 credit hours)
 HSES 201 Team Sports 2
 HSES 202 Individual and Dual Sports 2
 HSES 214 Physical Education Activities for Elementary School Children 3
 HSES 244 The History and Foundations of Physical Education 3
 HSES 248 First Aid 2
 HSES 260 Personal and Community Health 3
 HSES 330 Principles of Nutrition and Health 3
 HSES 453 Communicable and Degenerative Diseases 3
 HSES 482 Drugs in Society 3
 HSES 489 Health and Human Sexuality 3

Education

Non-Western culture courses are online at http://collegesas.ku.edu/advising/nonwest_culture_courses.shtml.

Principal courses are online at http://collegesas.ku.edu/advising/principal_courses.shtml.



Health, Sport, & Exercise Sciences (Health & Physical Education Teacher Licensure, Athletic Training)

Block 1: Fall Semester, Junior Year (15 credit hours)

HSES 302 Practicum in Adaptive Health and Physical Education for Elementary and Secondary Students	2
HSES 315 Health and Fitness Technology	2
HSES 340 Instructional Strategies in Motor Learning	2
HSES 573 Introduction to School and Community Health	3
HSES 671 Applied Biomechanics	3
SPED 326 Teaching Exceptional Children and Youth in General Education	3

Block 1 Field Experience: Adapted PE Practicum (30 clock hours). Serve as a teaching aide for an adapted physical educator in a local district.

Block 2: Spring Semester, Junior Year (15 credit hours)

BIOL 246 Principles of Human Physiology	3
C&T 359 Basic Processes of Reading	1
HSES 108 Basic Skill Instruction in (Fitness elective)	1
HSES 210 Instruction and Analysis in Swimming	1
HSES 320 Methods of Teaching Physical Education	3
HSES 558 Creative Movement and Dance Appreciation	3
HSES 565 Methods and Materials in Health Education	3

Block 2 Field Experience: Health Teaching Practicum (30 clock hours). Serve as a teaching aide in a middle, junior high, or high school health classroom.

Block 3: Fall Semester, Senior Year (15 credit hours)

C&T 325 Education in a Multicultural Society	3
ELPS 450 Foundations of Education	3
HSES 380 Sociology of Sport	3
HSES 410 Program Design in Physical Education	3
HSES 672 Exercise Physiology	3

Block 3 Field Experience: PE Teaching Practicum (30 clock hours). Serve as a teaching aide in an elementary, middle, or junior high PE classroom.

Note: During Block 3, students are strongly encouraged to take both the Health and the Physical Education PRAXIS examinations.

To progress to Block 4, all assessments must be completed at an acceptable level. A graduation check is required to verify that **all course work is completed with a minimum grade-point average of 2.75.**

Block 4: Field Experience, Spring Semester, Senior Year (16 credit hours)

HSES 500 Student Teaching	14
HSES 501 Seminar in Teaching Health and Physical Education	2

Athletic Training

Selective/Limited Admission Policies. Students apply to the School of Education and the Athletic Training Program concurrently. Students are selected for admission once a year. Submit an application by May 1 for fall semester admission. Students may be admitted on a provisional basis pending completion of any remaining prerequisite course work. The number of openings depends on the ratio of students to clinical instructors and may vary depending on current enrollment. If the number of applicants exceeds available openings, applicants are ranked by cumulative grade-point average (2.5 minimum), final grades in HSES 250 (exception for transfers), supervisor evaluations from HSES 251 (exception for transfers), recommendations from three former supervisors/mentors/teachers, and outcome of on-campus staff interview. Selection begins with the highest ranking until all positions are filled.

Technical Standards for Admission. Athletic training is a rigorous and intense program that prepares graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The program's technical standards establish the qualities necessary for students to achieve the knowledge, skills, and competencies of entry-level athletic trainers. Students who cannot meet these standards, with or without rea-

sonable accommodation, are not admitted. Students must comply with these standards to complete the program. Compliance with the technical standards and completion of this degree do not guarantee eligibility for the Board of Certification examination. Candidates must demonstrate

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts, solve problems, formulate assessments and therapeutic judgments, and distinguish deviations from the norm.
2. Sufficient ability to perform appropriate accepted techniques of psychomotor skills and clinical proficiencies in athletic training.
3. Sufficient ability to use equipment and materials accurately, safely, and efficiently during assessment and treatment of patients.
4. The ability to communicate effectively and sensitively with patients and colleagues including those from different cultural and social backgrounds.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence, and commitment to complete the program.
7. Flexibility and ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and good patient care.
9. The ability to record physical examination results and a treatment plan clearly and accurately.
10. Physical and mental health that permits meeting established technical standards (determined by physical examination).

Candidates must verify that they understand and meet these standards or that they can meet them with certain accommodations.

Transfer Student Policy. KU welcomes transfer students to the athletic training program if the following criteria are met:

- Follow the university's policy on transfer of credit.
- Meet School of Education admission requirements and be accepted into the school.
- Meet athletic training program admission requirements.
- Be available for an on-campus interview in May.
- Have previous experience of at least one semester working under the direct supervision of a Certified Athletic Trainer, who serves as one of the three references for the application.
- Complete HSES 351 during the first spring semester on campus.
- Space must be available for additional students due to the program's limited and selective admissions policy (if space is not available, the transfer student must apply during the next enrollment period).
- Complete 800 hours of clinical experience while at KU to meet state of Kansas athletic training registration requirements.

Due to the structure and sequence of the athletic training program, transfer students who meet these requirements are admitted and placed in the sophomore (Level I) class. The only core AT course that may be transferred is HSES 250 or its equivalent. Program authorities reserve the right to accept or deny transfer of credit for athletic training courses.

Prerequisites for Admission. In addition to School of Education admission requirements, prospective students also must complete the following prerequisites for admission:

1. Complete the following course work before admission, with no grade lower than a C in HSES, ENGL, MATH, and social science or arts/humanities elective, and a grade no lower than B- (80 percent) in HSES 250 and HSES 251:
 - ENGL 101 Composition (3)
 - ENGL 102 Critical Reading and Writing (3)
 - Social sciences or arts/humanities elective (3)
 - MATH 101 Algebra (3)
 - BIOL 100 Principles of Biology (3)
 - BIOL 102 Principles of Biology Laboratory (1)
 - BIOL 240 Fundamentals of Human Anatomy (3)
 - HSES 250 Introduction to Athletic Training (3)
 - HSES 251 Introduction to Athletic Training Practicum (1) (transfer students complete this course in their first spring semester)
 - HSES 260 Personal and Community Health (3)
 - HSES 269 Introduction to Exercise Science (3)

Sport science students complete major requirements in one of two emphases: exercise science or sport management.

The 2008 Fiske Guide to Colleges calls KU's School of Education a standout.

2. Admission to the School of Education must be granted. Conditional admission to the AT program pending admission to School of Education is possible. Contact the AT faculty to discuss specifics and options.

3. Complete an application form for the athletic training education program.
4. Submit copies of transcripts from all colleges and universities attended (or KU ARTS forms).

5. Submit a letter of intent describing career goals and why the prospective student wishes to become a Certified Athletic Trainer (answer questions provided in the application packet).

6. Submit completed recommendation forms from three professional references (past instructor, athletic trainer, physical therapist, doctor, etc.).

7. Complete an on-campus interview.

8. Provide proof of physical examination by a licensed physician (Use the form provided in the application packet; see Technical Standards for Admission and the Communicable Disease Policy in the *Athletic Training Student Handbook*. Physical exam must establish that the student meets the technical standards for admission.

9. Provide official verification of immunization history including Hepatitis B vaccination series (first vaccination required), measles, mumps, rubella, tetanus, and diphtheria. Immunizations are available at Watkins Memorial Health Center.

10. Provide proof of tuberculosis skin test (available at Watkins Memorial Health Center).

11. Provide proof of current American Red Cross CPR and First Aid certification.

12. Adhere to technical standards for admission and complete the agreement form. Information on technical standards can be found in the *Athletic Training Student Handbook*.

Upon formal admission to the program, all students must provide proof of student membership in the National Athletic Trainers' Association (NATA) and proof of student malpractice liability insurance. Proof of malpractice liability insurance is required before students begin the first clinical rotation.

Application packets for the athletic training program can be found in the *Athletic Training Student Handbook* or obtained in 161 Robinson. Applications are due no later than May 1.

The athletic training education program is nondiscriminatory with respect to race, religion, color, sex, national origin, sexual orientation, age, disability, creed, and veteran status.

Program. The athletic training program prepares students for careers as allied-health professionals and for the Board of Certification examination, which leads to certification and the credential of a certified athletic trainer. Students learn the concepts and skills to manage health care problems associated with physical activity. In cooperation with physicians and other health care personnel, the athletic trainer is an integral member of the health care team in secondary schools, colleges and universities, professional sports, sports medicine clinics, and health care settings. The professional preparation develops competencies in injury prevention and risk management, pathology of injuries and illnesses, assessment and evaluation, acute care of injury and illness, pharmacology, therapeutic modalities, therapeutic exercise, general medical conditions, nutritional aspects of injury and illness, psychosocial intervention and referral, professional development and responsibilities, and health care administration.

All students complete 49 hours of general education requirements and a 9-hour sport foundation core. Students complete a 68-hour core curriculum including six 2-hour practicum courses in which they participate in clinical education. Clinical education is the formal acquisition, practice, application, and evaluation of the entry-level athletic training clinical proficiencies. This is accomplished through classroom, laboratory, clinical, and field experiences under the supervision of a clinical instructor. Each practicum's proficiencies provide a logical progression of learning. Students are assigned to a clinical instructor each semester for related clinical and field experience. The clinical and field experiences allow students to apply related skills in direct patient care at clinical affiliate sites, including area high schools, sports medicine/physical therapy clinics, and collegiate settings. Field experiences include exposure to upper- and lower-extremity injuries, general medical conditions, experiences with protective equipment, experiences with team and in-

dividual sports, and gender-specific opportunities. The clinical portion of the curriculum is a vital part of professional preparation. Students are expected to demonstrate mastery of clinical skills related to didactic course work. Students must complete requirements with a grade no lower than B in the practicum sequence. The passing mark for all competencies is 80 percent. A minimum of 126 credit hours with a cumulative grade-point average of at least 2.5 is required for graduation.

Students must demonstrate mastery of each competency skill to their approved clinical instructors and pass final evaluations with 80 percent proficiency. Students who do not meet these criteria do not progress to the next course in the program sequence.

General Education Requirements (48-50 hours)

Language Arts and Communication (12 hours)
 ENGL 101 Composition (or exemption) 3
 ENGL 105 Freshman Honors English 3
 ENGL 102 Critical Reading and Writing (3) **or**
 ENGL 205 Freshman-Sophomore Honors Proseminar (3) 3
 ENGL elective 3
 COMS 130 Speaker-Audience Communication (3) **or**
 COMS 150 Personal Communication (3) 3

Biological Science (12 hours)
 BIOL 100 Principles of Biology 3
 BIOL 102 Principles of Biology Laboratory 1
 BIOL 240 Fundamentals of Human Anatomy 3
 BIOL 241 Human Anatomy Observation Laboratory 2
 BIOL 246 Principles of Human Physiology 3

Mathematics (3-5 hours)
 MATH 101 Algebra (3) **or** MATH 104 Precalculus Mathematics (5) **or**
 MATH 115 Calculus I (3) (or exemption) 3-5

Physical Science (9 hours)
 PHSX 114 College Physics 4
 CHEM 125 College Chemistry (5) **or**
 CHEM 184 Foundations of Chemistry (5) 5

Behavioral Science (3 hours)
 PSYC 104 General Psychology 3

Social Sciences/Arts/Humanities (9 hours)
 Two courses from the social sciences and humanities principal course list online at http://collegesas.ku.edu/advising/principal_courses.shtml. A student may not take more than two courses (6 hours) from any one content area 6
 PHIL 370 Moral Issues in Medicine (3) **or**
 PHIL 677 Medical Ethics: Professional Responsibilities (3) 3

Sport Foundation Core (9 hours)
 HSES 244 The History and Foundations of Physical Education 3
 HSES 260 Personal and Community Health 3
 HSES 269 Introduction to Exercise Science 3

Specialized Core in Athletic Training (three-year program, effective for students entering in 2007-08)
 HSES 248 First Aid 2
 HSES 250 Introduction to Athletic Training 3
 HSES 251 Introduction to Athletic Training Practicum 1
 HSES 305 Procedures and Techniques for Physical Fitness Training 3
 HSES 310 Research and Data Analysis in Health, Sport, and Exercise Sciences ... 3
 HSES 330 Principles of Nutrition and Health 3
 HSES 352 Therapeutic Modalities 3
 HSES 353 Athletic Training Practicum I 2
 HSES 354 Lower Extremity Evaluation 3
 HSES 355 Athletic Training Practicum II 2
 HSES 369 Kinesiology 3
 HSES 453 Communicable and Degenerative Diseases 3
 HSES 456 Upper Extremity Evaluation 3
 HSES 457 Athletic Training Practicum III 2
 HSES 458 General Medical/Pharmacology 2
 HSES 459 Rehabilitation 3
 HSES 460 Athletic Training Practicum IV 2
 HSES 482 Drugs in Society 3
 HSES 561 Organization and Administration of Athletic Training 2
 HSES 562 Athletic Training Practicum V 2
 HSES 563 Senior Capstone in Athletic Training 2
 HSES 564 Athletic Training Practicum VI 2
 HSES 640 Applied Sport and Performance Psychology 3
 HSES 670 Introduction to Biomechanics 3
 HSES 672 Exercise Physiology 3
 HSES 673 Clinical Fitness Evaluation Techniques 3
 HSES 680 Adaptive Physical Education and Recreation 3

Sport Science

Admission. Students may apply for admission twice a year. Submit an application at <http://soe.ku.edu/prospective-students/admissions.php> by February 1 for fall semester admission or September 15 for spring semester admission.

