



**BACONE COLLEGE**  
**COURSE DESCRIPTIONS FOR**  
**CATALOG 2019-2020**

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# COURSE OFFERINGS

Courses that meet Bacone Core Curriculum requirements are designated as **BACONE CORE**. Please refer to the Bacone College Core Curriculum in the Bacone Catalog.

## ACCOUNTING

<b>ACC 2113</b>	<b>Financial Accounting</b>	<b>3 Hours</b>
<i>Introduction to financial accounting. Examines the nature of accounting, basic accounting concepts, financial statements, accrual basis of accounting, the accounting cycle, monetary assets, inventories, fixed assets, current and nonoccurrence liabilities, and owner's equity.</i>		
<b>ACC 2123</b>	<b>Managerial Accounting</b>	<b>3 Hours</b>
<i>Introduction to managerial accounting. Examines the nature to cost-volume-profit analysis and product costing; budgets and standard costs in planning, control and performance measurements; and employs relevant costs and present value techniques in decision making. Prerequisite of ACC 2113, however, it may taken simultaneously with ACC 2113 with consent of instructor.</i>		
<b>ACC 2203</b>	<b>Intermediate Accounting I</b>	<b>3 Hours</b>
<i>The study of financial accounting theory and practice relating to monetary assets, inventories, plant assets, intangible assets, current liabilities, contingencies, and stockholders' equity. Present value applications, and preparation of financial statements are examined. Coverage of: the environment of financial accounting, the development of accounting standards, and the conceptual framework underlying financial accounting. Prerequisite: ACC 2123.</i>		
<b>ACC 2213</b>	<b>Intermediate Accounting II</b>	<b>3 Hours</b>
<i>The study of financial accounting theory and practice relating to the following topics: long-term liabilities, dilutive securities, earning per share, investments, revenue recognition, accounting for income taxes, pension costs, leases, accounting changes, errors, and the preparation of cash flow statements. Prerequisite: ACC 2203 with a "C" or better.</i>		
<b>ACC 3113</b>	<b>Financial Statement Analysis</b>	<b>3 Hours</b>
<i>Financial statement analysis and interpretation from the managers', investors' and creditors' perspective. Principles of marketing, underwriting, rate making and loss adjusting. Prerequisite: FIN 3113.</i>		
<b>ACC 3213</b>	<b>Management and Cost Accounting</b>	<b>3 Hours</b>
<i>Study of managerial accounting concepts in planning, control, and decision making. Emphasis on product costing methods. Cost drivers, cost-volume-profit analysis, budgets, standard costs, just-in-time implications, relevant costs and capital budgeting decisions. Prerequisite: ACC 2123.</i>		
<b>ACC 3313</b>	<b>Auditing</b>	<b>3 Hours</b>
<i>The CPA profession, including professional ethics and legal liability; professional auditing standards; evidence; internal control; audit programs and procedures; audit reporting; introduction to operational auditing. Prerequisite: ACC 2123.</i>		
<b>ACC 3913</b>	<b>Principles of Fraud Examination</b>	<b>3 Hours</b>
<i>The course will cover all of the major methods employees use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: ACC 3313</i>		

<b>ACC 4213</b>	<b>(Federal) Income Tax Accounting</b>	<b>3 Hours</b>
<i>Provides an understanding of basic income tax laws applicable to individuals and sole proprietorships. Subjects covered include personal exemption, gross income, business expenses, non-business deductions, capital gains, and losses. Emphasis is on problems commonly encountered in the preparation of income and tax returns. Prerequisite: ACC 2123.</i>		
<b>ACC 4313</b>	<b>Fund Accounting (Accounting for Non-Profit Entities)</b>	<b>3 Hours</b>
<i>Examination of accounting and financial reporting principles for nonprofit entities including state and local governmental units, colleges, hospitals, and other nonprofit organizations. Prerequisite: ACC 2123.</i>		
<b>ACC 4413</b>	<b>Advanced Accounting</b>	<b>3 Hours</b>
<i>Specific emphasis on business combinations and consolidated financial statements. Other topics include partnership accounting, international operations, branch accounting, segment reporting and interim statements. Prerequisite: ACC 2213.</i>		
<b>ACC 4513</b>	<b>Advanced Managerial Accounting</b>	<b>3 Hours</b>
<i>A study of advanced decision models for managerial planning and control. Topics covered include cost behavior and regression analysis, transfer pricing, operations research techniques, accounting systems and internal control. Behavioral and ethical concepts in management accounting are examined. Prerequisite: ACC 2213.</i>		
<b>ACC 4613</b>	<b>International Accounting</b>	<b>3 Hours</b>
<i>Examines the nature of accounting theory and how it applies to the following basic accounting concepts, financial statements, accrual basis of accounting, the accounting cycle, monetary assets, inventories, fixed assets, current and non-current liabilities, and owner's equity. Prerequisite: ACC 2123</i>		
<b>ACC 4713</b>	<b>Advanced Tax</b>	<b>3 Hours</b>
<i>Study of concepts and issues associated with corporate, partnerships, estate and gift taxation. Prerequisite: ACC 4213.</i>		
<b>ACC 4813</b>	<b>Advanced Auditing</b>	<b>3 Hours</b>
<i>In-depth analysis of selected advanced topics in auditing, including professional auditing standards, planning, evidence, internal control, statistical sampling, reporting, integrative audit case, operational auditing. Prerequisite: ACC 3313.</i>		
<b>ACC 4996</b>	<b>Professional Practice Internship in Accounting</b>	<b>6 Hours</b>
<i>Professional experience in a business environment for qualified students. Senior classification with a cumulative GPA of 2.40 or above.</i>		

## AESTHETICS

*The Creativity and Social Influences series of classes (AES 2003, AES 2013, and AES 2023) constitute an exploration and discussion of the ways in which society influences how we think about, feel toward, and perceive beauty and creativity, as reflected through the arts. These classes are not designed to turn students into artists. By definition, all artists are creative--but because creativity is as human as opposable thumbs, not all creative persons are artistic. Instead, these classes provide a way to explore the student's own creativity by encouraging the regular practice of this important process in development as an educated person.*

<b>AES 2003</b>	<b>Aesthetics</b>	<b>3 Hours</b>
<p>The Creativity and Social Influences classes' primary purpose is to explore the social influences on students' attitudes and beliefs about the nature of creativity and lead students individually to rediscover the spirit of art within themselves through a series of guided creativity exercises. The secondary purpose is for students to learn basic information about the arts--what they are, why they are important, and how they intersect with daily life. Arts covered in this class include painting, sculpture, architecture, and photography. Each student will develop a personal philosophy of creativity based on his or her experiences in this course.</p> <p><b>BACONE CORE</b></p>		
<b>AES 2013</b>	<b>Creativity: Improvisation</b>	<b>3 Hours</b>
<p>This course teaches students the fundamental process of one specific style of acting called Improvisation. Additionally, students will explore the social influences on their attitudes and beliefs about the nature of creativity and lead them individually to rediscover the spirit of art within themselves through a series of guided creativity exercises. All students will take part in a public performance of "Survivor: Whose Line Is It Anyway?" at the end of the semester. Each student will also develop a personal philosophy of creativity based on her or his experiences in this course. <b>BACONE CORE</b></p>		
<b>AES 2023</b>	<b>Creativity: Treasuring the Performing Arts</b>	<b>3 Hours</b>
<p>The Creativity and Social Influences classes' primary purpose is to explore the social influences on students' attitudes and beliefs about the nature of creativity and lead students individually to rediscover the spirit of art within themselves through a series of guided creativity exercises. The secondary purpose is for students to learn basic information about the arts--what they are, why they are important, and how they intersect with daily life. Arts covered in this class include music, dance, theatre, and film. Each student will develop a personal philosophy of creativity based on his or her experiences in this course. <b>BACONE CORE</b></p>		
<b>AES 2033</b>	<b>Humanities Through the Arts</b>	<b>3 Hours</b>
<p>This course explores the humanities with an emphasis upon the arts as an expression of cultural and personal values, examining the relationship of the humanities to important human values, objects and events. Students will begin by learning basic information about the arts--what they are, why they are important, how value is determined, and how they intersect with modern life. The course then takes a wide-ranging look at painting, sculpture, architecture, and photography. In addition to developing critical thinking skills related to subject matter and content, it helps students learn how to actively engage a work of art.</p> <p><b>BACONE CORE</b></p>		

## AMERICAN INDIAN STUDIES

Some 3-hour courses with an AIS prefix, so designated for any specific academic year, will satisfy the core curriculum requirement in American Indian Studies. In the case of cross-listed courses, students must register under the AIS prefix to receive AIS credit. Cross-listed course numbers, if applicable, are indicated at the end of each description.

<b>AIS 1001-1011</b>	<b>Survey of American Indian Affairs I and II</b>	<b>1 Hour</b>
<p>Through individual research and class discussion, students in this course will develop an understanding of the problems of the American Indian in contemporary society.</p>		
<b>AIS 1103</b>	<b>Introduction to American Indian Studies</b>	<b>3 Hours</b>
<p>Presented from a thematic, multidisciplinary perspective, this course is an introduction to the history, culture, language, literature, arts, politics, and legal status of the indigenous peoples of North America comprised of readings, lectures, discussions, films, and writing assignments. <b>BACONE CORE</b></p>		

<b>AIS 1159</b>	<b>Tribal Languages I</b>	<b>12 Hours</b>
<i>Tribal Language I is a basic language course which introduces students to phonology, morphology, and syntax with attention to the spoken language. This course acquaints the student with basic vocabulary, common phrases, and modern idioms. The subject language is chosen and offered when warranted by student interest and availability of faculty. PREREQUISITE: AIS 1103</i>		
<b>AIS 1213</b>	<b>Survey of American Indian Arts and Crafts</b>	<b>3 Hours</b>
<i>Students will be able to identify American Indian arts and crafts styles from different regions of the country and understand how they have changed over time. Students will learn basic elements of bead work styles, feather work, basketry, and contemporary multimedia art work. PREREQUISITE: AIS 1103</i>		
<b>AIS 2003</b>	<b>American Indian Government</b>	<b>3 Hours</b>
<i>Through a comparative study of American Indian tribal government styles in North America, students will learn the history of tribal government, its forced reorganization under the United States government, and current tribal government structure and theory.</i>		
<b>AIS 2023</b>	<b>American Indian Mythology</b>	<b>3 Hours</b>
<i>Students in this course will explore the fascinating world of American Indian mythologies. The Subject will go into basic mythologies throughout the world. Students will become familiar with an assortment of American Indian belief systems and what it means to live as a Native America. And will review the various views of Native mythologies like origins, creations, love, heroes and war, and animals, tricksters and the end of the world. The course will enhance a better understanding of Native American philosophies and the relationships with man and his environment around him. PREREQUISITE: AIS 1103</i>		
<b>AIS 2033</b>	<b>Tribal Studies I</b>	<b>3 Hours</b>
<i>This course will focus on a comprehensive study of a particular tribal culture, including its history, life ways, and culture. Tribal content will be determined by student interest and offered depending on availability of faculty. PREREQUISITE: AIS 1103</i>		
<b>AIS 2112</b>	<b>American Indian Wellness</b>	<b>2 Hour</b>
<i>An introductory look at the topic of wellness from an American Indian perspective. Particular time and attention will be given to the incorporation of wellness techniques and lifestyle changes that will bring a more balanced and holistic way of life for Bacone College students. The course will explore wellness from many different tribal perspectives and traditions, but will lean heavily upon the Southeastern tribal ways. PREREQUISITE: AIS 1103</i>		
<b>AIS 2113</b>	<b>American Indian Tribal Government</b>	<b>3 Hour</b>
<i>This course will examine the roles of tribal governments in the formation of internal and external policies affecting the lives of American Indian people, the basis for their political power as it exists historically and how it exists in contemporary society, and government structures and functions. In particular, the course will focus on the cultural and legal dilemmas posed by tribal governments in contemporary society; how tribal governments have maintained cultural legitimacy in the face of colonial cultural imposition; how tribal governments have articulated and retained their rights in a system of shared sovereignty; and the problems American Indians faced in building stronger political systems as they struggled to maintain and retain tribal sovereignty.</i>		

<b>AIS 2123</b>	<b>American Indian History I</b>	<b>3 Hour</b>
<i>This course offers an introduction to the history of American Indian societies from the late 18th century to the beginning of the 21st century. It will focus on the major issues and events that defined and shaped Indian peoples' lives pursuant to the fledgling U.S. government's liberation from Britain. The course will explore the dynamics of Indian-European encounters, the impact of Euro-American expansion, the process of removal and the programs to "Americanize" Indian peoples. Throughout the course, we will examine how Indians struggled to retain a sense of their historic cultures and political autonomy, even as they confronted and adapted to the powerful forces unleashed by Euro-American society.</i>		
<b>AIS 2133</b>	<b>Comparative American Indian Cultures</b>	<b>3 Hour</b>
<i>This online course examines American Indian tribal cultures at the time of European contact. These include economics, customs, and socio-political structures as demonstrated by a variety of tribes from across the continent. Students will also learn how these forms have evolved over time. <b>AIS 1103 PREREQUISITE – NOT BACONE CORE</b></i>		
<b>AIS 2159</b>	<b>Tribal Languages II</b>	<b>12 Hours</b>
<i>This course is a continuation of Tribal Languages I. This course is offered when warranted by student interest and availability of faculty. PREREQUISITE: AIS 1153.</i>		
<b>AIS 2333</b>	<b>American Indian Literature</b>	<b>3 Hour</b>
<i>American Indian Literature examines various representative works produced by modern American Indian writers. Readings include poetry, essays, biography, and novels. CROSS-LISTED AS LIT 2333 (LIBERAL ARTS GUIDED ELECTIVE) PREREQUISITE: AIS 1103</i>		
<b>AIS 2401</b>	<b>American Indian Dance and Song</b>	<b>1 Hour</b>
<i>Students learn to understand and appreciate two indigenous art forms. In addition to performing dances and songs in public performances on behalf of the college, the class covers the historical significance of tribal contact with other people and its effects on tribal dress, dance, and song. Students also begin to understand the complexity of "what it means to be an Indian" in a diverse, contemporary world. PREREQUISITE: AIS 1103</i>		
<b>AIS 2423</b>	<b>Multimedia, Design, and Research</b>	<b>3 Hours</b>
<i>We will look at historical and current portrayals of American Indians in media, including print, film, television and popular culture, and examine how these portrayals have modeled beliefs about and attitudes toward American Indians. In addition, we will use technologies to create multimedia projects, including personal blogs and wikis, digital projects and short films. PREREQUISITE: AIS 1103</i>		
<b>AIS 2431-3</b>	<b>Special Studies in American Indian Studies</b>	<b>3 Hours</b>
<i>Opportunity for the student to explore more deeply into an area of specific interest and develop capabilities for clarity of statement, investigation, and creative, critical attitude. Areas of study vary from semester to semester depending on student interest. PREREQUISITE: AIS 1103</i>		
<b>AIS 2513</b>	<b>American Indian Philosophy and Religion</b>	<b>3 Hours</b>
<i>This class examines American Indian world views-different ways of looking at the world and how human cultures explain their relationship with the natural world as a source of spirituality. It will also cover how American Indian beliefs have changed in response to historical circumstances and examine spiritual beliefs in contemporary Indian communities. PREREQUISITE: AIS 1103</i>		



<b>AIS 2553</b>	<b>Foundations in American Indian Ministry</b>	<b>3 Hours</b>
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Bacone College was founded to train Christian leaders to serve as preachers and public school teachers among native tribes. In partial fulfillment of that original goal and purpose, this course will introduce the student to the unique features of ministry in the context of American Indian life and culture. While each native ministry must be adapted to the customs, beliefs, and language of the specific tribe in which it takes place, this course will introduce the student to the foundational principles of native ministry. Special attention will be given to the practices of contextualization, redemptive analogy, and incarnational ministry as they are utilized in native ministry. Students will research and become acquainted with current models of ministries that are serving native persons in various places (Prerequisites: MIN Introduction of Christian Ministry and MIN Principles of Biblical Research and Writing)

<b>AIS 2613</b>	<b>Addictions in Indian Country</b>	<b>3 Hours</b>
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This online course will provide students with accurate information about current and past addictions that American Indians face. Students will learn the different types of addictions that create abuses and other complications in Indian Country. This course will not only discuss alcohol and drug abuse, but expand to addictions that include gambling, eating disorders, and more. The course will discuss the current theories that address "best practices" within the field of addiction. Students will broaden their understanding of American Indian addictions by exploring the historical, political, social justice and other issues associated with successful and unsuccessful approaches to the addictions in Indian Country. **AIS 1103 PREREQUISITE – NOT BACONE CORE**

<b>AIS 2723</b>	<b>Applied Linguistics for Tribal Languages</b>	<b>3 Hour</b>
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This course provides an introduction to the intersection of linguistic research and language revitalization for tribal communities. It examines the distinction between preservation and revitalization of tribal languages with a focus on how linguistic research can effectively be applied to language learning and teaching. Emphasis is placed on students learning to use linguistic resources to successfully advance their own language learning or teaching goals. **PREREQUISITE: AIS 1103**

<b>AIS 2733</b>	<b>Curriculum Development for Tribal Languages</b>	<b>3 Hour</b>
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This course examines various curriculum models used in immersion teaching and learning for tribal languages and provides students with an opportunity to plan, develop, assess, and utilize instructional materials they develop in an immersion setting. Emphasis is given to the examination, preparation, integration, and application of appropriate models within specific instructional environments matched to student's needs, interests, and abilities. **PREREQUISITE: AIS 1103**

<b>AIS 2743</b>	<b>Teaching Methods for Tribal Languages</b>	<b>3 Hour</b>
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This course provides an overview of proven models and best practices for teaching tribal languages. The course will focus on the foundational methods and principles of immersion teaching approaches and language acquisition based on communicative needs; specifically, the course will examine effective application of methods to specific teaching environments for tribal languages. **PREREQUISITE: AIS 1103**

<b>AIS 2913</b>	<b>Contemporary American Indian Affairs</b>	<b>3 Hours</b>
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This course surveys the social, political, and religious landscape of the Indian people of North America. After a short historical examination of some of the issues that still affect Indian people today, it looks at the history of treaties, allotment, military actions, boarding schools, and a history of efforts to Christianize the Indian people. It further examines the Indian Reorganization Act and its impact on contemporary tribal government, and ends with contemporary events such as the 1969 occupation of Alcatraz, the 1973 takeover at Wounded Knee, the 1975 Oglala shootout, and the Individual Indian Money lawsuit. **PREREQUISITE: AIS 1103**

<b>AIS 2916</b>	<b>Tribal Language Internship I</b>	<b>12 Hour</b>
The purpose of this course is to provide intensive language study and entry-level professional experience in a tribal language program setting for qualified students. Each student will intern at a faculty-approved site for a minimum of 480 hours. Internship experiences will be designed to fit the students' professional goals and current level of ability. Internships may include classroom teaching experience, assisting with administration of a tribal language program, or other professional experience related to language program development and management. Only sites that can provide a minimum of ten hours a week of intensive language learning for the student are eligible to serve as internship sites. Other site requirements and responsibilities will vary depending upon the nature of the site selected. PREREQUISITE: AIS 1103		
<b>AIS 2926</b>	<b>Tribal Language Internship II</b>	<b>12 Hour</b>
The purpose of this course is to provide intensive language study and entry-level professional experience in a tribal language program setting for qualified students. Each student will intern at a faculty-approved site for a minimum of 480 hours. Internship experiences will be designed to fit the students' professional goals and current level of ability. It is strongly recommended that students complete their Tribal Language Internship 2 at the same site that they interned for Tribal Language Internship 1; however, exceptions will be allowed on a case-by-case basis. Internships may include classroom teaching experience, assisting with administration of a tribal language program, or other professional experience related to language program development and management. Only sites that can provide a minimum of ten hours a week of intensive language learning for the student are eligible to serve as internship sites. Other site requirements and responsibilities will vary depending upon the nature of the site selected. PREREQUISITE: AIS 1103, AIS 2916 Tribal Language Internship I		
<b>AIS 3003</b>	<b>Environmental Issues in Indian Country</b>	<b>3 Hours</b>
This course will deal with contemporary issues with regard to control of environmental resources in Indian reservations and communities, including water quality and distribution, land management, toxic waste cleanup, and wetlands management. PREREQUISITE: AIS 1103		
<b>AIS 3013</b>	<b>American Indian History I</b>	<b>3 Hours</b>
The dynamics of Indian-European encounters beginning in the early sixteenth century, the impact of Euro-American expansion and the displacement of Indians, Indian resistance, the creation of "Indian Territory" and ultimate removal of Indian tribes west of the Mississippi river. PREREQUISITE: AIS 1103		
<b>AIS 3023</b>	<b>American Indian History II</b>	<b>3 Hours</b>
The American frontier in 1840, Indian resistance to American expansion, Indians in the Civil War, railroads and allotment of Indian land, Indians in World War I and II, resurgence of Indian identity and sovereignty in the 20th century. PREREQUISITE: AIS 1103		
<b>AIS 3033</b>	<b>Tribal Studies II</b>	<b>3 Hours</b>
Continuation of Tribal Studies I. PREREQUISITE: AIS 1103 AND AIS 2033		
<b>AIS 3103</b>	<b>American Indian Political Experience</b>	<b>3 Hours</b>
This course examines the development of the political and policy relationship between American Indian nations and the United States government using political, social, economic, and cultural context. PREREQUISITE: AIS 1103		
<b>AIS 3113</b>	<b>American Indian Cultural Preservation and Museum Science</b>	<b>3 Hours</b>
This course is an introduction to current developments in tribal and non-tribal museums, with special attention to ideology of display and politics of repatriation. The course will address the needs of tribal cultural archives consisting of records, photographs, oral histories, maps, recordings, and physical artifacts. PREREQUISITE: AIS 1103		

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<b>AIS 3123</b>	<b>American Indian Health Management and Services</b>	<b>3 Hours</b>
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*This course addresses health care systems, policy, and health conditions unique to American Indians. The course examines the historical information about American Indians with emphasis on health, including behavioral health and tribal/Indian health service policy issues. Discussions include traditional medicine and healing, research needs related to American Indian health, and career opportunities in health management and services. PREREQUISITE: AIS 1103*

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<b>AIS 3133</b>	<b>Tribal Economic Development/Tribal Management</b>	<b>3 Hours</b>
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*This course introduces students to the concepts of tribal economic development and the various issues facing tribal and federal governments. Theories and roles of tribal economic development as it relates to the survival and continuation of tribal governments. Included in this course is the social and political context of American Indian tribal gaming, political relationships between federal and tribal governments, contemporary examples of tribal gaming, sociocultural and economic forces leading to gaming as strategy for economic development, and/or support from Indian and non-Indian communities to tribal gaming. PREREQUISITE: AIS 1103*

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<b>AIS 3153</b>	<b>Tribal Languages III</b>	<b>3 Hours</b>
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*This course is a continuation of Tribal Languages II. It will consist of conversational practice, vocabulary-building, history, and culture of the tribe. This course is offered when warranted by student interest and availability of faculty. PREREQUISITE: AIS 1103 AND AIS 3033*

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<b>AIS 3159</b>	<b>Tribal Language III Internship</b>	<b>12 Hours</b>
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*The purpose of this course is to provide intensive language study and entry-level professional experience in a tribal language program setting for qualified students. Each student will intern at a faculty-approved site for a minimum of 480 hours. Internship experiences will be designed to fit the students' professional goals and current level of ability. It is strongly recommended that students complete their Tribal Language Internship 3 at the same site that they interned for Tribal Language Internship 2; however, exceptions will be allowed on a case-by-case basis. Internships may include classroom teaching experience, assisting with administration of a tribal language program, or other professional experience related to language program development and management. Only sites that can provide a minimum of ten hours a week of intensive language learning for the student are eligible to serve as internship sites. Other site requirements and responsibilities will vary depending upon the nature of the site selected. PREREQUISITE: Permission of the Center for Tribal Languages to enroll.*

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<b>AIS 3203</b>	<b>Indigenous Leadership Principles</b>	<b>3 Hours</b>
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*This course examines the development of leadership within individuals and explores the influence of leaders within Indigenous Leadership roles. The course will pay special attention to the role of mid-levels managers in tribal organizations and their ability to work both up, down, and across organizational tribal structures. The challenges of balancing the needs of supervisors, subordinates, colleagues, and citizens will be addressed along with case studies exploring how Indigenous leaders successfully handled challenges and crisis, using Indigenous Leadership models.*

<b>AIS 3213</b>	<b>Federal Indian Policy</b>	<b>3 Hours</b>
<p><i>This course presents an overview of major legal principles of federal Indian law, major developments in federal Indian policy, and how they have affected the education of American Indians and Alaska Natives. Three fundamental legal principles of federal Indian law are presented: tribes are independent sovereign governments, separate from the states and the federal government; tribal sovereignty generally extends over a federally recognized geographic territory and over the activities and conduct of tribal and nontribal members within that territory; and tribal sovereignty is inherent and exists unless and until Congress takes it away. Court case examples illustrating these principles are given. Since questions about tribal sovereignty are often viewed as questions of the intent of Congress, acts of Congress concerning treaties, statutes, and public laws are reviewed, along with court case examples. A history of federal Indian education laws and policies traces tribal control from pre-contact through Federal control, state control, and finally to the return toward tribal control.</i></p>		
<b>AIS 3243</b>	<b>American Indian Women</b>	<b>3 Hours</b>
<p><i>This course will examine the historical experience of Native American women with respect to their cultures. This class pursues ethno history using the cultural framework of Native Communities to interpret the historical record. Over the course of the semester we will examine gender and gender roles in Native American culture, Indian women in the social structure, historical and contemporary roles, problems and opportunities of contemporary women, the feminist movement and Indian rights, as well as the contributions of Individual native women.</i></p>		
<b>AIS 3233</b>	<b>American Indian Sovereignty</b>	<b>3 Hours</b>
<p><i>This course will introduce and consider the concept of sovereignty involving the relationship of tribal people to federal and state governments through historical development of treaties, congressional acts, and court decisions. It will also explore the ways in which Federal Indian law and policy have been significantly influenced through many broad swings in public ideology.</i></p>		
<b>AIS 4003</b>	<b>Issues in American Indian Education</b>	<b>3 Hours</b>
<p><i>This course studies the history of Indian education policy and practice in the United States focusing on traditional tribal methods as well as contemporary, federal, state, and tribal programs. Discussions will include cross-cultural differences in learning styles, emphasis on American Indian styles. Other cross-cultural differences will be explored such as socialization needs related to readiness for school. PREREQUISITE: AIS 1103</i></p>		
<b>AIS 4009</b>	<b>Internship</b>	<b>9 Hours</b>
<p><i>Individualized supervised internship in an appropriate agency, organization, services , or business related to professionalize working with American Indian tribal communities. Involves providing reports for cooperating tribe or agency. PREREQUISITE: AIS 1103</i></p>		
<b>AIS 4013</b>	<b>Internship</b>	<b>3 Hours</b>
<p><i>The Department of American Indian Studies offers students the ability to experience real life experiential learning through its Internship course. Internship allows American Indian Studies (AIS) majors and minors to build real-life work experience while applying AIS knowledge in the workforce. AIS Internship allows students to build valuable work experience while getting the chance to work on Native causes with Native people. This course may be used as a capstone course in American Indian Studies. Students will utilize research methods and theory to conduct their own research culminating in a research paper. Professional development aimed to prepare students for graduate studies and careers may also be covered.</i></p>		

<b>AIS 4203</b>	<b>Senior Seminar</b>	<b>3 Hour</b>
<i>This course is the capstone course in American Indian Studies. Students will utilize research methods and theory to conduct their own research culminating in a research paper. Professional development aimed to prepare students for graduate studies and careers will also be covered.</i>		

<b>AIS 4159</b>	<b>TRIBAL Language IV Internship</b>	<b>12 Hours</b>
<i>The purpose of this course is to provide intensive language study and entry-level professional experience in a tribal language program setting for qualified students. Each student will intern at a faculty-approved site for a minimum of 480 hours. Internship experiences will be designed to fit the students' professional goals and current level of ability. It is strongly recommended that students complete their Tribal Language Internship 4 at the same site that they interned for Tribal Language Internship 3; however, exceptions will be allowed on a case-by-case basis. Internships may include classroom teaching experience, assisting with administration of a tribal language program, or other professional experience related to language program development and management. Only sites that can provide a minimum of ten hours a week of intensive language learning for the student are eligible to serve as internship sites. Other site requirements and responsibilities will vary depending upon the nature of the site selected. PREREQUISITE: Permission of the Center for Tribal Languages to enroll.</i>		

## ART

A condition of enrollment in any studio course in ART is agreement by the student that the department may select and retain for the permanent collection of Bacone College up to three examples or specimens of the student's work in the course. For studio courses, the department requires three hours of work each week for each hour in addition to time spent in class. A three-hour course requires a commitment of six to nine in-studio hours each week. Fees: Studio courses require a materials fee. Students are expected to purchase their personal art supplies for all studio courses.

All classes beginning with an ART prefix which have no prerequisites will fulfill the Guided Liberal Arts Electives graduation requirement. Classes which cross-list with AIS must be taken with an ART prefix.

