

University of Nebraska at Kearney

Graduate Catalog 2006-2007

TABLE OF CONTENTS

ACADEMIC CALENDAR.....	4
GENERAL INFORMATION.....	5
ADMISSIONS INFORMATION.....	13
FINANCIAL INFORMATION.....	16
ACADEMIC INFORMATION.....	21
GRADUATE PROGRAMS.....	33
NONDEGREE AREAS.....	60
GRADUATE COURSES.....	62
GRADUATE FACULTY.....	104
APPENDIX, COMPUTING POLICIES.....	113
INDEX.....	117

WELCOME TO THE UNIVERSITY OF NEBRASKA AT KEARNEY

This catalog will serve as a reference for you during the beginning weeks at the University of Nebraska at Kearney and throughout your university career.

We hope the information contained within this catalog will provide answers to your questions about the University; if not, the faculty, administration and staff are always available to answer questions personally.

Acceptance of registration by the University of Nebraska and admission to any educational program of the University does not constitute a contract or warranty that the University will continue indefinitely to offer the program in which a student is enrolled. The University expressly reserves the right to change, phase out, or discontinue any program.

The listing of courses contained in any University bulletin, catalog, or schedule is by way of announcement only and shall not be regarded as an offer of contract. The University expressly reserves the right to (1) add or delete courses from its offerings, (2) change times or locations, (3) change academic calendars without notice, (4) cancel any course for insufficient registration, or (5) revise or change rules, charges fees, schedules, courses, requirements for degrees and any other policy or regulation affecting students, including, but not limited to, evaluation standards, whenever the same is considered to be in the best interests of the University.

This catalog is in effect beginning with the 2006-2007 academic year. A student must, however, meet the requirements from one catalog only rather than choosing a portion from one catalog and the remainder from another.

If a student takes longer than four calendar years to complete a degree, UNK reserves the right to require the student to meet the more recent requirements for graduation. Curriculum changes or modifications require that all new program requirements be met regardless of course work previously completed.

The University of Nebraska at Kearney does not discriminate in its academic, admissions or employment policies and abides by all federal, state, and regental regulations pertaining to the same.

The University of Nebraska at Kearney is an affirmative action/equal opportunity institution.

HOW TO USE THE CATALOG

The Calendar in the beginning of this catalog provides important dates during the academic year that you will want to note.

The General Information section will give you a description as well as a history of UNK. This section also contains information about the buildings and facilities on

Produced by the
**Office of the Senior Vice Chancellor
for Academic Affairs and Student Life
and
Office of Graduate Studies and Research**

**Coordinator of
Academic Publications**
Kim Elliott
2112 Founders Hall
(308) 865-8935

Office of Graduate Admissions
University of Nebraska at Kearney
2131 Founders Hall
Kearney, NE 68849-1230
(308) 865-8500 OR (800) 717-7881
Email: gradstudies@unk.edu
Website: <http://www.unk.edu/acad/gradstudies/>

Publication Date: January 2007

Published by
University of Nebraska at Kearney
905 West 25th Street
Kearney, NE 68849-0001

UNIVERSITY OF
Nebraska
Kearney

Online Catalog: <http://aaunk.unk.edu/gradcatalogs/06-07cat/default.asp>

campus, as well as other information that will be helpful to you as a UNK student.

The Admissions Information will tell you the appropriate procedures for applying to UNK as a postgraduate or graduate student.

The Financial Information provides information that will help you plan your expenses. You will also find how UNK can help qualified students in meeting educational expenses.

In the Academic Information you will find the degrees that you can earn with the academic programs and opportunities available to you. The Academic Regulations inform you about the various procedures, requirements and regulations that will affect you while at UNK.

The Graduate Programs section details the requirements for the available degree programs. These are listed in alphabetical order by department. Information and admission requirements unique to each program is listed first, with links to the requirements for each degree. At the beginning of each program, you will find the SIS program code.

The Nondegree Areas section lists departments that offer graduate courses, which students in degree programs can use toward program requirements or non-degree students can use for advanced study.

You will find descriptions of the courses offered by UNK in the Graduate Courses section, including the number, title, hours, and a brief summary of the course content.

The Graduate Faculty section lists members of the graduate faculty in alphabetical order, including their special teaching and research interests.

DIRECTORY OF GRADUATE PROGRAMS

A

Art	page 33
Art Education	M.A.Ed.

B

Biology	page 34
Thesis Option	M.S.
Non-Thesis Option	M.S.

Business Administration	page 36
Concentrations:	M.B.A.
Accounting	
Human Resources	
Information Systems	
Tailored Option	

C

Communication Disorders	page 38
Speech/Language Pathology	M.S.Ed.

Counseling and School Psychology	page 39
Elementary School Counseling	M.S.Ed.
Secondary School Counseling	M.S.Ed.
Student Affairs	M.S.Ed.
Community Counseling	M.S.Ed.
Counseling	Ed.S.
School Psychology	Ed.S.

E

Educational Administration	page 43
School Principalship K-6	M.A.Ed.
School Principalship 7-12	M.A.Ed.
Supervisor of Academic Area	M.A.Ed.
Supervisor of Special Education	M.A.Ed.
School Superintendent	Ed.S.

English	page 47
Literature Emphasis - Thesis Option	M.A.
Literature Emphasis - Comprehensive Exam Option	M.A.
Creative Writing Emphasis	M.A.

H

Health, Physical Education, Recreation and Leisure Studies	page 49
Exercise Science	M.A.Ed.
General Physical Education	M.A.Ed.
Master Teacher of Physical Education	M.A.Ed.
Pedagogy	
Special Population	

History	page 50
Thesis Option	M.A.
Non-Thesis Option	M.A.

M

Modern Languages	page 51
Specializations:	M.A.Ed.
French	
German	
Spanish	

Music Education	page 53
Music Education	M.A.Ed.

S

Science Teaching	page 54
Science Teaching	M.S.Ed.

T

Teacher Education	page 55
Curriculum and Instruction	M.A.Ed.
Reading K-12	M.A.Ed.
Special Education	M.A.Ed.
Emphases:	
Gifted	
Advanced Practitioner	
Mild/Moderate	
Instructional Technology	M.S.Ed.
Concentrations:	
Instructional Technology	
Multimedia Development	
Educational Media	
Assistive Technology	

BUILDING ABBREVIATIONS

ALUM - Alumni House
ARRTW - Art Wing of Fine Arts
BHS - Bruner Hall of Science
CMCT - Communications Center Building
COEB - College of Education Building
CONH - Conrad Hall
COPH - Copeland Hall
CUSH - Cushing Coliseum
EDUC - Education Center
FAB - Fine Arts Building
FAC - Facilities Building
FACA - Facilities Auxiliary
FNDH - Founders Hall
HSC - Health and Sports Center
MONA - Museum of Nebraska Art
MSAB - Memorial Student Affairs Building
NSU - Nebraskan Student Union
OCKC - Ockinga Seminar Center
OTOL - Otto Olsen
SCUL - Sculpture Annex
SFTA - Safety Center Addition (Cope Nebraska)
SFTC - Safety Center (Cope Nebraska)
STOH - Stout Hall
THMH - Thomas Hall (A.O.)
UFND - University of Nebraska Foundation
UNIH - University Heights
WLCH - Welch Hall (Roland B.)
WSTC - West Center

GLOSSARY OF TERMS

Degree Audit

An analysis of a student's progress toward meeting degree requirements. The Audit provides a summary of institutional requirements, General Studies and major/minor program requirements. Students have access to degree audit on-line via WebEASI, from their academic advisor or the Office of Student Records and Registration.

Elective

A course in the curriculum in the choosing of which a student has some options, as opposed to a required course. The term free or unrestricted elective denotes that the student either has complete choice in the selection of a course or choice among courses in several different fields. A restricted elective is one limited to a certain discipline or group of disciplines, such as an English elective or a social science elective.

Matriculation

The first registration following admission as a classified student.

Transcript

A copy of the permanent academic (educational) record at an institution of higher education. It becomes an official transcript when the seal of the institution is affixed and the signature of the Registrar is appended.

ACADEMIC CALENDAR

FALL SEMESTER 2006

August 18, Friday

Open registration 1 PM - 3 PM

August 21, Monday

All classes begin

September 4, Monday

Labor Day Break - No classes

September 5, Tuesday

Classes reconvene

September 15, Friday

Deadline to apply for December graduation

October 16-17, Monday-Tuesday

Fall Break - No classes

October 18, Wednesday

Classes reconvene

November 10, Friday

Deadline for completion of comp. exams

November 22-25, Wednesday-Saturday

Thanksgiving Break - No classes

November 27, Monday

Classes reconvene

December 8, Friday

Deadline for filing report of thesis exam and thesis, field study, or scholarly study

December 11-14, Monday-Thursday

Final week

December 15, Friday

Commencement

SPRING SEMESTER 2007

January 5, Friday

Open registration 1 PM - 3 PM

January 8, Monday

All classes begin

January 15, Monday

Martin Luther King Jr. Day - No classes

January 16, Tuesday

Classes reconvene

February 1, Thursday

Deadline to apply for May graduation

March 11-18, Sunday-Sunday

Spring break - No classes

March 19, Monday

Classes reconvene

March 30, Friday

Deadline for completion of comp. exams

April 27, Friday

Deadline for filing report of thesis exam and thesis, field study, and scholarly study

April 30-May 3, Monday-Thursday

Final week

May 4, Friday

Commencement

SUMMER SESSION 2007

May 7, Monday

Classes begin

May 28, Monday

Memorial Day - No classes

May 29, Tuesday

Classes reconvene

June 15, Friday

Deadline to apply for summer graduation

July 4, Wednesday

Independence Day Break - No classes

July 5, Thursday

Classes reconvene

July 6, Friday

Deadline for completion of comp. exams

July 20, Friday

Deadline for filing report of comp. exams

Deadline for filing report of thesis exam and thesis, field study, and scholarly study

July 26, Thursday

Term Ends

July 27, Friday

Commencement

FALL SEMESTER 2007

August 24, Friday

Open registration 1 PM - 3 PM

August 27, Monday

All classes begin

September 3, Monday

Labor Day Break - No classes

September 4, Tuesday

Classes reconvene

September 17, Monday

Deadline to apply for December graduation

October 22-23, Monday-Tuesday

Fall Break - No classes

October 24, Wednesday

Classes reconvene

November 9, Friday

Deadline for completion of comp. exams

November 21-24, Wednesday-Saturday

Thanksgiving Break - No classes

November 23, Friday

Deadline for filing report of comp. exams

November 26, Monday

Classes reconvene

December 7, Friday

Deadline for filing report of thesis exam and thesis, field study, or scholarly study

December 10-13, Monday-Thursday

Final week

December 14, Friday

Commencement

SPRING SEMESTER 2008

January 11, Friday

Open registration 1 PM - 3 PM

January 14, Monday

All classes begin

January 21, Monday

Martin Luther King Jr. Day - No classes

January 22, Tuesday

Classes reconvene

February 1, Friday

Deadline to apply for May graduation

March 16-23, Sunday-Sunday

Spring break - No classes

March 24, Monday

Classes reconvene

April 4, Friday

Deadline for completion of comp. exams

April 18, Friday

Deadline for filing report of comp. exams

May 2, Friday

Deadline for filing report of thesis exam and thesis, field study, or scholarly study

May 5-8, Monday-Thursday

Final week

May 9, Friday

Commencement

SUMMER SESSION 2008

May 12, Monday

Classes begin

May 26, Monday

Memorial Day - No classes

May 27, Tuesday

Classes reconvene

June 16, Monday

Deadline to apply for summer graduation

July 4, Friday

Independence Day Break - No classes

July 7, Monday

Classes reconvene

July 11, Friday

Deadline for completion of comp. exams

July 25, Friday

Deadline for filing report of comp. exams

Deadline for filing report of thesis exam and thesis, field study, or scholarly study

July 31, Thursday

Term ends

August 1, Friday

Commencement

For a more detailed calendar with dates and deadlines relating to registration and graduation, see the Academic Calendar from the Office of Student Records and Registration.

GENERAL INFORMATION

As a public state-supported institution serving approximately 6,400 students, the University of Nebraska at Kearney provides a broad educational, research and service function to the citizens of the State of Nebraska. It asserts this responsibility by pursuing those aspects of higher education that deal with the preservation of all knowledge as well as the dissemination and the application of knowledge. Thus, the University provides opportunity for enrichment of the individual intellectually, culturally, artistically and emotionally. In light of this, the University continues to evaluate and determine its education, research and services in order to establish criteria and assign priorities as it selects the most suitable activities in these areas for a modern society.

Located in the heart of Nebraska's Platte River Valley, the community of Kearney is the agricultural, commercial, medical, educational and cultural center of a large mid-state area. It is the fifth largest city in the state with a population of 29,000. Being on "America's Main Street" - Interstate 80 - makes it a popular stopping place for thousands of travelers, and it has an abundance of good restaurants, lodging facilities and entertainment. The humidity is low, the winters are not too harsh, and the falls and springs are delightful.

UNK MISSION STATEMENT

The University of Nebraska at Kearney is Nebraska's public, residential university that is distinguished by its commitment to be the state's premier institution of undergraduate education. It aims to graduate persons who know the accomplishments of civilizations and disciplined thought, and are prepared for productive careers, further education, and responsible citizenship. It seeks primarily to serve the needs of Nebraska through the operation of baccalaureate general academic and professional degree programs, and programs of graduate instruction, research, and public service, as authorized by the Board of Regents of the University of Nebraska. The undergraduate and graduate programs are complementary and synergistic, and both are essential in the identity and mission of the university.

The university pursues the preservation, enrichment, and transmission of knowledge and culture across a broad scope of academic disciplines. It places the highest priority on programs of instruction and learning that educate students to be lifelong, independent learners.

The university seeks a diverse student body representing a wide range of ethnic origins, interests, financial resources, and aptitudes, provided that each student is prepared to benefit from the course of study in prospect. Accessibility to the programs of the university is advanced through extending off-campus educational opportunities through selected degree programs, continuing education courses, cultural outreach, and economic development activities.

The university emphasizes excellent teaching, scholarship, and service in accomplishing its aims. It strives for an active, student-centered learning environment grounded in the principles of academic

freedom and responsibility. The university requires its baccalaureates to complete an area of specialization and an extensive general studies curriculum that emphasizes the liberal arts. An accomplished and diverse faculty, drawn from leading centers of scholarship nationwide, teaches the general studies curriculum as well as the curricula in the academic disciplines. The university supports scholarly and creative activities that involve undergraduate students, enhance instructional programs, and aid faculty professional development.

The university seeks to foster in each student personal and intellectual qualities essential to responsible life in society such as integrity, respect for others, initiative, diligence, qualitative skill, and capacities for clear thinking, speaking, and writing. These qualities are cultivated best through personal experience in the company of others, and the university thus affirms its tradition of residential education. Opportunities to engage with others in residential life, and in activities in arts, athletics, service, study, and social groups are integral to the educational mission of the university.

HISTORY

In March of 1903, House Roll No. 1 of the State Legislature appropriated \$50,000 to build a normal school in western Nebraska. In September of that same year, after 111 ballots, the State Board of Education accepted the city of Kearney's offer of twenty acres and Green Terrace Hall at the western edge of the city to become the site. On October 18, 1904, the cornerstone of the first building was laid; in the summer of 1905, Nebraska State Normal School at Kearney offered its first classes in Kearney Public School facilities. The first classes on campus were held that fall as the building was completed.

In 1921, the name of the institution was changed to Nebraska State Teachers College at Kearney. In 1963, it became Kearney State College. Both name changes were a part of system-wide changes for the college.

In 1989, however, a legislative act, LB247, moved the institution from the State College system to the University of Nebraska system. After Supreme Court review, Kearney State College became The University of Nebraska at Kearney on July 1, 1991.

State Representative C.J. Warner of Waverly introduced the 1903 bill creating the institution; his son, State Senator Jerome Warner, introduced the bill making UNK a part of the University.

Nine presidents/chancellors have served the institution. Dr. A. O. Thomas, 1905-1913; Dr. George S. Dick, 1913-1919; Dr. George Martin, 1919-1936; Dr. Herbert L. Cushing, 1936-1961; Dr. Milton J. Hassel, 1961-1971; Dr. Brendan J. McDonald, 1972-1982; Dr. William R. Nester, 1983-1991; Dr. Gladys Styles Johnston, 1993-2002, and Doug Kristensen, 2002 to the present.

ORIGINS OF THE PROGRAMS

The resolution authorizing the State Colleges of Nebraska to offer graduate study and to grant advanced

degrees was adopted by the Board of Trustees (then the Board of Education of State Normal Schools) at its regular meeting on September 23, 1955.

The Board of Trustees on July 14, 1972, authorized Kearney State College to offer programs of study at the Specialist Degree level. Accreditation for development of Specialist Degree programs was received from the North Central Association of Colleges and Secondary Schools (NCA) on July 25, 1974.

Governance of programs, effective July 1, 1991, has become the province of the Board of Regents of the University of Nebraska, simultaneous with the institutional title change.

OBJECTIVES

The goal of Graduate Studies is to develop in each student an appreciation of knowledge and to provide an intellectual stimulus for advanced study. A scholarly education is pursued through mutual deliberation between students and faculty on philosophies, concepts and natural phenomena relevant to a world society. Graduate study is offered in several fields for students who wish to increase their effectiveness in the arts and sciences, education, government, business and industry. Emphasis is placed upon current thinking, modern practice and research findings in academic and professional education. The general objectives of Graduate Studies are:

1. To provide challenging studies for those students who seek the knowledge and competencies inherent in an advanced degree in the field of teaching.
2. To offer programs of study and advanced degrees for those students who wish to further their academic and professional education in fields of endeavor other than teaching.
3. To provide an opportunity for the non-degree student to increase academic and professional competencies.
4. To provide experiences for graduate students which will enhance their cultural, attitudinal and philosophical values.
5. To provide research experiences for graduate students to enable them to become adept in developing and applying research techniques and in the interpretation of information derived from research.
6. To provide opportunities for graduate students to become involved in scholarly endeavors through participation in independent study, field research, internships and the development of thesis problems.

GOVERNANCE

University of Nebraska Board of Regents

	District	Term
Charles S. Wilson, Vice Ch., M.D., Lincoln	1	2008
Howard L. Hawks, M.B.A., Omaha	2	2008
Chuck Hassebrook, B.A., Lyons	3	2006
Drew R. Miller, Ph.D., Papillion	4	2006
James E. McClurg, Chair, Ph.D., Lincoln	5	2008
Kent Schroeder, J.D., Kearney	6	2010
C. David Hergert, M.B.A., Scottsbluff	7	2010
Randolph M. Ferlic, M.D., Omaha	8	2006

Student Regents

	Institution	Term
Mike Eiberger	UNK	April 2007
Matt Schaefer	UNL	April 2007
Dan Connealy	UNMC	January 2007
Steve Massara	UNO	January 2007

University of Nebraska Central Administration

James B. Milliken, J.D.
 Jay Noren, M.D., M.P.H., Executive Vice President and Provost
 Pete Kotsiopoulos, Vice President for University Affairs
 David Lechner, B.S.B.A., Vice President for Business and Finance
 Richard R. Wood, J.D., Vice President and General Counsel
 John C. Owens, Ph.D., Vice President and Vice Chancellor, IANR

University of Nebraska at Kearney Administration

Douglas A. Kristensen, J.D., Chancellor
 Finnie A. Murray, Ph.D., Senior Vice Chancellor for Academic Affairs and Student Life
 Curtis Carlson, M.A., Vice Chancellor for University Relations
 John Lakey, M.B.A., Interim Vice Chancellor for Business & Finance
 Jon McBride, M.S., Director of Intercollegiate Athletics
 Deborah Schroeder, M.A., Assistant Vice Chancellor for Information Technology Services

University of Nebraska at Kearney Deans

Bruce Forster, Ph.D., Dean of Business and Technology
 William Jurma, Ph.D., Dean of Fine Arts and Humanities
 Kenya Taylor, Ed.D., Dean of Graduate Studies and Research
 Francis B. Harrold, Ph.D., Dean of Natural and Social Sciences
 Ed Scantling, Ph.D., Dean of Education
 Lois Flagstad, Ph.D., Dean of Student Life
 Janet Stoeger Wilke, M.S., M.A.L.I.S., Interim Dean of the Library

ORGANIZATION OF GRADUATE STUDIES

I. Governance of Graduate Studies at UNK

The University of Nebraska at Kearney (UNK) Graduate Faculty shall have all powers of governance of Graduate Studies at UNK, except as otherwise provided herein, or in Graduate College governance procedures approved by the Board of Regents, or in the general statutes and rules governing the University.

II. The UNK Graduate Council

The University of Nebraska at Kearney Graduate Council shall serve as the policy-and decision-making body of the UNK Graduate Faculty and as an advisory body to the UNK Dean of Graduate Studies.

A. Membership of the UNK Graduate Council

The Council shall consist of twelve elected members

of the UNK Graduate Faculty, three “at large” Graduate Faculty members, and three graduate student members.

1. Three Graduate Faculty members from different departments will be elected by the Graduate Faculty of each academic College. Terms for elected members of the Council shall be three years and shall commence with the beginning of Fall Semester following election to the Council.

When the term of office for an elected member of the Council ends or when a vacancy occurs and the remainder of the term is for one year or more, an election to fill the vacancy shall be conducted by the Office of Graduate Studies. A mail ballot shall be sent to all Graduate Faculty members of the College in which the vacancy exists. The ballot shall list nominees recommended by the Graduate Council and provide an opportunity for additional nominations. The two persons on the ballot who receive the highest number of votes shall stand for election to the Council.

If the remainder of the term is for less than one year, the Dean of Graduate Studies shall appoint a member of the Faculty in the College concerned to fill the remainder of the term.

2. Three additional University of Nebraska at Kearney Graduate Faculty will be appointed by the UNK Dean of Graduate Studies as “at large” members of the Graduate Council. In making these appointments, the Dean of Graduate Studies shall select individuals to make liaison with the University of Nebraska Executive Graduate Council (EGC). Terms for these Graduate Council members will be concurrent with their term on the EGC, or for one year, as appropriate.

Should any of the EGC representatives be elected members of the UNK Graduate Council, the Dean of Graduate Studies may make the remaining appointment(s) with the intention of maintaining a balanced representation based on the number of graduate students and Graduate Faculty in each College. Such appointments shall be for a term not to exceed one year.

3. The graduate student members of the Council shall be selected by the UNK Graduate Student Association. In the absence of an active Graduate Student Association, the UNK Dean of Graduate Studies shall appoint the members from a list of departmental nominees. Graduate student members must be currently enrolled in a minimum of 6 hours and in good academic standing. Terms for graduate student members shall be one year, commencing with the beginning of the Fall Semester.

B. Powers of the UNK Graduate Council

The UNK Graduate Faculty has delegated to the Council its policy- and decision-making powers for

graduate matters, subject to review and possible override by a vote of the Graduate Faculty. Decisions of the Council effecting change of policy and/or regulations may become effective immediately. All actions become final one month after general publication to the UNK Graduate Faculty unless a petition signed by at least ten members is submitted to the UNK Dean of Graduate Studies requesting a meeting of the Graduate Faculty to discuss the action of the Council. The UNK Graduate Faculty may, after discussion of the matter, request the Dean to conduct a referendum (mail ballot) of the issue.

III. The UNK Dean of Graduate Studies

The Dean of Graduate Studies, University of Nebraska at Kearney, shall be recommended for appointment by the UNK Chancellor and by the President, University of Nebraska. Appointment shall be made by the Board of Regents. The Dean of Graduate Studies shall be responsible to the Chancellor, University of Nebraska at Kearney, and to the Dean of the Graduate College, University of Nebraska, and shall be administratively responsible for the welfare of all graduate programs at the University of Nebraska at Kearney, and for implementing the policies of the Board of Regents and the Graduate Faculty concerning graduate studies.

The Dean of Graduate Studies shall preside at meetings of the Graduate Faculty, University of Nebraska at Kearney, and shall be chair of the UNK Graduate Council.

IV. Graduate Committees

Each Graduate department authorized to offer major work leading to the Master’s or Specialist’s degree shall have a Graduate Committee consisting of not fewer than three UNK Graduate Faculty members, one of whom is designated as chair of the Graduate Committee. In all cases, at least two-thirds of the Committee must be Graduate Faculty members.

Membership of the Graduate Committee is recommended by the administrative unit through its department chair or program director, for appointment by the Dean of Graduate Studies, University of Nebraska at Kearney (on behalf of the Dean of the Graduate College). Graduate Committees are responsible for the general supervision of graduate work in their administrative units.

V. General

Policies, procedures, rules and regulations previously in effect relating to University of Nebraska at Kearney graduate programs and not superseded or rendered void by this document, or by policies of the University of Nebraska Graduate College, shall remain in effect upon its adoption. The actions of the University of Nebraska at Kearney Graduate Council and the UNK Graduate Faculty shall not supersede the Rules and Regulations or actions of the University-wide Graduate Faculty or the Executive Graduate Council.

GRADUATE COUNCIL

(2006-2007)

Graduate Programs are directed by the UNK Graduate Council elected from the Colleges of Fine Arts and Humanities, Natural and Social Sciences, Business and Technology, and Education. Three graduate student representatives are elected to the Council. The Dean of Graduate Studies and Research serves as Chair.

Kenya Taylor, Ed.D., Dean

College of Business and Technology

Pat Seaton Ph.D., Accounting and Finance
David Palmer Ph.D., Management
Timothy Burkink Ph.D., Marketing and Management Information Systems

College of Education

Petula Vaz Ph.D., Communication Disorders
Max McFarland Ed.D., Counseling and School Psychology
Patricia Cruzeiro Ed.D., Educational Administration

College of Fine Arts and Humanities

Marguerite Tassi Ph.D., English
Anita Hart Ph.D., Modern Languages
Valerie Cisler D.M.A., Music

College of Natural and Social Sciences

Julie Schaffer Ph.D., Biology
Mark Ellis Ph.D., History
Peter Longo Ph.D., Political Science

Executive Graduate Council Representatives

Julie Shaffer (Alternate) Ph.D., Biology
Max McFarland Ed.D., Counseling and School Psychology
Timothy Burkink Ph.D., Marketing and Management Information Systems

At-Large Members

Greg Brown Ph.D., Health, Physical Education, Recreation and Leisure Studies
Vijay Agrawal Ph.D., Marketing and Management Information Systems
Glen Powell Ph.D., Teacher Education

Liaison Representatives

Sheryl Heidenreich Library

DEPARTMENT AND GRADUATE PROGRAM COMMITTEE CHAIRS

Art

Mark Hartman, Department Chair
Donna Alden, GPC Chair
aldend1@unk.edu

Biology

John Hertner, Department Chair
Wyatt Hoback, GPC Chair
hobackww@unk.edu

Business Administration

David Palmer, Director and GPC chair
palmerd@unk.edu

Communication Disorders

Laurence Hilton, Department Chair
Petula Vaz, GPC Chair
vazp1@unk.edu

Counseling & School Psychology

Max McFarland, Department Chair
mcfarlandm@unk.edu
Julie Dinsmore, Counselor Education GPC Chair
dinsmorejam@unk.edu
Robin Sobansky, School Psychology GPC Chair
sobanskyrr@unk.edu

Educational Administration

Patricia Hoehner, Department Chair and GPC Chair
hoehner@unk.edu

English

Martha Kruse, Department Chair
Robert Luscher, GPC Chair
luscherr@unk.edu

Health, Physical Education, Recreation and Leisure Studies

Nita Unruh, Department Chair
Greg Brown, GPC Chair
brownnga@unk.edu

History

Carol Lilly, Department Chair
Mark Ellis, GPC Chair
ellismr@unk.edu

Modern Languages

Sonja Kropp, Department Chair
Lon Pearson, GPC Chair
pearsonlon@unk.edu

Music

Valerie Cisler, Department Chair
cislerv@unk.edu
David Nabb, GPC Chair
nabbd@unk.edu

Science Teaching

John Hertner, Biology Department Chair
Kerri Skinner, GPC Chair
skinnerkm@unk.edu

Teacher Education

Dennis Potthoff, Department Chair
Joan Lewis, GPC Chair
lewisjd@unk.edu

ACCREDITATION

The University of Nebraska at Kearney is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. UNK is also accredited by the:

- American Assembly of Collegiate Schools of Business (AACSB)
- American Chemical Society Approved List of Programs (Chemistry)
- American Dietetic Association (Dietetics major - Family and Consumer Science)
- Committee on College Nursing Education (CCNE)
- Council for Accreditation of Counseling and Related

Educational Programs (Counseling & School Psychology)

- Council on Social Work Education (CSWE) (Social Work)
- Council on the Academic Accreditation in Audiology and Speech-Language Pathology (CAA of the American Speech-Language-Hearing Association (ASHA))
- Nebraska State Board of Nursing (Nursing)
- Nebraska State Department of Education (Teacher Education)
- National Kitchen & Bath Association (Family and Consumer Science)
- National Association of Schools of Music (Music)
- National Association of School Psychologists (Counseling & School Psychology)
- University Aviation Association (Airway Science)

*30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

ASSESSMENT

The assessment of student outcomes at UNK is viewed as a formative process that enables faculty and staff to use results to focus on enhancement of teaching and improvement of student performance. The Assessment Program at UNK focuses on the need for development and utilization of assessment of student outcomes in a systematic and continuous manner. Faculty ownership of the assessment process is the overall goal for successful implementation and utilization of assessment outcomes at UNK.

The SVCAASL has the responsibility for oversight of assessment at UNK. This includes the development of a strategic assessment plan and the supervision of the work of the Assessment Office. The Director of Assessment works closely with the SVCAASL and college deans with assessment planning and implementation. The Coordinator of Assessment reports to the Director of Assessment and works closely with department chairs in developing assessment plans and reports. The Assessment Office oversees three committees - the Assessment Committee, the Data Analysis Committee, and the Student Assessment Committee - which provide guidance and oversight in meeting the goals of the assessment program at UNK.

Visit the website at <http://www.unk.edu/academicaffairs/assessment/index.php?id=4323> for more information about assessment at UNK.

*30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

PUBLIC SERVICE

It is the purpose of any state-supported institution to serve the needs of its diverse constituency. UNK works cooperatively with other agencies to provide the public with educational services to enhance individual, regional, state, national, and international development. Sponsorship of the James E. Smith Midwest Conference on World Affairs resumed in 1988 with international

representatives converging on Kearney to discuss issues of global importance. Through the Museum of Nebraska Art, the Artists and Lecturers series, and the various other artistic and cultural resources of the campus, the institution serves as the cultural hub of Central Nebraska.

FACILITIES

There are 43 buildings on the 246-acre campus of UNK. The major buildings are:

William E. Bruner Hall of Science

Completed in August, 1966, this facility houses Biology, Chemistry, Physics and Health Science Programs as well as the Mary Morse Lecture Hall. A \$14 million renovation is currently underway.

Calvin T. Ryan Library

This building was erected in 1963. An addition in 1983 doubled the size of the facility. The attached Mitchell Center includes radio and television broadcasting facilities and houses the Communication Department.

College of Education Building

Completed in 2002, the College of Education Building is a 50,000 square foot building with state-of-the-art technology. The building has been designed with the needs of teaching and clinical education as its focus. Six large classrooms are equipped with electronic teaching stations, wireless computer capabilities and the potential for computer-assisted teaching in a variety of teaching configurations. Fifty faculty offices are provided for the departments of Counseling and School Psychology, Communication Disorders, Educational Administration and Teacher Education, along with other spaces for the Dean of Education, advising, teacher certification activities, and administrative support.

Communications Center Building

Part of the former State Hospital complex acquired in 1972, this renovated building is used by Publications and Printing Services and the Office of University Communications on the first level, the Distance Learning Research Center on the second floor, and the Center for Distance Education on the third floor.

Copeland Hall

Built and used as the campus gymnasium from 1918 to 1961, this building was used for offices and classes until 1995 when a classroom addition was built. The original building was renovated in 1996 and now houses offices for the Dean of Natural and Social Sciences and the Departments of Sociology, Geography and Earth Science; History; and Psychology.

Cushing Health, Physical Education and Recreation Facility

Originally constructed in 1961, this facility has undergone extensive renovation. The renovated building houses classrooms, offices, laboratories, locker facilities, an indoor running track, racquetball, tennis, basketball and volleyball courts, weight area and swimming pool. These facilities service recreation and intramural programs in addition to space for intercollegiate athletic teams and the Department of Health, Physical Education, Recreation and Leisure Studies.

Facilities Building

This brick structure houses offices for Facilities Management and Planning.

Fine Arts Building

This building houses the department of Music and Performing Arts and the office of the Dean of Fine Arts and Humanities. It opened in January, 1970, and in 1979 a wing was added to house the Department of Art and Art History and the Walker Art Gallery.

Founders Hall

Opened in 1977 and dedicated to the original faculty of UNK, this facility now serves as the administrative hub of the University. Offices include the Chancellor and Vice Chancellors, Dean of Student Life, Finance, Student Records and Registration, AA/EEO, Human Resources, Business Services, and Budget, on the first level. Second level includes offices of Institutional Research, Ethnic Studies, General Studies, Assessment, Graduate Studies, Sponsored Programs, Women's Studies, and faculty offices and classrooms for Departments of Social Work, Mathematics and Statistics, Political Science and Criminal Justice in the College of Natural & Social Sciences.

Frank House

This historic mansion, constructed in 1889, is listed on the National Register of Historic Places. It is now used for University functions and is open to the public as a museum.

General Services Building

Originally built as the Military Science building in 1969, this building now houses the offices of Facilities Management and Planning and Public Safety.

Health and Sports Center

Dedicated during the fall of 1990, this state-of-the-art facility houses UNK's indoor spectator sports. In addition, offices, locker facilities, equipment rooms, athletic weight area, athletic training facilities, wrestling and martial arts rooms are located in the building. Concession and restroom facilities serve spectators utilizing the 6000-seat arena.

Memorial Student Affairs Building

Constructed in 1956 and remodeled in 1964 and 1984, this building houses Admissions, Campus Post Office, Career Services, Counseling Center, Academic Advising Office, Student Support Services, Financial Aid, Learning Strategies Office, and Counseling and Health Care (CHC).

The Museum of Nebraska Art

Located in downtown Kearney, the historic old post office became the home of the Nebraska Art Collection in October of 1986. The collection shows the cultural heritage and current status of art in Nebraska. Extensive remodeling and expansion of the building, including the development of a park, was completed in 1994. UNK's art education program utilizes the facility on a regular basis.

The Nebraskan Student Union

This building was opened in 1964. A major renovation and addition was completed in 2002 adding 25,000 square feet. The Nebraskan houses union administrative offices, the Office of Multicultural Affairs as well as student activity offices and Chartwells' food service operations.

Ockinga Seminar Center

Constructed adjacent to Welch Hall as a gift from the Clara Ockinga estate, this building provides two seminar rooms used by the University and the public as well as the office of International Education.

Otto Olsen Building

Built in 1957, this structure houses Family Studies and Interior Design, Industrial Technology, Computer Science and Information Systems, Information Technology Services and the UNK Child Development Center.

Residence Halls

UNK has ten residence halls and University Heights apartments to accommodate students residing on campus. They are described in the Student Affairs section under the heading Housing Facilities. Three new residence halls with various types of suite living arrangements are under construction. One will be available in the fall of 2007 and two in the fall of 2008.

Ron & Carol Cope Center for Safety Education and Research

Constructed in 1981, the area includes a driving range and provides space for services offered by the Nebraska Safety Center.

A.O. Thomas Hall

A campus school from 1926-1963, it now houses the Departments of English, Modern Languages and Philosophy.

Roland B. Welch Hall

This facility was part of the 1972 State Hospital complex acquisition. In 1989 the building, which now houses International Education, was named Roland B. Welch Hall in honor of a long-time business professor.

West Center

In 1972 UNK acquired the former State Hospital complex. A major renovation was completed in 2001 and now provides facilities for the College of Business and Technology Dean, Departments of Accounting/Finance, Economics, Management, Marketing and Management Information Systems, and the College of Business and Technology Centers for Economics Education, Rural Research & Development, Nebraska Safety Education and Nebraska Business Development. In addition, the building houses UNMC's College of Nursing, Kearney Division.

ALUMNI ASSOCIATION

Since 1906, following the graduation of the first class at the Nebraska State Normal School at Kearney, the Alumni Association has been working to maintain the link between graduates and the University of Nebraska at Kearney. More than 32,000 alumni are now in the files of the Association.

The Association produces *UNK Today*, a magazine published three times annually, maintains an alumni database, recognizes special classes, coordinates Homecoming activities, sponsors Student Alumni Foundation organization, and coordinates the Distinguished Alumni, Alumni Achievement, and Athletic Hall of Fame Awards.

The official home of the Association is the Alumni House, 2222 9th Avenue. The facility, built in 1907, is on

the National Register of Historic Places. It was once the residence of Dr. A.O. Thomas, the first president of the Nebraska State Normal School.

UNIVERSITY OF NEBRASKA FOUNDATION

The University of Nebraska Foundation is a private, nonprofit corporation securing financial support for each of the four campuses of the University of Nebraska since 1936. The University of Nebraska Foundation encourages private financial support of the University of Nebraska from individuals, corporations and other foundations. It oversees the distribution of these gifts and of the interest earned from its endowed funds. Gifts to the foundation add a margin of excellence over and above the appropriate level of state support and are not intended to replace state funds.

Gifts to the foundation significantly enhance the university and its students by providing scholarships, distinguished professorships, professional chairs and visiting lectureships. Other foundation funds assist with recruiting efforts and support services needed by campus organizations, alumni programs and each college.

The foundation has offices in Kearney, Lincoln, Omaha, and Scottsbluff. The Kearney office was added on July 1, 1992, when the University of Nebraska Foundation merged with the Kearney State College Foundation. The KSC Foundation was founded in 1959 when a group of eight Nebraska citizens acted on their commitment to higher education and concern for the future. This merger provides greater private support for the students and faculty of UNK.

For more information on supporting the University of Nebraska, please contact the University of Nebraska Foundation, 214 W. 39th, P.O. Box 2678, Kearney; 68848-2678; phone: 308-698-5270.

CLEAN AIR POLICY

The University of Nebraska at Kearney is a smoke-free campus. No tobacco products may be used in facilities or vehicles of the University of Nebraska at Kearney.

Use of tobacco products on the **grounds** of any UNK site is allowed as long as such use is not within close proximity (defined as within 10 feet) of any facility entrance or work site.

COMPUTING POLICIES

Guidelines for use of Computing Resources of the University of Nebraska at Kearney and the University of Nebraska Policy for Responsible Use of University Computers and Information Systems detail the University's computer policies. See pages 113-116.

AFFIRMATIVE ACTION/ EQUAL OPPORTUNITY

The Office of Affirmative Action/Equal Opportunity is responsive to University issues which support a diverse

work and academic environment free from discrimination against any person upon the basis of race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status. The University affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing services to the public. University employees, students and others associated with the University who have not received the benefits of these policies, are encouraged to contact the Affirmative Action Director and ADA Coordinator. See <http://www.unk.edu/offices/aaeo/index.php> for contact information.

EQUAL EDUCATIONAL OPPORTUNITY POLICY

The University of Nebraska at Kearney reaffirms its policy of administering all educational programs, related support services and benefits in a manner that does not discriminate on the basis of a student's or prospective student's race, age, color, disability, religion, sex, sexual orientation, national or ethnic origin, marital status, or veteran status.

Furthermore, the University commits itself to encourage greater involvement of those individuals traditionally underrepresented in the student body and to establish organization structures and procedures that assure all students equal access to the facilities and educational benefits of the institution.

SEXUAL HARASSMENT POLICY

The University of Nebraska at Kearney reaffirms that all women and men -- students, staff, faculty and administrators -- are to be treated fairly and equally with dignity and respect. Any form of discrimination, including sexual harassment, is prohibited.

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing, or
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment.

Sexual harassment does not include personal compliments welcomed by the recipient and social interaction or relationships freely entered into by students, employees, or prospective employees; however, the potential for sexual harassment even in consensual relationships must be recognized, especially in situations where a professional power differential exists (e.g., administrator/student, faculty/student,

supervisor/employee, tenured/non-tenured faculty.) Sexual harassment does not include behavior which is considered to be appropriate to an academic discipline for the purpose of instruction or individual safety.

For information regarding sexual harassment complaints or grievances refer to the University of Nebraska at Kearney Grievance Procedures Relating to Alleged Prohibited Discrimination at <http://www.unk.edu/offices/aaeo/index.php?id=1522>.

STUDENTS WITH DISABILITIES/SPECIAL NEEDS

A goal at UNK is to develop an academic community

accessible to all individuals while encouraging the skills necessary for independence and self-sufficiency. Therefore, it is the responsibility of students at UNK to identify themselves as individuals with a disability and to provide documentation/verification from a qualified individual. Admitted students with disabilities are encouraged to schedule an appointment with the Academic Success Offices (308) 865-8214 to learn about campus and program accommodations and services available to them. See <http://www.unk.edu/lso> for further information.

See <http://www.unk.edu/offices/disability/index.php?id=13654> for more information.

ADMISSIONS INFORMATION

GRADUATE STUDENT CLASSIFICATION

A graduate student is defined as any student who holds an undergraduate degree from a four-year institution accredited by a regional accreditation body. All students taking graduate courses must apply for admission to the Office of Graduate Studies and Research. At that time, each student is placed in one of the following student classifications:

1. *Degree-Seeking Graduate Students:* A student pursuing a program of study leading to a Master's Degree or to a Specialist Degree. To be classified as a degree graduate candidate, a student must meet the requirements for admission to degree status as stated by the Office of Graduate Studies and Research and by the appropriate department or program.
2. *Non-Degree Graduate Student:* Non-degree graduate students are those who do not wish to pursue an advanced degree or who have not yet completed all admission requirements for degree admission. Non-degree students may register for undergraduate or selected graduate courses for such purposes as certification, self-improvement, employment requirements, or obtaining a second bachelor's degree. Students in this status are not limited in the number of hours completed, although only 12 graduate hours taken in this status can apply to a graduate program. Certain non-degree classifications allow students to obtain financial aid. These classifications are: initial certification, additional endorsements, second bachelor's degrees and pre-master's coursework.

3. *Senior (undergraduate) Student:* A student requiring fifteen hours or fewer for the Bachelor's Degree may be allowed to enroll in graduate classes. Qualified students must have a G.P.A. of 3.00 or higher, will not be permitted to register for more than six semester hours of graduate courses, and the maximum load of undergraduate-graduate hours may be no more than twelve hours.

Enrollment must be approved by the Dean of Graduate Studies and Research, the instructor or department chair, and the student's advisor. Graduate courses taken to complete requirements for the Bachelor's Degree may not be used subsequently to satisfy requirements for a graduate degree. However, graduate courses not applied to the baccalaureate degree may be applied toward a graduate degree.

DEGREE-SEEKING STUDENTS

Individuals interested in pursuing a graduate degree at the University of Nebraska at Kearney should apply online at <http://webeasi.unk.edu>. Application deadlines are as follows unless stated differently by the department:

May 1 for Fall admission;
August 15 for Spring admission;
February 1 for Summer admission.

All degree-seeking applicants must:

1. Submit a formal application for admission either electronically or by paper and pay the application fee, if applicable;
2. Request directly from the University or College two official transcripts of all undergraduate and graduate course work be sent to the Graduate Admissions office;
3. Comply with departmental admission requirements. (Contact the individual departments for these requirements.)

When all materials are complete, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicant files meeting the requirements for admission to graduate study will be forwarded to the appropriate department for their consideration and recommendation. Following receipt of the departmental recommendation, the Office of Graduate Studies and Research will notify the applicant of the action taken and admission status.

DEGREE ADMISSION STATUS

When admitted as a degree student, the applicant will be placed in one of the following categories:

1. *Unconditional (Full) admission.* This status will be granted to the applicant who satisfies all the following conditions:
 - a. Official transcripts of all college work have been received by the Office of Graduate Studies and Research, verifying a baccalaureate degree from a regionally accredited college or university and a cumulative grade point average between 2.75 and 4.0.
 - b. Results of a satisfactorily completed entrance exam specific to the discipline (i.e. GMAT, GRE or other admission mechanism) have been submitted to the Office of Graduate Studies and Research.**
 - c. All other departmental requirements for unconditional admission to a degree program have been met. This might include but is not limited to, academic deficiencies, an interview, area or subject tests, advanced tests, a portfolio or performance, grade point average, or letters of recommendation.
2. *Conditional admission.* This status will be granted to an applicant who has submitted all necessary materials, but who does not meet all requirements for unconditional admission.
 - a. Graduates of nonaccredited institutions will be assigned conditional status, and this status may also be used by departments to classify students based on departmental requirements for admission.

- b. Applicants who do not meet minimal grade point standards may be admitted on the basis of satisfactory supplemental admission materials, as defined by specific graduate programs. Academic performance during the first semester, or as outlined by the condition stated by the department, will be assessed and will determine continuance in the program.

The conditions of admission will be specified by the department and the Office of Graduate Studies and Research at the time of the admission notification. Conditional admission will continue until changed by the recommendation of the department and Graduate Dean. Conditional admission is automatically changed to unconditional admission upon approval of the Application for Candidacy for the degree by the Graduate Dean.

When an applicant is accepted conditionally or unconditionally, an advisor will be assigned by the department. The advisor will assist the student in attaining the student's graduate objectives.

**For additional departmental admission requirements, students should refer to the appropriate departmental listing in the Graduate Catalog or consult with the department.

INTERNATIONAL STUDENTS

International students are not eligible to enroll under non-degree status. Degree seeking international students must meet the following admission requirements:

1. Submit a formal application for admission;
2. Submit an official credential evaluation of all transcripts or mark sheets from all previously attended colleges and universities. Any approved NACES evaluation firm may be used: <http://www.naces.org/members.htm> Official transcripts or mark sheets must also be submitted to the Graduate office.
3. Have an educational background equivalent to that required for United States citizens;
4. Submit a completed Financial Affidavit with proof of ability to meet financial responsibilities while attending the University of Nebraska at Kearney.
5. Submit an official TOEFL score (unless the native language is English, or the student has graduated from a U.S. college or university). Score must be sent directly from the Educational Testing Service to the Office of Graduate Studies & Research.
6. Comply with departmental admission requirements. (If submitting GRE or GMAT scores, the scores must be sent directly from the Educational Testing Service to the Office of Graduate Studies & Research.)

It is recommended that students begin the admission process six months prior to their anticipated arrival to allow enough time for evaluation and notification of the admission decision. Application dead lines are as follows:

Fall Admission - deadline is May 1*

Spring Admission - deadline is August 15

Summer Admission - deadline is February 1

*Students interested in graduate assistantships should apply earlier. See graduate assistantship information on page 18.

ADMISSION TO A SECOND MASTER'S DEGREE

A student who wishes to earn a second Master's Degree may apply for admission to the second program after receipt of the initial degree. All current admission requirements must be met at the time of application. Upon the recommendation of the major department and the approval of the Dean of Graduate Studies and Research, a maximum of 6 semester hours of course work from the first degree may be applied to the second degree.

SIMULTANEOUS MATRICULATION

Students at any campus of the University of Nebraska may not matriculate toward two graduate degrees simultaneously unless they are admitted to approved dual degree programs or receive the permission of all appropriate campus graduate deans.

NON-DEGREE STUDENTS

An individual with a bachelor's degree from a regionally accredited institution who is not seeking a graduate degree may enroll in graduate courses and receive credit as a non-degree student. Applicants for non-degree status need to submit an application for admission, the application fee and official transcripts sent directly from the institution that granted their undergraduate degree.

A student wishing to change from non-degree status to a degree program must file a new application for admission and adhere to all requirements specified for degree-seeking students. No more than 12 credit hours earned in non-degree status may be applied to a graduate degree program. International students are not eligible to enroll under non-degree status.

ADMISSION FROM NONACCREDITED INSTITUTIONS

Students desiring admission to a degree program who have received their baccalaureate degree from an institution without regional accreditation will be granted conditional admission, provided all other college and departmental requirements have been met. Unconditional (full) admission will not be granted until the student completes 12 hours of graduate course work in the proposed field of study, with a cumulative grade point average (GPA) of at least B (3.00), with no more than one grade of C. A grade below C will result in the student being dropped from the degree program.

READMISSION

Anyone who has previously been enrolled as a graduate

student at UNK but has not attended for four years must be readmitted to graduate studies before registering again for classes. In order to be readmitted, students must complete and submit a new application form to the Office of Graduate Studies and Research and pay the application fee.

RESIDENCY CLASSIFICATION FOR TUITION PURPOSES

General

The statutes of Nebraska provide that all state educational institutions shall charge nonresident tuition for each nonresident of Nebraska who matriculates at any state institution. Nonresident status is determined in accordance with these statutes and current institutional policies, and is based upon evidence provided in the application for admission and related documents. Additional written documents, affidavits, verification or other evidence may be required as deemed necessary to establish the status of the applicant. The burden of establishing exemption from nonresident tuition is the responsibility of the student. Erroneous classification as a resident or willful evasion of nonresident tuition may result in disciplinary action as well as payment of required tuition for each semester attended.

Change of Residency Status

Individuals seeking to establish resident status for tuition purposes will be required to have established a home in Nebraska for at least 12 months. However, any individual who has moved to Nebraska primarily to enroll in a post-secondary institution in Nebraska will be considered a nonresident for tuition purposes for the duration of his/her attendance. Enrolling more than halftime for any term at a university, college or community college in Nebraska during the 12 months immediately preceding the term or semester for which residence status is sought, will be considered as strong evidence that an individual moved to Nebraska primarily to enroll in a post-secondary institution in Nebraska. The student would therefore be considered a nonresident for tuition purposes for the duration of his or her attendance at the University of Nebraska. Students who have been classified as a nonresident and feel they qualify for resident status should review the Application for Resident Classification, which is available in the Office of Graduate Studies and Research. Any sanctioned change of classification from nonresident to resident will not be made retroactive beyond the period in which the change is approved.

DENIAL OF ADMISSION

There is no right to due process hearing with respect to denial of admission of a graduate student. Therefore, there is no need for an appeal procedure for applicants of graduate programs.

FINANCIAL INFORMATION

For the most current information on tuition and fees, contact the Finance Office at 308-865-8524 or visit their website at: http://www.unk.edu/offices/student_accounts/

It is the responsibility of students to satisfy all financial obligations to the University of Nebraska at Kearney before enrollment can be completed, prior to release of records and upon application for a degree. All fees and other charges may be changed at any time by the Board of Regents of the University of Nebraska.

FEES

Application Fee

Application Fee\$45.00

The Application Fee is a required fee that is used to establish a student's graduate records, payable at the time of application and is not refundable.

Student Parking Fee (Commuter)

Student Parking Fee (Commuter).....\$40.00

The Parking Fee provides for a permit to park in designated areas on campus. The Parking Fee is not refundable.

Special Fees (varies)

Late registration (beginning the first day of classes through the last day of registration)\$15.00

Education & Credential Serv. Contact the Career Center for specific fee information: 308-865-8501

Graduation Fee (all degrees).....\$25.00

Off-Campus Service Fee per hour\$20.00

Certain courses require a materials fee in addition to regular registration fees.

HOUSING AND DINING

Housing and dining costs may be changed at any time by the Board of Regents of the University of Nebraska.

Apartment and room only contracts may be available to upperclassmen living on designated Independent Living Floors. Contact the Office of Residence Life for details at <http://www.unk.edu/offices/reslife/>

Summer Sessions - see Summer Class Schedule

If a student withdraws from the university before the end of a term, board and room are partially refundable. Refund begins when a student properly checks out.

Living Accommodations

Approximately 2,200 students live on campus in ten traditional residence halls, one apartment-style complex, and two Greek complexes. Each housing facility is supervised by a live-in hall director, and is staffed by live-in resident advisors on the floors. Most residence facilities feature several lounges, study areas, and recreational spaces for student interaction and involvement. All halls feature computer labs which are networked to the UNK mainframe computers. These labs are available exclusively for on-campus students. All residence halls at UNK are wired for computer network access. From their residence hall rooms, students may access e-mail, library

resources, course syllabi, on-line registration and other personal information. The network also provides a fast internet connection.

Housing contracts provide for the above services for the full academic year, unless otherwise indicated on the contract prior to issuance. Contracts may be paid, at the option of the student, at fee payment or on an installment plan.

Applications for housing accommodations for first-time students must be submitted in accordance with the admission requirements as found elsewhere in this catalog. Upon receipt of the application for housing, residence hall contracts are issued by the Director of Residence Life. The \$50 processing fee must be submitted with the housing contract.

Summer School students should consult the Office of Residential and Greek Life for information concerning residence halls for summer school.

Each residence hall room is equipped with study desks, single beds, mattresses, curtains, chairs, chests of drawers, mirrors, closets and storage space. Each hall has its own laundry and recreational facilities. Students are expected to furnish a bedspread, bed linens, pillows, blanket, bathroom linens, phone, and study lamp. It is not deemed advisable to bring expensive equipment or furnishings. Students are expected to care for their own rooms. Small UL approved closed coil appliances are allowed in students' rooms but hot plates, microwaves, or large refrigerators are not permitted. Students may rent small refrigerators at the beginning of each semester or bring their own if they are not more than 3.6 cubic feet.

Opening dates

All residence halls will open for the academic year at 8 a.m. on the Friday prior to classes beginning. Accommodations for students 21 or older and students with families: University Heights Apartments, consisting of 36 efficiency and 70 one-bedroom units, are provided.

All apartments have central heating, central air-conditioning, garbage disposals, kitchen exhaust fans, electric apartment-size ranges and refrigerators. Units are rented unfurnished. Tenants are provided laundry facilities and parking facilities. All utilities except telephone and cable TV service are included in the rental rates. Rental rates are subject to change. A central post office is provided at the apartments. Applications and/or additional information may be obtained at the Office of Residential and Greek Life. Single students will be accommodated if they are over 21 and only if all apartments are not contracted apartments.

Off-campus Housing

The City of Kearney offers a variety of living accommodations. Rental costs vary accordingly.

Refunds

Refunds for Room and Board are prorated on a weekly basis.

Claims for any refunds due students must be filed with the Finance Office by the close of the term. Claims for refund of residence hall breakage deposits should be signed by the student, the house-director and the Director of Residence Life. Claims for amounts due the University

which are to be charged against the student's deposit will also be filed with the Finance Office, after which a check for money due the student will be issued and forwarded to the student.

TEXTBOOKS

Students will purchase their own textbooks. Textbooks average \$80.00 to \$100.00 per course, depending on the discipline.

FINANCIAL AID

The University of Nebraska at Kearney provides graduate students with financial assistance in the form of scholarships and loans. Our office assists students with financial aid from federal and state resources, the University and private organizations. Frequently students receiving assistance to pay for college for UNK are funded through a variety of sources. It is the responsibility of the Office of Financial Aid to coordinate the application and awarding process of multiple types of aid for our students.

Graduate students are not eligible for many of the need based federal and state grants undergraduate students can receive. However graduate students can receive Stafford Loans. Stafford Loans are federally guaranteed student loans and have repayment benefits that are extremely favorably to students. Eligibility for Stafford Loans is determined by the Office of Financial Aid upon the completion of the Free Application for Federal Student Aid (FAFSA).

The FAFSA can be completed on the internet by going to www.fafsa.ed.gov. In order to complete the FAFSA entirely on-line, applicants will want to request a "PIN" number from the U.S. Department of Education, if they do not already have an existing PIN. This can be done at www.pin.ed.gov. The "PIN" number is an electronic signature with the Department of Education and eliminates the need to sign any part of the FAFSA. The results from your FAFSA will be sent to UNK automatically when you enter our Title IV School Code (002551) on your FAFSA. Students may also opt to complete a paper version of the FAFSA and return it directly to the UNK Office of Financial Aid. Paper versions of the FAFSA are available from our office, high school guidance offices and public libraries. The FAFSA should be completed as soon as possible after January 1 for the following academic year.

In addition to the FAFSA, students may be required to submit a UNK Financial Aid Information Form and copies of federal tax returns. The UNK Financial Aid Information Form is available from our office or at www.unk.edu, click on Financial Aid and "How to Apply". Once these documents are received in the Office of Financial Aid, the student's application is checked for correctness. Occasionally additional documentation is requested to confirm student's eligibility. Once verification is completed, the student will be notified via the financial aid award letter of the types and amounts of financial aid for which he/she is eligible.

For information on applying for merit based scholarships see Scholarships. Graduate students interested in Graduate Assistantships should contact the Graduate Office.

Questions regarding federal or state aid may be directed to:

Office of Financial Aid
University of Nebraska at Kearney
905 W 25th St.
Kearney, NE 68849-2350
Or www.unk.edu

We can also be reached via e-mail at finaid1@unk.edu or via phone at (308)865-8520.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS POLICY FOR GRADUATE STUDENTS

The University of Nebraska at Kearney is required to establish minimum academic standards that students must meet to be eligible or maintain eligibility for federal financial aid. These standards apply to students who are receiving financial aid or who seek financial aid in the future. Failure to meet these standards for two consecutive semesters (fall, spring, summer) means the student is no longer eligible to receive financial aid.

The Qualitative Requirement for graduate students requires a minimum, cumulative grade point average of 3.0.