Program. The sport science option prepares students for careers in therapeutic sport- and fitness-related settings. Graduates are prepared to work in fitness, wellness, or rehabilitation programs, as sport and fitness management professionals, or to enter graduate study in physical therapy and exercise physiology.

In addition to general education requirements, students complete major requirements in one of two emphases: exercise science or sport management. The exercise science emphasis includes all prerequisites for admission to the physical therapy program at KU Medical Center. It also provides a strong scientific core necessary for careers in cardiac rehabilitation and strength and conditioning. The sport management emphasis includes HSES courses and an 18-hour business minor. During the last semester, exercise science students must complete 12 hours of internship (30 hours per week for 16 weeks), and sport management students must complete 15 hours of internship (40 hours per week for 16 weeks). Internships must be completed at approved sites within a 50-mile radius of Lawrence. Students who have a 3.0 or higher cumulative grade-point average may petition to intern at an approved site beyond the 50-mile radius. All course work must be completed before the internship can be approved. A 2.75 cumulative grade-point average is required to apply for the internship and to graduate. General regulations of the school and university must be met.

Program Requirements. Courses marked with an asterisk (*) are required for admission.

Exercise Science

Language Arts and Communication (12 hours)

- *ENGL 101 Composition (or exemption) 3
- *ENGL 102 Critical Reading and Writing 3
- ENGL elective 3
- *COMS 130 Speaker-Audience Communication (3) **or**
- COMS 150 Personal Communication (3) **or**
- COMS 230 Fundamentals of Debate (3) 3

Humanities/Social Sciences (12 hours)

- *PHIL 160 Introduction to Ethics (3) **or**
- PHIL 677 Medical Ethics: Professional Responsibilities (3) 3
- *PSYC 104 General Psychology 3
- *SOC 104 Elements of Sociology 3
- One course from the humanities and social sciences principal course list online at http://collegesas.ku.edu/advising/principal_courses.shtml 3

Science and Mathematics (42-43 hours)

- *BIOL 100 Principles of Biology 3
- *BIOL 102 Principles of Biology Laboratory 1
- BIOL 200 Basic Microbiology (3) **or**
- BIOL 416 Cell Structure and Function (3) 3
- BIOL 203 Introductory Microbiology Laboratory (2) **or**
- BIOL 426 Laboratory in Cell Biology (3) **or**
- BIOL 430 Laboratory in Molecular Biology (3) 2-3
- *BIOL 240 Fundamentals of Human Anatomy 3
- BIOL 241 Human Anatomy Observation Laboratory 2
- *BIOL 246 Principles of Human Physiology 3
- BIOL 247 Principles of Human Physiology Laboratory 2
- CHEM 184 Foundations of Chemistry I 5
- CHEM 188 Foundations of Chemistry II 5
- PHSX 114 and PHSX 115 College Physics I and II 8
- *MATH 101 Algebra (3) and MATH 103 Trigonometry (2) **or**
- MATH 104 Precalculus Mathematics (5) 5
- (This credit-hour requirement varies due to placement in math.)

Sport Science General Core (6 hours)

- *HSES 244 The History and Foundations of Physical Education 3
- *HSES 269 Introduction to Exercise Science 3

Major Requirements and Internship (49 hours)

- HSES 305 Procedures and Techniques for Physical Fitness Training 3
- HSES 310 Research and Data Analysis in Health, Sport, and Exercise Sciences 3
- HSES 330 Principles of Nutrition and Health 3
- HSES 350 Care and Prevention of Athletic Injuries 3
- HSES 369 Kinesiology 3
- HSES 488 Pre-internship Seminar 1
- HSES 670 Introduction to Biomechanics 3

- HSES 672 Exercise Physiology 3
- HSES 673 Clinical Fitness Evaluation Techniques 3
- HSES 674 Exercise Biochemistry 3
- HSES 680 Adaptive Physical Education and Recreation 3
- HSES 580 Internship in Exercise Science 12
- Two electives: HSES (numbered 300 or above) or adviser-approved substitutes 6

Sport Management

Language Arts and Communication (12 hours)

- *ENGL 101 Composition (or exemption) 3
- *ENGL 102 Critical Reading and Writing (3) **or**
- ENGL 105 Freshman Honors English (3) 3
- ENGL elective (ENGL 203, ENGL 205, ENGL 209, ENGL 210, or ENGL 211) 3
- *COMS 130 Speaker-Audience Communication (3) **or**
- COMS 150 Personal Communication (3) **or**
- COMS 230 Fundamentals of Debate (3) 3

Behavioral Science (3 hours). *One course required for admission:
PSYC 104 General Psychology (3) **or** SOC 104 Elements of Sociology (3) 3

Social Sciences and Humanities (9-10 hours)

- *ECON 104 Introductory Economics (4) **or**
- ECON 142 Principles of Microeconomics (4) **or**
- ECON 144 Principles of Macroeconomics (3) 3-4
- *PHIL 160 Introduction to Ethics (3) 3
- Elective (must be from the humanities and social sciences principal course list online at http://collegesas.ku.edu/advising/principal_courses.shtml) 3

Science and Mathematics (17-18 hours)

- *BIOL 100 Principles of Biology 3
- *BIOL 102 Principles of Biology Laboratory 1
- *BIOL 240 Fundamentals of Human Anatomy 3
- *BIOL 246 Principles of Human Physiology 3
- One course from the natural sciences (earth or physical science) principal course list online at http://collegesas.ku.edu/advising/principal_courses.shtml 4-5
- *MATH 101 Algebra **or** a MATH course higher than MATH 101 (excluding MATH 103, MATH 109, MATH 110) 3
- (This credit-hour requirement varies due to placement in math.)

Health, Sport, and Exercise Sciences (9 hours)

- *HSES 244 The History and Foundations of Physical Education 3
- *HSES 260 Personal and Community Health 3
- *HSES 289 Introduction to Sport Management 3

General Education Electives (9-10 hours) 9-10

Business Minor (18-19 hours)

- ACCT 205 Survey of Accounting (3) **or**
- ACCT 200 Financial Accounting I (4) 3-4
- DSCI 305 Survey of Decision Making in Business 3
- FIN 305 Survey of Finance (3) **or** FIN 310 Finance (3) 3
- IST 205 Survey of Information Systems (3) **or**
- IST 301 Introduction to Information Systems (3) 3
- MGMT 305 Survey of Management 3
- MKTG 305 Survey of Marketing (3) **or** MKTG 310 Marketing (3) 3

Major Requirements and Internship (46 hours)

- HSES 380 Sociology of Sport 3
- HSES 381 Sport Ethics 3
- HSES 382 Sport Facilities and Event Management 3
- HSES 384 Sport Law 3
- HSES 482 Drugs in Society 3
- HSES 483 Sport Finance and Economics 3
- HSES 486 Sport Marketing 3
- HSES 487 Personnel Management in Sport 3
- HSES 488 Pre-internship Seminar 1
- Two upper-division electives 6
- HSES 499 Internship in Sport Management 15

Community Health

Admission. Students may apply for admission twice a year. Submit an application at <http://soe.ku.edu/prospective-students/admissions.php> by February 1 for fall semester admission or September 15 for spring semester admission.

Program. This option prepares students for health-related careers in public agencies. In addition to general education requirements, the program includes major requirements, electives from courses complementary to the program, and a 12-hour internship (30 hours per week for 16 weeks). A 2.75 cumulative grade-point average is required to apply for the internship and to graduate. Students must complete all KU requirements to graduate.

Program Requirements. Courses marked with an asterisk (*) are required for admission.

Language Arts and Communication (12 hours)

- *ENGL 101 Composition (or exemption) 3
- *ENGL 102 Critical Reading and Writing 3

ENGL elective 3
 *COMS 130 Speaker-Audience Communication (3) **or**
 COMS 150 Personal Communication (3) **or**
 COMS 230 Fundamentals of Debate (3) 3
Behavioral Science (6 hours). *One course required for admission:
 PSYC 104 General Psychology 3
 SOC 104 Elements of Sociology 3
Social Sciences/Arts/Humanities (9 hours)
 *Any two required for admission: Three courses from the humanities and
 social sciences principal course list online at [http://colleges.ku.edu/
 advising/principal_courses.shtml](http://colleges.ku.edu/advising/principal_courses.shtml). A student must not take more than
 two courses (6 hours) from any one content area 9
Science and Mathematics (21 hours)
 *BIOL 100 Principles of Biology 3
 *BIOL 102 Principles of Biology Laboratory 1
 BIOL 200 Basic Microbiology 3
 BIOL 240 Fundamentals of Human Anatomy 3
 BIOL 246 Principles of Human Physiology 3
 CHEM 125 College Chemistry 5
 *MATH 101 Algebra **or** a MATH course higher than MATH 101
 (excluding MATH 103, MATH 109, MATH 110) 3
 (This credit-hour requirement varies due to placement in math.)
Physical and Mental Health (8 hours)
 *HSES 248 First Aid (or current certification) 2
 *HSES 260 Personal and Community Health 3
 *HSES 269 Introduction to Exercise Science 3
Major Requirements (40 hours)
 HSES 310 Research and Data Analysis in Health, Sport, and Exercise Sciences 3
 HSES 330 Principles of Nutrition and Health 3
 HSES 365 Peer Health Education 3
 HSES 434 Consumer and Environmental Health 3
 HSES 453 Communicable and Degenerative Diseases 3
 HSES 482 Drugs in Society 3
 HSES 488 Pre-internship Seminar 1
 HSES 489 Health and Human Sexuality 3
 HSES 565 Methods and Materials in Health Education 3
 HSES 573 Introduction to School and Community Health 3
 HSES 605 Administrating Health-related Programs 3
 HSES 618 Health Aspects of Aging 3
 PSYC 333 Child Psychology (3) **or** PSYC 430 Cognitive Development (3) **or**
 PSYC 626 Psychology of Adolescence (3)..... 3
 JOUR 433 Strategic Communication 3
Electives (16-18 hours) Students who substitute First Aid certification for HSES
 248 must take 18 hours of electives. All other students must take 16 hours of
 electives. Of the required elective hours, 6 hours must be selected from the fol-
 lowing program areas and approved by your community health adviser be-
 fore taking the course: Spanish (any class level); upper-division (300 or higher)
 psychology; sociology; anthropology; applied behavioral sciences; and
 women, gender, and sexuality studies. Elective classes cannot be used to sat-
 isfy both electives and social science/humanities pre-admission requirements.
Internship (12 hours)
 HSES 580 Internship in Community Health 12



Education Courses

■ Curriculum and Teaching Courses

C&T 100 Introduction to the Education Profession (3). This course is designed to acquaint students with the profession of education by helping to increase an awareness of the role and characteristics of an effective teacher. Large and small group activities and assignments are dispersed throughout the semester to facilitate these outcomes. Students will be involved in observation of and participation with teachers and pupils in public school classrooms, which complement course activities and assignments. Students will work with a mentor pre-service teacher from the KU School of Education to provide discussions about each of the course objectives. C&T 100 is a pre-professional course. Successful completion of the course does not guarantee eventual admission to the School of Education's Teacher Education Program. LEC

C&T 301 Instructional Technology in Elementary/Middle Education (3). The focus of this course is on developing integration strategies and acquiring computer skills for using instructional technology and educational software, digital media, and information technologies appropriate to elementary and middle school teaching environments. Students will gain expertise in (a) the selection of appropriate instructional technologies and digital media for use in the classroom; (b) production of technology-based instructional materials; and (c) the evaluation and validation of a variety of electronic information sources. Prerequisite: Admission to the Teacher Education Program. LEC

C&T 302 Instructional Technology in Middle/Secondary Education (3). The focus of this course is on developing integration strategies and acquiring computer skills for using instructional technology and educational software, digital media, and information technologies appropriate to middle school and high school teaching environments. Students will gain expertise in (a) the selection of appropriate instructional technologies and digital media for use in the classroom; (b) production of technology-based instructional materials; and (c) the evaluation and validation of a variety of electronic information sources. Prerequisite: Admission to the Teacher Education Program. LEC

C&T 322 Curriculum and the Learner in the Elementary School (3). Building on the experiences in C&T 100 and C&T 200, this course will focus on the learner in the elementary setting. Learning occurs as a result of interaction among learners, teacher and subject matter in the classroom within a school in a community. The impact of the interactions of these students of learning of young children is studied in this course. Emphasis is given to the factors that influence curriculum decision-making, and methods that are considered in elementary grades curriculum and how it is delivered. Prerequisite: Admission to the Teacher Education Program. LEC

C&T 324 Curriculum and the Learner in the Middle School and High School (3). Building on experiences in C&T 100 and C&T 200, this course will focus on the learner within the high school setting. Learning occurs in a classroom within a school in a community, and the nature and structure of these settings as well as their impact on learning is studied in this course. Emphasis is given to the curriculum, the factors that influence the curriculum, and the ways that goals for high school students are reflected in the high school curriculum. Prerequisite: Admission to the Teacher Education Program. LEC

Education

Music Education and Music Therapy

For degree requirements and course descriptions of music education and music therapy programs at KU, see the School of Fine Arts chapter of this catalog.