<b>ART 1003</b>	<b>Art Fundamentals</b>	<b>3 Hours</b>
<i>An introductory course in the visual arts, presenting fundamentals in the experience of the exploration of the elements of art. Students will be introduced to art history and the language of art, providing essential elements and the rich and varied history of their uses. The student will learn the language of art and be able to discuss their own art and examples from videos, tests, etc. in correct terminology and learn to interact with the formal elements and principles of art by working various exercises that illustrate fundamental principles of line, shape, color and texture.</i>		

<b>ART 1013</b>	<b>Art History Survey I</b>	<b>3 Hours</b>
<i>This course is an overview of the styles and purposes of art from Prehistory through the Renaissance. While primarily focusing on artistic achievements, we will also examine the social, political, economic, and religious events that have shaped the art and history of society. Course material will focus on major cultural and stylistic divisions by examining painting, sculpture, architecture, and the minor arts.</i>		

<b>ART 1103</b>	<b>Art Appreciation</b>	<b>3 Hours</b>
<i>An introduction to the meaning and purpose of visual art, its elements and its value in our society. Slide lecture, reading and discussion.</i>		
<b>ART 1113</b>	<b>American Indian Arts &amp; Crafts I</b>	<b>3 Hours</b>
<i>An introduction to American Indian handicraft. Authentic Indian methods are emphasized through the study and use of materials such as leather, cloth, wood, metal, and beads in design and embroidery. Studio course.</i>		
<b>ART 1123</b>	<b>American Indian Arts &amp; Crafts II</b>	<b>3 Hours</b>
<i>Advanced research and methodology in American Indian Arts and Crafts. Prerequisite: AIS 1113 or ART 1113. Studio course.</i>		
<b>ART 1213</b>	<b>Drawing I</b>	<b>3 Hours</b>
<i>Students learn to identify the purpose and effects of basic materials used for drawing, then study elementary concepts of pictorial organization. They learn and practice basic rendering techniques used with colored pencils, charcoal, graphite, and ink. Each student will keep all drawings done during the semester in a sketch book or portfolio. Studio course. In some semesters, this course may be listed as ART 2003.</i>		
<b>ART 1223</b>	<b>Drawing II</b>	<b>3 Hours</b>
<i>In this continuation of ART 1213, the student begins to find his/her own direction, demonstrating individual expression in composition, subject matter, and drawing techniques. Each student will keep all drawings done during the semester in a sketchbook or portfolio; these should reflect growing complexity and detail. Prerequisite: ART 1213. Studio course.</i>		
<b>ART 1323</b>	<b>Acrylic Painting I</b>	<b>3 Hours</b>
<i>Students learn to identify the purpose and effects of basic materials used for acrylic painting, then study elementary concepts of pictorial organization. They learn and practice basic acrylic rendering techniques, working in the primary colors only. Course encourages students to demonstrate individualized expression. Each student will keep all paintings done during the semester in a portfolio. Studio course. In some semesters, this course may be listed as ART 2013.</i>		
<b>ART 1333</b>	<b>Acrylic Painting II</b>	<b>3 Hours</b>
<i>In this continuation of ART 1323, the student begins to find his/her own direction, demonstrating individual expression in composition, subject matter, and paint quality and techniques. Students will work on larger size canvas or panel support. Each student will keep all paintings done during the semester in a portfolio; these should reflect growing complexity and detail. Prerequisite: ART 1333. Studio course.</i>		
<b>ART 1413</b>	<b>American Indian Art I</b>	<b>3 Hours</b>
<i>Acquaints the student with the process of painting American Indian subject matter in the flat, two-dimensional style known as Traditional Plains Painting, with emphasis on works by artists of the Bacone School. Students are encouraged to paint their own tribal customs and dress, stressing authenticity and research. Non-Indian students will choose a tribe, area, or ceremonial, do thorough research, and develop paintings from that research. Independent study and individual expression will be expected. By permission of instructor only. Class 3 hours and studio. CROSS-LISTED AS AIS 1413.</i>		
<b>ART 1423</b>	<b>American Indian Art II</b>	<b>3 Hours</b>
<i>In this continuation of AIS/ART 1423, the student concentrates on multi-figure composition in water media in the two-dimensional style known as Traditional Indian Painting with particular emphasis on artists of the Bacone School. Prerequisite: AIS or ART 1413. Class 3 hours and studio. CROSS-LISTED AS AIS 1423.</i>		

<b>ART 1612</b>	<b>Bronze Casting</b>	<b>2 Hours</b>
<i>Students gain an appreciation for the art of bronze sculpture through hands-on transformation of a clay or wax model into a finished bronze work using the ancient lost-wax process. Safety precautions are stressed; each student is required to wear goggles or a welder's face mask and gloves when working near molten bronze. Novice students are not allowed to handle hot mold and the molten brass crucible. Studio course. Enrollment strictly limited. May be repeated as desired; may be taken as community audit upon payment of fee and registration.</i>		
<b>ART 1713</b>	<b>Sculpture</b>	<b>3 Hours</b>
<i>Students learn the fundamental techniques of creating three-dimensional art. Materials used may include wood, steel, fabric, plastics, or others of instructor's choice, and will vary from semester to semester. Students may gain experience in the use of oxygen, acetylene torches, knives, and a wood lathe. Proper safety precautions are required at all times. Studio course. In some semesters, this course may be listed as ART 2113.</i>		
<b>ART 1751</b>	<b>Portfolio</b>	<b>1 Hours</b>
<i>Student prepares and presents a portfolio of actual or photographic records of works of arts created while at Bacone College. All exhibits must be correctly mounted and labeled. Formal presentation made at any time in the last half of the semester before the Art faculty, Division Chair, all Art majors, and other interested parties. Portfolio and presentation are assessed in light of the student's ability to pursue further study or find employment. Prerequisite: Declared Art major and ART 2752 (may also be taken concurrently). Required for Certificate Program. Offered during each major's last semester prior to graduation.</i>		
<b>ART 1813</b>	<b>Silversmithing I</b>	<b>3 Hours</b>
<i>Students study contributions to the art of silver jewelry design by the southeast woodland and desert southwest American Indian tribes. Following an introduction in the proper use and care of tools and correct techniques, students create at least one piece of American Indian-style jewelry. Studio course. In some semesters, this may be listed as ART 2123.</i>		
<b>ART 1813</b>	<b>Silversmithing II</b>	<b>3 Hours</b>
<i>Students refine silver jewelry-making techniques and processes for such styles as German silversmithing or advanced American Indian skills. Work created by students should demonstrate a better understanding of the craft and more finely detailed elements. Studio course. Prerequisite: ART 1813.</i>		
<b>ART 2013</b>	<b>Art History Survey II</b>	<b>3 Hours</b>
<i>This course is an overview of the styles and purposes of art from Mannerism through the present. While primarily focusing on artistic achievements, we will also examine the social, political, economic, and religious events that have shaped the art and history of society. Course material will focus on major cultural and stylistic divisions by examining painting, sculpture, architecture, and the minor arts.</i>		
<b>ART 2022</b>	<b>Printmaking Survey</b>	<b>2 Hours</b>
<i>Students learn the basic processes of block printing, serigraphy, and etching. Studio course.</i>		
<b>ART 2023</b>	<b>Printmaking I</b>	<b>3 Hours</b>
<i>Printmaking I is a course that will instruct the art student in a variety of printmaking processes; stenciling, block printing, serigraphy, and dry point etching. The printmaking I course will give the student a greater understanding of printmaking, theory and practice.</i>		
<b>ART 2033</b>	<b>Printmaking II</b>	<b>3 Hours</b>
<i>Printmaking II is a continuation of Printmaking I, now that the art student has a good foundation in printing and it's processes he or she may continue to build their knowledge and skill. The student may choose an area to focus in: stencil, relief printing, screen printing, and etching. The student will increase the size of the print, composition and craftsmanship will also be a focus of the course.</i>		

<b>ART 2113</b>	<b>Figure Drawing I</b>	<b>3 Hours</b>
<i>Students learn tone values, anatomy, quick sketching, and portrait work by drawing from a live model. Course covers instruction in techniques of surface rendering by blocking-out and cross-hatching. All drawings from the semester are to be collected in a portfolio or sketchbook. Studio course. Prerequisite: ART 1213/2003 highly recommended unless student can satisfactorily demonstrate basic techniques of charcoal, graphite, and ink to instructor.</i>		
<b>ART 2123</b>	<b>Serigraphy</b>	<b>3 Hours</b>
<i>Students learn the technical process of the fine art of silkscreen printing through directed.</i>		
<b>ART 2213</b>	<b>Figure Drawing II</b>	<b>3 Hours</b>
<i>In this continuation of ART 2113, students add color theory to their understanding of portrait-figure rendering. Live models used. All work is collected in a portfolio or sketchbook during the semester. Drawings should indicate a growth in technique and sophistication of rendering. Studio course.</i>		
<b>ART 2313</b>	<b>American Indian Art III</b>	<b>3 Hours</b>
<i>This continuation of AIS/ART 1423 focuses on two-dimensional, multi-figure composition in American Indian settings with special emphasis on American Indian symbols and landscape composition in tempera, oil, and acrylic media. Prerequisite: AIS or ART 1423. Class 3 hours and studio. CROSS-LISTED AS AIS 2413.</i>		
<b>ART 2323</b>	<b>American Indian Art IV</b>	<b>3 Hours</b>
<i>This final course in the American Indian Art sequence concentrates on advanced details of Traditional Indian Painting. Students will plan, research, and execute works of art which best demonstrate their skills in this demanding style. Studio course. Prerequisite AIS 2313 or ART 2323. CROSS-LISTED AS AIS 2423.</i>		
<b>ART 2413</b>	<b>Mural Painting I</b>	<b>3 Hours</b>
<i>Students develop a historic overview of the art of mural painting and gain experience in the fundamentals of preliminary planning including selecting materials, preliminary black-and-white drawings, color studies, enlargement, and transfer. Students also learn the various techniques and methods of paint application on different surfaces such as canvas, wood, plaster, and Masonite. Media includes oil or acrylic paint. Studio course. Prerequisite: 12 hours of ART.</i>		
<b>ART 2431-2433</b>	<b>Special Studies in Art</b>	<b>1-3 Hours</b>
<i>The student, in cooperation with an instructor, develops an advanced technique and/or analysis a selected topic or media in art. May be repeated with a different topic. Conferences and studio, if warranted. Prerequisite: Permission of instructor.</i>		
<b>ART 2513</b>	<b>Mural Painting II</b>	<b>3 Hours</b>
<i>In this continuation of ART 2413, student gains additional experience and practices more advanced techniques in planning, preparation, and execution of murals. Studio course. Prerequisite: ART 2413.</i>		
<b>ART 2613</b>	<b>Commercial Art I</b>	<b>3 Hours</b>
<i>Students learn to understand, analyze, and use the language and materials of commercial artists. These include the study of and practice in the basics of illustration, layout, lettering, animation, and design. The course emphasizes speed ball lettering, page and poster layout, brochure design, and the use of brushes in lettering. Media are primarily limited to pencil, ink, and tempera. Studio class.</i>		
<b>ART 2713</b>	<b>Commercial Art II</b>	<b>3 Hours</b>
<i>In this continuation of ART 2613, students concentrate on the basic elements of studio techniques for graphic designers and advertising artists, including a variety of design software. Studio class.</i>		



<b>ART 2752</b>	<b>The Business of Art</b>	<b>2 Hours</b>
Students learn simple financial and other record-keeping, publicity and promotion techniques, correct ways to photograph and price artwork, skills necessary for planning, scheduling, displaying, and touring, and other skills appropriate to the operation of a home-based cottage industry or a gallery. Course includes field trips; all students are expected to study one area business in depth through job shadowing, internship, etc. Required for all Art majors.		

## BIOLOGY

<b>BIO 1114</b>	<b>Human Biology</b>	<b>4 Hours</b>
An introductory course covering main principles of human life with emphasis on structure, function and homeostasis. The topics covered include chemistry of life, cell structure and function, organ systems, immune functions, infectious diseases and genetics. Students with an ACT sub-score in science of 24 or higher are exempt from having to take this course as a prerequisite but must still fulfill the core curriculum requirement of four credit hour lab science. This course includes both lecture and laboratory. No Prerequisite. <b>BACONE CORE</b>		
<b>BIO 1144</b>	<b>Concepts of Biology</b>	<b>4 Hours</b>
An introductory general biology course covering various topics including basic chemistry, cellular biology, study of animals, plants, protozoans, and fungi, human biology, genetics, heredity, and environmental-population studies. This course includes both lecture and laboratory. No prerequisites.		
<b>BIO 2123</b>	<b>Nutrition</b>	<b>3 Hours</b>
This is an introductory course dealing with a focus on understanding of the fundamentals of nutrition and how these fundamentals relate to promotion and maintenance of optimal health throughout the life cycle.		
<b>BIO 2134</b>	<b>Anatomy and Physiology I</b>	<b>4 Hours</b>
This is the first course in a two-semester sequence that offers a comprehensive study of normal human anatomy and physiology. Topics covered include anatomical terminology, basic chemistry, cytology, and histology, study of skeletal system, muscle anatomy and physiology, nervous system and general and special senses. This course includes both lecture and laboratory. Prerequisite for this course is a grade of "C" in Human Biology or equivalent. <b>BACONE CORE</b>		
<b>BIO 2144</b>	<b>Anatomy and Physiology II</b>	<b>4 Hours</b>
This is the second course in a two-semester sequence that offers a comprehensive study of normal human anatomy and physiology. This course builds upon the fundamentals studied in Anatomy and Physiology I by exploring the more intricate systems of the body. Topics covered include endocrine system, cardiovascular system, and digestive system with nutritional implications, respiratory and urinary systems. This course includes both lecture and laboratory. Prerequisite for this course is a grade of "C" in Anatomy and Physiology I. <b>BACONE CORE</b>		
<b>BIO 2324</b>	<b>Microbiology</b>	<b>4 Hours</b>
This course offers basic concepts regarding microorganisms, including their classification, structure, physiology, identification, disease causing ability and methods of control. Particular emphasis is given to those microorganisms that cause human disease. This course includes both lecture and laboratory. Prerequisite is a grade of "C" in Human Biology or equivalent. <b>BACONE CORE</b>		

# BUSINESS

<b>BUS 2113</b>	<b>Business Communications</b>	<b>3 Hours</b>
<i>Communications practices in business. Communication skills will be improved through solution of practical business writing problems. Prerequisite: ENG 1113.</i>		
<b>BUS 2123</b>	<b>Business Mathematics</b>	<b>3 Hours</b>
<i>Practical application of the principles of mathematics to the various phases of business. Prerequisite: ACT Math score of 14 or equivalent.</i>		
<b>BUS 2143</b>	<b>Business Law I</b>	<b>3 Hours</b>
<i>The law of contracts, agency, partnerships, and corporations.</i>		
<b>BUS 3113</b>	<b>International Business</b>	<b>3 Hours</b>
<i>This course provides the knowledge of theory and practice in international business. The subject matter will help to lay the foundation for a better understanding global business. Prerequisite: MGT2223, MKT2283, and ECN 2113</i>		
<b>BUS 3213</b>	<b>Business in Multicultural Environment</b>	<b>3 Hours</b>
<i>Business operations in multicultural environment. Relationships between the business process and social attitudes, values, ideologies, and customs with special emphasis on Asia, Latin America, and the Middle East. Prerequisite: BUS 3113.</i>		
<b>BUS 3313</b>	<b>Entertainment, Hospitality, &amp; Tourism</b>	<b>3 Hours</b>
<i>This course provides a rigorous investigation of private for-profit commercial recreation, event, and tourism businesses. It explores consumer leisure behavior, trends, products, and services and their implications for managers and entrepreneurs. You will learn about and apply management and marketing strategies and techniques used by some of the best commercial recreation enterprises. You will help develop a business plan for a commercial recreation, event, or tourism enterprise. You are expected to work outside the classroom to complete projects.</i>		
<b>BUS 3553</b>	<b>Quantitative Methods in Business</b>	<b>3 Hours</b>
<i>This course is designed to provide the student with an introduction to the concepts and techniques of differential and integral calculus from a practical perspective placing a primary emphasis on applying the concepts and techniques of the calculus to problems in business and economics. Prerequisite: MTH 1513</i>		
<b>BUS 4013</b>	<b>Business Ethics</b>	<b>3 Hours</b>
<i>This is an applied ethics course focused on the application of moral decision making to various ethical dilemmas. This course provides a framework of basic principles for systematizing, defending, and recommending concepts of right and wrong behavior.</i>		
<b>BUS 4113</b>	<b>Business Law II</b>	<b>3 Hours</b>
<i>The law of property, sales, secured transactions, commercial paper, trusts, wills, insurance and property. Prerequisite: BUS2143.</i>		
<b>BUS 4553</b>	<b>Quantitative Methods in Business</b>	<b>3 Hours</b>
<i>An introduction to differential and integral calculus with applications in the field of business, life, and social sciences.</i>		

<b>BUS 4954</b>	<b>Problems in Business</b>	<b>4 Hours</b>
<i>Integration of the decision-making processes involved in each of the major functional areas of business. Senior capstone classification. Enrollment is restricted to senior business majors or with the consent of instructor.</i>		

<b>BUS 4993-6</b>	<b>Business Administration Internship</b>	<b>3-6 Hours</b>
<i>The purpose of a student internship in an educational program is to test classroom concepts in a real life situation and to report on the results of the classroom/interning experience. The format is to be seen as skeletal and is usually sufficient for Internship reports. It is advisable to keep a daily/weekly log of all activities.</i>		

## CHEMISTRY

<b>CHM 1364</b>	<b>Introduction to Chemistry</b>	<b>4 Hours</b>
<i>This course explores the fundamental concepts of chemistry. Topics include measurements, the metric system, matter and energy, basic atomic structure, chemical bonding, intermolecular attractions, names and formulas of compounds. In addition, mole and molar mass calculations, chemical reactions, solutions and solution concentration calculations, and acids and bases are also covered. This course includes both lab and lecture and assumes no prior knowledge of chemistry. Although there is no math prerequisite, it is recommended that students successfully complete Introductory Algebra (MTH 0125) or an equivalent course or a higher math course, prior to taking this course. BACONE CORE</i>		

<b>CHM 2364</b>	<b>Organic and Biological Chemistry</b>	<b>4 Hours</b>
<i>This is a one semester course that gives students fundamental knowledge of selected topics from organic and biochemistry. The organic chemistry portion of this course looks at names, structures, properties and selected reactions of alkanes and unsaturated hydrocarbons including aromatic, oxygen and sulfur containing compounds, amines, and carboxylic acids and their derivatives. The biochemistry part of the course investigates the structures and properties of carbohydrates, lipids, proteins, and nucleic acids and the roles of these substances in living systems. Basic metabolic pathways and energy production, food and human nutrition, and specific disease states are also discussed. This course includes both lecture and lab. Prerequisite CHM 1364. <b>BACONE CORE</b></i>		

## CHRISTIAN MINISTRY

<b>MIN 1021</b>	<b>Spiritual Formation I: Christian Identity</b>	<b>1 Hour</b>
<i>Spiritual Formation I begins by helping the student understand their identity in Christ. The goal is a deeper sense of what should define us. We ask questions like: (1) "Who am I?" (2) "How has God gifted me?" (3) "What does it mean to be in Christ?" (4) "How should that impact the way I live?" Students participate in a series of exercises for examining the concept of biblical identity. Exercises are designed to guide students in examining their lives, identifying specific areas of growth for the coming semesters and living out their faith in Christ more intentionally. This course answers the basic question, "Who am I in Christ?"</i>		

<b>MIN 1031</b>	<b>Spiritual Formation II: Christian Community</b>	<b>1 Hour</b>
<i>The ministry degree program at Bacone College believes that spiritual growth takes place, "In the context of biblical community." This course, Spiritual Formation 2, is designed to introduce the student to the concept of Christian community as it is lived out at Bacone College. This course answers the basic question, "Who am I in the body of Christ?"</i>		
<b>MIN 1103</b>	<b>Introduction to Christian Ministry</b>	<b>3 Hours</b>
<i>Designed for those who believe they are called to ministry, this course will allow students to explore the field of ministry as well as to begin the process of spiritual formation for ministry. The course begins by giving students opportunities to analyze their individual gifts, skills and temperament and receive structured feedback from others about their sense of call. Students will be challenged to develop their own understanding of ministry and how they believe they are called to that work. As part of this discernment process, the student will develop a plan for the practice of personal spiritual disciplines. Students will explore the ministry opportunities available to them and develop a plan for appropriate "next steps" in order to respond faithfully to their current understanding of God's call on their lives.</i>		
<b>MIN 1123</b>	<b>Principles of Biblical Research and Writing</b>	<b>3 Hours</b>
<i>This course is designed to introduce the Christian Ministry major to the principles involved in this process and prepare the student to do exegetical work as required in the Christian Ministry courses. The course focuses first on the tools of biblical exegesis then, on how to logically present the findings of exegesis through formal academic writing, using the format that is accepted as the standard in the discipline. (Prerequisites: MIN1103 Introduction to Christian Ministry and ENG1113 Composition I, CGPA 2.0).</i>		
<b>MIN 1143</b>	<b>New Testament Literature</b>	<b>3 Hours</b>
<i>Students study the framework of the books of the New Testament including chronology, major events, and people involved in the life of Christ, the ministry of Paul, and the book of Acts. Students will also study the formation of the New Testament canon, issues related to translation, and current methods of critical study. This course may fulfill the core curriculum REL requirement if so designated in any given academic year.</i>		
<b>MIN 1213</b>	<b>The Life of Christ</b>	<b>3 Hours</b>
<i>In this course the student will gain a basic understanding of the life, thoughts, theology, and significance of Jesus Christ presented primarily through the Synoptic Gospels. Some attention will be given to non-canonical sources. Jesus' life and teachings will be placed against the background of first-century Judaism, Hellenism, and the Roman Empire. The student will also explore the relevance of Jesus' life and theology for a contemporary audience. This course covers advanced concepts and is not recommended for the core curriculum requirement.</i>		
<b>MIN 1223</b>	<b>Old Testament Literature</b>	<b>3 Hours</b>
<i>Students study the framework of the books of the Old Testament including chronology, major events and characters involved. Students study the Torah, the Talmud, non-canonical sources like the Dead Sea Scrolls the messianic prophecies in these books, learn about issues related to translation, and examine current methods of critical study.</i>		

<b>MIN 2011</b>	<b>Spiritual Formation III: Word</b>	<b>1 Hour</b>
<p>The purpose of SF3 is to challenge the student to apply the Word of God to life. Specifically, the course will introduce the student to the ancient practice of Lectio Divina (Latin for "Divine Reading"). Lectio Divina is the practice of scriptural reading, meditation and prayer intended to promote communion with God. It does not treat Scripture as texts to be studied, but as the Living Word to be applied to the life. Lectio Divina has four separate steps: read; meditate; pray; contemplate. First, a passage of Scripture is read, then its meaning is reflected upon. This is followed by prayer and contemplation on the Word of God. Unlike exegetical courses in the program, this not a theological analysis of biblical passages but viewing them with Christ as the key to their meaning. For example, at the Last Supper, Jesus told his disciples, "My peace I leave with you." Normal practice would be to study the literary historical, and linguistic context and exegete the passage. In Lectio Divina, however, the practitioner "enters" and shares the peace of Christ rather than "dissecting" it. The focus is on application to life. The course answers the question, "How does the Word of God speak to my life?"</p>		
<b>MIN 2021</b>	<b>Spiritual Formation IV: Prayer</b>	<b>1 Hour</b>
<p>The purpose of Spiritual Formation IV is to take the student into one of the most challenging areas of the Christian life: Prayer. Prayer has been called a battleground for every believer. The Christian leader must have a meaningful prayer life if she/he hopes to lead people to know Christ. Prayer is a key for developing personal mastery in leadership. Exercises are designed to guide students in examining their prayer lives, acquainting them with various forms and styles of prayer and helping them develop an experience that is meaningful for the. Students will participate in a one-day prayer vigil with the members of their group and the other CM majors to experience forms of private and group prayer. This course addresses the basic question, "How do I relate to Christ?"</p>		
<b>MIN 2133</b>	<b>Seminar in Christian Counseling</b>	<b>3 Hours</b>
<p>This course will expose the Christian leader to opportunities to develop in Christian Counseling by preparation for and participation in the annual National Christian Counselors Association Conference to be held at the Regal Sun Hotel at Walt Disney World in Orlando, FL, November 9-13, 2010. The course will consist of three parts: reading in preparation for the conference, actual attendance at the conference and a project and reflection paper following the conference. The NCCA Conference is a 3-day experience in training and counseling under the direction of nationally-known Christian counselors. The class utilizes the postmodern approach to learning by actual experience and reflection on that experience.</p>		
<b>MIN 2223</b>	<b>The Life of Paul</b>	<b>3 Hours</b>
<p>In this course, the student will gain a basic understanding of the life and theology of the apostle Paul, as presented primarily in the book of Acts and in Paul's New Testament letters. Some attention will be given to non-canonical sources. Paul's theology will be primarily presented against the background of first-century Judaism, Hellenism, the Roman Empire, and the developing early Christian community. The student will also explore the relevance of Paul's life and thought for a contemporary audience.</p>		
<b>MIN 2233</b>	<b>Contextualized Ministry</b>	<b>3 Hours</b>
<p>This course focuses on how to develop healthy contextualized churches in multicultural environments, and is designed to equip church leaders to found contextualized ministries. Beginning with a study of the incarnational ministry of Jesus and the contextualized ministry of the Apostle Paul, the course will move into a study of various approaches to contextualized ministry as it is currently practiced in various setting. The course will feature recorded video lectures from ABC leaders who serve in various contexts. Special attention will be given to the application of cultural contextualization though practice on campus. Leaders from contextualized ministries will provide mentored leadership for students interested in serving in their respective areas.</p>		

<b>MIN 2313</b>	<b>Introduction to Christian Pedagogy</b>	<b>3 Hours</b>
<p>Jesus commissioned the disciples to teach the unbeliever, baptize them, and continue to teach them. Teaching was an important part of the ministry Jesus. The Scriptures write of Jesus, "He came teaching..." Christian education has always been tied to the spiritual formation of the faithful and found in the center of the life of the church. Thus, every Christian worker should in a sense be a Christian education specialist. The rise of Busters, Generation X, and the Digital Generation calls for the 21<sup>st</sup> century Christian leader to hold a clearly defined spiritual formation strategy in this age of change and be ready to carry out that strategy. The course will take the student through the process of lesson design, lesson preparation, classroom teaching, and evaluation.</p>		
<b>MIN 2433</b>	<b>Special Studies in Ministry</b>	<b>3 Hours</b>
<p>Provides an opportunity for the student to explore the meaning and operation of ministry and religion more deeply, and to develop capabilities for clarity of statement, investigation, and creative, critical attitude. Areas of study vary from semester to semester.</p>		
<b>MIN 2443</b>	<b>Foundations In Pastoral Counseling</b>	<b>3 Hours</b>
<p>This course will introduce the Christian leader to the biblical, psychological, and clinical foundations of Christian counseling. There is a strong practicum component to this course which serves an introduction to pastoral counseling. It does not involve extensive education in psychological theory or close supervision of actual counseling. The course will acquaint the student with the basic counseling situations found in a ministry setting and serve as a foundation for further study.</p>		
<b>MIN 2533</b>	<b>Christian Ministry Internship I</b>	<b>3 Hours</b>
<p>The purpose of a student internship in an educational program is to test classroom concepts in a real life situation and to report on the results of the classroom/interning experience. The format is to be seen as skeletal and is usually sufficient for Internship reports. It is advisable to keep a daily/weekly log of all activities.</p>		
<b>MIN 2543</b>	<b>Christian Ministry Internship II</b>	<b>3 Hours</b>
<p>The purpose of a student internship in an educational program is to test classroom concepts in a real life situation and to report on the results of the classroom/interning experience. The format is to be seen as skeletal and is usually sufficient for Internship reports. It is advisable to keep a daily/weekly log of all activities. Due dates for the project proposal are listed below in the course schedule.</p>		
<b>MIN 2553</b>	<b>Foundations in American Indian Ministry</b>	<b>3 Hours</b>
<p>Bacone College was founded to train Christian leaders to serve as preachers and public school teachers among native tribes. In partial fulfillment of that original goal and purpose, this course will introduce the student to the unique features of ministry in the context of American Indian life and culture. While each native ministry must be adapted to the customs, beliefs, and language of the specific tribe in which it takes place, this course will introduce the student to the foundational principles of native ministry. Special attention will be given to the practices of contextualization, redemptive analogy, and incarnational ministry as they are utilized in native ministry. Students will research and become acquainted with current models of ministries that are serving native persons in various places (Prerequisites: MIN Introduction of Christian Ministry and MIN Principles of Biblical Research and Writing)</p>		
<b>MIN 3021</b>	<b>Spiritual Formation IV: Relationships</b>	<b>1 Hour</b>
<p>It has been said that after accepting Christ as Saviour, the biggest decision in life is choosing a spouse. This is doubly true for those who serve in ministry. Ronnie Floyd of Pastors.com writes:  "Perhaps the most important decision a pastor makes in his/her life and ministry is choosing the person who will become his/her mate. Through my years of pastoring and leading churches, I have always found that a pastor and their ministry will not surpass his marital relationship in terms of healthy growth. If the marriage is healthy, the ministry has a much greater probability of being productive and effective.  This course is designed to help the student think about the process of choosing a mate as someone who will be in ministry.</p>		