The quantitative requirements for graduate students are based upon enrollment status at the end of drop and add week at the start of each semester. You must successfully complete the numbers of hours for which your financial aid was based. Enrollment status and quantitative progress for graduate students is:

- Awarded as 1/2 time (4-5 hours) must complete a minimum of 4 hours
- Awarded as 3/4 time (6-8 hours) must complete a minimum of 6 hours
- Awarded as fulltime (9 or more) must complete a minimum of 9 hours

Additionally students have a maximum time frame for which they can receive financial aid. The maximum time frame for students seeking a Masters degree is 48 attempted hours. Students in a Specialist Degree Program may attempt 78 credit hours.

- To be counted as successfully completed or earned hours, the student must receive a grade of A, B, C or CR.
- Withdrawals (W), incompletes (I) or failures (F) are counted in the attempted hours but are NOT successfully completed or earned hours.

For additional information regarding Satisfactory Academic Progress for graduate students contact the Office of Financial Aid.

RETURN OF TITLE IV FUNDS

Federal statute requires a recalculation of aid eligibility when a recipient of financial aid withdraws from the University of Nebraska at Kearney.

The "Return of Title IV Financial Aid" requirement is based on the amount of federal financial aid received, the University charges incurred and the date of withdrawal. If a student received more assistance than earned, the excess funds must be returned. The amount of assistance earned is determined on a pro-rata basis. That is, if a student completed 30% of the semester, then the student has earned 30% of the financial aid he was originally scheduled to receive. Once a student has completed more than 60% of the semester all of the assistance is considered "earned."

The official date of withdrawal is the date indicated on UNK's official withdrawal form at the Office of Registration and Records. However, if a student remains enrolled but fails to pass any classes, the calculation must be done in accordance with federal statute when an official withdrawal date is not available. Therefore, failing to officially withdraw does not result in the waiving of the requirement to return Title IV Financial Aid.

If a student's University charges are reduced as a result of withdrawal, and that withdrawal creates a credit balance on the student account, the funds reflected in that credit balance may be used to repay the federal financial aid programs. If the credit balance does not cover the amount due back to the aid programs, the student will be billed the difference. If the student owes back to the Pell or SEOG programs, the student has 45 days to make repayment to the University or be reported to the U. S. Department of Education as a student who owes an over payment. Owing an overpayment to the U.S. Department of Education means that student will no longer be eligible for federal financial aid at any school until it is paid in full.

Federal statute determines the order in which programs will be paid back.

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Perkins Loan
4. Parent Loans for Undergraduate Students (PLUS)
5. Federal Pell Grant
6. Federal Supplemental Equal Opportunity Grant (SEOG)
7. Nebraska State Grant

Below is an Example of the Return of Title IV Funds Calculation.

1. Establish the withdrawal date and calculate the percentage of aid the student may retain.
 - John withdraws on 9/24/2005.
 - 9/24/2005 is 29 days into the semester, which is 116 days long. Therefore, he has completed 25% of the semester.
 - This means that he may keep 25% of the aid awarded to him, however 75% must go back to the aid programs. (If the percentage of aid a student may retain is at 60% or more, all aid is retained.)
2. Calculate the percentage of unearned aid.
 - John received \$2,668 in Title IV aid.
 - 75% of \$2,668 in financial aid must be returned: \$2,001.
3. Calculate the maximum percentage of cost that the school may have to return.

- John's bill for the Fall of 2005 was \$1,276
 - 75% of the cost, \$1276, is \$957.
4. Calculate the amount of aid the school must return.
 - The school then returns the lesser of \$957 (percentage of cost) or \$2,001 (percent of unearned financial aid) to the aid programs.
 - The school returns \$957 on John's behalf.
 5. Aid the student must personally return.
 - John's grant aid is returned on his behalf by the school and therefore becomes part of the bill that must be repaid to the school. Failure to pay this would result in reporting to the Department of Education as an overpayment.
 - The balance of John's loan not paid by the school will go into repayment in accordance with the terms of the promissory note.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to qualified graduate degree seeking students. The Assistantships offer assignments in teaching, research or administration. They are designed to offer students supervised educational experiences at the graduate level. Interested students should visit the UNK employment website at <https://employment.unk.edu/>. The website will list all open Graduate/Research Assistantships, as well as provide instructions for completing the application process. Assistantship decisions begin around April 15th for the following academic year appointments although applications are accepted until all positions are filled. Early application is encouraged.

Graduate Assistants employed full-time will automatically be awarded (resident or nonresident as appropriate) tuition remission equivalent to one-fourth of the credit hours in their Graduate Degree Program each semester they serve as a Graduate Assistant. Tuition emissions for Graduate Assistant appointments less than full-time will be prorated accordingly. Fees are not included in tuition remission and must be paid by the student. Remissions will apply only to course work applicable to the approved program listed in the graduate catalog (or their substitutes). All tuition and fees for courses that do not meet the above criterion, as well as any courses the student drops or withdraws from, will be paid by the Graduate Assistant. These remissions may be utilized during the semester(s) of a Graduate Assistant appointment and the following summer session.

Academic Standards

The Graduate Assistantship is intended to provide support to students pursuing a graduate degree who have demonstrated a high level of academic achievement or potential. Graduate students must be fully admitted to a degree program prior to the awarding of an assistantship. Graduate Assistants are required to maintain a minimum G.P.A. of 3.0.

Work Load

Assistantships assigned on a halftime basis carry a workload of ten (10) hours per week. Assistantships assigned on a full-time basis carry a workload of twenty

(20) hours per week. The University considers twenty hours per week full-time student employment. Therefore, full-time Graduate Assistants may not hold any additional employment positions at UNK.

Temporary leave from assistantships due to brief illness, family emergency, etc., are administered by the department and reported to the Office of Graduate Studies & Research.

Course Load

Individuals receiving an assistantship must enroll in a minimum of six hours per semester/term and are expected to complete a minimum of six (6) graduate hours per semester, or twelve (12) graduate hours per academic year. These hours must be applicable to the student's Program of Study. A graduate assistant may carry a maximum load of twelve (12) hours of course work per semester.

Duties

The Graduate Assistant is directly responsible to the department head, who has the prerogative of assigning the graduate assistant to a full-time faculty member who supervises and evaluates the work of the assistant. Graduate Assistants may be assigned teaching, research or administrative duties. The department will clearly identify these duties.

A graduate Teaching Assistant is generally asked to teach the equivalent of six (6) credit hours of courses or labs. Office hours and class preparation for a Teaching Assistant should be included in the assignment.

Length of Appointment

Assistantships may be awarded on a semester or academic year basis. Appointments for the summer session are also available through some departments with their own source of funding.

Successive assistantships may be awarded to a student at the discretion of the department and are subject to the successful degree progress as described above. Graduate students are generally awarded an assistantship for no more than two (2) years per program. Appointment exceeding two years must be approved by the Dean of Graduate Studies and Research.

The health fee for Graduate Assistants is paid for by the institution and health care may be received from Student Health Services.

Graduate Assistants are granted the same library privileges as faculty members.

Application

Students can find a list of open Graduate/Research Assistantships, as well as instructions for creating an application at <https://employment.unk.edu>. For questions about completing the application, call the Affirmative Action/Equal Opportunity Office at (308)865-8655.

UNK Graduate Council

Each fall three graduate students are appointed to serve as representatives to the Graduate Council. These students attend the Graduate Council meetings and share concerns and ideas of graduate students. Interested students should contact their Graduate Program Committee Chair or the Dean of Graduate Studies and Research for more information.

REICHENBACH SCHOLARSHIP

The Reichenbach Scholarship is awarded by the Office of Graduate Studies & Research, utilizing resources from the Reichenbach fund of the University of Nebraska Foundation. Supplemental funds are provided by contributions from UNK (graduate-degree) alumni to our annual phonathon. Reichenbach Scholarships are intended to provide financial assistance to graduate students who demonstrate potential as meritable scholars. These scholarships are awarded for one academic year, although a recipient may reapply for a second award. Interested students should contact the Graduate Program Committee Chair of their respective department. Two nominations are forwarded by the Graduate Program Committee (GPC) of each department to the Graduate Council for consideration. GPC Nominations for new students are made in the spring (deadline approximately April 15) and again in the summer (deadline approximately July 15). Award decisions for returning students are made only in the summer. The Graduate Council will then evaluate all candidates and make their recommendation to the Dean of Graduate Studies & Research.

Eligibility for this award is limited to full-time graduate students. These students must adhere to the following policies:

1. Award recipients who are also graduate assistants must complete a minimum of six (6) graduate hours per semester.
2. Award recipients not serving as graduate assistants must complete a minimum of nine (9) graduate hours per semester.
3. Recipients must achieve a minimum GPA of 3.00.

GRADUATE STUDENT SCHOLARSHIPS

Graduate students must apply for all scholarships during the month of February. Information and applications are available on the financial aid webpage (http://www.unk.edu/offices/financial_aid/home.html) and must be submitted by March 1st. For additional information on these scholarships, contact the Financial Aid Office. See contact information on the next page.

TUITION SCHOLARSHIPS FOR NON-RESIDENTS

Graduate Non-Resident Tuition Waiver Awards provide a tuition waiver for the difference between the nonresident and resident tuition rates. Non-Resident Awards will be selected on a competitive basis as determined by the Dean of Graduate Studies & Research. In this process, consideration will be given to: Undergraduate and graduate grade point average, entrance exams (GRE, GMAT, MAT or other department approved procedures), letters of recommendation, under-represented minorities or students with special talents. The Non-Resident Tuition Waiver is awarded according to the following terms:

1. Student must be fully admitted to an advanced degree program and be currently residing in the state of Nebraska.
2. Student has a cumulative grade point average of 3.00 for all previous work at both the undergraduate and graduate levels.
3. Use of the Non-Resident Tuition Waiver must begin the semester immediately following notification of receipt.
4. All Non-Resident Awards are renewable based on continuation in good academic standing (GPA of 3.0 or higher) and progress toward a degree.
5. Renewals are based on academic performance and will be determined at the end of each academic year.
6. Non-Resident Award winners are eligible to apply for all other scholarships which are applicable.
7. The Non-Resident Tuition Waiver may be used for summer sessions.
8. The Non-Resident Tuition Waiver will terminate if the recipient transfers to another institution.
9. Failure to comply with the above guidelines will result in termination of the Non-Resident Tuition Waiver. Once the scholarship is lost, it will not be reinstated.
10. Award will not apply to online courses.

MIDWEST STUDENT EXCHANGE PROGRAM

The Midwest Student Exchange Program (MSEP) was established by the Midwestern Higher Education

Commission to increase interstate educational opportunities for students in its member states. The program enables residents of Kansas, Michigan, Minnesota, Missouri, Nebraska, and North Dakota to enroll in academic programs at reduced tuition levels. Tuition for MSEP is equal to 150 percent of regular resident tuition. Students must indicate on their application for graduate admission that they are applying as an MSEP student. Contact the Office of Graduate Studies and Research for additional information.

FINANCIAL AID PROGRAMS

Graduate students at the University of Nebraska at Kearney are eligible to apply for assistance through the federal student aid programs. A description of the application process is on the financial aid web page or is available from the Financial Aid Office:

Office of Financial Aid
University of Nebraska at Kearney
Kearney, Nebraska 68849
Telephone (308) 865-8520
Website: http://www.unk.edu/offices/financial_aid/

Registration Requirements for Financial Aid

Academic Year or Summer Session

Full Time9 or more credit hours
3/4 Time6-8 credit hours
1/2 Time4-5 credit hours

ACADEMIC INFORMATION

COLLEGE AND DEGREES

DEGREES OFFERED

The Master's Degree

The University of Nebraska at Kearney offers five Master's Degrees: the Master of Arts, the Master of Arts in Education, the Master of Business Administration, the Master of Science and the Master of Science in Education.

The Master of Business Administration Degree is designed to help the student gain the broad business background, analytical tools, and management skills favorable to success as a manager in modern business, industry, government, and education.

Graduate work leading to the M.A.Ed. or M.S.Ed. is offered within a number of areas in Secondary Education, Elementary Education, and Special Education. There also are Master's Degrees in Counseling and School Administration. The M.A. and M.S. Degrees are traditional liberal arts programs. Each student should check the appropriate section of the catalog for information regarding degrees in an area of particular interest.

The Specialist Degree

The Specialist Degree is an advanced degree usually requiring a minimum of one year of study beyond the Master's Degree. The Specialist Degree is awarded in the areas of Educational Administration, School Psychology, and Counseling.

For specific information concerning these programs, refer to the section of this catalog devoted to the Department of Educational Administration or to the Department of Counseling and School Psychology.

The Specialist Degree programs are for people preparing for a position which calls for a higher level of study than the Master's Degree and advanced study both in time and in depth. In keeping with this basic purpose, general objectives for the Specialist Degree have been formulated:

1. To provide advanced work in a specialized field of study.
2. To strengthen the student's background in an area of specialization.
3. To increase the educational competency and effectiveness of the individual.
4. To provide experiences for the students which will enable them to be intimately involved with the kinds of tasks inherent in their profession.
5. To develop a Program of Study to meet the personal and professional goals of the student, with research and an internship being integral elements in the program.

These objectives are intended to provide direction for the students and their advisors in the preparation of a degree program.

ACADEMIC RESOURCES

CENTER FOR TEACHING EXCELLENCE

The mission of the Center for Teaching Excellence is to enhance undergraduate education by providing services and resources to encourage and support excellent teaching. The Center coordinates teaching and learning workshops, symposia, and small group discussions designed to assist faculty in promoting active learning, understanding learning styles, and assessing student learning. In addition to offering individual and confidential consulting services for instructors, the Center also disseminates instructional information.

INFORMATION TECHNOLOGY SERVICES

Information Technology provides administrative and academic technology-based services to the campus and provides support for the campus network. Available services include technical assistance and desktop support for faculty and staff, training for faculty, staff and students using a wide variety of computing resources, Internet access, hardware and software configuration and purchasing assistance, server support, web development and multimedia services and administrative programming support.

A variety of computing platforms support administrative, instructional and research functions for faculty, staff and students. Lotus Notes is used for email. BlackBoard is utilized for development and management of web-based courses.

A general-purpose student computer lab, open 24 hours a day during the academic year, is maintained in the Nebraskan Student Union. The lab contains both Macintosh and Windows-based machines with Internet access. A lab monitor is always available to provide assistance. Small computer labs are also maintained in each residence hall. Two general-purpose labs are located in the Calvin T. Ryan Library. General-purpose labs provide access to a standard suite of software, including browsers, word processing, and spreadsheets. There are student computer labs, some with Macintosh computers and some with Windows-based computers, located in each of the academic buildings, maintained by individual departments.

A wireless data network is available to students, faculty and staff in most academic buildings.

Accessible workstations for students with disabilities and special needs are available in the Nebraskan Student Union lab. Students with disabilities and special needs should contact the Office of Academic Success for information regarding these workstations.

A computer store in Room 113, Otto Olsen Building,

offers full retail services for those wishing to buy computer equipment, including configuration advice and demo units. Contracts with major vendors provide attractive educational discounts, with sales limited to faculty, staff, and students of UNK.

The Help Desk, located in Room 115, Otto Olsen Building, is available to answer questions, resolve problems and provide information about computer use and network services at UNK. Training sessions and hands-on assistance are offered for faculty, staff, and students wishing to learn more about many aspects of technology. The Help Desk is staffed from 8 am to 8 pm on Monday through Thursday and 8 am to 5 pm on Friday.

All of the residence halls offer network access to students in each room. With this connection to the UNK network, students who have their own computers can access all campus computing resources, including library databases and the Internet from their residence hall room.

Two sets of guidelines, the University of Nebraska Policy for Responsible Use of University Computers and Information Systems and Guidelines for the Use of Computing Resources at the University of Nebraska at Kearney, apply to faculty, staff and students at UNK. See pages 113-116.

THE MUSEUM OF NEBRASKA ART (MONA)

The Museum of Nebraska Art is unique among art museums because its collection is focused specifically on the visual arts heritage of Nebraska. It includes pieces by Nebraska artists as well as artworks featuring Nebraska subject matter by artists from all over the world. A Kearney landmark, its turn-of-the century, neo-classic structure, listed on the National Register of Historic Places, provides a beautiful home for the collection. Located in Kearney Centre, the downtown area, MONA is an important bridge between the University, the community, and the citizens of the State.

MONA is a living, breathing laboratory for the appreciation of the arts. University of Nebraska Kearney students enjoy opportunities to broaden their academic experiences because of their association with MONA. Literally thousands of elementary, middle school, and high school students from Kearney and surrounding communities enhance their art studies each year by visiting MONA. Many visitors enjoy MONA by attending exhibitions, special educational workshops, lectures, and musical performances. Web and distance education programming provide connections to the Museum beyond central Nebraska. With no admission fee and convenient parking, MONA is an artistic treasure readily available to all.

LIBRARY

The Calvin T. Ryan Library staff, in partnership with the classroom faculty and other members of the UNK community, provide students with opportunities to develop skills that support their current educational pursuits, further their career opportunities, enrich their personal lives, and, ultimately, prepare them for lifelong learning.

The library building was originally constructed in 1963, and an addition was completed in 1983. It provides seating for more than 900 students, including group study rooms, lounge seating, and individual study carrels. In recent years further changes have been made, including the addition of two computer labs and an Internet café.

Numerous computer stations are available throughout the library. Wireless computers can be used almost anywhere in the building. Students may check out laptop computers at the circulation desk for use within the library. Also, located on the second floor of the library, is the campus Writing Center.

The collection consists of over 280,000 print volumes and 78,000 non-print items encompassing a wide range of materials. The Library subscribes to about 1,200 periodicals in print (magazines, journals, and newspapers). It is an official government depository for more than 277,000 U.S. documents, which represent publications of U.S. governmental agencies. The library is also a depository for documents from State of Nebraska agencies. A Special Collection includes titles on Nebraska history and the history of the American West. The library houses the University Archives, comprised of materials concerning the history of UNK and related information about its faculty, staff, administration, and students. The Regional Instructional Materials Review Center (RIMRC) makes instructional materials available for review by University of Nebraska at Kearney students and area educators.

The library provides access to a wide range of computer-based information resources, including the library's catalog, numerous indexing and abstracting sources, and several thousand full-text periodicals. The library's homepage <http://rosi.unk.edu> offers University of Nebraska at Kearney users access to general information about the library, including library hours, and its information resources.

The Interlibrary Loan/Document Delivery Division of the Library supports the research and instructional needs of the UNK community by providing access to materials not owned by the Library. This service is provided free of charge to UNK students, faculty, and staff.

The nine library faculty members and sixteen support staff are dedicated to making the library an integral part of students' careers at UNK by acquiring and organizing information resources in a variety of formats, providing classroom instruction on the use of library resources, and consulting one-on-one with students at the reference desk.

PLANETARIUM AND OBSERVATORY

These facilities are operated by the Department of Physics and Physical Science, which offers coursework in astronomy. In addition to use of these facilities for UNK classes, both are used to provide programming for the public. In a typical year, there are about 100 Planetarium shows for the public, including about 50 for public school groups. The Observatory is also open for regularly scheduled nights of public viewing. All shows are free, including a special Christmas presentation.

SPEECH, LANGUAGE AND HEARING CLINIC

The Speech, Language and Hearing Clinic is the center for the B.S.Ed. degree program in Communication Disorders and the M.S.Ed. degree program in Speech/Language Pathology. It offers a site for the integration of professional coursework with extensive practical experience for those students choosing this major.

The Clinic offers clinical services in consultation, evaluation, and treatment for students, faculty, and the general public. Services are available for communication disorders related to articulation/phonological problems, language delay, stuttering, voice problems, hearing loss, cleft palate, cerebral palsy, mental retardation, laryngectomy, and language disorders secondary to head injury and stroke. The Clinic is open Monday through Friday from 8am to 5pm and selected evenings.

TESTING CENTER

The Testing Center, located in College of Education Building, provides Computer Based Testing and Paper/Pencil Testing for a wide array of areas. Our Computed Based Testing system delivers both linear exams (all items are presented in order) and adaptive tests (the computer uses the candidate's response to each item to deliver subsequent items and ends when the computer is able to make a pass/fail determination).

Computer Based testing is offered year round, Monday through Friday, by appointment only. Paper/Pencil testing is conducted on specific published dates with pre-registration required. Study materials are available for certain programs.

The Testing Center services are available to all University of Nebraska students as well as students from surrounding Colleges and the general public.

The following Computer Based Tests are currently available through the Testing Center:

CLEP	College-Level Examination Program
GRE	Graduate Records Examination
NBPTS	National Board for Professional Teaching Standards
PRAXIS I	Professional Assessments for Teachers
iBT - TOEFL	Test of English as a Foreign Language
TSA-SAB	Transportation Security Administration - Screener Assessment Battery

The following paper/pencil tests are currently available through the Testing Center:

ACT	Residual American Testing Program (Valid for admission to UNK ONLY)
DANTES	Defense Activity for Non-Traditional Education Support
GRE Subject	Graduate Records Examination
LSAT	Law School Admissions Test
PRAXIS II	Professional Assessments for Teachers

WALKER ART GALLERY

The Gallery, located in the art wing of the Fine Arts Building, is used for student art shows, including senior and graduate thesis exhibits, faculty work, and the shows of visiting artists. Programming is continuous and year-round.

ACADEMIC REGULATIONS

REGISTRATION BY WEBEASI

Students register for classes using WebEASI, the interactive web interface. This system allows students to register, drop and add classes, check on existing class schedule, obtain information on registration holds and grades. WebEASI also offers additional features such as access to address information, the complete schedule of classes, account balance, degree audit and financial aid. To access WebEASI go to <http://webeasi.unk.edu>. See the current published class schedule or go to <http://www.unk.edu/offices/registrar/> and click on "Registration Information" for upcoming registration dates and complete registration instructions.

LATE REGISTRATION

Initial registration after the first week of the semester (Fall or Spring) or after the first class day (Summer) is considered late and a \$15 late fee will be charged. In order to process a late registration, students must have written permission from the instructor of each course for which they wish to register and they must complete their registration at the Registrar's office, Founders Hall from 8:00 am to 4:00 pm. Tuition and all fees are due at the time of registration and failure to pay at that time will result in late charges and prepayment for future terms.

Beginning the third week of the semester or the third day of a summer class, students wishing to register must have permission from the course instructor, department chair, and the dean of the college for each class in which they plan to enroll. Students cannot register for full semester classes following the fourth week of the term.

DROPPING OR WITHDRAWING FROM COURSES

Students MUST file an official change of schedule form and complete the procedures outlined below in order to change their registrations. Failure to attend class does NOT constitute a drop and does NOT cancel the student's registration or his/her obligation to pay all tuition and related fees for the course.

Fall and Spring Semesters

Students may adjust their schedules (drop and/or add classes) using WebEASI through the first week of the semester (until 5:00 pm on Friday). After the first week of the semester, students must obtain a Drop/Add form from the Registrar's Office, have the instructor sign the form and return it to the Registrar's Office for processing.

A student dropping a course after the first week of a semester and any time prior to the end of the 9th week

of that semester will be awarded a “W”. For courses of duration other than an entire semester, a student dropping a course after the first day of the class and any time prior to the end of the mid-point of the class duration (e.g., the end of the 4th week of an 8-week course) will be awarded a “W”. **The “W” will appear on the student’s grade report and transcript.**

Summer - Adding a class

Students may adjust their schedules (drop and/or add classes) using WebEASI through the Saturday before the summer term begins. After that date, students may continue to ADD classes using WebEASI through the beginning date of the class. By the second day of class, students need to obtain the signature of the instructor on a drop/add form. Starting the 3rd day of class, students need to obtain signatures of the Instructor, Department Chair and Dean of the College on a drop/add form. Drop/add forms must be returned to the Registrar’s Office for processing.

Students may not enroll in a class past the mid-point of the class. Classes designated “ To Be Arranged” may be added up to the mid-point of the class with the Instructor’s signature on a drop/add form presented to the Registrar’s Office for processing.

NOTE: At the point WebEASI confirms registration in a course, the student is considered officially enrolled. Failure to attend class does not constitute withdrawal from the class, nor does it absolve the student from making complete payment for all tuition and related fees associated with that course. Students who choose not to attend, MUST follow the procedures described in “Change of Schedule - Drop/Add” to drop a course.

Summer - Dropping a Class

After the start of the summer term, but prior to the beginning date of class, students may FAX, mail or present a drop form with the student’s signature to the Registrar’s Office for processing.

After the start date of a summer class, students must provide a drop form with the Instructor’s signature to the Registrar’s Office in order to drop the class. Classes cannot be dropped after the mid-point of the class.

Students will receive a “W” on their transcript (which indicates a withdrawal) for classes dropped after the start of the Summer term.

A failing grade (F) will be reported if a student stops attending class and neither officially withdraws from the course prior to the appropriate deadline nor establishes, prior to the end of the term and to the satisfaction of the instructor, that extenuating circumstances prevented completion of the course. If the instructor determines that such extenuating circumstances were present, an “I” (Incomplete) may be recorded on the student’s grade report and transcript.

A student may not withdraw from a course AFTER THE mid-point of the class unless highly unusual, extenuating circumstances (beyond the student’s control) are established to the satisfaction of the Vice Chancellor for Academic Affairs.

NOTE: To drop a class students must follow procedures outlined above. Failure to attend class does not constitute a drop and does not cancel the student’s registration or his/her obligation to pay all tuition and related fees for the course.

A student may not withdraw from a course after the course has ended or the semester/session in which the course was taken has ended.

WITHDRAWAL FROM THE UNIVERSITY OF NEBRASKA AT KEARNEY

A student wishing to withdraw from the university and all classes may do so via WebEASI through the first week of the semester (until 5:00 p.m. on Friday). Beginning the second week, the student must complete the appropriate withdrawal form to cancel his/her registration.

For **undergraduate** students, the form is available from the Registrars Office in Founders Hall. For **graduate** students, the withdrawal form is available in the Office of Graduate Studies in Founders Hall. The deadlines for withdrawal are the same as those for dropping a class. Students withdrawing from UNK after the term has begun will receive a grade of “W” for all classes.

REFUNDS

On-Campus Classes

Students who cancel/drop registration in one or more full semester classes may be eligible for a refund according to the schedule below. Short term classes will follow a prorated refund schedule. A class cannot be dropped past the midpoint of the class.

Off-Campus Classes

Students who cancel/drop registration in one or more full semester off-campus classes may be eligible for a refund according to the schedule below. Short term classes will follow a prorated refund schedule. The student must complete the Class Withdrawal form, available from the instructor, and mail it to the Registrar’s Office. The postmark date on the envelope is the Withdrawal Date for determination of a refund, if applicable. A class cannot be dropped past the midpoint of the class.

Refund Schedule: Full Semester On-Campus, Off-Campus & Evening Classes

Classes Meeting Fall or Spring Semester

Tuition Fee	Refund
Through first week (to 5:00 p.m. Friday).....	100%
During the 2nd week.....	75%
During the 3rd week.....	50%
During the 4th week.....	25%
After the 4th week.....	NO REFUND

NOTE: Fees are refundable at the same rate as tuition. A \$35.00 administrative fee may be assessed whenever 100% refund is given for complete withdrawal from all classes. Short term classes will follow a prorated refund schedule. A class cannot be dropped past the midpoint of the class.

Tuition Refund Schedule: Summer Sessions

1. If dropping all classes after term has begun, student must contact the Registrar’s office for complete withdrawal.
2. If dropping just one class, obtain Drop/Add form (Change of Class Schedule) from the Registrar’s Office.

- a. Have instructor or dept. chair sign and return form to the Registrar's Office.
 - b. All refunds will be calculated according to the date the form is presented at Registrar's Office, **NOT** the date on form.
3. A class **CAN'T** be dropped past the midpoint of the class.

Classes meeting 4 days per week for 8 weeks

Before 5th class meeting	100%
Before 8th class meeting	50%
Before 11th class meeting	25%
From 11th class meeting to midpoint...	NO REFUND

**Classes meeting 4 days per week for 6 weeks
OR 5 days per week for 5 weeks**

Before 4th class meeting	100%
Before 6th class meeting	50%
Before 8th class meeting	25%
From 8th class meeting to midpoint....	NO REFUND

**Classes meeting 4 days per week for 4 weeks
OR 5 days per week for 3 weeks**

Before 3rd class meeting	100%
Before 4th class meeting	50%
Before 5th class meeting	25%
From 5th class meeting to midpoint....	NO REFUND

NOTE: For classes that do **NOT** conform to the above parameters, the correct refund will be calculated by the Registrar's Office. Questions regarding refunds should be directed to the Registrar's Office, Founders Hall, (308) 865-8527.

STUDENT CLASS LOADS

Nine hours per academic semester constitutes a full-time class load, with twelve hours constituting the recommended maximum class load. Permission of the advisor, Graduate Program Committee Chair or Department Chair, and Dean of Graduate Studies and Research are required to take more than 12 hours. Approval will not be granted for enrollment in more than 15 graduate hours.

During the 12-week summer term, a student may enroll in a maximum of 6 hours per each four-week segment, a maximum of 9 hours per each eight-week segment, and no more than 12 graduate hours for the entire twelve-week session.

Registration Requirements for Financial Aid
Academic Year or Summer Session

Full Time	9 or more credit hours
3/4 Time.....	6-8 credit hours
1/2 Time.....	4-5 credit hours

COURSE NUMBERING

Graduate courses are numbered at the 800- or 900-level. Certain courses numbered 800 are open to senior undergraduate students who have less than 15 hours remaining to complete an undergraduate degree. Courses numbered "800P" may also have an undergraduate counterpart numbered at the 400-level. These 400-numbered courses are listed in the undergraduate catalog.

Courses numbered 800 (without the "P") or 900 are designated only for graduate students. These students will

hold an undergraduate degree or the equivalent before being admitted to these courses.

Courses numbered at the 900-level are designated primarily for study beyond the Master's Degree. Students who have the Master's Degree or who have completed 30 semester hours of work above the bachelor's degree, are permitted to enroll for 900-numbered courses.

GRADING SYSTEM

TRADITIONAL GRADING/SCHOLARSHIP QUALITY POINTS

The following traditional grade indices are used in descending order with "F" indicating academic failure. Letter grades carry weighted scholarship points per credit hour attempted as follows:

- A+ = 4.00 points
- A = 4.00 points
- A- = 3.67 points
- B+ = 3.33 points
- B = 3.00 points
- B- = 2.67 points
- C+ = 2.33 points
- C = 2.00 points
- C- = 1.67 points
- D+ = 1.33 points
- D = 1.00 point
- D- = 0.67 point
- F = 0.00 points

Weighted scholarship points are not awarded for courses graded on the credit/no credit system. The grade of "W," awarded as a result of withdrawing from a course prior to completion, is not computed in the GPA.

GRADE POINT AVERAGE (GPA COMPUTATION)

Grade point averages are computed for each term and accumulated for the duration of attendance. Credit hours accepted in transfer from institutions outside the University of Nebraska, or hours resulting from a competency-based assessment, and credit hours earned at UNK under the credit/no credit grading system are excluded in grade average computations. Withdrawals from courses resulting in a "W" and incompletes "I" are disregarded in deriving grade point averages. All other letter grades are used in computing grade averages. Grades earned in courses taken at another campus of the University of Nebraska after July 1, 1991, will be used in calculating the students cumulative University/UNK GPA. The Office of Student Records and Registration must be notified by the student if a course is retaken in order to remove an earlier grade in that course, and to initiate a new computation of the cumulative GPA based on the most recent grade earned for that course.

CREDIT/NO-CREDIT COURSES

Only six hours of credit/no-credit courses may be applied toward a Master's or Specialist Degree. At the graduate level, credit/no credit grading must be a function of the course and may not be the choice of the student.

Graduate students must earn at least a B for credit to be granted.

INCOMPLETE GRADES

All course work assigned must be completed before a

grade is awarded. The mark of "I" (Incomplete) is reserved for conditions in which a student has been unable, due to circumstances beyond his or her control, to complete the course by the end of the term. An incomplete must be removed within twelve calendar months. If the course work is not completed during this time then the "I" will convert to an "F" on the student's transcript and cannot be changed other than by reregistering for the course. A student must complete course work for theses, scholarly studies, or field studies within two years of receiving an incomplete.

If an extension is desired, the student must initiate a written request for a specific time of extension, must exhibit extenuating circumstances beyond his/her control, and must make the request in advance of the twelve-month expiration. The request must be supported by a written endorsement from the course instructor, and submitted to the Registrar's Office prior to the expiration of the twelve-month period.

In order to ensure reasonable progress toward degree completion, students' registration is limited by the number of "I" grades they receive. Students with two "I" grades may register for six hours, or nine hours with permission of their Graduate Program Committee and the Dean of Graduate Studies and Research. Students with three "I" grades may register for three credit hours, or six hours with permission of their Graduate Program Committee and the Dean of Graduate Studies and Research. Students with four "I" grades may register for three credit hours only with permission of their Graduate Program Committee and the Dean of Graduate Studies and Research.

REPEATED COURSES

Students may repeat courses to improve their GPA or to update their skills. When a course is repeated, the latter grade stands and is factored in the GPA regardless of the grade received. However, a grade of "NC" (no credit) cannot be used to replace a letter grade previously earned. After the second grade is awarded, the first grade is removed from the student's grade point average. The original course and grade remain on the student's transcript with the notation "Repeat (Excluded from GPA)".

Whenever a student repeats a course for a better grade, he/she must notify the Office of Student Records and Registration. When notification is received prior to the end of the semester, the results of the repeated course will be reflected in the student's final grade report. Credit can be issued only once for a repeated course.

Courses designed to be repeated, where additional hours may be earned, are not eligible for the re-registration option. Such courses include, but are not limited to, Independent Study, Practicum and Internships. Courses assigned a subtitle can only be considered for re-registration if the student enrolls in the course under the same subtitle.

Grades earned in equivalent courses taken at another campus of the University (UNL, UNO, UNMC) may be used to replace a grade earned at UNK. Only those courses identified as University equivalents by the academic departments and listed in the UN Equivalency Guide may be considered under this policy. No other substitutions will be allowed. Courses taken outside the University of Nebraska system cannot be used to replace a grade earned at UNK.

ACADEMIC WORK STANDARDS

Graduate students are expected to maintain a high standard of work. The following minimal standards should be obtained by all students taking graduate courses at the University of Nebraska at Kearney:

1. In all cases, graduate students shall maintain a GPA of at least a "B" (3.0).
2. Grades below a "C" (2.0) (C- or below) will not apply to a degree program.
3. Individual departments may specify more stringent grade requirements.

ACADEMIC PROBATION/ACADEMIC SUSPENSION POLICY

The range of acceptable grades for graduate work is any grade at the level of C (2.0) or above. However, should a student's cumulative Grade Point Average (GPA) fall below a 3.0, that student will automatically and immediately be placed on academic probation. Probation provides a one-semester opportunity to bring the GPA up to 3.0 or above. Only by express direction of the department may this probationary term be extended. If an extension is granted, the student will become ineligible for scholarships or assistantships administered by the Graduate Office.

Note that grades of B-, C+, and C are acceptable as long as they do not lower the GPA below 3.0. However, academic departments and programs have the discretion to set higher standards and not accept these grades toward a degree program. Under all circumstances, grades of C-, D+, D, D-, and F are unacceptable. Receiving one such grade will result in the student being placed on academic probation, regardless of cumulative GPA. Probation will be removed when the course is retaken and an acceptable grade is achieved. In some cases a department may petition the Dean of Graduate Studies to allow a substitution (for example, when the course will not be offered again); however, in such cases both the course with the unacceptable grade and the substitute course grade will be entered on the transcript and factor into the GPA.

Failure to suitably raise the GPA or to satisfactorily pass a course or courses with acceptable grades while on probation will automatically result in academic suspension. Students on academic suspension will not be allowed to matriculate, and must reapply for admission should they wish to re-enter a graduate program.

GRADUATE STUDENT APPEAL PROCESS

APPEAL OF GENERAL ACADEMIC MATTERS RELATED TO STUDENT PROGRAMS

- I. Graduate students holding admission with Non-degree status in the Graduate College, admission with a Master's objective, or a Specialist's objective should appeal as follows:
 - A. Initially, the appeal may be submitted to the student's advisor.
 - B. If denied, the appeal may be submitted to the UNK departmental Graduate Program Committee responsible for the student's graduate program.

- C. If denied, an appeal may be made to the UNK Graduate Council. Normally, this will be the final appeals body (for exceptions, see section IV).
- II. When a student's graduate program consists of registrations essentially or entirely on the UNK campus, the UNK Graduate Council will constitute the appeal board. When a student's graduate program includes substantial registrations on a campus other than the one administratively responsible for the program, three members of the Graduate Council for the other campus will be designated by the Dean for Graduate Studies on that campus to augment the Graduate Council on the campus administratively responsible for the program. In this case, the augmented Council will constitute the appeal board. The decision concerning augmentation of a campus Graduate Council for a specific appeal involving registrations on a campus other than the one administratively responsible for the student's program will be made by the Deans for Graduate Studies on the campuses involved.
- III. In all cases, appeals should be made in writing to the appropriate advisor, committee or council. In those cases where the appeal concerns graduate-level qualifying exams, comprehensive exams or final oral exams, the following deadlines must be observed. It is the responsibility of the student to make reasonable efforts to ascertain the results of the examination within 30 days after its completion.

The initiation of the appeal, in writing, by the student must be filed within 30 days following the student's receipt of notification of the evaluation. In those cases involving an appeal of termination of program, initiation of the appeal, in writing, by the student must be filed within 30 days following the student's receipt of the official written notification by the campus Office for Graduate Studies.

- IV.
- A. There is no absolute right of appeal to the Executive Graduate Council. The Executive Graduate Council will accept appeals only in those cases where in the exercise of its sole discretion it shall first find that one or more of the following grounds for accepting the appeal exist:
1. That the campus Graduate Council has violated some element of fair procedure (example: has failed to allow the parties concerned to present their cases fully to their campus Graduate Council);
 2. That the campus Graduate Council has failed to examine or give adequate weight to important evidence relevant to one party's position;
 3. That the campus Graduate Council has given undue weight to evidence not pertinent to the case; or
 4. That some gross miscarriage of justice would be perpetrated if the decision of the campus Graduate Council is allowed to stand.
- A decision by the Executive Graduate Council not to accept jurisdiction of an appeal shall be final and is not subject to further appeal.

- B. Appeals to the Executive Graduate Council must be made in writing and must specifically outline the grounds for the appeal. Such appeal must be made within 20 working days of the day the decision of the campus Graduate Council is received (working days shall not include those days the University is not in session.)
- C. The Executive Council must make a decision to hear the appeal or not to hear the appeal within 30 working days after receipt of the appeal. Acceptance or denial of jurisdiction over the appeal will be made in writing.
- D. The decision of the Executive Graduate Council on the merits of the case will be made and transmitted to the concerned parties within 40 working days after the decision to hear the appeal.
- E. No person who was a member of the department or campus Graduate Council involved in the case will be eligible to participate in the decisions of the Executive Graduate Council either to decide whether the case should be heard or to decide the merits of the case. However, the Dean for Graduate Studies may replace members of the Executive Graduate Council not eligible for participation in the decision to hear the appeal or in the appeal itself.

APPEAL OF GRADES IN GRADUATE-LEVEL COURSES

Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures of the campus through which the grade was awarded. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor and then the chair of the department through which the course was offered. If the matter is not resolved, the student may file an appeal in writing to the UNK Dean of Graduate Studies and Research, who will record the appeal. The Dean will forward the appeal to the Faculty/Student Affairs Committee of the Graduate Council. This appeal must be the student's written statement specifying the reason(s) for the appeal, including documentation of course work pertinent to the course under appeal. Since awarding grades in courses occurs at the individual campus level, the decision of the Faculty/Student Affairs Committee of the Graduate Council on behalf of the campus Graduate Faculty shall be final and is not subject to further appeal.

If a student feels the grade he/she received in a class is incorrect, he/she must initiate contact with the instructor of record or in the absence of the instructor, with the appropriate department chair, within 30 days of the end of the term for which the grade was assigned. Failure to notify the instructor/department of record within the allotted time will render the initial grade final and no changes will be permitted.

DEGREE REQUIREMENTS

PROGRAM OF STUDY/DEGREE AUDIT

The Office of Graduate Studies and Research will send a Degree Audit to each student who is conditionally or unconditionally admitted to a graduate degree program.

A Degree Audit is an analysis of a student's progress toward meeting degree requirements. The Audit provides a summary of institutional requirements and program requirements. This Degree Audit will serve as a student's approved program of study and will be sent along with his/her admission notification letter. Students may view their Degree Audit at any time by logging into their student account at the following web address: <http://webeasi.unk.edu/>. Admission to a Master's or Specialist's Degree Program does not necessarily mean Admission to Candidacy for the degree.

TRANSFER CREDIT

Graduate credits earned at another accredited college or university must be approved by the Office of Graduate Studies and Research before they can be applied on a Master's Degree program. No more than nine semester hours of graduate work (with a grade of at least a "B") may be transferred. The 9 hour limitation does not apply to graduate course work completed at any campus of the University of Nebraska. However, such credits must be individually evaluated and approved by the appropriate Graduate Program Committee and UNK Dean of Graduate Studies and Research before they can be transferred. Transfer credits will not be applied to a student's program of study (Degree Audit) until an approved Change in Program of Study form and official transcripts have been received in the Office of Graduate Study and Research. Please refer to "Changes to the Approved Program of Study."

GRADUATE-ONLY LEVEL COURSE REQUIREMENT

Courses selected for a student's Program of Study must include 50% or more of courses restricted to graduate students only (800- and 900-level courses), unless the Graduate Council permits the student to reduce this amount. 800-level courses designated with the letter "P" do not apply to this requirement.

SPECIAL TOPIC COURSES

Special topic courses include seminars, workshops and classes that cover topics not generally available in the regular curriculum. These courses are usually offered on a non-repeating basis, and do not require Graduate Council approval. No more than 6 hours of special topic course credits may be used in fulfilling the requirements for a master's or specialist's degree.

TIME LIMIT FOR GRADUATE DEGREES

Students are allowed ten years to complete a degree program. Course work over 10 years old at the completion of the degree program will not be used for a Master's or Specialist Degree. The first day of class of the earliest course taken as a part of the student's program is the beginning of the student's graduate education.

CHANGES TO THE APPROVED PROGRAM OF STUDY

Any substitution of courses or other change in an approved program of study (Degree Audit) must be recommended in writing from the student's advisor by submitting a Change in Program of Study Form. The changes will then be approved by the Graduate Program Committee Chair and Dean of Graduate Studies and Research. Except in unusual circumstances, this approval

should be secured prior to the student enrolling in the course to be added to the program of study.

ADMISSION TO CANDIDACY

A student who wishes to become a candidate for the Master's or Specialist's Degree will file an application for Admission to Candidacy with the Dean of Graduate Studies and Research. The form for such application is available in the Office of Graduate Studies and Research or via the web at: <http://www.unk.edu/acad/gradstudies/forms/>. The requirements for Admission to Candidacy are the following:

1. Satisfactory completion of departmental requirements for admission to a degree program and for Admission to Candidacy.
2. The successful completion of at least twelve (12) hours of University of Nebraska at Kearney graduate course work.
3. Admission to Candidacy must come prior to registration for the last twelve semester hours required for graduation. A student may be refused Admission to Candidacy for the degree if previous college record, performance on qualifying criteria, or the quality of graduate work indicate inability to satisfactorily pursue graduate study.

COMPREHENSIVE EXAMINATION/WRITING PROJECT/PORTFOLIO

At least four weeks prior to the date of graduation, the candidate will be required to show proficiency in the candidate's field of study. The mechanism to indicate this proficiency will be developed and administered by the student's department. The chief objective is to evaluate competencies and the ability to implement knowledge in the candidate's field of study. This may take the form of a comprehensive examination, comprehensive writing project, portfolio, capstone course, or other mechanism determined by the department and is to be completed by dates indicated in the academic calendar of this publication. Students who complete a thesis do not have to complete a comprehensive exam. The thesis defense fulfills this requirement.

THESIS, FIELD STUDY AND SCHOLARLY STUDY REQUIREMENTS

A writing project (Thesis, Field Study, or Scholarly Study) provides an opportunity for the student to obtain first-hand experience in research methods under competent direction of a faculty member. The thesis and field study writing project must be assigned to a total of at least six hours of graduate credit on the approved program of study. The scholarly study writing project may be 3-6 hours of graduate credit on the approved program of study. All writing projects should be initiated no later than one semester before the anticipated date of graduation in order to provide sufficient time for research, writing and examination.

At the time a student elects to write a thesis, field study, or scholarly study for either the Master's Degree or the Specialist Degree, the advisor and the Chair of the Graduate Program Committee concerned shall obtain approval from the Dean of Graduate Studies and Research on the composition of the committee by submitting a "Proposed Supervisory Committee" form. This

committee will approve a thesis problem and guide the student in the writing of the thesis, field study or scholarly study. The committee will also examine the student in the required oral examination at the completion of the project. The time and place of the examination will be determined by the Chair of the Committee.

The committee will be composed of the following graduate faculty members:

1. The candidate's thesis professor who will serve as chair,
2. A member representing the candidate's major discipline (generally from the degree granting institution),
3. A third member representing a related field in the college in which the candidate's major field is located, and
4. A fourth member selected at large from the University of Nebraska Graduate Faculty. This member may be an additional representative from the candidate's department.

Exceptions to the composition of the thesis committee must be approved by the Graduate Program Chair and The Dean of Graduate Studies and Research. The candidate, along with the major professor, may seek a review of the composition of the committee if sufficient cause is shown.

If the candidate fails to pass the oral examination, the committee shall choose one of the following options:

1. Recommend to the Dean of Graduate Studies and Research that the candidate be reexamined after a specified interval. Means for improvement shall be recommended to the candidate by the committee.
2. Recommend to the Dean of Graduate Studies and Research that the candidate be refused graduation.

It is the responsibility of the student to follow all regulations contained in the "Guide for Preparation of Theses, Field Studies, and Scholarly Studies," a copy of which can be obtained in the Office of Graduate Studies & Research or via the web. Students are required to follow specific formatting guidelines for the title and acceptance pages of the writing project. It would be to the student's advantage to submit a draft of the project to the Office of Graduate Studies & Research two weeks prior to the due date of the project for format review. The following is a brief overview (not all inclusive) of the writing project requirements.

The original copy of Theses, Scholarly Studies and Field Studies must be typed. Acceptable type includes a dark print from a letter-quality printer (laser printer preferred). Dot matrix is not acceptable. The original shall be prepared on 20 pound (minimum), at least 25% cotton (rag) content, watermarked bond paper. The page size must be 8 ½ x 11. Margins should be at least 1 ½ inches on the left margin and 1 inch on the right. The top and bottom margins must be 1 ¼ inches unless special permission is obtained. Illustrations should also conform to this requirement. The duplicate copies may be reproduced by photocopying and do not have to be on the bond paper.

Thesis: The candidate must prepare five unbound copies of the thesis. One original (as described above) and four duplicate copies are to be submitted to the

Office of Graduate Studies & Research at least one week prior to graduation. The student is responsible for the binding fees for all five copies.

Scholarly Study: The candidate must prepare three unbound copies of the Scholarly Study. All copies are to be considered originals (as described above) and should be submitted to the Office of Graduate Studies & Research at least one week prior to graduation. The candidate is responsible for the binding fees for two of the three copies.

Field Study: The candidate must prepare three copies of the Field Study. One unbound original (as described above) is to be submitted to the Office of Graduate Studies & Research at least one week prior to graduation. Two duplicate copies are to be bound (following departmental specifications) by the student and submitted to the department.

The student must have an oral defense of the writing project. At that time, the supervisory committee must sign the acceptance page. Approval of the writing by every member of the supervisory committee is required.

Research

Universities are scholarly communities dedicated to the discovery, integration, application, teaching and dissemination of knowledge. As a comprehensive (Master's) university, UNK embraces this mission at the graduate and undergraduate levels. The University of Nebraska at Kearney emphasizes learning, by both students and faculty, and both within and outside the traditional classroom, lab, or studio. Basic and applied research, and the ennobling of the human condition through creative activity, provide a basis for graduate education at UNK and have a place in every program.

The Office of Graduate Studies and Research and the UNK Research Services Council (RSC) promote student research, scholarship, and creative activity conducted in collaboration with faculty. These activities provide graduate students the opportunity for scholarly exploration and discovery and are viewed as a vital component of a graduate education at the University of Nebraska at Kearney.

Financial support is provided by the RSC for supplies and other material needed for the completion of graduate student research and creative projects. Theses, Field Studies, and Scholarly Studies are eligible for support through the student research programs, with funds being provided for the academic year and summer sessions. In addition, students are encouraged to present their work at professional conferences, and the Graduate Office provides partial funding in support of the associated travel. Interested graduate students should contact a UNK faculty member or the Office of Graduate Studies and Research.

Additional opportunities for research experience may be gained through the graduate assistantship program. Several departments offer research assistant experiences, with funding often coming from internal and external grants. Such appointments provide excellent opportunities to work collaboratively with faculty in a mentoring relationship. Students should contact their academic department about research assistantships.

Use of Human or Animal Subjects in Research

Any systematic investigation involving human

participants which is designed to develop or contribute to generalizable knowledge must be reviewed and approved by the IRB (Institutional Review Board) for the Protection of Human Subjects in Research. Any use of animals for either research or instructional purposes must be reviewed and approved by the IACUC (Institutional Animal Care and Use Committee) prior to initiation. This includes investigations conducted by faculty, students, staff or others on the premises of the University of Nebraska at Kearney as well as investigations conducted elsewhere by any representative of the University of Nebraska. This policy applies to both funded and non-funded research projects. For additional information, copies of the guidelines which govern committee decisions, and forms for filing requests for review, contact either Dr. Carol Lomicky, Director, IRB, Founders 2114 or Dr. Wayne Briner, Chair, IACUC, Copeland 320B.

EXPECTATIONS IN THE CLASSROOM

ACADEMIC INTEGRITY

All students at the University of Nebraska at Kearney are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work shall be subject to disciplinary actions. Acts of academic dishonesty include, but are not limited to:

- plagiarism, i.e., the intentional appropriation of the work, be it ideas or phrasing of words, of another without crediting the source.
- cheating, i.e., unauthorized collaboration or use of external information during examinations;
- assisting fellow students in committing an act of cheating;
- falsely obtaining, distributing, using or receiving test materials or academic research materials;
- submitting examinations, themes, reports, drawings, laboratory notes, research papers or other work as one's own when such work has been prepared by another person or copied from another person (by placing his/her own name on a paper, the student is certifying that it is his/her own work);
- improperly altering and/or inducing another to improperly alter any academic record.

Additionally, graduate students are more likely to assume roles as active scholars. With these roles come added responsibilities for academic honesty. For such individuals academic honesty requires an active pursuit of truth, not just an avoidance of falsehood. This pursuit includes but is not limited to:

- providing a full and a complete representation of any scholarly findings, be it experimental data or information retrieved from archives;
- taking care that the resources of the University (e.g., library materials, computer, or laboratory equipment) are used for their intended academic purposes and that they are used in a manner that minimizes the likelihood of damage or unnecessary wear;
- assuring that one's co-workers are given due credit for their contributions to any scholarly endeavor;

- respecting a diversity of opinion and defending one's colleagues as well as one's own academic freedom;
- respecting the rights of other students who may come under the tutelage of the graduate student and being fair and impartial in grading and other forms of evaluation; and
- seeking permission from an instructor when submitting work that has been used in other courses.

In cases of alleged academic dishonesty, the instructor shall attempt to discuss the matter with the student and explain the sanction(s) which he/she plans to impose. In the event that the student challenges the allegation of academic dishonesty, or is not satisfied with the sanction(s) imposed by the instructor, the student may file an appeal according to the approved appeal policies of the University of Nebraska Graduate College.

PLAGIARISM

The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge.

Plagiarism by Faculty

The investigation of allegations of plagiarism by a faculty member at any major administrative unit of the University of Nebraska at Kearney shall be the responsibility of the Faculty Senate Professional Conduct Committee.

Plagiarism by Students

The investigation of allegations or student appeals of plagiarism at any major administrative unit in the University of Nebraska at Kearney shall be carried out under the appropriate graduate student appeals process, outlined on page 26.

INTEGRITY IN FACULTY/STUDENT AUTHORSHIP AND RESEARCH

The scholarly and professional relationships among students, staff, and faculty shall be characterized by principles of integrity and honesty that reflect credit on themselves, their profession, the Graduate College, the Undergraduate Colleges, and the University of Nebraska at Kearney as a whole.

The prevailing professional standards in the several academic disciplines, where such standards have been formalized, generally constitute acceptable principles governing conduct in the dissemination of material resulting from joint research and writing and artistic efforts. However the absence of such formalized standards does not relieve individuals from the obligations to conduct themselves ethically and within the following guidelines with regard to professional and ethical behavior.

Misconduct in research, writing, and artistic endeavors is defined as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific, artistic, and academic professional communities. Misconduct includes, but is not limited to, the following four categories of fraud or deviance in professional, artistic, and academic behavior: Falsification of Data; Plagiarism; Abuse of Confidentiality; and Deliberate Violations of Regulations.

Unless otherwise specified in policies established by

the University or colleges, or in agreements signed by the parties involved, materials developed exclusively by a student as part of the activities of a course (including thesis or dissertation) are the student's property and their final disposition remains the student's prerogative. Should materials so developed result in publication or other dissemination, the authorship or other credit shall be determined by the student. However, if the course activities were funded by a grant or contract awarded for the work to be performed, then these rights belong to the awardee as noted in the following paragraph.

Unless otherwise specified in policies established by the University or colleges, or stipulated by a grant or contract, data and materials collected or produced by a person while participating in a project funded by a grant or contract shall be the property of, and under the control of, the person(s) to whom the grant or contract was awarded. Should such data or materials result in publication or other dissemination, the authorship or other credit shall be determined by the awardee.

In cases where a grant or contract is awarded to a director of a project, stipulating that substantial work is to be performed by a specified student or staff member, the parties (project director and student, staff, or faculty) may sign a statement assigning rights in a fashion deviating from the above.

Individuals collaborating on research or artistic projects in circumstances not specifically addressed by the above provision are encouraged to discuss, at an early stage, how decisions will be made concerning the use and dissemination of the work, ownership of data and other products of the work, priority in authorship, and other such issues as applicable, and they may wish to formalize their understanding and agreements in writing.

Any claim that these guidelines have been violated should be pursued through the policies and procedures of the Regents of the University of Nebraska, the University of Nebraska at Kearney, the Faculty Senate of the University of Nebraska at Kearney, and such individual college policies and procedures as may apply.

CLASS ATTENDANCE

Classes are conducted on the premise that regular attendance is desirable and expected. The individual instructor has the responsibility for communicating at the beginning of each semester the schedule of class meetings and the class attendance policies which are required in the course.

If a student is absent or anticipates an absence, the student's primary responsibility is directly to the instructors, and the student should consult with them accordingly. A student who misses a class is personally responsible for information and assignments communicated during that class session.

Instructors or other University officials who may require students, individually or collectively, to be absent from their classes due to a field trip or similar officially recognized activity are responsible for providing adequate information to the students involved so that the students may provide notice to other instructors.

CLASSROOM BEHAVIOR

Section 5.0 of the Bylaws of the Board of Regents of the University of Nebraska states:

"Students, like all members of the academic community, have the responsibility to create and support an educational environment. Each member of the community should be treated with respect and dignity. Each has the right to learn. This right imposes a duty not to infringe upon the rights of others. The academic community should assure its members those opportunities, protections and privileges that provide the best climate for learning."

ETHICAL CONDUCT

It should be understood that academic performance is not the only criterion for graduation. Students are expected to maintain the highest standards of ethical conduct pertaining to academic course work, professional practice and research activity. Any breach in ethical conduct shall be subject to disciplinary action, regardless of the student's prior or current academic performance.

FILING FOR GRADUATION

During what is expected to be the final semester of a student's program of study, the student must file a formal application for graduation. Applications and complete graduation instructions are available at <http://webeasi.unk.edu>. Deadlines for filing for graduation are:

September 15 for December graduation,
February 1 for May graduation and
June 15 for summer graduation.

A \$25 fee will be assessed at the time a student applies for graduation. If all degree requirements are not completed prior to the commencement date, the student must reapply for graduation for the next academic semester. The student will again pay the \$25 graduation application fee in order to receive his or her diploma.

There are commencement ceremonies performed following each semester. Participation is encouraged, although is not mandatory. All academic requirements must be completed and financial indebtedness paid to the University prior to the posting of the degree and release of transcripts.

FINAL WEEK POLICY

Finals at UNK will be scheduled Monday through Thursday during the last week of the semester.

1. Final examinations for full semester classes are to be given at the regularly scheduled examination time only, as published in the official Class Schedule, during Final Week.
2. During the week prior to Final Week, the only examinations that may be given are: laboratory practical examinations, make-up or repeat examinations, and self paced examinations.
3. Projects, papers, and speeches scheduled for completion during the last week of classes must have been assigned in writing by the end of the eighth week of the semester. This refers to the project and its scope, not the topic.
4. Complaints about failure to follow the above outlined procedures should be made immediately to the appropriate department chair, dean, or the Senior

Vice Chancellor for Academic Affairs Office, if necessary.

5. Any course not having an examination during Final Week will meet under the direction of its instructor during the scheduled Final Week time period for a continuation of regular class work.
6. Exceptions to this policy may be granted by the Dean on the basis of good and sufficient reasons submitted to the Dean in writing.