Visual Art Education

For degree requirements and course descriptions of visual art education programs at KU, see the School of Fine Arts chapter.

The Learning Resource Center in J.R. Pearson Hall contains a representative sample of instructional equipment found in modern schools.

Information about licensure is available in the Licensure Office in J.R. Pearson Hall and online at <http://soe.ku.edu/students/licensure>.

C&T 325 Education in a Multicultural Society (3). The course is designed to provide the student with an awareness of and sensitivity of the concept of multicultural education. Topics related to the rationale for and processes of providing a multicultural perspective within the schools will be addressed. Field experiences will be structured to provide students with opportunities to observe the diversity within our society. LEC

C&T 344 Children's Literature in the Elementary School (3). A study of literature (poetry, folk literature, fiction, and nonfiction) appropriate for elementary school children with a focus on contemporary children's books. Emphasis will be on selection of literature based on child development, literary quality, curriculum, and pluralism and the engagement of children in literature experiences from the interactive, reader response, and critical perspectives. Prerequisite: Admission into the School of Education. LEC

C&T 347 Social Studies in the Elementary Classroom (3). A study of curricula, instructional strategies, and classroom organization for social studies education K-6. Emphasis is placed on the effective implementation of social studies programs in classroom settings. Prerequisite: Admission to the School of Education in elementary, middle, or secondary, or the Unified Early Childhood programs. LEC

C&T 349 Science in the Elementary Classroom (3). In this course, you will develop an understanding of how children learn science and why science education is important. You will examine effective approaches to teaching, instructional materials, and student assessment and will learn how to plan and implement a science unit. The course will emphasize a guided-inquiry approach to science instruction appropriate for the abilities and interests of children in grades K-6. Prerequisite: Admission to the School of Education. LEC

C&T 351 Mathematics for the Elementary Classroom (3). This course is a study of the curriculum, instructional strategies, and classroom organization for mathematics in grades K-6. Emphasis is placed on the effective implementation of mathematics programs in classroom settings. Prerequisite: Admission to the School of Education. LEC

C&T 352 Literacy Instruction in the Primary Grades (K-3) (3). This course is intended to develop the attitudes, knowledge, and skills necessary to effectively instruct primary grades (K-3) children through the development of literacy skills: reading, writing, listening, speaking, spelling, and handwriting. The major goals of this course are for the prospective teacher to develop an understanding of literacy development of the primary-grades child, current literacy theories, and the ability to work with a number of approaches to promote literacy learning and a positive attitude toward literacy in all primary-grades students who may have different needs due to language, culture, learning challenges, and/or differing stages of development. This course is to be taken concurrently with C&T 353, Literacy Practicum in the Primary Grades. Prerequisite: Admission to the Teacher Education Program. LEC

C&T 353 Literacy Practicum in the Primary Grades (1). This supervised practicum is intended to allow the pre-service teacher to apply the knowledge gained in C&T 352, Literacy Instruction in the primary grades (K-3), by teaching children in the primary grades. To be taken concurrently with C&T 352 Prerequisite: Admission to the Teacher Education Program. LEC

C&T 354 Literacy Instruction in the Intermediate Grades (4-6) (3). This course is intended to develop the attitudes, knowledge, and skills necessary to effectively instruct intermediate-grades children (4-6) through the development of literacy skills: reading, writing, listening, speaking, and spelling. The major goals of this course are for the prospective teacher to develop an understanding of literacy development of the intermediate-grades child, current literacy theories, and the ability to work with a number of approaches to promote literacy learning and a positive attitude toward literacy in all intermediate-grades students who may have different needs due to language, culture, learning challenges, and/or differing stages of development. This course is to be taken concurrently with C&T 355, Literacy Practicum in the Intermediate Grades. Prerequisite: Admission to the Teacher Education Program. LEC

C&T 355 Literacy Practicum in the Intermediate Grades (4-6) (1). This supervised practicum is intended to allow the preservice teacher to apply the knowledge gained in C&T 354, Literacy Instruction in the intermediate grades (4-6), by teaching children in the intermediate grades. To be taken concurrently with C&T 354. Prerequisite: Admission to the Teacher Education Program. LEC

C&T 359 Basic Processes of Reading (1). An introduction to reading in relation to specific areas of art, music and health and physical education. Focus on specialized vocabulary and literature related to each area. Introduction of specific strategies to teach vocabulary and comprehension and to integrated units of study. Prerequisite: Admission to certification program in music education, art education, health education, or physical education. LEC

C&T 360 Knowing and Learning in Mathematics and Science (3). This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How is knowing and learning structured and how does what we know change and develop? For the science and mathematics educator, what are the tensions between general, cross-disciplinary characterizations of knowing (e.g. intelligence) and the specifics of coming to understand powerful ideas in mathematics and science? What are the links between knowing and developing in learning theory, and the content and evolution of sci-

entific ideas. Also, current issues and tensions in education will be discussed, especially as it relates to mathematics and science instruction. LEC

C&T 366 Classroom Interactions in Mathematics and Science (3). To make prospective teachers aware of multiple models of teaching (including direct instruction, inquiry teaching and use of small groups); the advantages, disadvantages and uses of each; and what each model requires of teachers. To allow prospective teachers to explore ways of probing student understanding through authentic assessment, evaluating student understanding through student artifacts, and enhancing student understanding through lesson plans built around models of how people learn. To make prospective teachers aware of equity and diversity issues in classroom teaching and ways of ensuring that all students have an opportunity to learn. To make students aware of the proficiencies for licensure recognized by UKanTeach and Kansas State Board of Education and facilitate students' demonstration and documentation of these through their development of a professional portfolio. To develop students' capacity to identify and evaluate best teaching practices as presented in research literature. Prerequisite: C&T 360. LEC

C&T 460 Project-based Instruction in Mathematics and Science (3). This course will have three essential components. The first will be a theory driven perspective accounting for what we know of how people learn and how project-based instruction may be our best choice for bridging the gap between theory and practice. The second component will be a technological component that will assist the enrolled students in developing their own project-based unit. The third component will be a field component consisting of two parts: 1) observation of well-implemented project-based instruction in local schools and 2) implementation of project-based instruction with area high school students on a study trip to Flint Hills. Prerequisite: C&T 360. LEC

C&T 420 Teaching Kansas Government and Contemporary Public Policy Issues: _____ (3). A study of the constitution, organization, functions, and processes of Kansas government, of contemporary public policy issues with local, state and national implications, and of strategies for teaching these in middle and secondary classrooms. Prerequisite: Admission to the School of Education and POLS 110. LEC

C&T 421 Economics for Elementary Teachers (3). The focus of this course is to introduce and develop understanding of economic concepts and principles in those preparing to teach elementary education. This course presents students primarily with basic economic content and, secondarily, with information on developmentally appropriate economics for elementary age students. Emphasis will be placed on micro and macroeconomic concepts, including the economic problem, resources, scarcity, economic decision-making, opportunity cost, economic systems, price, exchange and money, markets, supply and demand, production, market failures and the role of government, and international trade. Open only to School of Education students enrolled in the elementary education program. LEC

C&T 422 Teaching Economics and Secondary Social Studies (2). The purpose of the course is to prepare secondary social studies education students to teach the major economic concepts, issues and systems in the United States and other nations in preparation for teacher licensure in the State of Kansas. Prerequisite: Admission to the Secondary History and Government teacher education licensure program. LEC

C&T 430 Teaching Literature for Young Adults (3). Teaching literature (novel, short story, poetry, drama, nonfiction) suitable for students in the middle school, the junior high school, and the senior high school. Ethnic literature, censorship, bibliographies, and other relevant sources of information about books for young adults will be studied. Prerequisite: Admission to the School of Education. LEC

C&T 440 Teaching English in the Middle/Secondary Schools (3). A study of philosophy, objectives, curriculum, procedures of instruction and evaluation in teaching English at the middle/secondary levels. Included will be a study of the methods of teaching literature, language and oral and written composition in English classes. A field experience may be a part of this course. Prerequisite: C&T 323 or C&T 324 or permission of instructor. LEC

C&T 441 Teaching Social Studies in the Middle/Secondary Schools (3). Study of curriculum development and instructional strategies appropriate for teaching social studies in grades 5-12. Prerequisite: C&T 323 or C&T 324 or permission of instructor. LEC

C&T 442 Teaching Science in the Middle/Secondary Schools (3). Study of the science content and process skills that should be taught in the middle/secondary schools. Emphasis also will be placed on instructional strategies such as concept mapping, Learning Cycle Model, and use of computers and networking in the science laboratory. A field experience is a required component of the course. Prerequisite: C&T 323 or C&T 324 or permission of instructor. LEC

C&T 443 Teaching Mathematics in the Middle/Secondary Schools (3). A study of philosophy, objectives, curriculum, instructional strategies and evaluation in teaching mathematics at the middle/secondary levels. Prerequisite: C&T 323 or C&T 324 or permission of instructor. LEC

C&T 444 Teaching Foreign Language in the Middle/Secondary Schools (3). A study of philosophy, objectives, curriculum, instructional strategies and evaluation in teaching foreign languages at the middle/secondary levels. A field experi-

Most department offices and Web sites have current listings of all courses required for their majors.

Students may apply to the School of Education as sophomores. Admitted students enter the school as juniors.

ence is a required component of this course. Prerequisite: C&T 323 or C&T 324 or permission of instructor. LEC

C&T 448 Reading and Writing Across the Curriculum (3). Content area teachers do far more than impart information to students. They play an important role in guiding middle/secondary students as they use reading and writing as tools for learning. This course includes an overview of the state and national reading and writing scores of adolescents. Students will then be introduced to the basic processes or ways in which individuals may learn to read and write. The course continues with a focus on the instructional strategies and materials that promote the development of reading and writing in the context of teaching new information. Additionally, the course emphasizes the informal methods educators can use, on an on-going basis, to diagnose their students ability to comprehend content material. Finally, appropriate fix-up strategies will be modeled. Prerequisite: Admission to the Teacher Education Program. LEC

C&T 497 Independent Study in: _____ (1-2). Only one enrollment permitted each semester. A maximum of four hours will apply toward the bachelor's degree. Prerequisite: Recommendation of adviser and consent of instructor. IND

C&T 499 Bachelor's Project (4-6). A formal report of some aspect of the field experience that relates formal learning and in situ experience to program planning, implementation, and evaluation. Topic will be selected in consultation with the project adviser. Prerequisite: C&T490 and C&T 491 (C&T 491 may be taken concurrently). IND

C&T 500 Student Teaching in: _____ (1-6). A supervised teaching experience in an approved school setting, with level and subject area to be selected according to the teaching field. Prerequisite: Admission to the Student Teaching program. FLD

C&T 501 Student Teaching Practicum in: _____ (6). A supervised classroom teaching experience under the direction of an experienced teacher and in close relationship with a university supervisor. Prerequisite: Admission to the Graduate Certification Program and approval of adviser. FLD

C&T 598 Special Course: _____ (1-5). A special course of study to meet current needs of education students, primarily for undergraduates. LEC

C&T 620 Teaching English as a Second Language/Bilingual Education (3). The purpose of this course is to study the objectives and methods of ESL/Bilingual education. Students will examine methods and techniques of teaching: listening, speaking, reading, and writing in the ESL/Bilingual Education settings. The course will also emphasize the importance of culture in second language teaching, and self-evaluation of teaching and instructional materials. Undergraduate course that will meet with C&T 820 Teaching English as a Second Language/Bilingual Education. Prerequisite: Admission to the School of Education. LEC

C&T 621 Diagnosis and Remediation in Second Language Education (3). This course provides an overview of diagnostic techniques and instruments used to identify and remediate specific learning difficulties associated with normal second language development in the area of listening, speaking, reading, and writing. The course includes a review of research concerning assessment as it relates to error analysis in the second language context. Prerequisite: Admission to the School of Education. LEC

C&T 622 Second Language Acquisition (3). This course provides an intensive review of the theory and research base of second language acquisition. Particular attention is given to the influence of research trends in linguistics and psychology on second language education theory and practice. Current trends in second language education are examined in light of the historical theory base. Prerequisite: Admission to the School of Education. LEC

C&T 630 Understanding the Nature of Talent in Children and Youth (3). This course addresses the social, cognitive, affective, and other developmental aspects of talent as manifested in children and youth with high potential. The course provides an opportunity to examine characteristics, strengths, and needs of children and their families. The course focuses on the foundational aspects of gifted/talented education: educational and political history of the field, etiology of extraordinary potential, and identification and assessment techniques, instruments, and systems. Included in the course are relevant research, policies and regulations, services, and information resources. Prerequisite: SPED 325, SPED 425, SPED 431, SPED 725 or equivalent. LEC

C&T 631 Teaching for Talent Development (3). The course introduces key theories and basic principles of curriculum development and introduction for students with high potential and/or high achievement. Frameworks and models for modifying general education content, cognitive processes, and learning outcomes are applied to enhancing talent development. The course addresses affective considerations, peer relations, and working with families. Prerequisite: C&T 630 or C&T 730. LEC

C&T 649 An International Teaching Experience (3). This study abroad focuses on professional growth in teaching and understanding education based on an international experience. Students learn about curriculum and teaching from an international perspective, and engage in professional discussions with Italian teachers and administrators. Students engage in culturally responsive teaching in pre-school-secondary settings, they participate in family and community activities/events, and they visit renowned museums and cities. Prerequisite: Application through the Office of Study Abroad and interview with the director. LEC

C&T 706 Social Studies in the Middle School (3).