<b>MIN 3031</b>	<b>Spiritual Formation V: Vocation</b>	<b>1 Hour</b>
<i>In the first year of the program, students write a final paper on the kind of ministry they think they are called to. By the third year of the program, students should begin to refine this understanding of their calling and focus on the ministry they now believe they are called to perform. This may or may not be the same understanding that they had at the beginning. This course is designed to help the student research his area of ministry and the steps necessary to move towards that goal.</i>		
<b>MIN 3023</b>	<b>Studies of the Gospel: Mark</b>	<b>3 Hours</b>
<i>An in depth study of the various interpretations and slight variations in the books of the Gospel.</i>		
<b>MIN 3033</b>	<b>Studies of the Gospel: Matthew</b>	<b>3 Hours</b>
<i>An in depth study of the various interpretations and slight variations in the books of the Gospel.</i>		
<b>MIN 3043</b>	<b>Studies of the Gospel: Luke</b>	<b>3 Hours</b>
<i>An in depth study of the various interpretations and slight variations in the books of the Gospel.</i>		
<b>MIN 3123</b>	<b>Postmodern Christianity</b>	<b>3 Hours</b>
<i>Introduction to understanding Christianity utilizing a postmodern philosophical approach.</i>		
<b>MIN 3213</b>	<b>Studies of the Gospel: John</b>	<b>3 Hours</b>
<i>An in depth study of the various interpretations and slight variations in the books of the Gospel.</i>		
<b>MIN 3223</b>	<b>Technology in the Ministry</b>	<b>3 Hours</b>
<i>An introduction to utilizing technology to promote or enhance the ministry of the Church.</i>		
<b>MIN 3233</b>	<b>Christian Missions</b>	<b>3 Hours</b>
<i>An introduction to the fundamental concepts of mission work and engagement in active participation in the outreach ministry of the church organizations.</i>		
<b>MIN 3243</b>	<b>History of Christianity</b>	<b>3 Hours</b>
<i>An overview of the basic fundamentals from the early church to the information to present day.</i>		
<b>MIN 3313</b>	<b>Homiletics</b>	<b>3 Hours</b>
<i>Homiletics is an upper division class devoted to the study of Christian Preaching and a brief survey of some modern and postmodern preaching styles. We will begin with a short study of the origin of Preaching and its progression into the modern and postmodern eras. Emphasis will be given on an EPIC (Experiential, Participatory, Image-rich, and Connected) style. We will attempt to survey a number of contemporary issues within the framework of Christian Preaching. RECOMMENDED PREREQUISITE: JUNIOR STANDING and REL 1003 or 1013.</i>		
<b>MIN 3323</b>	<b>Native American Homiletics</b>	<b>3 Hours</b>
<i>In partial fulfillment of Bacone's original goal and purpose to train native leaders, this course will introduce the student to the unique features of preaching by American Indians. The course will focus on historical examples of Native American Christian sermons, as well as examples of developing Native American hermeneutics and narrative preaching. Special attention will be given to narrative preaching as an effective form of sermon delivery in an indigenous context. (Pre-requisites: MIN3313 Homiletics, MIN 2553 Foundations in American Indian Ministry or concurrent)</i>		

<b>MIN 3333</b>	<b>Native American Hermeneutics</b>	<b>3 Hours</b>
<i>In partial fulfillment of Bacone's original goal and purpose to train Native leaders, this course will introduce the student to the various approaches to biblical interpretation by American Indians. The course will focus on biblical hermeneutics that appreciate the diversity of indigenous worldviews, as well as examples of developing Native American hermeneutics. Special attention will be given to specific passages that have been important to Native peoples' understanding of holy scripture.</i>		
<b>MIN 3413</b>	<b>Crisis Counseling In Ministry</b>	<b>3 Hours</b>
<i>Much of the counseling done in ministry is crisis counseling. There are two basic types of crises: development and situational. Developmental crises are the natural results of the life cycle. Situational crises can be the result of the loss of a job, an incapacitating illness, the death of a friend, child, or spouse, ones' own impending death, a rape or incest, the adoption of a child, the discovery of marital infidelity, or any number of other causes. This course is designed to provide the student with an approach to counseling that responds to these situational crisis situations. The course will focus upon a two-fold approach: (1) reducing the impact of the crisis-precipitating event and (2) helping counselees adjust to the changes that result from the crisis. The nature of crises in human experience will be surveyed. Effective counseling responses rooted in counseling theory and technique, theology, pastoral care, and Scripture will be analyzed. Students will develop a crisis counseling approach which is informed about crisis in human life and the Church.</i>		
<b>MIN 3433</b>	<b>Christian Ministry Internship III</b>	<b>3 Hours</b>
<i>The purpose of a student internship in an educational program is to test classroom concepts in a real life situation and to report on the results of the classroom/interning experience. The format is to be seen as skeletal and is usually sufficient for Internship reports. It is advisable to keep a daily/weekly log of all activities. Due dates for the project proposal are listed below in the course schedule.</i>		
<b>MIN 3513</b>	<b>Family Systems In Christian Counseling</b>	<b>3 Hours</b>
<i>The Counseling Concentration of Bacone College employs the therapeutic model of Bowen Family Systems Theory. This course will focus on understanding the eight basic concepts of Bowen Theory and how to apply them in a ministry context. Leaders will be taught strategies for maintaining a non-anxious presence, keeping themselves from being co-opted by triangles, repositioning themselves when they realize they are in triangles, and working on staying differentiated from the problems.</i>		
<b>MIN 3533</b>	<b>Christian Ministry Internship IV</b>	<b>3 Hours</b>
<i>The purpose of a student internship in an educational program is to test classroom concepts in a real life situation and to report on the results of the classroom/interning experience. The format is to be seen as skeletal and is usually sufficient for Internship reports. It is advisable to keep a daily/weekly log of all activities. Due dates for the project proposal are listed below in the course schedule.</i>		
<b>MIN 3563</b>	<b>American Baptist History and Polity</b>	<b>3 Hours</b>
<i>As such, this course seeks to survey the historical and theological roots of Baptist life, thought and practice. It also intends to provide a basic understanding of Baptist polity. More particularly, it orients students to the current life, structures and practices of the American Baptist Churches in the USA. This includes a review of the steps toward ordination and placement within the ABC/USA. The course is open to all, but is designed for the needs of American Baptist students.</i>		
<b>MIN 3593 or 3596</b>	<b>Christian Counseling Internship</b>	<b>3 – 6 Hours</b>
<i>The Christian Counseling Internship is the practicum course for the National Christian Counselor Association certification program. All students who wish complete the certification process must complete this practicum. This course shall consist of an internship in which the student will administer the A.P.S. to 10 individuals under the direction of an assigned and approved clinical supervisor. Students will be required to administer the profiles to counselees, score them electronically, and conduct counseling sessions with these ten counselees. The instructor for the internship will serve as the counseling supervisor for the internship. With approval of the supervisor, the course may be taken for either 3 or 6 credit hours. These hours will serve in part for the internship requirement for the Bachelor of Arts in Christian Ministry.</i>		



<b>MIN 4223</b>	<b>Women in the Church/Ministry</b>	<b>3 Hours</b>
<i>Examines the history of the woman's role in church leadership and its impact on the modern day church.</i>		
<b>MIN 4233</b>	<b>The Lay Minister</b>	<b>3 Hours</b>
<i>Examines the critical role the lay minister serves in the church and support function of the Pastor.</i>		
<b>MIN 4313</b>	<b>Church Administration</b>	<b>3 Hours</b>
<i>The fundamentals of understanding and creating the organizational and fiduciary responsibility of the church.</i>		
<b>MIN 4315</b>	<b>Christian Ministry Internship V</b>	<b>3 Hours</b>
<i>The purpose of a student internship in an educational program is to test classroom concepts in a real life situation and to report on the results of the classroom/interning experience. The format is to be seen as skeletal and is usually sufficient for Internship reports. It is advisable to keep a daily/weekly log of all activities. Due dates for the project proposal are listed below in the course schedule.</i>		
<b>MIN 4323</b>	<b>Native American Theology</b>	<b>3 Hours</b>
<i>Native Americans hold certain keys to understanding the Creator and His Creation that Euro-Americans have never been able to comprehend. This course will explore theology through a Native worldview, utilizing texts from past and present, authored by Native Americans.</i>		
<b>MIN 4325</b>	<b>Christian Ministry Internship VI</b>	<b>3 Hours</b>
<i>The purpose of a student internship in an educational program is to test classroom concepts in a real life situation and to report on the results of the classroom/interning experience. The format is to be seen as skeletal and is usually sufficient for Internship reports. It is advisable to keep a daily/weekly log of all activities. Due dates for the project proposal are listed below in the course schedule.</i>		
<b>MIN 4416</b>	<b>Senior Capstone Project</b>	<b>6 Hours</b>
<i>Senior Capstone Project is the culmination of the student's academic training and practical experience in the Bachelor in Christian Ministry degree program. The purpose of this course is to mentor and guide the student in planning, implementing, and evaluating a ministry project. To accomplish this, the student will utilize the theological and practical tools for ministry gained throughout the degree program's course of study. The student will meet with his/her cohort for planning sessions, participate in online discussion sessions, implement the project, write a report on the process and results of the project, and present the final results. Through this experience, the church leader will improve his/her leadership skills and become more effective in their respective place of service.</i>		
<b>MIN 4523</b>	<b>Native American Ministry Internship</b>	<b>3 Hours</b>
<i>All students wishing to graduate with a Bachelor of Arts in Christian Ministry are required to complete 12 credit hours of internship before completing their degree. This internship will usually take place during each semester of the academic program beginning with the Junior year, and may culminate in a larger number of credit hours in the final semester.</i>		
<i>Native American Ministry Internship is designed specifically for those who anticipate working the American Indian Church or ministries. Generally, this internship will be taken during the student's senior year.</i>		
<b>MIN 4533</b>	<b>Christian Counseling with Native Americans</b>	<b>3 Hours</b>
<i>Christian Counseling with Native Americans will introduce the Christian leader to the biblical, psychological, and clinical foundations of Christian counseling among Native persons. The student will learn the Creation Therapy model of counseling and will learn how to apply these insights to the unique challenges in counseling native persons. Specifically, the course will teach how, in Christian counseling, to apply the Gospel of Jesus Christ to the "soul wounding" of American Indians that has resulted in unresolved grief as acted out in alcoholism, family dysfunction, abuse, high suicide rates, and hopelessness.</i>		

<b>MIN 4883</b>	<b>Certification in Christian Counseling I</b>	<b>3 Hours</b>
<i>This is a 2-semester course designed to lead the student through the process of certification through the National Christian Counselors Association of Sarasota, FL. The National Christian Counselors Association is an educational and training organization for Christian counselors. This course will be taken by special arrangement under the Christian Ministry faculty who have completed certification. All counseling training will take place under the direction of a certified and licensed counseling supervisor.</i>		
<b>MIN 4893</b>	<b>Certification in Christian Counseling II</b>	<b>3 Hours</b>
<i>This is the second half of the Certification process. It is designed to lead the student through the process of certification through the National Christian Counselors Association of Sarasota, FL. The National Christian Counselors Association is an educational and training organization for Christian counselors. This course will be taken by special arrangement under the Christian Ministry faculty who have completed certification. All counseling training will take place under the direction of a certified and licensed counseling supervisor. Pre-requisite: MIN 4883</i>		
<b>MIN 4993-6-9</b>	<b>Christian Ministry Internship</b>	<b>3-6-9 Hours</b>
<i>On-site mentored experience in providing Christian ministry in various relevant settings.</i>		

## COLLEGE LEARNING ENRICHMENT

<b>CLE 1103</b>	<b>First Year Seminar</b>	<b>3 Hours</b>
<i>First Year Seminar (previously called Freshman Seminar) has two (2) purposes: (a) to improve student performance and retention and (b) to provide students with an extensive introduction to the purposes of higher education in general and to the expectations, demands, and resources of Bacone College in particular. It is required of all full-time entering freshmen in the college and transfer students with fewer than thirty (30) college hours. All students will have their "temperament" and "learning styles" assessed to help them make better decisions about their learning and studying. The course includes orientation to college facilities, campus protocol, policies, services, service learning, socialization, personal growth and adjustment, study behavior, academic and career development. Class attendance and involvement in campus events is a major part of this course. <b>BACONE CORE</b></i>		

## COMMUNICATIONS

<b>COM 1103</b>	<b>Basic Photography I</b>	<b>3 Hours</b>
<i>Novice students learn photography fundamentals, including theoretical and practical experience in shooting a 35mm camera while incorporating digital processing. Students must furnish film, pay for digital processing, and either furnish their own single-lens reflex manually operated camera with interchangeable lenses, or make a \$20 refundable damage deposit (see instructor for details). Extensive lab required.</i>		

<b>COM 1113</b>	<b>Media Culture</b>	<b>3 Hours</b>
<i>Students gain insight into a variety of media outlets through a brief overview of their historical backgrounds and the role each has played since its origin. Class discussions include the digital age, newspapers, magazines, books, radio, the recording industry, television, movies, advertising, public relations, social issues, and ethics. Students will learn how the media affects them and society directly. Potential areas examined include multiculturalism, digital technology, the Internet, media as propaganda, social impact and consequences of an audio-visual public, etc. This course fulfills the LIT requirement of the Guided Liberal Arts Electives.</i>		
<b>COM 1123</b>	<b>Media Writing</b>	<b>3 Hours</b>
<i>Students learn the basics of the journalistic processes of gathering, writing, and evaluating a variety of news stories, including interviewing techniques, writing leads, structuring a story, and polishing a story. Primary emphasis is on written articles required for The Baconian, the campus newspaper, including feature stories, personal columns, sports, reviews, and news stories. An extensive lab in the Baconian newsroom is required; successful students will have a minimum of five stories published during the semester. <u>Qualifying Baconian staff members will be paid for their assistance with the student newspaper.</u></i>		
<b>COM 1133</b>	<b>Media Design and Layout</b>	<b>3 Hours</b>
<i>For Journalism majors or students interested in any print media production. Through responsibilities as staff members of The Baconian, students learn basic skills to identify, gather, write, and verify news for print media, photography and advertising. Other skills covered include copy and photo editing and digital formatted desktop publishing on MacIntosh computers. Extensive lab required. <u>Qualifying Baconian staff members will be paid for their assistance with the student newspaper.</u> Prerequisite: COM 1123 or permission of instructor.</i>		
<b>COM 1203</b>	<b>Basic Photography II</b>	<b>3 Hours</b>
<i>This continuation of Basic Photography I introduces more advanced techniques in digital photography, including instruction in Adobe's Photoshop 7, composition, a photo's dominant center of interest, a variety of camera angles, and the importance of pre-visualizing an intended image of a photo. Extensive lab. Students must furnish film, pay for digital processing, and either furnish their own single-lens reflex manually operated camera with interchangeable lenses, or make a \$20 damage deposit on a school-owned camera (refunded at the end of the semester if the camera is returned in good shape). Prerequisite: COM 1103 or HUM 2203 equivalent or permission. Class 3 Hours; extensive lab.</i>		
<b>COM 2013</b>	<b>Introduction to Communication</b>	<b>3 Hours</b>
<i>This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication.</i>		
<b>COM 2014</b>	<b>Media Production I w/Lab</b>	<b>4 Hours</b>
<i>A hands-on introduction to the tools, technology, and processes involved with the television studio production process and television news program production and presentation. The course will provide an overview of studio production techniques necessary to be effective at entry level in a broadcast station or production facility. Additionally, the course will introduce basic to intermediate techniques how to produce a current affairs "wrap-around" program from where an on-camera person leads in and out of story packages. The PRODUCTION I course builds upon the foundation of COM2003 INTRODUCTION TO MASS MEDIA and expands students' skills in hands-on production and on-camera presence. The COM2014 PRODUCTION I is a 4 credit course that requires students to complete laboratory experience that illustrate the principles studied in COM2014 PRODUCTION I class.</i>		

<b>COM 2103</b>	<b>Media Production</b>	<b>1 Hour</b>
<i>An introductory course which provides multimedia instruction to create content for convergent media and audiences. This course teaches principal skills to prepare students to publish in audio, photo, print, video and web converged platforms.</i>		
<b>COM 2113</b>	<b>Advanced Media Writing</b>	<b>3 Hours</b>
<i>A continuation of COM 1113, this class includes writing experience on longer features, editorials, and interpretive news articles. Students participate in production of college newspaper. Emphasis is placed on news gathering techniques, skill improvement in speed, accuracy and clarity in writing, and meeting deadlines. Prerequisite: COM 1123.</i>		
<b>COM 2123</b>	<b>Social Media</b>	<b>3 Hours</b>
<i>The course teaches individuals how to create a social media campaign, and how to analyze and present data to address organizational issues and make appropriate business decisions. ... You will also learn how to build social media strategies and tactics, build and manage campaigns, and develop social media content.</i>		
<b>COM 2133</b>	<b>Media Production II</b>	<b>3 Hours</b>
<i>This course introduces students to documentary production. Students will learn basic principles of non-fiction storytelling with emphasis on the aesthetic, intellectual, and ethical considerations involved in this cinematic form. Prerequisite: COM 2103.</i>		
<b>COM 2141</b>	<b>Media Production Workshop</b>	<b>1 Hour</b>
<i>Students gain hands-on experience on The Baconian student newspaper through three possible options: [1] a special project, coordinated with instructor; [2] those interested in working on The Baconian but who are unable to take COM 1123 or COM 1133 due to unavailability of hours; [3] advanced students who have completed COM 1123 and COM 1133. May be repeated for credit. <u>Qualifying Baconian staff members will be paid for their assistance with the student newspaper.</u> Extensive lab required. Permission of instructor required.</i>		
<b>COM 2213</b>	<b>Introduction to Broadcasting</b>	<b>3 Hours</b>
<i>Students gain familiarity with the field of broadcasting through a comprehensive introduction to wire services, television, radio, the Internet, and related careers. Designed for those planning to pursue a baccalaureate degree in Journalism, the course covers preparation of consistent and readable copy for broadcast news; common broadcast news language and jargon; organizational flow of informative stories; coverage of a variety of events; live broadcasting; and the ethics and laws associated with broadcast news</i>		
<b>COM 2553</b>	<b>Christian Film</b>	<b>3 Hours</b>
<i>This course allows the student to apply the basics of film analysis, cinematic elements, genre, and narrative to artistic films with a Christian theme.</i>		
<b>COM 2773</b>	<b>Digital Storytelling ADOBE</b>	<b>3 Hours</b>
<i>This course teaches the student how to apply the principles of great storytelling in the use Adobe creative tools to create impactful digital stories which can be used effectively in all subject areas, allowing students to improve their communication skills and digital literacy while learning key content objectives.</i>		
<b>COM 2883</b>	<b>American Indian Film</b>	<b>3 Hours</b>
<i>This course critically examines the portrayal of American Indians in film, including art films, cinema, documentaries and works by Native filmmakers. The course also aims to strengthen student skills in writing, speaking and reading critically and effectively in peer group and independent projects.</i>		

<b>COM 3223</b>	<b>Screenwriting</b>	<b>3 Hours</b>
<i>This course introduces the neophyte screenwriter to the basic elements of the screenwriting craft with special emphasis on the screen treatment and provides him/her with a forum of instructor/peer review of his/her work. Cross listed ENG 3553</i>		
<b>COM 3693</b>	<b>Digital Broadcasting</b>	<b>3 Hours</b>
<i>This course explores the interactivity and narrative of digital media through the creation of audio and video projects as a tool for seeing, exploring, expressing and social critique – an examination of the principles of storytelling across a range of digital media formats, with attention to techniques for creating story-rich projects. Prerequisite: COM 2013</i>		
<b>COM 4333</b>	<b>Cyberculture</b>	<b>3 Hours</b>
<i>This course aims, broadly, to provide a foundation in understanding the relationship between society and technology, with a focus on digital, social communications media. Prerequisite: COM 2013</i>		
<b>COM 4363</b>	<b>Advanced Communication</b>	<b>3 Hours</b>
<i>This course emphasizes advanced forms of written, oral, visual, and electronic communication. Prerequisite: COM 2013</i>		

## COMPUTING AND INFORMATION SYSTEMS

<b>CIS 1113</b>	<b>Fundamentals of Personal Computing</b>	<b>3 Hours</b>
<i>An introductory skills course in major software applications used in professional environments: word processing, spreadsheets, presentation, database, and electronic communications. Additionally, the computer operating system, data storage, and file management are addressed.</i>		
<b>CIS 2113</b>	<b>Information in Modern Society</b>	<b>3 Hours</b>
<i>Introduction to the history of computers, computer and network organization, principles of ethical utilization. Hands-on experience utilizing a variety of computer software tools including word processing, databases management, graphics, spreadsheet, and Internet applications.</i>		
<b>CIS 2223</b>	<b>Fundamentals of Information Technology</b>	<b>3 Hours</b>
<i>Introduces students to the academic discipline of IT, including IT themes: IT history: Organizational issues; Relationships of IT to other computing disciplines; Introduces students to a general purpose programming language.</i>		
<b>CIS 2233</b>	<b>Computing Platforms</b>	<b>3 Hours</b>
<i>Basics of computer operating systems, including configuration, file systems, security, administration, interfacing, multitasking, performance analysis. Hands on exposure to commonly used Operation Systems and to system and network administration.</i>		
<b>CIS 2313</b>	<b>Data Structures and Algorithms</b>	<b>3 Hours</b>
<i>A study of fundamental algorithms and data structures include searching and sorting techniques, effective storage methods, encryption, compaction, and graph theory. Prerequisites: CIS 2373 and CIS 2553</i>		

<b>CIS 2373</b>	<b>Functional Programming</b>	<b>3 Hours</b>
<i>Introduces students to the basics of programming, including data structures, programming constructs, algorithms and problem solving, event-driven programming, and recursion. Prerequisite: CIS 2223</i>		
<b>CIS 2443</b>	<b>Introduction to Website Construction</b>	<b>3 Hours</b>
<i>Basics of the design, construction and publication of websites. Basic work with graphics and multimedia as they relate to web pages.</i>		
<b>CIS 2553</b>	<b>Networking and the Internet</b>	<b>3 Hours</b>
<i>Builds a deeper understanding of how networks work, including the topics of LANs, WANs, service providers, communication protocols, network design and management. Prerequisite: CIS 2223</i>		
<b>CIS 2661</b>	<b>Website Production</b>	<b>1 Hour</b>
<i>A hands-on lab involved in the development and maintenance of the Bacone College website. Combines technical skills including the use of web page development tools and the development of graphics with personal skills including relationship building with subject matter experts and with clients. May be repeated for credit. Permission of instructor required for enrollment. Prerequisite: CIS 2443</i>		
<b>CIS 3213</b>	<b>Technology Application in Business</b>	<b>3 Hours</b>
<i>Development of advanced skills in widely used personal application software as applied in the business environment.</i>		
<b>CIS 3313</b>	<b>Software Systems and Design</b>	<b>3 Hours</b>
<i>The design of computer-based solutions to individual and organizational problems. Involves an analysis of subsystems, user interfaces, hardware/software selection and evaluation, and system implementation; explores interface between systems and individuals and systems and organizations. Prerequisite: CIS 2233</i>		
<b>CIS 3383</b>	<b>Object Oriented Programming</b>	<b>3 Hours</b>
<i>Programming techniques in object-oriented programming, including data abstraction, inheritance, polymorphism and dynamic object creation. Emphasis will be placed on the reusability of objects and focus on object concepts as they deal with future program maintenance. Prerequisite: CIS 2373</i>		
<b>CIS 3393</b>	<b>Web Programming</b>	<b>3 Hour</b>
<i>An introduction to the programming of highly portable applications and applets, scripting for dynamic web pages and client side programming languages.</i>		
<b>CIS 3413</b>	<b>Human Computer Interaction</b>	<b>3 Hours</b>
<i>Human factors in systems design; Human-centered evaluation; Developing effective interfaces; Emerging technologies; Human-centered software; Accessibility. Prerequisite: CIS 3313</i>		
<b>CIS 3513</b>	<b>Information Systems and Security</b>	<b>3 Hours</b>
<i>Security mechanisms; Fundamental aspects; Security services; Information states; Threat analysis model; Vulnerabilities; Attacks; Policy; Operational issues; Forensics; Security domains. Prerequisite: CIS 3313</i>		
<b>CIS 4113</b>	<b>Management Information Systems</b>	<b>3 Hours</b>
<i>Responsibilities of management in the creation, control, and utilization of information systems that support managerial decision-making. Requirements; Acquisition/ sourcing; Integration; Project management; Architecture; Teamwork concepts and issues; Intellectual property; Organizational context. Prerequisite: CIS 3213</i>		

<b>CIS 4213</b>	<b>Database Programming and Management</b>	<b>3 Hours</b>
<i>Builds a deeper understanding of how databases work, including the topics of database theory and architecture, data modeling, normalization, query languages, security, and Web applications specific to typical business environments. Prerequisites: CIS 2373 and CIS 3213</i>		
<b>CIS 4323</b>	<b>Topics in Information Systems</b>	<b>3 Hour</b>
<i>Emerging or advanced topics in the development of information system applications The specific topic may vary from semester to semester, as may the associated course prerequisites. This course is repeatable for different topic.</i>		
<b>CIS 4513</b>	<b>Operations Research</b>	<b>3 Hours</b>
<i>Methods to describe and analyze large-scale decision problems. include linear programming and network formulations, the simplex algorithm and its computer implementation, sensitivity analysis, duality, network algorithms, and dynamic programming. Prerequisite: CIS 3213</i>		

## CRIMINAL JUSTICE STUDIES

<b>CJS 1103</b>	<b>Introduction to Criminal Justice</b>	<b>3 Hours</b>
<i>An overview and examination of the American system of criminal justice, including the system's composition, operations, and its problems.</i>		
<b>CJS 1123</b>	<b>Drugs, Alcohol, and Crime</b>	<b>3 hours</b>
<i>History, pharmacology, health consequences and crime-related aspects of mind-affecting drugs. Emphasis on the effects of criminal behavior, the legal responses to the problem and the treatment and prevention of abuse.</i>		
<b>CJS 2213</b>	<b>Juvenile Justice</b>	<b>3 Hours</b>
<i>An examination of juvenile delinquency and juvenile justice, including legal and social history, definition and explanation of delinquency and assessment of delinquency prevention programs. Philosophical, legal, and procedural principles will be applied to problems and cases of juvenile justice. Prerequisite: CJS 1103.</i>		
<b>CJS 2303</b>	<b>The Courts and Constitutional Law</b>	<b>3 Hours</b>
<i>An examination of the jurisdictions, policies, constitutional legalities, and procedures of the courts in the administration of criminal justice. Prerequisite: CJS 1103.</i>		
<b>CJS 2313</b>	<b>State Criminal Law</b>	<b>3 Hours</b>
<i>Survey of criminal law, including development of substantive criminal law. Examination of judicial opinions related to the criminal justice process. Prerequisite: CJS 1103.</i>		
<b>CJS 2413</b>	<b>Federal Corrections Law</b>	<b>3 Hours</b>
<i>This course is designed to familiarize students with correctional alternatives as they currently exist. Controversies and emerging trends in corrections will be considered. Prerequisite: CJS 1103.</i>		
<b>CJS 2423</b>	<b>Probation and Parole</b>	<b>3 Hours</b>
<i>This course examines probation as a sentencing alternative to incarceration and the use of parole for those already incarcerated who meet statutory requirements for early release.</i>		

<b>CJS 2513</b>	<b>Forensics I: Intro to Forensic Sciences</b>	<b>3 Hours</b>
Role of forensic science in criminal justice. Major issues, legal aspects, research problems and practices. Techniques of crime scene search, including the collection and preservation of physical evidence, class and individual scientific tests, rules of evidence governing admissibility of physical evidence and expert testimony. Prerequisites: CJS 1103 and CJS 2313.		
<b>CJS 2613</b>	<b>Law Enforcement: The Process of Policing</b>	<b>3 Hours</b>
Survey of law enforcement, its history, police practices, functions, and related issues and concepts of contemporary police. Prerequisite: CJS 1103.		
<b>CJS 2653</b>	<b>Theories of Crime and Deviance</b>	<b>3 Hours</b>
The study of the origins of criminal behavior from a multidisciplinary approach (biological, psychological, sociological, criminological), addressing major theories and research. Examines behaviors in light of theories and classification concepts. Prerequisites: CJS 1103 and SOC 2213 or PSY 1113.		
<b>CJS 2813</b>	<b>Organized and White Collar Crime</b>	<b>3 Hours</b>
An analysis of organized and white-collar crime problems in America. Topics will include prevalence, investigative techniques, causes and effects, and both social and criminological responses to counter its dominance in American society. Prerequisites: CJS 1103, CJS 2313 and CJS 3313		
<b>CJS 2991-2996</b>	<b>Professional Practice: Cooperative Education in Criminal Justice</b>	<b>1-6 Hours</b>
Field Placement in a criminal justice organization/agency for observation, participation and study. Interns work with designated agency personnel and receive an overview of agency functions. Students that elect to participate in the STOP program will get a hands-on approach to campus safety and security. Must be CJS Major with 2.0 cumulative GPA; prerequisites: CJS 1103 and CLE 1103.		
<b>CJS 3113</b>	<b>Social Ethics</b>	<b>3 Hours</b>
This course is designed to explore justice, law, and civic life from historical, comparative, social science, and contemporary perspectives. The course will introduce students to the broad foundation of interdisciplinary knowledge illustrating the importance, functions, and effects of law and justice. The course will illustrate the principles of justice through contemporary issues and it will focus on what individuals can do to pursue justice in society. Must be a CJS Major with 2.0 cumulative GPA; Prerequisite: CJS 1103 and CLE 1103. Permission of instructor.		
<b>CJS 3263</b>	<b>Interview and Interrogations</b>	<b>3 Hours</b>
For criminal justice majors, Interviewing and Interrogations course is an elective course. This course introduces the student to the practice of interviews and interrogations. This course is intended to familiarize students with techniques used in the field of interviewing and interrogations, along with legal considerations for the admissibility of the information. This course is also designed to provide a foundation for special populations such as children, the elderly, and persons with disability.		
<b>CJS 3293</b>	<b>Special Topics in Justice Studies</b>	<b>3 Hours</b>
This course is designed to explore criminal justice and related issues in greater depth in a formal academic setting than is possible in other structured courses offered in justice studies. It may be repeated with different topics to a maximum of nine hours credit. Topics may include leadership in emergency preparedness, domestic violence, strategies for peacekeeping in a diverse society, ethics in criminal justice, computer crime, identity theft, terrorism, criminal profiling, criminal gangs, women and crime, etc. Must be a CJS Major with 2.0 cumulative GPA; Prerequisite: CJS 1103 and CLE 1103.		