BILL OF RIGHTS

The Student Bill of Rights protects students from arbitrary or capricious decisions by classroom instructors. The Bill of Rights provides procedures for investigations and hearings on student complaints regarding grades or other academic problems. For a complete copy of the Student Bill of Rights, see the Student Handbook.

GRADUATE PROGRAMS

College of Fine Arts and Humanities
Department of

ART AND ART HISTORY

Mark Hartman, M.F.A., Chair - 308-865-8353

**Donna Alden, Ph.D., Graduate Program
Committee Chair - 308-865-8080**

Graduate Faculty

Professors: H. Jacobson, Schuessler
Assistant Professors: D. Alden, Goro-Rapoport, Lang

Graduate Program Committee

D. Alden (Chair), Goro-Rapoport, H. Jacobson, Lang,
Schuessler, Potthoff (COE)

MASTER OF ARTS IN EDUCATION

Art Education - Master of Arts in Education Degree

Courses with the prefix ART are offered by the department. They are listed beginning on page 62.

Art Program Information and Admission Requirements

Master of Arts in Education: 36 Hours

A **maximum** of 9 semester hours (by department approval) can be transferred in from another accredited institution.

A **maximum** of 6 semester hours can be completed through independent study.

Any studio courses which the student wishes to transfer to UNK for credit will have the same requirements as the review of the undergraduate studio work. Slides must represent only the work completed in those graduate studios. A copy of the course syllabus is recommended.

The Master of Art in Education - Art Education degree does not lead to certification or a field endorsement. Students who are seeking certification or a field endorsement must contact the Teacher Education Department. Certification and field endorsements require the student to meet all department, state and university requirements.

Art Education Research Paper Option

The research paper option has alternative methods for completion. Through the many course options available to students, the program can be designed in a way that accommodates students' academic needs and/or location needs. In addition to a research paper on an art education topic, the student will culminate the experience through a comprehensive written examination. The Art Education research paper option is designed to meet the needs of those individuals who are currently teaching art in a PK-12 school system and do not intend to pursue a Ph.D.

Thesis in Art Education Option

The thesis option is much more rigorous than the research paper option. In addition to coursework, students will design and conduct original research in art education and write a scholarly paper. The student will culminate the experience through an oral defense of the thesis. The thesis option prepares the student for pursuing a terminal

degree (Ph.D.). It is recommended that the thesis student take courses on campus whenever possible to fully benefit from the academic rigor of the university environment. The thesis option can only be completed by taking TE 802 on the UNK campus or by transferring in an equivalent course.

Format of Examinations

The written examination (research paper option) is in an essay format. The intent of this process is for the student to demonstrate the ability to transfer knowledge from various areas of the degree to provide solutions to problems or questions asked during the exam.

The oral defense (thesis option) will be compiled of questions formulated from both the coursework and the thesis document. All members of the students' thesis committee will submit questions and an open invitation for questions from qualified attendees will be solicited.

Retake of Examinations

The culminating written and/or oral defense may be attempted only twice. The retake of the examination may be scheduled no earlier than the following semester. The second written examination will also be a synthesis level essay examination. The oral defense will require scheduling a time for the examination on campus. The time and location will be arranged by the student in consultation with the advisor.

Program Admission Requirements

Acceptance into the Department of Graduate Studies and Research does not assure acceptance into the Master of Arts in Education - Art Education degree program.

In addition to the general graduate application requirements of the Department of Graduate Studies and Research, admission to the Master of Arts in Education Degree program in Art Education is based upon consideration of the following:

1. Transcript for an accredited BA or BS degree in Art Education, or a BFA, BA or BS in a visual art degree program. These degrees must have a minimum of 24 semester hours of art/art history/ art education courses. (Students with an undergraduate degree in a related discipline, such as Museum Studies or Art History, will be considered by the graduate committee based upon the relevancy of the student's transcript and the strength of the written statement).
2. Portfolio Review of undergraduate and/or graduate studio work. The portfolio must include 20 professional quality slides or digital images on a CD. In most cases, graduate students cannot take a graduate level studio course unless the student has completed that studio at the undergraduate level or has demonstrated an equivalent proficiency. However, final decisions rest with the studio faculty and graduate committee.
3. Applicants must submit two letters of recommendation from individuals (not related to the applicant) in the field of art, art history, and/or education who are familiar with and can attest to the student's professional qualities and academic potential.
4. A current resume and a statement by the applicant

elaborating the reasons for pursuing advanced studies in art education. The statement should be two to four pages in length using standard margins and font.

- All required application materials must be completed and delivered to the Art Department office (301 FAB) by the appropriate deadline. The applicant must provide a stamped self-addressed envelope for the return of slides or CD.

Application Deadlines are as Follows:

Apply by March 1 to be admitted for the Fall semester.

Apply by October 1 to be admitted for the Spring semester.

Apply by February 1 to be admitted for the Summer semester.

Upon acceptance into the program the Graduate Committee will appoint a major professor. Upon completion of six hours of course work the student's status will be evaluated and again at the completion of twelve hours. Based upon satisfactory performance at twelve hours the major professor will make recommendations for admission to candidacy. Thesis students will need to consult the Art Department's graduate handbook for thesis committee requirements.

Technology Requirements

- Availability of a good quality digital camera.
- Students who are entering the program must determine if the computer system on which they intend to complete online course work meets the minimum necessary UNK requirements for delivery. Please check the UNK webpage for a complete description of required equipment.
- A strong working knowledge of blackboard. An on-line tutorial is available and should be completed prior to the beginning of any on-line courses. Check with individual professors for their requirements.

Offered by Department of Art and Art History:

Art Education Master of Arts in Education Degree

GR MAE 3109

MAE in Art Education..... 36 hours

Art Education Pedagogy Requirements (18 hours required)

Take all of the following:

- ART 844, History, Theories and Philosophies of Art Education..... 3 hours
- ART 845, Multicultural Art in the Elementary and Secondary Curriculum..... 3 hours
- ART 848, Art for Students with Diverse Needs .. 3 hours
- ART 849, Art Across the Curriculum 3 hours
- ART 860, Seminar in Art Criticism and Philosophy..... 3 hours

Take 1 course from:

- TE 800, Education Research 3 hours (web based)
- TE 802, Techniques of Research..... 3 hours (MAEd Art thesis track requirement on campus)

Art, Art History, Art Education and Related Non-departmental Electives (12-15 hours required)

Art History Electives

Take a minimum of 1 course from:

- ART 805P, History of 19th Century Art 3 hours
- ART 809P, History of Nebraska Art 3 hours
- ART 840P, Special Problems in Art History... 1-3 hours
- ART 854, Special Problems in Art History 3 hours

Art and Art Education Electives

- ART 800P, Drawing 3 hours
- ART 801P, Fiber Construction 3 hours
- ART 802P, Surface Design..... 3 hours
- ART 825P, Aesthetics 3 hours
- ART 833P, Loom Weaving 3 hours
- ART 843P, Independent Study in Art..... 1-4 hours
- ART 846, Seminar in Art Education..... 3 hours
- ART 850, Painting 1-6 hours
- ART 851, Sculpture 1-6 hours
- ART 852, Ceramics 1-6 hours
- ART 853, Printmaking 1-6 hours
- ART 865, Directed Reading 3 hours
- ART 870, Independent Study 1-4 hours
- ART 899P, Special Topics in Art 3-6 hours

Teacher Education Electives

Take 3-6 hours by advisement:

Any one or two graduate level Teacher Education courses. See page 95.

Research Requirements (3-6 hours required)

Take 1 course from:

- ART 895, Art Education Research Paper..... 3 hours
- ART 896, Thesis in Art Education 6 hours

*Research on specific problems which may involve historical, philosophical, aesthetic or critical aspects of art.

**Advanced research on specific problems which may involve historical, philosophical, aesthetic or critical aspects of art.

College of Natural and Social Sciences
Department of

BIOLOGY

John Hertner, D.A., Department Chair
William Hoback, Ph.D., Graduate Program
Committee Chair - 308-865-8548

Graduate Faculty

Professors: Rothenberger, Spessard-Schueth, Steele, Twigg

Associate Professors: Albrecht, Ericson, Hoback, Shaffer, Skinner

Assistant Professors: K. Carlson, D. Smith, T. Smith

Graduate Program Committee

Hoback (Chair), Albrecht, K. Carlson, Ericson, Geluso, Hertner, Rothenberger, Shaffer, D. Smith, T. Smith, Spessard-Schueth, Steele, Twigg, Skinner

MASTER OF SCIENCE

Biology - Master of Science Degree

MASTER OF SCIENCE IN EDUCATION

Science Teaching - Master of Science in Education Degree

Courses with the prefix BIOL are offered by the department. They are listed beginning on page 64.

Biology Program Information and Admission Requirements

Master of Science in Biology: 36 Hours

Option A: Thesis Option

Option B: Non-Thesis Option (Online Program)

All students must meet the general entrance requirements of the Office of Graduate Studies and Research.

Admission to a Master's degree program in Biology is based on consideration of the following:

Option A: Thesis Option Requirements

1. The Graduate Record General Examination score with a cumulative score of 800 from the verbal and quantitative sections;
2. The undergraduate grade point average (a cumulative undergraduate grade point average of 2.75 or above [C=2] or evidence of academic potential such as supportive GRE scores and/or letters of recommendation and/or a personal interview required for admission) see Graduate Studies Admission-- Graduate Catalog;
3. The undergraduate course record (a minimum of twenty-four hours of undergraduate course work in biology including botany, zoology, ecology, cell biology, genetics and physiology) and in addition chemistry through organic and precalculus mathematics and statistics are required or deficiencies are to be removed during the first semester of enrollment;
4. A "B" average is required in all courses counting towards the Master's degree and no more than two C's may be used;
5. Complete an oral defense of the thesis before the degree will be granted. (A preliminary copy of the thesis is to be submitted to the Graduate Dean one month prior to the expected date of graduation.)

Option B: Non-Thesis Option Requirements - (Online Program)

1. To be considered for admission, students must submit a statement as to why they wish to pursue a non-thesis degree and a statement of professional goals. This may include a teaching philosophy, if the prospective students are teachers;
2. A student with an undergraduate GPA of less than 2.75/4.0 is required to take the GRE and score a minimum of 700 in the verbal/quantitative sections and a 3.0 on the analytical writing. Students will be allowed to take classes for one semester while completing this requirement.
3. The undergraduate course record (a minimum of twenty-four hours of undergraduate course work in biology including botany, zoology, ecology, cell biology, genetics and physiology) and in addition chemistry through organic and precalculus mathematics and statistics are required or deficiencies are to be removed during the first semester of enrollment;

4. A "B" average is required in all courses counting towards the Master's degree and no more than two C's may be used;
5. A satisfactory score must be received on the comprehensive examination, taken during the final session of enrollment, before the degree will be granted.

Offered by Department of Biology:

Biology Master of Science Degree

GR MS 5116

MS in Biology 36 hours

Option A: Thesis Option..... 36 hours Requirements (18 hours required)

Take all of the following:

BIOL 802, Organic Evolution.....	3 hours
BIOL 820, Introduction to Graduate Study	3 hours
BIOL 831, Biological Research	3 hours
BIOL 880, Seminar*	3 hours
BIOL 896, Thesis.....	6 hours

Electives (18 hours required)

*Seminar must be taken three semesters for one credit each semester. Advisor approved 800-level courses which are on the program of study to total a minimum of 36 semester hours (18 hours of 800-level non-P courses are required). All courses counting towards the Master's Degree must be previously approved by the advisor and Graduate Program Committee to be used on the program of study.

Option B: Non-Thesis Option 36 hours

Students demonstrating undergraduate research experience may petition the Department of Biology Graduate Committee for permission to select the non-thesis option. In lieu of a defense of thesis, students completing Option B will be required to pass a written comprehensive examination covering the major areas of the biological sciences during their last term of enrollment.

Requirements (18 hours required)

Take all of the following:

BIOL 802, Organic Evolution.....	3 hours
BIOL 820, Introduction to Graduate Study	3 hours
BIOL 863, Biological Perspectives	3 hours

Take 6 hours from the following:

BIOL 831, Biological Research	3 hours
<i>Biological Research is three credits and must be taken two semesters for a total of 6 hours.</i>	

Take 3 hours from the following:

BIOL 881, Current Issues in Biology	1 hour
<i>Current Issues is one credit and must be taken three semesters for a total of 3 hours.</i>	

Electives (18 hours required)

Advisor approved 800-level courses which are on the program of study to total a minimum of 36 semester hours (18 hours of 800-level non-P courses are required). All courses counting towards the Master's Degree must be previously approved by the advisor and Graduate Program Committee to be used on the program of study.

College of Business and Technology

BUSINESS ADMINISTRATION

PROGRAM

**David Palmer, Ph.D., Director - 308-865-8574,
palmerd@unk.edu**

Department of Accounting/Finance Graduate Faculty

Steven Hall, Ph.D., Chair

Professors: Borden, Carstenson, Elder, Hall, Morgan, K. Smith, Swinney

Associate Professors: Frickel, Seaton, Trewin

Department of Economics Graduate Faculty

Deborah Bridges, Ph.D., Chair

Professors: Jenkins, Kotcherlakota

Associate Professors: Bridges, Eshleman, Marxsen
Dean of the College of Business and Technology and
Professor of Economics: Bruce Forster

Department of Management Graduate Faculty

Kyle Luthans, Ph.D., Chair

Professors: Konecny, Luthans

Associate Professors: S. Lebsack, Palmer, Sluti
Assistant Professors: S. Jensen, Zuckweiler

Department of Marketing and Management Information Systems Graduate Faculty

Greg Broekemier, Ph.D., Chair

Professors: Broekemier, Seshadri

Associate Professors: Agrawal, Burkink

Graduate Program Committee

Palmer (Chair) (Acct/Fin), Morgan (Acct/Fin), Seaton (Acct/Fin), Eshleman (Econ), Kotcherlakota (Econ), S. Jensen (Mgmt), Konecny (Mgmt), Agrawal (Mktg), Burkink (Mktg)

MASTER OF BUSINESS ADMINISTRATION

Business Administration - Master of Business Administration Degree

Courses with the prefix BACC, BFIN, BMGT, BMIS, BMKT, and ECON are offered for the program. They are listed beginning on pages 63 (BACC), 63 (BFIN), 66 (BMGT), 67 (BMIS), 67 (BMKT), and 77 (ECON).

Business Administration Program Information and Admission Requirements

Master of Business Administration Degree

The MBA degree is a professional graduate degree designed to provide a challenging educational experience for students who desire to assume positions of increasing responsibility in business, industry, and public service. Required courses are offered primarily in the evening to accommodate students who wish to further their professional development without terminating their employment.

The objective of the MBA Program is to provide students with a comprehensive exposure to Business

Administration and its functional areas. The emphasis of the program is on decision making, problem solving, and understanding the role of business in society. It endeavors to improve and enhance the student's management skills in business, industry and government. In addition, the program provides managerial proficiency for graduates with academic backgrounds other than business.

The goal of the MBA Program is to prepare students to meet the challenges inherent in a rapidly changing economic environment. The program provides an educational opportunity for students to enhance their knowledge and managerial skills, and to develop a global perspective essential in today's marketplace.

Courses in the program cover management, marketing, accounting and finance and include the use of computers, statistics and quantitative methods as tools for analysis of business activities. The student examines human behavior in organizations, the communication process, and economic analysis and develops an understanding of managerial policy making and the social responsibilities of business.

Admission Criteria

The admittance requirement for the MBA program is a total of 990 points from the following formula:

$$200 \text{ (Undergraduate GPA) + GMAT score}$$

The GMAT score must be 440 or above.

We will admit up to 10% of our students failing to meet the above requirement using the following procedure:

1. Students must take the GMAT at least twice before they can be considered for admittance under exceptional circumstances;
2. The student's GMAT score must be 420 to be considered for admittance under exceptional circumstances;
3. The highest GMAT score will be used in our admittance decisions, instead of an average for all times the exam was taken.

If a student meets the above guidelines, a subcommittee of the MBA program committee (one member from each department) will recommend an admittance decision to the MBA Director. The MBA Director will make the final decision regarding admittance to these students.

Factors to be considered by the subcommittee and the MBA director in exceptional admittance decisions include:

1. Undergraduate GPA
2. Difficulty of undergraduate program
3. Undergraduate university attended
4. Significant prior work experience

If needed, a personal interview will be conducted to help the subcommittee and the MBA Director make the final decision.

International Students

Applicants whose degrees were earned outside the United States are required to have a minimum score of 213 on the computerized TOEFL exam or 550 on the paper TOEFL exam in addition to the above requirements.

Application Materials

For application materials and information regarding the requirements for admission to the MBA Program, please contact:

MBA Director; West Center 127E; UNK;
 Kearney, NE 68849- 4580;
 Telephone: (308) 865-8574
 E-mail: mbaoffice@unk.edu

MBA Program Policies

In addition to the academic policies listed in the front of this catalog that govern all graduate students, the following policies are specific to the MBA program:

1. Students must be admitted to the program before completing more than 6 hours of required "MBA core" courses or graduate level electives.
2. BMGT 892 Administration Policy is the capstone course and should be taken with/after the other core classes.
3. MBA Supporting Core courses must be completed with a minimum grade of "C".
4. The student shall maintain an average grade of at least "B" (3.0) in all graduate courses completed. No grades below "C" and no more than two "C" grades will be accepted in the MBA graduate program.

Offered by Business Administration Program:

**Business Administration
 Master of Business Administration
 Degree**

GR MBA 1213

Program Prerequisites

1. Calculus
2. Statistics
3. Computer Application Skills

MBA Supporting Core 24 hours

Take all of the following:

- BACC 250, Principles of Accounting I 3 hours
- BACC 251, Principles of Accounting II 3 hours
- BFIN 308, Principles of Finance..... 3 hours
- ECON 271, Principles of Economics,
 Microeconomics 3 hours

Take 1 course from:

- BACC 311, Business Law 3 hours
- BACC 800,

Take 1 course from:

- BMGT 820, Managerial Communications 3 hours
- BSED 295, Business Communications 3 hours

Take 1 course from:

- BMGT 314, Operations Management 3 hours
- BMGT 814, Production and
 Operations Management..... 3 hours

International Business Course Requirement

- (International Economics,
 International Marketing, etc.)..... 3 hours

MBA 30 hours

MBA Core (21 hours required)

Take all of the following:

- BACC 858, Managerial Accounting Systems 3 hours
- BFIN 809, Financial Administration 3 hours
- BMGT 825, Decision Science 3 hours
- BMGT 890, Organizational Theory & Behavior.. 3 hours
- BMGT 892, Administration Policy..... 3 hours
- BMKT 856, Marketing Management Seminar.... 3 hours
- ECON 850, Managerial Economics 3 hours

MBA Concentration (9 hours required)

Choose from one of the following:

Accounting Concentration

Prerequisites:

- BACC 350, Intermediate Accounting I 3 hours
- BACC 351, Intermediate Accounting II 3 hours
- BACC 352, Cost Accounting..... 3 hours

Requirements:

- BACC 863, Advanced Accounting
 Information Systems 3 hours
 (Grad only class. Prereq: BACC 858 or BACC 391)

Electives:

Take 6 hours* from:

- BACC 851P, Tax Accounting..... 3 hours
- BACC 852P, Advanced Tax Accounting 3 hours
- BACC 853P, Advanced Accounting I 3 hours
- BACC 865P, Governmental/
 Non-Profit Accounting 3 hours
- BACC 870P, Auditing 3 hours
- BACC 871P, Advanced Auditing 3 hours

*If a student did not have a tax and/or auditing class as an undergraduate course, he or she must take BACC 851P and/or BACC870P as part of the concentration in accounting.

Human Resources Concentration

Requirements:

- BMGT 880, Human Resource Management .. 3 hours
 (Grad only course.)

Electives:

Take 6 hours from:

- BACC 812P, Employment Law 3 hours
- BMGT 810P, Compensation Management ... 3 hours
- BMGT 811P, Labor Relations..... 3 hours
- BMGT 885P, Seminar in Human Resource
 Management..... 3 hours

Information Systems Concentration

Requirements:

- BACC 863, Advanced Accounting
 Information Systems 3 hours
 (Prereq: BACC 858 or BACC 391)

Electives:

Take 6 hours* from:

- BMIS 803, Independent Study..... 3 hours
- BMIS 881P, Systems Analysis
 and Design II..... 3 hours
 (Prereq: BMIS 381 and BMIS 380 OR Proficiency in Systems
 Analysis and Design I and Programming using ASP)
- BMIS 885P, Information Systems Strategy
 and Management..... 3 hours
- BMIS 899P, Management Information Systems
 Topics..... 3 hours

*If a student did not take BMIS 481 and BMIS 485 in undergraduate program, it is recommended he or she take BMIS 881P and BMIS 885P as part of the concentration in information systems.

Tailored Option

Take 9 hours of courses approved by the MBA director, with three hours being grad only.

College of Education
Department of

COMMUNICATION DISORDERS

Laurence Hilton, Ph.D., Chair
Petula Vaz, Ph.D., Graduate Program
Committee Chair - 308-865-8612

Graduate Faculty

Professors: Hilton, K. Taylor
Associate Professor: L. Larson
Assistant Professor: Vaz

Graduate Program Committee

Vaz (Chair), Hilton, L. Larson

MASTER OF SCIENCE IN EDUCATION

Speech/Language Pathology - Master of Science in
Education Degree

Courses with the prefix CDIS are offered by the
department. They are listed beginning on page 69.

Communication Disorders Program Information and Admission Requirements

Advising

In consultation with an advisor, the graduate student will develop a program of study/degree audit after acceptance into the degree program. This program will be approved by the department and the Office of Graduate Studies and Research. The program of study requires a minimum of 44 semester hours of course work to be selected with the advisor's approval. In some cases the graduate committee may require additional hours in Communication Disorders or in related areas if a student has a significant weakness in a specific area. A student may elect to take more than a minimum 44 hours. In special cases, alternate courses may be substituted for required courses, with the approval of the Communication Disorders faculty.

Admission Requirements

A student desiring to pursue the Master's Degree in the area of Speech/Language Pathology must have completed an undergraduate degree or equivalent from an accredited institution. If the degree was not comparable to that offered at the University of Nebraska at Kearney or if deficiencies exist, the student must take those undergraduate courses deemed necessary by the Communication Disorders faculty to make up the deficiencies. An applicant who has obtained a Bachelor's Degree in some other area will be required to take those undergraduate courses in Speech/Language Pathology and possibly in related areas necessary to complete the equivalent requirements for the undergraduate major. Applications are accepted for the fall term only and are due by February 1st.

Admission decisions are based on:

1. Graduate Record Examination (GRE) or Miller Analogies test scores,
2. Undergraduate overall grade point average,
3. Undergraduate Communication Disorders major grade point average,
4. Graduate grade point average,

5. Letters of recommendation, and
6. Written communication skills on a formal application to the department.

Comprehensive Exams or Thesis Options

In addition to successful completion of all required course work, students must pass a comprehensive exam. Students who complete a thesis do not write comprehensive exams. Students can register for up to six hours of thesis for completion of the degree. Thesis credit hours can be counted toward the requirement of 44 hours of course work as electives credit.

Professional Certification

Enrollment in CDIS 893P, Internship (Schools), 6 or 10 hours, and enrollment in CDIS 894P, Internship (Clinical), 6, 8, or 10 hours, enables students to meet American Speech-Language-Hearing Association (ASHA) certification requirements, Nebraska licensure requirements, and Nebraska teacher certification requirements. Such certification applications include both academic and clinical requirements. Additional course work may be added to a program of study to meet teacher certification requirements.

Program Description

The Communication Disorders program is designed to prepare Speech/Language Pathologists for Nebraska teacher certification and state licensure, and certification by the American Speech-Language-Hearing Association. The program prepares graduates to work in public schools, hospitals, rehabilitation centers, nursing homes, federal and state institutions. It also prepares students to apply for advanced degree programs in Speech/Language Pathology, Audiology, Speech and Hearing Sciences, and related areas. Additional professional opportunities include employment in research labs, university teaching, and clinic supervision and administration.

Offered by Department of Communication Disorders:

Speech/Language Pathology Master of Science in Education Degree

GR MSE 2904

MSE in Speech/Language Pathology 44 hours Requirements (41 hours required)

Take all of the following:

CDIS 815, Neurological Foundations.....	2 hours
CDIS 817, Speech Science Instrumentation.....	2 hours
CDIS 828P, Advanced Audiology	3 hours
CDIS 833, Practicum in Audiology	1 hour
CDIS 851, Phonological Disorders.....	3 hours
CDIS 857, Dysphagia.....	2 hours
CDIS 860, Practicum in Speech/ Language Pathology	3 hours
CDIS 861, Practicum in Speech/ Language Pathology	3 hours
CDIS 862, Practicum in Speech/ Language Pathology	3 hours
CDIS 863, Practicum in Speech/ Language Pathology	3 hours
CDIS 865, Voice Disorders	3 hours

CDIS 867, Orofacial Anomalies.....	2 hours
CDIS 868, Motor Speech Disorders.....	3 hours
CDIS 876, TBI and Related Disorders	2 hours
CDIS 887, Aphasia Rehabilitation	3 hours

Take 1 course from:

CDIS 820, Research in Communication Disorders	3 hours
TE 802, Techniques of Research	3 hours

Electives (3 hours required)

Take 3 hours from:

CDIS 813P, American Sign Language I	3 hours
CDIS 816P, American Sign Language II	3 hours
CDIS 818P, Diagnostic Methods	3 hours
CDIS 832, Independent Study in Audiology	1-3 hours
CDIS 840P, Augmentative Alternative Communication	3 hours
CDIS 856P, Communication Disorders of Adolescents	3 hours
CDIS 870P, Professional Issues	3 hours
CDIS 881, Seminar in Speech/ Language Pathology	3 hours
CDIS 884, Birth to Five Screening	1 hour
CDIS 885P, Fluency Disorders.....	3 hours
CDIS 886, Infant/Preschool Assessment	3 hours
CDIS 888, Clinical Supervision	1 hour
CDIS 895, Independent Study in Speech/ Language Pathology	1-3 hours
CDIS 896, Thesis	6 hours
CDIS 899P, Special Topics in Speech/ Language Pathology	1-3 hours
CSP 801P, Counseling Skills	3 hours
CSP 850, Introduction to Counseling	3 hours

College of Education
Department of

COUNSELING AND SCHOOL PSYCHOLOGY

Max McFarland, Ed.D., Chair - 308-865-8318

Graduate Faculty

Professors: Archwamety, Dinsmore, M. Kuskie, M. McFarland
Associate Professors: Fleming, Hof
Assistant Professor: Sobansky

Counselor Education Graduate Program Committee

Dinsmore (Chair), Fleming, Harpster, Hof, M. Kuskie

School Psychology Graduate Program Committee

Sobansky (Chair), Archwamety, T. McFarland

MASTER OF SCIENCE IN EDUCATION

Elementary School Counseling - Master of Science in Education Degree
Secondary School Counseling - Master of Science in Education Degree
Student Affairs - Master of Science in Education Degree
Community Counseling - Master of Science in Education Degree

EDUCATION SPECIALIST

Counseling - Education Specialist Degree
School Psychology - Education Specialist Degree

Courses with the prefix CSP are offered by the department. They are listed beginning on page 73.

Counseling & School Psychology Program Information and Admission Requirements

The Department offers two degrees:

- Master of Science in Education Degree
 - School Counseling Elementary, Secondary, and Student Affairs
 - Community Counseling
 - (Accredited by the Council for Accreditation of Counseling and Related Educational Programs--CACREP)*
- Education Specialist Degree
 - Counseling
 - School Psychology
 - (Accredited by the National Association of School Psychologists--NASP)*

Advising

All students are assigned an academic advisor within the department upon admission.

Admission to Pursue a Degree

Those planning to be full-time students in Counseling or School Psychology should obtain full admission the semester prior to full-time enrollment.

1. Application to the Graduate College must be completed.
2. The academic history, including undergraduate/graduate transcripts.
3. Successful completion of Department Admission process:
 - Assessment instruments
 - Interview with department faculty
 - Written Materials
4. Department recommendations for admissions are submitted to the Graduate Dean.

Students must be admitted for a degree or endorsement program prior to completion of the twelfth (12th) hour of credit within the department. A onetime, nonrefundable fee, which covers the cost of departmental examinations and processing, is required.

Application for Candidacy

Application for admission to candidacy must be made prior to completion of the twenty-fourth (24th) hour of graduate study. The department will recommend candidacy based on evaluation of:

1. Satisfactory completion of admission to graduate school study, to the department, and the department approval of Program of Study.
2. Satisfactory academic performance.
3. Professional development of the student.
4. Adherence to Ethical Standards

Comprehensive Examinations

All students seeking degrees and/or endorsements are required to complete comprehensive examinations. The examinations may be written, oral or both.

School Counseling Information

Elementary, Secondary, and Student Affairs

Students seeking endorsement in Nebraska School Counseling - Elementary or Secondary, in addition to a degree, must have a valid Nebraska Teaching Certificate and two years of teaching experience. This requirement does not apply to the Student Affairs option.

Outcomes for Graduates:

1. Administer and evaluate a comprehensive K-12 developmental counseling/guidance program.
2. Coordinate, counsel, and consult to promote linkages with parents, teachers, administrators and community resources concerning individual and group needs of students.
3. Implement a career development program, which includes decision-making skills, individual and group activities, use of data concerning self and the world of work, ongoing assessment, and follow-up studies.
4. Develop an appraisal program, which provides information concerning interests, aptitudes and abilities of students for educational, social, and career decisions.
5. Design, implement and evaluate a developmental counseling/guidance curriculum that directly supports the academic, career and social/emotional development of students.
6. Understand the implications of the historical, philosophical, ethical and legal aspects of the school counselor.

Offered by Department of Counseling and School Psychology:

Elementary School Counseling Master of Science in Education Degree

GR MSE 2110

The following program meets the academic requirements for endorsement by the State Department of Education.

MSE in Elementary School Counseling (grades K-6 endorsement).....a minimum of 43 hours of graduate course work

Required Courses (43 hours required)

- CSP 803, Orientation to School Counseling
and School Psychology 1 hour
- CSP 805, Behavioral Characteristics of Children
and Adolescents 3 hours
- CSP 830, Seminar: Professional Issues/
Ethics in Counseling 2 hours
- CSP 855, Techniques of Counseling 3 hours
- CSP 856P, Multicultural Counseling 3 hours
- CSP 860, Theories of Counseling 3 hours
- CSP 861P, School Counseling Organization
and Practice 3 hours
- CSP 865, Group Counseling 3 hours
- CSP 870, Marriage and Family Counseling 3 hours
- CSP 875, Career and Lifestyle Development 3 hours
- CSP 880, Appraisal and Evaluation of Individuals
and Systems 3 hours

- CSP 957, Problem Solving Consultation 3 hours
- TE 802, Techniques of Research 3 hours

Take 3 hours from:

- CSP 885, Practicum in Counseling
and Guidance 3 hours
- CSP 885E, Practicum in Elementary School
Counseling 3 hours

Take 4 hours from:

- CSP 892, Internship in Counseling
and Guidance 1-9 hours
- CSP 892E, Internship in Elementary School
Counseling 1-9 hours

Electives

Appropriate electives will be selected in consultation with the advisor.

Offered by Department of Counseling and School Psychology:

Secondary School Counseling Master of Science in Education Degree

GR MSE 2111

The following program meets the academic requirements for endorsement by the State Department of Education.

MSE in Secondary School Counseling (grades 7-12 endorsement)a minimum of 43 hours of graduate course work

Required Courses (46 hours required)

- CSP 803, Orientation to School Counseling
and School Psychology 1 hour
- CSP 805, Behavioral Characteristics of Children
and Adolescents 3 hours
- CSP 830, Seminar: Professional Issues/
Ethics in Counseling 2 hours
- CSP 840, Counseling Across the Lifespan 3 hours
- CSP 855, Techniques of Counseling 3 hours
- CSP 856P, Multicultural Counseling 3 hours
- CSP 860, Theories of Counseling 3 hours
- CSP 861P, School Counseling Organization
and Practice 3 hours
- CSP 865, Group Counseling 3 hours
- CSP 870, Marriage and Family Counseling 3 hours
- CSP 875, Career and Lifestyle Development 3 hours
- CSP 880, Appraisal and Evaluation of Individuals
and Systems 3 hours
- CSP 957, Problem Solving Consultation 3 hours
- TE 802, Techniques of Research 3 hours

Take 3 hours from:

- CSP 885, Practicum in Counseling
and Guidance 3 hours
- CSP 885S, Practicum in Secondary School
Counseling 3 hours

Take 4 hours from:

- CSP 892, Internship in Counseling
and Guidance 1-9 hours
- CSP 892S, Internship in Secondary School
Counseling 1-9 hours

Electives

Appropriate electives will be selected in consultation with the advisor.

Offered by Department of Counseling and School Psychology:

**Student Affairs
Master of Science in Education
Degree**

GR MSE 2113

MSE in Student Affairs.....a minimum of 36 hours of graduate course work

Required Courses (35 hours required)

- CSP 840, Counseling Across the Lifespan 3 hours
- CSP 850P, Introduction to Counseling 3 hours
- CSP 855, Techniques of Counseling..... 3 hours
- CSP 856P, Multicultural Counseling..... 3 hours
- CSP 860, Theories of Counseling 3 hours
- CSP 864, Student Affairs Organization & Practice 3 hours
- CSP 865, Group Counseling..... 3 hours
- CSP 870, Marriage and Family Counseling 3 hours
- CSP 875, Career and Lifestyle Development 3 hours
- CSP 880, Appraisal and Evaluation of Individuals and Systems..... 3 hours
- CSP 885, Practicum in Counseling and Guidance..... 3 hours

Take 2-3 hours from:

- CSP 892, Internship in Counseling and Guidance 1-9 hours

Electives

Appropriate electives will be selected in consultation with the advisor.

Community Counseling Information

Graduates of this program find employment in a variety of settings. Program objectives for the community counseling students are as follows:

The professional counselor...

1. has a foundation in counseling knowledge and skills that prepares the counselor to adapt to changing needs of the individual, group and/or family.
2. has personal traits and characteristics that are consistent with the role and function of a counselor.
3. has knowledge and skills regarding ethical, legal and regulatory standards of the profession.
4. has knowledge and skills in the counseling and consultation process.
5. has knowledge and skills in case conceptualization and management.
6. has knowledge and skills in client/program assessment and evaluation.
7. has knowledge and competency in oral and written communication.
8. has knowledge regarding research in counseling outcome research and its implications for professional practice.

Offered by Department of Counseling and School Psychology:

**Community Counseling
Master of Science in Education
Degree**

GR MSE 2103

Accredited by the Council for Accreditation of

Counseling and Related Educational Programs (CACREP).

The following program meets the academic requirements for the Mental Health Practitioner License regulated by the State of Nebraska Department of Health.

Prerequisite Competency: Abnormal Psychology (appropriate coursework or documented experience)

MSE in Community

Counselinga minimum of 48 hours of graduate coursework

Required courses (48 hours)

- CSP 830, Seminar: Professional Issues/
Ethics in Counseling..... 3 hours
- CSP 840, Counseling Across the Lifespan 3 hours
- CSP 850P, Introduction to Counseling 3 hours
- CSP 855, Techniques of Counseling..... 3 hours
- CSP 856P, Multicultural Counseling..... 3 hours
- CSP 860, Theories of Counseling..... 3 hours
- CSP 862, Organization and Practice in Community Counseling 3 hours
- CSP 865, Group Counseling..... 3 hours
- CSP 870, Marriage and Family Counseling 3 hours
- CSP 875, Career and Lifestyle Development 3 hours
- CSP 880, Appraisal and Evaluation of Individuals and Systems..... 3 hours
- TE 802, Techniques of Research 3 hours

Take 3 hours from:

- CSP 885, Practicum in Counseling and Guidance 3 hours
- CSP 885C, Practicum in Community Counseling 3 hours

Take 6 hours from:

- CSP 892, Internship in Counseling and Guidance 1-9 hours
- CSP 892C, Internship in Community Counseling 1-9 hours

Electives

Appropriate electives will be selected in consultation with the advisor.

Offered by Department of Counseling and School Psychology:

**Counseling
Education Specialist Degree**

GR EDS 2106

The student and assigned advisor will create a Program of Study. This degree requires a minimum of 66 hours beyond the baccalaureate degree. Contact the Department for information related to this degree option

School Psychology Information

School Psychology is one of the fastest growing areas of professional psychology. School Psychologists bring psychological perspectives to individual, group and system issues in schools; that is, they deliver mental health services in educational systems. The framework of the UNK School Psychology Program is an ecological and developmental approach, which focuses upon human strengths to maximize positive outcomes. Human diversity

is recognized as a strength. If the school psychology student attends full time, the student takes two years of academic coursework and related field experiences, followed by a year long, 1200-hour internship. Upon successful completion of degree requirements, the student is eligible for endorsement as a School Psychologist in Nebraska.

To provide the student with the knowledge, skills, and experiences necessary to meet the demands of the profession, the School Psychology Program has adopted an ecological training approach. In the ecological approach, the student practitioner learns to collect and interpret data from a variety of sources in order to meet the needs of the individual within the school system. As a component of this approach, students are taught to be skilled at problem solving, consultation, interviewing, observation, assessment, and intervention development.

The School Psychology Program encourages the integration of experience and skills with knowledge of psychology and education to prepare graduates to serve as education team members. Acting in this role, the school psychologist is concerned with promoting teacher effectiveness, creating a positive classroom environment, and influencing educational philosophy in the school system to enhance student learning potential.

The School Psychology Program at the University of Nebraska at Kearney strives to provide the most current and comprehensive practitioner training within the midstates region of the country. As such, participating in 300 clock hours of Professional Development activities is a program requirement. This assures exposure to a wide variety of contemporary issues, skills, and knowledge beyond what can be covered in courses. These hours must be accrued after admission to and prior to graduating from the program. Ample opportunities are provided for students via Professional Development Seminars, partner school staff development, state and national conferences. Graduates are eligible for certification and endorsement as a School Psychologist in Nebraska and have enjoyed high levels of professional employment in this state as well as many others.

“It is the responsibility of graduate training programs in school psychology to provide students with the building blocks for ‘effective practice’” (Ysseldyke, Dawson, Lehr, Reschley, Reynolds & Telzrow, 1997, p. 6). Therefore, the program of preparation for endorsement shall include development of these domains of school psychology leadership in schools:

- Data based decision making and accountability;
- Interpersonal communication, collaboration and consultation;
- Effective instruction and development at cognitive and academic skills;
- Specialization and development of behavioral competencies;
- Student diversity and development and learning;
- School structure organization and climate;
- Prevention, wellness promotion and crisis intervention;
- Home/school/community collaboration;
- Research and program evaluation;
- Legal, ethical practice, and professional development;
- Information Technology.

Offered by Department of Counseling and School Psychology:

School Psychology Education Specialist Degree

GR EDS 2107

The Education Specialist Degree is accredited by the National Association of School Psychology (NASP).

EDS in School Psychology 72 hours Required Courses (72 hours required)

Take all of the following:

	Domains Of Leadership
CSP 800, Advanced Educational Psychology	3 hours 3, 7, 9
CSP 803, Orientation to School Counseling and School Psychology	1 hour 6, 11
CSP 805, Behavioral Characteristics of Children and Adolescents.....	3 hours 4, 7
CSP 855, Techniques of Counseling	3 hours 2, 10
CSP 856P, Multicultural Counseling	3 hours 5
CSP 880, Appraisal and Evaluation of Individuals and Systems.....	3 hours 1
CSP 885, Practicum in Counseling.....	3 hours 2, 4, 5, 6, 7, 8, 10
CSP 901, Professional Issues Seminar-School Psychology	3 hours 6, 8, 10
CSP 902, Research Apprenticeship.....	1 hour 9
CSP 903, Introduction to the Bayley Scales.....	1 hour 1, 10
CSP 905, Behavioral Problem Solving Assessment.....	3 hours 1, 4, 5, 7, 10
CSP 906, Infant/Preschool Assessment.....	3 hours 1, 8
CSP 907, Academic Problem Solving Assessment.....	3 hours 1, 3
CSP 910, Cognitive/Academic Interventions.....	3 hours 1, 3, 4, 5, 6, 8, 10
CSP 920, Cognitive Problem Solving Assessment.....	5 hours 1, 3, 5, 11
CSP 922, Problem Solving Assessment Practicum.....	3 hours 1, 3, 4, 5, 6, 8, 10, 11
CSP 957, Problem Solving Consultation	3 hours 1, 2, 3, 4, 5, 7, 10
CSP 980, School Psychology Leadership in School Organization	3 hours 6, 8, 11
CSP 990, Pre-Internship Seminar..	4 hours 2, 10, 11
CSP 991, Scholarly Study.....	3 hours 9
CSP 992, Internship in School Psychology	12 hours 1 - 11
TE 802, Techniques of Research ...	3 hours 9, 11

Prerequisites

The following areas of study are prerequisite to the program: Human Development, Human Learning, and Evaluation. Students without this background in these content areas will be required to take coursework (in addition to their Program of Study) to make up these deficiencies.

Endorsements

Upon the completion of the Program and the

recommendation of its faculty, students will be eligible for endorsement as a school psychologist in the State of Nebraska. Such endorsement may be on the student's teaching certificate or on a Special Services certificate (if student has no teaching certificate).

Residency Requirements

The Department has established a residency requirement for the purpose of ensuring that the Education Specialist degree reflects continuity while allowing continued employment of the students in their major field. The preferred option is Option I. In Option I, students must accrue eighteen (18) hours in residence at the University of Nebraska at Kearney across two consecutive offering periods (excluding internship hours). If Option I is not possible, the student may request Option II from their major advisor. Option II requires that the student take eighteen (18) hours accrued across three consecutive offering periods. The residency requirement must be met after admission to the program and prior to internship. The program values employment experiences of its students and offers flexibility in meeting these requirements.

College of Education
Department of

EDUCATIONAL ADMINISTRATION

Patricia Hoehner, Ed.D., Chair - 308-865-8512

Graduate Faculty

Associate Professors: Cruzeiro, Hoehner, T. Jacobson, Nelson

Graduate Program Committee

Hoehner (Chair), Cruzeiro, T. Jacobson, Nelson

Adjunct Faculty:

Ken Anderson, 1985; Ph.D., University of Nebraska-Lincoln

Barry Ballou, 1978; Ed.S., University of Nebraska-Kearney

Wayne A. Bell, Adjunct, 1991; Ed.D. University of Wyoming

Paul Brochtrup, 1991; Ed.D., University of Wyoming

Dan Brosz, 1988; Ed.D., University of South Dakota

John Hakonson, 1998; University of South Dakota

Steve Joel, 1991; Ed.D., Kansas State University

Alan Katzberg, 1988; Ed.D., University of Nebraska-Lincoln

Scott Maline, 1991; Ed.D., University of Nebraska-Lincoln

Kent Mann, 1997; Ed.D., University of Nebraska-Lincoln

Donna Moss, 1997; M.S., University of Nebraska-Omaha

Tim Shafer; Ed.D., University of Nebraska-Lincoln

Ronald Wall, 1999; Ed.D., University of Nebraska-Lincoln

Dallas Watkins, 1996; Ed.D., University of Wyoming

MASTER OF ARTS IN EDUCATION

School Principalship K-6 - Master of Arts in Education Degree

School Principalship 7-12 - Master of Arts in Education Degree

Supervisor of Academic Area - Master of Arts in Education Degree

Supervisor of Special Education - Master of Arts in Education Degree

EDUCATION SPECIALIST

School Superintendent - Education Specialist Degree

Courses with the prefix EDAD are offered by the department. They are listed beginning on page 77.

Educational Administration Program Information and Admission Requirements

The Department offers two degrees:

Master of Arts in Education Degree

School Principalship K-6

School Principalship 7-12

Supervisor of Academic Area

Supervisor of Special Education

Education Specialist Degree

School Superintendent

Departmental Objectives

Graduates will be effective school administrators, who are responsive, reflective, and collaborative decision makers and who have the requisite knowledge, skills, and technological expertise to organize learning environments that embrace the principles of democracy, diversity, and equity.

Program Objectives

Educational Administration Program objectives are aligned with the College of Education 10 Desired Outcomes (DO) for graduates, Nebraska Department of Education (NDE), Administrator Certification Rule 24, and the seven standards adopted by the National Policy Board for Educational Administration (NPBEA) in January 2002.

Advanced Educational Psychology Requirement

Candidates for Graduate Degrees leading to administrative certification for the Principalship must complete a graduate course in Educational Psychology. This requirement may be used as an elective within the graduate program of study. Courses meeting this requirement are:

CSP 800 Advanced Educational Psychology

CSP 805 Behavioral Characteristics of Children and Adolescents

Nebraska Certification Requirements

Approved Programs: Graduate programs in Educational Administration for school personnel are approved for Nebraska Administrative and Supervisory Certification.

Special Education Requirement: Nebraska certification requires the completion of a Special Education course covering the identification of handicapping conditions and the various alternatives to providing educational opportunities for handicapped students. This requirement is a prerequisite for administrative certification and must have been met prior to a graduate degree in EDAD or taken as an elective within the graduate program of study. Program applicants who received their initial teaching

certificate prior to September 1, 1992 will be required to take TESE 821P in place of one of their program electives.

Human Relations Requirement: The Nebraska requirements on human relations are met through the completion of the required coursework within a Master's Degree Program in Educational Administration.

Educational Administration Admission Requirements

In addition to the general requirements of the Office of Graduate Studies, the criteria for admission to this degree program consist of the following:

1. An undergraduate grade point average of 2.75;
2. Submit written recommendations from two school administrators who can comment on your potential to do graduate study and for educational leadership. (Contact EDAD department for appropriate forms.);
3. Submit an essay on why you wish to pursue a career in school administration. (Contact the EDAD Department for appropriate format.);
4. A satisfactory score on the Pre-Professional Skills Test is required if the applicant has not taught for three consecutive years in the same school system. (Statewide passing scores are established by the State Board of Education);
5. A faculty review of departmental application form.
6. Members of the Educational Administration Department will evaluate each applicant following the completion of 12 semester hours of coursework. At this point the department will make a decision relating to acceptance into a program by approving the applicant for candidacy.

All above requirements must be met to continue in the program beyond eighteen hours of coursework. Any deviation from the above requirements is by departmental approval only.

Time Limitation

The coursework for the M.A.Ed. degree must be completed within a period of 10 years.

Advising

Each student is assigned an advisor in the EDAD Department at the time of acceptance for graduate study.

Coursework

The required graduate coursework for the M.A.Ed. degree in EDAD minimally is 36 semester hours of approved study beyond the bachelor's degree.

Transfer of Credit

The transfer of credit applicable to the Master's Degree program is determined at the discretion of the Office of Graduate Studies and the Department of Educational Administration upon evaluation of the prior academic record of the student. A maximum of 9 semester hours may be transferred into a degree program from institutions other than the University of Nebraska.

Quality of Work

Once a student begins a Master's Degree program, he/she must maintain a scholastic record of 3.00 based on a 4.00 scale.

Thesis Option

Master's Degree candidates may select a thesis option.

The thesis option is a six-hour registration which includes participation in the monthly research seminars and fulfills the elective requirement. The thesis is written under the direct supervision and guidance of the advisor. Thesis acceptance by the students committee follows an oral examination over the study. The oral examination is in lieu of the comprehensive written examination required of Master's Degree Candidates.

Comprehensive Examination

A comprehensive examination is administered prior to, or during, the session in which the student is expected to receive the degree. Departmental procedures require that all EDAD coursework, except arranged courses, be completed or in progress before comprehensive examinations may be taken.

Degree Endorsement

Applicants for this endorsement shall have the equivalent of two full school years teaching experience in approved/ accredited elementary and/or secondary schools. This endorsement also requires a minimum of one semester internship experience supervised by a standard institution of high education in an approved or accredited elementary, middle or secondary school.

Non-Degree Endorsements

The granting of the principalship endorsement is based on the level (elementary or secondary) of the certification held by the candidate. Those having a K-12 endorsement may opt for either a K-6 or 7-12 program. Special Education endorsements and teaching experiences will determine the certification level for Special Educators. The University of Nebraska at Kearney offers two non-degree administrative endorsements: School Principalship K-6 and School Principalship 7-12.

For those candidates with a principalship endorsement, who wish to qualify for the opposite principalship endorsement, 12 hours are required in addition to the basic 36-hour program. For more information about these endorsements, please contact the Department of Educational Administration.

Offered by Department of Educational Administration:

School Principalship K-6 Master of Arts in Education Degree

GR MAE 2204

Completion of the Master of Arts in Education Degree with an Educational Administration specialization satisfies the educational requirements for an Administrative and Supervisory Certificate with endorsement for the principalship in elementary schools.

Individual adjustments in the following program will be made for those who elect to write a thesis.

MAE in School Principalship K-6 36 hours

Foundations (6 hours required)

Take all of the following:

EDAD 831, Social Foundations of Education..... 3 hours
TE 802, Techniques of Research..... 3 hours

Specialization (24 hours required)

Take all of the following:

EDAD 843, Practicum in Educational Administration.....	3 hours
EDAD 848, Curriculum Planning.....	3 hours
EDAD 851, Human Resource Management.....	3 hours
EDAD 853, School Business Management.....	3 hours
EDAD 854, Introduction to Educational Administration.....	3 hours
EDAD 855, Supervision of Instruction.....	3 hours
EDAD 859, Legal Basis of Education.....	3 hours
EDAD 869, The Principalship.....	3 hours

Electives (6 hours required)

Selected with the consent of the advisor:

CSIS 831P,	
CSIS 836P,	
CSP 800, Advanced Educational Psychology....	3 hours
CSP 801P, Counseling Skills	3 hours
CSP 805, Behavioral Characteristics of Children and Adolescents.....	3 hours
CSP 821P, Psychology of Classroom Discipline	3 hours
CSP 861P, School Counseling Organization and Practice	3 hours
EDAD 846, The Junior High/Middle School	3 hours
EDAD 944, Seminar in Educational Administration.....	3 hours
EDAD 945, Independent Readings	3-6 hours
PE 822P, Facilities for Sports and Recreation ...	3 hours
PSCI 800P, Public Administration	3 hours
PSY 815P, Group Dynamics	3 hours
PSY 850P, Psychometrics.....	3 hours
TE 803, Philosophy of Education.....	3 hours
TE 809, Curriculum Implementation.....	3 hours
TE 811, The Activities Director	3 hours
TE 845, Contemporary Theory & Practice in Reading	3 hours
TE 850, Elementary School Curriculum	3 hours
TE 853A, Improvement of Instruction in Early Childhood Education	3 hours
TE 853B, Improvement of Instruction in Elementary School Mathematics	3 hours
TE 853C, Improvement of Instruction in Elementary School Language Arts	3 hours
TE 853D, Improvement of Instruction in Elementary School Science.....	3 hours
TE 853E, Improvement of Instruction in Elementary School Social Studies.....	3 hours
TESE 821P, Nature and Needs of Exceptionalities	3 hours
VOED 832P, Foundations and Contemporary Issues in Vocational Education.....	1-3 hours

Any other elective must have advisor approval.

Offered by Department of Educational Administration:

School Principalship 7-12 Master of Arts in Education Degree

GR MAE 2205

Completion of the Master of Arts in Education Degree with an Educational Administration specialization satisfies the educational requirements for an Administrative and Supervisory Certificate with endorsement for the principalship in secondary schools.

Individual adjustments in the following program will be made for those who elect to write a thesis.

MAE in School Principalship 7-12..... 36 hours Foundations (6 hours required)

EDAD 831, Social Foundations of Education.....	3 hours
TE 802, Techniques of Research	3 hours

Specialization (24 hours required)

EDAD 843, Practicum in Educational Administration.....	3 hours
EDAD 848, Curriculum Planning.....	3 hours
EDAD 851, Human Resource Management	3 hours
EDAD 853, School Business Management.....	3 hours
EDAD 854, Introduction to Educational Administration.....	3 hours
EDAD 855, Supervision of Instruction.....	3 hours
EDAD 859, Legal Basis of Education.....	3 hours
EDAD 869, The Principalship.....	3 hours

Electives (6 hours required)

Selected with the consent of the advisor:

CSIS 831P,	
CSIS 836P,	
CSP 800, Advanced Educational Psychology....	3 hours
CSP 801P, Counseling Skills	3 hours
CSP 805, Behavioral Characteristics of Children and Adolescents.....	3 hours
CSP 821P, Psychology of Classroom Discipline	3 hours
CSP 861P, School Counseling Organization and Practice	3 hours
EDAD 846, The Junior High/Middle School	3 hours
EDAD 944, Seminar in Educational Administration.....	3 hours
EDAD 945, Independent Readings	3-6 hour
PE 822P, Facilities for Sports and Recreation ...	3 hours
PSCI 800P, Public Administration	3 hours
PSY 815P, Group Dynamics	3 hours
PSY 850P, Psychometrics.....	3 hours
TE 803, Philosophy of Education.....	3 hours
TE 809, Curriculum Implementation.....	3 hours
TE 811, The Activities Director	3 hours
TESE 821P, Nature and Needs of Exceptionalities	3 hours
VOED 832P, Foundations and Contemporary Issues in Vocational Education.....	1-3 hours

Any other elective must have advisor approval.

Offered by Department of Educational Administration:

Supervisor of an Academic Area Master of Arts in Education Degree

GR MAE 2206

The University of Nebraska at Kearney provides a program for the preparation of academic area field supervisors which fulfill the requirements for the Standard Administrative and Supervisory Certificate with an endorsement in a specific field. It is also offered as a non-certification program.

This program is under the direction of the Educational Administration Department. A secondary advisor is assigned by the chairman of the department in which the student will complete subject area coursework. The Educational Administration Department requires a common core of competencies for supervisors of academic areas.

MAE in Supervisor of an Academic Area 36 hours
Foundations (6 hours required)

Appropriate courses selected with the consent of the advisor in the Educational Administration Department. Programs of study must include an appropriate research course.

Educational Administration (15 hours required)

EDAD 848, Curriculum Planning..... 3 hours
 EDAD 851, Human Resource Management 3 hours
 EDAD 854, Introduction to Educational Administration..... 3 hours
 EDAD 855, Supervision of Instruction..... 3 hours
 EDAD 956, School/Community Relations 3 hours

Academic Area (15 hours required)

Appropriate courses selected with the consent of the secondary advisor.

Admission criteria are essentially the same as for admission to other programs in Educational Administration. In addition, the candidate must hold a currently valid endorsement in the academic area selected for this program. Non-certification program candidates do not require endorsements. In addition to the recommendation for graduate work, the candidate must have a strong recommendation from his/her superintendent or immediate supervisor supporting the applicant's candidacy for the specific role of supervisor.

Offered by Department of Educational Administration:

Supervisor of Special Education
Master of Arts in Education Degree

GR MAE 2207

This program leading to an Administrative and Supervisory Certificate is designed to provide the necessary background to serve as a Supervisor of Special Education.

MAE in Supervisor of Special Education..... 36 hours
Foundations (6 hours required)

Appropriate courses will be selected with the consent of the advisor in the Educational Administration Department. A course in research methods must be included.

Educational Administration (15 hours required)

EDAD 848, Curriculum Planning..... 3 hours
 EDAD 851, Human Resource Management 3 hours
 EDAD 854, Introduction to Educational Administration..... 3 hours
 EDAD 855, Supervision of Instruction..... 3 hours
 EDAD 956, School/Community Relations 3 hours

Special Education (15 hours required)

Take:

EDAD 842, Administration of Special Education..... 3 hours
 Other coursework selected with the consent of the Special Education Department

Admission to the Program

The candidate must hold a currently valid Special Education endorsement, with two years of experience as a Special Education teacher. The candidate must provide two recommendations from the candidate's employing

agency and must meet all other academic requirements for admission to the Master of Arts in Education Degree with a major in Educational Administration. The Educational Administration Department requires a common core of competencies of supervisors of special education.

Admission criteria for the Supervisor of Special Education program are substantially the same as other programs in Educational Administration; however, the candidate must have a currently valid endorsement in Special Education to be accepted into this program.

School Superintendent Information

The Specialist Degree in Educational Administration is fully accredited by the North Central Association of Colleges and Schools and the National Council for Accreditation of Teacher Education and meets the requirements for the Nebraska Professional Administrative and Supervisory Certificate to qualify for administrative positions in all public and parochial schools in Nebraska. The Specialist Degree Program at the University of Nebraska at Kearney emphasizes preparation of administrators with specific emphasis upon the superintendency.

The Specialist Program consists of a minimum of 33 semester hours of study. An internship with an experienced administrator is a significant segment of the program. Each student participates in a research project as a field study under the direction of the assigned advisor.

The prospective student must comply with the requirements for admission to the Office of Graduate Studies and satisfy the requirements for admission to the Specialist Degree program as prescribed by the Educational Administration Department.

Admission

In addition to the general requirements of the Office of Graduate Studies, the criteria for admission to this degree program consist of the following:

1. A Master's Degree in an education related field from an accredited institution. Courses required for the M.A. Ed. Degree with a major in Educational Administration are prerequisites and may become part of the Specialist Program in addition to the required 33 hours;
2. Submit an essay on why you wish to pursue a career in school administration. (Contact EDAD Department for appropriate format.);
3. A satisfactory undergraduate and graduate scholastic record;
4. Submit written recommendations from two school administrators who can comment on your potential to do graduate study and for educational leadership. (Contact the EDAD department for appropriate forms.);
5. A review of departmental application form.
6. Members of the Educational Administration Department will evaluate each applicant following the completion of 12 semester hours of coursework. At this point the department will make a decision relating to Approval of the Candidacy Application.