C&T 708 Understanding Research in Education (3).

C&T 709 Foundations of Curriculum and Instruction (3).

C&T 710 Writing, Language, and Learning (3).

C&T 711 Teaching Young Adult Literature (Grades 7-12) (3).

C&T 712 Educators as Leaders (1).

C&T 730 Understanding Talent (3).

C&T 731 Teaching for Talent Development (3).

C&T 732 Teaching for Talent in General Education Settings (3).

C&T 733 Practicum in Gifted and Talented Education (1-10).

C&T 734 Integration of Instruction in the Elementary School (2).

C&T 738 Applied Research in the Classroom (3).

C&T 739 Internship in Teaching: _____ (1-15).

C&T 740 Foundations of Reading: Process, Theory, and Instruction (3).

C&T 741 Comprehension and Study Strategies for Use with Multiple Texts (3).

C&T 742 Language and Literature in the Reading Program (3).

C&T 743 Writing and Spelling Development and Instruction (3).

C&T 744 Teaching Literature to Children (3).

C&T 745 Reading and the English Language Learner (3).

C&T 747 Reading Strategies for Expository Text (3).

C&T 749 An International Teaching Experience (3).

C&T 750 Connecting Research to Classroom Practice in Elementary Mathematics and Science (3).

C&T 752 Teaching Mathematics in the Urban Middle/Secondary School (3).

C&T 753 Teaching Science in the Urban Middle/Secondary School (3).

C&T 760 Modern Approaches to Elementary Social Studies (3).

C&T 762 Modern Approaches to Middle/Secondary Social Studies (3).

C&T 763 Economic Education (2-3).

C&T 764 Teaching Economics in: _____ (3).

C&T 765 Teaching with Community, Contemporary, and Primary Resources (3).

C&T 770 Introduction to Computing in Education (3).

C&T 797 Special Project in: _____ (2).

C&T 798 Special Course: _____ (1-5).

■ Educational Leadership and Policy Studies Courses

ELPS 200 Making Connections Between Schools and Community (3). This course is designed to increase the students' awareness of learning in the classroom and to familiarize them with the role of the school and the community. Institutions and resources that support children and families will be addressed through large and small group sessions and field experiences. Emphasis is given to the diverse nature of schools, communities, and their populations. In addition, the course will acclimate students with the School of Education programs, admissions procedures, and curriculum offerings. Successful completion of this course does not guarantee eventual admission of the School of Education's Teacher Education Program. Prerequisite: Successful completion of C&T 100. LEC

ELPS 450 Foundations of Education (3). A historical approach to the major social and philosophical foundations of American education, with an emphasis on the relation of educational theory to classroom practice. LEC

ELPS 490 Senior Internship I (4). Supervised field experience in an on-site educational setting that provides the student an opportunity to study and participate in the professional activities of a designated educational setting with emphasis on the planning, implementation, and evaluation of such activities. Regular conferences with faculty to evaluate student progress will be scheduled. Prerequisite: Admission to the non-certificate baccalaureate program. LEC

ELPS 491 Senior Internship II (4). Supervised field experience in an on-site educational setting with increasing emphasis placed on an integration of formal learning and in site experience. Regular conferences with faculty will be scheduled. Prerequisite: Admission to the non-certificate baccalaureate program. FLD

ELPS 497 Independent Study in: _____ (1-2). Only one enrollment permitted each semester. A maximum of four hours will apply toward the bachelor's degree. Prerequisite: Recommendation of adviser and consent of instructor. IND

ELPS 550 Childhood and Youth in America (3). A study of the changing role and character of childhood and youth as stages of life in the context of American educational and cultural history. LEC

ELPS 598 Special Course: _____ (1-5). A special course of study to meet current needs of education students, primarily for undergraduates. LEC

ELPS 652 Residential Staff Skill Enhancement and Administration (2-3). This special course of study in residential staff skill enhancement and administration is an exploration of concepts and skills necessary for becoming an effective paraprofessional staff member in a residential living unit. Each class session will include presentations and experiential learning on topics to develop or improve interpersonal skills and skill in dealing with special concerns. The course is required or recommended for all residence and scholarship hall staff and open to upperclass or graduate students interested in student personnel work. LEC

ELPS 715 Understanding Research in Education (3).

ELPS 737 The Governance and Organization of Schools (3).

ELPS 743 Foundations of Multicultural Education (3).

ELPS 745 Sociology of Education (3).

ELPS 750 Principalship (3).

ELPS 751 Educational Finance (3).

ELPS 752 Education Law (3).

ELPS 753 Introduction to Personnel Administration in Education (3).

ELPS 754 Analysis of Administrative Problems (3).

ELPS 755 Human Resource Management (3).

ELPS 756 History of Educational Thought (3).

ELPS 757 Education in American Society (3).

Education Courses (ELPS, HSES)

- ELPS 764 Historical and Philosophical Perspectives on Urban Education** (2).
ELPS 770 History and Philosophy of Education (3).
ELPS 771 Philosophy of Education I (3).
ELPS 772 Philosophical Problems in Comparative Education (3).
ELPS 773 School and Society in Comparative Education (3).
ELPS 774 Modern Educational Theorists (3).
ELPS 775 History of Education and Culture in America (3).
ELPS 776 History of Childhood and Youth in America (3).
ELPS 777 Problems in Contemporary Educational Theory (3).
ELPS 778 Historical Inquiry in Education (3).
ELPS 780 Introduction to Higher Education Administration (3).
ELPS 781 Student Affairs Administration in Higher Education (3).
ELPS 798 Special Course: ____ (1-5).

■ Health, Sport, and Exercise Sciences Courses

HSES 104 Physical Activity in: ____ (0.5-1). (An accurate description of the activity or activities will be given in the Timetable.) Graded on a satisfactory/unsatisfactory basis. ACT

HSES 108 Basic Skill Instruction in: ____ (0.5-2). (An accurate description of the activity or activities will be given in the Timetable.) ACT

HSES 110 Intermediate Skill Instruction in: ____ (0.5-2). (An accurate description of the activity or activities will be given in the Timetable.) ACT

HSES 112 Advanced Skill Instruction in: ____ (0.5-2). (An accurate description of the activity or activities will be given in the Timetable.) ACT

HSES 200 Coaching Certification for Youth Sports (2). This course will examine theories, practices, methods and techniques used to coach youth sports. Emphasis will be upon training, conditioning, sports psychology, nutrition, organization and management as prescribed by the National Federation of Interscholastic Coaches' Education Program. Students will have opportunity to receive coaching certification. Prerequisite: Open to physical education majors, or by consent of instructor. Students must pass the National Federation of Interscholastic Coaches' Education Program (NFICEP) examination before exiting the course. LEC

HSES 201 Team Sports (2). This course will deal with Soccer, Touch Football, Basketball, Softball, and Volleyball. Practice in construction of lesson plans and unit plans, skill performance and peer teaching practicum are emphasized in each of the areas of team sports. Class meets three days per week with one hour being a laboratory session. Prerequisite: Basic fitness and knowledge of the activities. Open to HSES majors and minors, or by consent of instructor. LEC

HSES 202 Individual and Dual Sports (2). Instruction and analysis in track and field, weight training and physical conditioning, and tennis and badminton. Practice in construction of lesson and unit plans, skill performance, and peer teaching practicum, are emphasized in each of the areas of individual and dual sports. Class meets three days per week with one hour being a laboratory session. Prerequisite: Basic fitness and knowledge of the activities. Open to HSES majors and minors, or by consent of instructor. LEC

HSES 204 Gymnastics (2). Instruction and analysis in the eleven gymnastics events for men and women. Skill performance, spotting and teaching techniques, lesson and unit plan construction, and teaching practicum constitute the basic focus of this course. Class meets three days per week with one hour being a laboratory session. Prerequisite: Basic fitness and gymnastics/tumbling experience. Open to HSES majors and minors, or by consent of instructor. LEC

HSES 210 Instruction and Analysis in: ____ (1-16). Study of the skills to be included in the instruction of the indicated activities and the analysis of skill performance involved. Presentation of instructional techniques and practice in construction of lesson and unit plans are included for each activity. Open to majors in physical education only. The activities included in the major program are as follows: (a) Swimming (b) Folk and Square Dance (c) Modern Dance and Women's Gymnastics (d) Weight-Training and Men's Gymnastics (e) Soccer-Speedball, Volleyball, Wrestling (f) Field Hockey, Soccer-Speedball, Volleyball (g) Golf, Tennis, Badminton, Archery (h) Basketball, Softball, Flag Football, Team Handball (i) Track and Field, Handball-Paddleball, Fencing. Prerequisite: Basic fitness and basic skill in the course activities shown through competency tests and/or credit in basic skill courses in the appropriate activity. LAB

HSES 214 Physical Education Activities for Elementary School Children (2). This course will introduce the student to a variety of physical education activities that are appropriate for children in grades K-6. Age appropriate activities demonstrated in this course include: individual and group games, self testing games, stunts and tumbling experiences, physical fitness, modified sports, and movement exploration. Class participation will be expected for all students. Prerequisite: Open to Health and Physical Education Majors. LEC

HSES 218 Lifeguard Training (2). The course involves American Red Cross certification in lifeguarding which includes rescue techniques and safety procedures. It also includes first aid and CPR certifications. Each student will be asked to identify common hazards associated with various types of aquatic facilities and develop skills necessary to recognize a person in a distress or drowning situation and to effectively rescue that person. This course will help each student to understand the lifeguard/employer and lifeguard/patron relationship as well as provide explanations, demonstrations, practice and review of the rescue skills essential for lifeguards. Prerequisite: HSES 112 Advanced Skill Instruction in Swimming or consent of instructor. LEC

HSES 220 Officiating of: ____ (1). A study of the rules and techniques of officiating. Students will officiate during laboratory sessions. The activities offered in officiating are: basketball, football, gymnastics, softball, swimming, track and field, and volleyball. Prerequisite: Basic competency in the sport to be officiated, or consent of instructor. LEC

HSES 222 Water Safety Instruction (2). This course is designed to train instructor candidates to teach American Red Cross Swimming and Water Safety courses. Through practice teaching sessions, students will plan and organize skill development utilizing the various educational methods and approaches applicable to swimming and water safety instruction. Students will also learn the correct swimming styles taught by the Red Cross. Prerequisite: HSES 112 Advanced Skill Instruction in Swimming or consent of instructor. LEC

HSES 224 Lifeguard Training Instructor (2). This course is designed as a lecture/laboratory course, meeting for one hour three days per week. Each instructor candidate (student) will have an opportunity for skill development necessary to instruct American Red Cross Lifeguard Training courses. Through practice teaching sessions, emphasis will be placed on enforcing safety precautions, identifying errors, providing effective instruction, and skills correction. After successful completion of this course, the student will be certified to instruct the following American Red Cross Aquatic courses: (1) lifeguard training, (2) waterfront lifeguarding, (3) CPR for professional rescue, and (4) community first aid. Prerequisite: HSES 218 or lifeguard training. LEC

HSES 236 Practicum in: ____ (1-3). A description of the activities offered will be provided in the Timetable. Prerequisite: Consent of instructor. FLD

HSES 240 The Coaching of Football (2). A complete study of the theoretical aspects of the fundamentals of football. Study of defensive and offensive tactics for each position. Prerequisite: Sophomore standing. LEC

HSES 244 The History and Foundations of Physical Education (3). The history and development of modern physical education and the scientific foundations and principles underlying school and college physical education. LEC