<b>CJS 3313</b>	<b>Federal and Tribal Criminal Law</b>	<b>3 Hours</b>
<i>Examines the unique sovereignty status of American Indians and the legal relationship between the tribes and the United States government. Must be a CJS Major with 2.0 cumulative GPA; Prerequisite: CJS 1103 and CLE 1103.</i>		
<b>CJS 3413</b>	<b>Research Methodology and Program Evaluation</b>	<b>3 Hours</b>
<i>Scientific methods in criminal justice research. Design, data collection, and analysis, interpretation of findings, ethical concerns, and the evaluation of the process and outcomes of programs. Prerequisite: CJS 2653.</i>		
<b>CJS 3513</b>	<b>Race, Gender, and Crime</b>	<b>3 Hours</b>
<i>A socio-historical analysis of the effects of race, ethnicity and gender on legitimate social opportunities, criminal behavior, victimization and differential judicial processing. Prerequisite: CJS 1103.</i>		
<b>CJS 3613</b>	<b>Comparative and Historical Criminal Justice</b>	<b>3 Hours</b>
<i>Crime and the American criminal justice system from the colonial period to the mid-twentieth century. Crime and criminal justice systems in other countries will be analyzed and compared to the current U.S. Criminal justice system. Prerequisite: CJS 1103.</i>		
<b>CJS 3623</b>	<b>Criminal Investigation</b>	<b>3 Hours</b>
<i>This course will examine the origins of criminal investigation and trace its development to the present. Emphasis will be placed on the use of the scientific method and the interrelationship of criminal investigators with criminalistics. The recognition, documentation, and collection of physical evidence will be the major areas of concentration for this course. The course will also examine and analyze the fundamentals of criminal investigation, duties and responsibilities of the detective, interviewing, interrogation, and information-gathering skills, crime scene analysis, collection, preservation, and testing of evidence, surveillance and undercover work, raid and sting operations, use of technology, scientific aids, sources of information, and case preparation. Prerequisite: CJS 1103</i>		
<b>CJS 3713</b>	<b>Victimology</b>	<b>3 Hours</b>
<i>Crime victims will be analyzed through the utilization of theory and the criminal justice systems' treatment and management of victims. Includes expanded coverage of restorative justice, the role of the victims in crimes, their decisions to report crimes and help prosecute offenders, and victim assistance. Special focus on family and sexual violence. Prerequisite: CJS 1103 and SOC 2213 or PSY 1113.</i>		
<b>CJS 3913</b>	<b>Crisis Management and Conflict Resolution</b>	<b>3 Hours</b>
<i>A study of intervention strategies utilized to cope with psychosocial human interaction problems in the criminal justice system. Crisis management, conflict resolution, and mediation practices will be examined and explored. Prerequisite: CJS 2413 and CJS 2613.</i>		
<b>CJS 4013</b>	<b>State Corrections Law</b>	<b>3 Hours</b>
<i>Theoretical basis, current methodology and operational understanding of court counselors, citizen action, probation and parole, half-way houses, work-release, drug abuse treatment, detention, reception and diagnostic centers, death penalty issues, as well as the legal aspects of corrections.</i>		
<b>CJS 4113</b>	<b>Introduction to Criminal Psychology</b>	<b>3 Hours</b>
<i>An introduction to the scientific study of criminals' thoughts and behavior patterns. Special focus on case studies of serial murders and sex offenders, including extensive coverage of the sociopath and other high profile offenders. Prerequisites: CJS 1103 and SOC 2213 or PSY 1113.</i>		

<b>CJS 4213</b>	<b>Forensics II: Forensic Scientific Procedures</b>	<b>3 Hours</b>
<i>A comprehensive analysis of legal, ethical, and practical issues involving forensic techniques in the field, the crime laboratory, and the impact of scientific evidence on the justice system. Techniques and process in analysis of physical evidence, including spectroscopy, chromatography, microscopy, as well as the analysis of trace evidence: hairs and fibers, paints, explosives, glass, and soil. Satisfactorily completed a biology or chemistry class. Also must be a CJS Major with 2.0 cumulative GPA; Prerequisite: CJS 1103 and CLE 1103.</i>		
<b>CJS 4313</b>	<b>Community Policing</b>	<b>3 Hours</b>
<i>Community policing philosophy, applications, issues, and contemporary research. Community policing models. Prerequisite: CJS 2613.</i>		
<b>CJS 4413</b>	<b>Police Problems and Practices</b>	<b>3 Hours</b>
<i>An analysis of traditional and contemporary issues and problems existing in the community. Topics represent a wide variety of concerns, including corruption, use of deadly force, and the utilization of law enforcement to combat terrorism and computer crime. Prerequisite: CJS2613.</i>		
<b>CJS 4954</b>	<b>Issues in Justice (Capstone)</b>	<b>4 Hours</b>
<i>Criminal Justice Administration has been designed to assist the student in understanding the operation and administration of criminal justice organizations. Aspects of organizational theory will be examined to enable the student to better understand the on-the-job experiences of their subsequent professional practice placement, their current criminal justice position, or their future criminal justice career. Ethical Dilemmas, as well as multicultural issues in the administration of justice, will be explored. CAPSTONE COURSE. Students will have the opportunity to apply, in an integrative fashion, knowledge and skills acquired in their previous criminal justice courses.</i>		
<b>CJS 4993,-6,-9</b>	<b>Criminal Justice Internship</b>	<b>6-12 Hours</b>
<i>Field placement in an approved criminal justice related agency. Interns work with designated agency personnel and receive an overview of agency functions, as well as an integration of theory and practice. Senior classification with a 2.40 cumulative GPA restriction. For Criminal Justice Majors only. 6-12 CREDIT HOURS</i>		

## EARLY CHILDHOOD EDUCATION

<b>ECH 2003</b>	<b>Creative Experiences and Play</b>	<b>3 Hours</b>
<i>This course is designed to assist pre-service teachers in becoming comfortable with the creative arts (visual arts, dance, and drama/theatre, and music) through a blend of background information, activities and activity ideas. Through providing the basic tools and activities that teachers will need, this course will stimulate the learning process, enrich other subject areas, and provide opportunities for creative expression, inquiry and self-fulfillment. Prerequisite: PED 1002. All professional education and specialization courses must have a grade of C or above and 2.75 GPA</i>		
<b>ECH 2102</b>	<b>Foundations of Early Childhood Education</b>	<b>2 Hours</b>
<i>This course presents an overview of early childhood education with emphasis given to the historical roots and development of childhood education, contributions of leaders in the field, and description of programs that meet the needs of young children. The development of a philosophy of early childhood education is an important part of the course. Prerequisite: PED 1002. PASS-PORT Portfolio required for Early Childhood Education Majors only.</i>		

<b>ECH 2103</b>	<b>Child Development (Birth - 8 years)</b>	<b>3 Hours</b>
<i>This course presents a general study into the field of child development by examining the changes that occur in a child's cognitive skills, emotional patterns, motor behavior, and social capacities from birth to age eight from the perspective of an early childhood educator. Each student will complete a case study of a child utilizing developmental profiles and relating findings to developmentally appropriate practice. Prerequisite: None.</i>		
<b>ECH 2203</b>	<b>Health, Safety, and Nutrition of Children</b>	<b>3 Hours</b>
<i>This course examines the health, safety, and nutrition needs of young children in relation to their social-emotional, physical, and cognitive development. The emphasis is on creating a developmentally appropriate and positive environment for learning that is psychologically and physically healthy for young children in various types of settings in early childhood education, family, and center care. Prerequisite: None.</i>		
<b>ECH 3103</b>	<b>Families, Schools, and Communities</b>	<b>3 Hours</b>
<i>This course analyzes family, school, and community resources and needs as related to the family life cycle. Participants examine child welfare and education through, and explore careers related to children and families. Strategies to improve communication and collaboration are emphasized with a focus on family types, cultures, economic conditions, school systems, community services, political forces, and other factors that impact young children and their families. Ten hours per semester in approved field work required. 3 semester credit hours.</i>		
<b>ECH 3123</b>	<b>Infant/Toddler Brain Development</b>	<b>3 Hours</b>
<i>This course examines the neurological development of the brain, with emphasis on infant and toddler development, current research, and the current ongoing debate of nature versus nurture. The course will also focus on appropriate activities, curriculum, and environment that stimulate proper brain development in infants and toddlers, as well as the results of improper brain development. Prerequisite: Child Development (Birth – 8 years).</i>		
<b>ECH 4102</b>	<b>Early Childhood Capstone Seminar</b>	<b>2 Hours</b>
<i>The purpose of the Capstone Seminar is to provide the student an opportunity to showcase their professional knowledge, skills, and abilities developed as a result of coursework in the Early Childhood Development and Education degree program. The capstone seminar will involve developing a variety of artifacts and documents that show competencies in a variety of early childhood subject areas. Prerequisite: Advisor Approval Prerequisite.</i>		
<b>ECH 4103</b>	<b>Integrated Curriculum and Assessment</b>	<b>3 Hours</b>
<i>This course provides teacher candidates with the knowledge base that will prepare them to understand, plan, and develop an integrated curriculum that includes appropriate assessments. Emphasis will also include evaluation of early childhood curriculum and the role, function, and appropriate use of various assessment tools. Course must be taken concurrently with ECH 4203, EHC 3003, PED 3303, and ECH 4002. Prerequisite: Admission to Teacher Education, 2.5 CGPA, and SOE advisor approval.</i>		
<b>ECH 4112</b>	<b>Early Childhood Internship Seminar</b>	<b>2 hours</b>
<i>The purpose of this course is to provide weekly opportunities to reflect, assess, and share internship experiences with peers enrolled in the early childhood internship. Students will develop a professional portfolio and resume that reflects and documents their professional growth during their internship experience.</i>		
<b>ECH 4113</b>	<b>Organization and Administration of Early Childhood Programs</b>	<b>3 Hours</b>
<i>This course focuses on the management of high quality early childhood programs. The course will explore the complex role that child care plays in supporting families. Focus will be placed on the development of knowledge and skills essential to providing quality programs. Advisor Approval</i>		

<b>ECH 4115</b>	<b>Early Childhood Student Teaching (Grades PK-K)</b>	<b>5 Hours</b>
<i>Student teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom, working with an experienced mentor teacher and college supervisor. Teacher candidate must enroll in ECH 4115, ECH 4125, and PED 4202 concurrently. Prerequisite: Admission to Student Teaching, 2.5 CGPA and Advisor Approval. PASS-PORT Portfolio and Criminal History required.</i>		
<b>ECH 4116</b>	<b>Early Childhood Capstone Experience</b>	<b>6 Hours</b>
<i>The purpose of the ECH Capstone Experience is to provide the student an opportunity to showcase the knowledge, skills, and developed as a result of coursework in the Early Childhood Development and Education degree program. The capstone experience will involve developing a variety of artifacts and documents that show competencies in a variety of early childhood subject areas. Prerequisite: Advisor Approval</i>		
<b>ECH 4125</b>	<b>Early Childhood Student Teaching (Grades 1-3)</b>	<b>5 Hours</b>
<i>Student teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom, working with an experienced mentor teacher and college supervisor. Teacher candidate must enroll in ECH 4115, ECH 4125, and PED 4202 concurrently. Prerequisite: Admission to Student Teaching, 2.5 CGPA and Advisor Approval. PASS-PORT Portfolio and Criminal History required.</i>		
<b>ECH 4203</b>	<b>Science, Social Studies, and Math in Early Childhood</b>	<b>3 Hours</b>
<i>This course provides a study of the curriculum materials, activities, and instructional strategies desirable for teaching science, social studies, and math in the early childhood classroom. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary theme construction and assessment strategies to inform instruction.</i>		
<b>ECH 4216</b>	<b>Early Childhood Internship</b>	<b>6 Hours</b>
<i>The purpose of this course is to provide professional experience in an early childhood setting for qualified students. Each student will intern at an instructor-approved site for a minimum of 240 hours. Internship experiences will be designed to fit the students' professional goals. Internships may include classroom teaching experience, administration of an early childhood program, or experience with a nonprofit organization. Site requirements and responsibilities will vary depending upon the nature of the site selected. Prerequisite: Advisor Approval.</i>		

## EARLY CHILDHOOD AND ELEMENTARY EDUCATION

<b>ECEL 2003</b>	<b>Creative Experiences and Play</b>	<b>3 Hours</b>
<i>This course focuses on the role of art, music, dance, dramatics, creativity, and play experiences in the development of children. Through providing the basic tools and activities that teachers will need, this course will stimulate the learning process, enrich other subject areas, and provide creative expression, inquiry, and self-fulfillment. Emphasis is given to integration of these elements into the elementary classroom and curriculum. Prerequisite: PED 1002</i>		

<b>ECEL 4103</b>	<b>Integrated Curriculum and Assessment</b>	<b>3 Hours</b>
<p><i>This course provides teacher candidates with the knowledge base that will prepare them to understand, plan, and develop an integrated curriculum that includes appropriated assessments. Emphasis will also include evaluation of elementary curriculum and the role, function, and appropriate use of various assessment tools. Construction and evaluation of classroom tests; test values and limitations; evaluation and administration of standardized tests; portfolio development and evaluation; grading and reporting procedures. For teacher candidates admitted to the School of Education courses must be taken concurrently with ECEL 4203, ECEL 4303, and ECEL 4403. <b>Prerequisites:</b> Admission to Teacher Education and a 2.5 GPA. PASS-PORT Portfolio and Criminal History required.</i></p>		

<b>ECEL 4203</b>	<b>Social Studies Methods</b>	<b>3 Hours</b>
<p><i>This course is a study of the materials, activities, and instructional strategies for teaching social studies in the elementary school with emphasis on best practice based on current research, theory and national social studies standards. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary construction and authentic assessment strategies to inform instruction. For ECH and ELE teacher candidates admitted to the School of Education this course must be taken concurrently with ECEL 4103, and ECH 4203. <b>Prerequisite:</b> Admission to Teacher Education and 2.5 GPA. PASS-PORT Portfolio and Criminal History required.</i></p>		

<b>ECEL 4303</b>	<b>Science Methods</b>	<b>3 Hours</b>
<p><i>This course is a study of the materials, activities, and instructional strategies for teaching science in the elementary school with emphasis on best practice based on current research, theory and national science standards. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary construction and authentic assessment strategies to inform instruction. For ECH and ELE teacher candidates admitted to the School of Education this course must be taken concurrently with ECEL 4103, and ECH 4403. <b>Prerequisite:</b> Admission to Teacher Education and 2.5 GPA. PASS-PORT Portfolio and Criminal History required.</i></p>		

<b>ECEL 4403</b>	<b>Math Methods</b>	<b>3 Hours</b>
<p><i>This course is a study of the materials, activities, and instructional strategies for teaching mathematics in the elementary school with emphasis on best practice based on current research, theory and national mathematics standards. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary construction and authentic assessment strategies to inform instruction. For ECH and ELE teacher candidates admitted to the School of Education this course must be taken concurrently with ECEL 4103, ECH 4203, and ECH 4203. <b>Prerequisite:</b> Admission to Teacher Education and 2.5 GPA. PASS-PORT Portfolio and Criminal History required.</i></p>		

## EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

<b>ECDE 2003</b>	<b>Creative Experiences for Preschoolers</b>	<b>3 Hours</b>
<p><i>This course focuses on the role of art, music, movement, creativity, play, and playground experiences in the development of preschool children. Emphasis is given to integration of these elements into the early childhood classroom and curriculum. (Prerequisite ECDE 2013 Child Development)</i></p>		

<b>ECDE 2013</b>	<b>Child Development (Birth – 8 Years)</b>	<b>3 Hours</b>
<i>This course presents a general study into the field of child development by examining the changes that occur in a child's cognitive skills, emotional patterns, motor behavior, and social capacities from birth to age 8 from the perspective of an early childhood educator. This course is the introductory course for all Early Childhood Development and Education majors.</i>		
<b>ECDE 2102</b>	<b>Legal Issues in ECE</b>	<b>2 Hours</b>
<i>This course presents a general study into the legal requirements governing early childhood education. These requirements include Licensing requirements, hiring and termination, due process, right to work, handbook policies, and ethical issues within the profession. (Prerequisite ECDE 2013 Child Development)</i>		
<b>ECDE 2103</b>	<b>Health, Safety, and Nutrition</b>	<b>3 Hours</b>
<i>This course examines the health, safety, and nutrition needs of young children in relation to their social-emotional, physical, and cognitive development. The emphasis is on creating a developmentally appropriate and positive environment for learning that is psychologically and physically healthy for young children in various types of settings in early childhood education, family and center care. (Prerequisite ECDE 2013 Child Development)</i>		
<b>ECDE 2113</b>	<b>Creative Experiences for Infants and Toddlers</b>	<b>3 Hours</b>
<i>This course focuses on the role of art, music, movement, creativity, play, and playground experiences in the development of infants and toddlers. Emphasis is given to integration of these elements into the infant toddler classroom and curriculum. (Prerequisite ECDE 2013 Child Development)</i>		
<b>ECDE 2122</b>	<b>Block, Sand, and Water Play for Infants and Toddlers</b>	<b>2 Hours</b>
<i>This course will assist students in developing an understanding of the curriculum benefits of block, sand, and water play as part of a play-based infant/toddler curriculum. Students will develop curriculum to assist with math, science, social/emotional, physical, and language development for infants and toddlers using blocks, sand, and or water as the basis of their activity. Students will learn how to scaffold infants and toddlers construction of knowledge and develop knowledge and skills in developing objectives and assessments for block/sand/water centers for infants and toddlers. (Prerequisite ECDE 2013 Child Development)</i>		
<b>ECDE 2213</b>	<b>Motor Skills Development for Preschoolers</b>	<b>3 Hours</b>
<i>This course will prepare the student to develop a child-centered, success-oriented program designed to explore and develop fundamental motor patterns, as well as movement skill and concepts. The student will recognize and encourage self-initiated movement activities and the use of large and small equipment or apparatus in active learning areas. (Prerequisite ECDE 2013 Child Development)</i>		
<b>ECDE 3103</b>	<b>Families, Schools, and Communities</b>	<b>3 Hours</b>
<i>This course focuses on developing an understanding of the importance and role of families and communities in the lives of children and the implications for practice in Early Childhood Education. (Prerequisite ECDE 2013 Child Development)</i>		
<b>ECDE 3113</b>	<b>Approaches and Theory in ECH</b>	<b>3 Hours</b>
<i>Students will develop knowledge and understanding concerning important changes and adaptations of the major approaches to early education, such as Montessori, Bank Street, Project Approach, and Reggio Emilia, and the important dimension and characteristics in the development and implementation of the major curricular models and programs in Early Childhood Education. The context and history and current issues and trends in the field as it evolves are reviewed. Emphasis remains on inclusion, diversity, and fostering multicultural competence within the profession to help prepare educators to better serve today's young children and their families across multiple cultural communities and early education settings. Students will also develop knowledge and understanding of early childhood theory and how various approaches use</i>		

theories such as Piaget, Vygotsky, Dewey, and Erikson as a basis for their programing. (Prerequisite ECDE 2013 Child Development)

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<b>ECDE 3203</b>	<b>Education of the Exceptional Child in ECH</b>	<b>3 Hours</b>
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*This course is a general introduction to the characteristics of exceptional learners and their education. Emphasis will be placed on classroom practices, as well as the psychological, sociological, and medical aspects of disabilities and giftedness. (Prerequisite ECDE 2013 Child Development)*

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<b>ECDE 3212</b>	<b>Appropriate Preschool Environments</b>	<b>2 Hours</b>
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*This course is designed to assist students in understanding the balance of theory and application to help early childhood professionals understand why and how to design, arrange, and make changes to preschool learning environments that help children achieve national and state standards through a play-based curriculum. (Prerequisite ECDE 2013 Child Development)*

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<b>ECDE 3222</b>	<b>Appropriate Environments for Infants and Toddlers</b>	<b>2 Hours</b>
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*This course is designed to assist students in understanding the balance of theory and application to help early childhood professionals understand why and how to design, arrange, and make changes to infant and toddler learning environments that help children achieve national and state standards through a play-based curriculum. (Prerequisite ECDE 2013 Child Development)*

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<b>ECDE 3303</b>	<b>Positive Guidance</b>	<b>3 Hours</b>
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*This course focuses on how to create a learning environment in the classroom that encourages positive social interaction, self-motivation, and active engagement in meaningful and purposeful learning. Students will develop knowledge and understanding of how the learning environment and curriculum relate to positive behaviors. Students will understand the relationship between child development, theory, and positive behaviors. (Prerequisite ECDE 2013 Child Development)*

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<b>ECDE 3312</b>	<b>Block, Sand, and Water Play for Preschoolers</b>	<b>2 Hours</b>
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*This course will assist students in developing an understanding of the curriculum benefits of block, sand, and water play as part of a play-based preschool curriculum. Students will develop curriculum to assist with math, science, social/emotional, physical, and language development for preschoolers using blocks, sand, and or water as the basis of their activity. Students will learn how to scaffold preschoolers construction of knowledge and develop knowledge and skills in developing objectives and assessments for block/sand/water centers for preschoolers. (Prerequisite ECDE 2013 Child Development)*

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<b>ECDE 3323</b>	<b>Responsive Program Planning</b>	<b>3 Hours</b>
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*Students will be able to clearly explain theory, including current research, and explain appropriate practice in development, curriculum, program planning, guidance, and professionalism. Students will learn to use a relationship-based model for understanding how infants and toddlers grow and learn in typical and atypical ways. Students will value the importance of families' and teachers' relationships and responsiveness in interactions with children, understand the latest developmental research, child-centered planning, infants and toddlers with special needs, and a focus on the effects of culture, families, and quality programs on infant-toddler development and interactions. Develop a deeper understanding of why, according to the science of child development, certain practices support or hinder an infant's or toddlers' optimal development—and how to provide responsive, high-quality care. (Prerequisite ECDE 2013 Child Development)*

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<b>ECDE 4003</b>	<b>Supporting Play in ECE</b>	<b>3 Hours</b>
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*Students will develop knowledge, understanding and skill in recognizing that children are predisposed to play—either alone or with others. For this reason, play formed the foundation of early childhood education during its infancy. Students will examine play from a variety of disciplines using multiple perspectives. Students will understand the benefits and value of play for young children specifically, that play contributes to cognitive, social, emotional, and physical growth and development. Support for play as a medium for learning has been established by scholars such as Piaget, Vygotsky, Bruner, Pelligrini, Reifel, Johnson, Christie, Bergen, and Smith. The most current neuroscience provides evidence for these findings. Students*

will demonstrate their knowledge and skill in creating environments, assessments and curriculum that support play for students birth through age five. (Prerequisite ECDE 2013 Child Development)

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<b>ECDE 4103</b>	<b>Authentic Assessment in ECH</b>	<b>3 Hours</b>
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*Students will learn to construct a comprehensive system of assessments that fit together into a coherent system linked to child outcomes. Students will learn to create assessments that are developmentally appropriate and support children's learning and improve instruction. (Prerequisite ECDE 2013 Child Development)*

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<b>ECDE 4113</b>	<b>Organization and Administration in ECE</b>	<b>3 Hours</b>
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*This course focuses on the management of high quality early childhood programs. The course will explore the complex role that child care plays in supporting families and the community. Focus will be placed on the development of knowledge and skills essential to providing quality programs that meet the diverse needs of children. (Prerequisite ECDE 2013 Child Development)*

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<b>ECDE 4116</b>	<b>Capstone Experience</b>	<b>3 Hours</b>
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*The purpose of the ECH Capstone Experience is to provide the student an opportunity to showcase the knowledge, skills, and developed as a result of coursework in the Early Childhood Development and Education degree program. The capstone experience will involve developing a variety of artifacts and documents that show competencies in a variety of early childhood subject areas. Prerequisite: Advisor Approval and completion of all specialization and professional coursework)*

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<b>ECDE 4203</b>	<b>Social Studies and Social Emotional Development for Preschoolers</b>	<b>3 Hours</b>
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*This course is a study of the materials, activities, and instructional strategies for teaching social studies and social emotional development with emphasis on best practice based on current research, theory and national social studies standards. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary construction and authentic assessment strategies to inform instruction. (To be taken concurrently the semester prior to the ECDE Capstone with ECDE 4303, 4403, and 4503)*

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<b>ECDE 4213</b>	<b>Social/Emotional Development for Infants and Toddlers</b>	<b>3 Hours</b>
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*This course will assist students in developing knowledge and understanding that social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. It encompasses both intra- and interpersonal processes. Students will gain knowledge that the core features of emotional development include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one's own behavior, to develop empathy for others, and to establish and maintain relationships. Students will develop knowledge and skill in creating curriculum and environments that support healthy social and emotional development between peers and caregivers. (To be taken concurrently the semester prior to the ECDE Capstone with ECDE 4313, ECDE 4413, and ECDE 4513)*

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<b>ECDE 4303</b>	<b>Science and Math For Preschoolers</b>	<b>3 Hours</b>
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*This course provides a study of the curriculum materials, activities, and instructional strategies desirable for teaching science and mathematics in the early childhood classroom. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary theme construction and assessment strategies to inform instruction. (To be taken concurrently the semester prior to the ECDE Capstone with ECDE 4203, 4403, and 4503)*

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<b>ECDE 4313</b>	<b>Science and Math for Infants and Toddlers</b>	<b>3 Hours</b>
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*This course provides a study of the curriculum materials, activities, and instructional strategies desirable for teaching science and mathematics in the infant/toddler classroom. Learning Objectives are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary theme construction*



and assessment strategies to inform instruction. (To be taken concurrently the semester prior to the ECDE Capstone with ECDE 4213, ECDE 4413, and ECDE 4513)

<b>ECDE 4403</b>	<b>Language Arts for Preschoolers</b>	<b>3 Hours</b>
<i>This course will help students learn effective teaching and assessment strategies to help both native speakers and English Language learners develop skill in listening, speaking, literacy, and writing. Students will develop multiple lesson plans and a unit plan. (To be taken concurrently the semester prior to the ECDE Capstone with ECDE 4203, 4303, and 4503)</i>		
<b>ECDE 4413</b>	<b>Language Arts for Infants and Toddlers</b>	<b>3 Hours</b>
<i>This course will help students learn effective teaching and assessment strategies to help both native speakers and English Language learners develop skill in listening, speaking, literacy, and writing. Students will develop multiple lesson plans and a unit plan. Students will develop a deeper understanding of language and literacy development for infants and toddlers. (To be taken concurrently the semester prior to the ECDE Capstone with ECDE 4213, ECDE 4313, and ECDE 4513)</i>		
<b>ECDE 4503</b>	<b>The Project Approach</b>	<b>3 Hours</b>
<i>This course will help students gain the knowledge, skills and ability to develop a preschool project based on children's interested based on Lillian Katz's Project Approach. Students will learn to build on children's natural curiosity, enabling children to interact, question, connect, problem-solve, communicate, reflect, and more. Students will create a project based on children's interest that includes family and community participation. (To be taken concurrently the semester prior to the ECDE Capstone with ECDE 4203, 4303, and 4403)</i>		
<b>ECDE 4513</b>	<b>The Project Approach (Infants and Toddlers)</b>	<b>3 Hours</b>
<i>This course will help students gain the knowledge, skills and ability to develop a infant/toddler project based on children's interested based on Lillian Katz's Project Approach. Students will learn to build on children's natural curiosity, enabling children to interact, question, connect, problem-solve, communicate, reflect, and more. Students will create a project based on children's interest that includes family and community participation. (To be taken concurrently the semester prior to the ECDE Capstone with ECDE 4213, ECDE 4313, and ECDE 4413)</i>		

## ECONOMICS

<b>ECN 2113</b>	<b>Principles of Economics</b>	<b>3 Hours</b>
<i>An introduction to modern macroeconomic and microeconomic theory including economic analysis of national production, employment and income, business cycles, monetary and fiscal policies, analysis of supply and demand, the price system, and the basic types of market situations.</i>		
<b>ECN 2513</b>	<b>Microeconomics</b>	<b>3 Hours</b>
<i>This course introduces economic analysis of individual business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to achieve economic objectives efficiently.</i>		
<b>ECN 2613</b>	<b>Macroeconomics</b>	<b>3 Hours</b>

An introduction to fundamental concepts of macroeconomics with emphasis on supply and demand, national income, unemployment, inflation, causes and consequences of business cycles, fiscal and monetary policy, economic growth, and international trade.