Degree Program

The program of studies which leads to the Specialist Degree with a major in Educational Administration is dependent upon the applicant's experience and prior coursework. The degree is awarded upon completion of a minimum of 69 semester hours of credit beyond the baccalaureate degree. An internship, an integral component of the program, is completed with experienced school administrators serving as mentors.

Comprehensive Examination

An oral comprehensive examination for the degree is administered prior to or during the session in which the student is expected to receive the degree. Departmental procedures require that all EDAD coursework, except arranged courses, be completed or in progress before comprehensive examinations may be taken.

Offered by Department of Educational Administration:

**School Superintendent
Education Specialist Degree**

GR EDS 2209

**EDS in School Superintendent..... 33 hours
Required Courses (27-30 hours required)**

EDAD 940, Administrative Theory.....	3 hours
EDAD 944, Seminar in Educational Administration.....	3 hours
EDAD 955, The School Administrator and the Law.....	3 hours
EDAD 956, School/Community Relations.....	3 hours
EDAD 957, Public School Finance.....	3 hours
EDAD 958, Educational Facility Plan.....	3 hours
EDAD 991, Field Study.....	3-6 hours
EDAD 998, Internship.....	3-6 hours

Electives (3-6 hours required)

Appropriate courses selected with the consent of the advisor.

College of Fine Arts and Humanities
Department of

ENGLISH

Martha Kruse, Ph.D., Chair - 308-865-8293

**Robert Luscher, Ph.D., Graduate Program Chair
- 308-865-8115**

Graduate Faculty

Professors: K. Benzel, Bloomfield, Fort, Luscher, C.
Peek, R. Umland, S. Umland

Associate Professors: Damon, Emrys, Kruse, Peck,
Tassi

Assistant Professors: Honeyman, Khan, Robertson

Graduate Program Committee

Luscher (Chair), Fort, Khan, Robertson, Tassi, R.
Umland

MASTER OF ARTS

English - Master of Arts

Courses with the prefix ENG are offered by the department. They are listed beginning on page 79.

English Program Information and Admission Requirements**Degree Options available for Master of Arts in English**

Option A: Thesis Option (30 Hours)

Option B: Comprehensive Exam Option (36 Hours)

Option C: Creative Writing Emphasis (30 Hours)

Master of Arts in English

The Master of Arts in English program presents a variety of courses in World, British, and United States literatures, creative writing, and pedagogy. The program of study offers seminars, independent readings, special topic courses and workshops. It serves students wishing to pursue an advanced degree in Literary studies, as well as high school teachers and students seeking teacher certification. Students may choose from one of two emphases, the Literature Emphasis or the Creative Writing Emphasis. Students in the Literature Emphasis may choose either a 30-hour thesis option or a 36-hour comprehensive exam option; both options require courses in literature and literary criticism.

Admission Process

Departmental admission to the Graduate program is based on transcripts, GRE scores, a writing sample, three letters of recommendation, and the appropriate application forms (including indication of desired degree option). The Graduate Committee of the Department of English will weigh (and in some circumstances waive) these documents in the best interest of the program and the applicant. A student interested in pursuing a degree program in English should:

1. Meet the requirements for admission* set by the Office of Graduate Studies and Research,
 2. Submit an official undergraduate transcript to the Office of Graduate Studies and Research showing at least 21 semester hours in upper division (300-400 level) courses in literature, writing, and linguistics,
 3. Submit an official Graduate Record Exam (GRE) score to the Office of Graduate Studies and Research,
 4. Submit a written application to the Office of Graduate Studies and Research.
 5. Submit to the Director of English Graduate Studies a writing sample: for the literature tracks, fifteen pages that demonstrate the applicant's critical skills in analyzing literature; for the creative writing track, ten pages that reflect the applicant's critical skills in analyzing literature and fifteen pages of creative writing in fiction, poetry, creative nonfiction, or drama (for stage or screen),
 6. Submit to the Director of English Graduate Studies three letters of recommendation.
 7. Submit to the Director of English Graduate Studies a letter of interest outlining motivation for post-graduate study at UNK, previous work in the discipline, particular literary interests, and educational goals.
- * In the absence of any of the above, admission may be granted on a conditional basis.

Graduate College Degree Requirements

1. A student's Program of Study must include at least half or more hours of 800-level courses.

2. At the graduate level, credit/no credit courses must be a function of the course and not a choice of the student's. Only 6 hours of credit/no credit courses may be applied toward a Master of Arts degree.
3. A Comprehensive Examination must be completed and results filed with the Office of Graduate Studies and Research at least four weeks before graduation date.

English Department Degree Requirements

At least half of the course work in each emphasis (Literature and Creative Writing) must be completed in non-P courses: 12 in the Thesis Options (excluding Thesis Hours) and 18 in the non-thesis portfolio option.

Offered by Department of English:

English Master of Arts Degree

GR MA 3308

MA in English 30-36 hours

Option A: Literature Emphasis - Thesis Option 30 hours

Literary Criticism Requirement (3 hours)

Take 1 course from:

ENG 806, Principles of Literary Criticism 3 hours

ENG 807, History of Literary Criticism 3 hours

Literature Requirements (12 hours)

6 hours in Literature of the United States

6 hours in Literature of England and the
Commonwealth and World Literature

Thesis Requirements (6 hours)

ENG 896, Thesis 6 hours

Supporting Courses (6-9 hours)

6-9 hours of Electives

Graduate Assistant Requirement (3 hours)

ENG 805, The Teaching of Composition* 3 hours

*required for all graduate assistants; must be taken at
earliest opportunity

Comprehensive Examination

The thesis oral defense serves as the Comprehensive Examination for thesis students. The student's Thesis Committee serves as the Comprehensive Examination Committee and administers a written or oral exam. The Thesis preparation and review process are outlined in the Graduate Studies in English Handbook.

Option B: Literature Emphasis - Examination Option 36 hours

Literary Criticism Requirement (3 hours required)

Take 1 course from:

ENG 806, Principles of Literary Criticism 3 hours

ENG 807, History of Literary Criticism 3 hours

Literature Requirements (12 hours required)

6 hours in Literature of the United States

6 hours in Literature of England and the
Commonwealth and World Literature

Supporting Courses (8-21 hours required)

8-21 hours of Electives

Graduate Assistant Requirement (3 hours required)

ENG 805, The Teaching of Composition* 3 hours

*required for all graduate assistants; must be taken at
earliest opportunity

The Examination

Students who select the examination option will prepare reading lists and questions in two major areas of study. The areas of study from which students may choose are 1) British, 2) World, 3) American and 4) Language/Linguistics/Rhetoric/Theory. Students will select two English Graduate Faculty members in the appropriate areas to serve as their examiners. Students will take a written examination, which will be followed by an oral defense. Further information about the examination process can be found in the Graduate Studies in English Handbook.

Option C: Creative Writing Emphasis 30 hours

(The emphasis in Creative Writing is a studio/academic degree of 30 hours, with 12 hours in creative writing courses.)

Literary Criticism Requirement (3 hours required)

Take 1 course from:

ENG 806, Principles of Literary Criticism 3 hours

ENG 807, History of Literary Criticism 3 hours

Literature Requirements (6 hours required)

3 hours in Literature of the United States

3 hours in Literature of England and the
Commonwealth and World Literature

Creative Writing Requirements (12 hours required)

Take 12 hours from:

ENG 822P, Poetry Writing 3 hours

ENG 823P, Fiction Writing 3 hours

ENG 824, Drama Writing 3 hours

ENG 825, Creative Nonfiction 3 hours

ENG 826, Prosody: The Music of Poetic Form .. 3 hours

ENG 827, Colloquium: Creative Writing 3 hours

ENG 845, Creative Writing for Public

School Teachers 3 hours

ENG 890P, Ft. Kearney Writers' Workshop 1-3 hours

Please note that creative writing emphasis students may repeat a creative writing course for up to 6 hours and are limited to a total of 12 hours of 800-level P courses.

Thesis Requirements (6 hours required)

ENG 896, Thesis 6 hours

Students in the Creative Writing Emphasis will write a creative thesis in poetry, fiction, creative nonfiction, or drama writing. The student's thesis committee serves as a Comprehensive Examination Committee and administers an oral exam.

Supporting Courses (3 hours required)

3 hours of Electives

Graduate Assistant Requirement (3 hours required)

ENG 805, The Teaching of Composition* 3 hours

*required for all graduate assistants; must be taken at
earliest opportunity

Comprehensive Exam

Generally a student completes the Comprehensive Examination during the last semester of study. After the successful completion of at least 12 hours and prior to selection of a Thesis/Comprehensive Examination Committee and preparation of a thesis or examination, the student must file for Candidacy for the Master's Degree. A student may be refused admission to candidacy for the Master's Degree if previous college

record, performance on qualifying criteria, or the quality of graduate work are such as to indicate inability to satisfactorily complete graduate study.

Graduate Assistantships

Graduate Assistantships provide tuition remission and a stipend. Teaching Assistants are responsible for teaching four composition courses in an academic year with the possibility of summer teaching stipends. Assistantships are also available for research interns and Writing Center tutors.

College of Education
Department of

HEALTH, PHYSICAL EDUCATION, RECREATION AND LEISURE STUDIES

Nita Unruh, Ed.D., Chair
**Gregory Brown, Ph.D., Graduate Program
Committee Chair - 308-865-8331**

Graduate Faculty

Professors: Bishop, Ed Scantling
Associate Professors: Heelan, Lopez, Moorman, N.
Unruh, S. Unruh
Assistant Professor: G. Brown

Graduate Program Committee

G. Brown (Chair), Bishop, Heelan, Lopez, Moorman, N.
Unruh, S. Unruh

MASTER OF ARTS IN EDUCATION

Exercise Science - Master of Arts in Education Degree
General Physical Education - Master of Arts in
Education Degree
Master Teacher of Physical Education - Master of Arts in
Education Degree

Courses with the prefix PE are offered by the department.
They are listed beginning on page 89.

Health, Physical Education, Recreation & Leisure Studies Program Information and Admission Requirements

Master of Arts in Education Degree

Exercise Science
General Physical Education
Specializations:
Sports Administration
Recreation and Leisure
Master Teacher of Physical Education
Specializations:
Pedagogy
Special Populations

Admission to degree work is contingent on (1) achieving a minimum score of 750 on the verbal and quantitative sections of the Graduate Record Examination, and (2) evaluation of the candidate's undergraduate transcript. These criteria are supplemented by a personal statement indicating the student's experiences, plans for the future, and philosophy of physical activity.

Offered by Department of Physical Education:

Exercise Science Master of Arts in Education Degree

GR MAE 2509

MAE in Exercise Science..... 36 hours

Core Requirements (15 hours required)

BIOL 864P,
PE 860P, Gross Anatomy of Movement 3 hours
PE 866P, Nutrition for Health and Sport 3 hours
PE 867P, Fitness Testing 3 hours
PE 870, Advanced Exercise Physiology 3 hours

Exercise Science Option (21 hours required)

Choose from one of the following:

Thesis Option (21 hours required)

Take all of the following:

PE 896, Thesis 6 hours
STAT 835P, Statistical Techniques 3 hours

Take 12 hours of Electives as Approved by Advisor;

Elective Courses may include:

PE 801P, Psychology of Sport 3 hours
PE 804P, Sociology of Sports Activities 3 hours
PE 845, Motor Development 3 hours
PE 871, Physical Education for Students
with Disabilities 3 hours
PE 877, Motor Learning 3 hours
STAT 837P, Computer Analysis
of Statistical Data 3 hours

Non-Thesis Option (21 hours required)

Take all of the following:

CSP 801P, Counseling Skills 3 hours
PE 895, Internship 3-6 hours

Take 1 course from:

STAT 835P, Statistical Techniques 3 hours
TE 802, Techniques of Research 3 hours

Take 9-12 hours of Electives as Approved by Advisor;

Elective Courses may include:

PE 801P, Psychology of Sport 3 hours
PE 804P, Sociology of Sports Activities 3 hours
PE 845, Motor Development 3 hours
PE 871, Physical Education for Students
with Disabilities 3 hours
PE 877, Motor Learning 3 hours
STAT 837, Computer Analysis
of Statistical Data 3 hours

Offered by Department of Physical Education:

General Physical Education Master of Arts in Education Degree

GR MAE 2512

MAE in General Physical Education 36 hours

Specialization options in Sports Administration or
Recreation and Leisure. (Non-Certification for Teacher
Education)

Required Courses (15 hours required)

Take all of the following:

PE 802, Philosophy of PE, Sports, Recreation
and Leisure 3 hours
PE 854, Leisure Behavior 3 hours
PE 878, Issues in PE, Sports and Recreation 3 hours

PE 880, Readings in PE, Sports and Recreation	3 hours
TE 802, Techniques of Research	3 hours

Specializations (12 hours required)

Choose from one of the following:

- Sports Administration
- Recreation and Leisure

Coursework recommended by advisor, approved by the Department Graduate Committee Chair and Graduate Dean.

General Physical Education Option (9 hours required)

Choose from one of the following:

Research and Field Work Option (9 hours required)

Take all of the following:

- PE 881, Applied Project in PE, Sports,
& Recreation
- 3 hours
- PE 895, Internship
- 6 hours

Thesis Option (9 hours required)

Take 1 course from:

- STAT 835P, Statistical Techniques
 - 3 hours
 - STAT 837P, Computer Analysis
of Statistical Data
 - 3 hours
- Take:
- PE 896, Thesis
 - 6 hours

Offered by Department of Physical Education:

Master Teacher of Physical Education Master of Arts in Education Degree

GR MAE 2508

MAE in Master Teacher of Physical Education..... 36 hours

Emphasis Area: Pedagogy

This program is designed for persons interested in the art and science of teaching physical education content to students enrolled in elementary to post secondary institutions.

Professional Requirement: (27 hours required)

Take all of the following:

- PE 802, Philosophy of PE, Sports, Recreation
and Leisure.....
- 3 hours
- PE 828P, Secondary School
Physical Education
- 3 hours
- PE 831P, Curriculum Design
in Physical Education
- 3 hours
- PE 841P, Elementary School
Physical Education
- 3 hours
- PE 871, Physical Education for Students
with Disabilities
- 3 hours
- PE 875, Analysis of Physical Education
Teaching
- 3 hours
- TE 802, Techniques of Research
- 3 hours

Take 1 course from:

- PE 845, Motor Development
- 3 hours
- PE 877, Motor Learning
- 3 hours

Take 1 course from:

- PE 861P, Physiology of Exercise
- 3 hours
- PE 870, Advanced Exercise Physiology.....
- 3 hours

Electives: (9 hours required)

Take 9 hours from the following:

CSP 805, Behavioral Characteristics of Children and Adolescents.....	3 hours
CSP 821P, Psychology of Classroom Discipline	3 hours
CSP 826P, Beh. Modification in Classroom Management.....	3 hours
EDAD 956, School/Community Relations	3 hours
PE 801P, Psychology of Sport.....	3 hours
PE 804P, Sociology of Sports Activities.....	3 hours
PE 806, Seminar: Physical Education.....	1-3 hours
PE 821, Administrative Problems in Physical Education	3 hours
PE 822P, Facilities for Sports and Recreation..	3 hours
PE 845, Motor Development	3 hours
PE 863, Health Safety Elementary School.....	3 hours
PE 872, Physical Education for Students with Developmental Disabilities	3 hours
PE 873, Physical Education for Persons with Severe Disabilities.....	3 hours
PE 874, Seminar and Practicum in Adapted Physical Education	3 hours
PE 896, Thesis	3-6 hours
TE 811, The Activities Director	3 hours
TE 817P, Basic Instructional Theory into Practice.....	2-3 hours

Emphasis Area: Special Population

This program is designed for persons interested in the physical activity of individuals with disabilities, particularly school-age students, and leads to the endorsement in Adapted Physical Education issued by the Nebraska Department of Education.

Professional Requirement: (36 hours required)

Take all of the following:

- PE 802, Philosophy of PE, Sports, Recreation
and Leisure.....
- 3 hours
- PE 831P, Curriculum Design
in Physical Education
- 3 hours
- PE 870, Advanced Exercise Physiology.....
- 3 hours
- PE 871, Physical Education for Students
with Disabilities
- 3 hours
- PE 872, Physical Education for Students
with Developmental Disabilities
- 3 hours
- PE 873, Physical Education for Persons
with Severe Disabilities.....
- 3 hours
- PE 874, Seminar and Practicum in Adapted
Physical Education
- 3 hours
- PE 875, Analysis of Physical Education
Teaching
- 3 hours
- TE 802, Techniques of Research
- 3 hours
- TESE 821P, Nature and Needs
of Exceptionalities.....
- 3 hours
- TESE 833, Applied Behavior Analysis.....
- 3 hours

Take 1 course from:

- PE 845, Motor Development
- 3 hours
- PE 877, Motor Learning
- 3 hours

College of Natural and Social Sciences
Department of

HISTORY

Carol Lilly, Ph.D. Chair
Mark Ellis, Ph.D., Graduate Program Committee
Chair - 308-865-8509

Graduate Faculty

Professors: Barua, R. Davis, Lilly, Volpe
 Associate Professors: Ailes, Ellis, Rieder, Van Ingen
 Assistant Professor: Rohrer

Graduate Program Committee

Ellis (Chair), Ailes, Barua, R. Davis, Lilly, Rohrer, Van Ingen, Volpe

MASTER OF ARTS

History - Master of Arts

Courses with the prefix HIST are offered by the department. They are listed beginning on page 84.

History Program Information and Admission Requirements

Master of Arts Degree

Option A: Thesis Option
 Option B: Non-Thesis Option

Graduate Certificate in History

Students interested in pursuing a program of study in History should:

1. Meet the requirements for admission to the Office of Graduate Studies and Research,
2. Have completed an undergraduate program containing at least 18 semester hours of history,
3. Submit to the Department Chair evidence of the writing skills necessary for graduate level course work (The submission of previous written work, or an essay written in the presence of the Department Chair, are normally required) and,
4. Submit an official Graduate Record General Examination test score.

Program Requirements

- At least half of the course work in each program (excluding thesis hours) must be completed in non-P courses.
- At least 9 hours of course work for the thesis option; at least 15 hours of course work for the non-thesis option, and at least 6 hours of course work for the Graduate Certificate option must be in graduate colloquia or seminars.
- For the Master's Program at least 3 hours of work in colloquia or seminars must be in U.S. History and at least 3 hours of work in colloquia or seminars must be in non U.S. History.
- Students must maintain a 3.25 GPA in all graduate hours to graduate.
- Students must maintain a minimum of a 3.0 GPA in all graduate hours to successfully complete a graduate certificate.

Comprehensive Examinations

All students must successfully complete a comprehensive examination to be administered within nine months following the completion of course work. This will include both written and oral examinations over the major and minor fields. Thesis students will define their thesis proposal in the written component, and defend their completed thesis as the oral component.

The thesis committee will be the examining committee

for thesis students. The committee for non-thesis students will be composed of Graduate Faculty with the Department Graduate Committee Chair serving as moderator. A majority vote by the student's examining committee will determine whether the student has successfully passed the examinations.

Although unsuccessful students may take the exams a second time, they must apply for a waiver should the time limit have expired. The decision to waive this time requirement will be granted at the discretion of the majority of the Department's Graduate Committee.

Thesis and Thesis Committee

A completed thesis must be submitted for the approval of the thesis committee within two years from the completion of the course work. This time requirement may be waived at the discretion of the majority of the Department's Graduate Committee. The thesis committee shall consist of four members: The candidate's thesis advisor/major professor, who shall serve as chair, two readers from the Department of History (at least one must be Graduate Faculty), and a graduate faculty member from another department in a related field.

Offered by Department of History:

**History
 Master of Arts Degree**

GR MA 5717

MA in History 30-36 hours

Option A: Thesis 30 hours

U.S. History 6 hours
 Non-U.S. History 6 hours
 Electives 12 hours
 Thesis 6 hours

Option B: Non-Thesis 36 hours

U.S. History 9 hours
 Non-U.S. History 9 hours
 Electives 18 hours

Graduate Certificate in History 18 hours

Seminar/Colloquia 6 hours
 Other Non-P Course work 3 hours
 Electives 9 hours

College of Fine Arts and Humanities
 Department of

MODERN LANGUAGES

Sonja Kropp, Ph.D., Chair

**Lon Pearson, Ph.D., Graduate Program
 Committee Chair - 308-865-8536**

Graduate Faculty

Professors: Craig, Hart, Pearson
 Associate Professors: Gonzalez, S. Kropp, Snider

Graduate Program Committee

Pearson (Chair), Craig, Gonzalez, Hart, S. Kropp, Snider, Freeman (COE)

MASTER OF ARTS IN EDUCATION

Modern Languages - Master of Arts in Education Degree

Courses with the prefix FORL, FREN, GERM, and SPAN are offered by the department. They are listed beginning on pages 81 (FORL), 82 (FREN), 83 (GERM), and 94 (SPAN).

Modern Languages Program Information and Admission Requirements

Master of Arts in Education Degree

French, German or Spanish Specialization

Admission to a Master's Degree program in Modern Languages is based on consideration of the following:

1. The Graduate Record Examination General Test score, or the candidate can elect to take a qualifying examination devised by the Graduate Faculty of the appropriate language;
2. Twenty-four semester hours of upper level undergraduate coursework in French, German, Spanish or equivalent;
3. Personal interview with a member of the Graduate Faculty in French, German or Spanish. (References may be sent if an interview is not feasible.);
4. Teaching certification (or near completion thereof) for candidates that wish to teach in U.S. public schools.

A student may be admitted with deficiencies in undergraduate coursework on the condition that the deficiencies be eliminated during the first 18 hours of graduate work.

A program of study must be developed in consultation with the graduate advisor.

Comprehensive Examination: Upon completion of the required and elective courses in the MAE program, the students will be examined in both written and oral form over the principal graduate courses taken in the Department (usually 6 to 7). They will write an essay for each in the language of instruction of the course. During the oral exam, the students will be expected to answer in the target language as well.

Offered by Department of Modern Languages:

Modern Languages Master of Arts in Education Degree

MAE in Modern Languages with French, German or Spanish Specialization 36 hours

Pedagogy (6-9 hours required)

Take the following:

FORL 810, Second Language Acquisition 3 hours
FORL 872P, Foreign Language Pedagogy 0-3 hours
(If not taken as FORL 472.)

Approved Elective in Pedagogy
(FORL, PTE, etc.)..... 0-3 hours

Take 1 course from:

CSP 800, Advanced Educational Psychology.... 3 hours
CSP 805, Behavioral Characteristics
of Children and Adolescents..... 3 hours

Research (3 hours required)

Take 1 course from:

FORL 800, Curriculum Development
& Research..... 3 hours
TE 802, Techniques of Research 3 hours

Specialization Requirements (24-27 hours required)

Choose from one of the following:

French Specialization 24-27 hours
GR MAE 3505

Content Area Requirement (18-21 hours required)

Take the following:

FREN 814P, Advanced French
Conversation..... 0-3 hours
(If not taken as FREN 414.)
FREN 860P, History of the French
Language 0-3 hours
(If not taken as FREN 460.)
French Electives 3-12 hours

Take 1 course from:

FREN 820P, The French Novel I 3 hours
FREN 821P, The French Novel II 3 hours

Choose one six hour block:

FREN 875, Graduate Study Abroad 3 hours
FREN 876, Graduate Study Abroad 3 hours

OR

FREN 896, Thesis (with permission) 6 hours

Supporting Emphases (6 hours required)

Choose from one of the following:

College Teaching Emphasis

Graduate Elective 3 hours

Take 1 course from:

ENG 806, Principles of Literary Criticism.. 3 hours
ENG 807, History of Literary Criticism 3 hours

Secondary Teaching Emphasis

Graduate Elective 3 hours

Take 1 course from:

EDAD 831, Social Foundations
of Education 3 hours
TE 803, Philosophy of Education 3 hours

German Specialization..... 24-27 hours
GR MAE 3605

Content Area Requirement (18-21 hours required)

German Electives 15-18 hours

Take 1 course from:

GERM 804, Introduction to Middle
High German..... 3 hours
GERM 805, History of the German
Language 3 hours

Supporting Emphases (6 hours required)

Choose from one of the following:

College Teaching Emphasis

Graduate Elective 3 hours

Take 1 course from:

ENG 806, Principles of Literary Criticism.. 3 hours
ENG 807, History of Literary Criticism 3 hours

Secondary Teaching Emphasis

Graduate Elective 3 hours

Take 1 course forms:

EDAD 831, Social Foundations
of Education 3 hours
TE 803, Philosophy of Education 3 hours

Spanish Specialization24-27 hours
GR MAE 3706

Content Area Requirement (18-21 hours required)

Take the following:

SPAN 808P, Comparative Grammar 0-3 hours
(If not taken as SPAN 408.)

SPAN 814, Oral, Written
& Cultural Fluency..... 3 hours

SPAN 830P, Latin American Literature 0-3 hours
(If not taken as SPAN 430.)

Spanish Electives (3-12)

Choose one six hour block:

SPAN 875, Graduate Study Abroad..... 3 hours

SPAN 876, Graduate Study Abroad..... 3 hour

OR

SPAN 896, Thesis (with permission) 6 hours

Supporting Emphases (6 hours required)

Choose from one of the following:

College Teaching Emphasis

Graduate Elective 3 hours

Take 1 course from:

ENG 806, Principles of Literary Criticism .. 3 hours

ENG 807, History of Literary Criticism 3 hours

Secondary Teaching Emphasis

Graduate Elective 3 hours

Take 1 course from:

EDAD 831, Social Foundations
of Education 3 hours

TE 803, Philosophy of Education 3 hours

College of Fine Arts and Humanities
Department of

MUSIC AND PERFORMING ARTS

Valerie Cisler, DMA, Chair

David Nabb, Ph.D., Graduate Program

Committee Chair - 308-865-8618

Graduate Faculty

Professors: Cisler, Cook, Davis, Payne

Associate Professors: Buckner, Foradori, Janice

Fronczak, D. Mitchell, Nabb, Schnoor

Assistant Professor: Harriott

Graduate Program Committee

Nabb (Chair), Cisler, Davis, Foradori, Harriott, Mitchell,

Payne, Schnoor (COE)

MASTER OF ARTS IN EDUCATION

Music Education - Master of Arts in Education Degree

Courses with the prefix MUS are offered by the department. They are listed beginning on page 87.

Music Education Program Information and Admission Requirements

Master of Arts in Education Degree

Music Specialization

The Department of Music offers its graduate program to serve three main purposes:

1. Provide music courses for those students who seek a Master of Arts in Education degree with a specialization in music;
2. Make available a variety of courses for those students who do not wish to pursue an advanced degree; and
3. Provide for graduate students experiences which will serve their cultural and professional needs.

Admission to the Master of Arts in Music Education will require the following:

1. A completed graduate application form (and fee);
2. Completion of the bachelor's degree with a major in music from a fully accredited institution, with a minimum GPA of 3.0; two official transcripts from the institution at which the applicant has taken undergraduate work (must be sent directly from the undergraduate institution(s)).
3. Satisfactory completion of interview/audition requirements:
 - Present a portfolio including a one to two page philosophy of teaching, sample programs, curriculum, and other examples of organizational, philosophical, research or performance experiences
 - Submit a VHS tape with 10-20 minutes demonstrating teaching ability in the classroom/rehearsal
 - Performance on major instrument/voice
4. Three letters of recommendation from individuals who have knowledge of the applicant's capabilities/professional musical experience;
5. Satisfactory completion of the Graduate Music Examination. (If deficiencies are indicated, additional coursework may be required. Undergraduate courses that are prerequisite to a given graduate program may not be taken for graduate degree credit.)
6. Admission is complete when an approved Program of Study and Application for Candidacy are on file.

Offered by Department of Music:

Music Education Master of Arts in Education Degree

GR MAE 4109

MAE in Music Education 36 hours
Pedagogy (12 hours required)

Take the following:

MUS 822, Administration and Supervision

of the Music Program 3 hours

Take 1 course from:

CSP 800, Advanced Educational Psychology.... 3 hours

CSP 805, Behavioral Characteristics

of Children and Adolescents..... 3 hours

Take 1 course from:

EDAD 831, Social Foundations of Education..... 3 hours

TE 803, Philosophy of Education 3 hours

Take 1 course from:

MUS 809P, Teaching of Voice 3 hours

MUS 811P, Teaching of Woodwind

Instruments..... 3 hours

MUS 812P, Teaching of Brass Instruments	3 hours
MUS 813P, Teaching of Percussion Instruments.....	3 hours
MUS 816P, Teaching Piano.....	3 hours
MUS 857P, Elementary School Music.....	3 hours

Content Specialization (15 hours required)

Take the following:

MUS 801, Criteria for Music Analysis and Comparison	3 hours
MUS 814, Aesthetics and Criticism	3 hours

Take 6 hours from:

MUS 848, History of Baroque Music.....	3 hours
MUS 849, History of Classical Music	3 hours
MUS 851, History of Romantic Music	3 hours
MUS 852, History of Twentieth Century Music...	3 hours

Take 1 course from:

MUS 894P, Workshop in Instrumental Art	3 hours
MUS 895P, Workshop in Choral Art	3 hours

Research (3 hours required)

Take 1 course from:

BTE 894, Techniques of Research.....	3 hours
TE 802, Techniques of Research	3 hours

Electives (6 hours required)

May be music courses or other courses approved by the major professor and the Graduate Program Committee.

College of Natural and Social Sciences

Master of Science in Education SCIENCE TEACHING

PROGRAM

**Kerri Skinner, Ph.D., Science Teaching Program
Director - 308-865-8410, skinnerkm@unk.edu**

Graduate Program Committee

Skinner (Chair), D. Niemann, T. Markes, Mosher, T.
Smith, Lewis

Master of Science in Education Science Teaching Program Information and Admission Requirements

Professional Teaching Certificate Option in Science Teaching or Science/Mathematics Teaching

This degree is administered by the Department of Biology.

An Interdisciplinary Program

The Master of Science in Education Degree in Science Teaching or Science/Mathematics Teaching is offered in the sciences and mathematics for students who wish to broaden their background in teaching fields. Students must be certified to teach in an area of science, biology, chemistry, physics, physical science, or mathematics and meet the general requirements of the Office of Graduate Studies and Research to be eligible for this program. A student interested in pursuing the M.S.Ed. Degree in Science Teaching or Science/Mathematics Teaching should contact the chairman of the Graduate Program Committee for specific information concerning admission

criteria and degree work. A student will be assigned an advisor from the appropriate discipline. All courses for a program of study/degree audit must be approved by the advisor prior to enrollment by the student.

Requirements

Students select one academic area of emphasis in an area of endorsement (Biology, Chemistry, Mathematics, Physics, or Physical Science) and take courses in at least two other areas. Selection of the course options for a specific program should be made with the advisor before enrollment in the courses in order to develop the most effective and efficient program.

Admission Information

To qualify for work on this degree, a student must have an endorsement in Biology, Mathematics, Chemistry, Physics or Physical Science and meet the general requirements for entrance to graduate studies. Admission to degree work is contingent upon evaluation of transcripts.

This degree program is intended primarily for teachers who plan to make application for professional certification, and in those cases the above requirements must be satisfied.

- See detailed program information below.
- Apply now at <http://www.webeasi.unk.edu>.
- Schedule a campus visit and talk to our faculty. See www.unk.edu/admissions/visit/index.php?id=121 for more information.
- Explore undergraduate programs at www.unk.edu/acad/undergrad/index.php?id=101.

Administered by Department of Biology:

Science Teaching Master of Science in Education Degree

GR MSE 5110

MSE in Science Teaching 36 hours

Professional Components (12 hours required)

Pedagogy (9 hours)

Take 1 course from:

BIOL 876, Life Science Curriculum	3 hours
EDAD 848, Curriculum Planning	3 hours
PHYS 872P, Science Curricula	3 hours
VOED 834P, Introduction to Student with Special Needs	3 hours

Take 1 course from:

CSP 800, Advanced Educational Psychology ..	3 hours
CSP 805, Behavioral Characteristics of Children and Adolescents	3 hours

Take 1 course from:

EDAD 831, Social Foundations of Education...	3 hours
TE 803, Philosophy of Education	3 hours

Research (3 hours)

Choose one of the following:

BIOL 820, Introduction to Graduate Study	3 hours
STAT 837P, Computer Analysis of Statistical Data	3 hours
TE 802, Techniques of Research	3 hours

Academic Components (24 required)**Major Emphasis (12-15 hours)**

Twelve to fifteen hours in an area of endorsement (Biology, Chemistry, Mathematics, Physics or Physical Science)

Second Emphasis (12 hours)

A minimum of 12 hours in Biology, Chemistry, Earth Science, Mathematics, Physics, or Physical Science outside the major emphasis - courses must be taken in at least two areas. These courses will be selected to meet student needs as indicated by previous course work and teaching duties. Under certain conditions, 3 hours of approved electives may be outside the science area.

Practicum (0-3 hours)

This area would be considered as a deficiency, and hours earned here would be in addition to the required 36 hours. This area can be met by one of the following:

1. Teaching experience
2. Graduate assistant teaching
3. Internship

A student would be required to meet the general requirements for entrance to graduate studies. To qualify for work on this degree a student would be required to have an endorsement in Biology, Mathematics, Chemistry, Physics or Physical Science.

A student could advance to this point by taking deficiency courses before embarking on this program.

College of Education
Department of

TEACHER EDUCATION

Dennis Potthoff, Ph.D., Chair -
pothoffd@unk.edu

Joan Lewis, Ph.D., Chair, Graduate Programs -
lewisjd@unk.edu

Mary Frew, Secretary - 308-865-8616,
frewm@unk.edu

Graduate Faculty

Professors: Fredrickson, Freeman, Potthoff, Powell
Associate Professors: Batenhorst, Lewis, Montgomery,
Schnoor, Tracy
Assistant Professors: Skinner, Strawhecker, Ziebarth-
Bovill

Graduate Program Committee

Lewis (Chair), Batenhorst, Fredrickson, Messersmith,
Mollenkopf, Montgomery, Potthoff, Tracy, Walden

Graduate Handbook:

http://cgi.unk.edu/lewisjd/Teacher_Education/Graduate_Handbook.pdf

Website: <http://www.unk.edu/acad/ted/>

MASTER OF ARTS IN EDUCATION

Curriculum and Instruction - Master of Arts in Education Degree
Reading K-12 - Master of Arts in Education Degree
Special Education - Master of Arts in Education Degree

MASTER OF SCIENCE IN EDUCATION

Instructional Technology - Master of Science in Education Degree

Courses with the prefix TE and TESE are offered by the department. They are listed beginning on pages 95 (TE) and 100 (TESE).

Teacher Education Program Information and Admission Requirements**Degrees Offered**

Master of Arts in Education

Curriculum and Instruction

Reading K-12 (Includes Nebraska Endorsement)

Special Education

Advanced Practitioner (Selected Nebraska Endorsements Possible)

Gifted Education (Includes Nebraska Endorsement)

Mild/Moderate (Used for Initial Certification. Includes Nebraska Endorsement)

Master of Science in Instructional Technology

Assistive Technology Concentration

Educational Media Concentration (Includes Nebraska Endorsement)

Instructional Technology Concentration

Multimedia Development Concentration

Four Master's degrees are available within the Department of Teacher Education, each with selected emphasis areas (see descriptions below). The degrees require the same four core classes covering the areas of research, democracy, diversity, and technology in accordance with the renewed focus of the College of Education. All programs are 36 credit hours; however, additional hours may be needed for state certification in some endorsement areas.

Admission requirements include GPA and either the Graduate Record or a Professional Biography. Some degrees also require references and teacher certification. Contact individual programs within the Department for specifics. For information about assistantships, contact the Graduate Program Chair.

Curriculum and Instruction

The Master of Arts in Education - Curriculum and Instruction degree is designed to provide educators with an opportunity for gaining knowledge and skill in the design, development and evaluation of school curriculum. In addition, this degree is intended to assist the classroom practitioner in gaining greater expertise in a chosen instructional specialization or endorsement area. Instructional specialization could include, but is not limited to, focus areas such as art, elementary education, English as a Second Language, mathematics, political science, social sciences, and a variety of other topics and endorsements.

Reading

The Master of Arts in Education - Reading degree satisfies the academic requirements for professional certification and an additional endorsement in reading.

The current endorsement track includes K-12.

Special Education

The Master of Arts in Education - Special Education degree offers the three emphasis areas described below: Advanced Practitioner, Gifted Education, and Mild/Moderate Disabilities.

Advanced Practitioner is designed to extend the expertise of educators with a teaching credential in one or more areas of special education. In addition to advanced work in the special education core, students may emphasize in assistive technology, behavior disorders, learning disabilities, or secondary/transition. Nebraska endorsement is currently available in behavior disorders and learning disabilities, and may require a small number of additional classes.

Gifted Education is designed to prepare educators with the knowledge base and competencies necessary for the appropriate education of gifted and talented learners. It includes the 18 hours necessary for the state Supplementary Endorsement in Gifted Education.

Mild/Moderate Disabilities is designed to lead to initial certification in special education. This applies to teachers certified in a field of education other than special education. Completion of the undergraduate professional sequence is required in addition to the Master's classes for individuals who do not have degree in education.

Instructional Technology

The Master of Science in Education - Instructional Technology prepares graduates for careers in either business or education. In education, instructional technologists are building or district-wide technology resource personnel. They provide or assist with technology-related professional development, strategic planning components, trans-curricular integration of technology, improvement of instruction, coordinating and developing technology-oriented curricula plans, and instructional delivery. Instructional Technologists in the business world focus on designing and developing instruction, job aids, training aids, consulting, and similar training related issues. Instructional Technologists are involved with all instructional aspects of technology and related areas. The four concentration areas are described below.

Assistive Technology Concentration will focus on understanding and using a variety of assistive technologies with students with disabilities.

Educational Media Concentration will focus on developing school library educational media specialists. It will lead to an endorsement in Educational Media.

Instructional Technology Concentration will focus on the application aspects of computer and other technologies. Graduates will be able to manage and use I.T. resources in their classrooms, buildings, or districts.

Multimedia Development Concentration will focus on systematic design and development of professional multimedia products and strategies.

Offered by Department of Teacher Education:

Curriculum and Instruction Master of Arts in Education Degree

GR MAE 2704

MAE in Curriculum and Instruction 36 hours

Department Core Courses (12 hours required)

Research Course (3 hours)

Take 1 course from:

TE 800, Education Research 3 hours

TE 801, Teachers in Classroom Research 3 hours

TE 802, Techniques of Research* 3 hours

Democracy (3 hours)

TE 803, Philosophy of Education 3 hours

Diversity (3 hours)

TE 804, Curriculum Development
in Multicultural Education 3 hours

Technology (3 hours)

TE 805, Overview of Assistive Technology 3 hours

Curriculum/Research Component (6 hours required)

Choose from one of the following:

Research Component

TE 801, Teachers in Classroom Research 3 hours
(Prereq: TE 800)

TE 891, Field Project 3 hours

Technology Component

TE 877, Developing Computer-Mediated
Educational Environments 3 hours

TE 887, Electronic Media Production 3 hours

Curriculum Component

TE 809, Curriculum Implementation 3 hours

TE 810, Design and Development
of Instruction 3 hours

*Thesis Component (6 hours)

Students always have the option of completing a thesis. Students will register for TE 896 for six hours.

These six hours will be in lieu of electives. Students must take TE 802 prior to enrolling in TE 896.

Individualized Component (6 hours)

Students may take 6 hours of electives with the advice and approval of their advisor.

Instructional Component (18 hours required)

Selected 18 hour concentration in a teaching area or endorsement area. Must be selected in conjunction with advisor.

Offered by Department of Teacher Education:

Reading K-12 Master of Arts in Education Degree

GR MAE 2409

MAE in Reading K-12 36 hours

Department Core Courses (12 hours required)

Research Course (3 hours)

Take 1 course from:

TE 800, Education Research 3 hours

TE 801, Teachers in Classroom Research 3 hours

TE 802, Techniques of Research 3 hours

Democracy (3 hours)

TE 803, Philosophy of Education 3 hours

- Diversity (3 hours)
 - TE 804, Curriculum Development in Multicultural Education 3 hours
- Technology (3 hours)
 - TE 805, Overview of Assistive Technology 3 hours

Literacy Specialization (21 hours required)

- Choose from one of the following:
- Take the following:
- TE 816B, Practicum: Reading 3 hours
 - TE 845, Contemporary Theory & Practice in Reading 3 hours
 - TE 846, Diagnosis/Correction of Reading Difficulties 3 hours
 - TE 854, Reading in the Content Areas 3 hours
 - TE 897, Seminar in Education 3 hours
- Take 1 course from*:
- ENG 847P, Children’s Literature 3 hours
 - ENG 848P, Literature for Adolescents 3 hours
- *Take the course not taken as an undergraduate
- Take 1 course from:
- ENG 871P, Language and Composition in the Secondary School 3 hours
 - TE 853C, Improvement of Instruction in Elementary School Language Arts 3 hours

Electives (3 hours required)

- Suggested list or with consent of advisor
- ENG 803, Descriptive Linguistics 3 hours
 - ENG 845, Creative Writing for Public School Teachers 3 hours
 - ENG 895, Directed Readings 1-3 hours
 - TE 883, Classroom Desktop Publishing 3 hours
 - TESE 829P, Assessment of Young Children: Birth to Five 3 hours
 - TESE 832, Research-based Instructional Strategies for Students with Exceptionalities 3 hours

Offered by Department of Teacher Education:

**Special Education
Master of Science in Education
Degree**

GR MAE 2816

MAE in Special Education 36 hours

Department Core Courses (12 hours required)

- Research Course (3 hours)
 - Take 1 course from:
 - TE 800, Education Research 3 hours
 - TE 801, Teachers in Classroom Research 3 hours
 - TE 802, Techniques of Research* 3 hours
- Democracy (3 hours)
 - TE 803, Philosophy of Education 3 hours
- Diversity (3 hours)
 - TE 804, Curriculum Development in Multicultural Education 3 hours
- Technology (3 hours)
 - TE 805, Overview of Assistive Technology 3 hours

Emphasis Areas

- Choose from one of the following:
- Gifted - NON-THESIS 24 hours**
 - Take the following:

- CSP 800, Advanced Educational Psychology 3 hours
- TESE 816C, Practicum in Gifted/Talented Education 3 hours
- TESE 822P, The Psychology and Education of Gifted and Talented Learners 3 hours
- TESE 823P, Guiding the Social and Emotional Development of Gifted/Talented Learners 3 hours
- TESE 824, Identification, Assessment, and Evaluation for Gifted/Talented Education 3 hours
- TESE 825, Curriculum Design and Development for Gifted/Talented Education 3 hours
- TESE 826, Program Design for Gifted/Talented Education 3 hours
- Electives 3 hours

Gifted - THESIS 24 hours

- Take the following:
- TE 896, Thesis* 6 hours
 - TESE 816C, Practicum in Gifted/Talented Education 3 hours
 - TESE 822P, The Psychology and Education of Gifted and Talented Learners 3 hours
 - TESE 823P, Guiding the Social and Emotional Development of Gifted/Talented Learners 3 hours
 - TESE 824, Identification, Assessment, and Evaluation for Gifted/Talented Education 3 hours
 - TESE 825, Curriculum Design and Development for Gifted/Talented Education 3 hours
 - TESE 826, Program Design for Gifted/Talented Education 3 hours

*Thesis option (6 hours)

Students always have the option of completing a thesis. Students will register for TE 896 for six hours based on the recommendation of their advisor. These six hours will be in lieu of the elective and CSP 800. Students must take TE 802 prior to enrolling in TE 896.

Prerequisite

Introduction to Exceptionalities or equivalent completed at the undergraduate or graduate level.

Advanced Practitioner 24 hours

This program is for students who possess a teaching certificate with an endorsement in Special Education.

Special Education Core (18 hours required)

- Take the following:
- TESE 816D, Practicum in Special Education 6 hours
(Practicum will concentrate in the area of emphasis chosen for electives.)
 - TESE 832, Research-based Instructional Strategies for Students with Exceptionalities 3 hours
 - TESE 833, Applied Behavior Analysis 3 hours
 - TESE 834, Characteristics and Identification of Behavior and Learning Disabilities 3 hours
 - TESE 835, Applications of Assistive Technology Across Environments 3 hours

Electives (6 hours required)

Students must complete six hours of electives from any of courses listed below. Endorsements are available in learning disabilities, behavior disorders, or mild/moderate 7-12. Additional courses may be required

for endorsement. Students seeking endorsement need to speak to an advisor.

Take 6 hours from:

- CDIS 840P, Augmentative Alternative Communication..... 3 hours
 CSP 905, Behavioral Problem Solving Assessment..... 3 hours
 PSY 865, Psychopharmacology..... 3 hours
 TE 846, Diagnosis/Correction of Reading Difficulties..... 3 hours
 TE 848, Assessment and Remediation in Elementary School Mathematics..... 3 hours
 TE 853C, Improvement of Instruction in Elementary School Language Arts..... 3 hours
 TE 882, Teacher Development Training in Instructional Technology..... 3 hours
 TE 898, Independent Study..... 1-3 hours (Research-based course in area of endorsement.)
 TESE 836P, Transitional Issues for Individuals with Disabilities..... 5 hours

Mild/Moderate Disabilities..... 24 hours

Take the following:

- TESE 816D, Practicum in Special Education... 6 hours
 TESE 830, Consultation and Collaboration with Families and Agencies Serving Individuals with Disabilities..... 3 hours
 TESE 831, Formal and Informal Assessment in Special Education..... 4 hours
 TESE 832, Research-based Instructional Strategies for Students with Exceptionalities..... 3 hours
 TESE 833, Applied Behavior Analysis..... 3 hours
 TESE 837P, Medical Aspects of Individuals with Disabilities..... 3 hours
 TESE 838P, Legal Issues in Special Education..... 2 hours

The Mild/Moderate Disabilities option does not result in initial teacher certification. The process of gaining Mild/Moderate Certification also involves meeting additional requirements; working closely with an academic advisor is critical.

Offered by Department of Teacher Education:

**Instructional Technology
 Master of Science in Education
 Degree**

GR MSE 2705

MSE in Instructional Technology..... 36 hours

Department Core Courses (12 hours required)

- Research Course (3 hours)
 Take 1 course from:
 TE 800, Education Research..... 3 hours
 TE 801, Teachers in Classroom Research..... 3 hours
 TE 802, Techniques of Research*..... 3 hours
 Democracy (3 hours)
 TE 803, Philosophy of Education..... 3 hours
 Diversity (3 hours)
 TE 804, Curriculum Development in Multicultural Education..... 3 hours
 Technology (3 hours)
 TE 805, Overview of Assistive Technology..... 3 hours

Instructional Technology Core (6 hours required)

Take 1 course from:

- TE 875, Administration of Media Services..... 3 hours
 TE 880, Management of Educational Technology..... 3 hours

Take 1 course from:

- TE 886, Technology Tools for Teachers..... 3 hours
 TE 877, Developing Computer-Mediated Educational Environments..... 3 hours

Concentration (18 hours required)

Choose from one of the following:

Instructional Technology Concentration (18 hours)

Take the following:

- TE 810, Design and Development of Instruction..... 3 hours
 Approved Electives..... 12 hours**

Take one of the following:

- TE 878, Leadership in Instructional Technology..... 3 hours
 TE 879, Seminar in Instructional Technology..... 3 hours

Multimedia Development Concentration (18 hours)

Take the following:

- TE 887, Electronic Media Production..... 3 hours
 TE 888, Multimedia Production..... 3 hours
 TE 889, Multimedia Development..... 3 hours
 Approved Electives..... 9 hours**

Educational Media Concentration (18 hours)

Take the following:

- TE 871, Selection of Educational Media Materials..... 3 hours
 TE 872, Organization of Media and Technology Resources..... 3 hours
 TE 873, Reference and Information Skills..... 3 hours
 TE 874, Production of Instructional Resources..... 3 hours
 TE 876, Integration of Curriculum, Technology and Media Resources..... 3 hours
 TE 893, Clinical Experiences in Educational Media..... 3 hours

Ed Media Endorsement only: Students seeking an Educational Media Endorsement only may complete the courses above. Endorsement students must also complete Children's literature or Adolescent literature to meet State Department of Education Requirements.

Assistive Technology Concentration (18 hours)

Take the following:

- CDIS 840P, Augmentative Alternative Communication..... 3 hours
 TE 877, Developing Computer-Mediated Educational Environments..... 3 hours
 TE 897, Seminar in Education..... 3 hours
 TESE 835, Applications of Assistive Technology Across Environments..... 3 hours
 Approved Special Education or Instructional Technology Electives..... 6 hours**

***Thesis Option (6 hours)**

Students always have the option of completing a thesis. Students will register for TE 896 for six hours.

These six hours will be in lieu of electives. Students must take TE 802 prior to enrolling in TE 896.

****Electives in Teacher Education**

TE 877, Developing Computer-Mediated Educational Environments.....	3 hours
TE 878, Leadership in Instructional Technology	3 hours
TE 879, Seminar in Instructional Technology ...	3 hours
TE 880, Management of Educational Technology	3 hours
TE 881, Distance Education.....	3 hours
TE 882, Teacher Development Training in Instructional Technology	3 hours

TE 883, Classroom Desktop Publishing.....	3 hours
TE 884, Educational Telecommunications	3 hours
TE 885, Instructional Video Production	3 hours
TE 886, Technology Tools for Teachers.....	3 hours
TE 887, Electronic Media Production	3 hours
TE 888, Multimedia Production	3 hours
TE 889, Multimedia Development	3 hours
TE 890, Administration of School Computer Networks.....	3 hours
TE 891, Field Project.....	3-6 hours
TE 892, Internship in Instructional Technology	1-6 hours

Electives may also be taken in CSIS and BMIS

NONDEGREE AREAS

College of Natural and Social Sciences
Department of

CHEMISTRY

Michael Mosher, Ph.D., Chair - 308-865-8490

Graduate Faculty

Professors: Exstrom, Kaufman, Mosher, Roark,
Wubbels

Associate Professor: Darveau

Assistant Professors: Kovacs, Thompson

Chemistry is part of the Master of Science in Education Degree in Science Teaching administered by the Department of Biology.

Courses with the prefix CHEM are offered by the department. They are listed beginning on page 71.

College of Fine Arts and Humanities
Department of

COMMUNICATION

George Lawson, Ph.D., Chair - 308-865-8249

Graduate Faculty

Professors: Jurma, Lomicky, Snyder

Associate Professors: R. Brown, Javidi

This Department offers degrees at the undergraduate level only.

Courses with the prefix JMC and SPCH are offered by the department. They are listed beginning on pages 87 (JMC) and 94 (SPCH).

College of Natural and Social Sciences
Department of

COMPUTER SCIENCE AND INFORMATION SYSTEMS

Shahram Alavi, M.S., Chair - 308-865-8370

Graduate Faculty

Associate Professors: Harms, Hastings

This Department offers degrees at the undergraduate level only.

Courses with the prefix CSIS are offered by the department. They are listed beginning on page 71.

The department participates in the Master of Science in Education Degree with a specialization in Instructional Technology.

Computer Science and Information System courses may be used as an Area of Emphasis within the Master of Business Administration Degree.

College of Business and Technology
Department of

ECONOMICS

Deborah Bridges, Ph.D., Chair - 308-865-8530

Graduate Faculty

Professors: Jenkins, Kotcherlakota

Associate Professors: Bridges, Eshleman, Marxsen

The Master of Business Administration utilizes courses from the Economics Department.

Courses with the prefix BSED, BTE, ECON, and VOED are offered by the department. They are listed beginning on pages 68 (BSED), 68 (BTE), 77 (ECON), and 102 (VOED).

College of Business and Technology
Department of

FAMILY STUDIES AND INTERIOR DESIGN

Phyllis Markussen, Ph.D., Chair - 308-865-8228

Graduate Faculty

Professor: Markussen

Associate Professors: Asay, Moore

This Department offers degrees at the undergraduate level only.

Courses with the prefix FSID are offered by the department. They are listed beginning on page 82.

College of Business and Technology
Department of

INDUSTRIAL TECHNOLOGY

Kennard Larson, Ph.D., Chair - 308-865-8504

Graduate Faculty

Professor: L. Kuskie

Associate Professors: Ashman, Lightner, Obermier

This Department offers degrees at the undergraduate level only.

Courses with the prefix ITEC and SFED are offered by the department. They are listed beginning on pages 86 (ITEC) and 93 (SFED).

Safety Center

The primary purpose of the Nebraska Safety Center at the University of Nebraska at Kearney is to help meet the growing need for Safety Education. Graduate courses are

provided for those who plan teaching, administrative or supervisory careers in traffic safety and industrial safety.

The Graduate courses administered through the Nebraska Safety Center may be used in the following manner:

1. To provide expertise in accident prevention principles and theories applicable to traffic, industry, recreation, fire and the home;
2. To provide in-service opportunities for driver education endorsement and to update safety information and increase awareness.

College of Natural and Social Sciences
Department of

MATHEMATICS AND STATISTICS

Lutfi Lutfiyya, Ph.D., Chair - 308-865-8531

Graduate Faculty

Professors: Lutfiyya, Willis
Associate Professors: Hossain, Kime

This Department offers degrees at the undergraduate level only.

Courses with the prefix MATH and STAT are offered by the department. They are listed beginning on pages 87 (MATH) and 95 (STAT).

College of Fine Arts and Humanities

PHILOSOPHY

PROGRAM

David Rozema, Ph.D., Chair - 308-865-8298

Graduate Faculty

Professors: Fendt, Rozema

This program offers degrees at the undergraduate level only.

Courses with the prefix PHIL are offered by the department. They are listed beginning on page 90.

College of Natural and Social Sciences
Department of

PHYSICS AND PHYSICAL SCIENCE

David Amstutz, Ph.D., Chair - 308-865-8277

Graduate Faculty

Professor: Mena-Werth
Associate Professor: M. Markes

The Department of Physics and Physical Science does not offer a graduate degree. The courses that are offered are requirements or electives in other graduate degree programs.

Courses with the prefix PHYS are offered by the department. They are listed beginning on page 90.

College of Natural and Social Sciences
Department of

POLITICAL SCIENCE

Peter Longo, Ph.D., Chair - 308-865-8506

Graduate Faculty

Professors: J. Anderson, Longo
Associate Professors: Blauwkamp, Louishomme

This Department offers degrees at the undergraduate level only.

Courses with the prefix PSCI are offered by the department. They are listed beginning on page 92.

College of Natural and Social Sciences
Department of

PSYCHOLOGY

Richard Miller, Ph.D., Chair - 308-865-8235

Graduate Faculty

Professors: Benz, Briner, R. Miller, Mosig, Nikels,
Rycek, Wozniak

Associate Professors: Forrest, Wadkins
Visiting Assistant Professor: Mandernach

This Department offers degrees at the undergraduate level only.

Courses with the prefix PSY are offered by the department. They are listed beginning on page 92.

Graduate courses in Psychology support other departments offering Master's Degrees. Students should have a basic understanding of psychology before attempting psychology courses at the graduate level. Graduate students should have had courses in General Psychology, Statistics, and Experimental Psychology.

Graduate students may qualify for a teaching endorsement in psychology by taking undergraduate courses required by the State Department of Education. For further information, see the Department Chair.

College of Natural and Social Sciences
Department of

SOCIOLOGY, GEOGRAPHY AND EARTH SCIENCE

Stan Dart, M.A., Chair - 308-865-8355

Graduate Faculty

Professors: S. Glazier, Kelley, Wysocki
Associate Professors: Borchard, Burger
Assistant Professor: Dillon

This Department offers degrees at the undergraduate level only.

Courses with the prefix GEOG and SOC are offered by the department. They are listed beginning on pages 83 (GEOG) and 93 (SOC).

GRADUATE COURSES

Offered by Department of Art and Art History
College of Fine Arts and Humanities

ART Courses

ART 800P, Drawing 3 hours

Experimentation in form, value, line, color, and pictorial composition is encouraged as a means toward individual expression. Open to students who have completed basic Courses in drawing composition.

ART 801P, Fiber Construction 3 hours

Prereq: ART 100GS or ART 108

Course provides fundamental training in the area of fiber construction. Work will include hooking, weaving, basketry, felting, stitchery-applique and papermaking. Course may be taken for three semesters for a total credit of nine hours. Students desiring advanced fiber construction will register for B the second time, C the third time. Special materials fee of \$10.00.

ART 802P, Surface Design 3 hours

Prereq: ART 100GS or ART 108

Course provides fundamental training in surface design on fabric. Work will be done with batik, tie-dye, printing, hand painting and airbrush. Course may be taken for three semesters for a total credit of nine hours. Students desiring advanced surface design will register for B the second time, C the third time. Special materials fee of \$15.00.

ART 805P, History of 19th Century Art 3 hours

A study of the development of 19th Century art in Europe and America: Neoclassicism, Romanticism, Realism, Impressionism and Post-Impressionism.

ART 809P, History of Nebraska Art 1-3 hours

A survey of art and artists in 19th and 20th century Nebraska and how their art relates to the history of art in western civilization. Unique characteristics of regional art forms are examined and discussed.

ART 825P, Aesthetics 3 hours

History and theories of the development of Aesthetics in Art. Directed readings and special investigation of current trends in art and aesthetics.