HSES 248 First Aid (2). This course is designed to teach emergency treatment of injuries, wounds, hemorrhage, burns, and poisoning. Emphasis is placed on the techniques of rescue breathing, CPR, and emergency bandaging. American Red Cross certification is included. LEC

HSES 250 Introduction to Athletic Training (3). The introductory study of the prevention, immediate care, and treatment of athletic related injuries and illnesses. This course is designed for Athletic Training majors to cover the basic competencies of injury/illness recognition as well as discuss the various strategies for the prevention, evaluation, and care of injuries to the physically active. Prerequisite: Instructor consent and concurrent enrollment in HSES 251. LEC

HSES 251 Introduction to Athletic Training Practicum (1). This course is designed to introduce the practical skills and psychomotor clinical competencies of the beginning student-athletic trainer. Emphasis will be placed on basic Athletic Training procedures including but not limited to preventative taping, bracing, and padding techniques as well as various other procedures and techniques related to the prevention, care, and management of athletic related injuries/illnesses. Prerequisite: Completed or enrolled in Human Anatomy, First Aid/CPR (or proof of current certification). Concurrent enrollment in HSES 250 or transfer credit. Open to Athletic Training majors only. LEC

HSES 252 The Coaching of Basketball (2). Theory of basketball, including methods of teaching fundamentals; individual and team offense and defense; various styles of play and methods of coaching. Prerequisite: Sophomore standing. LEC

HSES 260 Personal and Community Health (3). Emphasis on healthful and intelligent living and the application of the fundamental principles of health. LEC

HSES 262 Life Skills Training for Intercollegiate Athletics (2). This course will focus on issues surrounding drug use, testing, and prevention in sports and will incorporate life skills training in the areas of career transition, stress and time management, performance enhancement, strategic learning skills, and the dynamics of communication and leadership. LEC

HSES 264 The Coaching of Individual Sports (2). An analysis of coaching techniques and study of materials for the coaching of gymnastics, swimming, golf, tennis, and wrestling. LEC

HSES 269 Introduction to Exercise Science (3). A study of the various components of physical fitness and the wellness and the implications for developing pro-

Students must complete general education requirements as well as major requirements. Some general education courses may be cross-listed with courses in the major. Students should consult their advisers as they plan their academic programs.

In 1909, KU's education program was reorganized as the School of Education.

grams to promote good health and fitness. Lectures and laboratory sessions will be centered on practical knowledge and experiences designed to help individuals enhance their own health, as well as develop sound programs for others. The topics discussed include cardiovascular fitness, body composition, muscular strength, flexibility, evaluation of fitness components, training program design, nutrition, weight management, and facts and fallacies of nutrition and fitness. LEC

HSES 289 Introduction to Sport Management (3). This course provides an overview of the field of sport management including the principles of leadership and management and the fundamentals of personnel management, financial management, marketing, strategic planning, sport ethics, sport law, time management, stress management, facility management, and event management applied to sport settings. LEC

HSES 290 Safety Education (3). A survey of safety problems as they exist in society today, with emphasis on preventive, corrective, and compensatory procedures. LEC

HSES 302 Practicum in Adaptive Health and Physical Education for Elementary and Secondary Students (2). Emphasis will be on instructional techniques that are used for the inclusion of all students in health and physical education learning experiences. Students will develop an understanding of how to deliver health and physical education activities that may be part of an individual education program. As a part of this course, a practicum experience of 30 hours in a public school adaptive physical education setting will be required. LEC

HSES 305 Procedures and Techniques for Physical Fitness Training (3). This course will provide the students with physical procedures and modalities used in basic resistance and fitness programs, strength and flexibility training, rehabilitation measures, and aerobic/cardiovascular endurance programs covering the life-span of our population. Prerequisite: Entry to the School of Education or instructor permission. LEC

HSES 310 Research and Data Analysis in Health, Sport, and Exercise Sciences (3). This course provides formal instruction in the areas of test administration, general statistics, and basic research design. Emphasis will be placed upon the interpretation of statistical data, evaluation of data, and basic methodologies utilized in health, sport, and exercise sciences research. Data collection, analysis, and evaluation will be an integral part of the class. Prerequisite: Admission to the School of Education. LEC

HSES 315 Health and Fitness Technology (2). The course will prepare health and physical education majors to use technology effectively to enhance teaching and learning. Students will explore the use of technology appropriate for communication, organization, instruction, and assessment in health and physical education classrooms. Prerequisite: Admission to the HPE Teacher Licensure Program. LEC

HSES 320 Methods of Teaching Physical Education (3). This course provides a systematic approach to the development of effective teaching skills in physical education. Students receive practical and field experiences that enable them to observe and practice managerial, instructional, and interpersonal skills necessary to produce student learning in K-12 physical education classrooms. Prerequisite: Admission to the HSES Teacher Certification Program. LEC

HSES 330 Principles of Nutrition and Health (3). This course will provide an introduction to the basic principles of nutrition, with an emphasis on application of these principles to improve overall health. Topics include: guidelines for a balanced diet, index of nutritional quality, energy requirements and balance, weight management and obesity, nutritional quackery, sports nutrition, nutrition for children and elderly, and eating disorders. LEC

HSES 340 Instructional Strategies in Motor Learning (2). This course will provide an in-depth study of motor skill acquisition among children, adolescents, and adults. Emphasis will be the discussion of motor learning concepts, developmental, and growth factors, learning theories (both physical and mental) and the techniques of motivation as related to planning and instruction in K-12 physical education classrooms. Laboratory experiences will enable students to examine motor learning concepts in a practical setting. Prerequisite: Admission to the HSES Teacher Certification Program. LEC

HSES 341 Instructional Strategies in Physical Education for Elementary Classroom Teachers (1). The application of child growth and development principles to physical education. The use of materials as related to a sequential physical education curriculum in the elementary school will also be included. Prerequisite: Prior or concurrent enrollment in C&T 322 or equivalent. LEC

HSES 350 Care and Prevention of Athletic Injuries (3). The introductory study of the prevention, immediate care, and treatment of athletic related injuries and illnesses. This course is designed to cover the basic fundamentals of injury/illness recognition as well as discuss the various strategies for the prevention and care of injuries to the physically active. Prerequisite: Courses in Human Anatomy and First Aid. LEC

HSES 351 Foundations of Athletic Training (1). This course is designed to introduce the practical skills and psychomotor clinical competencies of the beginning student-athletic trainer. Emphasis will be placed on basic athletic training procedures including but not limited to preventative taping, bracing, and padding techniques as well as various other procedures and techniques related to the prevention, care, and management of athletic related injuries/illnesses. Prerequisite: Human Anatomy, First Aid, concurrent enrollment in HSES 350. Open to Athletic Training majors only. LEC

HSES 352 Therapeutic Modalities (3). This course presents the theoretical and physiological foundations of pain and inflammation. Discussion of therapeutic agents to treat pain and inflammation are presented along with progressive planning and implementation of a comprehensive treatment for injuries/illnesses sustained by physically active individuals. Prerequisite: Admission into the Athletic Training Education program and HSES 250 or the transfer equivalent. LEC

HSES 353 Athletic Training Practicum I (2). This course provides a practical experience for the student-athletic trainer. Students gain experience through a hands-on approach via clinical settings and field experiences. Practical experiences are supervised by a Certified Athletic Trainer and provide opportunities for students to apply the knowledge and skills of injury/illness evaluation during their clinical and field experience. Specific skills addressed in HSES 352 will be practiced, applied, and mastered during this experience. Prerequisite: Admission to Athletic Training Education program and concurrent enrollment in HSES 352. FLD

HSES 354 Lower Extremity Evaluation (3). This course provides a comprehensive study of the techniques used by the Athletic Trainer in regard to the assessment and evaluation of athletic injuries/illnesses of the lower extremity. Procedures for reporting and evaluating injuries/illnesses will be discussed so that appropriate injury management and referral may take place. The etiological factors common to athletic injuries, as well as specific signs and symptoms of various athletic related pathological conditions will be discussed. Prerequisite: Admission to the Athletic Training Program, HSES 352, and HSES 353. LEC

HSES 355 Athletic Training Practicum II (2). This course provides a practical experience for the student-athletic trainer. Students gain experience through a hands-on approach via clinical settings and field experiences. Practical experiences are supervised by a Certified Athletic Trainer and provide opportunities for students to apply the knowledge and skills of injury/illness evaluation during their clinical and field experience. Specific skills addressed in HSES 354 will be practiced, applied, and mastered during this experience. Prerequisite: Admission to Athletic Training Education program and concurrent enrollment in HSES 354. FLD

HSES 365 Peer Health Education (3). The course is designed to train students in peer health education, as peer health educators in college settings, and as trainers, training adolescents in community health settings for grades 6-12 peer health education. Subject content and teaching methodologies will be emphasized in the ten content areas of health with special emphasis on alcohol, drugs, tobacco, stress reduction, mental health and human sexuality. Prerequisite: HSES 260 or instructor consent. LEC

HSES 369 Kinesiology (3). This course is designed primarily for students in the field of exercise science who already have taken an introductory course in human anatomy and who need a more detailed exposure to concepts of functional movement anatomy. This course will provide a detailed study of the skeletal and muscular systems to include identification of the origin, insertion, and action of the major muscles of the human body. Students will become proficient in the use of directional and movement terminology used to describe movement and be able to identify the plane/axis as well as the agonist and antagonist muscles involved in a movement. Prerequisite: A course in human anatomy, admission to School of Education. LEC

HSES 378 The Coaching of Volleyball (2). Theory of volleyball, including methods of teaching fundamentals, individual and team offense and defense. Various styles of play and methods of coaching. Efficient performance of the skills during game conditions will be emphasized. LEC

HSES 379 The Coaching of Softball (2). Theory and fundamentals of coaching softball. Methods of coaching, as well as team offense, defense, and strategies will be stressed. Efficient performance of the skills during game conditions will be emphasized. Prerequisite: Consent of instructor. LEC

HSES 380 Sociology of Sport (3). A survey of the current literature concerning the scope of sociology in sport, the interaction of people in sport, the social systems controlling sport, and the small group dynamics in sport. Prerequisite: Admission to Sport Management program or permission of instructor. LEC

HSES 381 Sport Ethics (3). This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport. Prerequisite: Admission to Sport Management program or permission of instructor. LEC

HSES 382 Sport Facilities and Event Management (3). This course will provide students with a solid grasp of the fundamental skills in sport facility and event management and the knowledge base to apply those skills in a real world environment. Students will learn about planning, designing and financing the construction of new sport facilities, sport facility management of regular and special events, sporting event planning and game day operations. Prerequisite: Admission in the Sport Management program or permission of instructor. LEC

HSES 384 Sport Law (3). This course is intended to introduce undergraduate students to the major legal issues in amateur and professional sports including dispute resolution, tort law, contract law, constitutional law, statutory law, labor and antitrust law and intellectual law. Students will also learn about risk management, gender equity, the Americans with Disabilities Act and agency law and sports agents. Prerequisite: Admission to Sport Management program or permission of instructor. LEC

HSES 390 The Coaching of Track and Field (2). Designed to acquaint the student with the fundamentals of track and field athletics. LEC

HSES 395 Concepts in Health and Wellness (3). This is designed as an introductory course into the profession of School and Community Health Education. Regardless of a person's areas of specialization in Health Education, there are commonalities shared by all of us who are charged with the responsibility of providing education about health. Course emphasis will focus on: defining health education; history of health education; roles and competencies of health educators; theoretical bases for the profession; planning, implementing, administering, and evaluating health programs; settings for health education; future issues. Prerequisite: HSES 260. LEC

Education Courses (HSES)

HSES 410 Program Design in Physical Education (3). The study of physical education curriculum models and extraclass programs appropriate for students in grades PK-12. Students will receive practical and field experiences related to program design and implementation. They will learn techniques appropriate for program evaluation as well as the assessment of student sport skills and fitness. Prerequisite: Admission to the HSES Teacher Certification Program. LEC

HSES 434 Consumer and Environmental Health (3). The course is divided into two, eight week sections. The first section, Environmental Health, consists of an in-depth overview of the interrelationship between environmental systems and humans and the impact of the ecosystem (air, water, noise, chemical, nuclear and industrial pollutants) on the health of individual communities. The second section, Consumer Health, consists of comprehensive examination of the factors involved in the selection and evaluation of health products and services including protection laws and services, fraudulent practices/products, consumerism, and traditional and alternative health care. Prerequisite: Admittance into the Community Health program or consent of instructor. LEC

HSES 453 Communicable and Degenerative Diseases (3). This course is designed to introduce the student to the study of the basic concepts/principles of disease process. Special emphasis will be placed on the etiology, origin, symptoms, treatment, body defenses, primary prevention, host, agent, (microbes) and environmental factors affecting disease occurrence, prevention and control measures. Topical application of the fundamental concepts of microbiology in school/community health practice will be critically discussed. The natural history of disease and disease classification will be highlighted. Many disease topics (both communicable and chronic, degenerative diseases) will be discussed. Prerequisite: A course in personal and community health. LEC