<b>ECN 3513</b>	<b>International Economics</b>	<b>3 Hours</b>
<i>This course intends to orient students about the functioning of the international economy. It defines the theoretical principles that govern international trade. In addition, we study empirical evidence of world trade patterns and trade policies of the industrial and developing countries. After explaining international logistics for trading functions, this course addresses macroeconomic policy in an open economy and international banking system.</i>		

## ELEMENTARY EDUCATION

<b>ELE 2003</b>	<b>Art for the Elementary Teacher</b>	<b>2 Hours</b>
<i>This course is designed to assist pre-service educators in becoming comfortable with the creative arts (visual arts, dance, and drama/theater, and music) through a blend of background information, activities and activity ideas. Through providing the basic tools and activities that teachers will need, this course will stimulate the learning process, enrich other subject areas, and provide opportunities for creative expression, inquiry and self-fulfillment. Prerequisite: PED 1002</i>		
<b>ELE 3003</b>	<b>Social Studies for the Elementary Teacher</b>	<b>3 Hours</b>
<i>This course is a study of the materials, activities, and instructional strategies for teaching social studies in the elementary school with emphasis on best practice based on current research, theory and national social studies standards. Prerequisite: Admission to Teacher Education and 2.5 CGPA.</i>		
<b>ELE 3103</b>	<b>Science for the Elementary Teacher</b>	<b>3 Hours</b>
<i>This course is a study of the materials, activities, and instructional strategies for teaching science in the elementary school with emphasis on best practice based on current research, theory, and national science standards. Prerequisite: Admission to Teacher Education and 2.5 CGPA.</i>		
<b>ELE 3502</b>	<b>Math for the Elementary Teacher</b>	<b>2 Hours</b>
<i>This course is a study of the materials, activities, and instructional strategies for teaching mathematics in the elementary school with emphasis on best practice based on current research, theory, and national math standards. Prerequisite: Admission to Teacher Education and 2.5 CGPA.</i>		
<b>ELE 3503</b>	<b>Math for the Elementary Teacher</b>	<b>3 Hours</b>
<i>This course is a study of the materials, activities, and instructional strategies for teaching mathematics in the elementary school with emphasis on best practice based on current research, theory, and national math standards. Prerequisite: Admission to Teacher Education and 2.5 CGPA.</i>		
<b>ELE 4002</b>	<b>Language Arts in Upper Elementary</b>	<b>3 Hours</b>
<i>This course provides students with a study of the language arts processes taught in upper elementary. Current approaches to teaching language arts are presented, along with underlying theories of learning, appropriate strategies and methodology for teaching, and opportunities to apply knowledge through interaction with students and teachers in language arts classrooms. Communicative competence for all students with appropriate assessment is stressed. Prerequisites: Criminal history check required, 2.75 GPA</i>		

<b>ELE 4103</b>	<b>Elementary Curriculum and Assessment</b>	<b>3 Hours</b>
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*This course examines various curriculum models used in elementary schools today and provides teacher candidates with an opportunity to plan, develop, and assess classroom curriculum. Emphasis is given to the examination, preparation, integration, and utilization of appropriate assessment tools to evaluate student learning as an integral element of curriculum development. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

<b>ELE 4115</b>	<b>Elementary Student Teaching (Grades 1-3)</b>	<b>5 Hours</b>
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*Student Teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom (grades 1-3) working with an experienced mentor teacher and college supervisor. Students must enroll in ELE 4115, ELE 4215 and PED 4202 concurrently. Prerequisite: Admission to the Bacone Teacher Education Program. All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

<b>ELE 4116</b>	<b>Education Internship</b>	<b>6 Hours</b>
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*The purpose of this course is to provide professional experience in an elementary education setting for qualified students. Each student will intern at an instructor-approved site for a minimum of 100 hours. Internship experiences will be designed to fit the student's professional goals. Internships may include classroom teaching, administration of an early childhood program, or experience with a nonprofit organization. Site requirements and responsibilities will vary depending upon the nature of the site selected. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA.*

<b>ELE 4125</b>	<b>Elementary Student Teaching (Grades 4-8)</b>	<b>5 Hours</b>
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*Student Teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom (grades 4-8) working with an experienced mentor teacher and college supervisor. Students must enroll in ELE 4115, ELE 4215 and PED 4202 concurrently. Prerequisite: Admission to the Bacone Teacher Education Program. All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

<b>ELE 4203</b>	<b>Social Studies Methods</b>	<b>3 Hours</b>
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*This course is a study of the materials, activities, and instructional strategies for teaching social studies in the elementary school with emphasis on best practice based on current research, theory and national social studies standards. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

<b>ELE 4303</b>	<b>Science Methods</b>	<b>3 Hours</b>
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*This course is a study of the materials, activities, and instructional strategies for teaching science in the elementary school with emphasis on best practice based on current research, theory and national social studies standards. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

<b>ELE 4403</b>	<b>Math Methods</b>	<b>3 Hours</b>
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*This course is a study of the materials, activities, and instructional strategies for teaching mathematics in the elementary school with emphasis on best practice based on current research, theory and national social studies standards. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

## ENGLISH

<b>ENG 1113</b>	<b>English Composition I</b>	<b>3 Hours</b>
<i>English Composition I is the first of two writing-intensive courses required of all Bacone students prior to graduation. Students learn the skills necessary for acceptable collegiate writing, including essay organization, effective prose, college-level vocabulary, and critical thinking. Students must earn a grade of C or better to pass this course. <b>BACONE CORE</b></i>		
<b>ENG 1213</b>	<b>English Composition II</b>	<b>3 Hours</b>
<i>English Composition II continues the study of rhetorical skills begun in ENG 1113 and, by emphasizing the skills of research techniques, analysis, and effective rewriting, culminates in both a formal research paper and a literary analysis. Students must earn a grade of C or better to pass this course. Prerequisite: ENG 1113 or equivalent. <b>BACONE CORE</b></i>		
<b>ENG 2213</b>	<b>Creative Writing</b>	<b>3 Hours</b>
<i>Creative Writing encourages students to express themselves through poetry and prose and to develop a portfolio of original writings. Students also study guidelines for publication of their own work. Prerequisite: Recommendation by an ENG1113 or ENG1213 instructor, or permission from the course instructor.</i>		
<b>ENG 3553</b>	<b>Screenwriting</b>	<b>3 Hours</b>
<i>Screenwriting class guides students through the screenwriting process with regular screenwriting practice and analysis of effective screenplays. Course work will include a journal, four screenplay writing assignments, two exams, group work, a movie analysis paper and miscellaneous assignments.</i>		
<b>ENG 3563</b>	<b>20<sup>th</sup> Century English Novel</b>	<b>3 Hours</b>
<i>An analysis of themes and techniques of noted English and/or Irish novelists which may include Conrad, Lawrence, Woolf, Joyce, and others, emphasizing critical reading and writing skills. Prerequisites: ENG 1113, ENG 1213.</i>		
<b>ENG 3573</b>	<b>20<sup>th</sup> Century American Novel</b>	<b>3 Hours</b>

An analysis of themes and techniques of major American writers which may include Dos Passos, Hemingway, Fitzgerald, West, Faulkner, and others, emphasizing critical reading and writing skills. Prerequisites: ENG 1113, ENG 1213

## EXERCISE SCIENCE

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<b>ESE 2103</b>	<b>Foundations of Health, Physical Education, and Exercise Science</b>	<b>3 Hours</b>
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*This is an introductory course dealing with the historical and philosophical approaches to exercise science, health, and physical education."*

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<b>ESE 2112</b>	<b>Personal Health</b>	<b>2 Hours</b>
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*This course is designed to provide a personal appreciation, understanding, and awareness of good health practices and well-being by analyzing the causes and effects of major health problems in our society today.*

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<b>ESE 2433</b>	<b>Special Studies in Exercise Science</b>	<b>3 Hours</b>
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*This course is an independent study course for Exercise Science majors. It provides experiences reading and analyzing scientific literature in exercise science and related areas. When applicable, students will help host campus fitness events and work in the laboratory to learn about equipment and testing.*

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<b>ESE 3102</b>	<b>Consumer, Environmental, and Community Health</b>	<b>2 Hours</b>
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*This course is designed to allow students to apply knowledge of how to use risk assessment, critical thinking, goal-setting, and decision-making skills to make informed choices about health behaviors and life style factors. Students will apply knowledge of principles and skills for accessing, evaluating, and selecting valid information, products, and services that enhance health. In addition, students will analyze concepts, principles, and issues associated with environmental health. They will apply knowledge of the role of community, private, and public services and agencies in supporting safe and healthy communities. Students will analyze the influence of society, culture, and the media on personal, family, and community health. (Prerequisite: ESE 2112 Personal Health)*

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<b>ESE 3114</b>	<b>Exercise Physiology I</b>	<b>4 Hours</b>
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*An overview of the study of anatomical mechanical phenomena including major organs and tissues, and how they are affected by human motion and the study of the biological and biochemical processes associated with exercise and the underlying function of cells and organ systems in the human body. Prerequisite: CHM 1364, BIO 2134 requirements for ESE majors only.*

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<b>ESE 3124</b>	<b>Exercise Physiology II</b>	<b>4 Hours</b>
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*The study of the biological and biochemical processes associated with exercise and overload that affects the underlying function of cells and organ systems. Advanced study of applications of physiological mechanisms and how they respond to acute and chronic exercise in a wide variety of intensity, duration, and frequency. Prerequisite: ESE 3114 and CHM 1364.*

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<b>ESE 3303</b>	<b>Wellness and Fitness</b>	<b>3 Hours</b>
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*A study of the various lifestyle areas that influence one's physical, emotional, and spiritual well-being. A major focus of the course is directed toward an individual awareness of ways to better develop these lifestyle areas in a positive manner and to strive toward a balance lifestyle.*

<b>ESE 3403</b>	<b>Prevention and Care of Injuries</b>	<b>3 Hours</b>
<i>This course is designed for Exercise Science students prospective coaches, trainers, and other professionals to assist in the prevention, recognition, evaluation, and care of athletic injuries. Lecture and lab sessions will focus on taping methods and the rehabilitation of injuries.</i>		
<b>ESE 3513</b>	<b>Kinesiology</b>	<b>3 Hours</b>
<i>This course is designed to give students an understanding of how the human body moves anatomically and mechanically and then be able to apply the principles learned to improve movement.</i>		
<b>ESE 3603</b>	<b>Strengths and Conditioning Certification Preparation</b>	<b>3 Hours</b>
<i>This course covers basic anatomy and physiology and the training effect, basic muscle anatomy and physiology, basic kinesiology and biomechanics, strength theory, conditioning theory, basic sports nutrition theory, training muscle mass, sports and fitness exercise, Olympic lifting for athletes, weight training technology, special topics in sports and fitness training, sports medicine, and organizing your sports conditioning plan and program.</i>		
<b>ESE 3703</b>	<b>Personal Training Certification Preparation</b>	<b>3 Hours</b>
<i>This course includes basic anatomy and physiology and the training effect, muscle anatomy and physiology, basic kinesiology and biomechanics, strength theory, fitness theory, training systems and applications introduction, basic fitness nutrition theory, weight technology, sports and fitness exercises, flexibility exercises, communication skills development, special topics in sports and fitness training, and exercise programming for special populations.</i>		
<b>ESE 4113</b>	<b>Administration of Exercise Prescription</b>	<b>3 Hours</b>
<i>A comprehensive presentation of the administrative philosophies and techniques as they apply to a variety of health and fitness vocations. Management environments such as fitness, healthcare, and education will be studied, along with principles of leadership in each area. Prerequisite: ESE 4213 and ESE 3114.</i>		
<b>ESE 4203</b>	<b>Health and Fitness Specialist Preparation</b>	<b>3 Hours</b>
<i>This course will provide a detailed overview of the competencies covered within a Health and Fitness Specialist Certification review course. This course will prepare the student to attempt the American College of Sports Medicine's (ACSM) Health and Fitness Specialist (HFS) certification by incorporating ACSM's Exercise is Medicine (EIM) global health initiative throughout this text prepares the HFS to become uniquely qualified to work with medical professionals to ensure that all patients and clients are participating in a physical activity program. Coverage of assessment and programming for both healthy and special populations and extensive content about behavior change allows the Health Fitness Specialist to provide program options for varying types of clients. Prerequisite: ESE 4213</i>		
<b>ESE 4213</b>	<b>Fitness Assessment and Exercise Prescription</b>	<b>3 Hours</b>
<i>A detailed overview of methods of physical assessment and exercise prescription and a critical examination of their relevancy, reliability, and validity. A research project will be conducted and statistical data analysis performed for proper interpretation. Specific applications of fitness assessment tests will be made and corresponding prescriptions for exercises, training regimens, and activities will be designed for fitness enhancement. Lab required. Prerequisite: ESE 3114</i>		
<b>ESE 4993-6</b>	<b>Exercise Science Internship</b>	<b>3-6 Hours</b>
<i>This course provides an opportunity for students to experience and observe specific environments and vocations in the areas of exercise science, medicine, management, therapeutic/fitness modalities, educational environments or other related fields. An internship site will be determined by the student's future goals. The internship will consist of 120- 240 hours, which is equivalent to three to six credit hours. Prerequisite: Advisor Approval and as specified in the Internship Handbook</i>		
<b>ESE 4951-3</b>	<b>Senior Capstone Project</b>	<b>1-3 Hours</b>

Enhances students' critical thinking and problem solving ability in issues and topics related to exercise science. This Capstone experience can take the form of a project, research, or another course. May be taken in conjunction with ESE 4993- 4996 Internship. Enrollment is restricted to senior exercise science majors or with advisor permission.

## FAMILY STUDIES EDUCATION

<b>FSE 1003</b>	<b>Introduction to Family Studies Education</b>	<b>3 Hours</b>
<i>Introduction to Family Studies explores the systematic study of family structures, processes, and dynamics, the matriculation requirements of the program, and opportunities in employment and further education that this major provides. Topics include: contemporary and traditional family practices, satisfaction in family life and sources of family norms with particular attention paid to traditional norms as found in the Judeo Christian ethos as presented in the Bible, American traditions, and Native American traditions.</i>		
<b>FSE 2103</b>	<b>Families with Special Needs</b>	<b>3 Hours</b>
<i>This course offers students an introduction into special needs that are part of the daily life of many families in the United States. Topics to be address are: exceptionalities in family members (educational, emotional and behavioral), long term medical care of family members, whether chronic or terminal will be addressed. Other topics include review of short term crises in families often caused by catastrophic instances, long term repetitive cycles of dysfunction in families. Another area of learning will be how families outside the mainstream of society (blended families, non-traditional families and immigrant populations) face unique problems and the resources which may be available to them.</i>		
<b>FSE 2203</b>	<b>Addiction in the Family</b>	<b>3 Hours</b>
<i>Addiction in the family is a timely subject for students in the United States. We are bombarded with news stories of addiction and loss on a daily basis. The use of abuse of opioids is considered a national epidemic. This course considers the effects of addiction on the family system. Information will explore topics of various types of addiction and their impact on the family. Special focus will be given to the historical and present issues which may have led to the current level of addiction in the United States and addiction in various populations.</i>		
<b>FSE 2333</b>	<b>Ethnic and Non-Traditional Families</b>	<b>3 Hours</b>
<i>This course considers the evolution of the ethnic minority and immigrant families in America's historical past and its present and examine families' cross-cultural variabilities and consistencies. The course examines how the family is currently defined in the U.S., discussing different views about what families may look like. Class and ethnic variability and the effects of changing gender roles are examined. Students also investigate how sexuality, traditional and non-traditional marriage, parenting, divorce, family violence, family economics, poverty, and governmental policies may impact ethnic and non-traditional families. Controversial issues dealt with include day care, welfare policy, and the "Family Values" debate. Special focus will be given to the historical and present issues which may be unique to certain ethnic/social minorities (Native American, Hispanic, African-American, immigrants etc.)</i>		
<b>FSE 3103</b>	<b>Aging and the Family</b>	<b>3 Hours</b>

*Aging and the Family is designed to be an interdisciplinary course to provide all students in any academic discipline, but particularly those in the Family Studies Education Program with a general background in aging and the challenges and strengths which older persons and their families bring into this life phase. This course focuses upon students developing an understanding of the aging cycle in the latter portions of life and how its matters impact those going through the processes and members of the family. The course will investigate both the nature of the change and how it may correspond to the development of new needs. How aging of family members impacts a family emotionally, financially and logistically will be analyzed and reviewed.*

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<b>FSE 3113</b>	<b>Media and the Family</b>	<b>3 Hours</b>
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*This course will investigate how media impacts the family and will focus on the portrayal of the American family on television from the 1950s to the present, how family communication is being impacted in the digital age, and how electronic media is impacting the social, emotional, and physiological development of children, from toddlers to adolescents. Topics include how families are portrayed in the media, gender role stereotypes in the media, family communication, screen time and the young child, educational videos and the young child, online dating, social media, chat sites, cyber-bullying, and internet pornography.*

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<b>FSE 3222</b>	<b>Family Finance</b>	<b>3 Hours</b>
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*This course will show students how to manage personal and family finances in a practical way. Economic downturns, recession, credit card debt, downsizing, dead-end jobs, and inadequate or depleted savings all can cause individuals and families to suffer. With these challenges come others as well. Recent studies confirm that more than half of all divorces are the result of financial pressures at home. And spiritually, many people are struggling to maintain a proper perspective amidst the constant tug of materialism. A key concept of the Christian faith is stewardship and proper management of resources.*

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<b>FSE 3333</b>	<b>Community Resources for Families</b>	<b>3 Hours</b>
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*This course offers a look at the numerous community resources available for families in Muskogee County and nationwide. Every community has needs and deficits that ought to be attended to. In this course we will learn how to identify community assets and resources, and how to engage them in the community change effort. We will identify community assets and resources and show how they can be harnessed to meet community needs and to strengthen the community as a whole.*

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<b>FSE 3403</b>	<b>Education of the Adult Population</b>	<b>3 Hours</b>
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*This course will cause students to investigate the challenges and agencies which may impact education of adults. The course will introduce students into basic concepts of andragogy. Students will investigate variations in purpose, motivation, curriculum, learning style, area of interest between learners in K12 and younger learners in higher education and that of adult populations. Finally the approaches used by varying agencies (public/private, secular/religious, culturally based) will be compared and contrasted. Pre-requisites, PED 2603 and ENG 1113 required and PED 3103 co-requisite. A background check is required for this course*

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<b>FSE 3663</b>	<b>Geriatric Psychology</b>	<b>3 Hours</b>
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*This course presents students with theories of psychology that may be particular to human beings as they age and mature. Utilizing the work of Erikson students will identify and analyze the conflicts that humans undergo in their later years investigating the crises and how favorable outcomes (integrity) are achieved and unfavorable outcomes (despair) overcome.*

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<b>FSE 4113</b>	<b>Education Research</b>	<b>3 Hours</b>
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*Research is a prevailing phenomenon in the modern world. Scholars and practitioners in the academic disciplines and professions engage in research. This course will include an examination of the nature and characteristics of education research. The main purpose is to introduce students to qualitative and quantitative methods for conducting meaningful inquiry and research and to help them become knowledgeable consumers of research data. Students will be able to distinguish between Basic (Theoretical), Applied, and Practical research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis that encourage reflection and*



innovations critical for the field of education. Prerequisite: All professional education and specialization courses must have a grade of C or above and 2.75 GPA

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<b>FSE 4116</b>	<b>Practicum in Family Studies</b>	<b>3 Hours</b>
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Family Studies majors meeting the prerequisites will engage in an off-campus internship program in a business or organization whose mission reflects the interests of the student. The student will fulfill a minimum 240 hours spent with the internship organization, supervised by a member of the organization's management. A journal will be submitted chronicling the events experienced, evaluating and analyzing the methods employed during the day's activities. The intern will represent Bacone College in a courteous, responsible, and professional manner.

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<b>FSE 4153</b>	<b>Applications of Family Case Theory</b>	<b>3 Hours</b>
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Researchers who study children have emphasized family processes that influence children's psychological well-being and subsequent development and consider the impact of the family as system in adulthood. Drawing on family systems theories, we examine how differences emerge from family interactions in adulthood. Specific application of theoretical principles is discussed and analyzed. especially their appropriateness for working with culturally diverse groups.

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<b>FSE 4223</b>	<b>Death and Dying</b>	<b>3 Hours</b>
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Death and Dying is a process that all human beings go through, and is indeed the last act we do as humans. This course will inform students of the processes of death and dying from the perspectives of the participants, including family and clinical workers. Cultural, historic, and religious views about death will be analyzed. Topics will include: death and dying, grief and bereavement, preparations for families, medical and hospice care, assisted suicide, common cultural perceptions of death and dying, and the differences between a death which is predictable and when an unexpected death occurs. Students will utilize analysis and inquiry skills to refine critical thinking skills on a difficult subject.

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<b>FSE 4253</b>	<b>Adolescent Psychology</b>	<b>3 Hours</b>
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A study of the development and changes that take place as a child moves from childhood into adolescence. Study includes an analysis of characteristics dominant in adolescence. Special reference is made to the application of psychological principles.

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<b>FSE 3333</b>	<b>Community Resources for Families</b>	<b>3 Hours</b>
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This course offers a look at the numerous community resources available for families in Muskogee County and nationwide. Every community has needs and deficits that ought to be attended to. In this course we will learn how to identify community assets and resources, and how to engage them in the community change effort. We will identify community assets and resources and show how they can be harnessed to meet community needs and to strengthen the community as a whole.

## FINANCE

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<b>FIN 3113</b>	<b>Business Finance</b>	<b>3 Hours</b>
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Theory and practice of capital management. Topics include evaluation of risks, determination of capital structures, measures of costs and returns, allocation of capital, financial planning and models, and a survey of working capital issues. Prerequisite: ACC 2113

<b>FIN 3313</b>	<b>Financial Markets and Institutions</b>	<b>3 Hours</b>
<i>Participants, structure, and functions of the major domestic and international financial markets. Furthermore, the course will be a hands-on survey class structured around the techniques needed to understand the investment process in the economic and financial environments. Prerequisite: FIN 3113.</i>		
<b>FIN 3413</b>	<b>Management of Financial Institutions</b>	<b>3 Hours</b>
<i>Financial institutions as business firms, with emphasis on depository institutions: industry structure, regulation, asset and liability management strategies. Prerequisite: FIN 3113.</i>		
<b>FIN 3513</b>	<b>Introduction to Risk and Insurance</b>	<b>3 Hours</b>
<i>Fundamental issues of risk management and insurance in property, liability, life and health areas. Principles of marketing, underwriting, rate making and loss adjustment. Prerequisite: FIN 3113 and FIN 3213.</i>		
<b>FIN 3553</b>	<b>Money and Banking</b>	<b>3 Hours</b>
<i>Financial institutions as business firms, with emphasis on depository institutions: industry structure, regulation, asset and liability management strategies. Prerequisite: FIN 3113 and ECN 2113.</i>		
<b>FIN 3613</b>	<b>Short-Term Financial Management</b>	<b>3 Hours</b>
<i>Analysis of working capital management; cash budgeting; financial analysis and planning; short-term financing decisions. Prerequisite: FIN 3113 and FIN 3213.</i>		
<b>FIN 3713</b>	<b>Security Analysis and Portfolio Management</b>	<b>3 Hours</b>
<i>Characteristics of financial assets and markets; evaluation of securities; selecting and combining securities into portfolios; portfolio models and measurements of portfolio performance. Prerequisite: FIN 3113 and FIN 3213 and FIN 3313.</i>		
<b>FIN 3813</b>	<b>Financial Planning</b>	<b>3 Hours</b>
<i>Principles and concepts of integrated financial planning, including legal, tax and financial aspects, business planning, retirement planning, estate planning and the use of information technology. Prerequisite: FIN 3113, FIN 3213, ACC 2113, ACC 2123, ACC 4213, and MIS 2413.</i>		
<b>FIN 3913</b>	<b>Real Estate Principles</b>	<b>3 Hours</b>
<i>Principles of real estate, including legal aspects of real estate, appraisal, investment, mortgage financing, home-ownership, and brokerage industry functions. Prerequisite: FIN 3113 and FIN 3213.</i>		
<b>FIN 4113</b>	<b>Educational Investment Fund</b>	<b>3 Hours</b>
<i>Management of real-money investment funds. Application of investment theory to an actual portfolio, including development and presentation of recommendations to board of investment professionals. Prerequisite: FIN 3113, FIN 3213, ACC 2113, ACC 2123, ACC 4213, and MIS 2413.</i>		
<b>FIN 4413</b>	<b>Risk Management</b>	<b>3 Hours</b>
<i>Management's role in treating non-speculative risks to which business is exposed. Emphasis on recognition, evaluation, and treatment of risks. Prerequisite: FIN 3113, FIN 3213, ACC 2113, and ACC 2123.</i>		
<b>FIN 4513</b>	<b>Comprehensive Insurance</b>	<b>3 Hours</b>
<i>This course is an overview of property insurance (identify and measure property direct and indirect loss exposure and insurance coverage used to transfer such exposure), life and health insurance (personal and business risks relating to principles of life and health insurance), and liability insurance (identify and measure liability loss exposures and insurance coverage used to transfer such exposures, including concepts of negligence and liability). Prerequisite: FIN 4413.</i>		
<b>FIN 4913</b>	<b>Financial Derivatives</b>	<b>3 Hours</b>

This course involves financial contracts (i.e. forwards, futures, options, and swaps) whose values are "derived" from the values of other underlying instruments. The course material will utilize foreign exchanges, bonds, equities and indexes. Prerequisite: FIN 3113, FIN 3213, FIN 3313, and FIN 3713.

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<b>FIN 4996</b>	<b>Professional Practice Internship in Finance</b>	<b>6 Hours</b>
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Professional experience in a business environment for qualified students. Senior classification with a cumulative GPA of 2.40 or above.

## GENERAL PHYSICAL SCIENCE

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<b>GPS 1114</b>	<b>General Physical Science</b>	<b>4 Hours</b>
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This course is an overview of basic concepts in the physical sciences. Material covered includes topics from physics, chemistry, astronomy, and earth science.

## GREAT IDEAS

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<b>BAL 1113</b>	<b>Great Ideas of Western Civilization</b>	<b>3 Hours</b>
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This course introduces students to the intellectual foundations of Western Civilization and the study of the humanities. It surveys the major ideas that dominate Western Civilization from the ancient to the modern world, providing students with an outline of major historical movements of thought and an encounter with some of the principal works of philosophy, religion, literature, arts, and history that form the Western intellectual tradition. It provides students with the concepts needed to succeed in the courses that make up the humanities portion of the general education core curriculum.

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<b>BAL 2113</b>	<b>Great Ideas in Phil Lit &amp; Social Science: Psychology, Philosophy, Literature and Film</b>	<b>3 Hours</b>
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This course examines the intriguing relationships between literature, film and 20th century psychology and philosophy (notably Freud, Jung and and/or Existential Philosophy). Students will apply short readings in psychology and philosophy to works of fiction and films.

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<b>BAL 3123</b>	<b>Great Ideas in Phil Lit &amp; Social Science: History of Satire</b>	<b>3 Hours</b>
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Introduction to Satire, a 2500-year retrospective seeking to shed light on the present political/social/psychological landscape in terms of the best satirists of Western Civilization: Aristophanes, Juvenal, Rabelais, Voltaire, Swift, Twain, Orwell, Huxley and others. Prerequisite: ENG 1213.

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<b>BAL 4994</b>	<b>Capstone in Liberal Arts</b>	<b>3 Hours</b>
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Employing the student's course transcript as a guide and a faculty mentor, the Liberal Arts capstone project is designed to focus on a student-centered personal synthesis of all those seminal courses that have shaped the student's academic identity over four years -- whether the project be academic, creative or applied. The capstone project provides ample latitude for a student to follow her passion to explore and create a product or learn something new in the student's field. 4 Credits Taken in the last semester.