ART 833P, Loom Weaving 3 hours

Prereq: ART 333

This course will involve the fundamentals of single layer pattern weaves, special techniques, multilayer double weaves, flat and pile rug techniques and pattern drafting. The course may be taken for three semesters for a total credit of nine hours. Students desiring advanced loom weaving will register for B the second time, C the third time. Special materials fee of \$10.00.

ART 840P, Special Problems in Art History 1-3 hours

Course by appointment. Research on specific problems which may involve historical, philosophical, aesthetic or critical aspects of art.

ART 843P, Independent Study in Art 1-4 hours

Special investigation in any art area may be pursued on the approval of the Department of Art; course will be

handled by appointment. Special materials fee will be assessed as needed.

ART 844, History, Theories and Philosophies of Art Education 3 hours

Students will learn about the development of American art education by examining historical ideas and practices and current theories and philosophies. Influences of society on art education and the impact of art and art education in a democratic society will be explored.

ART 845, Multicultural Art in the Elementary and Secondary Curriculum 3 hours

This course explores the art of many cultures and enhances the teaching of art to a culturally diverse student body. Problems and issues of teaching art from cultures other than one's own will be addressed. Multiple aesthetic perspectives will be examined and debated.

ART 846, Seminar in Art Education 3 hours

A study of the philosophies of art education; investigation of current practices and techniques used.

ART 848, Art for Students with Diverse Needs 3 hours

Students in this course will be instructed on methodologies for teaching students with physical, mental and emotional disabilities, gifted students, the very young and the elderly.

ART 849, Art Across the Curriculum 3 hours

This class explores the methods for incorporating art into other subjects and other subjects into art. Students in this class will learn how to develop interdisciplinary (integrated) lessons which address multiple intelligences, are intellectually stimulating and help develop children's problem-solving skills.

ART 850 A, B, C, D, E, F, Painting 1-6 hours

Research in advanced problems in painting. May be taken for credit up to a total of nine hours.

ART 851 A, B, C, D, E, F, Sculpture 1-6 hours

Research in advanced problems in sculpture. May be taken for credit up to a total of nine hours. Special materials fee of \$100.

ART 852 A, B, C, D, E, F, Ceramics 1-6 hours

Research in advanced problems in ceramics. May be taken for credit up to a total of nine hours. Special materials fee of \$60.

ART 853 A, B, C, D, E, F, Printmaking 1-6 hours

Research in advanced problems in various printing techniques. May be taken for credit up to a total of nine hours.

ART 854, Special Problems in Art History 1-3 hours

Advanced research on specific problems which may involve historical, philosophical, aesthetic or critical aspects of art.

ART 860, Seminar in Art Criticism and Philosophy 3 hours

Aesthetics and philosophy of art criticism for advanced students.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

ART 865, Directed Reading..... 3 hours
Supervised study and research in an area approved by the instructor.

ART 870 A, B, C, D, Independent Study 1-4 hours
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed.

ART 872P, Women in Art 3 hours
This course analyzes women's artistic role in their societies and highlights pertinent issues in each individual period. "Women in Art" is a chronological survey from the prehistoric era through the end of the twentieth century.

ART 895, Art Education Research Paper 3 hours
Prereq: completion of 27 hours of the program and TE 800
The development of a problem, written or creative, in Art to be developed under the supervision of the major Professor in the discipline.

ART 896, Thesis in Art Education 6 hours
Prereq: minimum of 27 hours toward the degree and TE 802
The student may elect to do a written or a creative thesis approved by the Department of Art.

ART 899P, Special Topics in Art 3-6 hours
Designed to meet special needs for students in Art Education, Art History, Graphic Design, and Studio Art.

Offered by Department of Accounting/Finance
College of Business and Technology

BACC Courses

BACC 803, Independent Study of Business ... 1-3 hours
Students work individually in selecting and developing teaching projects or research studies that are of particular interest and significance to them.

BACC 812/812P, Employment Law..... 3 hours
A study of the law governing the employment relationship. Topics covered include employment discrimination (race, gender, sexual harassment, pregnancy, national origin, age, disability), affirmative action, hiring, testing and promotion practices and procedures, employee privacy, OSHA, ERISA, Fair Labor Standards Act, employment at will, wrongful discharge, and current topics in the field of employment law.

BACC 851/851P, Tax Accounting..... 3 hours
Background of income tax law and acquaintanceship with individual income tax law, regulations and filing procedures for individuals.

BACC 852/852P, Advanced Tax Accounting..... 3 hours
Prereq: BACC 851P (BACC 451*)
Taxation of partnerships, corporations, and advanced topics in individual income taxation.

BACC 853/853P, Advanced Accounting I 3 hours
Prereq: BACC 350*
Special accounting topics relating primarily to the preparation of consolidated financial statements for accounting entities in a parent subsidiary relationship.

Other topics include branch accounting, interim reporting and segmental data, and the Securities and Exchange Commission. BACC 351* is a recommended prerequisite.

BACC 858, Managerial Accounting Systems 3 hours
An analytical investigation and discussion of the adaptation of financial accounting data for internal management purposes. Focus will be on four essential aspects of reporting accounting data: cost determination, cost control, performance evaluation, and financial information for planning and special decisions.

BACC 863, Advanced Accounting Information Systems 3 hours
Prereq: BACC 391* or BACC 858
This course provides an in-depth analysis of accounting information systems, including the flow of data from source documents through the accounting cycle into reports for decision makers.

BACC 865/865P, Governmental/ Non-Profit Accounting..... 3 hours
Prereq: BACC 251*
Accounting and financial reporting for local governments, colleges, and universities, health care organizations, voluntary health and welfare organizations, and certain other nonprofit organizations.

BACC 870/870P, Auditing..... 3 hours
Prereq: BACC 350*
Duties and responsibilities of auditors, how to conduct audits, preparation of audit reports and special auditing problems. BACC 351* is a recommended prerequisite.

BACC 871/871P, Advanced Auditing..... 3 hours
Prereq: BACC 870P* (BACC 470*)
The practical application of auditing standards and procedures, and procedures in examining financial statements and verifying underlying data. A practice set is required.

BACC 899, Accounting Topics 3 hours
In-depth coverage of selected problems and topics of current interest. Course consists of class discussion and special projects. Topics vary each semester depending on instructor and current issues.

Offered by Department of Accounting/Finance
College of Business and Technology

BFIN Courses

BFIN 803, Independent Study of Business 1-3 hours
Students work individually in selecting and developing teaching projects or research studies that are of particular interest and significance to them.

BFIN 809, Financial Administration 3 hours
Continuation of the study of financial management concepts with an emphasis on the theory behind these concepts and their practical application.

BFIN 860, Accounting/Finance Seminar..... 3 hours
Significant literature is critically analyzed, pertaining specifically to the substantive content, methodology and

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

use of accounting information in managerial decision making and the design of information systems.

BFIN 876/876P, Short-Term

Financial Management 3 hours

Prereq: BFIN 308*

The purpose of this course is to familiarize students with the principles and techniques of working capital analysis and management. Topics include inventory, accounts receivable and cash systems management, credit and collection systems, and payables and short-term financing analysis and management.

BFIN 880/880P, Investments 3 hours

Prereq: BFIN 308*

Theory and analysis of investment vehicles including stocks, bonds and money market investments. Analysis of portfolio construction.

**BFIN 882/882P, Case Studies
in Financial Management 3 hours**

Prereq: BFIN 408* and BFIN 476* and BFIN 880P*

(Finance 482 is the senior 'capstone' course for the Finance emphasis, and students should not take the course unless they have completed the intended preliminary Courses in the Finance curriculum.)

Financial analysis and decision-making using advanced case studies of business and some specialized organizations.

BFIN 899, Finance Topics 3 hours

In-depth coverage of selected problems and topics of current interest. Course consists of class discussion and special projects. Topics vary each semester depending on instructor and current issues.

Offered by Department of Biology
College of Natural and Social Sciences

BIOL Courses

BIOL 800P, Microbiology 4 hours

An introduction to bacteria and other microorganisms; laboratory technique stressed.

BIOL 801P, Principles of Immunology 3-4 hours

Topics to be covered include: 1) the structural and functional aspects of the immune system, 2) disorders of the immune system, 3) structure and function of antibody molecules, 4) immuno-biology of tissue transplants, 5) basic aspects of cancer and cancer therapy that relate to immunology, 6) allergies, and 7) antigen-antibody interaction. Lab required.

BIOL 802, Organic Evolution 3 hours

A study of evolution beginning with the origin of life and characterizing biological mechanisms of evolution leading to present biodiversity.

BIOL 803P, Plant Physiology 3 hours

Life processes of plants with an emphasis on water relations and hormonal and stress physiology.

BIOL 804, Evolution of Epidemics 3 hours

Through videotaped lectures, reading and writing assignments, and on-line discussions, students will

develop an understanding of the origin and the evolution of plagues. We will illustrate the techniques humans have to defend against epidemics and will speculate about their role in shaping humanity and our futures.

BIOL 804P, Developmental Biology 3 hours

The primary objective of this course is to learn about developmental biology. Students will be introduced to the conceptual framework of developmental biology and its classical and modern experimental approaches in the classroom, in the laboratory and by analyzing recent papers in the field.

BIOL 805P, Range and Wildlife Management 3 hours

Basic principles of range and pasture management for use by domestic livestock and wildlife.

BIOL 806P, Plant Ecology 3 hours

A study of plants in relation to their environment.

BIOL 809P, Biological Studies using GIS 3 hours

Prereq: BIOL 307, General Biology I & II

Students will become proficient in the use of ESRI's ArcView and ArcGIS. In order to do this students will become familiar with basic cartographic principles needed to use GIS software. Student will also learn about online data sources, GPS receivers, and organizing data structures on computers for projects. Independent projects will be required to allow students to get that crucial experience.

BIOL 814, Plant Pathology 3 hours

The course focuses on the biology of plant pathogen interactions. Students will gain an in depth knowledge of the disease processes of a large variety of plant diseases at both the whole plant and the molecular level. Emphasis is also placed on current issues and topics in plant pathology in independent research review projects.

BIOL 816P, Plant Diversity and Evolution 4 hours

Morphology of each group of the plant kingdom.

BIOL 817L, Mycology Lab 1 hour

BIOL 818P, Plant Taxonomy 3 hours

Collection and identification of vascular plants with emphasis on the prairies and plains. A family approach is utilized. Three hours of laboratory or fieldwork each week.

BIOL 820, Introduction to Graduate Study 3 hours

An introduction to graduate research methods and biological techniques for the professional teacher and biologist. Emphasis on literature of science, design of a problem, methods and techniques of biological investigation and scientific writing. The student will submit a research proposal as one requirement of the course. No grade of incomplete will be given. The student is encouraged to take this course during his/ her first nine hours of graduate work in Biology.

BIOL 821, Directed Readings 1-3 hours

Prereq: permission of instructor

Enables the student to supplement knowledge in selected areas of biology. Primarily independent readings as assigned by the instructor.

Readings in Genetic & Societal Problems

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

Readings in Biological Techniques
 Readings in Vertebrate Biology
 Readings in Invertebrate Biology
 Readings in Aquatic Biology
 Readings in Cell Biology
 Readings in Recent Developments in Biology
 Readings in Systematics and Ecology
 Readings in Evolution
 Readings in Botany
 Readings in Microbiology
 Readings in Developmental Biology

BIOL 822, Advances in Biology..... 1-3 hours

Recent advances in biological topics will be covered. A maximum of 6 hours credit may be counted toward a degree.

BIOL 824, Synecology..... 3 hours

This course covers advanced ecology, with emphasis on mathematical and experimental approaches to understanding patterns of species distribution. Readings include classic papers that provide both a sense of history for the discipline and a context for new areas of study.

BIOL 830P, Special Topics in Biology..... 1-3 hours

Topics are studied which are not assigned or covered in other Courses in the department. The format of this course will vary depending on the topic instruction and the needs of students.

Topics in Botany
 Topics in Fresh Water Biology
 Topics in Vertebrate Biology
 Topics in Invertebrate Biology
 Topics in Nebraska Flora
 Topics in Nebraska G.I.S.
 Topics in Physiology

BIOL 831, Biological Research..... 1-3 hours

Independent investigation of biological problems. A maximum of three hours credit may count towards the 36 hours required for the degree

BIOL 834, Conservation Biology..... 3 hours

An overview of conservation biology and its importance.

Special emphasis is placed on ecological, economic, and social issues relevant to biological rarity.

BIOL 835P, Herpetology..... 3 hours

Introduction to vertebrate animals, including fish, amphibians, reptiles, birds and mammals. Ecological and evolutionary aspects will be emphasized.

BIOL 840P, Infectious Diseases..... 4 hours

A survey of vertebrate, plant, insect and bacterial virus families with emphasis on the vertebrate viruses. Major topics include taxonomy, replication, pathogenesis, viral oncogenesis, viral epidemiology, viral diseases and viral vaccines. Laboratory will emphasize the virus propagation, quantization, and component analysis. Three hours of laboratory each week.

BIOL 844, Molecular Biotechnology..... 3 hours

The course will consist of a short review of pertinent principles in protein structure and function, enzyme mechanisms and kinetics, and the basics of the genetic dogma and recombinant DNA technology. The bulk of

the course will be made up of a topical consideration of subjects in biotechnology such as: the production of protein pharmaceuticals, genetic engineering of animals and plants, and cloning of organisms. Special consideration will be given to the molecular mechanisms behind the processes discussed.

BIOL 850P, Molecular Biology..... 5 hours

Prereq: BIOL 309*, BIOL 360*, and CHEM 351* or permission of instructor

An in-depth discussion of the principles of modern molecular biology. Major topics of discussion will include: 1) DNA as a store of information, 2) protein synthesis, 3) transcriptional control of gene expression, 4) DNA replication, 5) eukaryotic gene structure, 6) gene families, 7) RNA processing, 8) DNA packaging, 9) recombinant DNA methodology, and 10) genes in development and cancer. Offered Fall Only.

BIOL 854, Biological Application of GIS..... 3 hours

Students will become proficient in the use of Environmental Systems Research Institute (ESRI)'s ArcGIS. There will be an emphasis on the handling, organization, and types of data storage pertaining to the use of this type of software. Students will also become familiar with basic, cartographic principles needed to use GIS software, online data sources, and GPS receivers.

BIOL 856P, Regional Field Study..... 1-4 hours

The format of this course will vary depending on the area being studied.

BIOL 861P, Human Genetics..... 3 hours

Human Genetics is a course for upper division undergraduate and graduate students who have completed the prerequisite course (Biology 360, General Genetics). The course focuses on contemporary human genetics with emphasis on molecular, evolutionary and population genetics. The teaching method I will be using for this course is the Socratic Method. The following is an explanation of this method (<http://www.str.org/free/studies/socratic.htm>) as written by Ken Samples.

BIOL 862P, Animal Behavior..... 3 hours

An introduction to the science of ethology. A survey of the mechanism, function, and development of behavior.

BIOL 863, Biological Perspectives..... 3 hours

A review of those biologists and their works from pre-Christian time to the present who have had an influence on today's study of biology.

BIOL 865P, Physiology..... 3 hours

The structure and function of the systems of the vertebrate body.

BIOL 868P, Parasites..... 2 hours

Prereq: graduate standing

A review of the biology of the parasitic lifestyle. Emphasis on animal parasites, their natural history, taxonomy, evolution and pathology.

BIOL 870P, Insect Biology..... 3 hours

An introduction to insects and related arthropods.

Emphasis is placed on morphology, physiology, taxonomy and ecology of insects.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

BIOL 871P, Methods in Secondary Science Teaching..... 3 hours

An examination of current developments in curricula, methods, and materials. Lab time arranged.

BIOL 872P, Freshwater Biology..... 3 hours

A study of taxonomy, anatomy, distribution, ecology, physiology, and management of fishes.

BIOL 873P, Ornithology..... 3 hours

An introduction to bird study. Three hours of laboratory or field work each week.

BIOL 874P, Mammalogy 3 hours

Introduction to mammals: ecology, classification, physiology, and behavior. Three-hour laboratory per week for preparation and identification of specimens.

BIOL 875, Internship in Biology 1-9 hours

Taken as part of the professional semester. Emphasizes the professional development of the individual.

BIOL 876, Life Science Curriculum..... 3 hours

A discussion of the life science curriculum as it relates to the general school curriculum, curriculum design, development and evaluations. Students will examine current curricula, individual instructional systems and the mini-course concept.

BIOL 880, Seminar 1 hour

A discussion of selected topics in a seminar format.

BIOL 881, Current Issues in Biology 1 hour

Students participate in online discussion of selected topics in a seminar format. This course is repeatable for up to 3 credit hours.

BIOL 884, Freshwater Management Techniques 3 hours

Through videotaped lectures, reading and writing assignments, and on-line discussions, students will be introduced to both freshwater ecosystems and fishery management. Students will learn to analyze freshwater management problems using multiple techniques, to suggest alternative approaches, and to identify consequences of those approaches.

BIOL 885P, Molecular Genetics 3 hours**BIOL 896, Thesis..... 3-6 hours**

Offered by Department of Management
College of Business and Technology

BMGT Courses**BMGT 803, Independent Study of Business ... 1-3 hours**

Students work individually in selecting and developing teaching projects or research studies that are of particular interest and significance to them.

BMGT 810/810P, Compensation Management... 3 hours

A study of the basic forms of financial compensation, including benefits packages. Principles of internal, external, and individual equity as determined by job evaluation, salary surveys, and performance evaluation comprise the core of this course. Suggested prerequisite: BMGT 380.

BMGT 811/811P, Labor Relations 3 hours

A study of labor-management relations as defined by negotiated labor contracts. Topics include history of the labor movement, union structure and function, the negotiation process, and issues in labor relations.

BMGT 814, Production and Operations Management..... 3 hours

Prereq: BMIS 181 and BMIS 182, MATH 102GS*, or BMGT 233* or equivalent

This course explores the transformation of materials, land, labor and capital into goods and services. Quantitative Management Systems are applied to the manufacturing process.

BMGT 820, Managerial Communications 3 hours

Application of principles of communication to the managerial setting. The course investigates the influence of organizational climate, manager's style and use of motivation in the communication process.

BMGT 825, Decision Science 3 hours

Prereq: MATH 123*

Recent developments relating to business application of linear programming, simplex method, transportation method, post optimality analysis, game theory, utility theory, PERT-CPM, queuing theory, dynamics programming, Markov chains, Decision tree analysis, time series analysis and forecasting.

BMGT 870, Decision Theory Seminar..... 3 hours

Decision theory is reviewed in terms of identification, analysis and application. In-depth analysis is conducted concerning decision models, quantitative methods used in operations research, management science and systems analysis.

BMGT 880, Human Resource Management 3 hours

This course is designed as an introduction to such fundamental human resource management areas as job analysis, staffing and selection, training and development, performance appraisal, employee relations, compensation, labor relations, and international HR. The strategic implications of HR will be explored with integrated applications for all managers. The focus of the course will be both conceptual and applied, including discussions of current issues and controversies confronting the field.

BMGT 885/885P, Seminar in Human Resource Management..... 3 hours

Prereq: BMGT 380 or equivalent

Provides the student with an opportunity to study and research current issues in human resource management; course stresses an informal setting and open communications approach.

BMGT 889/889P, Business Consultanship..... 3 hours

Consent of the Department Chair is required. This course affords the student an opportunity to serve in a consultant capacity for an area business. In-depth business analysis is conducted by the student, and specific recommendations are reported to the management of the firm.

BMGT 890, Organizational Theory & Behavior.. 3 hours

Human behavior in organizations is studied intently,

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

including organizational ecology, structure and change; individual and group behavior; conflict between personality and organization leadership, communication, and decision making.

BMGT 891, Seminar in Organizational Behavior..... 3 hours

Prereq: BMGT 890

This course explores current issues in organizational behavior. Students research, analyze, and discuss issues in order to develop a futuristic philosophy of organizational management.

BMGT 892, Administration Policy 3 hours

A case study course designed to integrate the knowledge acquired in other Courses in business administration and to emphasize analysis and decision making. This is a capstone course to be taken after M.B.A. core Courses are completed.

BMGT 893/893P, Social Responsibility of Business - Issues & Ethics..... 3 hours

A study of the societal challenge of business; how business and society interface; the micro and macro publics of business; ecology, consumerism, and technology as societal problems; the ethics of business.

BMGT 894/894P, Entrepreneurship 3 hours

A study of how to locate and evaluate small business opportunities, and how to start up and operate a small business.

BMGT 896, Thesis..... 3-6 hours

BMGT 899/899P, Management Topics..... 3 hours

Selected topics and problems of current interest considered in-depth. Class discussion and course projects. Topics vary each semester depending on instructor.

Offered by Department of Marketing
and Management Information Systems
College of Business and Technology

BMIS Courses

BMIS 803, Independent Study 3 hours

BMIS 810P, Neural Networks and Advanced Data Mining Techniques..... 3 hours

Prereq: BMIS 350* or permission of instructor

This course provides an understanding of advanced computer assisted techniques used by business decision makers involving usage of neural networks and data mining tools.

BMIS 821P, Business Process Redesign and ERP 3 hours

This course provides an understanding of business processes and usage of various methods and computerized tools to redesign these processes. The redesigned processes will assist organizations in providing cost-effective quality products and services to consumers. Further, this course provides an overview of the Enterprise Resource Planning (ERP) Systems which are widely used by corporations for automation of their processes.

BMIS 830P, Knowledge Management and Expert Systems..... 3 hours

Prereq: BMIS 350* or permission of instructor

This course provides a set of practical and powerful tools to ensure the understanding of knowledge management systems and expert systems. The exposure to computerized tools facilitates development of expert systems.

BMIS 840P, Systems Audit..... 3 hours

This course provides an understanding of many types of audit needs, such as organizational IT audits (management control over IT), technical IT audits (infrastructure, data centers, data communication), application IT audit (business, financial, operational), development/implementation IT audits (specification/requirements, design, development, and post development phases), and compliance IT audits involving national and international standards.

BMIS 881P, Systems Analysis and Design II..... 3 hours

Prereq: BMIS 380* and BMIS 381* or proficiency in Systems Analysis and Design I and Programming using ASP

Students use several software packages as they work through the steps of systems development life cycle with business cases.

BMIS 885P, Information Systems Strategy and Management..... 3 hours

This course provides a set of practical and powerful tools to ensure the understanding of strategic, tactical, and operational responsibilities of the chief information officer (CIO). The strategic responsibilities include the strategic alignment among information technology and business functions of the organizations.

BMIS 899P, Management Information Systems Topics 3 hours

Independent investigations of business problems. Topics to be investigated may be tailored to meet the needs of the student. A case study course designed (1) to integrate the knowledge acquired in other Courses in business administration, and (2) to emphasize analysis and decision making.

Offered by Department of Marketing
and Management Information Systems
College of Business and Technology

BMKT Courses

BMKT 803, Independent Study of Business ... 1-3 hours

Students work individually in selecting and developing teaching projects or research studies that are of particular interest and significance to them.

BMKT 830/830P, International Marketing..... 3 hours

Prereq: BMKT 300 or equivalent

A comprehensive overview of existing international marketing systems, history and development.

BMKT 833/833P, Marketing Channels Management 3 hours

Prereq: BMKT 300 or permission of instructor

How to design, organize and control the alliances among

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

the institutions, agencies, and within a company unit involved with the process of making certain that products and services are available for consumption by industrial, commercial, and household end users.

BMKT 834/834P, Industrial Marketing 3 hours

Prereq: BMKT 335 and BMKT 438*

Marketing in the business-to-business environment including trade, institutional, service, agri-business, and governments; study of purchasing and buyer behavior in organizations; determination of business-to-business marketing strategies as well as e-business strategies.

BMKT 835/835P, Marketing Research 3 hours

Prereq: BMKT 233 and BMKT 300

To structure research procedures for solving managerial problems. Course emphasis is on development of a complete marketing research project.

BMKT 837/837P, Sales Management 3 hours

Prereq: BMKT 300 and BMKT 438*

The concepts and practices of an established body of management knowledge used to cope with the dynamic business environment of both direct and telemarketing sales; job descriptions and qualifications, recruiting, training, determining sales potential, establishing work loads, scheduling, allocating quotas, compensating, controlling, and evaluating sales and people.

BMKT 838/838P, Consumer Behavior 3 hours

Prereq: BMKT 300

A detailed and in-depth analysis of why and how people buy, based upon an understanding of the nature of consumer behavior on both the micro and macro level; includes the effects of internal and external influences on decision making.

BMKT 840/840P, Advertising Management 3 hours

Prereq: BMKT 300

A study of advertising as a marketing function with emphasis on planning and implementing the advertising campaign, creating copy and layouts, media selection, and scheduling.

BMKT 856, Marketing Management Seminar 3 hours

A compilation of previous marketing Courses utilizing an interdisciplinary emphasis to develop an orderly systematized approach to marketing.

BMKT 857P, E-Marketing 3 hours

Prereq: BMIS 181, BMIS 182 or permission of instructor, computer competency

The pragmatic and theoretical aspects of E-marketing, including E-mail orders and direct response advertising, reassurability and accountability, E-mail lists and data, plus the integration of E-marketing programs into total marketing efforts and into overall organization goals and functions. On demand.

BMKT 883, Marketing Dynamics Seminar 3 hours

Marketing theory is briefly reviewed to provide a background for intensive analysis of contemporary and sometimes controversial marketing issues. Course content necessarily changes each semester to reflect the changing marketing scene.

BMKT 896, Thesis 3-6 hours

BMKT 899/899P, Marketing Topics 3 hours

Selected topics and problems of current interest considered in-depth. Class discussion and course projects. Topics vary each semester depending upon instructor.

Offered by Department of Economics
College of Business and Technology

BSED Courses

BSED 800, Improvement of Instruction

in Keyboarding 3 hours

A study of the methods used in teaching beginning and advanced keyboarding. Evaluation of teaching materials. The study of teaching procedures recommended by authorities. Student and teacher demonstrations of good procedures. Special consideration of major problems.

BSED 801, Practicum in Economic Education .. 3 hours

The place of economic education and the content of such a program in secondary schools.

Offered by Department of Economics
College of Business and Technology

BTE Courses

The following Business and Technology Courses may be used as requirements or electives in other graduate degree programs.

BTE 801P, Educational Resources

in Business and Technology 1-3 hours

Introduces students to materials which are available for instructional purposes; each is demonstrated, and its psychological basis for use is discussed. Designed to be of special value to students in the areas of business education, industrial education and home economics education.

BTE 830, Measurement and Evaluation Business

and Technology 3 hours

Application of theory to the selection and construction of evaluation instruments, their use and interpretation in the occupational areas of business and office education, home economics education, and industrial education.

BTE 831, Evaluation of Vocational

Education Programs 3 hours

A study of the techniques of program evaluation. Emphasis will be placed on the teacher as a focal process of a total program evaluation, whether single subject area or total vocational education program. The course will deal with the philosophy of and purposes for program evaluation, analysis of program evaluation models, involvement of outside organizations/groups, gathering evaluation data, and presenting the evaluation report.

BTE 832, Curriculum Development in Vocational

Education Program 3 hours

The primary purpose of this course is to provide the Home Economics, Business Education, and the Industrial Technology graduate students the opportunity to

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

analyze forces which influence curriculum decisions. Further, emphasis will be directed toward the process of curriculum planning and development that supports and enhances a school philosophy. Various factors that influence and affect curriculum development will be examined.

BTE 844P, International Studies Institute..... 3 hours
Provides opportunities for studies as offered by the International Studies Program.

BTE 894, Techniques of Research..... 3 hours
Involves introduction to graduate programs in business and technology and various concepts of research. Emphasis will be placed on developing competencies in conducting and interpreting educational research in the occupational areas of business and office education, home economics education and industrial education.

Offered by Department of Communication Disorders
College of Education

CDIS Courses

CDIS 813P, American Sign Language I..... 3 hours
This course is of a performance nature and will deal with the expressive and receptive aspects of basic sign language for persons working with the hearing handicapped, nonverbal, or non-communicating individual.

CDIS 815, Neurological Foundations of Speech and Language 2 hours
The course familiarizes the student with the nervous system in terms of the organization of the brain, descending motor and ascending sensory pathways, and cranial nerves and muscles. Knowledge of these anatomic systems makes possible the understanding and classification of the effects of specific, localized disease processes on human speech and language.

CDIS 816P, American Sign Language II..... 3 hours
Prereq: CDIS 413 or CDIS 813P or permission of instructor
Intermediate instruction in sign language and overview of Deaf culture. Students will be introduced to American Sign Language (ASL) and its grammar, as well as continuing instruction in Signed English (SEE).

CDIS 817, Speech Science Instrumentation 2 hours
This course is intended to provide a practical guide to instrumentation for graduate students in speech pathology and audiology. Instruments that were once available only to the sophisticated speech scientists are now available to the clinician in the form of dedicated microprocessor-based systems. Clinical use and application will be reviewed.

CDIS 818P, Diagnostic Methods..... 3 hours
Diagnostic principles, procedures, and materials used in assessment of individuals with communication disorders.

CDIS 820, Research in Communication Disorders 3 hours
This course is designed to help students of communicative

disorders become critical readers of research in the field and to demonstrate the relevance of basic and applied research for evaluation and therapy in speech-language pathology and audiology. The course will include research strategies and research design in communication disorders in addition to measurement issues and organization and analysis of data.

CDIS 828P, Advanced Audiology 3 hours
Review of the hearing mechanism and basic audiometric procedures. Training and experience in advanced audiometric techniques, including speech and immittance audiometry; masking; equipment care and calibration; referral procedures; report writing; and case history writing.

CDIS 832, Independent Study in Audiology 1-3 hours
Independent research or special assignments in the area of audiology.

CDIS 833, Practicum in Audiology..... 1-3 hour
Observation and participation in hearing testing, rehabilitation and patient counseling, and report writing.

CDIS 840P, Augmentative Alternative Communication..... 3 hours
This course is designed to orient students to the process of AAC: the supplementation or replacement of natural speech and/or writing using aided and/or unaided symbols. Topics covered include: AAC as a process and assistive technology as tools; terminology in AAC; funding based on legal issues of AAC, due process and expert testimony; ethics; multicultural issues; literacy; seating and other positioning, and motor control. Assessment and intervention strategies will be discussed.

CDIS 851, Phonological Disorders..... 3 hours
Nature, etiology, assessment and treatment of phonological disorders; comparison to articulation assessment and treatment; remediation approaches.

CDIS 856P, Communication Disorders of Adolescents 3 hours
Study of normal and disordered communication skills of adolescents. Identification and assessment procedures will be covered. Classroom and clinical management of this population will be discussed.

CDIS 857, Dysphagia..... 2 hours
Rehabilitation of individuals with eating and swallowing disorders. Basic science, evaluation, and treatment issues of dysphagia are explored with emphasis on management of adults in the context of the rehabilitation team in a medical setting. Adaptations and special needs of pediatric dysphagia are overviewed.

CDIS 860, Practicum in Speech/ Language Pathology..... 3 hours each
Observation and participation in diagnostic evaluation, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

CDIS 861, Practicum in Speech/ Language Pathology..... 3 hours each
Observation and participation in diagnostic evaluation,

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

**CDIS 862, Practicum in Speech/
Language Pathology..... 3 hours each**

Observation and participation in diagnostic evaluation, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

**CDIS 863, Practicum in Speech/
Language Pathology..... 3 hours each**

Observation and participation in diagnostic evaluation, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

CDIS 865, Voice Disorders..... 3 hours

Symptomatology, etiology, assessment and remediation of functional and organic voice disorders; prevention issues.

CDIS 867, Orofacial Anomalies 2 hours

Classification of cleft lip and palate and related anomalies; medical approaches to cleft lip and palate; assessment and intervention of communication disorders related to cleft lip and palate; team approach to management of cleft lip and palate.

CDIS 868, Motor Speech Disorders 3 hours

Nature, etiology, assessment, and treatment of motor speech disorders including dysarthria; acquired brain injury; verbal apraxia; and augmentative/alternative communication systems.

CDIS 870P, Professional Issues 3 hours

This course is designed to prepare students for employment as speech language pathologists. It provides information relative to federal and state guidelines by which the practice of speech-language pathology is governed. Rights and responsibilities of speech-language pathologists are addressed. Information is given about various work settings including public schools, hospitals and other clinical facilities.

CDIS 876, TBI and Related Disorders 2 hours

Rehabilitation of individuals recovering from traumatic brain injury or closely related disorders. Evaluation and treatment issues are explored with emphasis on management of adults in a medical setting. Pediatric TBI, school reentry integration models and rehabilitation needs are also addressed. Special needs of right hemisphere damaged patients and those with dementia will be discussed.

**CDIS 881, Seminar in Speech/
Language Pathology..... 3 hours**

Advanced study and research in topics of current concern and interest in Speech/Language Pathology.

CDIS 884, Birth to Five Screening..... 1 hour

This interdisciplinary course addresses the screening

process of infants and preschoolers. Students will develop skill in the administration and interpretation of the Bayley Infant Neurodevelopmental Screener and the First Step Screener.

CDIS 885P, Fluency Disorders..... 3 hours

Causes and treatment of fluency disorders; major theories of the nature of stuttering; the various treatment approaches; roles as clinicians.

CDIS 886, Infant-Preschool Assessment 3 hours

This course will provide students with the opportunity to develop a knowledge base and applied skills in a model of collaborative team assessment to be used with children and families in the birth to five age range.

CDIS 887, Aphasia Rehabilitation 3 hours

Historical, theoretical and basic neuroscience foundations of the aphasias and related disorders such as the apraxias and the agnosias are studied. Clinical aphasiology, the theoretical bases, and alternative procedures employed in the assessment, diagnosis, prognosis, and rehabilitation of individuals with aphasia and related disorders is comprehensively addressed.

CDIS 888, Clinical Supervision..... 1 hour

Information is presented covering the tasks, tools, and strategies of clinical supervision. Supervision during clinical training will be contrasted with that of varied workplace settings for speech-language pathologists and assistants.

CDIS 893P, Internship (Schools)6 or 10 hours

Prereq: must have completed all required course work for degree
Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a public school setting.

CDIS 894P, Internship (Clinical)6, 8, or 10 hours

Prereq: must have completed all required Courses for degree
Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a clinical facility.

**CDIS 895, Independent Study in Speech/
Language Pathology..... 1-3 hours**

Independent research or special assignment in the field of Speech/ Language Pathology.

CDIS 896, Thesis..... 3-6 hours

Student investigates a research topic in the area of Speech/Language Pathology, following APA style of reporting the research.

**CDIS 899P, Special Topics in Speech/
Language Pathology..... 1-3 hours**

A course designed to enable the administrators and teachers of Communication Disorders to become knowledgeable about recent trends and issues in Communication Disorders or other concerns affecting Communication Disorders.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

Offered by Department of Chemistry
College of Natural and Social Sciences

CHEM Courses

CHEM 820P, Inorganic Chemistry I for High School Teachers..... 1-4 hours

Prereq: permission of department
Designed specifically for high school teachers. The following topics will be covered in-depth; atomic theory, periodic trends, and chemical bonding. Laboratory exercises will emphasize materials that can be used with high school students.

CHEM 821P, Inorganic Chemistry II for High School Teachers..... 1-4 hours

Prereq: CHEM 820P
The following topics will be covered in-depth: descriptive inorganic chemistry, acid-base concepts, and coordination compounds.

CHEM 830P, Inorganic Chemistry 4 hours

Prereq: CHEM 480*
A study of the underlying principles behind the structural and spectroscopic properties of inorganic compounds. Lecture topics include symmetry, molecular orbital theory, solid-state structures, transition metal chemistry, and organometallics. The laboratory will focus on preparation and characterization methods for inorganic compounds. Three lectures, one lab per week. Spring only.

CHEM 841P, Biochemistry for High School Teachers..... 4 hours

Prereq: CHEM 161* and CHEM 250* or equivalent
Chemistry of fats, protein, carbohydrates, hormones, vitamins, and other biologically important compounds. Forty-eight hours of lecture and forty-eight hours of lab total.

CHEM 845P, Industrial Organic Chemistry..... 4 hours

Prereq: CHEM 250* or equivalent
This course discusses the organic chemistry of those chemicals which industry routinely makes and uses. Among topics to be considered are fossil fuels, plastics, medicinals and pesticides. A conscious effort will be made to consider industrial chemicals in terms of their proper handling and disposal.

CHEM 851P, Advanced Biochemistry 3 hours

Prereq: CHEM 351* and CHEM 480*
This course covers the basic principle of intermediary metabolism and the application of biochemical principles to living systems. Three lectures per week. Spring Semester of odd years.

CHEM 865P, Instrumental Analysis for High School Teachers..... 3-4 hours

Prereq: permission of department
The following topics will be covered in-depth: titration, absorption and emission spectroscopy, chromatography. Laboratory exercises emphasize materials to be used with high school students.

CHEM 870P, Advanced Organic Chemistry..... 3 hours

Prereq: CHEM 361*, CHEM 361L*, AND CHEM 480* or CHEM 580

Advanced theoretical aspects of organic chemistry. Areas of emphasis will be bonding, spectroscopy, synthesis, and mechanisms. Three lectures per week. Fall Semester of odd years.

CHEM 875P, Instrumental Analysis..... 4 hours

Prereq: CHEM 480*
The study of modern methods of analysis using chemical instrumentation. Four lectures, one lab per week. Fall only.

CHEM 880P, Physical Chemistry 4 hours

Prereq: CHEM 161*, CHEM 161L*, MATH 202*, PHYS 205*
Study of elementary thermodynamics, phase transitions and solutions. Three lectures and one laboratory per week. Fall only.

CHEM 881P, Physical Chemistry 4 hours

Prereq: CHEM 880*, MATH 260*
A continuation of CHEM 880, including the topics of elementary quantum mechanics, spectroscopy and kinetics. Three lectures and one laboratory per week. Spring only.

CHEM 882P, Physical Chemistry for High School Teachers..... 3-4 hours

Prereq: permission of department
Will cover in-depth each of the following topics: thermodynamics, equilibrium, chemical kinetics, and electrochemistry.

CHEM 889P, Problems in Chemistry 1-3 hours

Prereq: Courses necessary for the problems to be undertaken, and permission of instructor
Independent investigations of chemistry problems. Three hours of laboratory work each week for each hour credit.

CHEM 890, Directed Research 1-3 hours

Independent original research of a selected topic in chemistry under the direction of a chemistry graduate faculty member.

CHEM 896, Thesis..... 6 hours

CHEM 899P, Special Topics 1-3 hours

This course will cover topics not addressed in other Courses offered by the department. Most topics will consist of a highly specialized area of study or revolve around issues or recent trends and innovations related to high school chemistry teaching.

Offered by Department of Computer Science
and Information Systems
College of Natural and Social Sciences

CSIS Courses

CSIS 801P, Operating Systems 3 hours

Prereq: CSIS 330*
Introduction to modern operating system concepts and design. Topics will include: Processes, semaphores, monitors, concurrent process management, virtual memory, file systems, scheduling algorithms, deadlocks and protection, I/O control interrupt handling, client-server model, remote procedure call, distributed synchronization, threads and transactions.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

CSIS 802P, Introduction to Automata, Formal Languages, and Computability..... 3 hours

Prereq: CSIS 301*, CSIS 330*

A survey of the fundamental concepts and conclusions in the theory of computation. Topics cover regular languages and finite automata, Kleen's theorem, context-free languages and pushdown automata, formal grammars, Chomsky hierarchy, Turing machine and computability, computational complexity.

CSIS 805P, Compiler Construction 3 hours

Prereq: CSIS 402*

Techniques and organization of compilers, assemblers, and interpreters. Structure of programming language symbol tables, scans, and object code generation considered.

CSIS 822P, Computer Graphics..... 3 hours

Prereq: CSIS 330*

Introduction to the techniques for generating lines, curves, surfaces, 2D and 3D graphics, modeling and rendering. Topics include display hardware, transformations, interactive technologies, geometric modeling, 2D and 3D display algorithms, graphics software system architecture, visible-surface algorithms, illumination and shading.

CSIS 825P, Database Systems 3 hours

Prereq: CSIS 330* or CSIS 380* or BMIS 381*

Comprehensive study of multi-user database concepts. Detailed study of file organizations. A survey of hierarchical, network, and relational approaches to databases. Emphasis on proper database design.

CSIS 826P, Computer Architecture 4 hours

Prereq: PHYS 205* or PHYS 275*, and 6 hours of CSIS Courses (preferably CSIS 130* and CSIS 301*)

The study of the logic and theory of operation of the main hardware blocks of computers, their control, and their software/hardware interactions. The emphasis is on microcomputer architecture, including laboratory experiments with various systems and their I/O and interfacing characteristics.

CSIS 828P, Data Communications and Distributed Processing 3 hours

Prereq: CSIS 220 or CSIS 222 or CSIS 223* or BMIS 380 and junior status

Comprehensive study of needs and characteristics of remote computing. Telephone and related characteristics of communications media. Design and functions of networks, communications hardware, software, systems and protocols.

CSIS 840P, Hypertext and Multimedia 3 hours

Prereq: CSIS 220 or CSIS 222 or CSIS 223*

This course covers the wide range of state-of-the-art computer technologies that are used to present information in a multimedia context. Students will create cards, stacks and scripts to interface text, graphics, sound and external devices including CD ROM, video disk and tape, scanners, high resolution displays, and specialized protection. Students will program using popular multimedia and hypertext languages. Emphasis is on matching technology to curriculum. Intended for Teachers, Instructional Technologists, Administrators, Computer Information Systems and Multimedia majors.

CSIS 841P, Artificial Intelligence 3 hours

Prereq: CSIS 220 or CSIS 222 or CSIS 223* and junior status

An in-depth study of programming (language) as applied to programming to model intelligent processes, game-playing, theorem-proving, natural languages and vision systems, problem solving analysis, tree and search methods, augmented transition networks, and frames. Applications to psychology, medicine, and such machines as industrial robots are also discussed.

CSIS 880, Seminar in Computer Education and Educational Technology 3 hours

Prereq: CSIS 436/836P

Current topics in computer education and educational technology will be discussed. Students will develop computer based curriculum units. For Teachers and Instructional Technologists. Not for Computer Science/Information Systems majors or minors.

CSIS 892P, Practicum in Computer Science/Information Systems 1-6 hours

Prereq: CSIS 220 or CSIS 222 or CSIS 223* and permission of department chair

This course provides the student the opportunity to gain experience in the application of computer science/computer information systems principles in a variety of settings. Arrangements must be made in writing prior to registering for the course. (A total of three credit hours of any combination of CSIS 399 and CSIS 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

CSIS 893P, Directed Readings in Computer Science/Information Systems 1-3 hours

Prereq: CSIS 220 or CSIS 222 or CSIS 223* and permission of department chair

Independent readings on advanced or contemporary topics in computer science/computer information systems, to be selected in consultation with and directed by a computer science/computer information systems faculty member. A written contract specifying readings and requirements for the course is required before registering for the course. Any topic that is thoroughly covered by any regularly offered computer science or computer information systems course is not allowed for Directed Readings. (A total of three credit hours of any combination of CSIS 399 and CSIS 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

CSIS 894P, Directed Research in Computer Science/Information Systems 1-3 hours

Prereq: CSIS 220 or CSIS 222 or CSIS 223* and permission of department chair

Independent original research in computer science/computer information systems under the direction of a computer science/computer information systems faculty member. A written contract specifying topic and requirements is required before registering for the course. (A total of three credit hours in any combination of CSIS 399 and CSIS 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**CSIS 895P, Independent Study in Computer Science/
Information Systems 1-3 hours**

Prereq: CSIS 220 or CSIS 222 or CSIS 223* and permission of department chair

Project will be in an area of interest to the student and should include programming. Upon completion of the project a format presentation will be given by the student to all interested parties. A written contract specifying topic and requirements is required before registering for the course. (A total of three credit hours in any combination of CSIS 399 and CSIS 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

CSIS 896P, Seminar in Computer Science 3 hours

Prereq: CSIS 330*

Provides experience and background that will prepare the student for an actual working environment. Reinforcement of previous classwork, enhancement of communication skills, and learning to work with people will be stressed. Primary tasks include a team-based computer science project and the study of ethics for computer science professionals.

**CSIS 897P, Seminar in Computer
Information Systems 3 hours**

Prereq: CSIS 310* and CSIS 380*

This course provides experience and background that will prepare the student for an actual working environment. Reinforcement and validation of knowledge gained in previous coursework, enhancement of communication skills, and learning to work with people will be stressed. Primary tasks will include a team-based information systems development project and the study of ethics for computer information systems professionals.

**CSIS 899P, Special Topics in Computer Science
and Information Systems 1-3 hours**

Prereq: varies with topic

This course is designed to enable students to become knowledgeable of recent trends and issues in computer science and information systems. The course format varies depending on subject matter, instructor and student needs.

Offered by Department of Counseling and School Psychology
College of Education

CSP Courses

CSP 800, Advanced Educational Psychology.... 3 hours

This course focuses on school learning, its assessment and factors that are related to it. These factors include, for example, learner's development and characteristics (biological, psychological, cultural and social), learner's exceptionalities, teacher's instructional and behavior management techniques, and social influences. Current issues and problems will be studied and discussed in a seminar setting. There will also be opportunity to study topics of individual concern.

CSP 801P, Counseling Skills 3 hours

This class is for those entering or already in one of the helping professions. It focuses on understanding and

applying a broad range of listening and communication skills in one-to-one interactions as well as in small group settings. Students actively practice building skills in class and out of class.

**CSP 803, Orientation to School Counseling
and School Psychology 1 hour**

Prereq: open by permission of the department only

This course serves as an introductory course for students entering the School Counseling and School Psychology programs. The class combines seminar and field experiences to familiarize students with: (a) the school counseling and school psychology programs and requirements at the University of Nebraska at Kearney; (b) the professions of school counseling and school psychology and the role and function of the school counselor and school psychologist; (c) the role and function of other helping professionals with whom school counselors and school psychologists consult and coordinate in providing services to children and families, (d) legal and ethical issues in school counseling and school psychology; (e) credentialing.

**CSP 805, Behavioral Characteristics of Children
and Adolescents 3 hours**

This course provides the opportunity for persons in the helping professions to better understand children and adolescents by exploring the factors contributing to their behavior. Behavioral development will be studied by considering biological, social, and ecological perspectives. Additionally, specific childhood behavior disorders (those frequently encountered in schools) will be studied by focusing on etiology, manifestation of the disorder, and treatment issues.

CSP 806P, Learning from Children 3 hours

This course provides opportunity to study teaching/ learning interactions in which the teacher is a child and the learner is an adult. There is direct observation of child/adult interaction, a brief study of class members' recollections of their own childhoods, and a study of neotenous (childlike) adults. The course is graded credit/no credit at both the undergraduate and graduate levels.

CSP 810P, Counseling Laboratory 1 hour

This laboratory provides experience as a group member within a group counseling setting. The purpose is to provide a means of personal growth for the counselor in training. No grade is given for this graduate experience.

CSP 811P, Tests and Measurements 3 hours

This class focuses on collecting relevant information from appropriate sources, analyzing it correctly, and making accurate judgments on which to base decisions which improve teacher effectiveness and student learning.

CSP 816P, Mental Health Issues Seminar 3 hours

This course serves pre-service counselors, professional counselors and others in settings where positive mental health is a concern. The student identifies a mental health related area of interest in which they would like to design a preventive intervention. They learn, either individually or in concert with others with similar interests, to research their topic appropriately, to consult with people in the community of interest, to implement a

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

plan for intervention to prevent a potential mental health problem, and to present research findings in a seminar setting. Students with requisite skills are encouraged to implement and analyze results of implementing a preventive intervention and to report their findings.

CSP 820, Psychology of Vocational Development 3 hours

The course will include psychology of career development and theory of vocational choice.

CSP 821P, Psychology of Classroom Discipline 3 hours

Study of current models of classroom management psychology emphasizes the importance of teacher personality and interactive style in relation to classroom environment. A major focus is on the quality of the teacher/student relationship and kinds of interaction which enhance student motivation and learning.

CSP 825P, Program Evaluation 3 hours

Major program evaluation models are examined. Several important considerations on planning program evaluations, such as a) design, b) measurement problems and c) relationship of the evaluator to his/ her client are discussed. Students will practice designing program evaluations, writing program evaluation proposals and writing program evaluation reports.

CSP 826P, Beh. Modification in Classroom Management 3 hours

Involves study of the systematic application of behavior modification principles in educational settings.

CSP 830, Seminar: Professional Issues/ Ethics in Counseling 2-6 hours

Prereq: CSP 885*

Seminar is taken in conjunction with the internship experience and provides the student with the opportunity to investigate specific professional topics and issues in addition to other required topics in the area of professional issues and ethics. Many of the topics are specific to the counseling environment (school or community) such as legal issues, credentials/ licensure, assessments, counselor's role in the community, advocacy and social change, research and other topics as designated.

CSP 835, Independent Study 1-6 hours

Prereq: to have been accepted as a candidate for a degree; to have a minimum of 18 credit hours completed on the graduate program of studies and on file; and to have obtained the written consent of the supervising graduate faculty member previous to enrollment for the course

The student develops and implements a plan of study with the help of a member of the graduate faculty in the Department of CSP.

CSP 840, Counseling Across the Lifespan 3 hours

The course will provide a broad knowledge base concerning human development across the lifespan as it affects the counseling process. Counseling strategies/ interventions for developmental needs will be studied and a systemic approach to self, family and career will be used.

CSP 850P, Introduction to Counseling 3 hours

This class deals with the following issues related to counseling: historical development of counseling; ethical and legal issues in counseling; current psychological theories and their influence on counseling; work settings of counselors; and, major research issues in counseling.

CSP 855, Techniques of Counseling 3 hours

Prereq: open to majors in Counseling and School Psychology or by permission

Attention is given to understanding the psychological significance of the counseling relationship and to the development of the specific skills of counseling. This course is a pre-practicum experience.

CSP 856P, Multicultural Counseling 3 hours

Prereq: admission to programs in the Department of Counseling and School Psychology or instructor permission

This course addresses trends, issues, theories, concepts and professional practice in multicultural counseling by building awareness of one's assumptions, values and biases regarding cultural diversity, promoting understanding of the worldview and sociopolitical history of culturally diverse clients, and developing appropriate intervention strategies and techniques for working with and/or advocating for culturally diverse clients.

CSP 860, Theories of Counseling 3 hours

This course affords the student an opportunity to study, both independently and through cooperative group activity, the classical and contemporary theories of counseling. Theories representing the traditional "three forces" in counseling (i.e., dynamic, cognitive-behavioral, humanistic) are examined. Cultural diversity and multiculturalism are addressed as they relate to counseling theory and practice. Central to the study of all theoretical approaches is the paradigmatic shift from "individualism" toward a greater appreciation of "collectivism."

CSP 861P, School Counseling Organization and Practice 3 hours

The focus of this course is on organization and structure of the comprehensive K-12, developmental counseling/ guidance programs.

CSP 862, Organization and Practice in Community Counseling 3 hours

Organization and Practice in Community Counseling provides preparation for community counselors concerning the role of counselors in a variety of community mental health settings, provides knowledge skills and flexibility in a variety of approaches needed to meet client needs, and to become an active community counselor able to assist communities in the recognition and resolution of its mental health issues.

CSP 863, Organization and Practice of School Rehabilitation Counseling 3 hours

This course emphasizes the use and application of effective strategies and models for improving the transition of disabled youth from school to work and community living. It specifically addresses all phases of student assessment, individualized transition planning, parent and family involvement in designing post school

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

options, use of appropriate community-based services (employment, residential living, social and recreational services, etc.), and comprehensive interagency approaches for transition planning.

CSP 864, Student Affairs Organization & Practice 3 hours

The goal of this course is to provide a comprehensive introduction to the organization and structure of student affairs programs in American higher education settings. The course will cover the history of the student affairs profession, the development of specific functions within the field of student affairs, and the relation to and integration of those functions into the educational mission of higher education institutions. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized.

CSP 865, Group Counseling..... 3 hours

Prereq: CSP 855

Designed to enable the counselor to (1) gain understanding concerning the theory of group dynamics as it relates to counseling; (2) form a point of view concerning the process and function of counseling in groups; (3) gain competency in the use of effective group counseling techniques. The course includes a laboratory experience in human relations.

CSP 866P, Organization and Administration of Guidance Programs 3 hours

This course provides the opportunity to study the philosophical foundations of administration of guidance programs as well as procedures used in establishing or modifying guidance programs in schools.

CSP 867P, Psychodrama..... 3 hours

Prereq: CSP 855 and CSP 865*

This course is an introduction to psychodramatic techniques. Psychodrama is an action therapy that uses movement, motion, and action as part of the therapeutic process. It integrates verbal and action techniques into a holistic process that produces insight and learning for the client. Learning in this course is primarily experiential.

CSP 870, Marriage and Family Counseling..... 3 hours

Prereq: CSP 865*, or by permission of the department

This course addresses systems theory in relation to family counseling theory, developmental theory and the dynamics of the family. The student will become knowledgeable about skills needed to establish and maintain a therapeutic relationship with a family, conducting family of origin study for self and others, social/cultural influences that impact the family and issues of the family.

CSP 875, Career and Lifestyle Development 3 hours

This course includes a study of the following areas: needs for guidance, theories of career development, career development factors, the information system, the location and organization of local information, decision-making in both individual and group counseling situations, and the relationship of the information system to the guidance program.

CSP 880, Appraisal and Evaluation of Individuals and Systems..... 3 hours

This course deals with fundamental principles in appraisal of individuals. Students study purposes of appraisal, historical and current issues that affect purposes/principles of appraisal, typical means of assessment and their interpretation, use of standardized and nonstandardized appraisal techniques, sociometric and environmental assessment, responsible use of appraisal information, legal and ethical issues and professional issues and standards as well as current trends in assessment and appraisal.

CSP 885, Practicum in Counseling and Guidance 3 hours

Prereq: CSP 855, CSP 865* and admission to candidacy, or by special permission of the Counselor Education Committee

Practicum requires extensive time for direct counseling experience, self-evaluation, critical interaction with other students, and critiquing of taped interviews with the practicum supervisor. The practicum setting is designated by the program: Community, Elementary, Secondary School, Student Affairs. Other settings are available by prior arrangement.

CSP 885C, Practicum in Community Counseling

CSP 885E, Practicum in Elementary School Counseling

CSP 885R, Practicum in Rehabilitation

CSP 885S, Practicum in Secondary School Counseling

CSP 886, Advanced Practicum in Counseling and Guidance 3 hours

Prereq: CSP 885*; open by permission only

Direct experience under supervision will be provided in the areas of individual, group, and family counseling.

CSP 892, Internship in Counseling and Guidance 1-9 hours

Prereq: CSP 885*; open by permission only

Direct experience in a counselor work setting under the supervision of a licensed/certified counselor and a Department of Counseling and School Psychology coordinator. The setting is designated by the program: Community, Elementary, Secondary School, Student Affairs. 1 credit hour=100 clock hours logged within the setting.

CSP 892C, Internship in Community Counseling

CSP 892E, Internship in Elementary School Counseling

CSP 892R, Internship in Rehabilitation

CSP 892S, Internship in Secondary School Counseling

CSP 896, Thesis 1-6 hours

CSP 899P, Special Topics 1-3 hours

This course addresses current and recent issues/needs related to counseling and school psychology. The course format varies depending on subject matter, instructor and student needs.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

CSP 901, Professional Issues Seminar-School Psychology..... 3 hours

Prereq: open by permission of department only
This course will provide a comprehensive understanding of the major and contemporary issues impacting upon the profession of School Psychology. A seminar/discussion format will be utilized.

CSP 902, Research Apprenticeship 1 hour

Prereq: open by permission of the department only
The student will have the opportunity to work as a research apprentice with faculty member(s) in order to learn and understand the research process. Fifty hours of individual and collaborative work is required. Graded credit or no credit.

CSP 903, Introduction to the Bayley Scales 1 hour

Prereq: CSP 880; admission to program; open by permission of the department only
This course will enable students to become familiar with the development, administration, and beginning levels of interpretation of the Bayley Scales of Infant Development-2nd Edition. It will not result in mastery of the administration and/or usage of this instrument. Additional practice and experience will be necessary to attain mastery. Counseling & School Psychology

CSP 904, Birth to Five Screening..... 1 hour

Prereq: CSP 880; admission to program; open by permission of the department only
The screening of infants and preschoolers is an often overlooked component in the assessment process. This course addresses the screening process and students will develop skill in the administration and interpretation of the Bayley Infant Neurodevelopmental Screener and the First Step Screener.

CSP 905, Behavioral Problem Solving Assessment..... 3 hours

Prereq: CSP 880; open by permission of department only
The student will develop: (a) the necessary skills for, and his/her approach to, assessment of the ecological domains pertinent to understanding the child's referral concerns; including social, emotional, environmental, and biological bases of behavior; (b) the skills to conduct comprehensive behavioral assessments; (c) the skills to integrate data collected from behavioral/ecological/personality assessment in order to have maximum effective impact upon individualized and regular education programs.

CSP 906, Infant/Preschool Assessment..... 3 hours

Prereq: CSP 880, CSP 903*; admission to program
This course provides students with the opportunity to develop a knowledge base and applied skills in a model of collaborative team assessment to be used with children and families in the birth to five age range. This model (as an alternative to traditional assessment) incorporates normative and criterion measures, play based assessment, is maximally comprehensive, family friendly, interdisciplinary, and yields information necessary for placement decisions as well as intervention planning.