HSES 456 Upper Extremity Evaluation (3). The comprehensive study of the techniques used by the Athletic Trainer in regard to the assessment and evaluation of athletic injuries/illnesses of the upper extremity, head, and spine. Procedures for evaluating and reporting injuries/illnesses will be discussed as well as etiological factors and common signs/symptoms of various related pathological conditions. The purpose of this course is to prepare students with the skills necessary to accurately recognize the signs/symptoms of injuries and conditions in order to determine the nature and severity of the problems as well as establishing a proper care plan and medical referral when appropriate. Prerequisite: Admission into the Athletic Training Education program, HSES 354, and HSES 355. LEC

HSES 457 Athletic Training Practicum III (2). This course provides a practical experience for the student-athletic trainer. Students gain experience through a hands-on approach via clinical settings and field experiences. Practical experiences are supervised by a Certified Athletic Trainer and provide opportunities for students to apply the knowledge and skills of injury assessment and evaluation through a variety of techniques during their clinical and field experience. Specific skills addressed in HSES 456 will be practiced, applied, and mastered during this experience. Prerequisite: Admission into the Athletic Training Education program and concurrent enrollment in HSES 456. FLD

HSES 458 General Medical/Pharmacology (2). This course will cover the general medical conditions/illnesses and pharmacological considerations commonly encountered in the field of Athletic Training. Prerequisite: Admission into the Athletic Training Education Program, HSES 456, and HSES 457. LEC

HSES 459 Rehabilitation (3). This course discusses the planning involved and the implementation of a comprehensive rehabilitation program for injuries/illnesses sustained by the competitive athlete. Prerequisite: Admission into the Athletic Training program, HSES 456, and HSES 457. LEC

HSES 460 Athletic Training Practicum IV (2). This course provides a practical experience for the athletic training student. Students gain experience through a hands-on approach via clinical settings and field experiences. Practical experiences are supervised by a Certified Athletic Trainer and provide opportunities for students to apply the knowledge and skills obtained during previous course work as well as apply rehabilitation skills obtained in HSES 459. Prerequisite: Admission into the Athletic Training Education program, HSES 457, and concurrent enrollment in HSES 459. FLD

HSES 482 Drugs in Society (3). This course is designed to provide an in-depth exposure to basic drug classification, pharmacological effects, causes of drug abuse to society, common treatment modalities, and effective prevention/intervention strategies. In addition, consumer issues related to drug use, drug legislation, and drug education programs for school and community implementation will be discussed. Prerequisite: A course in personal and community health or consent of instructor. LEC

HSES 483 Sport Finance and Economics (3). This course will help students gain an understanding of the critical importance of budgeting and financing sports-related industries based on sound financial principles and methods of financial control. Students will learn how economic principles shape the major national industry of sport. Prerequisite: Admission to Sport Management program or permission of instructor and completion of or concurrent registration in FIN 305 or FIN 310. LEC

HSES 486 Sport Marketing (3). This course is intended to provide undergraduate students with basic knowledge and competencies in definitions of marketing and sport marketing, understanding the unique aspects of sport marketing, marketing planning process, consumer demographics and psychographics, the marketing mix, segmentation and target marketing, marketing proposal preparation, sponsorship, endorsement, merchandising, fundraising, marketing goals and objectives, sport consumer and consumer behavior, industry segmentation, special events, ticket sales and their use in promotion, the role of the media, television marketing ratings and shares and venue and event marketing. The proposed content of this course will address each of these expectations. Prerequisite: Admission to the Sport Management program or permission of instructor. LEC



HSES 487 Personnel Management in Sport (3). This course provides students with an overview of the requisite communication skills and concepts of leadership and management as they relate to sport managers. Students will learn how leadership and management practitioners, utilizing effective communication techniques, shape successful sport organizations. Additional emphasis will be placed on building and nurturing relationships with people as a key to effective management. Prerequisite: Admission to Sport Management program or permission of instructor. LEC

HSES 488 Pre-internship Seminar (1). This course will prepare students for their actual semester-long Internship experience. Students will be provided with background information on available internship sites to assist in their site-selection decision. Students will learn about different management styles they may encounter, the traits and characteristics of effective and productive employees, common rules of the workplace and internship experiences of previous HSES Interns. Prerequisite: All HSES students must be in final semester prior to Internship. LEC

HSES 489 Health and Human Sexuality (3). The course is designed to encompass the various components of human sexuality as well as to demonstrate applicable teaching techniques for sex education. Included in the content of the course are: human sexual response, sexually transmitted diseases, family planning, sex roles, rape, sexual preferences, and topics such as sexuality and the handicapped, sexuality and the mass media, and sexuality and the church. Teaching techniques such as values clarification, non-verbal communications, role playing, tape recordings, and problem solving are demonstrated with appropriate topics. LEC

HSES 497 Independent Study (1-3). Only one enrollment permitted each semester; a maximum of six hours will apply toward the bachelor's degree. This course cannot be taken as a substitute for a required course. Prerequisite: Recommendation of adviser and consent of instructor and department chair. IND

HSES 499 Internship in Sport Management (15). A full-time work experience in the sport industry (40 hours per week). This experience is actual work in a sport management setting in which management practices are applied. Student interns are directed and evaluated by a faculty member with appropriate supervision by an on-site professional. Student interns must keep an accurate accounting of hours with a performance work diary. Grades/credit for the internship are determined by a faculty member with input from the on-site supervisor. Prerequisite: Completion of all Sport Management course work. Admission to the Sport Management Internship program. FLD

HSES 500 Student Teaching in: _____ (14). A supervised teaching experience in an approved school setting, teaching physical education at the elementary level and health and physical education at the secondary level. The student must teach 8 weeks at the elementary level and 8 weeks at the secondary level. Prerequisite: A cumulative GPA of 2.75 or higher and admission to the HSES teacher certification program. FLD

HSES 501 Seminar in Teaching Health and Physical Education (2). Student teachers will learn to analyze teaching styles and instructional methods that apply and/or relate to their student teaching experience. Discussions of various teaching practices will be facilitated by the university supervisor with input from the student teachers. Topics will include: curriculum, teaching methods, discipline, safety, equipment, and communicating with teachers, parents, and students. Prerequisite: Admission to the HSES Teacher Certification Program. LEC

HSES 502 Camp Leadership and Counseling (2). Involves a complete study of the organization and administration of the various types of camps. It is designed to familiarize the student with camp leadership responsibilities; the development of the camp, the program involving camp crafts, outdoor cookery, hikes and outings, singing, and simple guidance of the individual camper. Prerequisite: General psychology plus three hours in sociology. LEC

HSES 515 Assessment of Motor Development and Motor Control of Exceptional Children (3). Standardized motor assessment tools appropriate for use with exceptional children with motor difficulty will be critiqued and practiced. A battery of tests to measure developmental lag or structural deviation will be selected and ad-

ministered to determine the motor control of exceptional children and the results will be interpreted. Prerequisite: Six hours of physical education course work. LEC

HSES 528 Techniques of Athletic Training—I Lower Extremity (3). This course provides a comprehensive study of the techniques used by the Athletic Trainer in regard to the assessment and evaluation of athletic injuries/illnesses of the lower extremity, abdomen, and thorax, as well as the study of common illnesses/diseases that affect the physically active. Procedures for reporting and evaluating injuries/illnesses will be discussed so that appropriate injury management and referral may take place. The etiological factors common to athletic injuries, as well as specific signs and symptoms of various athletic related pathological conditions, will be discussed. Prerequisite: Human Anatomy, Human Anatomy Lab, Care and Prevention of Athletic Injuries, and admission to the Athletic Training Program. LEC

HSES 529 Techniques of Athletic Training—II Upper Extremity (3). The comprehensive study of the techniques used by the Athletic Trainer in regard to the assessment and evaluation of athletic injuries/illnesses of the upper extremity, head, and spine. Procedures for evaluating and reporting injuries/illnesses will be discussed as well as etiological factors and common signs/symptoms of various related pathological conditions. The purpose of this course is to prepare students with the skills necessary to accurately recognize the signs/symptoms of injuries and conditions in order to determine the nature and severity of the problem as well as establishing a proper care plan and medical referral when appropriate. Prerequisite: HSES 528 Techniques of Athletic Training - I Lower Extremity. LEC

HSES 558 Creative Movement and Dance Appreciation (3). Methods and techniques for teaching creative movement and dance composition to students in grades K-12 will be examined and practical application applied. An appreciation for dance will be developed through the study of the pioneers of dance and the critique of local dance performances. Students will experience the following types of dance: creative movement, basic rhythms, ballroom dance, and folk and square dance. Prerequisite: Admission to the School of Education. LEC

HSES 561 Organization and Administration of Athletic Training (2). This course discusses the planning, coordinating, and supervising of all administrative components of an athletic training program. This includes public relations, athletic health counseling, and coach advisement about athletes' health matters. Prerequisite: Admission to the Athletic Training Education program, HSES 459 and HSES 460, and concurrent enrollment in HSES 562. LEC

HSES 562 Athletic Training Practicum V (2). This course will provide a practical hands-on experience for the athletic training students enrolled in HSES 561. Prerequisite: Admission into the Athletic Training Education Program and concurrent enrollment in HSES 561. FLD

HSES 563 Senior Capstone in Athletic Training (2). This course is designed to allow senior Athletic Training Students to review previous content and prepare for the BOC certification exam as well as explore areas of professional development. Prerequisite: Admission into the Athletic Training program, HSES 561, and HSES 562. LEC

HSES 564 Athletic Training Practicum VI (2). This course will provide a culminating practical experience for the athletic training students enrolled in HSES 563. Prerequisite: Admission into the Athletic Training Education program and concurrent enrollment in HSES 536. FLD

HSES 565 Methods and Materials in Health Education (3). Emphasis is placed on the presentation and preparation of health topics along with the recommended resources and materials available. The teaching method is emphasized and student participation is stressed. Students will observe health teachers in the public schools and identify and discuss these methods as they relate to the methods present in the class. Prerequisite: Admission to HPED teacher certification, Community Health or consent of instructor. LEC

HSES 573 Introduction to School and Community Health (3). This course will provide an overview of school and community health professions. Areas of emphasis are: the nature of health education, responsibilities, needs, services, planning for teaching materials and evaluation of a school health program; the programs and services of voluntary and official health and welfare organizations. Prerequisite: A course in personal and community health. LEC

HSES 580 Internship in: _____ (2-16). A supervised internship experience in an approved setting. The specific type of internship experience and the credits for that particular experience will be outlined in the appropriate program of the student. Prerequisite: Admission to a HSES Internship Program. FLD

HSES 581 Athletic Training Practicum I: Recognition and Evaluation (4). This course provides a practical experience for the student-athletic trainer. Students gain experience through a hands-on approach via clinical settings and field experiences. Practical experiences are supervised by a Certified Athletic Trainer and provide opportunities for students to apply the knowledge and skills of injury/illness recognition and evaluation during their clinical and field experience. Specific skills addressed in HSES 528 will be practiced, applied, and mastered during this

experience. Prerequisite: Admission to the Athletic Training program. Concurrent enrollment in HSES 528. LEC

HSES 582 Athletic Training Practicum II: Management and Treatment (4). This course provides a practical experience for the student-athletic trainer. Students gain experience through a hands-on approach via clinical settings and field experiences. Practical experiences are supervised by a Certified Athletic Trainer and provide opportunities for students to apply the knowledge and skills of injury/illness evaluation, and the management and treatment of athletic injuries through a variety of therapeutic modalities during their clinical and field experience. Specific skills addressed in HSES 529 and HSES 654 will be practiced, applied, and mastered during this experience. Prerequisite: HSES 581 and concurrent enrollment in HSES 529 and HSES 654. LEC

HSES 583 Athletic Training Practicum III: Rehabilitation (4). This course provides a practical experience for the student-athletic trainer. Students gain experience through a hands-on approach via clinical settings and field experiences. Practical experiences are supervised by a Certified Athletic Trainer and provide opportunities for students to apply the knowledge and skills of injury rehabilitation/reconditioning through a variety of therapeutic exercise techniques during their clinical and field experience. Specific skills addressed in HSES 656 will be practiced, applied, and mastered during this experience. Prerequisite: HSES 582, concurrent enrollment in HSES 656. LEC

HSES 584 Athletic Training Practicum IV: Senior Sport Experience (4). This course provides a culminating practical experience for the student-athletic trainer. Students gain experience through a hands-on approach via clinical settings and field experiences. Practical experiences are supervised by a Certified Athletic Trainer and provide opportunities for students to apply the knowledge and skills obtained during previous course work as well as apply administrative and management skills obtained in HSES 658. This course is intended to allow the Senior student more freedom and responsibility in decision making regarding the health care of an athletic team. Prerequisite: HSES 583, concurrent enrollment in HSES 658. LEC

HSES 598 Special Course: _____ (1-5). A special course of study to explore current trends and issues in health and physical education - primarily for undergraduates. LEC