## HEALTH AND PHYSICAL EDUCATION

<b>HPE 1121</b>	<b>Weight Lifting (Varsity Sports)</b>	<b>1 Hour</b>
<i>This course in weight lifting and bodybuilding is designed primarily for students participating in intercollegiate athletics and people with high physical education interest. Class 2 hours. Grading for this athletics course will be a CR or U instead of a letter grade.</i>		
<b>HPE 1261</b>	<b>Archery</b>	<b>1 Hour</b>
<i>This course enhances the student's knowledge of the construction and use of various bows and arrows as well as developing skill in their use. Class 2 hours. (Offered when warranted by student interest).</i>		
<b>HPE 1272</b>	<b>First Aid</b>	<b>2 Hours</b>
<i>This is a course in standard first aid - a study of accident prevention and personal injury. Immediate first aid treatment of the injured will be studied and practiced through the application of bandages and splints, dressings, antiseptics and disinfectants. American Red Cross Standard First Aid Certification will be the goal.</i>		
<b>HPE 1321</b>	<b>Karate</b>	<b>1 Hour</b>
<i>This course is designed to offer training in the art of self-defense and the sport aspects of karate. It includes instruction, demonstration, and practice of basic skills. Class 2 hours.</i>		
<b>HPE 1331</b>	<b>Advanced Karate</b>	<b>1 Hour</b>
<i>A continuation of HPE1321 with instruction in advanced skills. Class 2 hours,</i>		
<b>HPE 1341</b>	<b>Racquet Ball</b>	<b>1 Hour</b>
<i>This course includes study of the techniques and skills of racquetball necessary for the future teacher. In teaching situation student will demonstrate knowledge of techniques, concepts and skill analysis. Prerequisite: Intermediate skill in activities included in course. Class 2 hours.</i>		
<b>HPE 1613</b>	<b>Wellness/Fitness</b>	<b>3 Hours</b>
<i>This course is a study of the various lifestyle areas that influence one's physical, emotional, and spiritual well-being. A major focus of the course is directed toward an individual awareness of ways to better develop these lifestyle areas in a positive manner and to strive toward a balanced lifestyle.</i>		
<b>HPE 2111</b>	<b>Varsity Sports</b>	<b>1 Hour</b>
<i>Credit will be received through participation in any of the following varsity sports: baseball, basketball, cheerleading, cross-country, football, golf, rodeo, soccer, softball, track, volleyball, wrestling. Class daily. Grading for this athletics course will be a CR or U instead of a letter grade.</i>		

## HISTORY

<b>HIS 2113</b>	<b>Western Civilization I</b>	<b>3 Hours</b>
<i>HIS 2113 Western Civilization I provides a complete overview of the history and culture of Europe, the Mediterranean, and the Near East from the beginnings of civilization in the 4<sup>th</sup> millennium, before Christ, to the decline of the Roman Empire and the beginning of Medieval Europe. The course focuses on the ideas, institutions, experiences, expressions, and accomplishments of Western civilization, including politics, social change, art, music, literature, religion, science, and philosophy.</i>		
<b>HIS 2123</b>	<b>Western Civilization II</b>	<b>3 Hours</b>

*HIS 2123 Western civilization provides a complete overview of the history and culture of Europe and its appendages from the beginning of Medieval Europe through the Renaissance and Enlightenment to the modern world. The course focuses on the ideas, institutions, experiences, expressions, and accomplishments of Western civilization, including politics, social change, art, music, literature, religion, science, and philosophy.*

<b>HIS 2223</b>	<b>World History</b>	<b>3 Hours</b>
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*HIS 2223 World History provides a complete overview of the history and culture of Europe, Asia, Africa, and the Americas from prehistory to the present. The course focuses on the ideas, institutions, experiences, expressions, and accomplishments of world peoples, including politics, social change, art, music, literature, religion, science, and philosophy.*

<b>HIS 2233</b>	<b>American Civilization I</b>	<b>3 Hours</b>
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*American Civilization I provides a complete overview of early American history and culture. The course focus on the ideas, structures, and accomplishments of American civilization, including politics, social change and institutions, art, music, literature, religion, science, and philosophy. American Indian and African-American contributions are included. American Civilization I begins during the age of exploration and discovery and proceeds through the colonial period to the age of the American Revolution, and the beginning of the New Nation.*

<b>HIS 2333</b>	<b>American Civilization II</b>	<b>3 Hours</b>
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*American civilization provides a complete overview of modern American history and culture. The course focuses on the ideas, structures, and accomplishments of American civilization, including politics, social change, and institutions, art, music, literature, religion, science, and philosophy. American Indian and African-American contributions are included. American Civilization begins during the 19<sup>th</sup> century antebellum period, and the Civil War followed by the Reconstruction Era, the Victorian Age, the Industrial Revolution of the nineteenth century, the two world wars of the 20<sup>th</sup> century, and changes in American society and culture from 1865 to the present.*

<b>HIS 2433</b>	<b>Pre-1865 US History</b>	<b>3 Hours</b>
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*Pre-1865 US History provides a complete overview of the history of America from colonization to the Civil War. The course focuses on the ideas, structures, and accomplishments of American civilization, including politics, social change and institutions, art music, literature, religion, science, and philosophy. The course examines colonization, Indian resistance to American expansion, and the events preceding the Civil War.*

<b>HIS 2633</b>	<b>History of American Religions</b>	<b>3 Hours</b>
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*This course surveys the development of religion in North America from the Pre-contact Period to the end of the American Revolution, with an emphasis on the transplantation and evolution of European Christianity. Topics covered include American Indian and African religions as they developed in contact with missionizing Christianity in the colonial and early national contexts, the influence of Protestantism on American identity, the religious justifications for slavery, the First Great Awakening, issues pertaining to religious tolerance and the separation of church and state under the Constitution. Emphasis will be placed on the tension between established churches and “dissident” denominations and sects, the religious experience of African Americans, and how American Indian religions changed as a result of Christian missionary efforts and the impact of colonialism.*

<b>HIS 2883</b>	<b>Historiography</b>	<b>3 Hours</b>
This course will examine the perspectives of significant historical schools and analyze the contributions made by major historians		
<b>HIS 3013</b>	<b>American Indian History I</b>	<b>3 Hours</b>
<i>The dynamics of Indian-European encounters beginning in the early sixteenth century, the impact of Euro-American expansion and the displacement of Indians, Indian resistance, the creation of "Indian territory" and ultimate removal of Indian tribes west of the Mississippi river. Cross listed with AIS 3013.</i>		
<b>HIS 3023</b>	<b>American Indian History II</b>	<b>3 Hours</b>
The purpose of this course is to present a survey of American Indian history from the 1870s to the present, highlighting the processes by which Europeans and Euro-Americans dispossessed the various Indian nations of their land and identities, as well as the Indians' efforts to adapt to rapidly changing circumstances. The dynamics of contact, conquest, interrelationship, accommodation, assimilation, and resistance is ongoing, and will be examined from both Indian and non-Indian perspectives (though far greater weight is given to the former). The means by which Indians have preserved their identities and cultures is the keynote to the course, rather than emphasizing the many tragic aspects of their histories. Cross listed with AIS 3023.		
<b>HIS 3113</b>	<b>Oklahoma History</b>	<b>3 Hours</b>
<i>The American frontier in 1840, Indian resistance to American expansion, Indians in the Civil War, railroads and allotment of Indian land, Indians in World War I and II, resurgence of Indian identity and sovereignty in the 20th century. Cross listed with AIS 3023.</i>		
<b>HIS 3133</b>	<b>Colonial America</b>	<b>3 Hours</b>
<i>Oklahoma History is a course that fulfills the core curriculum history requirement as well as fulfills three credits for a BA in history or Interdisciplinary Liberal Studies. The course covers the original tribes in Oklahoma, European and American exploration, early settlement, the creation of Indian Territory, the creation of Oklahoma Territory, statehood, missionary work in Oklahoma, higher education in Oklahoma, the consequences of the industrial revolution and urbanization in Oklahoma, and Oklahoma politics. Students read primary source materials and form their own interpretations to explain the motives, goals, and achievements of the people of Oklahoma throughout time.</i>		
<b>HIS 3213</b>	<b>New Nation United States</b>	<b>3 Hours</b>
<i>The New Nation: United States, 1789-1900 is a course that fulfills the core curriculum history requirement as well as fulfills three credits for a BA in history or Interdisciplinary Liberal Studies. This course examines four periods in American history: Westward Expansion, Antebellum America, the Civil War, and the Industrial Revolution and Urbanization in America. Students will read and learn about the creation of the U.S. government, the expansion of the United States, sectionalism in America, the causes and consequences of the Civil War, the impact of American growth on American Indians, the development of industry, and the consequences of industrialization, particularly the development of new classes, ideas, and cities. Students read primary source materials and form their own interpretations to explain the motives, goals, and achievements of Americans from 1789-1900.</i>		
<b>HIS 3223</b>	<b>American Social History</b>	<b>3 Hours</b>
A survey of social history, focusing upon the American experience. The course explores changes in the family, work, sex roles, mobility, migration, urbanization, and industrialization.		
<b>HIS 3233</b>	<b>The American Experience of War</b>	<b>3 Hours</b>

*This course fulfills the Core Curriculum requirement for history at Bacone. War has always been a part of the American experience. In this course, students will examine the American experience of war, focusing on conflicts of the twentieth century, particularly World War II. American civilization was on trial during the greatest crisis the United States ever faced. Examining a variety of different sources, venues, and media, students will come to an understanding of World War II as a total phenomenon that affected all Americans whether abroad or at home. Course materials will include literature, historical narrative, oral history, autobiography and memoir, art, music, film, documentary, and newsreels.*

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<b>HIS 3333</b>	<b>Poverty in America</b>	<b>3 Hours</b>
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*Poverty has existed in America for centuries, and was a constant phenomenon in America before the Industrial Revolution, which accentuated poverty and created more hardship among America's poor. Poverty in 20th century America has been reduced in part by government intervention. Social philosophers have theorized about poverty and policy-makers have developed programs to address the causes of poverty and to alleviate its consequences. This course examines social theories and policies, the politics and economics of poverty, the poverty of special groups, and the changes in American poverty over time.*

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<b>HIS 3243</b>	<b>American Labor History</b>	<b>3 Hours</b>
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*Introductory survey covering the major changes in the nature of work, the workforce, and the institutions involved in industrial relations from the late 19th century to the present. Outcome 1: Students will develop a firm understanding of some of the major historical themes and general discourses shaping U.S. labor relations throughout the nineteenth and twentieth centuries. Outcome 2: Students will learn to examine the sources and consequences of change in labor relations over time within the context of the broader patterns and issues of American political, social and economic history. Outcome 3: Students will learn to think about work, class, and the economy as fluid concepts that are shaped by diverse perspectives and interests, and influenced by race, gender, and national identity. Outcome 4: Students will learn to evaluate the evolving actions of workers, labor unions, employers, and the American public to establish government policies for regulating labor relations. Outcome 5: Students will develop key methodological and analytical tools for historical research and writing in a clear and critical manner.*

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<b>HIS 3453</b>	<b>Ancient Mediterranean History</b>	<b>3 Hours</b>
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*This course examines the multi-faceted history of the ancient Mediterranean—the Egyptians, Hebrews, Hittites, Phoenicians, Greeks, and Romans. The primary focus on the course will be on ancient Greco-Roman culture: the city-states of ancient Greece and the expansion of the Roman Empire. The ancient Mediterranean provided the foundation for most of the significant cultural and institutional ideas and structures today, in art, literature, philosophy, government, religion, drama, comedy, architecture, and science. The course considers the expansion of Christianity across the ancient Mediterranean during the first several centuries, anno domini.*

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<b>HIS 3663</b>	<b>Christianity in a Postmodern World</b>	<b>3 Hours</b>
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*This course explores the history and meaning of Christian thought and behavior focusing in particular on the 20th century when modern thought challenged traditional Christian beliefs and values. The course also focuses on the postmodern challenge of the 21st century to Christian beliefs and values, and the unique role American Indians have played in the history of Christianity.*

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<b>HIS 3693</b>	<b>Special Topics in History</b>	<b>3 Hours</b>
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Students will be exposed to the processes of writing creative work and may study both traditional and experimental forms of literature. Prerequisite: ENG 1113 and ENG 1213 Freshman Composition I and II and/or instructor permission.

<b>HIS 4023</b>	<b>History of Science</b>	<b>3 Hours</b>
<i>This course is a survey of the history of science, particularly in Europe and America, beginning in the Ancient World with Greek and Roman scientists, continuing in the Medieval World with European and Islamic scientists, then focusing on the Scientific Revolution during the Renaissance and Enlightenment, the unique applied science in America, and the great scientific discoveries in the physical, life, social, behavioral, and mathematical sciences over the centuries. The relationship between Christianity and science is considered, as is the contributions of indigenous peoples to science.</i>		

<b>HIS 4223</b>	<b>History of Exploration</b>	<b>3 Hours</b>
<i>History of Exploration is a course that fulfills the core curriculum history requirement as well as fulfills three credits for a BA in history or Interdisciplinary Liberal Studies. Humans are explorers: of life, thought, time, people, places. This course focuses on the latter, the exploration of place, but in the process students will find that explorers of place are also explorers of people, time, thought, life. History of Exploration covers the entirety of recorded human history, beginning with ancient exploration, the exploration of the New World, exploration of different continents, the exploration of the depths of the Earth, the exploration of the Earth's solar system. Students read primary source materials and form their own interpretations to explain the motives, goals, and achievements of explorers throughout time.</i>		

## INTERDISCIPLINARY LIBERAL STUDIES

<b>ILS 1113</b>	<b>Perspectives on the Liberal Arts</b>	<b>3 Hours</b>
<i>Perspectives on the Liberal Arts provides students with an understanding of the place in and value of the liberal arts in human society. It explores several different aspects including [1] the history of the liberal arts beginning in the Middle Ages and progressing through the great European centers of learning to the development of the liberal arts college in America; [2] a brief look at the diverse areas of study which make up the liberal arts and their defining commonalities, critical and creative thinking; [3] the philosophy and meaning of the liberal arts as they apply to the concept of "educated person;" and [4] the value of the liberal arts to 21<sup>st</sup> century American society—in understanding humanity, in worldview, in the prevalence of liberal arts colleges and curricula, and in the practical aspect of "What can I do with a B.A. in Liberal Arts?"</i>		

<b>ILS 2113</b>	<b>Exploring Ideas and Concepts I</b>	<b>3 Hours</b>
<i>Designed as a true team-taught course, it will vary from term to term depending upon the subject selected and the approach of the instructors. This master syllabus provides an umbrella organization for the course format, but will require input from the instructors in any given semester.</i>		

<b>ILS 2123</b>	<b>Exploring Ideas and Concepts II</b>	<b>3 Hours</b>
<i>Designed as a true team-taught course, it will vary from term to term depending upon the subject selected and the approach of the instructors. This master syllabus provides an umbrella organization for the course format, but will require input from the instructors in any given semester.</i>		

## LITERATURE



<b>LIT 2013</b>	<b>Introduction to Literature</b>	<b>3 Hours</b>
<i>This course introduces the student to one or more of the various genres of literature -- drama, poetry, and prose – and to its forms, concepts and themes. It focuses on evaluation, appreciation, and analysis thereof as reflected in written work. Prerequisite: ENG 1213.</i>		
<b>LIT 2113</b>	<b>World Literature I</b>	<b>3 Hours</b>
<i>World Literature I introduces students to the classic works of world literature from ancient times through the Renaissance. Students interested in this class are encouraged to complete ENG1213 prior to enrolling. When offered, this course fulfills the LIT requirement of the Liberal Arts Guided Electives. Prerequisite: ENG 1213</i>		
<b>LIT 2123</b>	<b>World Literature II</b>	<b>3 Hours</b>
<i>Continuing LIT2113, his course examines the classics of world literature from the seventeenth century to contemporary society. Students interested in this class are encouraged to complete ENG1213 prior to enrolling. When offered, this course fulfills the LIT requirement of the Liberal Arts Guided Electives. Prerequisite: ENG 1213</i>		
<b>LIT 2213</b>	<b>Dramatic Literature</b>	<b>3 Hours</b>
<i>A survey of dramatic literature from classical Greece to the late twentieth century, with the purpose of understanding how to effectively read playscripts by understanding the conventions of dramatic writing; how and why playwrights incorporate great ideas into their work, including social, cultural, and historical influences; and how a script functions as a blueprint for a stage production. Prerequisite: ENG 1213</i>		
<b>LIT 2223</b>	<b>Shakespeare</b>	<b>3 Hours</b>
<i>By reading and watching examples of tragedy, comedy, and history plays, students explore Shakespeare's transformation of the dramatic elements of plot, character, and language into dynamic, lively stage productions dealing with universal human themes. The class also looks at Renaissance English society and students study the impact of the social and cultural climate on Shakespeare and his profession. Prerequisite: ENG 1213</i>		
<b>LIT 2333</b>	<b>American Indian Literature</b>	<b>3 Hours</b>
<i>A reading, writing and discussion-intensive course centering on works written by, for, and about American Indians and Indigenous peoples. The course intends to hone the student's basic skills of literary analysis, critical thinking, while contextualizing themes within larger socio-economic settings specific to Indigenous peoples. Prerequisite: Completion of English 1213.</i>		
<b>LIT 2543</b>	<b>Survey of English Literature I</b>	<b>3 Hours</b>
<i>This course introduces students to early English literature and the historical forces that shaped it through the Romantic period. When offered, this course fulfills the LIT requirement of the Guided Liberal Arts Electives. Prerequisite: ENG 1213</i>		
<b>LIT 2553</b>	<b>Survey of English Literature II</b>	<b>3 Hours</b>
<i>A continuation of LIT 2543, this course begins with selections from the late Romantic period and continues through contemporary society. When offered, this course fulfills the LIT requirement of the Liberal Arts Guided Electives. Prerequisite: ENG 1213</i>		
<b>LIT 2633</b>	<b>Bible as Literature</b>	<b>3 Hours</b>
<i>The course will consist of reading, discussion, and written analysis of major literary selections from the Old and New Testaments. The Bible will be studied not as a religious document but as a source of ideas and style reflected in various works of world literature. Prerequisite: ENG 1213</i>		
<b>LIT 2773</b>	<b>Survey of American Literature I</b>	<b>3 Hours</b>

*This course covers early American literature and literary movements from Colonial times through the Civil War. When offered, this course fulfills the LIT requirement of the Liberal Arts Guided Electives. Prerequisite: ENG 1213*

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<b>LIT 2883</b>	<b>Survey of American Literature II</b>	<b>3 Hours</b>
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The second of two courses surveying American literature, this course is designed to take students through an overview of literary production in the United States from roughly around 1865 to the present, American writers after Emily Dickinson to the present, with attention both to the historical context and to selected works chosen for close analysis.

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<b>LIT 3003</b>	<b>Children's Literature, Literacy, and Technology</b>	<b>3 Hours</b>
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*This course examines the role and use of children's literature and technology in the development of literacy skills in the kindergarten-elementary classroom. Emphasis is given to creating a learning environment which supports the literacy process and includes learning centers and the use of quality children's books in literacy development. Cross listed as REA 3003.*

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<b>LIT 3113, 3123</b>	<b>Genre Literature I and II</b>	<b>3 Hours</b>
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This repeatable course will specifically focus on types of literature rather than the traditional specific forms of literature, going beyond the fiction, poetry, drama delineation to the exploration of popular forms such as Detective Literature, Women's Lit, Fantasy and Science Fiction. It is designed to improve your ability to understand and analyze motivations and techniques of good writers in various genres. May be repeated.

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<b>LIT 3413</b>	<b>SPECIAL STUDIES IN ENGLISH I</b>	<b>3 Hours</b>
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Special topics in English writing, rhetoric, literary criticism, history of the English language.

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<b>LIT 3423</b>	<b>SPECIAL STUDIES IN ENGLISH II</b>	<b>3 Hours</b>
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Special topics in English writing, rhetoric, literary criticism, history of the English language.

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<b>LIT 3623</b>	<b>Ethnic American Literature</b>	<b>3 Hours</b>
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*This course covers major works in the areas of African American, Asian American, Hispanic American, and American Indian literatures. Students will examine issues of current interest regarding matters of race, nationality and gender and explore the ideas of who is an American and what it means to be an American. When offered, this course fulfills the LIT requirement of the Liberal Arts Guided Electives. Prerequisite: ENG 1213*

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<b>LIT 3693</b>	<b>Short Story</b>	<b>3 Hours</b>
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*This course is a study of the modern short story from its beginnings in the 19th century to its current form. Areas of focus will include its functions as art, as a reflector socio-cultural issues, and as a mode of personal expression and identity. Readings will include a variety of authors, notably key figures in the development of the form as well as contemporary voices. Prerequisite: ENG 1213.*

## LOGIC

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<b>LOGIC 3213</b>	<b>Introduction to Critical Thinking and Informal Logic</b>	<b>3 Hours</b>
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*In this course students will be exposed to a variety of concepts from traditional and propositional logic. The purpose of this course is to present students with a wide variety of reasoning techniques so that they will*

then be able to employ such techniques in critical thinking and will manifest itself in speaking, reading, and writing. This course combines traditional reasoning techniques (Syllogisms, truth tables, Mill's methods of inference, and deduction/induction) with classical philosophical work, which focus around argument and analysis. Prerequisites, successful completion of Speaking and Thinking Critically (SPC 1713) and English Composition II (ENG 1213). **BACONE CORE**

## MANAGEMENT

<b>MGT 2223</b>	<b>Principles of Management</b>	<b>3 Hours</b>
<i>This course is an orientation to Bacone College facilities, campus protocol, available services, and management as a career. It is a course that explores the impact of management techniques on organizational efficiency and effectiveness. Topics include planning, organizing, leading, and controlling.</i>		
<b>MGT 2323</b>	<b>Human Relations in Business</b>	<b>3 Hours</b>
<i>Behavior oriented course designed to explore interpersonal relationships in the work environment. Prerequisite: MGT 2223.</i>		
<b>MGT 3113</b>	<b>Small Business Administration</b>	<b>3 Hours</b>
<i>How to start a business, with emphasis on the assessment of business opportunities and on the development of operating plans. A sophisticated business plan is developed within task groups from concept through all elements of a professionally written business plan. Prerequisite: MGT 2223.</i>		
<b>MGT 3213</b>	<b>Business Organization and Management</b>	<b>3 Hours</b>
<i>Organization theories and the role of managers as leaders. Planning and control systems, decision-making, and human considerations. Prerequisite: MGT 2223.</i>		
<b>MGT 3253</b>	<b>Statistical Reasoning</b>	<b>3 Hours</b>
<i>Application of statistical concepts to decision problems confronting organizations and individuals. Includes descriptive tools, probability concepts, sampling processes, statistical inference, regression, and nonparametric procedures. Prerequisite of junior classification. Prerequisite: MTH 1513</i>		
<b>MGT 3313</b>	<b>Production and Operations Management</b>	<b>3 Hours</b>
<i>Operations of production plants. Methods analysis and work measurements, inventory control, quality control, facilities layout, machines, and maintenance. Prerequisite: MGT 2223; MGT 3253</i>		
<b>MGT 3323</b>	<b>Human Resource Management</b>	<b>3 Hours</b>
<i>Principles and procedures relating to human resources management, including staffing, appraisal, training, compensation, and other programs for business and other organizations. Prerequisite: MGT 2223.</i>		
<b>MGT 3333</b>	<b>Labor Relations Management</b>	<b>3 Hours</b>
<i>Managing employment relations and work conditions. Emphasis on negotiating, administering labor agreements, and impact of collective bargaining on managerial practices. Prerequisite: MGT 2223.</i>		
<b>MGT 3343</b>	<b>Quality Control Management</b>	<b>3 Hours</b>

Introduces the basic concepts and models used in quality management. Emphasis is placed on the organizational and behavioral dimensions of a quality management program. Prerequisite: MGT 2223.

<b>MGT 4113</b>	<b>Organizational Behavior and Leadership Theory</b>	<b>3 Hours</b>
Emphasis is on leadership and motivations as directive functions of management that are instrumental for achieving high quality performance and organization member satisfaction. Techniques for enhancing one's individual leadership skills are utilized. Prerequisite: MGT 2223. Must be junior/senior standing.		
<b>MGT 4203</b>	<b>Change Management</b>	<b>3 Hours</b>
The course emphasis is on identifying the need for change, designing change, deploying change and evaluating the impact of change.		
<b>MGT 4303</b>	<b>Strategic Planning</b>	<b>3 Hours</b>
This course emphasizes strategic planning processes and focuses on setting strategic objectives and developing strategies for implementing those objectives. The course teaches students the building blocks of strategic planning and introduces students to the contested theories of how to develop and implement plans.		
<b>MGT 4313</b>	<b>International Management</b>	<b>3 Hours</b>
Managerial decision making for planning organizing, and controlling the functions, operations, and resources of multi-national corporations. Prerequisite: MGT 2223.		
<b>MGT 4993,-6</b>	<b>Business Administration Internship</b>	<b>3-6 Hours</b>
Professional experience in a business environment for GPA qualified students.		

## MARKETING

<b>MKT 2283</b>	<b>Principles of Marketing</b>	<b>3 Hours</b>
An introduction to marketing function of a business organization, analysis of environmental factors influencing marketing decisions with special regard to types of markets and market opportunities; primary emphasis on study of managerial factors and processes used to plan and control marketing action.		
<b>MKT 2513</b>	<b>Buyer Behavior</b>	<b>3 Hours</b>
Theory and research on explaining and predicting consumer and organizational buying behavior. Course examines concepts that have implications for marketing management decisions. Prerequisite: MKT 2283.		
<b>MKT 3113</b>	<b>Marketing Research</b>	<b>3 Hours</b>
Examines marketing research methods and techniques used in the collection and interpretation of primary and secondary data. Hands-on experience is gained through participation in one or more research projects. Prerequisite: MKT 2283.		
<b>MKT 3213</b>	<b>Marketing Channels</b>	<b>3 Hours</b>
Theoretical concepts of marketing channel (distribution) structure and management and their practical applications. Prerequisite: MKT 2283.		
<b>MKT 3313</b>	<b>Retailing Management and Promotion</b>	<b>3 Hours</b>
Management and operation of retail firms. Emphasis on location analysis, pricing, inventory control, merchandising and promotion. Prerequisite: MKT2283.		

<b>MKT 3413</b>	<b>Sales Management</b>	<b>3 Hours</b>
Theory, principles, and practices of sales force administration for manufacturing, wholesaling, and service enterprises. Topics include recruiting, training, compensation, and performance appraisal. Prerequisite: MKT2283.		
<b>MKT 3513</b>	<b>Strategic Marketing Management</b>	<b>3 Hours</b>
Development, implementation, and control of the marketing plan. Short and long run perspectives are considered equally important. Prerequisite: MKT2283.		
<b>MKT 4113</b>	<b>Marketing Management</b>	<b>3 Hours</b>
A managerial approach to the study of such key decision areas as advertising, distribution, pricing and product development as well as other concepts and activities that facilitate exchange and build relationships between buyers and sellers in the environments of business and non-business organizations. Prerequisite: MKT2283.		
<b>MKT 4213</b>	<b>Business-to-Business Marketing</b>	<b>3 Hours</b>
Focuses upon the scope and nature of marketing in an industrial or business-to-business context. Prerequisite: MKT2283.		
<b>MKT 4313</b>	<b>Advertising Management</b>	<b>3 Hours</b>
Evaluation of elements for the effective development, implementation, and management of advertising campaigns. Experience in making decisions will be gained via cases, campaign development exercises, and/or computer simulation. Prerequisite: MKT2283.		
<b>MKT 4413</b>	<b>Purchasing Policies and Procedures</b>	<b>3 Hours</b>
Purchase of materials, supplies, and equipment for industry, government, and other institutions. Organization for purchasing, internal requisitioning, and stock control. Prerequisite: MKT 2283.		
<b>MKT 4496</b>	<b>Professional Practice Internship in Marketing</b>	<b>6 Hours</b>
Professional experience in a business environment for qualified students.		
<b>MKT 4513</b>	<b>International Marketing</b>	<b>3 Hours</b>
This course is designed to create an understanding of the global marketing environment and develop marketing strategies across national boundaries. The political, economic, and cultural variables, which influence such strategies, are identified. Recent cross-cultural research and real world cases clarify concepts and their applications. Elementary Algebra is an introductory course for students with little or no background in algebra. Topics include signed numbers, evaluation of algebraic expressions, linear equations and inequalities, polynomials, factoring, and graphing points and lines. Prerequisite: Fundamentals of Math or appropriate score on placement test. This course carries no credit toward graduation.		

## MATHEMATICS

<b>MTH 0223</b>	<b>Intermediate Algebra</b>	<b>3 Hours</b>
Intermediate Algebra is designed as a refresher course in basic algebra skills. Topics include graphing points, lines, and inequalities; factoring; rational expressions; ratios, proportions, and percentages; exponents and radicals; solving quadratic equations by factoring, completing the square, and the quadratic formula;		

logarithms, and systems of equations. Intermediate Algebra is the high school equivalency course mandated by the Oklahoma State Regents for Higher Education. The student earns no credit toward graduation, although the grade will affect the student's GPA. To advance to the next course, the student must earn at least a grade of "C".

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<b>MTH 1493</b>	<b>Mathematical Structures</b>	<b>3 Hours</b>
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This course is a study of the fundamental structure of mathematics for non-mathematics majors. Topics include: sets and problem solving, logic, numeration systems, number theory, and the real numbers, equations, inequalities, functions and graphs, geometry, probability, mathematical systems and matrices, and statistics. Prerequisites: Prerequisite: MTH 0223 or a score of 22 or above on the math portion of the ACT exam. **BACONE CORE**

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<b>MTH 1513</b>	<b>College Algebra</b>	<b>3 Hours</b>
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Advanced topics in quadratic equations, graphics, functions, and their graphs. Polynomial and rational functions, and exponential and logarithmic functions. Prerequisite: MTH 0223 or a score of 22 or above on the math portion of the ACT exam. **BACONE CORE**

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<b>MTH 1713</b>	<b>Fundamentals of Geometry</b>	<b>3 Hours</b>
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The basic objective of this course is to show students how to apply the principles of geometry and how to recognize geometry's relevance to the real world. Prerequisite: MTH 1513 with a minimum grade of "C".

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<b>MTH 1813</b>	<b>Plane Trigonometry</b>	<b>3 Hours</b>
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This course covers functions of angles, logarithms, applications to triangles, identities and equations. Prerequisite: MTH1513 or a good high school mathematics background and permission of the instructor.

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<b>MTH 1914</b>	<b>Plane Analytic Geometry</b>	<b>4 Hours</b>
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An analytic study of points, lines, and curves in the plane, including a study of plotting, and properties of the point, straight line, parabola, circle, ellipse, hyperbola, degenerate conics and polar coordinates, translation and rotation of axis, higher plane curves and parametric equations. Prerequisite: MTH1813 or a good high school mathematics background and permission of the instructor.

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<b>MTH 2003</b>	<b>Math Concepts I</b>	<b>3 Hours</b>
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This course covers logic, sets and counting, probability, statistics, and geometry. Prerequisite: MTH 1513

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<b>MTH 2135</b>	<b>Differential Calculus</b>	<b>5 Hours</b>
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Differentiation and problems in its simpler applications. Prerequisite: MTH1914 or a good high school mathematics background and permission of the instructor.

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<b>MTH 2145</b>	<b>Integral Calculus</b>	<b>5 Hours</b>
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Continuation of MTH2135. Integration and its simpler applications. Prerequisite: MTH2135.

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<b>MTH 2213</b>	<b>Linear Algebra</b>	<b>3 Hours</b>
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Finite dimensional vector spaces, linear transformations, matrices, solutions of linear systems. Prerequisite: MTH1914.

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<b>MTH 3003</b>	<b>Math Concepts II</b>	<b>3 Hours</b>
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This course covers geometry, matrices, and linear programming, exponential and logarithmic functions, dimensional analysis, and an introduction to calculus. Prerequisite: MTH2003.