CSP 907, Academic Problem Solving Assessment..... 3 hours

Prereq: CSP 880; admission to program

One of the primary roles of the school psychologist is that of facilitator of data based decision making in schools. This course will focus upon usage of the Problem Solving model of data collection and student progress monitoring regarding the area of academic achievement. This course is designed to familiarize the student with the basic skills and experience necessary to utilize traditional academic data collection (i.e. Wechsler Indiv. Ach. Test, Kaufman Test of Educ. Ach., Woodcock Johnson PsychoEduc. Battery, etc.) as well as Curriculum Based Measurement approaches to assess student skills, create intervention plans, monitor student progress, and measure student outcome. This approach to Problem Solving Assessment will be presented as procedures that can be used to supplement and/or supplant traditional approaches to psychoeducational assessment.

CSP 910, Cognitive/Academic Interventions 3 hours

The purpose of this course is to provide an overview of the principles which guide the development and linkage between assessment and intervention. The impact and interrelationships between assessment and interventions will be stressed. An overview of etiology, characteristics and appropriate interventions for selected exceptionalities for school aged population will be the focus.

CSP 920, Cognitive Problem Solving Assessment..... 5 hours

Prereq: CSP 880; open by permission of department only
The student will develop skill in the standardized administration of instruments designed to measure cognitive skills and/or intelligence and other commonly used assessment tools including those measuring nonverbal intelligence.

CSP 922, Problem Solving Assessment Practicum 3 hours

Prereq: CSP 880, CSP 910
Open by permission of the Department. Students will develop understanding and skill in diagnostic testing, ecological evaluation, and prescriptive intervention, team problem solving, and consultation by completing a minimum of four comprehensive case evaluations for presentation involving approximately 40 hours of field experience.

CSP 957, Problem Solving Consultation..... 3 hours

This course addresses an indirect service delivery model, i.e., consultation, through which the school psychologist's expertise and services can be delivered within schools. The course emphasizes the shifting role of the school psychologist to that of an "ally to general education" and pre-referral interventionist as well as being the "gatekeeper" of special education.

CSP 980, School Psychology Leadership in School Organization..... 3 hours

Prereq: CSP 922*
This course will provide a comprehensive exposure to the major and contemporary issues impacting schools at the district, state and national levels. These issues represent opportunities for school psychologists to have consultative impact at the systems level. A seminar/discussion format will be utilized.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

CSP 990, Pre-Internship Seminar..... 2 hours

Prereq: admission to program; open by permission of department only; must be in last year of coursework prior to internship

This course is designed to enable students of school psychology to prepare themselves for entry into a 1200 clock-hour internship. This course combines seminar work sessions with Professional Development Seminar Series sessions as students finalize their transition from university to field placement.

CSP 991, Scholarly Study 1-6 hours

Prereq: CSP 902 and TE 800; open to candidates for the Specialist Degree in Counseling and School Psychology

A seminar designed to provide background and assistance in the design and formulation of a scholarly study.

Experience will include presentations on selecting and narrowing topics of study, development of the proposal, data collection and analysis, computer applications, and writing the study. Required for Ed.S. graduation.

CSP 992, Internship in School Psychology .. 1-12 hours

Prereq: CSP 885S*, CSP 906*, CSP 922*, CSP 957; open by permission only.

Direct field experience in a school psychological work setting under the supervision of a licensed or certified school psychologist as well as under the general supervision of a faculty member from the Department of Counseling and School Psychology. A minimum of 1,200 clock hours are required (i.e. full-time one year or half-time for two years) with at least 600 of the 1,200 clock hours logged within a school setting.

Offered by Department of Economics
College of Business and Technology

ECON Courses

ECON 820/820P, Environmental Economics 3 hours

Prereq: ECON 100, ECON 270, or ECON 271

An economic analysis of the nature of pollution problems from cause to possible solutions. Critically evaluates the role of a market economy in preserving environmental quality.

ECON 830/830P, International Economics 3 hours

Prereq: graduate standing and ECON 100, ECON 270, or ECON 271

This course is directed toward an introduction to the international economy, the theory of international trade, balance of payments, economic growth, financial and commercial policy.

ECON 845/845P, Industrial Organization 3 hours

Prereq: graduate standing and ECON 271GS

This course is concerned with the behavior of firms and the resulting effects on market outcomes and welfare. As such it analyzes firm behavior and market structure within a single industry and discusses the challenges associated with regulation/deregulation of industries and the implementation of antitrust policy.

ECON 850, Managerial Economics 3 hours

Prereq: graduate standing and 3 hours of Economics
Extension of economic analysis to meet the need for

greater precision in the management of the business enterprise. Draws upon economic analysis for such concepts as cost, demand, profit and competition.

Attempts to bridge the gap between pure analytical problems and policies that management faces. Offers powerful tools and approaches for managerial policy making.

ECON 865/865P, Economics of Transportation 3 hours

Prereq: graduate standing and ECON 271GS

This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.

ECON 898P, Independent Study 1-3 hours

ECON 899P, Special Topics in Economics 1-3 hours

Offered by Department of Educational Administration
College of Education

EDAD Courses

EDAD 831, Social Foundations of Education 3 hours

This course provides insight into the relationship of education to the social order, a rationale for the underlying philosophy of education, and an understanding of how political theory and social forces provide for school organization and authority.

EDAD 842P, Administration of Special Education..... 3 hours

The purpose of this course is to provide the school administrator information concerning legal aspects of special education, identification of special needs students, and options available in programming for handicapped students.

EDAD 843, Practicum in Educational Administration..... 3 hours

Prereq: EDAD 869* or permission of instructor.

This course is designed to provide practical learning experience inherent to school principals. Experiences will include discussion of current topics, involvement of presentation of current topics as preparation for conducting staff development, use of resource personnel from education and/or other fields, the completion of 75 hour internship, a visitation to a school district with over 25,000 students, preparation for the administrative job search.

EDAD 846, The Junior High/Middle School..... 3 hours

This course focuses on program design, implementation and evaluation at the middle grade level. It is designed primarily to meet the needs of elementary and/or secondary trained administrators who plan to become administrators at the middle grades level.

EDAD 848, Curriculum Planning 3 hours

The current arena in which principals function is constantly being impacted by societal forces and conditions. The class is designed to assist students to understand major curriculum design models, to interpret school district curricula, and to adjust content as needs and

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

conditions change. The course is designed to prepare individuals for positions in educational administration, particularly those who are interested in the school principalship. Students will study the basic principles of curriculum planning as they relate to curriculum design, implementation, and evaluation.

EDAD 851, Human Resource Management..... 3 hours

This course deals with aspects of human resource management, including recruitment, selection, orientation, evaluation, staff development, affirmative action, contract management, and collective negotiations. Course emphasis remains on the function of personnel actions on behalf of quality classroom instruction.

EDAD 853, School Business Management 3 hours

A study of the functions of business management for schools including: budgetary procedures, financial accounting, auditing and reporting, management of funds, purchasing procedures and inventory, the administration and protection of property, and the administration of auxiliary services.

EDAD 854, Introduction to Educational Administration..... 3 hours

The course is designed to provide an overview of the function of educational administration in school district organizations. Students will explore the role of the school principal as an instructional leader and a change agent. In addition to the comprehensive coverage of theory and research, there will be a focus on practical applications that are designed to help students implement their acquired knowledge.

EDAD 855, Supervision of Instruction..... 3 hours

This course is designed to assist students in obtaining entry-level understandings and skills relating to the supervision of instruction.

EDAD 859, Legal Basis of Education..... 3 hours

The purpose of this class is to explore the role of the school principal as an educational leader, understand the intricacies of public school administration as it relates to supervision and instruction. An emphasis will be placed on preventative law through the development of an understanding of legal issues facing the school administrator and avoiding possible litigation.

EDAD 869, The Principalship 3 hours

Prereq: EDAD 854 or permission of the instructor

This is a foundation course in secondary school administration that places emphasis on the responsibilities of the principal. It is designed to serve the interests and needs of certificated personnel who plan to become principals.

EDAD 870, The Principal as Instructional Leader..... 3 hours

Prereq: EDAD 869* or permission of instructor

This course is designed to explore the role of the principal as instructional leader and change agent. It is based in the educational effectiveness research and will focus on the leadership role of the principals. It is designed to serve the interests and needs of current administrators who wish to expand their qualifications for the

Principalship or certified personnel seeking an additional endorsement.

EDAD 896, Independent Study..... 1-6 hours

Individualized study under the supervision of educational administration faculty and approved by the advisor. Topics of study are tailored to meet the needs of the student.

EDAD 898, Endorsement Internship 3 hours

EDAD 899, Thesis 3-6 hours

A thesis provides an opportunity for candidates in educational administration to conduct research on educational problems which are relevant to particular interests and school settings. This is an elective for Master's Degree candidates.

EDAD 899P, Special Topics in Education..... 1-3 hours

A course designed to enable administrators to become knowledgeable of recent trends and issues in school management, finance, or other concerns affecting the administration of the public schools.

EDAD 940, Administrative Theory 3 hours

This course introduces students to aspects of current administrative theory by treating the school district as a social system in need of organization, leadership, and change. Styles and effects of human behavior in organizations are explored.

EDAD 944, Seminar in Educational Administration..... 3 hours

This course is offered online, graded on a credit-no credit basis, and is a requirement for the Educational Specialist Degree. The student will read and submit written critiques on several contemporary writings related to education and participate in a three-day, summer field trip to Lincoln, which will involve visitations at the Nebraska Department of Education, the Lincoln Public Schools, and the quarters of various professional education organizations.

EDAD 945, Independent Readings..... 3-6 hours

Independent reading on Educational Administration topics. Readings to be selected and directed by the student's advisor. EDAD 955 The School Administrator and the Law 3 hours This course is designed to provide the educational administrator with a view of the law governing the operation of schools. An emphasis will be placed on preventative law through building an understanding of legal issues facing the school administrator and avoiding possible litigation. Issues deserving attention will include school district organization, meetings of the board of education, personnel administration, conducting hearings, developing board policies, student rights, discrimination, tort liability, and other current issues.

EDAD 955, The School Administrator and the Law 3 hours

This course is designed to provide the educational administrator with a view of the law governing the operation of schools. An emphasis will be placed on preventative law through building an understanding of legal issues facing the school administrator and avoiding possible litigation. Issues deserving attention will include school district organization, meetings of the board

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

of education, personnel administration, conducting hearings, developing board policies, student rights, discrimination, tort liability, and other current issues.

EDAD 956, School/Community Relations 3 hours

This course is designed to provide the student with an analysis of principles, practices and materials that facilitate the adjustment and interpretation of schools to their internal and external publics, along with an examination of the function of the media and the roles of schools and community groups in an effective school public relations program.

EDAD 957, Public School Finance 3 hours

The primary objectives of this course are to provide the student with (1) the background of school finance, (2) a background of public school financing in the United States, (3) an understanding of the various governmental levels of financing in public schools, (4) judicial decisions and their effects, and (5) finance of schools in the future. EDAD 958 Educational Facility Planning 3 hours A study of the principles and processes of developing functional educational facilities. Procedures and techniques for each phase of facility planning are included. Topics include: survey of needs, population projection, site selection, development of educational specifications, selection of architects, furniture and equipment selection, and maintenance and operation.

EDAD 958, Educational Facility Plan 3 hours

A study of the principles and processes of developing functional educational facilities. Procedures and techniques for each phase of facility planning are included. Topics include: survey of needs, population projection, site selection, development of educational specifications, selection of architects, furniture and equipment selection, and maintenance and operation.

EDAD 966, Special Topics in Educational Administration 1-3 hours

A course designed to enable the administrators to become knowledgeable of recent trends and issues in school management, finance, or other concerns affecting the administration of the public schools.

EDAD 991, Field Study 3-6 hours

The field study provides an opportunity for candidates in educational administration to conduct research on educational problems which are relevant to particular interests and school settings. This course is required of all Specialist Degree candidates.

EDAD 998, Internship 3-6 hours

Internships are designed to provide administrative experience for students having limited administrative background and to strengthen skills of those who have served as administrators. This course is required for all Specialist Degree candidates.

Offered by Department of English
College of Fine Arts and Humanities

ENG Courses

ENG 803, Descriptive Linguistics 3 hours

An introduction to descriptive linguistics with emphasis on

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

phonology, syntax, and morphology, as they apply to the study of English as a language.

ENG 804P, History of the English Language..... 3 hours

Development of English language as reflected in the language of writers from the Anglo-Saxon time to the present.

ENG 805, The Teaching of Composition 3 hours

Study of topics and issues related to rhetorical theory and the teaching of expository writing in college classrooms.

ENG 806, Principles of Literary Criticism..... 3 hours

An application of literary theories to selected literary works.

ENG 807, History of Literary Criticism 3 hours

This seminar investigates the connections and discontinuities found in literary criticism from Plato to present-day critical theory. By observing the shifts in various theoretical interests, critical theory will be seen as part of a larger intellectual and cultural history.

ENG 814, Writing Tutorial 3 hours

Individual or group tutorial focusing on macro elements of discourse, including but not limited to aims and purposes; argumentation and categories of argument; strategies of arrangement and emphasis; coherence and cohesion. The tutorial primarily serves the needs of students working on written projects, especially theses. Elective. Repeatable.

ENG 822P, Poetry Writing 3 hours

Prereq: consent of instructor

An opportunity for students to write their own poetry, to investigate what it means, and to develop poetic touchstones by studying a few outstanding poets of the Western tradition.

ENG 823P, Fiction Writing..... 3 hours

Prereq: consent of instructor

A study of the techniques of prose fiction, primarily through an examination of student manuscripts written for the class. The class may also study prose techniques in some published contemporary short fiction.

ENG 824, Drama Writing 3 hours

An advanced course in drama writing. Formal requirements of the drama are studied extensively while writers also concentrate on the methods and principles of literary adaptation.

ENG 825, Creative Nonfiction..... 3 hours

This course examines the concept and contemporary forms of creative nonfiction, including memoir, biography, essay, letter, journal, prose poetry, and combined forms, as well as crossover with fiction in both writing techniques and content shaping. Students will be expected both to critically examine and to write nonfiction.

ENG 826, Prosody: The Music of Poetic Form .. 3 hours

A course devoted to the art of versification, including a study of metrical structure, rhyme, stanza forms and their relationship with the ideas of poems.

ENG 827, Colloquium: Creative Writing 3 hours

ENG 832, Colloquium: World Literature 3 hours

ENG 833, Nonfiction Seminar..... 3 hours

Prereq: admission into the MFA in Writing program
An individualized course in nonfiction writing. Taken 4 times, the seminar offers practical instruction in nonfiction writing and criticism. Using distance technology, student and instructor work through independent projects designed to sharpen the student's writing skills to a professional edge. Student will compose both original nonfiction and critical analyses of nonfiction by other writers both peer and professional preparatory to submitting an original book-length manuscript of publishable quality by their final semester's work.

ENG 834, Fiction Seminar..... 3 hours

Prereq: admission into the MFA in Writing program
An individualized course in fiction writing. Taken 4 times, the seminar offers practical instruction in fiction writing and criticism. Using distance technology, student and instructor work through individualized writing projects designed to sharpen the student's writing skills to a professional edge. Students will compose both original fiction and critical analyses of fiction preparatory to submitting an original book-length manuscript of publishable quality by their final semester's work.

ENG 835, Poetry Seminar 3 hours

Prereq: admission into the MFA in Writing program
An individualized course in poetry writing. Taken 4 times, the seminar offers practical instruction in poetry writing and criticism. Using distance technology, student and instructor work through independent projects designed to sharpen the student's craft skills to a professional edge. Students will compose both original poetry and critical analyses of poetry preparatory to submitting an original book-length manuscript of publishable quality by their final semester's work.

ENG 836, Residency Session..... 3 hours

Prereq: admission into the MFA in Writing program
A ten-day colloquium presenting lectures, classes, workshops, readings and individual conferences with seminar faculty. Taken 4 times, the Residency Session ends one seminar session and begins the next. The session afford students intensive contact with faculty and peers before returning to their writing projects.

ENG 841P, Language for the Elementary Teacher..... 3 hours

This course is a practical survey of the current findings in language as they pertain to the Language Arts teacher. The topics it examines have been under discussion for some time and form a solid part of the developing body about the English language, particularly as related to the traditional responsibilities of the Language Arts teacher.

ENG 843P, Reading Problems in Secondary Schools 3 hours

This course proposes to enable teachers of English and other context areas to deal with those students who have reading problems as well as to increase reading ability in all students.

ENG 844, Teaching English in the Community College 3 hours

The identification, analysis, and evaluation of the special

place of the English instructor and the teaching of English in the junior college as delineated in recent research and literature.

ENG 845, Creative Writing for Public**School Teachers 3 hours**

This course will emphasize the teaching of creative writing and the basic craft of writing poetry and short stories. Prospective and practicing teachers will examine selections from contemporary literature as creative writing models.

ENG 847/847P, Children's Literature..... 3 hours

Establishing criteria for selecting, evaluating, and reading a wide range of literature for children.

ENG 848/848P, Literature for Adolescents 3 hours

An exposure to and evaluation of the literature genres appropriate for study in secondary schools.

ENG 851P, The Literature of Puritanism and Early American Nationalism 3 hours

A study of the emergence and development of American national literature from the Colonial period to the early nineteenth century. Selected authors and works may differ from semester to semester in accordance with specific instructional emphases.

ENG 852P, The Literature of the American Renaissance..... 3 hours

A study of American literature from the early nineteenth-century to the pre- Civil War period. Authors and works under study may change from semester to semester depending on the organizational design of the course.

ENG 853P, The Literature of American Realism 3 hours

A study of American Literature from the late nineteenth century through the early twentieth century. Authors and works may vary according to instructional emphasis.

ENG 854P, Modern American Literature 3 hours

The seminar covers the literature of the period roughly from the turn of the century through World War II, focusing on the later development of realism and naturalism and the rise of modernism. Authors, genres, and approaches may vary from term to term.

ENG 855P, Contemporary American Literature 3 hours

The seminar examines the literature from World War II to the present, focusing on the later development of modernism and the rise of postmodern literature. Authors, genres, and approaches may vary from term to term.

ENG 856, Literature of the American West..... 3 hours

Examines folklore, fiction, nonfiction, drama, and poetry by Western and Plains writers selected from a time period beginning with presettlement literature to contemporary writings and including works by Native American, Chicano, and women writers. Several Nebraska authors will be included. The class focuses on the distinctive features of each genre as well as their similarities of theme and symbol, especially those myths based on the frontier experience and the "Sense of Place."

ENG 857, Colloquium: U.S. Literature through 1855 3 hours

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

ENG 858P, Great Plains Studies..... 1-3 hours
Great Plains Studies offers the opportunity to reflect on life through the literature and other lore of the Great Plains. Through a different subject focus each offering, the course integrates literary, historical, and paleontological investigations around issues affecting the plains, with a special focus on "prairie." May be offered independently or, as the Prairie Institute, offered interdisciplinary as 1 credit each in English, History, and Geography (with which it is cross-listed). Credit for the Institute requires reading and writing assignments completed outside the contact hours of the Institute. Repeatable for credit.

ENG 859, Colloquium: U.S. Literature: 1855-Present..... 3 hours

ENG 871P, Language and Composition in the Secondary School..... 3 hours
Study of topics and issues in rhetorical, linguistic, and literacy theory as related to the teaching of language arts.

ENG 872P, English Literature to 1500..... 3 hours
Study in-depth of one or more major British authors of the period, to be chosen by the professor. The authors studied will change from semester to semester.

ENG 873P, The Literature of the English Renaissance..... 3 hours
Study in-depth of one or more major British authors and genres of the period, to be chosen by the professor. The authors studied may change from semester to semester.

ENG 874P, The Literature of the Restoration and Eighteenth Century 3 hours
A study in-depth of one or more major British authors of the Restoration and Eighteenth Century, 1667-1770. The authors studied will change from semester to semester.

ENG 879P, The Literature of the Romantic Period 3 hours
A study of the poetry and/or prose of English writers in the Romantic period from 1789-1830. The course may be organized by author, theme, or genre, and the authors and works may change from semester to semester.

ENG 880P, The Literature of the Victorian Period 3 hours
Study in-depth of one or more major British authors of the period, to be chosen by the professor. The authors studied will change from semester to semester.

ENG 881P, Modern British and Commonwealth Literature 3 hours
This seminar investigates the modernist movement in British and Commonwealth literature, covering the period from 1890-1940. Emphasizing self-conscious and non-representation as modes of both style and content, this aesthetic and historic movement is marked by its persistent experimentalism. Course content might focus on individual writers, political or historical influences, or genre study.

ENG 882P, Contemporary British and Commonwealth Literature 3 hours
While the scope of this course will be on literature from

1950-present, the major emphasis will be on living authors and works produced within the last decade. Individual authors, works, and topics will alter each semester.

ENG 883, Colloquium: British Literature through 1700 3 hours

ENG 884, Colloquium: British Literature: 1700-Present..... 3 hours

ENG 890P, Ft. Kearney Writers' Workshop..... 1-3 hours
[1-hour Directed Readings (ENG 895) can supplement these hours with related study.]
A workshop in creative writing for those who would like to improve their abilities in writing poetry, fiction, and drama.

ENG 892P, Plains Literature Institute..... 1-3 hours
This course proposes to study major Western and Plains writers either individually, by theme, or by genre. Writers might include Nebraskan or regional writers.

ENG 895, Directed Readings 1-3 hours
Individual research under the guidance of a graduate faculty member. Proposals for Directed Readings must be approved in advance by the Graduate Director and Department Chair.

ENG 896, Thesis 3-6 hours

ENG 897P, Film Institute 1-3 hours
A study of the film in both its aesthetic as well as historical dimensions. Students will examine the development of film as both art and mass entertainment in addition to studying the various critical methods of interpreting the film.

ENG 899, Special Topics..... 1-3 hours
This course is intended to provide opportunity for the offering of literary topics not covered by the regular curriculum. Topics are not limited to but can include the study of a single author, a particular genre or theme, and/or comparative or world literature.

Offered by Department of Modern Languages
College of Fine Arts and Humanities

FORL Courses

FORL 800, Curriculum Development & Research 3 hours
A study in the areas of curriculum design, methodology and testing, plus research methods in all of these fields.

FORL 810, Second Language Acquisition 3 hours
Discussion of the principal theories of language acquisition, the factors which affect the learning of a second language, and the theories of second language pedagogy.

FORL 870P, TESOL..... 3 hours
Theoretical foundations and sociolinguistic contexts of ESL teaching.

FORL 872P, Foreign Language Pedagogy 3 hours
Prereq: the equivalent of a major in French, German, or Spanish, or permission of department

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

Current trends in foreign language teaching and learning with emphasis on theory and practice.

FORL 896, Thesis 6 hours

FORL 897, Directed Readings 1-3 hours

Individual studies and research under the guidance of a graduate faculty member. May be taken twice for two separate studies or research approved by the graduate faculty in the specific language.

FORL 899P, Independent Studies 1-3 hours

Prereq: approval by the department

Directed research in foreign language education, methodology, or translation / interpreting. May be taken twice for two separate studies or research.

Offered by Department of Modern Languages
College of Fine Arts and Humanities

FREN Courses

FREN 800P, The French Drama 3 hours

The drama in France before the 20th Century.

FREN 802P, Twentieth Century Literature 3 hours

Writers of this century, their ideas and principal works.

FREN 803P, Contemporary French Drama 3 hours

Modern plays and their writers along with ideas and trends in today's French theatre.

FREN 814P, Advanced French Conversation 3 hours

Designed to take the student beyond the functional ability gained in the lower level French conversation course. Topics of discussion to be political, literary, religious, and social.

FREN 815, Seminar in Contemporary French Thought 3 hours

A survey of the most prominent French writers and philosophers of the twentieth century.

FREN 816, Seminar in Contemporary Francophone Literature 3 hours

A study of major contemporary Francophone writers from countries other than France.

FREN 820P, The French Novel I 3 hours

The novel and study of its development in France (1600-1850).

FREN 821P, The French Novel II 3 hours

The study of the novel from 1850 to the present.

FREN 860P, History of the French Language 3 hours

A study of the development of the French language since its origins and as related to linguistic changes throughout the different literary periods.

FREN 870P, Seminar in French/ Francophone Studies 3 hours

The study of literary works and cultural contexts, topic is to be selected and announced in schedule of Courses. May be taken more than once.

FREN 875, Graduate Study Abroad 3 hours

Prereq: FREN 814P or permission of French Graduate Faculty

A study of the language and culture of French-speaking countries. This study will be conducted mainly in France and requires a research paper to be presented to UNK graduate faculty. Offered in Summer.

FREN 876, Graduate Study Abroad 3 hours

Prereq: FREN 814P or permission of French Graduate Faculty

A study of the language and culture conducted in a French-speaking country. This study requires a research paper to be presented to UNK graduate faculty. Offered in Summer.

FREN 896, Thesis 6 hours

FREN 899, Independent Studies in French 1-3 hours

Individual studies and research under the guidance of a graduate faculty member. May be taken twice for two separate studies or research in French.

Offered by Department of Family Studies and Interior Design
College of Business and Technology

FSID Courses

FSID 801P, New Development and Trends in Textiles 3 hours

FSID 802P, Selected Readings in Human Relationships 3 hours

Prereq: FSID 150

Analysis of major studies and current literature.

FSID 850P, The Aging Adult 3 hours

Prereq: FSID 402* or equivalent

A study of the interrelationships of the common factors concerning aging, the major objective being an understanding of the individual during the later stages of the family life cycle.

FSID 865P, Advanced Study of Sexual Behavior 3 hours

An in-depth analysis of human sexual behavior from psychological, sociological, biological, ethological, historical, and economic perspectives.

FSID 881P, Cross Cultural Family Patterns 3 hours

This course examines the concept of family as it appears in various cultural contexts in the United States and in other settings. Family and culture will be viewed both historically and in the contemporary period. Various models of the family, representing both western and nonwestern traditions, will be explored through readings, discussion, and writing. Particular emphasis will be given to gaining understanding about the values, traditions, and socio-economic/geopolitical circumstances, that influence the development of culture.

FSID 886P, Families in Crisis 3 hours

Prereq: FSID 351GS

This course enables Family Studies and other service and social support-oriented students to understand the trauma and recovery process associated with normative and catastrophic family crisis. Note: This course alone does not prepare students to be crisis interventionists.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

FSID 890P, Special Problems in Family Studies and Interior Design 3 hours
For Family and Consumer Scientists who wish to update their understanding of accepted educational procedures and/or practices in their professional fields.

Offered by Department of Sociology, Geography and Earth Science
College of Natural and Social Sciences

GEOG Courses

GEOG 800P, Water Resources..... 3 hours
Prereq: none

A comprehensive overview of the natural, social, legislative, and administrative status of water resources. Emphasis will be placed on water utilization and management in the western states, Nebraska particularly. Particular topics will include: Hydrologic Cycle, Streams and Stream Management, Ground Water and Ground Water Management, Review of Water Law, Water Management Agencies, Water Resources Planning.

GEOG 810P, Geographical Techniques and Thought 3 hours

Prereq: at least two geography Courses or graduate status
This course deals with the philosophy, goals, research and teaching methods of geography. Included will be an introduction to the literature of the discipline.

GEOG 840P, Seminar in Regional Geography 1-3 hours
Prereq: GEOG 104 or GEOG 106 or permission of instructor

Designed for a penetrating analysis of spatial distribution patterns of physical and cultural phenomena of selected world regions.

GEOG 841P, Selected Topics in Cultural Geography 3 hours

Prereq: GEOG 104 and GEOG 106 or permission of instructor
Advanced, in-depth studies of various segments of Human Geography.

GEOG 856P, Spring, Summer or International Field Study..... 1-4 hours

A two to three week field study through selected sites in the Southwestern states. Includes study of geologic, geographic, archeological, cultural, and environmental phenomena in a variety of diverse regions.

GEOG 858P, Great Plains Studies..... 1-3 hours

Great Plains Studies offers the opportunity to reflect on life through the literature and other lore of the Great Plains. Through a different subject focus each offering, the course integrates literary, historical, and paleontological investigations around issues affecting the plains, with a special focus on "prairie." May be offered independently or, as the Prairie Institute, offered interdisciplinarily as 1 credit each in English, History, and Geography (with which it is cross-listed). Credit for the Institute requires reading and writing assignments completed outside the contact hours of the Institute. Repeatable for credit.

GEOG 890, Directed Research 1-3 hours
Independent original research of a selected topic in

geography under the direction of a geography graduate faculty member.

GEOG 898, Directed Readings 1-3 hours
Independent readings on advanced geography topics.

Readings to be selected and directed by a geography graduate faculty member.

GEOG 899P, Independent Study 1-3 hours
Independent investigation of a selected problem in

geography or earth science; under the direction of any geography faculty member. Permission of department chair required to enroll.

Offered by Department of Modern Languages
College of Fine Arts and Humanities

GERM Courses

GERM 800P, German Drama 3 hours
Plays and their writers to 1900.

GERM 801P, Contemporary German Drama 3 hours
Modern plays and their writers along with trends and ideas of today's German theater.

GERM 803P, German Novel 3 hours
A survey of the development of the novel and a study of writers and their principal works.

GERM 804, Introduction to Middle High German 3 hours
A study of medieval German with readings from works by principal Middle High poets.

GERM 805, History of the German Language.... 3 hours
The origin and development of the German language from its beginnings to the present. Stages in this development are revealed through close examination of literary and nonliterary documents.

GERM 814P, Advanced Composition and Conversation II..... 3 hours
Designed to take the student beyond the functional ability gained in the lower level German conversation Courses. Topics of discussion will be political, literary, religious and social.

GERM 815, Seminar in German Thought 3 hours
A study of German philosophy from Kant to the present combining the features of a survey and an in-depth study of specific philosophers.

GERM 825P, Modern German Poetry 3 hours
Twentieth century poetry and poets of German-speaking countries.

GERM 850P, Goethe and His Times 3 hours
Plays, prose and poetry in Goethe's time.

GERM 870P, Seminar in German Studies..... 3 hours
The study of literary works and cultural contexts. Topic to be selected and announced in schedule of Courses. May be taken more than once.

GERM 875P, Study German Culture..... 3 hours
A study of German language and culture taught in a German-speaking country; it also requires a research paper to be presented to UNK graduate faculty.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

GERM 876P, Study German Culture..... 3 hours
A study of German language and culture taught in a German-speaking country; it also requires a research paper to be presented to UNK graduate faculty.

GERM 899, Independent Studies - German..... 1-3 hours
Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies or research in German.

Offered by Department of History
College of Natural and Social Sciences

HIST Courses

HIST 800, New Perspectives in History 3 hours
Recent trends in the field of the instructor's specialty, to assist teachers and to improve teaching. May be repeated with each new offering.

HIST 805P, The Plains Indians..... 3 hours
A history of those Indians who call the Great Plains their home.

HIST 806P, History and Film 3 hours
This course will look at history through the lens of feature films produced in the United States and abroad. Particular emphasis will be placed on how historical representation and interpretation has changed with each generation of film makers. The topics of this course will vary depending on the instructor and needs of the students.

HIST 807P, History of Sea Power 3 hours
This course seeks to introduce students to different themes in the history of the evolution of sea power.

HIST 808P, War and Society..... 3 hours
This course is designed to introduce students to the field of military history. Students will tackle the debate on 'old' vs 'new' military history. In particular, students will examine the impact of social studies on the evolution of military history. A considerable portion of the course will also be spent examining military history in a non-western setting.

HIST 809P, The High Middle Ages, 1050-1350.... 3 hours
This course examines the cultural, political, economic, and social developments of the High Middle Ages, a period of dramatic and important change in the western world, focusing on the religious reformation of the eleventh century, the twelfth-century renaissance, and the rise of towns and urban commerce, and the growth of centralized governments.

HIST 810P, Methods and Historiography..... 3 hours
Writers of history, their works and philosophies; theories of historical development and research.

HIST 811P, Saints and Sinners 3 hours
This course examines the social organization and cultural institutions that shaped the western world between late antiquity and the Renaissance, focusing on the interaction between major institutions, such as family and religion, and the lives of medieval women and men.

HIST 812P, Society and Gender in the Middle Ages 3 hours
This course is designed to introduce students to the ways that gender and sexuality were defined, understood, and enacted in medieval society. The course examines both accepted and deviant sexual behaviors as well as notions of masculinity and femininity. Attitudes toward these ideas and behaviors are considered within the social, political, and religious contexts of the Middle Ages.

HIST 816, Colloquium: Colonial and Revolutionary America 3 hours

HIST 817, Colloquium: Nineteenth Century U.S. 3 hours

HIST 820P, Women in Europe 3 hours
A history of European women will explore the roles and influence of women from earliest times to the present.

HIST 821P, Women in America 3 hours
A history of American women from the Colonial Period to the present.

HIST 822, Colloquium: Twentieth Century U.S. 3 hours

HIST 823, Colloquium: English History 3 hours

HIST 824, Colloquium: Latin American History..... 3 hours

HIST 828, Colloquium: Soviet Union 3 hours

HIST 830, Colloquium: Modern China and Japan 3 hours

HIST 831P, Colonial America, 1492-1750 3 hours
Examines the development of Colonial British America from the First English explorers to the French and Indian War.

HIST 832P, Revolutionary America, 1750-1800 .. 3 hours
Examines the American Revolution from its origins through its culmination in the adoption and implementation of the Constitution.

HIST 833P, The National Period, 1800-1850 3 hours
Explores the expansion and development of the American nation from the Louisiana Purchase through the Mexican-American War.

HIST 839P, Pre-Hispanic Colonial Latin America 3 hours
Political, social, economic, and cultural dynamics of Amerindian civilizations and colonial Latin America up to independence.

HIST 841, Seminar: History of the American West 3 hours

HIST 841P, Modern Latin America..... 3 hours
Examination of political, cultural, social, and economic dynamics of Latin American nations and regions from independence to present.

HIST 842, Seminar: American Revolution and Confederation Period, 1763-1789..... 3 hours

HIST 843, Seminar: The American Indian..... 3 hours

HIST 844, Seminar: Nineteenth Century U.S...... 3 hours

HIST 845P, The Civil War and Reconstruction... 3 hours
A study of the causes leading to the Civil War, the War itself, and the attempt to reunify the social, economic, and political framework of America.

HIST 846, Seminar: Recent American History ... 3 hours

HIST 847, Seminar: Contemporary Europe..... 3 hours

HIST 850P, Variable Topics in Latin American History..... 3 hours
In-depth study of a country or region in Latin American or an in-depth analysis of a specific topic of historical or contemporary importance in understanding Latin American History and Culture.

HIST 851P, Comparative Colonialism: Asia and Africa..... 3 hours
This course will analyze the primary social, cultural, and political forces that helped create and sustain the vast colonial empires in Asia and Africa.

HIST 852P, Colonial India..... 3 hours
This course examines the complex social, cultural, political and economic factors that gave birth to the independent nations of Bangladesh, Pakistan and India after centuries of British colonial rule.

HIST 853P, Modern India..... 3 hours
This course aims to introduce students to the complex cultural, political and economic factors that created the 'nation' of India as it is known today. The course begins in 1947 when India gained independence from Britain. It will examine in detail the major issues that have helped mold the history of contemporary India.

HIST 855P, Comparative Studies in Ethnic Conflict..... 3 hours
This course is designed to engage students in an intense study of theories of ethnic conflict. Students will also be involved in a comparative study of the militarization of ethnic conflict in various regions of the world.

HIST 857P, British Empire..... 3 hours
The rise and expansion of the British Empire from its earliest beginnings to the present.

HIST 858P, Great Plains Studies..... 1-3 hours
Great Plains Studies offers the opportunity to reflect on life through the literature and other lore of the Great Plains. Through a different subject focus each offering, the course integrates literary, historical, and paleontological investigations around issues affecting the plains, with a special focus on "prairie."

HIST 859P, European Expansion and Exploration..... 3 hours
The motivations for European expansion and exploration overseas from 1300 until 1800 and the impact that European contact with the rest of the world had upon the societies of the Americas, Africa, Asia, and Europe.

HIST 860, Seminar: English History..... 3 hours

HIST 861P, Renaissance and Reformation..... 3 hours
The political, economic, religious and social development

of Europe from the Crusades through the era of the European Reformation.

HIST 862P, Seventeenth and Eighteenth Century Europe..... 3 hours
History of Europe from the Thirty Years' War to the French Revolution with special emphasis on the Enlightenment.

HIST 863P, French Revolution and Napoleon.... 3 hours
The causes of the French Revolution and the political, social, and intellectual impact of the Revolution upon western Europe.

HIST 871P, History of the Pacific Rim..... 3 hours
This course will examine the development of Pacific Rim nations from 1500 to present. While the entire region will be studied, the emphasis will be on the cultural, political, and economic relations between the United States, Japan, China, and Russia as well as the colonizing powers of Spain, France, and Great Britain.

HIST 873P, American Constitutional History I.... 3 hours
Tracing the development of the American Constitution from its European antecedents to the Civil War Period.

HIST 874P, American Constitutional History II... 3 hours
Continuation of HIST 873P. Period covered is from Civil War Period to present.

HIST 875, Internship in History..... 1-9 hours
Emphasizes the professional development of the student in the area of the student's professional interest. Grade will be recorded as credit/no credit.

HIST 877P, American Thought and Culture, 1620-1865..... 3 hours
Examines the origins and development of American social, political, and religious ideas through the Civil War.

HIST 878P, American Thought and Culture, 1865-1990..... 3 hours
Examines the origins and development of American social, political, and religious ideas after the Civil War.

HIST 879P, Nebraska and the Great Plains History..... 3 hours
History of natural environment and human settlement of Plains and role of Nebraska and Great Plains in United States history.

HIST 881P, North American Frontiers 1500-1850..... 3 hours
European and U.S. frontier expansion and interaction between Whites and Indians and use of natural resources.

HIST 882P, The American West, 1850-Present... 3 hours
Development and transformation of U.S. west in terms of ethnic interaction, resource exploitation, and industrialization from midnineteenth century to present.

HIST 883P, The Gilded Age 1870-1898..... 3 hours
An analysis of the transformation of an agrarian America into an urban-industrial society.

HIST 884P, The United States, 1898-1941..... 3 hours
The rise of America as a world power, and the problems of reform and industrial expansion in early twentieth century America.

HIST 885P, The United States Since 1941 3 hours

A study of United States history since World War II with special emphasis on the problems arising as a world power.

HIST 886P, Imperial Russia..... 3 hours

A general survey of the political, social, economic, diplomatic and cultural developments of Russian civilization from 800 A.D. to 1917.

HIST 888P, Nineteenth Century Europe..... 3 hours

The period from the French Revolution and Napoleon to World War I.

HIST 889P, Fascism and Communism in Twentieth Century Europe 3 hours

An exploration of the commonalities and divergences between fascism, communism, and nationalism and their twentieth century manifestations. After investigating the intellectual roots, social bases and key elements of these ideologies, we will examine their concrete manifestations in Europe, including Hitler's Germany, Soviet communism under Stalin, and postwar Yugoslavia.

HIST 890P, Twentieth Century Europe..... 3 hours

A treatment of the history of Europe since the Treaty of Versailles with special reference to international relations.

HIST 891, Directed Research..... 1-3 hours

Independent original research of a selected topic in history under the direction of a history graduate faculty member.

HIST 892P, Soviet Russia..... 3 hours

The 1917 revolution and the development of the Soviet state in the twentieth century.

HIST 893P, Modern Eastern Europe..... 3 hours

This course examines the development of Eastern Europe in the nineteenth and twentieth centuries. It pays particular attention to the collapse of the Ottoman and Austro-Hungarian Empires, the rise of nationalism, the efforts to create and preserve nation states, the rise and collapse of Communism, and the impact of World War I, World War II, and the Cold War.

HIST 895P, Topical Studies 3 hours

Topics are studied which are not assigned or covered in other Courses in the department. The format of this course will vary depending on the topic, instructor and the needs of the students.

HIST 896, Thesis..... 1-6 hours**HIST 899, Directed Readings..... 1-3 hours**

Independent readings on advanced history topics. Readings to be selected and directed by a history graduate faculty member.

Offered by Department of Industrial Technology
College of Business and Technology

ITEC Courses**ITEC 805P, Computer Aided Drafting..... 3 hours**

Prereq: ITEC 120

Computer aided drafting and design is a beginning electronic drafting course designed to develop a working knowledge of CADD and the hardware components required of CADD systems.

ITEC 810P, Individual Problems in Construction 3 hours

Designed to meet the individual needs of the student who desires additional specialization in the construction area.

ITEC 815P, Technical Research Development in Industry and Business 3 hours

This course is designed to conceptualize the process of product design and technical research and development. Topics covering the role of technology and science will be discussed and the steps involved in product design and reporting technical research and development will be presented.

ITEC 820P, Individual Problems in Communication Technology..... 3 hours

Designed to meet the individual needs of the student who desires additional specialization in the communication area.

ITEC 850P, Individual Problems in Manufacturing Technology 3 hours

Designed to meet the individual needs of the student who desires additional specialization in the manufacturing area.

ITEC 870P, Laboratory/Classroom Management Skills For Technology Education Teachers 2 hours

Prereq: ITEC 110, ITEC 112

The class will introduce the student to effective instruction techniques, methods to manage and organize facilities, keep class records, maintain inventories, initiate acquisition of materials, order supplies, and oversee facility planning and human factors analysis.

ITEC 872, ITEC Historical and Philosophical Base..... 3 hours

Study of the historical development of industrial technology education with references to present and future trends. A basis for the technology movement and future planning criteria are identified.

ITEC 880P, Training and Instructional Systems for Industry 3 hours

Audio, video, charts, graphs, computer based training systems and training software for industry and education will be developed, implemented and evaluated.

ITEC 883, Curriculum Programs & Development..... 3 hours

Criteria underlying the improvement of technology education teaching. Students are given opportunity to reorganize and evaluate their present curricula.

ITEC 893, Problems in Industrial Technology 1-3 hours

By permission of Department Graduate Coordinator. May be repeated for a total of 6 hours.

ITEC 898P, Seminar in Industrial Technology 2-4 hours

A critique of contemporary issues and problems in industrial technology relating to industry, research, professionalism and technology.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

ITEC 899P, Teaching Technical Aspects of Industrial Technology 1-6 hours
Concentrated work in specialized areas of industrial technology.

Offered by Department of Communication
College of Fine Arts and Humanities

JMC Courses

JMC 825P, Public Policy and the Media..... 3 hours
This course provides students with a systematic framework for ethical decision-making in mass communications. Ethics theory is examined in combination with the practice of ethics commonly applied by media professionals including print and broadcast news practitioners as well as those involved in the fields of public relations and advertising.

JMC 860P, Mass Media & Society 3 hours
An examination of the theories, issues and controversies surrounding the mass media. Particular emphasis will be given to press ethics, freedom, and media effects.

JMC 899P, Topics..... 3 hours
Selected topics and problems of current interest considered in-depth. Classroom or on-line discussions, course projects or research problems. Topics vary each semester depending on instructor; however, the purpose of the course is to offer an opportunity for students to study either fresh topics of particular timeliness or standard topics in more theoretical depth than appropriate in other existing Courses.

Offered by Department of Mathematics and Statistics
College of Natural and Social Sciences

MATH Courses

MATH 800P, History of Mathematics 3 hours
Prereq: MATH 202*
An introduction to the history of mathematics from its primitive origins to modern day mathematics.

MATH 804P, Theory of Numbers 3 hours
Prereq: MATH 202*
Properties of integers, congruencies, primitive roots, arithmetic functions, quadratic residues, and the sum of squares.

MATH 813P, Discrete Mathematics 3 hours
Prereq: MATH 115* or MATH 123*
Graph theory including circuits and trees, probability, recurrence, complex numbers, and other topics as time permits.

MATH 814P, Theory of Compound Interest 3 hours
Prereq: MATH 115* or MATH 123*
A study of the forces of interest, accumulated values, present value factors, annuities, certain amortization schedules, sinking funds, bonds, and securities.

MATH 820P, Numerical Analysis 3 hours
Prereq: MATH 260* or permission of instructor
The solution of nonlinear equations, interpolation and

approximation, numerical integration, matrices and system of linear equations, and numerical solution of differential equations.

MATH 830P, Middle School Mathematics 3 hours
Prereq: MATH 330* or permission of instructor
A study of additional topics found in 5-9 mathematics not covered in MATH 230, 330, e.g. algebra, probability, calculators, computers, and statistics.

MATH 840P, Linear Algebra 3 hours
Prereq: MATH 115* or MATH 123*
Study of vector spaces, linear transformations, matrices and determinants.

MATH 860P, Advanced Calculus I 3 hours
Prereq: MATH 260*
A study of functions, sequences, limits, continuity, differentiation, and integration.

MATH 870P, Teaching of Secondary Mathematics 3 hours
Prereq: MATH 260* or permission of instructor
Recent trends in the content of the math curriculum and of procedures for the improvement of teaching mathematics in the high school.

MATH 890P, Special Topics in Mathematics.... 1-3 hours
Topics chosen from the areas of mathematics appropriate to the student's program and will involve both formal lectures and independent study.

MATH 891P, Expanded Campus Workshop..... 1-3 hours
Selected contemporary topics in mathematics are covered.

MATH 895, Independent Study in Mathematics 1-6 hours
Prereq: background needed for proposed problem
Independent investigation of topics of mathematics appropriate to the student's program.

MATH 896P, Mathematics Seminar 1 hour
Prereq: MATH 260* or permission.
Topics not included in the normal mathematics offerings are presented by the students.

Offered by Department of Music and Performing Arts
College of Fine Arts and Humanities

MUS Courses

MUS 801, Criteria for Music Analysis and Comparison..... 3 hours
A study of the structure of music, to include the subtleties of analytical and comparative music problems.

MUS 803P, Music Technology in the Classroom..... 3 hours
An introduction to the field of electronic music technology and its use in the school music program. The course provides a basic understanding of analog and digital synthesis, digital sequencers, electronic rhythm instruments, signal processors and amplifiers, Musical Instrument Digital Interface protocol, and appropriate computer software with an emphasis on utilization in the school classroom.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

MUS 805, Teaching of Jazz Bands 3 hours

This class will cover such topics as directing a stage band, starting a jazz ensemble, instrumentation, selecting music, conducting and rehearsing, jazz phrasing and articulation, the rhythm section, and improvisation. The course includes the reading of new literature.

MUS 806P, Advanced Instrumental Conducting and Literature 2 hours

Detailed study of conducting problems and band/orchestral literature.

MUS 807P, Advanced Choral Conducting and Literature 2 hours

Detailed study of conducting problems and choral literature.

MUS 809P, Teaching of Voice 3 hours

A study of the problems confronted in dealing with the voice of the beginning and the advanced singer, and an analysis and compilation of suitable literature.

MUS 811P, Teaching of Woodwind Instruments 3 hours

An opportunity to study the problems and techniques peculiar to the woodwind instruments; to gain additional proficiency in playing; and to study teaching methods suitable for both individual and group instruction.

MUS 812P, Teaching of Brass Instruments 3 hours

A course designed to study the pedagogy, performance, and literature of the brass instruments through lecture, discussion, demonstration, and performance.

MUS 813P, Teaching of Percussion Instruments 3 hours

Emphasis placed on techniques of teaching designed to enhance the educator's ability to identify and correct faulty percussion playing in both individual and ensemble performance; and to serve as a source of information for the development of marching band, concert band and percussion ensembles.

MUS 814, Aesthetics and Criticism 3 hours

A survey of the standard literature of aesthetics. A consideration of art in its relation to experience with specific reference to the function of music in an educational program.

MUS 816P, Teaching Piano 3 hours

A study of the techniques and materials used in individual instruction on both the elementary and advanced levels, and in group instruction on the elementary level.

MUS 820P, Teaching of Stringed Instruments ... 3 hours

A course designed to develop string teaching competency in a public school instrumental program. Actual playing experience combined with study of available materials, organizational procedures, and problems likely to be encountered.

MUS 822, Administration and Supervision of the Music Program 3 hours

Problems of the administration and supervision of the music program. Music's contribution to the total school program: equipment, schedule, budget, instructional problems, and human relations.

MUS 832P, Fundamentals of Piano Pedagogy I 3 hours

Prereq: permission of instructor

An introduction to the basic concepts necessary for successful teaching at the elementary level.

MUS 833P, Fundamentals of Piano Pedagogy II 2 hours

Prereq: MUS 832* or permission of instructor

A continuation of Piano Pedagogy I with emphasis on group teaching, third year and intermediate students.

MUS 834P, Advanced Piano Pedagogy I-History 2 hours

Prereq: MUS 833* or permission of instructor

Advanced studies in teaching philosophies and principles of piano pedagogy.

MUS 835P, Advanced Piano Pedagogy II-Keyboard Literature 2 hours

Prereq: MUS 834P* or permission of instructor

Advanced studies in pedagogical approaches to keyboard literature, musicianship and performance.

MUS 836P, Internship in Piano Teaching 2 hours

Prereq: MUS 832*, MUS 833*, MUS 834* or permission of instructor

Practical application of teaching skills learned in Fundamentals of Piano Pedagogy I and II, and Advanced Piano Pedagogy I. Teaching assignments and observations will be based on student's background, level and experience, and availability of varied teaching environments, constituting a combination of both private and group instruction.

MUS 848, History of Baroque Music 3 hours

Designed to increase the depth of the student's knowledge of the music of the Baroque Era.

MUS 849, History of Classical Music 3 hours

Designed to increase the depth of the student's knowledge of music of the Classical Era.

MUS 850P, Advanced Private Instruction 2 hours

Prereq: graduate level competency as determined by audition

MUS 851, History of Romantic Music 3 hours

Designed to increase the depth of the student's knowledge of the music of the Romantic Era.

MUS 852, History of Twentieth Century Music .. 3 hours

Designed to increase the depth of the student's knowledge of the music of our own time.

MUS 857P, Elementary School Music 3 hours

Procedures for supervising the music program in the elementary grades. Curriculum planning and inservice teacher training.

MUS 860, Independent Study and Research... 1-3 hours

Prereq: graduate standing and nine hours of music
Independent research or special assignment in the student's major field.

MUS 880, Marching Band Technique 3 hours

Materials and suggestions to band directors concerning the planning of marching band shows and pageantry.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

MUS 885P, Seminar in Opera Technique and Performance..... 3 hours

Prereq: none

A study of available operas with regard to casting, rehearsal techniques, staging, managing, and performance.

MUS 894P, Workshop in Instrumental Art 3 hours

Planned for directors of bands and orchestras.

Coordination of historical and structural score studies with rehearsal techniques and instrument. Nine hours of cumulative credit may be earned, but only six hours may be applied to the Master's Degree.

MUS 895P, Workshop in Choral Art 3 hours

Planned for directors of school, college, church, and community choruses. Coordination of historical and structural score studies with rehearsal techniques and performance. Study of the individual voice. Nine hours of cumulative credit may be earned, but only six hours may be applied to the Master's Degree.

MUS 896, Thesis 6 hours**MUS 899P, Special Topics..... 1-3 hours**

Offered by Department of Health, Physical Education, Recreation and Leisure Studies
College of Education

PE Courses**PE 801P, Psychology of Sport..... 3 hours**

Study of psychological principles and theories as applied to physical education and athletics. Motor learning, motivation, personality, roles of participants, coaches and spectators will be among topics discussed.

PE 802, Philosophy of PE, Sports, Recreation and Leisure..... 3 hours

Presents historical backgrounds and philosophic bases from which contemporary physical education, recreation, sports and leisure has evolved.

PE 803P, Financing Sport 3 hours

Techniques in the application of financing sport including budgeting and grantwriting.

PE 804P, Sociology of Sports Activities 3 hours

The impact of sports and recreation on society, community and the individual, and the impact of these institutions on sports.

PE 806, Seminar: Physical Education 1-3 hours

Philosophies of physical education, current issues and trends, and methods of dealing with problems in the field. The course will deal with all levels from elementary school through college and graduate study.

PE 821, Administrative Problems in Physical Education..... 3 hours

Study of organization and administration of physical education programs in secondary schools. This will help prepare students to organize and develop a program in public schools.

PE 822P, Facilities for Sports and Recreation ... 3 hours

Principles for planning indoor and outdoor facilities,

materials, standards, programs, liability, and maintenance will be discussed. Visits to modern facilities will be arranged.

PE 823P, Gymnastics Methods..... 3 hours

Skill acquisition and teaching methods and techniques for various apparatus and floor exercise routines. Part of course will be laboratory wherein students will gain practical experience in teaching gymnastic skills to others.

PE 825P, Sport and Recreation Law 3 hours

Survey course on the principles and application of legal issues in the areas of sport and recreation.

PE 828P, Secondary School**Physical Education 3 hours**

Curriculum organization and techniques of teaching physical education in the secondary school.

PE 829P, Marketing in Sport and Recreation 3 hours

Application and techniques of marketing and promotion in the sport and recreation setting.

PE 831P, Curriculum Design in Physical Education..... 3 hours

This course will focus on the critical study of the value orientations, principles, problems and procedures involved in the construction of a physical education program. Application of curriculum models will be practiced upon curricular materials as specific Courses of study are constructed for instruction in teaching situations.

PE 841P, Elementary School**Physical Education 3 hours**

Curriculum organization, methods and techniques for developing elementary school physical education curriculum.

PE 845, Motor Development 3 hours

The ways in which infants and children assimilate and interpret sensory stimuli and the resultant effects on learning.

PE 851P, Organization and Administration of Sports and Recreation 3 hours

This course emphasizes the skills needed to manage sport, athletic training and recreation programs.

Topics will include management principles, leadership, organizational development, budgets, policies and procedures, communication and legal aspects.

PE 854, Leisure Behavior..... 3 hours

Overview of Social Science research and theories concerning behavior of leisure participants.

PE 858P, Recreation for the Aged 3 hours

Characteristics and needs, development of recreational programs and legislation for senior citizens.

PE 860P, Gross Anatomy of Movement..... 3 hours

Prereq: PE 360 or BIOL 225* or BIOL 226*

Designed for in-depth understanding of anatomy as it relates to movement or work. Student will utilize human cadavers and assist with undergraduate laboratories.

PE 861P, Physiology of Exercise 3 hours

Physiological processes of body as pertain to physical

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

activity. How trained and untrained individuals differ, and importance of training.

PE 862P, Advanced Athletic Training..... 3 hours

Diagnostic, evaluative, and therapy techniques, therapeutic and rehabilitative exercises, legal aspects of sports medicine, professional procedures and ethics in sports training.

PE 863P, Health Safety Elementary School..... 3 hours

Curriculum development, teaching methods and selection of learning materials for health instruction in the elementary schools.

PE 864P, Secondary School Health 3 hours

Developing a curriculum in secondary school health. Health services and environment for health in the secondary school are discussed.

PE 866P, Nutrition for Health and Sport 3 hours

Control of metabolism, pathogenesis of obesity, mechanics and consequences of clinical programming for weight gain and loss.

PE 867P, Fitness Testing..... 3 hours

Techniques and theory of testing of personal fitness. Measures include vital capacity, body density, stress testing, aerobic and anaerobic fitness.

PE 870, Advanced Exercise Physiology..... 3 hours

Course presumes a student has had a basic course in exercise physiology. The content of cardiorespiratory fitness, body composition, muscular strength/flexibility, body fluids and metabolism is presented beyond the introductory level.

PE 871, Physical Education for Students with Disabilities..... 3 hours

Survey of prevalent disabilities which affect motor performance of school-age students. Special consideration is given to techniques accommodating students with disabilities in physical education classes.

PE 872, Physical Education for Students with Developmental Disabilities 3 hours

Training is provided in the processes of motor development and motor learning of developmentally disabled school-age students. Course content will include implications of physical education for students who are mentally retarded, behavior disordered, learning disabled and cerebral palsied as well as relevant assessment procedures for these disabilities.

PE 873, Physical Education for Persons with Severe Disabilities 3 hours

Training is provided in the etiology, pathology and characteristics of chronic and permanent disabilities. Course content includes implications of physical education for students who are sensory impaired, orthopedically handicapped, health impaired and severely/profoundly multi-handicapped as well as relevant assessment procedures for these disabilities.

PE 874, Seminar and Practicum in Adapted Physical Education 3 hours

Designed to discuss current topics of adapted physical education. Students are provided an opportunity to

apply knowledge through participation in supervised practicum activities.

PE 875, Analysis of Physical Education Teaching 3 hours

Course will assist student in developing theoretical and practical understanding of the role of physical educator in an educational setting.

PE 877, Motor Learning..... 3 hours

Exploration of basic considerations in motor skill acquisition. Factors affecting learning of skills, how learning process can be manipulated to help ensure efficient learning. Class will have traditional and laboratory components.

PE 878, Issues in PE, Sports and Recreation 3 hours

Discussion of current issues in physical education, recreation, sports, leisure, and tourism and related fields. Current literature will serve as resource material.

PE 880, Readings in PE, Sports and Recreation 1-3 hours

Directed readings concerning a specific topic under direction of a member of the graduate faculty.

PE 881, Applied Project in PE, Sports, & Recreation..... 1-3 hours

PE 895, Internship 3-15 hours

PE 896, Thesis 3-6 hours

PE 899P, Special Topics Courses 1-3 hours

Offered by the Philosophy Program
College of Fine Arts and Humanities

PHIL Courses

PHIL 800P, Ethics..... 3 hours

Reading and critical analysis of historic and contemporary discussions of the concept of morality.