HSES 605 Adminstrating Health-related Programs (3). This course will consist of an analysis of administration as it relates to both school and community health programs. The focus will be on administrative models and techniques used to establish and maintain sound health programs in school and community settings. Prerequisite: Six hours of health education or consent of instructor. LEC

HSES 608 Pool and Spa Management (3). This course will consist of administrative, supervisory, and maintenance techniques necessary to acquire a Certified Pool/Spa Operator's certification. Students will be required to acquire practical experience in pool management by observing and taking part in the management of the Robinson Center pools. Prerequisite: HSES 222 or HSES 438 or consent of instructor. LEC

HSES 618 Health Aspects of Aging (3). This course will consist of a Holistic Health approach to the various components of the aging process. Special emphasis will be placed on the demographic aspects of aging; normal aging changes and deviations in the aging process (pathophysiology); the relationship between mental and physical health, and the implications for the promotion of risk reduction and prevention principles that can effectively improve the quality of life for older individuals. Prerequisite: A course in personal and community health. LEC

HSES 640 Applied Sport and Performance Psychology (3). This course will examine the psychological principles and techniques that are applied to improve sport performance and other fields of achievement (e.g., exercise and wellness, music, and academics). Special attention will be given to psychological aspects of injury and rehabilitation, psychological conditioning, psychological training methods, coaching philosophy, the social psychology of team members, and components of peak performances. LEC

HSES 654 Management and Treatment Techniques of Athletic Training (3). This course discusses initial emergency care along with the progressive planning and implementation of a comprehensive treatment for injuries/illnesses sustained by the competitive athlete. Prerequisite: A course in recognition and evaluation techniques of athletic training. LEC

HSES 656 Rehabilitation Techniques of Athletic Training (3). This course discusses the planning involved and the implementation of a comprehensive rehabilitation program for injuries/illnesses sustained by the competitive athlete. Prerequisite: A course in management and treatment techniques of athletic training. LEC

HSES 658 Organization and Administration Techniques of Athletic Training (2). This course discusses the planning, coordinating, and supervising of all administrative components of an athletic training program. This includes public relations, athlete health counseling, and coach advisement about athletes' health matters. Prerequisite: A course in rehabilitation techniques of athletic training. LEC

J.R. Pearson Hall, the home of the School of Education, has several fully mediated classrooms, seminar rooms, labs, and a 100-seat auditorium.

Education Courses (HSES, PRE)

HSES 670 Introduction to Biomechanics (3). The course is designed to cover a basic understanding of the anatomical and mechanical principles of human movement. Areas covered will be joint and segmental movement, muscle actions, time-displacement motion description, forces causing or inhibiting motion, and stability. Special attention will be given to the application of the theoretical concepts in movement activities. Prerequisite: A course in human anatomy. LEC

HSES 671 Applied Biomechanics (3). This course will examine the qualitative biomechanical analysis of human movement directed towards the goals of performance improvement and injury prevention and rehabilitation. Specifically, this course will provide students with a basic knowledge of the biomechanical foundations of human movement, the knowledge and skills necessary to complete a systematic analysis and evaluation of human motor performance, and the ability to determine and provide interventions that are likely to improve movement in athletic, clinical, educational, and work environments. Prerequisite: A course in human anatomy, admission to the HSES Teacher Certification Program or consent of instructor. LEC

HSES 672 Exercise Physiology (3). A fundamental study of the physiological adjustments that occur within the body during exercise. The presentation of this material is particularly oriented toward a basic understanding of the physiological systems as they are affected by the activity of a normal coaching or teaching situation. The physiological values of exercise are also stressed. Prerequisite: Three hours of physiology. LEC

HSES 673 Clinical Fitness Evaluation Techniques (3). This course will provide the student with the knowledge and skills to assess components of physical fitness in adults including cardiorespiratory fitness, body composition, strength, and flexibility. In addition, specific emphasis will be placed on the development of exercise and weight management prescriptions. Students completing the course will have the skills to take the Health Fitness Instructor Certification exam given by the American College of Sports Medicine. Prerequisite: Exercise physiology or equivalent. LEC

HSES 674 Exercise Biochemistry (3). This course will examine the processes that underlies the use and production of energy for exercise. Topics that will be explored include glycogenolysis and glycolysis in muscle, cellular oxidation of pyruvate, lipid metabolism, metabolism of proteins and amino acids, molecular biology, neural and endocrine control of metabolism, and local fatigue during exercise. Emphasis will be placed on carbohydrates, protein, and lipid metabolism and the acute and chronic effects that exercise has on these processes. Prerequisite: HSES 672. LEC

HSES 678 Introduction to Energy Balance and Weight Management (3). This is an introductory course which describes mechanisms of energy intake and energy expenditure. It provides a survey of weight management strategies (increase/decrease) with emphasis on weight loss. Prerequisite: HSES 330 and HSES 672. LEC

HSES 680 Adaptive Physical Education and Recreation (3). This course includes a study of physical and neurological conditions that affect efficient body movement and motor development. Instruction, activities suitable for atypical cases, and curricular programming for all inclusive atypical populations will be presented. Prerequisite: A course in human anatomy and physiology. LEC

HSES 704 Principles of Physical Education (2).

HSES 707 Educational Conference in: ____ (1-3).

HSES 713 AIDS and STDs: Facts of Life (3).

HSES 714 Motor Development During Growth (3).

HSES 715 Understanding Research in HSES (3).

HSES 719 Tests and Measurements in Physical Education (3).

HSES 720 Financing and Marketing Leisure Services (3).

HSES 730 Advanced Concepts in Nutrition (3).

HSES 732 Applied Nutrition Laboratory (2-4).

HSES 743 Management of Recreation Areas and Facilities (3).

HSES 755 Physical Education for Mentally Retarded Populations (2).

HSES 760 Perceptual Motor Dysfunction (2).

HSES 769 Clinical Treatment of Perceptual Motor Dysfunction Cases (1-3).

HSES 770 Practicum in Motor Development of Exceptional Children (1-3).

HSES 771 Internship in Exercise Science (6).

HSES 772 Practicum in Human Motion Analysis (1-3).

HSES 774 Practicum in Stress Physiology (1-3).

HSES 775 Health Planning and Assessment (3).

HSES 777 Practicum in Health Education and Wellness Promotion (1-3).

HSES 778 Respiratory Physiology (3).

HSES 779 Physiology of Functional Aging (3).

HSES 780 Internship in Teaching Physical Education: ____ (1-16).

HSES 781 Internship in Teaching Health Education (1-16).

HSES 795 Traditions and Principles in Health Education (3).

HSES 798 Special Course: ____ (1-5).

■ Psychology and Research in Education Courses

PRE 101 Orientation Seminar (1-2). This course will provide an introduction to the University community and the value and role of higher education in our society, strategies for successful transition to and participation in that community, exploration of the University commitment to diversity and multiculturalism, and information about University resources and procedures. Prerequisite: Eligible students must have fewer than thirty credit hours from the University of Kansas. LEC

PRE 106 Minority Student Leadership Seminar (2). This course will introduce students to leadership theory and develop personal skills in the areas of organizational, career, and community leadership. Topics covered include public speaking, group process, time management, and discussion of the special challenges for leaders of color. Prerequisite: Fewer than 30 credit hours from the University of Kansas. LEC

PRE 210 Career and Life Planning: Decision-making for College Students (3). The purpose of this course is to assist college students in career and life planning choices by first understanding the current theories of career decision-making and then by applying those theories to their own choices. The course will meet twice each week, the first being a lecture session, with the second session consisting of smaller groups of six to eight students. Students will be exposed to information related to the career development process, factors that affect the career choice process, knowledge of work environments, sex role socialization, career and decision making processes, and how to approach the job search. Experiential learnings will include exercises related to values clarification, self understanding, knowledge of interests, competencies and personality characteristics, decision making, use of career information, and implementing a plan of action. Weekly course assignments will include activities in class and homework units. Prerequisite: Enrollment in this course is limited to students with fewer than 60 hours of college credit. LEC

PRE 305 Development and Learning of the Young Child (3). An introduction to the psychological study of young children and their behavior in the pre-school and elementary school setting. Theories of learning, motivation and physical, cognitive, emotional and social development and their relevance to educational processes will be examined. Emphasis will be placed on observing and studying individuals and groups and describing their characteristics and the process of development, as well as considering implications for instructional strategies appropriate for this age group. Prerequisite: Admission to the Teacher Education Program. LEC

PRE 306 Development and Learning of the Adolescent (3). An introduction to the psychological study of adolescents and their behavior in the middle and high school setting. Theories of learning, motivation, and physical, cognitive, emotional and social development and their relevance to educational processes in secondary schools will be examined. Emphasis will be placed on observing and studying individuals and groups and describing their characteristics and the process of development, as well as considering implications for instructional strategies appropriate at the secondary level. Prerequisite: Admission to the Teacher Education Program. LEC

PRE 450 Introduction to Counseling Psychology (3). An historical and contemporary overview of the science and practice of counseling psychology, including trends in the roles and functions of counseling psychology practitioners, the research and scientific foundations of counseling practice, the psychological theories of counseling and psychotherapy that guide professional practice, and the ethical and professional issues confronting counseling practitioners. Prerequisite: PSYC 104. LEC

PRE 455 Managing and Motivating Learners in the Pre-K-6th-grade Classroom (3). This course is designed to help elementary preservice teachers organize an enriched learning environment and develop strategies for managing and motivating students to help them become better and more responsible learners. LEC

PRE 456 Managing and Motivating Learners in the Middle and Secondary Classroom (3). This course is designed to help middle and secondary preservice teachers organize an enriched learning environment and develop strategies for managing and motivating students to help them become better and more responsible learners. LEC

PRE 497 Independent Study (1-2). Only one enrollment permitted each semester, a maximum of four hours will apply toward the bachelor's degree. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Recommendation of adviser and consent of instructor. IND

PRE 598 Special Course: ____ (1-5). A special course of study to meet current needs of education students—primarily for undergraduates. LEC

PRE 690 Introduction to School Psychology (3). This is a survey course on the roles and functions in school psychology practice. The course is designed to initiate and introduce new and prospective students into the field of school psychology. Prerequisite: Junior or senior standing and graduate students with less than 30 hours. LEC

PRE 700 Advanced Educational Psychology: Development and Education of the Adolescent (2-3).

PRE 702 Advanced Educational Psychology: The Development and Education of the Child (3).

PRE 703 Constructive Classroom Discipline (3).

PRE 704 Advanced Educational Psychology: Learning Processes in Education (3).

PRE 705 Human Development Through the Life Span (3).

PRE 710 Introduction to Statistical Analysis (3).

PRE 711 Laboratory for Introduction to Statistical Analysis (1).

PRE 715 Understanding Research in Education (3).

PRE 720 Educational Measurement in the Classroom (3).

PRE 725 Educational Measurement (3).

PRE 740 Counseling and Interviewing Skills (3).

PRE 742 Counseling Theory and Techniques (3).

PRE 770 Developmental Psychopathology: Diagnosis, Intervention, and Prevention (3).

PRE 790 Research and Evaluation Proposal Development (3).

PRE 797 Independent Readings and Research in: ____ (1-3).

PRE 798 Special Course: ____ (1-5).