# MEDICAL IMAGING

<b>MDI 3113</b>	<b>Principles of Medical Imaging Sciences</b>	<b>3 Hours</b>
<i>An expanded and detailed overview of the underlying principles of medical imaging sciences and associated modalities, including historical developments of the profession</i>		
<b>MDI 3213</b>	<b>Digital Imaging Principles</b>	<b>3 Hours</b>
<i>An introduction to basic principles of digital imaging with emphasis on digital radiography, computed radiography, digital fluoroscopy, Picture Archiving and Communication systems (PACS), Radiology Information System (RIS), Hospital Information System (HIS) and associated equipments. Prerequisite: MDI 3113</i>		
<b>MDI 3323</b>	<b>Advanced Radiobiology and Radiation Protection</b>	<b>3 Hours</b>
<i>A detailed study of the effects of ionizing radiation on human at the atomic, molecular, cellular, tissue, systemic, and organismic levels, with emphasis on radiation protection principles and practice. MDI 3113</i>		
<b>MDI 3413</b>	<b>Quality Management in Health Care</b>	<b>3 Hours</b>
<i>A study of the concepts of quality control, quality assurance, and total quality management in medical imaging and healthcare institutions. Course will emphasis techniques and guidelines for designing, implementing, evaluating, and improving quality management practices in healthcare and medical imaging departments.</i>		
<b>MDI 4113</b>	<b>Public Health Services in Contemporary Society</b>	<b>3 Hours</b>
<i>A study of the history and development of public health services, with emphasis on the regulation, financing, supply, demand, and the methods of delivering health services in contemporary society.</i>		
<b>MDI 4123</b>	<b>Medical Imaging Administration and Supervision</b>	<b>3 Hours</b>
<i>A study of the principles of organization, management, and leadership, as they pertain to the administration and supervision of a medical imaging department. Prerequisite: MDI 3113</i>		
<b>MDI 4213</b>	<b>Clinical Instruction and Mentoring</b>	<b>3 Hours</b>
<i>An introduction to the principles and practice of clinical education through discussion of relevant educational philosophies. Purpose is to stimulate participants' involvement in the teaching, supervising and mentoring of medical imaging students in a clinical environment.</i>		
<b>MDI 4222</b>	<b>Medical Imaging Seminar</b>	<b>2 Hours</b>
<i>A course that provides a forum for the discussion, exploration and analysis of current issues and trends in the medical imaging profession. Seminar discussions encompass diagnostic, therapeutic, clinical education, administrative, management, supervisory and other issues. Prerequisite: MDI 3113 and MDI 4113</i>		
<b>MDI 4313</b>	<b>Introduction to Research</b>	<b>3 Hours</b>
<i>An introduction to basic quantitative and qualitative research design and methods used to investigate phenomena in medical imaging and allied health professions. Prerequisite: MDI 3113.</i>		
<b>MDI 4323</b>	<b>Special Studies in Medical Imaging</b>	<b>3 Hours</b>
<i>A course that gives participants the opportunity to investigate a phenomenon or conduct a detailed literature survey on a given topic or area of interest in the medical imaging and allied health professions. Prerequisite: MDI 4313</i>		
<b>MDI 4324</b>	<b>Advanced Human Anatomy, Physiology, and Pathophysiology</b>	<b>4 Hours</b>

*A study of regular and cross-sectional anatomy, in addition to normal physiology and pathophysiology of selected body systems*

<b>MDI 4403</b>	<b>Emergency Preparedness and Crisis Management</b>	<b>3 Hours</b>
<i>A course that provides a forum for discussing ways to prepare emergencies and how to respond and manage crisis situations. The course also discusses the challenges that confront health services organizations, public/private officials, and community leaders as they prepare in advance to provide effective responses to unfolding emergency crisis.</i>		

## MODERN LANGUAGE

<b>ASL 1003</b>	<b>American Sign Language I</b>	<b>3 Hours</b>
<i>Through an immersion approach, students learn the receptive and expressive manual communication skills of American-born Deaf persons. Students acquire conversational skills through targeted grammar, syntax, vocabulary, nonverbal communication and cultural/social understanding of Deafness. Students who succeed in this class will reach from novice to high novice conversational skill level by the end of the semester; recommended for all SOE students.</i>		

<b>ASL 1013</b>	<b>American Sign Language II</b>	<b>3 Hours</b>
<i>Students continue the work begun in ASL1003. Students who succeed in this class will reach high novice conversational skill level by the end of the semester. Prerequisite: ASL1003 or demonstration of appropriate skills to instructor.</i>		

<b>CHE 1113</b>	<b>Elementary Cherokee I</b>	<b>3 Hours</b>
<i>Elementary Cherokee is a basic language course that introduces students to Cherokee phonology, morphology, and syntax with attention given to the syllabary as well as the spoken language. Elementary Cherokee I acquaints students with basic vocabulary, common phrases, and modern idioms. The course is offered when warranted by student interest and availability of faculty. CROSS-LISTED AS AIS1133.</i>		

<b>CHE 1123</b>	<b>Elementary Cherokee II</b>	<b>3 Hours</b>
<i>A continuation of CHE1113, this course is offered when warranted by student interest and availability of faculty. PREREQUISITE: CHE1113 or demonstration of appropriate skills to instructor.</i>		

<b>CRK 1113</b>	<b>Elementary CREEK I</b>	<b>3 Hours</b>
<i>Elementary Creek I is a basic language course which introduces students to Muskogee phonology, morphology, and syntax with attention to the spoken language. Elementary Creek I acquaints the student with basic vocabulary, common phrases, and modern idioms. The course is offered when warranted by student interest and availability of faculty.</i>		

<b>CRK 1123</b>	<b>Elementary Creek II</b>	<b>3 Hours</b>
<i>A continuation of CRK1113, this course is offered when warranted by student interest and availability of faculty. PREREQUISITE: CRK1113 or demonstration of appropriate skills to instructor.</i>		

<b>FRC 1113</b>	<b>Elementary French I</b>	<b>3 Hours</b>
<i>Students learn introductory French conversational skills. The course focuses on developing the ear, pronunciation, essential vocabulary and useful phrases necessary for successful students to reach novice conversation level by the end of the semester. Students learn minimal reading skills, although students are</i>		



encouraged to work on reading independently as an aid to learning the language more quickly. The course is offered based on student interest and availability of faculty.

<b>FRC 1223</b>	<b>Elementary French II</b>	<b>3 Hours</b>
<i>This course continues the work started in FRC1113. Students who succeed in the class will reach high novice conversation level by the end of the semester. The course is offered based on student interest and availability of faculty.</i>		
<b>SPA 1113</b>	<b>Elementary Spanish I</b>	<b>3 Hours</b>
<i>Students learn introductory Spanish conversational skills. The course focuses on developing the ear, pronunciation, essential vocabulary and useful phrases necessary for successful students to reach novice conversation level by the end of the semester. Students learn minimal reading skills, although students are encouraged to work on reading independently as an aid to learning the language more quickly. This course is recommended for Criminal Justice majors.</i>		
<b>SPA 1223</b>	<b>Elementary Spanish II</b>	<b>3 Hours</b>
<i>This course continues the work started in SPA1113. Students who succeed in the class will reach high novice conversation level by the end of the semester. This course is recommended for Criminal Justice majors.</i>		

## MUSIC

<b>MUS 1103</b>	<b>Music Appreciation</b>	<b>3 Hours</b>
<i>Students gain background knowledge necessary to understand "art" music through listening, lecture, and research. Class includes a 1-hour listening lab each week.</i>		
<b>MUS 1112</b>	<b>Fundamentals of Music</b>	<b>2 Hours</b>
<i>Notation and terminology, major and minor modes, intervals and chord construction. Not to be taken by students with credit in high school music theory or equivalent competence. Offered when warranted by student interest.</i>		
	<b>Piano Class</b>	<b>2 Hours</b>
<b>MUS 1122</b>		
<i>Beginning instruction in piano. A fundamental study of the piano keyboard, piano technique, music reading in treble and bass clefs, and basic music theory. To be taken by students with no previous piano study. Class 2 hours and 3 hour practice lab. Offered when warranted by student interest.</i>		
<b>MUS 1131</b>	<b>Bacone Band</b>	<b>1 Hour</b>
<i>Offers a student with previous musical instrument training opportunities to play a variety of music at various performance activities on and off campus.</i>		
<b>MUS 1141</b>	<b>Bacone Choir</b>	<b>1 Hour</b>
<i>Students gain experience in a vocal music ensemble. Experience is helpful, but not mandatory. The Bacone Choir performs several times each semester during Bacone Hour and occasionally at off-campus sites in the</i>		

immediate Muskogee area. Class meets two hours weekly. May be repeated for credit. Some scholarship funding may be available for new students. Interested prospective students should contact Admissions for further information.

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<b>MUS 1153</b>	<b>Musical Production</b>	<b>3 Hours</b>
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An introduction to the staged musical production, the staging process, and stage direction. Class 3 hours, extensive labs. Offered when warranted by student interest.

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<b>MUS 1371-1372</b>	<b>Applied Piano or Voice</b>	<b>1-2 Hours</b>
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One thirty-minute private lesson per week with 5 hours practice will earn 1 semester hour credit. Two 30-minute private lessons per week or one 60-minute private lesson per week with 10 hours practice will earn 2 semester hours credit. Applied music may be repeated for a total of 6 hours in voice or piano. Semester performance examinations for each student enrolled in applied music required. By permission of instructor only. Offered when warranted by student interest.

## NURSING

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<b>NUR 1102</b>	<b>Pharmacology/Dosage Calc.</b>	<b>2 Hours</b>
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A non-clinical course that introduces an understanding of basic principles and concepts of pharmacology. Nursing ethics and legal issues in relation to pharmacology is also taught. This course may be completed prior to admission to the nursing program. Prerequisite/co-requisite: BIO 2133 and BIO 2144. Classroom 2 hours/week.

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<b>NUR 1112</b>	<b>Nursing Skills &amp; Techniques</b>	<b>2 Hours</b>
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A non-clinical course providing basic skills competencies, including medication administration and comprehensive physical assessment. Students are guided in acquiring basic knowledge and skills involved in the nursing process, in addition to client interviewing techniques. Attention is also given to the assessment of selected physiological, psychological, sociocultural, and spiritual processes of healthy adults. Skills and techniques are learned and practiced in a laboratory setting and at varying clinical facilities. Laboratory: 6 hours/week.

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<b>NUR 1113</b>	<b>Fundamentals of Nursing</b>	<b>3 Hours</b>
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A clinical course providing an introduction to healthcare, specifically nursing, and introduces the student to care of the client as an individual, as well as in relation to family, culture, and community. Primary focus is given to health promotion and maintenance. Principles of client education and professional and therapeutic communication are emphasized. With a focus on the nurse as a provider of care, the student establishes nurse-client relationships, and begins to apply the nursing process utilizing evidence-based practice. The operational framework of the program is introduced. This course is the foundation of all nursing courses and is, therefore, a prerequisite for them. Prerequisite: admission to Nursing Program, BIO 2133. Classroom 2.5 hours/week; Clinical 0.5 hours/week.

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<b>NUR 1224</b>	<b>Medical/Surgical Nursing Care</b>	<b>4 Hours</b>
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Utilizing the nursing process, this course focuses on the medical/surgical component of nursing to include both acute and chronic disease processes of the adult client. The student will be introduced to care of the client undergoing surgery and study developmental aspects of the middle years. Concepts and skills learned in previous and concurrent courses are applied in a variety of clinical settings. In order to progress to level II, a math proficiency test will be administered and a grade of 95% or better must be achieved. Prerequisite: A grade of C or higher in BIO 2133, BIO 2144, and NUR 1213. Spring semester, second sequential course for CAPN students. Additional fees are associated with this course. 64 total classroom hours, 45 total clinical hours. (CAPN students only).

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<b>NUR 1222</b>	<b>Med/Surg Nursing Clinical</b>	<b>2 Hours</b>
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A clinical course focusing on the acquisition of nursing theory and skills required to provide nursing care to adult clients who are experiencing common acute and chronic disease processes. Attention is given to the pathophysiology of specific disease processes. In a variety of acute care and community settings, students integrate theory with practice as they perform system specific assessments, teach clients and families, and manage client care using evidence-based nursing interventions and complex psychomotor skills competencies. Prerequisites: A grade of C or better in BIO 2122, BIO 2133, BIO 2144, NUR 1102, NUR 1113, and NUR 1112. Additional fees are associated with this course. Offered in spring semester, second semester of nursing curriculum. Classroom 4 hours/week; Clinical 9 hours/week.

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<b>NUR 2023</b>	<b>Nursing Care of Children</b>	<b>3 Hours</b>
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Applying a child centered approach, this course focuses on health promotion, acute and chronic health conditions, and rehabilitative needs of children. Emphasis is placed on developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the and for enhancing the strengths of children.

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<b>NUR 2021</b>	<b>Nursing Care of Children Clinical</b>	<b>1 Hour</b>
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Clinical activities emphasize the application of theory to practice in a variety of communities and acute care settings involving children.

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<b>NUR 2033</b>	<b>Nursing Care of the Family</b>	<b>3 Hours</b>
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Applying a family centered approach this course focuses on health promotion, acute and chronic health conditions, and rehabilitative needs of children. Emphasis is placed on developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit.

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<b>NUR 2031</b>	<b>Nursing Care of the Family Clinical</b>	<b>1 Hours</b>
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A clinical course focusing on the care of the family experiencing childbearing and childrearing. Growth and development, health promotion and maintenance, and health problems of the family are emphasized. Students practice the roles of manager of care, provider of care, and member within the discipline of healthcare in a variety of culturally-diverse acute care and community settings. Emphasis is placed on individualizing nursing care plans to meet the client's/family's goals. Nursing process continues to be built upon from previous semesters. Prerequisite: A grade of C or better in PSY 1113, BIO 2324, NUR 1227/1225. Additional fees are associated with this course. Offered in fall semester, third semester of nursing curriculum. Classroom 4 hours/week; Clinical 9 hours/week.

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<b>NUR 2042</b>	<b>Psychiatric-Mental Health Nursing Care</b>	<b>2 Hours</b>
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A clinical course focusing on the application of psychiatric and mental health concepts used when caring for clients with diagnosed mental health/psychiatric needs. Principles of therapeutic communication are emphasized. Clinical settings include acute, in-patient, and community-based mental health facilities. Prerequisite: A grade of C or better in NUR 2037. Offered in spring semester (first 5 weeks), fourth semester of nursing curriculum. Classroom 4 hours/week; Clinical 12 hours/week.

<b>NUR 2041</b>	<b>Psychiatric-Mental Health Nursing Clinical</b>	<b>9 Hours</b>
<i>This course provides clinical experience for nursing intervention development for promoting, maintaining, and restoring mental health across the lifespan integrating principles of professional relationships, therapeutic communication, and concepts of psychopathology.</i>		
<b>NUR 2144</b>	<b>Advanced Medical-Surgical Nursing Care</b>	<b>4 Hours</b>
<i>A clinical course placing emphasis on nursing care of adult clients with acute, complex, and/or multi-system disorders. The application of pathophysiology is continued. Additionally, the role of nursing in disasters is introduced. Planning nursing care for a group of medical/surgical clients is emphasized, while integrating the nursing process, critical thinking, and problem-solving skills. Clinical focus also includes time management, leadership skills, and delegation. Clinical settings include acute and critical care medical/surgical units, rehabilitation units, and step-down units. Prerequisite: A grade of C or better in NUR 2037. Offered in spring semester (final 10 weeks), fourth semester of nursing curriculum. Classroom 5 hours/week; Clinical 12 hours/week.</i>		
<b>NUR 2142</b>	<b>Advanced Med/Surg Nursing Care Clinical</b>	<b>2 Hours</b>
<i>Requires students to apply knowledge and skills to the care of adult patients in a simulated laboratory and acute care environments experiencing needs resulting from complex multisystem disruptions. Students apply the nursing process and utilize information literacy skills to achieve deliberative and competent decision-making that is grounded in evidence based practice to achieve best practice outcomes. Emphasis will be placed on prioritization of care through collaboration with other members of the health care team, patients and their families.</i>		
<b>NUR 2243</b>	<b>Nursing Strategies for Progressive Leadership</b>	<b>3 Hours</b>
<i>This course focuses on the principles of management and leadership in the delivery of healthcare. A historical overview of leadership and management theories assists the student in understanding legal and ethical implications of the role of professional nurse in regard to client care, staffing, budgeting, quality improvement, and other issues. Management concepts and skills are stressed to promote individual and group satisfaction within the work environment. Additionally, content includes current issues and trends in nursing leadership and management and the contribution of the professional nurse to today's society.</i>		
<i>*Native/Non-Native Pathway</i>		
<b>NUR 2242</b>	<b>Nursing Strategies for Progressive Leadership Capstone</b>	<b>2 Hours</b>
<i>This course builds on the previous learning related to holistic patient care for adults, older adults, and critically ill patients with complex healthcare needs. Students engage in self-directed study to enhance their physical assessment skills. Students demonstrate critical thinking in the development and implementation of comprehensive plans of care. Students integrate principles of advocacy, collaboration, coordination and evidence-based care to meet the complex needs of clients during clinical experiences.</i>		
<i>*Native/Non-Native Pathway</i>		
<b>NUR 3003</b>	<b>Health Care Community and Nursing Informatics</b>	<b>3 Hours</b>
<i>Course introduces the knowledge and skills necessary for the use of information technology by nurses in relation to patient care, the education of nurses, and clients and health care facility administration. Content includes awareness of legal and ethical issues associated with the use of nursing informatics, as well as exploring information technology related to clinical bedside practice, inpatient and outpatient monitoring and documentation, accessing research findings; education health promotion; patient teaching, and ergonomics.</i>		
<i>Native/ Non-Native pathway.</i>		
<b>NUR 3103</b>	<b>Theories and Concepts in Professional Nursing</b>	<b>3 Hours</b>
<i>The philosophy and operational framework of the nursing program are introduced. Historical and theoretical foundations of professional nursing are presented. Current economic, technological, and legal influences on nursing and health care are analyzed. Selected concepts including critical thinking, effective communication,</i>		

interdisciplinary relationships, role identity, and problem solving methods are explored. Students are assisted to obtain college credit for prior nursing experiences by developing a portfolio to document attainment of clinical objectives in selected BSN courses. Classroom 4 hours/week for 7 weeks; 17 hours outside class time; first course in the BSN sequence. \*Native/ Non-Native pathway.

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<b>NUR 3183</b>	<b>Transcultural Nursing and Health Care</b>	<b>3 Hours</b>
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*This course is designed to promote effective nursing and health care to clients from other cultures and clients with characteristics that differ from the dominant American culture. Includes study of international nursing issues and their impact on clinical nursing practice. A practical experience with another culture or group of persons who differ significantly from those of the dominant culture is provided. Classroom 4 hours/week and clinical 4 hours/week for 6 weeks; second course in the BSN sequence. \*Native/Non-Native pathway.*

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<b>NUR 3243</b>	<b>Health Assessment and Promotion</b>	<b>3 Hours</b>
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*This course provides a comprehensive knowledge base for health assessment skills and health promotion methodologies. Includes laboratory practice of physical assessment skills and body systems review of clients across the lifespan. Documentation and interpretation of findings and health promotion opportunities are discussed. Classroom 3 hours/week and laboratory 1 hour/week for 7 weeks; 17 hours outside class time; third course in the BSN sequence. Native/ Non-Native pathway.*

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<b>NUR 3303</b>	<b>Nursing Ethics</b>	<b>3 Hours</b>
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*A non-clinical course focusing on current trends, issues, and controversies in the nursing profession. Economic, legal, ethical, and legislative issues as well as professional roles and responsibilities are addressed. Transition from the student nurse to the graduate nurse and career development are also explored. Prerequisite: A grade of C or better in NUR 2037. Corequisites: NUR 2043 and NUR 2047. Offered in spring semester, fourth semester of nursing curriculum. Classroom 2 hours/week.*

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<b>NUR 4173</b>	<b>Nursing Research</b>	<b>3 Hours</b>
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*A non-clinical course introducing fundamental concepts of the research process. The scientific method of problem solving is explored. Emphasis is given to critical analysis and application of research in clinical nursing practice. The course is designed to enhance critical thinking skills and enable the student to become a knowledgeable consumer of research. Classroom 4 hours/week for 6 weeks; 24 hours outside class time; fifth course in the BSN sequence. \*Native/Non-Native pathway.*

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<b>NUR 4385</b>	<b>Community Health Nursing</b>	<b>5 Hours</b>
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*The focus of this course is the community as client. The nurse's role in health promotion in local, state, national, and international environments is studied. Epidemiology, population needs, and models of health care delivery are considered. Students plan and implement a community health clinical project for another culture or ethnic group as the clinical practicum for this course. Classroom 4 hours/week and clinical 12 hours/week for 4 weeks; 14 hours outside class time; seventh course in the BSN sequence. Native/Non-Native pathway.*

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<b>NUR 4484</b>	<b>Leadership and Management Practice in Health-Care Organizations</b>	<b>4 Hours</b>
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*Theories and principles related to nursing leadership and client care management across the spectrum of nursing practice settings are considered. Organizational structure and roles, basic management tools, and financial management are studied in relation to nursing practice and the delivery of health care. Classroom 4 hours/week and clinical 12 hours/week for 4 weeks; 14 hours outside class time; ninth course in the BSN sequence. Native/Non-Native pathway.*

## POLITICAL SCIENCE

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<b>PSC 2013</b>	<b>American Government</b>	<b>3 Hours</b>
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*A study of the origin, structure and function of the United States Government. Special attention will be given to basic concepts, political beliefs, political processes, and the Constitution and its features.*

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<b>PSC 2231-2253</b>	<b>Special Studies in Political Science</b>	<b>1-3 Hours</b>
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*A variety of course offerings providing the opportunity for the student to study designated topics and develop skills in political thought and process. Class 1 to 3 hours. Offered when warranted by student interest.*

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<b>PSC 3563</b>	<b>Modernization</b>	<b>3 Hours</b>
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*This course is an interdisciplinary, multicultural course that introduces Bacone students to historical, social scientific, and behavioral scientific theories and methods. Modernization theory emerged after World War II to explain changing Third World economies, governments, institutions, and behavior. The theory has been successfully adapted to historical inquiry, and is a useful tool to examine the impact of science, technology, and industrialization on traditional societies. The course examines the modernizing changes on the United States and Europe and the impact of modernization on traditional societies and developing countries in Asia, Africa, and Latin America. The course examines the impact of modernization upon Christianity and American Indians*

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<b>PSC 3233</b>	<b>American Political Thought</b>	<b>3 Hours</b>
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*American Political Thought is a course that fulfills the Liberal Arts Guided Elective requirements for the Associates and Bachelor's degrees at Bacone. The course focuses less on structures and institutions than ideas, in particular the ideas of covenant, social compact, sovereignty, freedom, federalism, civil rights, civic responsibility, liberty, order, republicanism conservatism, liberalism, and democracy, all of which have formed the foundation for the American political system over the course of 400 years. The cornerstone of the course is in-depth analyses of the thought of the English political philosophers John Locke and Thomas Hobbes and the American political thinkers Thomas Jefferson, John Adams, Alexander Hamilton, and James Madison.*

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<b>PSC 3333</b>	<b>The American Presidency</b>	<b>3 Hours</b>
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*This course fulfills the guided liberal arts elective requirement at Bacone. The course examines the historical and contemporary roles of the President of the United States as the executive charged with enforcing the laws as commander in chief of the United States, and as originator of public policy and law.*

## PROFESSIONAL EDUCATION

<b>PED 1002</b>	<b>Introduction to Education</b>	<b>2 Hours</b>
<p><i>This course is an orientation to the teaching profession as explained from a Christian world view. Students will study selected issues and trends in modern education, a study which will continue into the next required course in the School of Education: PED 3003 – Foundations of Education. Students will write a first version of their philosophy of education, a required component in the professional portfolio that is assembled throughout the student's tenure at Bacone. Students who have not already taken the Learning Styles Inventory will take it during this class. Students will be encouraged to begin the process of admission to the Teacher Education Program by obtaining an OSBI records check, and by preparing for the OGET, an examination required for Oklahoma teacher certification. There is no prerequisite for this class.</i></p>		
<b>PED 1012</b>	<b>OGET Preparation</b>	<b>2 Hours</b>
<p><i>The purpose of this course is to prepare teacher candidates for the Oklahoma General Education Test (OGET). The OGET is designed to identify those teacher candidates who have demonstrated the level of general education knowledge and skills required for entry-level teachers in the state of Oklahoma. The OGET is used to measure teacher candidate's knowledge of general education and skills, including critical thinking, computation and communication. This course will include test taking skills. Candidates will learn test-taking skills along with a review of content knowledge expected for this exam. (Elective)</i>  <i>Prerequisite: PED 1002 Introduction to Education.</i></p>		
<b>PED 2002</b>	<b>Educational Technology</b>	<b>2 Hours</b>
<p><i>This course provides students with knowledge of current technology available for use in the classroom and with strategies for integrating technology across the curriculum, regardless of teaching field. Special attention will be given to the Microsoft Office Suite, software evaluation, web page design, Internet protocol and Internet searching as it applies to educational research.</i>  <i>Prerequisite: PED 1002 Introduction to Education.</i></p>		
<b>PED 2102</b>	<b>Legal Issues in Education</b>	<b>2 Hours</b>
<p><i>This course introduces the teacher candidate to the law and its application and interpretation as it applies to teachers, students, schools, coaches, and education. Prerequisite: PED 1002 Introduction to Education</i></p>		
<b>PED 2103</b>	<b>Social Studies Survey I for Teacher Education</b>	<b>3 Hours</b>
<p><i>This course will examine history and how historians study the past to understand their place in time and location. A knowledge base of historical content will be drawn from United State History providing the basis for which candidates develop historical understanding and competence in ways of historical thinking to also include geographical, economical, governmental, and civic understandings. Candidates will evaluate evidence, develop comparative and causal historical understanding, and competence in ways of historical thinking, examine the spatial contexts of people, places, and environments, provide knowledge of Earth's physical and human systems and the interdependency of living things, and physical environments, provide information about how people attempt to satisfy their wants and helps them employ logical reasoning in thinking about economic issues. In addition, candidates will develop knowledge and understanding of civics and government in order to provide understand of the role of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American Constitutional democracy.</i></p>		
<b>PED 2203</b>	<b>Social Studies Survey II for Teacher Education</b>	<b>3 Hours</b>
<p><i>This course will examine history and how historians study the past to understand their place in time and location. A knowledge base of historical content will be drawn from World History providing the basis for which candidates develop historical understanding and competence in ways of historical thinking to include geographical, economical, and governmental understandings. Candidates will evaluate evidence, develop comparative and causal historical understanding, and competence in various ways of historical thinking.</i></p>		
<b>PED 2603</b>	<b>Human Growth and Development</b>	<b>3 Hours</b>

*This course is a study of the human development from conception through adolescence. Emphasis is placed upon the developmental phases of children and adolescents and the interrelationships among various aspects of development physical, cognitive, emotional, social, and spiritual and emphasizing the many factors influencing development. Prerequisite: PED 1002. PASS-PORT Portfolio required.*

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<b>PED 2431</b>	<b>Special Studies/Education Club</b>	<b>1 Hour</b>
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*The purpose of this organization is to facilitate communication and support among students interested in the teaching profession. The goal is to sponsor various professional activities and social events so that students will be able to share ideas about teaching and interact with professionals in the field. Also, the club will provide opportunities for participation in educational and volunteer work on campus and in the surrounding community. Elective, may be used twice for a total of 2 credits.*

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<b>PED 3003</b>	<b>Foundations of Education</b>	<b>3 Hours</b>
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*This course examines teaching as a profession and views education from sociological, organizational, historical, philosophical, and program development perspectives. In addition to regular course assignments, students enrolled in this course will work with the Chair of the Department of Teacher Education to fulfill requirements for admission into Bacone's School of Education. Prerequisite: PED 1002 Introduction to Education.*

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<b>PED 3103</b>	<b>Educational Psychology</b>	<b>3 Hours</b>
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*This course provides an overview of the historical and current research and theories of effective teaching and learning in Preschool through grade 12. A major focus will be relating theory to practice, constructing appropriate lesson plans, developing an understanding of authentic assessment, student diversity and reflective practice. Prerequisites: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

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<b>PED 3113</b>	<b>Multicultural Education</b>	<b>3 Hours</b>
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*This course introduces the major goals, principles, and concepts of multicultural education with emphasis on clarifying key concepts and terminology, discovering multiple perspectives in culture and history, understanding cultural and individual differences in teaching and learning, and becoming a multicultural teacher. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

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<b>PED 3202</b>	<b>HPE for the Elementary Teacher</b>	<b>2 Hours</b>
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*This course examines methods and curricula HPE designed to help teachers implement and integrate health and physical education within the elementary classroom. Emphasis is given to the development of the knowledge, skills, and techniques involved in motor learning, games, and activities used in PK-8 grades appropriated to growth and development. **Prerequisite:** Admission to Teacher Education, 2.5 GPA, PASS-PORT Portfolio and Criminal History required.*

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<b>PED 3203</b>	<b>Education of the Exceptional Child</b>	<b>3 Hours</b>
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*This course is a general introduction to the characteristics of exceptional learners and their education. Emphasis will be placed on classroom practices, as well as the psychological, sociological, and medical aspects of disabilities and giftedness. Prerequisite: Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*

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<b>PED 3303</b>	<b>Classroom/Behavior Management</b>	<b>3 Hours</b>
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*This course focuses on how to create a learning environment in the classroom that encourages positive social interaction, self-motivation, and active engagement in meaningful and purposeful learning. Prerequisites All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA*



<b>PED 4202</b>	<b>Educational Seminar</b>	<b>2 Hours</b>
<i>Student Teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom (grades 1-3) working with an experienced mentor teacher and college supervisor. Students must enroll in ELE 4115, ELE 4215 and PED 4202 concurrently. Prerequisite: Admission to the Bacone Teacher Education Program. All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA</i>		