PHIL 820P, Independent Study 1-3 hours

Offered by Department of Physics and Physical Science
College of Natural and Social Sciences

PHYS Courses

PHYS 800, Advanced Physical Science 3 hours

An inquiry-oriented course involving the study of selected areas of physics, such as motion, electricity, light, and heat. This course will allow the student to learn science content by working with concrete materials as well as acquaint the student with teaching strategies and materials. Students will be required to complete a project for the course. Summer only.

PHYS 801, Earth Science for High School Teachers 3 hours

The basic laws of physics, chemistry and geology are investigated and applied to earth science, meteorology and astronomy. Student interaction is used to sharpen the ability to observe, reason and communicate. Summer only.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

PHYS 802, Applied Physical Science 3 hours

An inquiry oriented course designed to enhance process skills and critical thinking ability. Emphasis will be placed on understanding the physical principles in the areas of mechanics, optics, electronics, electromagnetism, and microchemistry. Computer activities will be utilized in many of these areas.

PHYS 809, Meteorology 3 hours

An investigation and application of the basic principles of physics and chemistry to the understanding of weather including a study of the atmosphere's origin, composition, circulation patterns, energy budget and its role in the hydro-logic cycle. Topics include: instruments for observation, precipitation process, wave cyclones, jet streams, weather forecasting, weather modification and applications of meteorology to air pollution, agriculture, and aviation. Summer only.

PHYS 810P, Mathematical Techniques in the Physical Sciences 4 hours

Prereq: MATH 260* or permission of instructor

A formal development of selected topics from infinite series, determinants and matrices, partial differentiation, vector analysis, Fourier series, functions of a complex variable, and coordinate transformations, calculus or residues, and calculus of variations. Fall only.

PHYS 811, Astronomy for High School Teachers 3 hours

The basic principles of astronomy are studied and applied through research and observation to topics ranging from sunspots and meteors, to quasars, pulsars and black holes. Summer only.

PHYS 817P, Quantum Mechanics 3 hours

Prereq: PHYS 416 or permission of instructor

A formal development of the principles of quantum mechanics. The mathematics of Hamiltonian Mechanics are presented as a bridge from Classical Physics to Quantum Physics. Topics are selected to extend the treatment given in Modern Physics II. Fall only, odd years.

PHYS 822, Topics in Physical Science 1-4 hours

The following special subjects which are not covered in traditional 800 level Courses will be discussed here at the graduate level.

PHYS 823P, Electronics 4 hours

Prereq: PHYS 323* or equivalent

Operational amplifiers, their use in instrumentation and analog computer, logic circuits, digital electronics, applications to computer and control systems.

PHYS 825, Classical Mechanics 3 hours

Prereq: permission of instructor

The Newtonian, Lagrangian, and Hamiltonian formulation of the laws of motion, including the dynamics of rigid bodies.

PHYS 830P, Optics 4 hours

Prereq: PHYS 276*, MATH 202* parallel or prerequisite Geometric and wave optics including optical instruments. Spring only, odd years.

PHYS 840P, Heat and Thermodynamics 4 hours

The study of temperature, heat, and work, the laws of

thermodynamics, heat engines, Maxwell's relations and an introduction to statistical thermodynamics. Spring only, even years.

PHYS 846P, Modern Physics for High School Teachers I 4 hours

An advanced study of selected topics in electricity and modern physics including introductory concepts in atomic and nuclear physics. Research or design of educational projects will be used to aid in explaining these areas.

PHYS 847, Modern Physics for High School Teachers II 4 hours

Prereq: PHYS 346* or PHYS 446* or PHYS 846P or permission of instructor

A continuation of PHYS 846P. Introductory concepts in quantum mechanics and quantum statistics will be treated. Other areas of emphasis will include atomic structure, solid state, and nuclear physics. Research or design of educational projects will be used to aid in explaining these areas.

PHYS 856P, Regional Field Study 1-4 hours

Includes visits to specialized research or scientific centers, or expeditions to observe or study special events such as solar eclipses

PHYS 871P, Methods in Secondary Science Teaching 3 hours

Prereq: 10 hours of work in Chemistry or Physics

Included in this course will be a study of curriculum, teaching techniques, and materials. Fall only.

PHYS 872P, Science Curricula 1-3 hours

Involves the history of science curricula, introduction to the specifics of selected science curricula, and experience working with science curricula materials in elementary, junior high, or senior high school.

PHYS 895P, Research in Physics 1-3 hours

Prereq: one senior level physics course and permission of the instructor

Approximately five hours per week for each semester hour of credit. A student may accumulate a total of nine hours.

PHYS 896, Thesis 6 hours**PHYS 899P, Problems in Physical Science 1-3 hours**

Prereq: Elementary Courses necessary for the problem to be undertaken, and permission of instructor

Independent investigation of physical science problems. Three hours of laboratory work each week for each hour of credit.

Offered by Department of Political Science
College of Natural and Social Sciences

PSCI Courses**PSCI 800P, Public Administration 3 hours**

Nature, functions and problems of public administration in the United States. Emphasis is placed on the utilization and control of public administrative agencies by the legislative, executive and judicial branches of national

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

and state government. Assumes basic knowledge of American government.

PSCI 850P, Nations in Transition..... 3 hours

This course acquaints the student with Marxist theory; analyzes Soviet and Soviet satellite brand of communism; examines the nations in transition from Communism to a more democratic/liberal democracy; looks into the nature of democratization/liberalization in nations such as Korea, Taiwan, and Argentina; and observes the nations still existing in the Communist framework.

PSCI 856P, Regional Field Study..... 1-4 hours

Designed to give students a first-hand acquaintance with the political perspective of a particular area of the world.

PSCI 868P, Advanced International Politics..... 3 hours

Concerned with applying methods and models of analysis to major contemporary issues in international affairs.

PSCI 886P, Policy Analysis 3 hours

This course develops both a normative conception of the analyst's role and understandings needed to perform basic analysis. Specifically, the course will survey basic quantitative techniques (i.e., survey research, focus groups and more) for analyzing policies. This course may be used by participants in the UNO "Greater Nebraska" M.P.A. program as an elective.

PSCI 890, Directed Research..... 1-3 hours

Independent readings on advanced political science topics. Directed by a political science graduate faculty member.

PSCI 899, Readings in Political Science 1-3 hours

Independent readings on advanced political science topics. Directed by a political science graduate faculty member.

Offered by Department of Psychology
College of Natural and Social Sciences

PSY Courses

PSY 803P, Psychology of Motivation..... 3 hours

The principal issues, methods, and theories of motivation are examined. On demand.

PSY 806P, Theories of Personality..... 3 hours

Personality theories from Freud to contemporary theorists are discussed. Spring only.

PSY 807P, Psychopathology 3 hours

Current theoretical models and research are applied toward understanding the descriptions and causes of the predominant mental disorders. The course is based on the diagnostic system employed by most mental health professionals.

PSY 810P, Industrial Psychology 3 hours

The application of the concepts of psychology to people at work is addressed. Topics include personnel selection and appraisal, motivation, job satisfaction, employee development, industrial engineering, and advertising. Spring only.

PSY 815P, Group Dynamics..... 3 hours

Theory and research on group behavior and the relationship of group dynamics to applied situations are covered. Spring only, even years.

PSY 816P, Eastern Psychology 3 hours

The psychological aspects of various Eastern philosophical traditions including Sufism, Yoga, Taoism, and Buddhism are examined. The psychology of Zen is emphasized. Experiential as well as theoretical approaches are used. Fall only.

PSY 817P, Humanistic Psychology 3 hours

The tenets and methods of humanistic psychology, its historical roots, theoretical concepts, and how it is distinguished from Psychoanalysis and Behaviorism are reviewed, as is the emergence of transpersonal psychology. Discussion group format. Spring only.

PSY 820P, Advanced Research Design and Analysis in Psychology 3 hours

Advanced Research Design and Analysis in Psychology is a class that delves into the analysis of data using various advanced statistical techniques concentrating on how to determine which particular analysis technique is suited to a particular research design. We will place a heavy emphasis on the acquisition and interpretation of results using a common statistical package, SPSS.

PSY 830P, Memory and Cognition 3 hours

Topics concerning intellectual functioning are reviewed. Emphasis is placed on the information processing approach to the study of mental life. Topics include perception, attention, consciousness, memory, problem solving, and language. Spring only.

PSY 850P, Psychometrics 3 hours

Basic measurement concepts, the selection, administration, and interpretation of standardized tests are reviewed. Spring only, even years.

PSY 853P, Developmental Psychology..... 3 hours

The psychology of child and adolescent development is studied. Special emphasis is placed on experimental findings related to the development of physical, intellectual and cognitive functioning, and the development of personality. Fall only.

PSY 855P, Adolescent Psychology 3 hours

Adolescent development is comprehensively reviewed. The intellectual, physical, and social/moral development of adolescents is discussed, along with the special problems of young adults. Spring only.

PSY 862P, Adult Development and Aging 3 hours

The changes that come with age are addressed. Topics include physical decline, attitudes toward death and dying, and theories of biological, psychological, and social aging. Spring only.

PSY 865P, Psychopharmacology 3 hours

The pharmacological, physiological, and psychological effects of drugs to treat psychological disorders and drugs of abuse are discussed. Background in physiological psychology and/or biology is recommended. Spring only, even years.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

PSY 870P, Neuropsychology 3 hours

The relationship between human brain function and behavior is investigated. Topics include cerebral asymmetry, sensory and motor systems, functions of the association cortex, and the rationale of neuropsychological assessment. Spring, odd years.

PSY 880P, Advanced Seminar in Psychology.... 3 hours

Prereq: have completed at least 12 hours of psychology coursework, graduate standing, and permission of the instructor

An in-depth examination of a particular topic in one of thirteen designated areas. Taught in seminar format. Topics will vary and be announced during the preceding semester. Offered on an irregular basis.

PSY 890, Directed Research..... 1-3 hours

Prereq: permission of the department chair

The student engages in a research project of his/her own design. The project is supervised by a psychology graduate faculty member.

PSY 899, Directed Readings..... 1-3 hours

Prereq: permission of the department chair

The student designs a set of readings in a chosen area of psychology. The work is completed under the supervision of the department chairman or a psychology graduate faculty member.

Offered by Department of Industrial Technology
College of Business and Technology

SFED Courses**SFED 835P, Occupational Safety and Health 3 hours**

Safety and health administration, accident prevention, and the control of health requirements. Suitable for industrial education teachers and managers in industry.

SFED 836P, Organization, Administration, and Supervision of Safety Programs 3 hours

A study of safety programs at the state and local level including the administrative, instructional and protective aspects of a comprehensive safety program. Recommended for those preparing for supervisory positions at the local and state levels in various areas of safety.

SFED 850P, Driver Performance Measurement..... 3 hours

This course teaches principles designed to develop and administer a valid and reliable road test.

SFED 899P, Individual Research in Safety 1-3 hours

Prereq: permission of instructor

Independent investigation of safety problems. Topics may be tailored to meet the needs of the student.

Offered by Department of Sociology, Geography
and Earth Science
College of Natural and Social Sciences

SOC Courses**SOC 820P, Race and Minority Relations..... 3 hours**

Prereq: SOC 100GS or SOC 250GS or permission

Examines the history and status of minority groups in society; the relationship between minority groups and the dominant group; focusing on the causes of intergroup conflict and solutions to intergroup problems.

SOC 830P, Family Life and Functions 3 hours

Prereq: SOC 100GS or SOC 250GS or permission

A sociological analysis of the family as a social unit. Topics focus on historical changes, cultural patterns, alterations in gender roles as they affect family roles, social class influences, group processes in families, institutional relationships with the polity, economy, religious, and economic institutions, and the future of the family.

SOC 840P, Sociology of Education..... 3 hours

Prereq: SOC 100GS or SOC 250GS or equivalent

A systematic study of the social organization of the formal socialization process, the larger societal and organizational contexts of the socialization process, and the sociocultural forces and conflicts among social groups in relation to the process. Analysis of the adolescent as a client, the social organizations of the school, and the consequences and outcomes for participants in the schooling process are examined. Contemporary trends, cross-cultural comparisons, and critiques of research findings and reports are examined from the sociological perspective.

SOC 842P, Sociology of Religion 3 hours

Prereq: SOC 100GS or SOC 250GS or permission

Examines religion as a social phenomenon and attempts to relate it to other aspects of human social life. Topics include the dilemmas of belief and institutionalization, religious movements, religion and change, secularization, and the future of religion.

SOC 861P, Deviance and Social Control 3 hours

Prereq: SOC 100GS or SOC 250GS or permission

The philosophical assumptions embedded in the theories of deviance are examined and applied in the critical reading of deviance texts. A basic question explored is who and what are defined as deviant by each of the sociological perspectives. Through this examination we will investigate who controls social behavior and the basis of control contained within the theories. Topics include crime, mental illness, victimless crime, and elite/corporate deviance.

SOC 862P, Sociology of Health and Illness..... 3 hours

Prereq: SOC 100GS or SOC 250GS or permission

This course provides an introduction to the field of medical sociology with attention to physical as well as mental illnesses. The emphasis will be upon the influence of social factors in becoming ill and social factors which influence treatment. Topics to be covered will include: epidemiology, health and illness behavior, the health professions, health care institutions, and alternative systems of health care.

SOC 876, Seminar in Social Psychology..... 3 hours

This course is designed to investigate the effect of various social factors and situations on the perceptions and behavior of humans. Analysis of the conceptual tools for investigating human activity and applications of the theoretical and conceptual perspectives will be considered as they are related to social settings and organizations where humans interact.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

SOC 890, Directed Research 1-3 hours

Prereq: SOC 237 or permission

Independent original research of a selected topic in sociology under the direction of a sociology graduate faculty member.

SOC 896, Thesis 3-6 hours**SOC 899, Directed Readings 1-3 hours**

Prereq: SOC 300* or two 300-400 level SOC Courses or permission

Independent readings on advanced sociological topics.

Readings are to be selected and directed by a sociology graduate faculty member.

Offered by Department of Modern Languages
College of Fine Arts and Humanities

SPAN Courses**SPAN 800P, Golden Age Drama..... 3 hours**

A study of the dramatists of the Golden Age in Spain.

SPAN 804, Early Spanish Literature 3 hours

Studies of representative works of Spanish literature from its beginning to 1680.

SPAN 808P, Comparative Grammar 3 hours

A comparative and contrastive study of the structures of Spanish and English.

SPAN 814, Oral, Written & Cultural Fluency 3 hours

Prereq: SPAN 304*, SPAN 305* or SPAN 360*, graduate status

Designed to raise the students' level of cultural knowledge and of proficiency in oral and written form to that of fluency.

SPAN 815, Seminar in Contemporary**Spanish Thought..... 3 hours**

Main literary (and in part philosophical) figures and trends in twentieth century Spain and Latin America.

SPAN 816, Seminar in Contemporary**Latin American Prose Writings..... 3 hours**

Main literary trends and most important prose writers of Latin America in the twentieth century.

SPAN 818, Seminar in Contemporary Drama..... 3 hours

Study of the most important present-day dramatists writing in Spanish.

SPAN 825P, Modern Spanish Poetry..... 3 hours

Survey of Spanish and Latin American poetry of the present day.

SPAN 830P, Latin American Literature 3 hours

Survey of representative works of Latin American literature from its beginning to the present period.

SPAN 835P, Cervantes 3 hours

The principal works of Cervantes with special emphasis on Don Quixote.

SPAN 860P, History of the Spanish Language... 3 hours

A study of the development of the Spanish language since its origins as related to phonetic and other linguistic changes.

SPAN 870P, Seminar in Spanish/**Latin American Studies 3 hours**

The study of literary works and cultural contexts. Topic to be selected and announced in schedule of Courses.

May be taken more than once.

SPAN 875, Graduate Study Abroad..... 3 hours

Prereq: SPAN 814* or permission of Graduate Chair

A study of the language and culture of Hispanic countries.

This study will be conducted in a Spanish-speaking country; it also requires a research paper to be presented to UNK graduate faculty. Offered in Summer.

SPAN 876, Graduate Study Abroad..... 3 hours

Prereq: SPAN 814* or permission of Graduate Chair

A study of the language and culture of Hispanic countries.

This study will be conducted in a Spanish-speaking country; it also requires a research paper to be presented to UNK graduate faculty. Offered in Summer.

SPAN 896, Thesis 6 hours**SPAN 897, Directed Readings in Spanish 1-3 hours**

Prereq: any 800 level course in Spanish or Spanish

American Literature

Individual studies and research under the guidance of a graduate faculty member. May be taken twice for two separate studies or research approved by the graduate faculty in the specific language.

SPAN 899, Independent Studies in Spanish ... 1-3 hours

Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies or research in Spanish.

Offered by Department of Communication
College of Fine Arts and Humanities

SPCH Courses**SPCH 800, Philosophy of Communication..... 3 hours**

Prereq: SPCH 890P or SPCH 899P or permission

A consideration and analysis of the nature of speech as an activity of daily life. An in-depth investigation of the traditional speech disciplines from historical, critical, and theoretical perspectives.

SPCH 801P, Special Topics in Speech**Communications..... 1-3 hours**

Course work on a specific topic of communication designed by the instructor. Topics vary per offering.

SPCH 802, Introduction to Graduate Study**in Speech..... 3 hours**

Introduction to the graduate program and principles and standards of research in communication. Critical consideration of the literature of the discipline, and an introduction to major research methods: empirical, creative, analytical, and historical.

SPCH 805, Administration and Direction**of Forensic Programs..... 3 hours**

Organization and administration of forensic programs in high schools and colleges, management of inter-school contests and tournaments, coaching of debate, discussion and individual events, and principles of judging.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

SPCH 830, The Teaching of Speech/Theatre 3 hours

Consideration of problems and techniques in the teaching of speech and theatre on the high school and college level. Construction of Courses of study, evaluation of textbooks, and analysis of developments in various areas of speech/theatre.

SPCH 850P, General Semantics 3 hours

A study of the relationships of symbol systems of the development of personalities, organizations, and societies.

SPCH 851P, Leadership Communication 3 hours

A study of the characteristics, styles, roles, and motivation of successful leaders. Includes study and practice in parliamentary process.

SPCH 852P, Theories of Organizational Communication..... 3 hours

A study of major theories of communication within the organization: scientific, humanistic, systems decision making and communication approaches.

SPCH 853P, Interviewing..... 3 hours

Theories and techniques of interviewing, including information gathering, employment, appraisal, and persuasive interviewing.

SPCH 854P, Intercultural Communication..... 3 hours

Study of communication across cultures.

SPCH 855P, Communication Training and Consulting..... 3 hours

A study of how to plan, conduct, and evaluate communication training and development programs within the organization.

SPCH 856P, Rhetorical Theory 3 hours

A study of theories of persuasion in Greek, Roman, continental, and modern periods. Special emphasis on the works of Aristotle, Campbell, and Burke.

SPCH 857P, Contemporary Rhetorical Theory .. 3 hours

A study of modern rhetorical theories of intervention, human knowing, ethics of communication, and media effects.

SPCH 860, Directed Studies 1-4 hours

Independent research or special assignment in the student's major field.

SPCH 875P, Internship 1-6 hours**SPCH 882, Rhetorical Criticism..... 3 hours**

Prereq: SPCH 856P or permission

An examination and study of the principles of rhetorical criticism from Aristotle to contemporary critics.

Application of critical principles in analysis of speakers, speeches and social movements.

SPCH 890P, Theories of Interpersonal Communication..... 3 hours

A survey of major theories and research in interpersonal communication.

SPCH 892, Seminar in Speech 3 hours

Concentrated study of selected topics in speech communication. (May be repeated for a total of 6 hours.)

SPCH 896, Thesis 3-6 hours

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

SPCH 899P, Communication Theory 3 hours

A study of social and scientific theories of interpersonal, group, organizational, and mass communication.

Offered by Department of Mathematics and Statistics
College of Natural and Social Sciences

STAT Courses**STAT 835P, Statistical Techniques 3 hours**

An introduction to statistics for educational and sociological research. Will include descriptive statistics, normal distribution, and an introduction to correlation, hypothesis testing, and analysis of variance.

STAT 837P, Computer Analysis of Statistical Data..... 3 hours

Prereq: one introductory statistics course and one computer science course

The analysis of data taken from the social sciences. The computer will be a tool for the course.

STAT 840, Stochastic Modeling..... 3 hours

Prereq: STAT 441*

Methods quantifying the dynamic relationships of sequences of random events. Methods studied include markov chains, poisson, renewal, branching, and queuing, and their many applications to real life situations.

STAT 841P, Probability and Statistics..... 3 hours

Prereq: MATH 202* or permission of instructor

Elementary probability theory and statistical applications.

STAT 842P, Mathematical Statistics 3 hours

Prereq: MATH 260* and MATH 441, STAT 345* and STAT 441*

Development of statistical concepts and methods from a mathematical viewpoint with emphasis on derivation of distributions and their characteristics. Includes common theoretical distributions, moment generating functions, sampling distributions, estimation and hypotheses-testing concepts, and analysis of variance techniques.

STAT 891P, Expanded Campus Workshop..... 1-3 hours

Selected contemporary topics in statistics are covered.

STAT 895P, Independent Study 1-3 hours

Offered by Department of Teacher Education
College of Education

TE Courses**TE 800, Educational Research 3 hours**

This introductory web-based course in educational research focuses on evaluating and interpreting educational research and applying its findings to educational practice. The course will provide opportunities for students to (a) define and differentiate between and among basic, applied, and action research and explain how each contributes to practice; (b) conduct and interpret preliminary, primary, and secondary sources of research in both online and hard copy formats; (c) compare and contrast various

research designs, and (d) analyze qualitative and quantitative research methodology. This will include the use of statistical techniques and conditions to describe educational phenomena and to determine the validity and reliability of research methods, case studies, critical-theory, historical, and ethnographical methodology.

TE 801, Teachers in Classroom Research 3 hours

A survey of the systematic framework of teacher action research with emphasis on qualitative design applied in field-based inquiry. Through readings, guided experience in research, and fieldwork, students will develop competencies in conducting, evaluating, and interpreting educational research.

TE 802, Techniques of Research..... 3 hours

A survey of the techniques of research with emphasis on educational applications. Students will develop competencies in conducting, evaluating and interpreting educational research.

TE 803, Philosophy of Education..... 3 hours

Survey of the philosophical foundations of western culture and their relation to the development of earlier and contemporary educational philosophies.

TE 804, Curriculum Development in Multicultural Education 3 hours

Students learn to evaluate, create, and implement multicultural lesson plans, unit plans, textbooks, curriculum guides, classroom rules and regulations, and school policies. In addition, students study diverse learning and teaching styles as well as explore the meaning and the reality of creating an environment that is conducive to and supportive of infused multicultural education.

TE 805, Overview of Assistive Technology 3 hours

This course examines the applications of assistive technology for individuals with disabilities as it relates to teaching and learning. Existing research with students with special needs will be reviewed and new applications of existing and developing technology will be explored.

TE 807P, Multiple Intelligences: Theories Into Practice 3 hours

This course is focused on practical application of the use of multiple intelligences and "brain compatible" approaches in the design and development of instructional activities and assessment strategies in the K-12 curriculum.

TE 808P, Human Relations..... 1-3 hours

This course meets the Nebraska Department of Education Human Relations requirement for certificate renewal. Participants will develop skills in guiding student learning in an environment of respect for diversity, personal values, and heritage.

TE 809, Curriculum Implementation 3 hours

This course addresses the curriculum implementation process, theoretical concepts associated with the implementation process, and related implementation issues, including the contested nature of the curriculum and the relationship between curriculum and equity

issues. This information is used to critique current curriculum implementation efforts in the public school setting and to develop curriculum or curriculum for use in the classroom. The course includes a writing component.

TE 810, Design and Development of Instruction 3 hours

This course deals with the principles of instructional design and how to apply these principles in instructional development projects. The course utilizes a systems approach to the instructional design process by focusing on a series of interrelated procedures and techniques to design, develop, implement, and evaluate instruction.

TE 811, The Activities Director 3 hours

Contemporary trends in consolidating administration of athletics, music, speech, drama, journalism, and other intramural and extramural activities of the school under a single administrator.

TE 812P, Alternative Assessments of Student Performance: Theory Into Practice 3 hours

Prereq: none

This course provides participants with an opportunity to learn about, create, and apply alternative (authentic) assessment strategies to the K-12 school setting. Key strategies to be explored include rubrics, portfolios, and the relationship/connections between alternative assessment and the Nebraska State Curriculum Standards.

TE 813P, TESA: Teacher Expectations and Student Achievement 3 hours

This course is designed to develop specific teacher skills needed to enhance learning expectations. The skills are grouped into three strands: Response Opportunities, Feedback, and Personal Regard. Grouped into these strands are 15 specific teacher competencies.

TE 814P, Developing Capable People 3 hours

This class will provide very useful and well researched strategies and concepts which will help educators assist children and teenagers to perceive themselves as more capable and significant as they improve their self-discipline, self-control, judgment, and their interpersonal skills. Improved results will be seen in classroom and/or family management, discipline, motivation, and achievement.

TE 815, The Effective Teacher: Enhancing Classroom Instruction 3 hours

This course is designed to provide participants with research and experience based information, strategies, techniques and "hands-on" activities they can use to improve and enrich the quality of their teaching and to increase the probability of learning and success of their students.

TE 816A, Practicum: Education 1-6 hours

This practicum course requires, depending on the number of credit hours desired, between 40 and 240 clock hours of participation by the student in an educational setting. The specific experiences to be gained and the setting will be determined by the supervising professor and the student.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

TE 816B, Practicum: Reading..... 3 hours

Prereq: TE 846 and TE 856 must be completed
It involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities.

TE 816C, Practicum: Reading-Primary K-3 1 hour

Prereq: TE 845 and TE 846

This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of primary school children (K-3) and to select materials for remediation.

TE 816D, Practicum: Reading-Intermediate 4-6... 1 hour

Prereq: TE 845 and TE 846

This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of intermediate school children (4-6) and to select materials for remediation.

TE 816E, Practicum: Reading-Middle/Secondary 7-12..... 1 hour

Prereq: TE 845 and TE 846

This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of middle school/secondary students and to select materials for remediation.

TE 817P, Basic Instructional Theory into Practice 2-3 hours

Based on the work of Dr. Madeline Hunter, this course translates instructional theory into action. It will assist teachers as they expand their competency in teaching to an objective, selecting objectives that are appropriate to individual students, monitoring learning, and adjusting instruction and teaching for retention and transfer.

TE 818P, Teacher Development: Developing Independent Learners 3 hours

Prereq: TE 817P

This course builds on a basic knowledge of the Instructional Theory into Practice Program to develop additional teaching skills in teaching for independent learning. The skills developed are appropriate for elementary and secondary teachers.

TE 819P, Teacher Development Training in Service Learning..... 3 hours

Students enrolled in this online course will gain an in-depth understanding and appreciation for human service work and its importance as a teaching strategy by developing a service learning resource manual, designing curriculum instruction that integrates service learning, and by participating in online discussions about issues and topics related to service learning.

TE 825, English Language Learners (ELL): Culture, Civil Rights, and Advocacy 3 hours

The purpose of this course is to provide graduate students seeking the English as a Second Language Endorsement the opportunity to explore the changing demographics underlying the presence of language minority students in the public schools, the acculturation process, the terminology of second language education, immigration issues for English Language Learners students (ELLs), and the federal and state laws that impact ELLs and their families. Special attention is given to identifying the attitudes, skills, and behaviors which the teacher needs to develop a welcoming classroom and school climate in which ELLs can learn and become a part of the community. This course will hopefully transform graduate students to act as effective advocates for ELLs in K-12 schools.

TE 826, Content Methods & Strategies for Teaching English as a Second Language

This course has been designed to present content methods and teaching strategies to promote inclusion of English Language Learners (ELLs) in regular K-12 classrooms. As a result of the No Child Left Behind Act (2001) and the school assessments which include English Language Learners, mainstream and ESL teachers face increasingly demanding accountability standards. In most cases, ELLs are tested on content areas after one year in school. In other words, ELLs can no longer be treated as "invisible" students. The issue of access to knowledge, one of the bedrocks in the renewed teacher education program at UNK, critical for schools facing these accountability standards. This course will also focus on the twin goals of helping ELLs learn social (BICS) and academic (CALPS) English while providing content instruction. These are daunting tasks and as any ESL teacher will tell you, these goals are not always achieved because of the many compromises forced upon students and teachers by an educational system that has traditionally not had to deal with linguistic diversity.

TE 845, Contemporary Theory & Practice in Reading..... 3 hours

This course will provide students with an opportunity to investigate the theoretical background of the reading process and analyze instructional practices in developmental reading at the elementary school level.

TE 846, Diagnosis/Correction of Reading Difficulties 3 hours

This course focuses on the development of an understanding of the relationship of the psychological factors and individual remedial instruction in reading. A comprehensive study is made of selected diagnostic tests and remedial procedures.

TE 847P, History and Philosophy of the Middle School..... 3 hours

This course addresses the social, political, and economic forces which accompanied the development of middle schools, along with middle school philosophy and its implications for instructional programs and practices.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**TE 848, Assessment and Remediation
in Elementary School Mathematics..... 3 hours**

This class will emphasize diagnosis of basic mathematics computation errors; types of errors will be illustrated, and suggested corrective procedures will be explored. Error patterns are based on incorrectly-learned mathematical concepts. The corrective procedures for developing or redeveloping those basic mathematical concepts and development of remediation materials will be taught.

**TE 849P, Problem Solving in the Elementary
and Middle School Classroom..... 3 hours**

Topics for curriculum development include activities with hand-held calculators, number theory, geometry, new looks at old geometry problems, problem solving as a process, probability, statistics, and mathematical systems.

TE 850, Elementary School Curriculum 3 hours

This class focuses on the principles and trends in elementary curriculum development and a study of the various types of curricula in the elementary school as related to organization patterns. Procedures for continuous evaluation and improvement of local elementary curricula are stressed, including administration and supervision factors and relationship to the affected areas of curriculum.

**TE 851P, Home, School, and Community Relations
in Early Childhood Education..... 3 hours**

Acquaints students with the knowledge and skills required to develop, administer and supervise early education and care programs serving children birth to age 8. (2 hours lecture/1 hour supervised field experience)

TE 852, Trends in Early Childhood Education... 3 hours

Emphasizes the importance of the child's early years. A survey of model programs in Early Childhood Education is presented.

**TE 853A, Improvement of Instruction
in Early Childhood Education..... 3 hours**

This course is designed to present the most recent philosophy, literature and teaching strategies as they relate to the curriculum content advocated for young children.

**TE 853B, Improvement of Instruction
in Elementary School Mathematics..... 3 hours**

Designed to acquaint the student with the latest trends in content, method, materials, and philosophy of elementary mathematics.

**TE 853C, Improvement of Instruction
in Elementary School Language Arts 3 hours**

Attention is directed to the newest innovations in language arts instruction and to the selection of materials for diagnostic and instructional programs. Students will evaluate the various teaching techniques through a comparative study of current programs in elementary language arts.

**TE 853D, Improvement of Instruction
in Elementary School Science..... 3 hours**

An examination of current literature and practices is made relative to science content, methods, and materials in elementary school science.

**TE 853E, Improvement of Instruction
in Elementary School Social Studies..... 3 hours**

Students completing this course will have had an opportunity to examine current literature and programs in elementary social studies and to reevaluate their teaching of the social studies.

TE 854, Reading in the Content Areas..... 3 hours

Students completing this course will have had an opportunity to examine the nature of the reading process and the kinds of particular problems teachers in content areas of middle and secondary school face daily. It will also provide the teacher with the ability to apply specific methods in helping those students having difficulty reading the materials necessary for specific content areas.

TE 855P, Improving the Reading Program 3 hours

The department will provide an inservice course upon the request of a school system for the purpose of assisting local staff in the evaluation and improvement of the school's reading program. The course is designed to develop an analytical approach to reading program evaluation and improvement. This course is not applicable to the program for endorsement as a special reading teacher. (Off-campus only during the regular term; On-campus summers only.)

TE 870, Developing Web-based Portfolios

This course will focus on planning, revising, and developing web-based working and academic portfolios. Tools such as web editors and imagine editing software will be used. Student will create a working portfolio to use during their academic programs.

**TE 871, Selection of Educational
Media Materials 3 hours**

Selection of media materials is designed to provide the student with the basic competencies needed for print and non-print collection selection, development and evaluation.

**TE 872, Organization of Media
and Technology Resources 3 hours**

Students taking Organization of Media and Technology Resources will learn basic techniques of providing access to media and technology resources and how to create new bibliographic records in a standard, recognized format and analyze the quality of existing records.

TE 873, Reference and Information Skills 3 hours

This course will focus on the development of competencies in using, evaluating and citing a variety of traditional and electronic resources.

**TE 874, Production of Instructional
Resources..... 3 hours**

Students taking Production of Media and Technology Resources will learn sound instructional design principles and develop competencies in applying them to specific learning objectives within the overall production process. Various audiovisual and technological mediums will be used for the actual production of the resources. Students will also develop skills in determining the appropriateness of producing

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

local resources as opposed to selecting commercially produced resources.

TE 875, Administration of Media Services 3 hours

This course will focus on the administration of the media program; mission, budgeting, supervision of personnel, planning, resource needs, communication within the school and public communities, the role of the information specialist in the instructional process, and the interrelationships of information agencies.

TE 876, Integration of Curriculum, Technology and Media Resources 3 hours

This course will focus on the practical application of theories of instruction; models of teaching; curriculum design; utilization of print, non-print, electronic, and on-line resources; research paradigms; and, studies and findings related to curriculum integration of technology in teaching effectiveness for K-12 educators. Students are required to observe and analyze the teaching process and to conduct micro-teaching exercises.

TE 877, Developing Computer-Mediated Educational Environments..... 3 hours

This course is for teachers and instructional technologists who wish to design, implement and evaluate learner-based computer-mediated instructional environments. Students will use hypertext/multimedia programs to create, implement and evaluate nonlinear, student-centered interactive hypermedia projects, based upon their students' assessed learning needs.

TE 878, Leadership in Instructional Technology 3 hours

This seminar course will provide students with the skills and tools necessary to be an effective, innovative instructional leader in the field of instructional technology. The constructivist perspective of building community leadership will be examined. Staff/faculty development, planning and funding in instructional technology will be emphasized.

TE 879, Seminar in Instructional Technology 3 hours

This is a variable content course which focuses on advanced topics in instructional technology. Students will critically analyze issues and problems in the discipline. Empirically testable research questions related to the topics will be identified. This course may be repeated provided the topics differ, but no more than six hours may count towards a degree.

TE 880, Management of Educational Technology 3 hours

An in-depth study of the administration of technology in educational settings; primarily K-12. Management of school computing laboratories, local area networks, and classroom computing will be examined. At the conclusion of this course, the student will be able to manage a school computer laboratory and administer educational technology throughout the school.

TE 881, Distance Education..... 3 hours

This course will investigate a variety of distance education technologies and related teaching strategies. Emphasis will be on the historical, current, and future use of telecommunications, satellites, audiographics, fiber optics, and other distance education media.

TE 882, Teacher Development Training in Instructional Technology 3 hours

This course will produce teacher trainers in instructional technology. Students will work with contemporary instructional technology, in a transcurricular setting. Students will learn how to train classroom teachers to integrate technology into the teachers' disciplines. A variety of learning and teaching strategies will be examined. It is suggested that students should have completed or be concurrently enrolled in CSIS 840P.

TE 883, Classroom Desktop Publishing..... 3 hours

The focus of this course will be on learning desktop publishing skills and using them to create a variety of projects for use in a classroom setting. The course will consist of a mixture of theoretical and researched-based concepts and components and various hands-on activities. Design principles and elements will be included.

TE 884, Educational Telecommunications 3 hours

This course will examine the use of electronic on-line resources and other types of telecommunication in education. In addition to using resources such as the Internet, students will use and integrate into their teaching, tools such as web browsers, electronic conferencing, electronic mail, on-line library resources and similar tools. Curricular integration of these tools will be emphasized.

TE 885, Instructional Video Production..... 3 hours

This course will prepare the student to design, create, produce and edit instructional videos for use in their classrooms. The focus is on using currently available classroom equipment for production and editing. After creating a story outline, script, storyboard and performing other pre-production activities, students will use camcorders and VCRs to produce videos in their subject areas.

TE 886, Technology Tools for Teachers 3 hours

This course is a general introductory course for using computers and other technology in a classroom environment. Students will learn how to use electronic gradebooks, integrate computer-based instruction programs into their curriculum, be introduced to electronic library and other on-line resources, in addition to presentation software, page scanners, and presentation devices. Students will also evaluate educational software and multimedia programs for use in their classrooms.

TE 887, Electronic Media Production 3 hours

This course will cover the use of presentation software and multimedia authoring systems to produce effective electronic presentations. A variety of presentation software and multimedia programs will be introduced, examined and used. Topics will include: computer graphics; a brief examination of the psychology of color usage; hypertext linkages; integrating video, sound, clip art and animation into electronic presentations; linear video and multiscreen video.

TE 888, Multimedia Production 3 hours

This course will have two major foci: the first will be to enhance previously learned multimedia development

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

skills which will advance the student to a higher level of expertise with those skills; and, to familiarize students with several professional multimedia authoring systems, thereby making the students highly proficient multimedia developers. Topics which include screen design, scripting, project time management and computer graphics will be covered. Students will be required to complete several multimedia projects.

TE 889, Multimedia Development..... 3 hours

This course is a continuation of TE 888. Students will plan, design, develop and manage a major multimedia project using the team concept. Student teams will work on a tangible, marketable product under the direction of a faculty mentor. Student teams receive a cooperative grade.

TE 890, Administration of School

Computer Networks..... 3 hours

This course provides local area network (LAN) managers with networking fundamentals, router troubleshooting techniques, network-management configuration, Macintosh workstation configuration, technology planning, Internet addressing, PPP connections, cable and Ethernet installations, hardware and software troubleshooting guidelines, vendor-relationship techniques, upcoming technology trends, file-transfer and expansion procedures, web-page management, and other school-related networking issues.

TE 891, Field Project 3-6 hours

This course will provide independent field study for students pursuing the instructional technology program. Basis of the study will be decided upon between the student and the advisor.

TE 892, Internship in Instructional

Technology 1-6 hours

This course is intended to allow students to participate in various "real-life" experiences in IT settings. Projects and internships will be selected and conducted under the guidance of a supervising professor. Focus areas will range from interning in technology centers in school districts and businesses to creating innovative classroom and/or hypermedia projects. Students, with the consent of the professor, can take one, two or three hours. This course may be repeated, but only six hours will be counted towards the degree.

TE 893, Clinical Experiences

in Educational Media 3 hours

This course is the capstone experience for students in the MSSED-Instructional Technology (Educational Media) or Educational Media Endorsement programs. Students will be supervised as they work in a school library media center for a minimum of 150 clock hours. This clinical experience will be divided between secondary and elementary levels. A daily journal will be maintained.

TE 895, Seminar in Student Teaching

Supervision 3 hours

Prereq: The student must be an elementary or secondary school teacher approved by the department. This class is designed to aid present and prospective supervisory teachers. The student will review current literature, become acquainted with techniques, plans

and procedures for supervising student teachers, analyze current practices in supervision, and develop materials for use with student teachers.

TE 896, Thesis..... 3-6 hours

Student investigates a research problem related to special education, following APA style of reporting the research. The student enrolls with the faculty member directing the thesis. One to 6 credit hours per semester, with a total of 6 hours.

TE 897, Seminar in Education 3 hours

A course designed to specifically meet the content and program needs of a specific audience, institution, agency, or public school setting. The content is designed and developed to meet the in-depth needs of the participants involved in the area of special education and related fields.

TE 898, Independent Study..... 1-3 hours

An independent investigation into a topic selected by the student and approved by the instructor.

TE 899P, Special Topics 1-3 hours

Offered to serve specific needs and interests of specific target groups. Content of the course, dates, and time arrangements are determined by the Department of Teacher Education.

Offered by Department of Teacher Education
College of Education

TESE Courses

TESE 816C, Practicum in Gifted/

Talented Education 3 hours

Prereq: TESE 822P, TESE 823P, TESE 824*, TESE 825*, TESE 826* or departmental permission

This course is designed specifically to provide students the opportunity to teach gifted learners in a differentiated educational program. Students will plan, develop, implement, and evaluate educational experiences for gifted learners. In order to build an understanding of student needs across developmental and grade levels, the student will work with both elementary and secondary level gifted learners. A minimum of 90 clock hours is required.

TESE 816D, Practicum in Special Education 6 hours

This is a course designed to provide student teaching experience in the specific areas of Assistive Technology, Behaviorally Impaired, Early Childhood Special Education, Mild/Moderate Disabilities, Learning Disabilities, and Secondary/transition. Teachers are supervised by a university faculty. A 7-week minimum (up to one semester) of full-time teaching is required.

TESE 821P, Nature and Needs

of Exceptionalities 3 hours

This introductory course surveys the various disability areas in the field of special education and associated educational implications. Major influences from litigation and legislation are discussed along with contemporary issues and trends in special education and gifted education.

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

TESE 822P, The Psychology and Education of Gifted and Talented Learners 3 hours

Topics for this introductory course will include the cognitive, social, emotional, and physical characteristics of gifted/talented learners, methods of identification, implications of cultural diversity, appropriately differentiated education, working with families, historical perspective of the field, and major research studies contributing to the knowledge-base. Emphasis will be placed on characteristics and differentiated instructional strategies.

TESE 823P, Guiding the Social and Emotional Development of Gifted/Talented Learners 3 hours

This course focuses on understanding the social and emotional characteristics and development of typical and special populations of gifted/talented learners, current theories and issues related to their guidance and counseling principles and strategies of intervention.

TESE 824, Identification, Assessment, and Evaluation for Gifted/Talented Education 3 hours

Prereq: TESE 822P or TESE 823P or departmental permission

This in-depth course provides the student with the knowledge and concepts of basic statistics necessary to understand and administer selected assessment instruments used in the identification of gifted and talented learners. The process and multiple strategies of identification will be a major focus to prepare the student to develop and/or improve current identification procedures. An additional focus will be on multiple strategies for the assessment of the gifted/talented learner's work in the classroom. Developing a beginning understanding of the difference between student and program evaluation will be the final focus.

TESE 825, Curriculum Design and Development for Gifted/Talented Education 3 hours

Prereq: TESE 822P, TESE 823P, TESE 824* or departmental permission

This is an advanced course on exemplary program models, instructional processes and methods, program planning, and development of appropriately differentiated curricula for gifted/talented learners across grade levels.

TESE 826, Program Design for Gifted/Talented Education 3 hours

Prereq: TESE 822P, TESE 823P, TESE 824*, TESE 825* or departmental permission

This course is concerned with the development, implementation, and evaluation of programs for gifted/talented learners, including procedures utilized when developing a distinct definition of giftedness, philosophy and goals for gifted education, staff hiring and development, service delivery options, and public relations.

TESE 827P, Introduction to Early Childhood Special Education 3 hours

Philosophical and legal bases for early intervention, and current trends, issues, policies and procedures are examined. Factors related to developmental risk or delay and to atypical developmental processes

are presented, along with intervention models and curricular adaptations. Prior completion of PSY 853 is recommended.

TESE 828A, Intervention Methods:**Birth to Two Years 3-6 hours**

Prereq: TESE 827P or department permission

This course provides knowledge and skills to intervene with infants and toddlers. Included are medical and physical aspects of developmental delay and the influences of these conditions on developmental processes. Family focused intervention strategies are planned and implemented by the student in field experiences.

TESE 828B, Intervention Methods:**Three to Five Years 3-6 hours**

Prereq: TESE 827P or departmental permission

This course provides knowledge required to develop and manage programs, and to adapt teaching strategies, curricula, and materials for preschool and kindergarten children with disabilities. Students acquire methodology, promote domain specific development, functional skills, and child-child interactions in-group settings. Field experiences included.

TESE 829P, Assessment of Young Children:**Birth to Five 3 hours**

Prereq: TESE 827P or departmental permission

This course prepares students to evaluate assessment tools for young children, determine their appropriateness for various purposes, write and interpret evaluation reports, and translate assessment results into intervention goals and strategies. In field experiences students administer tests and interpret and report results.

TESE 830, Consultation and Collaboration**with Families and Agencies Serving Individuals****with Disabilities 3 hours**

This course involves the study and application of specific communication skills that teachers may use in conferences, in team meetings, and while collaborating or consulting with others. Skills in listening, empathizing, and interpreting body language are practiced within the educational context. This course also provides specific information about families, family systems, and meeting the needs of families.

TESE 831, Formal and Informal Assessment**in Special Education 4 hours**

This course is designed to introduce students to the assessment process in special education by addressing procedural safeguards; data collection via informal and standardized procedures; issues in assessment; psychometric properties of standardized tests; and administration, scoring, and interpretation of selected instruments. Contains a field component.

TESE 832, Research-based Instructional Strategies**for Students with Exceptionalities 3 hours**

The course is designed to address the instructional needs of students with disabilities. Students will learn to synthesize research on instructional techniques for classroom application. Academic instructional interventions will be emphasized. Students will apply

* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

their knowledge of lesson development and classroom management strategies through an action research project. Contains a field component.

TESE 833, Applied Behavior Analysis 3 hours

This course is designed to identify and describe various intervention strategies for increasing and maintaining appropriate student behaviors and for decreasing or eliminating inappropriate behaviors. Class members will accurately recognize, observe, record and chart inappropriate behaviors, determine behavioral objectives, employ the least restrictive intervention, and foster self-management skills for the student.

TESE 834, Characteristics and Identification of Behavior and Learning Disabilities..... 3 hours

This course provides in depth coverage of the identification process, etiologies and characteristics associated with disorders that are categorized as learning disabilities or behavior disorders. Distinction from Pervasive Developmental Disorders and Severe Emotional Disturbance will be discussed.

TESE 835, Applications of Assistive Technology Across Environments 3 hours

This course provides an in-depth, hands-on examination of the applications of assistive technology for individuals with disabilities as it relates to various fields. New applications of existing and developing technology will be explored. Students will apply their knowledge of assistive technology through action research.

TESE 836P, Transitional Issues for Individuals with Disabilities 5 hours

Assessment planning and instruction to facilitate educational and employment post-school outcomes will be emphasized. Federal and state laws governing minimum transition practices will be covered. Assessment, transition planning, services, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition.

TESE 837P, Medical Aspects of Individuals with Disabilities 3 hours

This course provides students with a general knowledge of the medical conditions seen in children with disabilities. It will familiarize students with terminology, medications, procedures, equipment, and interventions used for children with medical complications. Teacher responsibilities in regards to medical conditions will be covered.

TESE 838P, Legal Issues in Special Education 2 hours

This course provides students with the competencies needed to develop individualized programming for children with exceptionalities. Verification criteria, parent's rights, IEP development and implementation, goal and objective development, placement procedures and IEP monitoring will be emphasized.

Offered by Department of Economics
College of Business and Technology

VOED Courses

VOED 801, Seminar in Vocational Education..... 3 hours

Prereq: graduate standing or permission of instructor
Concerned with the analysis of current problems, trends and recent developments in vocational and technical education with particular attention to situations related to individual student needs and interests.

VOED 802, Practicum in Vocational Education..... 3-6 hours

Prereq: graduate standing or permission of instructor
Designed to provide vocational educators an opportunity to implement new programs, become involved in related research or gain internship experiences. A proposal must be submitted prior to registering for the course.

VOED 810, Individual Studies in Vocational Education..... 1-3 hours

Students spend time on a problem which is not included under the regular vocational/technical education program of instruction. Two copies of a well-written paper must be filed before credit is granted, one to be filed with the professor in charge of the study and one with the Director of the Center for Vocational Education. Offered by arrangement.

VOED 831P, Coordinating Techniques 3 hours

This course analyzes vocational cooperative programs and their relationship to the comprehensive school curriculum for combining school-based and work-based learning. The challenges of developing and implementing an effective work-based learning experience are explored. Emphasis is placed on the organization and supervision of cooperative programs, the duties and responsibilities of the coordinator, the selection and placement of students, the evaluation of training stations, and the evaluation of student occupational competencies.

VOED 832P, Foundations and Contemporary Issues in Vocational Education 1-3 hours

Origins and philosophy of vocational education and its relationship to the school curriculum. Required for vocational endorsement and recommended as an elective for school administrators.

VOED 834P, Introduction to Student with Special Needs 3 hours

*(meets the Human Relations requirement for teachers)

This course is designed to assist teachers in understanding some of the causative factors for students' failure in the regular classroom. Emphasis is placed upon issues and concerns in providing education in a multicultural society. Attention is directed towards state and federal legislation regarding disadvantaged and handicapped students and discrimination as it relates to the classroom. The effect of teacher attitude and behavior upon student learning is surveyed.

VOED 845, Cooperative Education Programs ... 3 hours

Prereq: VOED 431/831P or equivalent

The primary purpose of this course is to provide an inservice opportunity for experienced teacher-coordinators. This course builds on and expands the competencies provided in a basic or introductory course on coordination techniques of cooperative vocational education. Course content will include information on the latest trends in experiential education.

VOED 848, Equity in Today's Society 3 hours

To increase awareness of the Equal Opportunity

Legislation, the equity emphasis in the Vocational Education Legislation, and to survey the underlying attitudes and values of society that make it so difficult to achieve the full implementation of equal opportunity.

VOED 896, Thesis 3-6 hours**VOED 899, Special Topics in Vocational Education..... 1-3 hours**

This course is designed to enable students to become knowledgeable of recent trends and issues in vocational education.

GRADUATE FACULTY

A

Vijay Kumar Agrawal

Associate Professor of Management Information Systems; 2001; B.E., University of Indore, India; M.B.A., University of Toledo; M.S., Bowling Green State University; Ph.D., University of Millia Islamia, India.

Mary Elizabeth Ailes

Associate Professor of History; 1997; B.A., Pacific Lutheran University; M.A., Ph.D., University of Minnesota.

Special Interests: Early Modern European History; Scandinavia; British Isles; Military and Diplomatic History

Marc Albrecht

Associate Professor of Biology; 1996; B.S., Denison University; M.S., Miami University of Ohio; Ph.D., University of Oklahoma.

Special Interests: Animal Movement; Geographical Information Systems; Modeling of Animal Populations and Genetics

Donna Aiden

Assistant Professor of Art Education; 2004; B.A., University of Illinois; M.S., Kansas State University; Ph.D., University of Missouri.

John Anderson

Professor of Political Science; 1993; B.S., B.A., M.A., University of Wyoming; Ph.D., Washington State University.

Special Interests: Political Thought; Policy; Public Administration and Political Development; Development of Gentler, Kinder Methods of Power; What Makes Democracies Work in the Smaller Towns and Places Where we Live

Teara Archwamety

Professor of Counseling and School Psychology; 1979; B.Ed., Chulalongkorn University; Ph.D., University of Minnesota.

Special Interests: Psychology of Reading; International Education; Computers in Research

Sylvia Asay

Associate Professor of Family Studies and Interior Design; 1991; B.S., M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

Special Interests: International Family Strengths; Premarital Preparation

Richard Ashman

Associate Professor of Industrial Technology; 1978; B.S., M.Ed., University of Nebraska-Lincoln; Ed.S., Central Missouri State University; Ph.D., Michigan State University.

Special Interests: Traffic Safety and Occupational Safety and Health (OSHA)

B

Pradeep Barua

Professor of History; 1996, B.A., Elphinstone College; M.A., University of Bombay; Ph.D., University of Illinois at Urbana-Champaign.

Special Interests: South Asia; Africa; Military History; British Empire; Developing World

Elaine Batenhorst

Associate Professor of Teacher Education; 1980; B.A., M.A.Ed., Kearney State College; Ph.D., University of Nebraska-Lincoln.

Special Interests: Curriculum and Instruction; Literacy

Joseph Benz

Professor of Psychology; 1989; B.S., M.A., Ph.D., University of Nebraska-Lincoln.

Special Interests: Non-human Vocal Communication and Mate Choice; Evolution of Human Behavior and Mate Selection Strategies; Species: Humans, Sandhill Cranes

Kathryn N. Benzel

Director of the First Year Program and Professor of English; 1987; B.Ed., M.A., University of Toledo; Ph.D., University of Illinois at Urbana-Champaign.

Special Interests: Modern British Literature; Literary Criticism; Narrative Theory

Paul Bishop

Professor of Health, Physical Education, Recreation and Leisure Studies; 1974; B.S., Ft. Hays State University; M.S., Bowling Green State University; Ed.D., University of Utah.

Special Interests: Motor Development; Physical Activity for Persons with Disabilities

Joan Blauwkamp

Associate Professor of Political Science; 1997; B.A., Wheaton College; M.A., Ph.D., University of Iowa.

Special Interests: Political Rhetoric; Public Opinion; Campaigns and Elections

Susanne George Bloomfield

Professor of English; 1988; B.A., M.A.Ed., Kearney State College; Ph.D., University of Nebraska-Lincoln.

Special Interests: Western and Plains Literature; American Literature; Women's Literature; Creative Nonfiction

Kurt Borchard

Associate Professor of Sociology; 1998; B.A., University of Alaska; M.A., University of Colorado at Colorado Springs; Ph.D., University of Nevada Las Vegas.

Special Interests: Qualitative Research Methods; Criminology/Deviance; Homelessness; Cultural Studies; Symbolic Interaction

Karl J. Borden

Professor of Accounting/Finance; 1986; A.B., Colgate University; M.Ed., Ed.D., University of Massachusetts; M.B.A., University of Cincinnati.

Special Interests: Short Term and Small Business Financial Management

Deborah Bridges

Chair and Associate Professor of Economics; 1997; B.S., M.S., University of Wyoming; Ph.D., Washington State University.

Special Interests: Agricultural Policy and Consumer Attitudes

Wayne Briner

Professor of Psychology; 1992; B.A., M.A., Sangamon State University; Ph.D., Northern Illinois University.

Special Interests: Neurotoxicology; Neuropharmacology; Neuropsychology

Gregory M. Broekemier

Chair and Professor of Marketing; 1987; B.S., M.S.Ed., Kearney State College; Ph.D., University of Nebraska-Lincoln.

Special Interests: Retail Atmospherics; Rural Retailing Issues; Business Ethics; and College Choice

Dennis Brown

Professor of Criminal Justice; 1977; B.S., University of Wisconsin at Superior; M.S., Southern Oregon College; Ph.D., University of Illinois.

Special Interests: Crime Prevention; Law Enforcement

Gregory A. Brown

Assistant Professor of Health, Physical Education, Recreation and Leisure Studies; 2004; B.S., Utah State University; M.S., Ph.D., Iowa State University.

Ruth Brown

Associate Professor of Communication; 1993; B.A., University of Nebraska-Lincoln; M.S., Ohio University; Ph.D., University of Nebraska-Lincoln.

Special Interests: Community Building in Computer-Mediated Distance Learning Classes

Nathan Buckner

Associate Professor of Music; 1997; B.M., The Juilliard School; M.M., Indiana University; D.M.A., University of Maryland.

Special Interests: Historic and Contemporary American Piano and Chamber Music Performance and Literature

Paul R. Burger

Associate Professor of Geography and Earth Science; 2003; B.S., Northwest Missouri State University; M.A., Kansas State University; Ed.D., Oklahoma State University.

Timothy J. Burkink

Associate Dean of Business and Technology and Associate Professor of Marketing; 2001; B.S., M.B.A., Ph.D., University of Nebraska-Lincoln.

Special Interests: Consumer Behavior and Interfirm Knowledge Transfer

C**Joseph R. Carlson**

Chair and Professor of Criminal Justice; 1993; B.A., Brigham Young University; M.B.A., Southern Illinois University; Ph.D., University of Southern Mississippi.

Special Interests: Terrorism; Female Inmates

Kimberly A. Carlson

Assistant Professor of Biology; 2003; B.S.; M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

Special Interests: Molecular Genetics of Aging; Transgenic Model Systems; HIV-1 Anti-retroviral gene - OTK18; Educational Research; Scientific Writing

Larry Carstenson

Professor of Accounting/Finance; 1991; B.S., J.D., University of Nebraska-Lincoln.

Special Interests: Law and Law Related Fields; Aviation and Aviation Studies

Valerie C. Cisler

Chair of Music and Performing Arts and Professor of Music; 1994; B.M. Silver Lake College; M.M. Eastern New Mexico University; D.M.A., University of Oklahoma.

Special Interests: Piano Performance and Pedagogy; Research, Analysis, and Performance of Contemporary American Music

James Cook

Professor of Music; 1986; B.A., M.A., Conservatory of Music of the University of Missouri at Kansas City; D.M.A., University of Texas at Austin.

Special Interests: Piano Performance, Pedagogy, and Literature; Performance Emphasis on Music of the Classical and Romantic Periods

Herbert Craig

Professor of Modern Languages; 1989; B.A., Ohio State University; M.A., Ph.D., University of Wisconsin-Madison; M.A., University of Illinois at Urbana-Champaign.

Special Interests: Research: Proust and Spanish-American Narrative, Women writers, Film Studies; Teaching: Spanish-American Literature, Spanish Linguistics

Patricia Cruzeiro

Associate Professor of Educational Administration; 2004; B.A., Bloomfield College; M.A., Seton Hall University; Ed.D., University of South Dakota.

D**John Damon**

Associate Professor of English; 1998; B.A., University Oregon; B.A.Ed., Western Washington University; M.A., Ph.D., University of Arizona

Special Interests: Medieval Literature; Old and Middle English; History of the English Language; Linguistics; Native American Literature and Linguistics

Scott Darveau

Associate Professor of Chemistry; 1997; B.S., University of Nebraska-Lincoln; Ph.D., University of Chicago.