■ Special Education Courses

SPED 261 Families and Professional Partnerships (3). This course provides information on issues and practices related to working together in partnership with families of young children including those who have a young child with special needs. Emphasis will be placed on taking a family systems prospective and a family-centered approach to family support. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided. Relevant current scientifically based evidence will be reviewed and discussed pertaining to these topics. LEC

SPED 326 Teaching Exceptional Children and Youth in General Education (3). This course is designed for general education teacher trainees. It will provide them information about students with disabilities that they will have in their classrooms and the law governing special education and its implications for them as general educators. The course will address Individualized Educational Plans that are developed for students with disabilities and how general educators contribute to these plans. Students will learn about planning instruction that is differentiated to meet various learner needs, universal design principles and instructional tools, providing meaningful access to general education classrooms and curriculum for students with disabilities and designing and delivering appropriate accommodations and modifications to assist student learning. Prerequisite: Admission to the Teacher Education Program. LEC

SPED 362 Introduction to the Discipline of Early Education (3). The course serves as an introduction to the profession including historical, philosophical, social and psychological foundations, awareness of value, ethical and legal issues, staff relations and the importance of becoming an advocate for children and families. Students will analyze/interpret trends in early education, including diversity, early childhood special education, family centered practices, legislation, public policy, and developmentally appropriate practice. The two key professional organizations, National Association for the Education of Young Children (NAEYC) and Division of Early Childhood for the Council for Exceptional Children (DEC), recommended practices serve as the foundation for understanding the roles, knowledge and competencies of the early educator. LEC

SPED 425 Introduction to Exceptional Children and Youth (3). Designed for regular education teacher trainees, those in training for support roles in public schools and/or residential facilities (music educators/therapists, speech clinicians, etc.), and others interested in providing services for exceptional children and youth. Emphasis on the learning and adjustment problems of exceptional children and youth. Includes fieldwork experiences in residential and/or public school settings. LEC

SPED 431 Introduction to the Exceptional Child/Adolescent (1). The course is designed to provide the student with knowledge of and direct experiences within instructional settings that include one or more exceptional children. Structured experiences will be provided to (a) ensure mastery of skills in differentiating normal from atypical patterns of behavior in children or adolescents, (b) promote acquisition of skill in understanding the educational needs of exceptional learners as well as the procedures used to identify and provide instruction for them, (c) ensure the generalization of communication skills to the unique needs of exceptional learners in instructional settings, and (d) promote a positive attitude toward atypical students. LEC

SPED 497 Independent Study (1-2). Only one enrollment permitted each semester, a maximum of four hours will apply toward a bachelor's degree. Prerequisite: Recommendation of adviser and consent of instructor. IND

SPED 500 Introduction to Sign Language (3). This is an introductory course in Sign Language and includes ASL and English sign vocabulary, a description of all manual sign systems, medical aspects of hearing loss, communication and language, and Deaf culture and community. LEC

SPED 501 American Sign Language I (ASL I) (3). This course will cover the development of American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction. LEC

SPED 502 American Sign Language II (ASL II) (3). This is the second level course in American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction. Prerequisite: SPED 501. LEC

SPED 503 American Sign Language III (ASL III) (3). This is the third level course in American Sign Language. The primary objective of the American Sign Language III "Signing Naturally" Level 2 curriculum is for students to continue using the two basic language skills: visual listening and signing. Prerequisite: SPED 502. LEC

SPED 504 American Sign Language IV (ASL IV) (3). This is the fourth level course in American Sign Language. The primary objective of the American Sign Language IV

"Signing Naturally" Level 3 curriculum is for students to continue using the two basic language skills — visual listening and signing. Prerequisite: SPED 503. LEC

SPED 598 Special Course: _____ (1-5). A special course of study designed to meet current needs of education students; primarily for undergraduates. LEC

SPED 631 Characteristics of Students Needing an Adaptive Curriculum (3). This course is designed as an introduction to the definition, characteristics, causes, assessment, and specific remedial techniques for students needing an adaptive curriculum. The needs for specialized services to meet specific learning and/or behavioral needs will be presented. Students will learn about the history of serving children and youth with high incidence disabilities associated with specific learning, emotional/behavioral, mild mental retardation and a range of physical and health needs. Key individuals in the research of specific disabilities associated with these needs and how they helped expand our understanding of who these individuals are and how to address specific needs, will also be addressed. Learning characteristics will be addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in the areas of instructional and assistive technology. LEC

SPED 632 Characteristics of Students Needing a Functional Curriculum (3). This introductory course provides an overview of the characteristics of learners with significant support needs. Students will learn to define and understand various classification systems and the implications of: low-incidence disabilities, significant cognitive disability, various vision and/or hearing impairments, including deaf-blindness motor disabilities, and health impairments. Students will be introduced to various etiologies: pre-, peri-, and post-natal causes, syndromes and chromosomal disorders, and biomedical causes of severe disability. Additional content includes anatomy of sensory organs, interpretation of pertinent medical reports, assessment procedures, and in school settings considerations (e.g., orientation and mobility, cochlear implants, medications, tube feeding, physical therapy, occupational therapy). Prerequisite: An introductory course in special education. LEC

SPED 633 Characteristics of Learners with Hearing Loss — Deaf Studies (3). Deaf Studies is the basic characteristics course for both the Master's degree in Deaf Education and for Kansas and Missouri endorsement in Deaf/HOH. The course includes medical aspects/etiology of hearing loss, history, pertinent laws, Deaf culture and community, issues in assessment and psychology, language and sign systems, multicultural education, multiple disabilities and hearing loss, and specific issues in the field. LEC

SPED 635 Characteristics of Children and Youth with Disabilities: _____ (3). Social, cognitive, emotional, and other developmental aspects associated with children and youth identified with learning disabilities, behavior disorders, and mental retardation are covered by this course. Characteristics, special needs, and service delivery approaches are compared and contrasted. Prerequisite: SPED 425 or SPED 725. LEC

SPED 641 Methods: Academic Instruction for Children and Youth with Disabilities in General Education and Learning Center Settings (3). This course is an initial methods course for individuals seeking licensure in Adaptive or Functional Special Education. The course addresses how to develop and write Individualized Educational Plans. Students learn about instructional planning to differentiate various learner needs, universal design principles, and developing appropriate accommodations and modifications to facilitate student learning. Particular attention is given to instructional strategies for supporting the development of literacy in reading and math. Prerequisite: SPED 631 or SPED 731, and SPED 632 or SPED 732. LEC

SPED 644 Assessment and Instructional Methods I: Learners with Hearing Loss (3). This course will provide an introduction to appropriate instructional methodology for teaching students who are deaf or hard of hearing at the early childhood, elementary, and secondary levels. Upon completion students will be familiar with legal issues, teaming, assessment, IEP development, curriculum planning, instructional methods, and transition. LEC

SPED 650 Curriculum and Methods of Instruction in Early Education (3). Students in this course will learn to design, implement and evaluate developmentally appropriate curricula and programs for children from birth to four years of age. Examination of historical, legal, philosophical and theoretical foundations of early childhood care and education for young children and their families will be addressed. Issues of curriculum design and assessment are introduced as interrelated processes that include structuring learning environments and experience that are responsive to children's interests and abilities. Students analyze and evaluate curriculum that focuses on the five developmental domains a) social emotional development; b) cognitive development; c) language and communication development; d) adaptive behavior development; and e) gross and fine motor development. Strategies for developing learning opportunities that are appropriate for young children, including children with special needs and children from diverse cultural, ethnic and linguistic backgrounds, will be explored. LEC

SPED 660 Education of Children and Youth with Disabilities I: _____ (3). This is a methods course that covers instructional approaches and procedures that offer de-

Course work at the graduate level is required during the licensure year.

Education Courses (SPED)

velopmentally appropriate, effective and inclusive early intervention for pre-school and kindergarten age children who experience developmental delays, disabling conditions or who are at-risk for developmental problems and disabilities. It is directed toward: (a) "how" to teach, or the technical components of developing and delivering effective instruction that provide access to the general early childhood curriculum within recognized approaches to early childhood education for young children, and (b) the "what" to teach, or the selection of developmentally and individually appropriate child objectives as well as specific materials and specialized instructional approaches. The relationship of instructional planning to state and federal mandates will also be considered. The course is primarily intended for persons who are currently working toward certification in the ECSE program area. Prerequisite: SPED 425 or SPED 725, and SPED 735, which can be taken concurrently. LEC

SPED 663 Assessment Strategies in Early Education (3). Examines the practice of gathering information for the purpose of making individual referral and instructional decisions for infants, toddlers, and young children with and without special needs. Discusses effective informal assessment techniques and emphasizes an ecological approach to gathering information. Introduces standardized assessment and screening instruments and provides an overview of the purposes and limitations of such tests. Prerequisite: Admission to the Teacher Education Program. LEC

SPED 664 Inclusive Strategies and Intervention for Infants and Toddlers (3). Emphasizes curriculum development and early intervention provision for infants and toddlers through the planning of appropriate learning experiences, the design of learning environments, developing Individual Family Service Plans (IFSP), promoting collaboration among families and the use of various methods of enhancing the child's development across the five (social-emotional, adaptive, cognitive, physical/movement, communication) development domains. The role of the educator/early interventionist in relation to the family and the child is examined. Curriculum resources and intervention strategies for infants and toddlers with special needs are reviewed with emphasis on interdisciplinary planning and implementation. Prerequisite: Admission to the Teacher Education Program. LEC

SPED 665 Inclusive Strategies and Intervention for Preschoolers (3). Provides the opportunity for students to develop and evaluate inclusive environments for young children. This course emphasizes meeting the needs of all young children through an integrated approach to planning, implementing and assessing instruction in all areas; linking assessment information to individualized instruction; developing Individual Educational Plans (IEPs) and promoting collaboration among families, schools and communities. Service delivery systems and transitions between early childhood programs are reviewed in relation to curriculum. Curriculum development for early childhood content areas (literacy and language, numeracy, science, social studies, physical education and the arts) and domains (language, social/emotional, physical, and cognitive) will be explored. Prerequisite: Admission to the Teacher Education Program. LEC

SPED 667 Field Experience in Preschool (1). This supervised field experience is intended to allow the pre-service teacher to apply the knowledge gained in SPED 665 Inclusive Strategies and Intervention for Preschoolers, by working with infants and toddlers in early intervention settings/programs. To be taken concurrently SPED 665. Prerequisite: Admission to the Teacher Education Program. FLD

SPED 668 Field Experience Infant/Toddler (1). This supervised field experience is intended to allow the pre-service teacher to apply the knowledge gained SPED 664 Inclusive Strategies and Intervention for Infants and Toddlers, by working with infants and toddlers in early intervention settings/programs. To be taken concurrently SPED 664. Prerequisite: Admission to the Teacher Education Program. FLD

SPED 672 Field Experiences with Exceptional Children and Youth: _____ (3). A course designed to provide experiences for students to participate with exceptional children in public schools and/or residential facilities and with professional personnel associated with the lives of exceptional students including special education teachers, child care workers, therapists, etc. Students will have opportunities to participate as aides, tutors, and instructors with individual and small groups of exceptional youth in one or more placements. Through weekly meetings with the instructor students are guided to relate their experiences to the needs and services for exceptional children and youth. Prerequisite: SPED 635. FLD

SPED 700 Introduction to Sign Language (3).

SPED 701 American Sign Language I (ASL I) (3).

SPED 702 American Sign Language II (ASL II) (3).

SPED 703 American Sign Language III (ASL III) (3).

SPED 704 American Sign Language IV (ASL IV) (3).

SPED 706 Advanced Practices for Children with Disabilities in the Elementary General Education Classroom (3).

SPED 707 Advanced Practices for Adolescents with Disabilities in the Middle/Secondary General Classroom (3).

SPED 708 Introduction to Hearing Impaired (2).

SPED 710 Methods of Teaching Language to the Deaf I (3).

SPED 715 Understanding Research in Education (3).

SPED 717 Exceptional Children in Regular Classrooms (3).

SPED 718 Instructional Planning for Children and Youth with Disabilities: _____ (1-3).

SPED 719 Learning and Technology (1).

SPED 724 Data-driven Instructional Decision Making (1).

SPED 725 Introduction to the Psychology and Education of Children and Youth with Disabilities (3).

SPED 726 Exceptionality and Technology (1).

SPED 729 Introduction to Computing in Special Education (3).

SPED 730 Characteristics of Students in the Adaptive and Functional Curriculum (3).

SPED 731 Supporting Children with Significant Learning and Behavioral Concerns (3).

SPED 733 Characteristics of Learners with Hearing Loss — Deaf Studies (3).

SPED 734 Inclusive Strategies and Intervention for Infants and Toddlers: _____ (3).

SPED 735 Characteristics of Children and Youth with Disabilities: _____ (3).

SPED 738 Unified Early Childhood Applied Research (1).

SPED 739 Unified Early Childhood Student Teaching (1-6).

SPED 740 Managing Classroom Behavior of Exceptional Children and Youth (3).

SPED 741 Methods and Assessment: Academic Instruction for Students with Disabilities in General Education and Learning Center Settings (3).

SPED 742 Methods and Assessment: Life Skills and Community-based Instruction (3).

SPED 743 Methods: Functional Behavioral Assessment, Positive Behavior Support, and Classroom Management (3).

SPED 744 Assessment and Instructional Methods I: Learners with Hearing Loss (3).

SPED 745 Audiology and Aural Rehabilitation (3).

SPED 751 Application of Assessment Information in Planning Instruction for Students with High-incidence Disabilities (Adaptive) (3).

SPED 752 Introduction to the Discipline of Early Education: _____ (3).

SPED 753 Assessment in Early Education (3).

SPED 755 Inclusive Strategies and Interventions for Preschoolers: _____ (3).

SPED 761 Foundations of Positive Behavioral Support (PBS) (1).

SPED 762 Functional Assessment Methods for Positive Behavioral Support (PBS) (1).

SPED 763 Development and Implementation of Positive Behavior Support Plans (1).

SPED 764 Intervention Strategies for Positive Behavior Support I (1).

SPED 765 Intervention Strategies for Positive Behavior Support II (1).

SPED 766 Redesigning Environmental Systems (1).

SPED 767 Creating Positive Lifestyles through Positive Behavior Support (1).

SPED 772 Participation with Children and Youth with Disabilities: _____ (3).

SPED 774 Education of Secondary and Post-secondary Level Exceptional Students: _____ (1-3).

SPED 775 Practicum with Children and Youth with Disabilities: _____ (1-10).

SPED 785 Application of Assessment Information for Exceptional Children and Youth (3).

SPED 793 Psychology of Deafness (2).

SPED 798 Special Course: _____ (1-5).

The KU Edwards Campus is at 12600 Quivira Road, Overland Park, KS 66213-2402, <http://edwardscampus.ku.edu>, phone (913) 897-8400. From Lawrence, call 864-8400.