<b>PED 4253</b>	<b>Adolescent Psychology</b>	<b>3 Hours</b>
<i>This course is designed to provide an introduction to the physical, social, emotional, and cognitive developmental changes that occur during adolescence. A particular emphasis will be placed on individual aspects of development, the contexts and social spheres that shape that development and behavioral problems of adolescence that result from bio-psychosocial interactions in development. Patterns of continuity and transitions of adolescence in both group and individual patterns of development will also be addressed. Prerequisite: All professional education and specialization courses must have a grade of C or above and 2.75 GPA</i>		

## PSYCHOLOGY

<b>PSY 1113</b>	<b>Introduction to Psychology</b>	<b>3 Hours</b>
<i>An introductory course designed to develop an understanding of the basic principles underlying human behavior. The subject matter, methods, and techniques of scientific psychology are presented. Emphasis is placed on heredity, environment abilities, learning, remembering, perception, observation, thinking, motivation, emotions and the basis of personality formation and development.</i>		

<b>PSY 1123</b>	<b>Psychology of Personal Adjustment</b>	<b>3 Hours</b>
<i>Studied from the viewpoint of personal needs, social relationships, individual differences and characteristics of satisfactory adjustment. Factors involved in social vocations, school, family and marriage adjustment will be analyzed and considered. Class 3 hours.</i>		

<b>PSY 1283</b>	<b>Child Development (Birth-8 Years)</b>	<b>3 Hours</b>
<i>To present a general survey of child growth and development solidly based on psychological and social theories and instructive in the practical aspects of child development. The study of children, birth-8 years, and their relationship with others, with emphasis on meeting fundamental needs in daily living. Specific areas to be covered are: physical, biological, social, emotional, cognitive, and spiritual.</i>		

<b>PSY 1601</b>	<b>Lifelong Learning I</b>	<b>1 Hour</b>
<i>Lifelong Learning, which comes at the end of the degree program, gives students an opportunity to celebrate and demonstrate their achievement and application of knowledge in a personal learning.</i>		

<b>PSY 1603</b>	<b>Lifelong Learning II</b>	<b>3 Hour</b>
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*Lifelong Learning, which comes at the end of the degree program, gives students an opportunity to celebrate and demonstrate their achievement and application of knowledge in a personal learning.*

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<b>PSY 2023</b>	<b>Developmental Psychology</b>	<b>3 Hours</b>
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*A study of the developmental processes from conception to death with emphasis on the social, emotional, and cognitive changes that occur throughout the life-span. Significant research and theory and their application will be reviewed. Prerequisite: PSY1113.*

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<b>PSY 2123</b>	<b>Group Dynamics</b>	<b>3 Hours</b>
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*A combined instructional and experiential based course focusing on the dynamics of guidance, counseling, and therapy groups and the methods and techniques involved in leading such groups.*

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<b>PSY 2222</b>	<b>Human Relations</b>	<b>2 Hours</b>
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*Designed to encourage the student to develop greater self-awareness culminating in sensitivity to others (individual and society) and their needs. The teaching method used in the classroom will necessitate active student participation in a group setting.*

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<b>PSY 2251-2253</b>	<b>Special Studies in Psychology</b>	<b>1-3 Hours</b>
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*A variety of course offerings providing the opportunity for the student to study designated topics and problems in psychology while developing elementary skills in research and human relations. Offered when warranted by student interest.*

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<b>PSY 2313</b>	<b>Human Sexuality</b>	<b>3 Hours</b>
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*This course focuses on the understanding of human sexuality from behavioral, cultural, and psychological perspectives. The course will include anatomy, physiology, and sexual behaviors with an emphasis on healthy sexual adjustment throughout the human life-span.*

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<b>PSY 2323</b>	<b>Psychological Aspects of Multicultural Education</b>	<b>3 Hours</b>
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*A study of the needs of culturally diverse children, the factors of influence that characterize the child's environment and an intensive examination of realistic approaches by parents, school, and community to aid one in reaching individual maximal potential in America's highly urbanized technological society.*

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<b>PSY 2513</b>	<b>Art Therapy</b>	<b>3 Hours</b>
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*This course will: provide accurate, up-to-date, and factual information about drugs and alcohol; provide experiential art activities that will aid in gaining coping strengths that may include: communication, decision making, refusal, problem solving, and critical thinking; use the art therapy process to gain a better understanding of oneself as well as family dynamics and the various cultures; explore transference and counter transference in the treatment of alcoholism utilizing art therapy.*

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<b>PSY 3603</b>	<b>Human Growth and Development</b>	<b>3 Hours</b>
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*This course is a study of the human development from conception through adolescence. Emphasis is placed upon the developmental phases of children and adolescents and the interrelationships among various aspects of development physical, cognitive, emotional, social, and spiritual and emphasizing the many factors influencing development.*

## RADIOGRAPHY

<b>RAD 1103</b>	<b>Medical Terminology</b>	<b>3 Hours</b>
<i>Content provides an introduction to the origins of medical terminology in the areas of nursing, radiography, and sonography. A word-building system is introduced and abbreviations and symbols are discussed. No prerequisites; 3 lecture credit hours.</i>		
<b>RAD 1112</b>	<b>Introduction to Radiography</b>	<b>2 Hours</b>
<i>This course will provide the student with an overview of the Profession of Radiologic Technology and an Introduction to the Clinical Environment. It covers many basic subjects that are building blocks for the rest of the program. These subjects include introduction to imaging and radiologic sciences, professional organizations, educational survival skills, critical-thinking and problem solving strategies, introduction to clinical education, radiology administration, radiographic imaging, radiographic and fluoroscopic equipment, radiation protection and radiobiology, and human diversity. Prerequisite: Admission into program; 2 lecture credit hours.</i>		
<b>RAD 1114</b>	<b>Introduction to Imaging I w/Lab</b>	<b>4 Hours</b>
<i>This course will provide the student with an overview of the Profession of Radiologic Technology and supplemental information to the clinical environment. It covers many basic subjects that are building blocks for the rest of the program. These subjects include introduction to imaging and radiologic sciences, professional organizations, educational survival skills, critical-thinking and problem-solving strategies, introduction to clinical education, radiology administration, radiographic imaging, radiographic and fluoroscopic equipment, radiation protection and radiobiology, and human diversity. No prerequisites; must be enrolled in course to apply for radiography program; 3 lecture hours &amp; 1 lab hour.</i>		
<b>RAD 1122</b>	<b>Patient Care and Education</b>	<b>2 Hours</b>
<i>This course will provide the student with an overview of Patient Care, Ethical and Legal Issues. It covers many basic subjects that are building blocks for the rest of the program. These subjects include ethical and legal aspects, interpersonal communication, infection control, physical assistance and transfer, medical emergencies, pharmacology, and contrast media. Prerequisite: RAD1114; 3 lecture credit hours.</i>		
<b>RAD 1201</b>	<b>Special Studies: Clinical Remediation</b>	<b>1 Hours</b>
<i>This course is designed to give the student the opportunity to develop professional growth through professional involvement and conducting research directly related to radiography. This course also offers assistance with problem areas in didactic or clinical courses. Prerequisite: Admission to Radiography program; 1 lecture credit hour.</i>		
<b>RAD 1202</b>	<b>Special Studies: Critical Thinking in Healthcare</b>	<b>2 Hours</b>
<i>This course is designed to give the student the opportunity to develop professional growth through analytical thought processes. This course will develop the critical thinking skills of the student radiographer through specially designed exercises that are to be completed individually or within a group setting. Prerequisite: Admission to Radiography program; 2 lecture credit hours.</i>		
<b>RAD 1223</b>	<b>Clinical I</b>	<b>3 Hours</b>
<i>This course is a practical application course of basic skills and knowledge acquired in the didactic portion of the radiography program. Special emphasis is placed on routine radiographic examinations as well as the application of technique and radiograph analysis. Prerequisite: RAD 1114; 3 credit hours; 240 total clinical clock hours.</i>		
<b>RAD 1224</b>	<b>Imaging II w/Lab</b>	<b>4 Hours</b>
<i>Content provides the knowledge base necessary to perform standard imaging procedures and special studies. Consideration is given to the evaluation of optimal diagnostic images. Prerequisite: RAD1114; 3 lecture credit hours &amp; 1 lab hour.</i>		

<b>RAD 1333</b>	<b>Clinical II</b>	<b>3 Hours</b>
<i>This is a continuation of RAD1223 (Clinical I) and the skills acquired in the clinical setting by practicing advanced positioning skills in conjunction with RAD1224-Imaging II, is emphasized as well as application of technique and radiograph analysis. Prerequisite: RAD 1223; 3 credit hours; 240 total clinical clock hours.</i>		
<b>RAD 1403</b>	<b>Radiation Protection</b>	<b>3 Hours</b>
<i>This course will address the beneficial and destructive potential of ionizing radiation. It will provide information necessary for the student to employ effective methods to limit or eliminate those hazards to the patient, general public, and him/herself. It will also provide a general overview of radiation physics, cell structure, and effects of radiation on humans at the cellular and systemic levels, regulatory and advisory limits for human exposure to radiation. Prerequisite: RAD1114; 3 lecture credit hours.</i>		
<b>RAD 2101</b>	<b>Special Studies: Clinical Remediation</b>	<b>1 Hours</b>
<i>This course is designed to give the student the opportunity to develop professional growth through professional involvement and conducting research directly related to radiography. This course also offers assistance with problem areas in didactic or clinical courses. Prerequisite: Admission to Radiography program; 1 lecture credit hour.</i>		
<b>RAD 2102</b>	<b>Special Studies: Medicine in Film</b>	<b>2 Hours</b>
<i>This course is designed to present medical issues in the format of film. Students will review movies that have health related issues pertaining to disease, ethics, and pathology. Each student will present a discussion topic and paper that analyzes each film reviewed. Prerequisite: Admission to Radiography program; 2 lecture credit hours.</i>		
<b>RAD 2113</b>	<b>Radiation Physics</b>	<b>3 Hours</b>
<i>This course will provide the student with fundamental concepts of radiation physics and principles relevant to image construction. This course will focus on atomic structure, electromagnetism, electromagnetic radiation, structure of the x-ray machine, x-ray production and emission, photon/matter interactions, image production, computer application in radiography, computerized tomography, magnetic resonance imaging, and image intensification. Prerequisite: RAD1114; 3 lecture credit hours.</i>		
<b>RAD 2153</b>	<b>Clinical III</b>	<b>3 Hours</b>
<i>This course is a practical application course of clinical practice in continuation of RAD1333 (Clinical II) with emphasis on specialized positioning. Each student will complete fluoroscopic and surgery rotations during this course. Prerequisite: RAD1333; 3 credit hours, 112 total clinical clock hours.</i>		
<b>RAD 2302</b>	<b>Special Studies: Ethical Issues in Radiologic Sciences</b>	<b>2 Hours</b>
<i>This course will present biomedical issues in relation to beneficence, non-maleficence, autonomy and justice. Topics such as organ transplantation, euthanasia, stem cell research, etc. will be examined. Students will present discussion topics, written and verbal presentations over the pro's and con's of each issue. Prerequisite: Admission to Radiography program; 2 lecture credit hours</i>		
<b>RAD 2203</b>	<b>General Registry Seminar</b>	<b>3 Hours</b>
<i>This course is designed to prepare the Bacone radiography students or other registry-eligible individuals to take the National Registry Exam in Radiography (ARRT). When used in conjunction with references available, this course can help students assess their knowledge and understanding and identify and deficient areas. Class discussion and activities will focus around registry topics and professionalism. Prerequisite: RAD1224 &amp; RAD1333; 3 lecture credit hours.</i>		
<b>RAD 2213</b>	<b>Image Evaluation and Acquisition</b>	<b>2 Hours</b>

*This course will acquaint the student with methods used for the application of routine and special technical factors available to radiographers, in order to create diagnostic radiographs. The student will understand how technique can significantly affect image quality. Radiation physics, radiation protection, and quality assurance are interlaced with the principles of radiographic exposure. The student will understand what technical factors can be safely used. Prerequisite: RAD1224; 3 lecture credit hours*

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<b>RAD 2223</b>	<b>Imaging III</b>	<b>3 Hours</b>
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This course is a continuation of RAD1224. It is designed to provide the knowledge necessary to perform advanced radiographic examinations. This knowledge shall include: pediatric radiography, trauma radiography, equipment manipulation, basic and special structural positioning, radiographic anatomy of the structure being imaged, utilization of contrast media, introduction to special procedures, and radiographic film critique. Medical ethics, medical law, patient care, radiation protection and professionalism will also be discussed. Prerequisite: RAD1224; 3 lecture credit hours.

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<b>RAD 2254</b>	<b>Clinical IV</b>	<b>4 Hours</b>
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This course is a practical application course of clinical practice in continuation of RAD2153 (Clinical III) with the opportunity to practice methods of application of routine and special technical factors and radiograph analysis. Each student will complete a four week evening rotation during this course. Prerequisite: RAD2153; 4 credit hours, 360 total clinical clock hours.

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<b>RAD 2305</b>	<b>Radiography Seminar</b>	<b>5 Hours</b>
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This course is an online review for the ARRT Radiography Examination through Corectec. There are 15 Lessons, 15 Exercises, 15 Quizzes and 4 Simulated Radiography Exams. This course will attempt to find out and focus on areas in which the student may have deficiencies and prepare the student for the ARRT examination. PREREQUISITE: RAD1123, RAD1224, & RAD2153; 5 lecture credit hours.

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<b>RAD 2313</b>	<b>Digital Imaging</b>	<b>2 Hours</b>
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The course will provide the student with necessary coverage, terminology and associated definitions associated with digital imaging systems, including computed radiography (CR), digital radiography (DR), and PACS. This course will describe basic computers, image acquisition guidelines, exposure guidelines, quality control practices, networking and communication principles. Prerequisite: RAD 2212; 2 lecture credit hours.

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<b>RAD 2363</b>	<b>Clinical V</b>	<b>3 Hours</b>
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This course is a continuation of skills practice in previous clinical rotations. Special attention will be given to areas where the student may have deficiencies or, if none, then special attention will be given to the student's special interest area. Completion of all clinical competencies and special rotations. Prerequisite: RAD2254; 3 credit hours, 360 total clinical clock hours.

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<b>RAD 2413</b>	<b>Career Skills</b>	<b>3 Hours</b>
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Content will include preparation for the national certification, employ skills, job interview techniques, communication skills, portfolio/resume development, and professional organizations. Prerequisite: RAD2305; 3 lecture credit hours.

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<b>RAD 2431</b>	<b>Special Studies/Health Science Club</b>	<b>1 Hour</b>
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The purpose of this organization is to facilitate communication and support among students interested in a health science profession. The goal is to sponsor various professional activities and social events so that students will be able to share ideas and interact with professionals in the field. Also, the club will provide opportunities for participation in educational and volunteer work on campus and in the surrounding community. Elective, may be used twice for a total of 2 credits.

# READING

<b>REA 2433</b>	<b>Special Studies: Directed Readings in . . .</b>	<b>3 Hours</b>
<i>Explores advanced readings which allow the application of principles learned in classroom settings in various course genre. Serious intent and capacity to work independently required. Offered when student interest warrants and at the discretion of the Division Chair of Academic Support.</i>		
<b>REA 3003</b>	<b>Children's Literature, Literacy, and Technology</b>	<b>3 Hours</b>
<i>This course is designed to assist pre-service educators in becoming comfortable with the integration of children's literature and creative/technological arts through a blend of background information, research, historical perspective and contemporary activities. Through providing the basic tools and experiences that teachers need, this course will stimulate the learning process, enrich other subject areas, and provide opportunities for creative expression, inquiry and self-fulfillment. Prerequisites: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA</i>		
<b>REA 3103</b>	<b>Literacy, Language, and Cognitive Development of the Young Child</b>	<b>3 Hours</b>
<i>This course focuses on the literacy, language, and cognitive development of young children, ages birth through eight years. Teacher candidates will have opportunity to apply their knowledge and gain field experience through an in-depth investigation of one child's literacy and language learning processes. Prerequisite: Admission to Teacher Education and 2.5 CGPA. Criminal History required.</i>		
<b>REA 3203</b>	<b>Literacy Development and Assessment I</b>	<b>3 Hours</b>
<i>This course focuses on the development of literacy skills and strategies in kindergarten, first and second grade students within a balanced literacy program based on best practices and integrated with ongoing developmental assessment of learning. Special emphasis is given to the development of literacy skills within the context of word study and orthographic (spelling) knowledge development. Opportunity is given to apply knowledge through active involvement with kindergarten and elementary age students. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA</i>		
<b>REA 3303</b>	<b>Literacy Development and Assessment II</b>	<b>3 Hours</b>
<i>This course focuses on the development of literacy skills and strategies in third through eighth grade students within a balanced literacy program based on best practices and integrated with ongoing developmental assessment of learning. Special emphasis is given to the development of literacy skills within the context of word study and orthographic (spelling) knowledge development. Opportunity is given to apply knowledge through active involvement with upper elementary through eighth grade students. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA</i>		
<b>REA 3403</b>	<b>Reading and Writing in Upper Elementary</b>	<b>3 Hours</b>
<i>This course focuses on reading and writing instruction across the curriculum in grades 3-8 within a balanced literacy program based on best practices and integrated with ongoing developmental assessment of learning. Opportunity is given to learn and apply best practice in literacy instruction through active involvement with upper elementary age students. Prerequisite: Admission to Teacher Education, 2.5 CGPA, REA 3203, and REA 3303 (may be taken concurrently with REA 3303). PASS-PORT Portfolio and Criminal History required.</i>		

# RECREATION MANAGEMENT EDUCATION

<b>RME 1003</b>	<b>Principles of Recreation Management</b>	<b>3 Hours</b>
<i>Provides an introduction to the leisure and recreation industry and the opportunity to view the area of recreation and leisure programs as piece in a global economy. Various issues are explored such as history of recreation, public recreation, nonprofit recreation, commercial recreation and tourism, therapeutic recreation, campus recreation, correctional recreation, recreation in the armed forces, faith-based recreation, and other areas.</i>		
<b>RME 2202</b>	<b>Introduction to Individual and Dual Sports</b>	<b>2 Hours</b>
<i>A study of basic skills, techniques, history, and rules utilized in various individual and dual sports. Emphasis on application and analysis of principles essential for successful participation in sports.</i>		
<b>RME 2232</b>	<b>Introduction to Team Sports</b>	<b>2 Hours</b>
<i>This course focuses on the knowledge and skills related to team sports with an emphasis on developing strategies and performance skills that influence pedagogical content knowledge for teaching K-12 students.</i>		
<b>RME 2303</b>	<b>Sport Officiating I</b>	<b>3 Hours</b>
<i>The purpose of this course is to acquaint the student with the rules and techniques of all major sports. It is especially suited for those intent on officiating and for prospective physical education instructors.</i>		
<b>RME 2433</b>	<b>Sociology of Sport and Recreation</b>	<b>3 Hours</b>
<i>The purpose of this course is to acquaint the student with the principles, issues, and trends within the American society and its interaction with sport and recreation service delivery systems.</i>		
<b>RME 3303</b>	<b>Principles of Sport Management</b>	<b>3 Hours</b>
<i>This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce you to the field of sport and exercise psychology by providing a broad overview of the major topics in the area.</i>		
<b>RME 3403</b>	<b>Organization &amp; Leadership in Recreation &amp; Sport</b>	<b>3 Hours</b>
<i>This course provides a rigorous investigation as an upper-level course to assist future recreation and sport managers in the art of leadership, organization, and the administration of recreation and sport enterprises.</i>		
<b>RME 3503</b>	<b>Recreation Management</b>	<b>3 Hours</b>
<i>The purpose of this course is to give a deeper look into the principles, issues, and trends of the organizational and management aspects of sport and recreation management program. Prerequisite: ACC 2113 and MGT 2223</i>		
<b>RME 3603</b>	<b>Strength and Conditioning Certification Preparation</b>	<b>3 Hours</b>
<i>This course covers basic anatomy and physiology and the training effect, basic muscle anatomy and physiology, basic kinesiology and biomechanics, strength theory, conditioning theory, basic sports nutrition theory, training muscle mass, sports and fitness exercise, Olympic lifting for athletes, weight training technology, special topics in sports and fitness training, sports medicine, and organizing your sports conditioning plan and program.</i>		

<b>RME 3703</b>	<b>Personal Training Certification Preparation</b>	<b>3 Hours</b>
<i>This course includes basic anatomy and physiology and the training effect, muscle anatomy and physiology, basic kinesiology and biomechanics, strength theory, fitness theory, training systems and applications introduction, basic fitness nutrition theory, weight technology, sports and fitness exercises, flexibility exercises, communication skills development, special topics in sports and fitness training, and exercise programming for special populations.</i>		
<b>RME 4993-6</b>	<b>Recreation Administration Internship</b>	<b>3-6 Hours</b>
<i>Professional experience in a recreation environment for qualified students. Prerequisite: Advisor</i>		

## RELIGION

<b>REL 1003</b>	<b>Introduction to Christianity</b>	<b>3 Hours</b>
<i>Students will gain an understanding of the basic ideas of Christian theology, doctrine, and faiths as they are understood and practiced throughout the world. Subjects covered will include Christianity's Jewish roots, the life of Jesus, origin and development of the Christian New Testament, messiahship of Jesus the Christ, the Trinity, the priesthood of all believers, denominationalism, and contemporary Christian traditions, including the American Baptist Church and its contributions to the founding and operation of Bacone College. All personal religious views will be respected. <b>BACONE CORE</b></i>		
<b>REL 1013</b>	<b>Sociology of Christianity</b>	<b>3 Hours</b>
<i>Sociologists define religion as "a system of beliefs and rituals that bind people together to what they consider sacred." Sacred things are those that evoke an attitude of awe and reference. This course looks at what Christians consider sacred, such as the Bible, the Trinity, the Christian church and ritual sacraments. Additionally, the course examines how sacred Christian rituals and beliefs have impacted society throughout the past millennium. All personal religious views will be respected; students will learn the commonly-held beliefs of Christians, the basic differences in beliefs among the three major movements within Christianity (Catholicism, Eastern Orthodoxy, and Protestantism), and to identify these various Christian beliefs as they appear in the world today. <b>BACONE CORE</b></i>		
<b>REL 2253</b>	<b>World Religions</b>	<b>3 Hours</b>
<i>This course surveys the beliefs, values, and worldviews of human beings. By examining the six major world religions that shape our world, students will discover the common and unique aspects of each religion. By the end of the semester, successful learners will understand and respect the differing religious beliefs of others who share our world. <b>BACONE CORE</b></i>		
<b>REL 3113</b>	<b>Christian Ethics</b>	<b>3 Hours</b>
<i>Christian Ethics is an upper division class devoted to the study of Christian ethics and a brief survey of some contemporary moral issues. We will begin with a short study of the origin of Western and Christian ethical traditions, then study Christian teachings as they pertain to the issues of love, justice, liberty, sin, and salvation. We will move on to study controversial moral issues such as world views, humanist vs. Christian euthanasia, biomedical issues, abortion, the family, sexual ethics, and the distribution of health care resources. We will attempt to survey a number of issues within the framework of Christian ethical concerns and morality. <b>BACONE CORE</b></i>		



## SOCIOLOGY

<b>SOC 1113</b>	<b>Introduction to Sociology</b>	<b>3 Hours</b>
<i>This course is designed to give a general survey of the field of sociology and its newer developments as well as to acquaint the student with the theory and fundamental process of the subject.</i>		
<b>SOC 2113</b>	<b>Social Problems</b>	<b>3 Hours</b>
<i>A study of the prominent social problems present in the world. Special emphasis is placed on American society and on comparing and contrasting different cultural value systems and their approaches to social problems.</i>		
<b>SOC 2213</b>	<b>Introduction to Social Work</b>	<b>3 Hours</b>
<i>An introduction to the profession of social work, including its purpose, systems of social welfare (e.g. child welfare, corrections, family services, mental health) and methods.</i>		
<b>SOC 2223</b>	<b>The Family</b>	<b>3 Hours</b>
<i>A course dealing with family-life education. The study of human relationships including marriage, individual adjustment, family adjustment, children in the home and values in democratic community living.</i>		
<b>SOC 2231-2253</b>	<b>Special Studies in Sociology</b>	<b>1-3 Hours</b>
<i>A variety of course offerings providing the opportunity for the student to study designated topics and problems in sociology. Offered when warranted by student interest.</i>		
<b>SOC 2333</b>	<b>Social Psychology</b>	<b>3 Hours</b>
<i>This course examines the major theoretical and research traditions in social psychology, including behaviorism, social exchange theory, symbolic interactionism, attribution theory, expectation states theory, cognitive dissonance theory, role theory, group dynamics and norm formation, social power and influence, emergence of group structures and inequalities, and socialization processes.</i>		
<b>SOC 3103</b>	<b>Family, Schools, and Community</b>	<b>3 Hours</b>
<i>This course focuses on developing knowledge and understanding of the importance and role of families, schools, and communities in the lives of children and the implications for practice in working with children birth through age eight. The course will also focus on developing skills in the application of knowledge in the field.</i>		

## SPEECH

<b>SPC 1713</b>	<b>Speaking and Thinking Critically</b>	<b>3 Hours</b>
<i>This course offers an introduction into public speaking and logical argument. Course content includes instruction and practice in writing, developing, and presenting public speeches, engaging in logical argument, and critical thinking. <b>BACONE CORE</b></i>		

# SPORT MANAGEMENT EDUCATION

<b>SME 1003</b>	<b>Introduction to Sport Management</b>	<b>3 Hours</b>
<i>This course introduces students to sport management, both as an academic major and as a professional endeavor.</i>		
<b>SME 2113</b>	<b>Sport Facility Management</b>	<b>3 Hours</b>
<i>The purpose of this course is to provide students with an introduction to the planning and management of sport facilities. The course will focus on elements of planning, design, and management, while examining functions related to maintenance, security, operations, and evaluations.</i>		
<b>SME 3003</b>	<b>Governing Bodies in Sport</b>	<b>3 Hours</b>
<i>This course is designed to gain a familiarization with the major components of the bodies that govern sport competition. The bodies include: recreational associations, the High School Activities Association, the NAIA, and the NCAA. International bodies such as the International Olympic Committee, FIFA, and the European sport governing bodies will also be explored. Comparative studies will be conducted to establish the relationship between these bodies and how they affect each other.</i>		
<b>SME 3103</b>	<b>Ethics in Sport Management</b>	<b>3 Hours</b>
<i>This course is a study of ethics in the business of the sport management. This course will take you through one of largest industries in North America. We will discuss the different philosophies, ethics, and morals in the sport management world. We will look at the different aspects of ethics in different sport management situations.</i>		
<b>SME 3113</b>	<b>Sport Marketing</b>	<b>3 Hours</b>
<i>This course is designed to provide the sport manager with an overview of the major marketing issues facing the sport industry. Course content focuses on developing basic knowledge and understanding of sport marketing and sponsorship for educational, recreational, and professional settings. This course provides a foundation for marketing in most sport settings.</i>		
<b>SME 3203</b>	<b>Coaching and Sport Pedagogy</b>	<b>3 Hours</b>
<i>General techniques and concerns dealing with the coaching of an athlete will be covered. A specific focus will be placed on effective pedagogical skills in coaching, including feedback, use of practice time and fundamental techniques of sport skills.</i>		
<b>SME 3213</b>	<b>Sport Communications</b>	<b>3 Hours</b>
<i>This course is a study of communication in the world of sport. Through the examination of key research, current trends, industry demands, and the organizational value of sport communication, students will gain a general grounding in the diverse areas the field offers for both academic study and professional practice.</i>		
<b>SME 3403</b>	<b>Organization and Administration of HPE and Athletics</b>	<b>3 Hours</b>
<i>This course is designed and taught as a preparatory informative course to assist future athletic, health fitness, and physical education directors in the art of administration. Prerequisite: PED 1002 or PED 1003.</i>		

<b>SME 4113</b>	<b>Sport Law</b>	<b>3 Hours</b>
<i>This course examines the fundamental relationship between law and sport focusing on legal issues facing players, coaches, sport administrators, and the sport industry. Issues such as Title IX, mergers in sport, the rights to players, agents and teams are discussed.</i>		
<b>SME 4303</b>	<b>Exercise and Sport Psychology</b>	<b>3 Hours</b>
<i>This course approaches the subject of coaching from an organizational and psychological viewpoint. It develops and explores the psychological and philosophical attitudes of prospective coaches.</i>		
<b>SME 4403</b>	<b>Site Observation in Sport as a Business</b>	<b>3 Hours</b>
<i>This course will consist of a variety of specific settings where students can observe and research various aspects of corporate sport fields or sport peripherals used in the business profession. Students will learn to compare and contrast these settings in regard to their demands and expectations from a Christian world-view perspective. May be taken as an alternative to SME 4501-4506 in combination with another approved elective.</i>		
<b>SME 4501-4506</b>	<b>Internship in Sport Management</b>	<b>1-6 Hours</b>
<i>This course involves putting into practice those things learned in academic preparation. An internship site will be determined by the student's future goals. The internship may be set up in a variety of different areas such as coaching, sport administration, sport information, facilities management, sport marketing, etc. The internship will consist of 240 hours, which is equivalent to six credit hours. Prerequisite: 2.25 overall GPA and permission of internship.</i>		

## THEATRE

<b>THE 2333</b>	<b>Hero's, Villains, and Violence in American Movies</b>	<b>3 Hour</b>
<i>This class looks at how classic American movies depict the Hero, based upon the work of Joseph Campbell; at the nature of the Villain and the conflict between them; and at the nature of violence as expressed through classic American movies. For purposes of this class, "classic American movie" relies on the American Film Institute's definition.</i>		