Special Interests: Spectroscopy; Materials Science; Solid-State Charge-Transfer Materials

Gary Davis

Director of the Honors Program and Professor of Music; 1990; B.M.E., M.M., University of Nebraska-Lincoln; Ph.D., University of Iowa.

Special Interests: The Art of Conducting; Research in Recruitment and Retention

Roger Davis

Professor of History; 1986; B.A., Youngstown State University; M.A., Ph.D., University of Arizona.

Special Interests: General Latin America; Nineteenth Century South American Andean; State Formation and Nationalism; Gilded Age U.S.; Hispanics on the Great Plains

Jeremy S. Dillon

Assistant Professor of Geography and Earth Science; 2002; B.S., University of Nebraska-Lincoln; M.A., University of Nebraska-Omaha; Ph.D., University of Kansas.

Special Interests: Quaternary Geology; Holocene alluvium; Soils; Geomorphology; Geoarcheology

Julie Dinsmore

Professor of Counseling and School Psychology; 1992; B.A., University of Kansas, M.S.Ed., Ed.S., University of Nebraska at Kearney; Ed.D., University of South Dakota.

Special Interests: Elementary School Counseling; Multicultural Counseling and Diversity Issues

E**Bruce Elder**

Professor of Accounting/Finance; 1983; B.S., Kearney State College; J.D., University of Nebraska-Lincoln College of Law.

Special Interests: Employment Law; Commercial Law; Water Law

Mark R. Ellis

Associate Professor of History; 2001; B.A., M.A., California State University, Northridge; Ph.D., University of Nebraska-Lincoln.

Special Interests: American West; Plains Indians; Nebraska and the Great Plains; American Legal History; Sports History; American Ethnicity

Barbara Emrys

Associate Professor of English; 1992; B.A., M.A., Arizona State University; Ph.D., Florida State University.

Special Interests: Creative Writing (Fiction); the Novel; Contemporary American Literature; Popular Culture; Creative Writing (Prose); Nineteenth Century British

Brad L. Ericson

Associate Professor of Biology; 1989; B.S., University of Nebraska at Kearney; Ph.D., Baylor College of Medicine.

Special Interests: Molecular Biology-Viral Gene Expression; Viral Replication Strategies; Viral Immunology and Applications to Viral Vaccine Strategies; Current Research on Developmental Biology of Medaka (*Oryzias latipens*)

Tommy Eshleman

Associate Professor of Economics; 1992; B.S., Northwestern Oklahoma State University; M.A., Washington State University; Ph.D. Oklahoma State University.

Special Interests: Demand and Price Analysis; Food Consumption and Consumer Behavior; International Trade and Marketing

Christopher L. Exstrom

Professor of Chemistry; 1996; B.A., Illinois Wesleyan University; Ph.D., University of Minnesota.

Special Interests: Properties of Solvatochromic Compounds and Applications as Sensor Materials

F**Gene Fendt**

Professor of Philosophy; 1987; B.A., Marquette University; M.A., University of Chicago; Ph.D., University of Texas.

Special Interests: Ancient and Medieval Philosophy; Kierkegaard; Kant; Philosophy of Religion; Poetry

James Slate Fleming

Associate Professor of Counseling and School Psychology; 1993; B.A., University of New Mexico; M.A., Kearney State College; Ed.D., University of South Dakota.

Special Interests: Solution-Focused Brief Therapy; Teaching in Eastern Europe and Russia; Serving as a Consultant to Psychiatric Hospitals

Anne Foradori

Associate Professor of Music; 1994; B.M., Ohio University; M.M., Cleveland Institute of Music; D.M.A., Ohio State University.

Special Interests: Vocal Performance; Contemporary American Composers; Musical Theatre; Opera

Krista D. Forrest

Associate Professor of Psychology; 1997; B.S., Old Dominion University; M.S., Ph.D., North Carolina State University.

Special Interests: Group Dynamics; Procedural Justice; Psychology and Law

Charles Fort

Professor of English and the Paul W. Reynolds and Clarice Kingston Reynolds Chair in English; 1997; B.A., Siena Heights College; M.F.A., Bowling Green University.

Special Interests: Film and Poetics

Scott Fredrickson

Professor of Teacher Education; 1992; B.S., University of Nebraska at Omaha; M.E., Texas Tech. University; Ed.D., Texas Tech. University.

Special Interests: Instructional Technology; Distance Education; Telecommunications; Technology Integration

Lucille Freeman

Professor of Teacher Education; 1986; B.A., Muskingum College; M.S. Ed., Kearney State College; Ph.D., University of Wyoming.

Special Interests: Curriculum and Instruction

Beverly J. Frickel

Associate Professor of Accounting/Finance; 2001; B.A., M.A., Ph.D., University of Nebraska-Lincoln.

Janice Fronczak

Associate Professor of Theatre; 2001; B.A., M.A., University of Houston-Clear Lake; M.F.A., Virginia Commonwealth University.

G**James N. Gilbert**

Professor of Criminal Justice; 1988; B.S., California State University at Long Beach; M.S., Eastern Kentucky University; Ph.D., University of Southern Mississippi.

Special Interests: Historical Aspects of Crime and Justice; Criminal Investigation

Stephen D. Glazier

Professor of Sociology; 1988; A.B., Eastern University; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Connecticut.

Special Interests: Sociology of Religion; General Anthropology; Sociology of Medicine; Ethnicity; Minority Relations; African-Americans; Caribbean; Latin America; Shamanism

Eduardo Gonzalez

Associate Professor of Modern Languages; 2001; B.A., University of Havana; Ed.D., Maurice Thorez Higher State Pedagogical Institute of Foreign Language, Moscow.

Special Interests: Translation and Interpretation; Spanish in Contemporary Literature; Spanglish; Training of Translators, Interpreters and Teachers;

Lexicology and Lexicography; Teaching: Spanish, French, Translation and Interpreting

Victoria Goro-Rapoport

Assistant Professor of Art; 2004; B.F.A., Moscow Art College; M.F.A., University of Utah; M.F.A., University of Illinois at Urbana-Champaign.

H

Steven C. Hall

Chair and Professor of Accounting/Finance; 2001; B.S., Weber State College; Ph.D., University of Utah; C.P.A.
Special Interests: Financial Accounting; Corporate Reporting

Sherri K. Harms

Associate Professor of Computer Science and Information Systems; 2001; B.S., Buena Vista University; M.S., Iowa State University; Ph.D., University of Missouri.

Janette Harriott

Assistant Professor of Music; 2002; B.S.E., Northern Illinois University; M.A., California State University, Sacramento; Ph.D., University of Oklahoma.

Francis Harrold

Dean of Natural and Social Sciences and Professor of Sociology; 2000, B.A., Loyola University of Chicago; M.A., Ph.D., University of Chicago.
Special Interests: Archaeology; Human Biocultural Evolution; Popular Beliefs about the Human Past

Anita Hart

Professor of Modern Languages; 1996, B.A., Furman University; M.A.T., University of Florida; Ph.D., Florida State University.
Special Interests: Contemporary Spanish Poetry; Hispanic Women Writers; Twentieth Century Spanish Literature

John Hastings

Associate Professor of Computer Science and Information Systems; 2001; B. S., M.S., Ph.D., University of Wyoming.

Kate Heelan

Associate Professor of Health, Physical Education, Recreation and Leisure Studies; 2001; B.A., Drury College; M.A.Ed., University of Nebraska at Kearney; Ph.D., University of Kansas.
Special Interests: Physical Activity and Obesity

Laurence M. Hilton

Chair and Professor of Communication Disorders; 2000; B.A., M.A., University of Utah; Ph.D., Northwestern University.
Special Interests: Accent Reduction Therapies; Emerging Language Proficiency Assessments in ESL Populations; Rural Diversity and Ecological Validity in Speech and Language Assessment

William Hoback

Associate Professor of Biology; 1999; B.A., Randolph-Macon College; M.S., Southwest Missouri State University; Ph.D., University of Nebraska-Lincoln.
Special Interests: Ecological, Physiological, and Behavioral Differences that Allow Closely-related Organisms to Co-exist; Current Research Includes the Study of Carrion Beetles, Tiger Beetles, and

the Effects of Exotic Species on Native Organisms; Applied Research on Potato-Insect Interactions being Conducted.

Patricia Hoehner

Chair and Associate Professor of Educational Administration; 1998; B.A., M.S., Ed.S., Kearney State College; Ed.D., University of Nebraska-Lincoln.
Special Interests: Educational Leadership

David D. Hof

Associate Professor of Counseling and School Psychology; 2000; B.A., M.A., Chadron State College; Ed.D., University of South Dakota.

Susan Honeyman

Assistant Professor of English; 2002; B.A., M.A., University of Kansas; Ph.D., Wayne State University.
Special Interests: Children's and Adolescent Literature; Cultural Studies/Theory

Syed A. Hossain

Associate Professor of Mathematics; 1994; ASA., Society of Actuaries; Ph.D. Old Dominion University.

J

Howard Jacobson

Professor of Art; 1987; B.A., M.A., M.F.A., Fort Hays State University.
Special Interests: Ceramics, Kiln Design Construction and Low Fire Glaze

Thomas Jacobson

Associate Professor of Educational Administration; 1991; B.S., Bemidji State University; M.S., St. Cloud State University; Ed.S., Ph.D., University of Minnesota.
Special Interests: Leadership and Organizational Behavior

Akbar Javidi

Associate Professor of Communication; 1986; B.A., College of Translation, Tehran, Iran; M.A., Oklahoma City University; Ph.D., University of Oklahoma.
Special Interests: Communication Apprehension; Interpersonal Relations; Intercultural Communication; Communication Education

Allan Jenkins

Professor of Economics; 1987; B.A., University of Oklahoma; M.A., Ph.D., University of Nebraska-Lincoln.
Special Interests: Environmental Economics; Endangered Species Issues

Susan M. Jensen

Assistant Professor of Management; 2003; B.S., University of Kansas; M.B.A., John M. Olin School of Business, Washington University; Ph.D., University of Nebraska-Lincoln.

William Jurma

Dean of Fine Arts and Humanities and Professor of Communication; 1998; B.A., Oberlin College; M.A., Ph.D., Indiana University.
Special Interests: Organizational Communication; Leadership and Group Decision-Making

K

Don Kaufman

Professor of Chemistry; 1969; B.S., University of

Nebraska; M.S., University of Colorado; Ph.D., Colorado State University.

Special Interests: Organic Chemistry

Daryl Kelley

Professor of Sociology; 1986; B.A., Indiana University at Fort Wayne; M.A., Ph.D., Western Michigan University.

Special Interests: Worker Participation; Corporate Crime; Sociology of Work

Nyla Khan

Assistant Professor of English; 2004; B.A., Lady Shri Ram College, University of Delhi, New Delhi, India; M.A., University of Delhi, New Delhi, India; M.A., Ph.D., University of Oklahoma.

Special Interests: Twentieth Century Anglophone Postcolonial Literature; Nineteenth and Twentieth Century British Literature; Postcolonial Theory; Cultural Studies

Katherine Kime

Associate Professor of Mathematics and Statistics; 1997; B.A., University of Colorado-Boulder; M.A., Ph.D., University of Wisconsin-Madison.

Special Interests: Control Theory of Partial Differential Equations

Ron Konecny

Professor of Management; 1988; B.S., Northwest Missouri State University; M.A., Ph.D., University of Nebraska-Lincoln.

Special Interests: Environmental Economics; Management Science

Vani Vijaya Kotcherlakota

Professor of Economics; 1986; B.A., Andhra University, Waltair, A.P., India; M.A., University of Western Ontario, Canada; M.A., Queen's University, Canada; Ph.D., Andhra University, India.

Special Interests: International Economics and International Marketing

Frank A. Kovacs

Assistant Professor of Chemistry; 2002; B.S., University of West Florida; Ph.D., Florida State University.

Special Interests: Protein Biochemistry with a Focus on Structure/Function Relationships

Sonja Kropp

Chair and Associate Professor of Modern Languages; 1987; B.A., Kearney State College; M.A., Ph.D., University of Nebraska-Lincoln.

Special Interests: Nineteenth Century French Narrative; Symbolist Poetry; French and Francophone Film; French and Francophone Women Writers

Martha Kruse

Chair and Associate Professor of English; 1996, B.A., University of Iowa; M.S.E., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

Special Interests: Children's and Young Adult Literature; Composition and Rhetoric; Language Arts Pedagogy; Theoretical and Applied Linguistics

Larry Kuskie

Professor of Industrial Technology; 1982; B.A., M.S.Ed., Kearney State College; Ed.D., University of Northern Colorado.

Special Interests: Construction Technology

Marlene Kuskie

Professor of Counseling and School Psychology; 1989; B.S., M.S.Ed., Kearney State College; Ed.D., University of South Dakota.

Special Interests: Adult Development; Counselor Education; Marriage/Family Counseling; Women's Issues

L

Michelle A. Lang

Assistant Professor of Art and Art History; 2003; B.S., M.B.A., York University, Toronto; M.A., Ph.D., Bryn Mawr College.

Lillian C. Larson

Associate Professor Communication Disorders; 1987; A.B., Augustana College; M.A., Western Michigan University; Ph.D., Indiana University.

Special Interests: Vocal Hygiene Charts to Treat Voice Disorders; Phonological Development and Disorders; Clinical Supervision

Sandra Lebsack

Associate Professor of Management; 1990; B.S., Fort Hays Kansas State University; M.A., Mankato State University; Ph.D., University of Northern Colorado.

Special Interests: Applied Statistics and Decision Science

Joan D. Lewis

Associate Professor of Teacher Education; 1998; B.A., University of Southern California; M.Ed., Ph.D., University of Southern Mississippi.

Special Interests: Gifted Girls; Diverse Populations; Identification of Gifted Learners; Program Development Particularly in Rural Areas; Public Relations in Gifted Education

Stanley L. Lightner

Associate Professor of Industrial Technology; 2001; B.S., M.Ed., Northeastern State University, Oklahoma; Ed.D., Oklahoma State University.

Special Interests: Improvement of Industrial Technology Curriculum; Industrial Distribution; Quality Control; Just-in-time Manufacturing

Carol Lilly

Chair and Professor of History; 1992; B.A., University of Colorado; M.A., Ph.D., Yale University.

Special Interests: Former Yugoslavia; Balkans; Central and Eastern Europe; Soviet Union; Propaganda; Stalinism; Cultural and Political History

Carol Lomicky

Associate Dean of Graduate Studies and Research and Interim Faculty Assistant to SVCAASL and Professor of Communication; 1982; B.S., M.A.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

Special Interests: First Amendment and Public Policy; Women in Journalism History

Peter J. Longo

Chair and Professor of Political Science; 1988; B.A., Creighton University; J.D., University of Nebraska College of Law; Ph.D., University of Nebraska-Lincoln.

Special Interests: Environmental Politics and State Constitutionalism

Samuel Lopez

Associate Professor of Health, Physical Education, Recreation and Leisure Studies; 2001; B.S., Utah State University; D.P.T., Creighton University.

Claude A. Louishomme

Associate Professor of Political Science; 2000; B.A., M.A., Ph.D., University of Missouri-St. Louis.

Robert M. Luscher

Professor of English; 1995; B.A., University of California-San Diego; M.A., Ph.D., Duke University.
Special Interests: Nineteenth and Twentieth Century American Literature; Short Story

Lutfi A. Lutfiyya

Chair and Professor of Mathematics and Statistics; 1987; B.A., Simpson College; M.S. Oklahoma State University; Ph.D., University of South Carolina.
Special Interests: Technology in the Mathematics Classroom; Problem-solving; Educational Measurement and Evaluation

Kyle W. Luthans

Chair and Professor of Management; 1999; B.S., M.A., Ph.D., University of Nebraska-Lincoln.

M**B. Jean Mandernach**

Visiting Assistant Professor of Psychology; 2003; B.S., University of Nebraska at Kearney; M. S., Western Illinois University; Ph.D., University of Nebraska-Lincoln.

Mark E. Markes

Associate Professor of Physics and Physical Science; 1999; B.S., Ph.D., Oklahoma State University.
Special Interests: Dusty Plasmas; Band Theory of Carbon Nanotubes; Nuclear Weapon EM; Radiation Effects on Materials and Electronics

Phyllis Markussen

Chair and Professor of Family Studies and Interior Design; 1988; B.S., Ed., M.S.Ed., University of Nebraska at Kearney; Ed.D., University of Nebraska-Lincoln.

Special Interests: Interior Design; Kitchen and Bath Design; Universal Design; Computer-Aided Design

Craig S. Marxsen

Associate Professor of Economics; 1987; A.B., Georgia Southern College; Ph.D., Georgia State University.

Special Interests: Environmental Regulation and the Productivity Growth Slowdown

Max A. McFarland

Chair and Professor of Counseling and School Psychology; 1986; B.S., M.S.Ed., Ed.S., Kearney State College; Ed.D., University of South Dakota.

Special Interests: Ecological Assessment of Behavior Disorders; Collaborative Consultation; Team Decision Making

Jose Mena-Werth

Professor of Physics and Physical Science; 1992; B.S., University of San Francisco; M.S., Ph.D., University of Washington.

Special Interests: Astronomy; Stars; Planetarium Education; Search for Extra-solar Planetary Systems; Search for Life Beyond the Earth

Richard L. Miller

Chair and Professor of Psychology; 1990; B.S., Weber State College; M.A., Ph.D., Northwestern University.
Special Interests: Attitude Change and Persuasion; Human Territoriality; Interpersonal Attraction and Social Comparison Processes

Darleen Mitchell

Associate Professor of Music; 2000; B.M., DePaul University; M.M., Northwestern University; Ph.D., University of Chicago.

Special Interests: Contemporary Music, Especially Non-tonal and Women Composers; Contemporary Applications of Music Analysis such as Post-tonal and Shenkerian

Donna Montgomery

Associate Professor of Teacher Education; 2001; B.S., University of Maryland; M.S., Johns Hopkins University; Ph.D., Purdue University.

Tami James Moore

Associate Professor of Family Studies and Interior Design; 2000; B.S., M.S., University of Nebraska-Lincoln; M.S., Emporia State University; Ph.D., University of Nebraska-Lincoln.

Marta Moorman

Associate Professor of Health, Physical Education, Recreation and Leisure Studies; 1996, B.S. University of Oklahoma; M.S., State University College at Cortland, NY; Ed.D., University of Arkansas.

Special Interests: Community Recreation, Outdoor Recreation and Environmental Education

Donald Ace Morgan

Professor of Accounting/Finance; 1988; B.S., Northeast Missouri State University; M.A., University of Missouri; Ph.D., University of Iowa; C.P.A.

Special Interests: Students - Perceptions, Achievement, Assessment, Evaluations

Michael D. Mosher

Chair and Professor of Chemistry; 1995; B.S., University of Idaho; M.S., Dartmouth College; Ph.D., Texas Tech. University.

Special Interests: Design and Synthesis of Substituted Acridines, Phenazines, and Isoxazoles for Use as Antitumor Agents; Molecular Interactions Studied by NMR and X-ray; Development of Upper-division Organic Chemistry Courses

Yozan Mosig

Professor of Psychology; 1977; B.A., Eastern New Mexico University; M.A., Ph.D., University of Florida.

Special Interests: Stress Management Through Zen Meditation; Non-Western Conceptions of the Self; Psychological Impact of the Music of Jean Sibelius

Finnie A. Murray

Senior Vice Chancellor for Academic Affairs and Student Life and Professor of Biology; 2004; B.S., M.S., North Carolina State University; Ph.D., University of Florida.

N**David B. Nabb**

Associate Professor of Music; 1994; B.M., M.M., Indiana University; Ph.D., University of North Texas.

Special Interests: Woodwind Performance and Pedagogy; Music History; Music Education

Ken Nelson

Associate Professor of Educational Administration; 2001; B.A., Nebraska Wesleyan University; M.S., Wayne State College; Ed.D., University of Nebraska-Lincoln.

Kenneth Nikels

Associate Vice Chancellor of Academic Affairs and Professor of Psychology; 1971; B.A., Hiram Scott College; M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska.

Special Interests: Hormones and Behavior; Sexual Development and Differentiation

O

Timothy Obermier

Associate Professor of Industrial Technology; 1996, B.S., M.S., Kearney State College; Ph.D., Colorado State University.

Special Interests: Telecommunication Regulation

P

David Palmer

Associate Professor of Management; 1997; B.S., State University of New York University Center at Binghamton; M.B.A., Bowling Green State University; Ph.D., Purdue University.

Special Interests: Organizational Behavior; Organizational Time; Human Resource Management; Staffing and Selection; Job Choice Processes

James Payne

Professor of Music; 1974; B.M., University of North Texas; M.Ed., University of Missouri-Columbia; D.M.A., University of North Texas.

Special Interests: Trumpet Performance and Pedagogy; Jazz Performance; Music Business; Music Technology; History of Jazz, Rock and Blues Music

Lon Pearson

Professor of Modern Languages; 1991; B.A., University of Utah; M.A., Ph.D., University of California at Los Angeles.

Special Interests: Research: Spanish-American "Boom" Writers, Chilean Generation of 1938 and 1950; Teaching: Literature, Socio/Psycholinguistics

Elizabeth Peck

Associate Professor of English; 1986; B.A., University of Oklahoma; M.A., Ph.D., University of Rhode Island.

Special Interests: Colonial, Early, and Nineteenth Century American Literature; Women's Studies; American Women Writers; Children's Literature

Charles Peek

Professor and Martin Chair Distinguished Professor in English; 1987; B.A., M.A., Ph.D., University of Nebraska-Lincoln.

Special Interests: William Faulkner; Modern American Literature; Great Plains Studies

Dennis Potthoff

Chair and Professor of Teacher Education; 1996, B.S., M.S., Ph.D., University of Nebraska-Lincoln.

Special Interests: Purposes for Education in a Democratic Society; School/University Partnerships; Community Service Learning; Online Education

Glen Powell

Associate Dean of Education and Professor of Teacher Education; 1979; B.S., M.S., Southwest Missouri State University; Ph.D., University of Georgia.

Special Interests: Research on Community Literacy; Family Influence on Literacy; Motivational Factors Involving Reading, Fluency

R

James L. Roark

Professor of Chemistry; 1969; B.A., Nebraska Wesleyan; Ph.D., Texas Christian University.

Special Interests: Organic Chemistry

Randolf Robertson

Assistant Professor of English; 2005; B.A., University of Virginia; M.A., University of Chicago; Ph.D., Washington University, St. Louis.

Special Interests: Restoration and Eighteenth-Century Literature; Milton; Censorship

James R. Rohrer

Assistant Professor of History; 2005; B.A., Kent State University; M.A., The Ohio State University; Ph.D., The Ohio State University.

Steven Rothenberger

Professor of Biology; 1992; B.S., M.S.Ed., University of Nebraska at Kearney; Ph.D., North Dakota State University.

Special Interests: Ecology/Plant Taxonomy: Plant Species Composition of Natural Areas in Nebraska, Threatened and Endangered Plant Species

David Rozema

Director and Professor of Philosophy; 1992; B.S., Northern Arizona University; Ph.D., University of Utah.

Special Interests: Philosophy in Literature; Philosophy of Science; Ethics; Plato; and Wittgenstein

Robert F. Rycek

Associate Dean of Natural and Social Sciences and Professor of Psychology; 1983; B.A., University of Illinois, Chicago; M.A., Ph.D., Northern Illinois University.

Special Interests: Cognitive Development; Logical Reasoning and Problem Solving; Adolescent Egocentrism

S

Ed Scantling

Dean of Education and Professor of Health, Physical Education, Recreation and Leisure Studies; 1985; B.A., Humboldt State University; M.A., University of Northern Colorado; Ph.D., University of New Mexico.

Special Interests: Sport Pedagogy; Fitness Education

Neal Schnoor

Associate Professor of Music and Teacher Education; 1997; B.F.A., Wayne State College; M.M., Ph.D., University of Nebraska-Lincoln.

Special Interests: Music Education; Secondary Education; Developing Aesthetic Sensitivity and Assessment in Rehearsal Settings

Richard D. Schuessler

Professor of Art; 1993; A.A.S. in Advertising, Design and Production/MVCC; B.F.A., SUNY at Fredonia; M.F.A., Virginia Commonwealth University.

Special Interests: Graphic Design; Three-dimensional Design; Typographic Design; and Design Theory/Methodology

Lloyd Seaton

Associate Professor in Accounting/Finance; 2001; B.S., M.B.A., University of Arkansas; Ph.D., University of Nebraska-Lincoln; C.P.A.

Special Interests: Technology and Professional Responsibility and Ethics

Srivatsa Seshadri

Professor of Marketing; 1993; B.E., University of Mysore; Ph.D., University of Arkansas.

Special Interests: International Marketing; Business-to-Business Marketing; E-Commerce; CI; Business Strategy and Policy

Julie J. Shaffer

Associate Professor of Biology; 1999; B.S., Sioux Falls College; Ph.D., University of Nebraska-Lincoln.

Special Interests: Microbial Ecology with an Emphasis on Anti-microbial Compounds and Their Effects on Microbial Composition

Kurt Siedschlaw

Professor of Criminal Justice and Director of Ethnic Studies; 1989; B.A., Huron College; M.S., Michigan State University; J.D., University of South Dakota School of Law.

Special Interests: Native American; Juvenile Justice and Legal Issues

Kerri M. Skinner

Associate Professor of Biology and Teacher Education; 2001; B.A., Carroll College; M.S., Montana State University; Ph.D., Colorado State University.

Special Interests: Landscape and Community Ecology; Spatial Analysis; Invasive Species

Donald G. Sluti

Associate Professor of Management; 1992; B.A., Niagara University of New York; B.S., Dakota State University; M.B.A., University of South Dakota; Ph.D., University of Auckland, New Zealand.

Special Interests: Quality Management

David L. Smith

Assistant Professor of Biology; 2005; B.S., University of Maine; M.S., University of Alberta, Edmonton, Alberta; Ph.D., University of Saskatchewan, Saskatoon, Saskatchewan.

Kathleen J. Smith

Professor of Accounting/Finance; 1989; B.S., J.D., M.Prof.Acc., University of South Dakota; LL.M., University of the Pacific; C.P.A.

Special Interests: Uniform Accountancy Act and CPA Licensure Issues; Income Taxation History

Tamara L. Smith

Assistant Professor of Biology; 2005; B.S., University of California, Davis; M.S., Washington State University; Ph.D., Washington State University.

Daren Snider

Interim Director of General Studies and Associate

Professor of Modern Languages; 2000; B.A., University of California-Riverside; M.A., University of Wisconsin-Madison; Ph.D., University of Utah.

Lewis L. Snyder

Professor of Communication; 1986; A.B., Kentucky Christian College; M.A., Southwest Missouri State University; Ph.D., Ohio State University.

Special Interests: Rhetorical Theory and Criticism; Kenneth Burke; Religious Communication; American Cultural Studies; the Stone/Campbell Movement; Cognition and Epistemology

Robin R. Sobansky

Assistant Professor of Counseling and School Psychology; 2005; B.A., M.S., Wayne State College; Ph.D., University of Nebraska-Lincoln.

Special Interests: Resiliency and Developmental Competence in School-aged Children, Including Ethnic Identity Development; Developmental Issues in Psychopathology; Delivery of Mental Health Services to School-based Populations

Linda Spessard-Schueth

Professor of Biology; 1976; B.S., M.S., Eastern Illinois University; Ph.D., University of Tennessee.

Special Interests: Botany Bryology-Evaluation of Moss Species of Nebraska Counties; Statistical Analysis of the Morphological Difference and Similarities in Moss Genera; Ethnobotany

Janet E. Steele

Professor of Biology; 1993; B.S., Texas A&M University; M.S., Eastern Illinois University; Ph.D., Miami University.

Special Interests: Cardiovascular, Exercise and Renal Physiology

Jane Strawhecker

Assistant Professor of Teacher Education; 2000; B.A., Kearney State College; M.A., Mid-America Nazarene University; Ph.D., University of Nebraska-Lincoln.

Special Interests: Math Education

Laurie Swinney

Professor of Accounting/Finance; 1991; B.S., Nebraska Christian College; M.B.A., University of Cincinnati; Ph.D., University of Nebraska-Lincoln; C.P.A.

Special Interests: Expert Systems; CPA Licensure Issues

T**Marguerite Tassi**

Associate Professor of English; 1997; B.A., Columbia University; M.A., University of Virginia; Ph.D., Claremont Graduate School.

Special Interests: Shakespeare; Renaissance Drama; Milton; Lyric Poetry

Kenya Taylor

Dean of Graduate Studies and Research and Professor of Communication Disorders; 1996; B.A., M.S., Baylor University; Ed.D., University of Tennessee.

Special Interests: Audiologic Rehabilitation of the Elderly; Noise-induced Hearing Loss

Jonathan Thompson

Assistant Professor of Chemistry; 2004; B.S., Troy State University; M.S., Ph.D., University of Florida.

David O. Tidwell

Assistant Professor of Theatre; 2000; B.A., California State University, Long Beach; M.F.A., University of Missouri-Kansas City.

Glenn E. Tracy

Assistant Chair and Associate Professor of Teacher Education; 1999; B.S.E., M.A., Truman State University; Ed.D., Oklahoma State University.

Janet Trewin

Associate Professor of Accounting/Finance; 2004; B.A., M.B.A., Ph.D., Michigan State University.

Paul Twigg

Professor of Biology; 1992; B.S., Indiana University of Pennsylvania; Ph.D., University of Tennessee.

Special Interests: Plant Molecular Biology; Genomics of Bioenergy Crops; Gene Expression in Plant-Virus Interactions; Plant Physiology

U**Rebecca Umland**

Professor of English; 1989; B.A., M.A., Ph.D., University of Iowa.

Special Interests: Nineteenth Century British Literature; Arthurian Literature; Continental Literature

Sam Umland

Professor of English; 1988; B.A., M.A., Ph.D., University of Nebraska-Lincoln.

Special Interests: Film Studies; Critical Theory; Media Studies

Nita Unruh

Chair and Associate Professor of Health, Physical Education, Recreation and Leisure Studies; 1999; B.S., Henderson State University; M.S., Florida State University; Ed.D., University of Arkansas.

Special Interests: Sports Marketing and Sponsorship; Management and Administration of Sport; Sport Law

Scott Unruh

Associate Professor of Health, Physical Education, Recreation and Leisure Studies; 1999; B.S., School of the Ozarks; M.Ed., Ed.D., University of Arkansas.

V**Linda Van Ingen**

Associate Professor of History; 2001; B.A., University of Iowa; M.A., Ph.D., University of California, Riverside.

Special Interests: Twentieth Century Social and Political History; Women's History; Civil Rights; Immigration; Race and Gender; Historical Methods

Petula Vaz

Assistant Professor of Communication Disorders; 2005; B.S., University of Bombay; M.S., University of Mysore; Ph.D., Ohio University.

Special Interests: Dysphagia; Neuroanatomy; Research Methods; Voice

Vernon Volpe

Professor of History; 1987; B.A., M.A., Youngstown State University; Ph.D., University of Nebraska-Lincoln.

Special Interests: Nineteenth-century U.S. History; Civil War and Reconstruction; Slavery; Antislavery; Western Expansion and Exploration; U.S. Constitution; Political, Military, and Quantitative History

W**Theresa A. Wadkins**

Associate Professor in Psychology; 1990; B.S., Kearney State College; M.S., Fort Hays State University; Ph.D., University of Nebraska-Lincoln.

Special Interests: Teaching Issues; Procrastination and Stress of Emergency Responders

Beth Wiersma

Associate Professor of Criminal Justice; 2001; B.S., Moorhead State University; M.S., Northern State University; Ph.D., South Dakota State University.

Barton Willis

Professor of Mathematics and Statistics; 1992; B.S., Kansas State University; Ph.D., Virginia Polytechnic Institute and State University.

Special Interests: Mathematical Physics and Functional Analysis

William Wozniak

Professor of Psychology; 1978; A.B., University of Notre Dame; M.A., Ph.D., Miami University.

Special Interests: Irrational Belief Systems; Teaching Techniques; Environmental Psychology

Gene G. Wubbels

Professor of Chemistry; 1995; B.S., Hamline University; Ph.D., Northwestern University.

Special Interests: Organic Chemistry; Photochemistry; Catalysis of Photochemical Reactions

Diane Kholos Wysocki

Professor of Sociology; 1996; B.A., Arizona State University; M.A., Ph.D., University of California, Santa Barbara.

Special Interests: Gender; Sexuality; Women's Studies; Research Methods; Post Traumatic Stress Disorder; Women with Bleeding Disorders

Y**Maha Younes**

Professor of Social Work; 1991; B.S., M.S. Ed. Kearney State College; M.S.W., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln.

Special Interests: Domestic and International Social Policy; Adult Education; Multicultural and Global Education; and Advocacy and Social Action

Z**Jane Ziebarth-Bovill**

Assistant Professor of Teacher Education; 1984; B.A., M.A.Ed., Kearney State College, Ph.D., University of Nebraska-Lincoln.

Kathryn M. Zuckweiler

Assistant Professor of Management; 2005; B.A., Whittier College; M.B.A., University of Houston; Ph.D., University of Nebraska-Lincoln.

APPENDIX, COMPUTING POLICIES

Use of Computing Resources

I. COMPUTING RESOURCES

Computing resources at UNK include computers, storage devices, peripheral devices, supplies, software, documentation, networks, services, and support.

UNK is a provider of a means to access the vast amount of information available through electronic resources, but is not a regulator of the content of that information and takes no responsibility for the content, except for that information the University itself and those acting on its behalf create.

UNK cannot and does not guarantee user privacy. Users should be aware that on occasion duly authorized personnel have authority to access individual user files or data in the process of performing repair or maintenance of equipment. Users should also be aware that the Nebraska public records statutes are very broad in their application and some University records contained in electronic form require disclosure if a public record request is made.

II. PERMITTED USE

Accepting any account and/or using UNK's computing resources shall constitute an agreement on behalf of the user to abide by these Guidelines.

Access to computing resources at UNK is a privilege, not a right, and must be treated as such by all users. Failure to act in accordance with these guidelines and relevant local, state, and federal laws and regulations may result in denial of access to computing resources or other disciplinary action.

Computing resources are to be used predominately for University-related business. However, personal use is permitted so long as it conforms with these Guidelines and does not interfere with University operations or an employee user's performance of duties as a University employee.

III. PROHIBITED ACTS

Specific prohibited acts include, but are not limited to the following:

1. Attempting to modify or remove computer equipment, software, or peripherals without authorization
2. Accessing without proper authorization computers, software, information, or networks to which the University belongs, regardless of whether the resource accessed is owned by the University or the abuse takes place from a non-University site.
3. Taking actions, without authorization, which interfere with the access of others to information systems.
4. Circumventing logon or other security measures.
5. Using information systems for any illegal or unauthorized purpose.

6. Personal use of computing resources for non-University consulting, business or employment, except as expressly authorized by Section 3.4.5 of the Bylaws of the Board of Regents.
7. Sending any fraudulent electronic communication.
8. Violating any software license or copyright without the written authorization of the software owner.
9. Using electronic communications to violate the property rights of authors and copyright owners.
10. Using electronic communications to harass or threaten others, so as to interfere with the educational or employment experience.
11. Using electronic communications to disclose proprietary information without the explicit permission of the owner.
12. Reading other users' information or files without permission.
13. Academic dishonesty.
14. Forging, fraudulently altering or falsifying, or otherwise misusing University or non-University records.
15. Using electronic communications to hoard, damage, or otherwise interfere with academic resources available electronically.
16. Using electronic communications to steal another individual's works, or otherwise misrepresent one's own work.
17. Using electronic communications to fabricate research data.
18. Launching a computer worm, computer virus or other rogue program.
19. Downloading or posting illegal, proprietary or damaging material to a University computer.
20. Transporting illegal, proprietary or damaging material across a University network.
21. Violating any state or federal law or regulation in connection with the use of any computing resources.
22. Using another's ID or access codes without permission of the appropriate System Manager.
23. Creating a web page or similar service using or attached to UNK computing or network resources that does not comply with UNK's "Guidelines for WWW Pages."

IV. ENFORCEMENT

The Assistant Vice Chancellor for Information Technology is authorized to monitor the use of all campus-wide computing resources and Department and Program Administrators are authorized to monitor their specific computing resources, to manage and protect those resources and the rights of their users, and to recommend the imposition of sanctions against any person who violates these guidelines. Sanctions may be both internal, involving loss of computing privileges or other university disciplinary measures, or external, involving civil or criminal action under the Nebraska Computer Crimes Act or Federal Statutes.

Executive Memoranda
Executive Memorandum No. 16

Policy for Responsible Use of University Computers and Information Systems

1. PURPOSE

It is the purpose of this Executive Memorandum to set forth the University's administrative policy and provide guidance relating to responsible use of the University's electronic information systems.

2. GENERAL

The University of Nebraska strives to maintain access for its faculty, staff, students, administrators and Regents (the "users") to local, national and international sources of information and to provide an atmosphere that encourages sharing of knowledge, the creative process and collaborative efforts within the University's educational, research and public service missions.

Access to electronic information systems at the University of Nebraska is a privilege, not a right, and must be treated as such by all users of these systems. All users must act honestly and responsibly. Every user is responsible for the integrity of these information resources. All users must respect the rights of other computer users, respect the integrity of the physical facilities and controls, and respect all pertinent license and contractual agreements related to University information systems. All users shall act in accordance with these responsibilities, and the relevant local, state and federal laws and regulations. Failure to so conduct oneself in compliance with this Policy may result in denial of access to University information systems or other disciplinary action.

The University of Nebraska is a provider of a means to access the vast and growing amount of information available through electronic information resources. The University of Nebraska is not a regulator of the content of that information and takes no responsibility for the content of information, except for that information the University itself and those acting on its behalf create. Any persons accessing information through the University of Nebraska information systems must determine for themselves and their charges whether any source is appropriate for viewing.

Accepting any account and/or using the University of Nebraska's information systems shall constitute an agreement on behalf of the user or other individual accessing such information systems to abide and be bound by the provisions of this Policy.

The University may restrict or prohibit the use of its information systems in response to complaints presenting evidence of violations of University policies or state or federal laws. When it has been determined that there has been a violation, the University may restrict or prohibit access by an offending party to its information systems through University-owned or other computers, remove or limit access to material posted on University-owned computers or networks, and, if warranted, institute other disciplinary action.

3. DEFINITIONS

For purposes of this policy the following definitions shall apply:

- a. "Electronic communications" shall mean and include the use of information systems in the communicating or posting of information or material by way of electronic mail, bulletin boards, World Wide Web (internet), or other such electronic tools.
- b. "Information systems" shall mean and include computers, networks, servers and other similar devices that are administered by the University and for which the University is responsible. "Networks" shall mean and include video, voice and data networks, routers and storage devices.
- c. "Obscene" with respect to obscene material shall mean (1) that an average person applying contemporary community standards would find the material taken as a whole predominantly appeals to the prurient interest or a shameful or morbid interest in nudity, sex, or excretion, (2) the material depicts or describes in a patently offensive way sexual conduct specifically set out in Neb. Rev. Stat. §§ 28-807 to 28-809, as amended, and (3) the material taken as a whole lacks serious literary, artistic, political, or scientific value.

4. PERMITTED USE

- a. University Business Use and Limited Personal Use. University information systems are to be used predominately for University-related business. However, personal use is permitted so long as it conforms with this Policy and does not interfere with University operations or an employee user's performance of duties as a University employee. As with permitted personal use of telephones for local calls, limited personal use of information systems does not ordinarily result in additional costs to the University and may actually result in increased efficiencies. Personal use of any University information system to access, download, print, store, forward, transmit or distribute obscene material is prohibited. UNDER ALL CIRCUMSTANCES, PERSONAL USE BY EMPLOYEES MUST COMPLY WITH SUBSECTION b. OF THIS SECTION AND SHALL NOT CONFLICT WITH AN EMPLOYEE'S PERFORMANCE OF DUTIES AND RESPONSIBILITIES FOR THE UNIVERSITY. Personal use may be denied when such use requires an inordinate amount of information systems resources (e.g. storage capacity).
- b. Prior Approval Required for Personal Use for Outside Consulting, Business or Employment. Personal use of University information systems resources or equipment by any user for personal financial gain in connection with outside (non-University) consulting, business or employment is prohibited, except as authorized for employees by Section 3.4.5 of the Bylaws of the Board of Regents. Employee personal use in conjunction with outside professional consulting, business or employment activities is permitted only when such use has been expressly authorized and approved by the

University Administration or the Board of Regents, as appropriate, in accordance with the requirements of said Section 3.4.5 of the Bylaws.

5. ACCESS

Unauthorized access to information systems is prohibited. No one should use the ID or password of another; nor should anyone provide his or her ID or password to another, except in the cases necessary to facilitate computer maintenance and repairs. When any user terminates his or her relation with the University of Nebraska, his or her ID and password shall be denied further access to University computing resources.

6. MISUSE OF COMPUTERS AND NETWORK SYSTEMS

Misuse of University information systems is prohibited. Misuse includes the following:

- a. Attempting to modify or remove computer equipment, software, or peripherals without proper authorization.
- b. Accessing without proper authorization computers, software, information or networks to which the University belongs, regardless of whether the resource accessed is owned by the University or the abuse takes place from a non-University site.
- c. Taking actions, without authorization, which interfere with the access of others to information systems.
- d. Circumventing logon or other security measures.
- e. Using information systems for any illegal or unauthorized purpose.
- f. Personal use of information systems or electronic communications for non-University consulting, business or employment, except as expressly authorized pursuant to Section 3.4.5 of the Bylaws of the Board of Regents.
- g. Sending any fraudulent electronic communication.
- h. Violating any software license or copyright, including copying or redistributing copyrighted software, without the written authorization of the software owner.
- i. Using electronic communications to violate the property rights of authors and copyright owners. (Be especially aware of potential copyright infringement through the use of e-mail. See the provisions under "E-Mail" contained in this Policy.)
- j. Using electronic communications to harass or threaten users in such a way as to create an atmosphere which unreasonably interferes with the education or the employment experience. Similarly, electronic communications shall not be used to harass or threaten other information recipients, in addition to University users.
- k. Using electronic communications to disclose proprietary information without the explicit permission of the owner.
- l. Reading other users' information or files without permission.
- m. Academic dishonesty.
- n. Forging, fraudulently altering or falsifying, or otherwise misusing University or non-University records (including computerized records, permits, identification cards, or other documents or property).
- o. Using electronic communications to hoard, damage,

- or otherwise interfere with academic resources available electronically.
- p. Using electronic communications to steal another individual's works, or otherwise misrepresent one's own work.
 - q. Using electronic communications to fabricate research data.
 - r. Launching a computer worm, computer virus or other rogue program.
 - s. Downloading or posting illegal, proprietary or damaging material to a University computer.
 - t. Transporting illegal, proprietary or damaging material across a University network.
 - u. Personal use of any University information system to access, download, print, store, forward, transmit or distribute obscene material.
 - v. Violating any state or federal law or regulation in connection with use of any information system.

7. PRIVACY

- a. User Privacy Not Guaranteed. When University information systems are functioning properly, a user can expect the files and data he or she generates to be private information, unless the creator of the file or data takes action to reveal it to others. Users should be aware, however, that no information system is completely secure. Persons both within and outside of the University may find ways to access files. ACCORDINGLY, THE UNIVERSITY CANNOT AND DOES NOT GUARANTEE USER PRIVACY and users should be continuously aware of this fact.
- b. Repair and Maintenance of Equipment. Users should be aware that on occasion duly authorized University information systems technological personnel have authority to access individual user files or data in the process of performing repair or maintenance of computing equipment the University deems is reasonably necessary, including the testing of systems in order to ensure adequate storage capacity and performance for University needs. Information systems technological personnel performing repair or maintenance of computing equipment are prohibited by law from exceeding their authority of access for repair and maintenance purposes or from making any use of individual user files or data for any purpose other than repair or maintenance services performed by them.
- c. Response to a Public Records Request, Administrative or Judicial Order or Request for Discovery in the Course of Litigation. Users should be aware that the Nebraska public records statutes are very broad in their application. Certain records, such as unpublished research in progress, proprietary information, personal information in personnel and student records are protected from disclosure. However, most other University records contained in electronic form require disclosure if a public record request is made. Users should remember this when creating any electronic information, especially e-mail. Also, users should be aware that the University will comply with any lawful administrative or judicial order requiring the production of electronic files or data stored in the

University's information systems, and will provide information in electronic files or data stored in the University's information systems in response to legitimate requests for discovery of evidence in litigation in which the University is involved.

- d. Response to Misuse of Computers and Network Systems. When for reasonable cause, as such cause may be determined by the Office of the Vice President and General Counsel, it is believed that an act of misuse as defined in section 6 above has occurred, then the chief information services officer serving Central Administration or serving the relevant campus may access any account, file or other data controlled by the alleged violator and share such account information, file or other data with those persons authorized to investigate and implement sanctions in association with the misuse of the University's computer and information systems. Should any of the chief information service officers reasonably believe that a misuse is present or imminent such that the potential for damage to the system or the information stored within it, is genuine and serious (e.g. hacking, spamming or theft), then the chief information officer may take such action as is necessary to protect the information system and the information stored in it, including the denial of access to any University or non-University user, without a determination from the Office of the Vice President and General Counsel regarding reasonable cause; provided however, that the chief information officer shall contact the Office of the Vice President and General Counsel as soon as possible to confirm that any protective actions taken were appropriate and within the parameters of this executive memorandum.
- e. Access to Information Concerning Business Operations. Employees regularly carry out the business functions of the University using the University's information systems. Business records, inquiries and correspondence are often stored such that individuals may control the access to particular information stored within the University's information system. Should any employee become unavailable, be incapacitated due to illness or other reasons, or refuse to provide the information necessary to carry out the employee's job responsibilities in a reasonably timely manner, then following consultation with and approval by the Office of the Vice President and General Counsel, the chief information officer of Central Administration or of the relevant campus may access the employee's records in order to carry out University business operations on behalf of the unavailable or uncooperative employee.

8. E-MAIL

- a. Applicability. ALL POLICIES STATED HEREIN ARE APPLICABLE TO E-MAIL. E-mail should reflect careful, professional and courteous drafting—particularly since it is easily forwarded to others. Never assume that only the addressee will read your e-mail. Be careful about attachments and broad publication messages. Copyright laws and license agreements also apply to e-mail.

- b. E-mail Retention. E-mail messages should be deleted once the information contained in them is no longer useful. When e-mail communications are sent, the e-mail information is stored in one or more backup files for the purposes of "disaster recovery", i.e. inadvertent or mistaken deletions, system failures. In order to provide for the recovery of deleted e-mail, while maintaining efficient use of storage capabilities, e-mail information on backup files shall be retained for a period of time not to exceed seven days.

9. WEB PAGES

The Central Administration and each University campus may establish standards for those Web Pages considered to be "official" pages of the University. All official Web Pages shall contain the administrative unit's logo in the header and footer in order to identify it as an official University of Nebraska Web Page. No other Web Pages shall be allowed to use University of Nebraska logos without the express permission of the University.

Originators of all Web Pages using information systems associated with the University shall comply with University policies and are responsible for complying with all federal, state and local laws and regulations, including copyright laws, obscenity laws, laws relating to libel, slander and defamation, and laws relating to piracy of software.

The persons creating a Web Page are responsible for the accuracy of the information contained in the Web Page. Content should be reviewed on a timely basis to assure continued accuracy. Web Pages should include a phone number or e-mail address of the person to whom questions/comments may be addressed, as well as the most recent revision date.

10. NOTIFICATION

This Policy shall be published in all employee and faculty handbooks and student catalogs, and placed on the World Wide Web in order to fully notify users of its existence.

11. APPLICATION AND ENFORCEMENT

This Policy applies to all administrative units of the University of Nebraska. The Central Administration and each University campus is encouraged to provide supplemental policy guidance, consistent with this Policy, designed to implement the provisions herein.

Each University campus shall be responsible for enforcing this Policy in a manner best suited to its own organization. It is expected that enforcement will require cooperation between such departments as computer systems administration, human resources, affirmative action, academic affairs and student affairs. Prior to any denial of access or other disciplinary action, a user shall be provided with such due process as may be recommended by the University's Office of the General Counsel.

INDEX

INDEX

A

Academic Information.....	21
Academic Integrity.....	30
Academic Probation/Academic Suspension Policy.....	26
Academic Regulations.....	23
Academic Resources.....	21
Academic Suspension Policy.....	26
Academic Work Standards.....	26
Accreditation.....	8
Administration.....	6
Admission from Nonaccredited Institutions.....	14
Admissions Information.....	13
Admission Status, Degree.....	13
Admission to Candidacy.....	28
Affirmative Action.....	11
Affirmative Action/Equal Opportunity.....	11
Alumni Association.....	10
Appeal of Grades in Graduate-Level Courses.....	27
Art	
Courses.....	62
Department.....	33
Program.....	33
Art Education MAEd Degree.....	34
Assessment.....	9
Assistantships, Graduate.....	18

B

Bill of Rights.....	32
Biology	
Courses.....	64
Department.....	34
Program.....	35
Biology MS Degree.....	35
Board of Regents.....	6
Building Abbreviations.....	3
Business Administration MBA Degree.....	37
Business Administration Program.....	36

C

Candidacy Admission.....	28
Center for Teaching Excellence.....	21
Central Administration.....	6
Change of Residency Status.....	15
Changes to the Approved Program of Study.....	28
Chemistry	
Courses.....	71
Department.....	60
Class Attendance.....	31
Classification, Graduate Student.....	13
Classroom Behavior.....	31
Clean Air Policy.....	11
Communication	
Department.....	60
Communication Disorders	
Courses.....	69
Department.....	38
Program.....	38
Community Counseling MEd Degree.....	41
Comprehensive Examination.....	28
Comprehensive Examination/Writing Project/Portfolio.....	28
Computer Science and Information Systems	
Courses.....	71
Department.....	60
Computing Policies.....	11, 113
Counseling and School Psychology	

Courses.....	73
Department.....	39
Program.....	39
Counseling EdS Degree.....	41
Course Numbering.....	25
Courses	
ART.....	62
BACC.....	63
BFIN.....	63
BIOL.....	64
BMGT.....	66
BMIS.....	67
BMKT.....	67
BSED.....	68
BTE.....	68
CDIS.....	69
CHEM.....	71
Credit/No-Credit.....	25
CSIS.....	71
CSP.....	73
ECON.....	77
EDAD.....	77
ENG.....	79
FORL.....	81
FREN.....	82
FSID.....	82
GEOG.....	83
GERM.....	83
Graduate-Only Level.....	28
HIST.....	84
ITEC.....	86
JMC.....	87
MATH.....	87
MUS.....	87
No-Credit.....	25
PE.....	89
PHIL.....	90
PHYS.....	90
PSCI.....	91
PSY.....	92
SFED.....	93
SOC.....	93
SPAN.....	94
SPCH.....	94
Special Topics.....	28
STAT.....	95
TE.....	95
TESE.....	100
VOED.....	102
Credit/No-Credit Courses.....	25
Curriculum and Instruction MAEd Degree.....	56

D

Deans.....	6
Degree-Seeking Students.....	13
Degree Admission Status.....	13
Degree Audit.....	3, 27
Degree Requirements.....	27
Degrees Offered.....	21
The Master's Degree.....	21
The Specialist Degree.....	21
Denial of Admission.....	15
Department and Graduate Program Committee Chairs.....	8
Department Chairs.....	8
Dining, Housing and.....	16
Directory of Graduate Programs.....	2
Disabilities, Students with.....	12
Dropping or Withdrawing from Courses.....	23

E

Economics	
Courses	77
Department.....	60
Educational Administration	
Courses	77
Department.....	43
Program.....	43
Education Specialist Degree	
Counseling	41
School Psychology	42
School Superintendent.....	47
Elementary School Counseling MEd Degree.....	40
English	
Courses	79
Department.....	47
Program.....	47
English MA Degree.....	48
Equal Educational Opportunity Policy	11
Equal Opportunity.....	11
Ethical Conduct	31
Exercise Science MAEd Degree	49
Expectations in the Classroom.....	30

F

Facilities.....	9
Family Studies and Interior Design	
Courses	82
Department.....	60
Fees.....	16
Application Fee.....	16
Special Fees.....	16
Student Parking Fee.....	16
Field Study Requirements	28
Filing for Graduation	31
Final Week Policy	31
Financial Aid	17
Financial Aid Programs.....	20
Financial Information	16
Foundation.....	11

G

General Information.....	5
General Physical Education MAEd Degree.....	49
Governance.....	6
Grade Appeal.....	27
Grade Point Average (GPA)	25
Grading System.....	25
Graduate-Only Level Course Requirement	28
Graduate Assistantships.....	18
Academic Standards	18
Application	19
Course Load	19
Duties	19
Length of Appointment	19
UNK Graduate Council.....	19. <i>See also</i> Graduate Council
Work Load	18
Graduate Council.....	7
Graduate Courses	62
Graduate Faculty.....	104
Graduate Program Committee Chairs	8
Graduate Program Directory	2
Graduate Programs	33
Graduate Student Classification.....	13
Graduate Student Scholarships.....	19
Graduate Studies Organization	6

H

Health, Physical Education, Recreation and Leisure Studies	
Department.....	49
Program.....	49
History	5
Courses	84
Department.....	50
Program.....	51
History MA Degree	51
History of UNK.....	5
Housing	16
Housing and Dining	16
Living Accommodations.....	16
Off-campus Housing.....	16
Opening Dates	16
Refunds	16
Summer Sessions	16
How to Use the Catalog.....	1

I

Incomplete Grades	25
Industrial Technology	
Courses	86
Department.....	60
Information Technology Services.....	21
Instructional Technology MEd Degree	58
Integrity in Faculty/Student Authorship and Research.....	30
International Students.....	14
Introduction.....	1

L

Late Registration	23
Library.....	22

M

Master's Degree	21
Master of Arts Degree	
English.....	48
History	51
Master of Arts in Education Degree	
Art Education	34
Curriculum and Instruction	56
Exercise Science.....	49
General Physical Education	49
Master Teacher of Physical Education	50
Modern Languages	52
Music Education	53
Reading K-12	56
School Principalship 7-12	45
School Principalship K-6	44
Supervisor of an Academic Area	45
Supervisor of Special Education	46
Master of Business Administration Degree.....	37
Master of Science Degree	
Biology.....	35
Master of Science in Education Degree	
Community Counseling	41
Elementary School Counseling	40
Instructional Technology	58
Science Teaching	54
Secondary School Counseling	40
Special Education.....	57
Speech/Language Pathology	38
Student Affairs	41
Master Teacher of Physical Education MAEd Degree.....	50
Mathematics and Statistics	
Department.....	61
Matriculation	3
Simultaneous.....	14

Midwest Student Exchange Program 20
 Mission Statement 5
 Modern Languages
 Department 51
 Program 52
 Modern Languages MAEd Degree 52
 Museum of Nebraska Art (MONA) 22
 Music and Performing Arts
 Courses 87
 Department 53
 Program 53
 Music Education MAEd Degree 53

N

No-Credit Courses 25
 Non-Degree Students 14
 Nonaccredited Institutions, Admission from 14
 Nondegree Areas 60

O

Objectives 6
 Organization of Graduate Studies 6
 Origins of the Programs 5

P

Philosophy
 Courses 90
 Department 61
 Physics and Physical Science
 Courses 90
 Department 61
 Plagiarism 30
 Planetarium and Observatory 22
 Policies
 Academic Probation 26
 Academic Suspension 26
 Affirmative Action 11
 Clean Air 11
 Computing 11, 113
 Equal Educational Opportunity 11
 Equal Opportunity 11
 Final Week 31
 Sexual Harrassment 11
 Standards of Satisfactory Academic Progress 17
 Political Science
 Courses 91
 Department 61
 Portfolio 28
 Program of Study, Changes to the Approved 28
 Program of Study/Degree Audit 27
 Program Origins 5
 Psychology
 Courses 92
 Department 61
 Public Service 9

R

Reading K-12 MAEd Degree 56
 Readmission 14
 Refunds
 Room and Board 16
 Tuition 24

Registration
 Late 23
 WebEASI 23
 Reichenbach Scholarship 19
 Repeated Courses 26
 Residency Classification for Tuition Purposes 15
 Return of Title IV Funds 17

S

Scholarly Study Requirements 28
 Scholarships
 Graduate Student 19
 Non-Resident for Tuition 19
 Reichenbach 19
 School Principalship 7-12 MAEd Degree 45
 School Principalship K-6 MAEd Degree 44
 School Psychology EdS Degree 42
 School Superintendent EdS Degree 47
 Science Teaching MEd Degree 54
 Science Teaching Program 54
 Secondary School Counseling MEd Degree 40
 Sexual Harrassment Policy 11
 Simultaneous Matriculation 14
 Sociology, Geography and Earth Science
 Department 61
 Special Education MEd Degree 57
 Specialist Degree 21
 Special Needs, Students with 12
 Special Topics Courses 28
 Speech, Language and Hearing Clinic 23
 Speech/Language Pathology MEd Degree 38
 Standards of Satisfactory Academic Progress Policy 17
 Statement of Mission 5
 Student Affairs MEd Degree 41
 Student Class Loads 25
 Student Regents 6
 Students with Disabilities 12, 21, 56, 90, 101
 Students with Special Needs 12
 Supervisor of an Academic Area MAEd Degree 45
 Supervisor of Special Education MAEd Degree 46

T

Teacher Education
 Courses 95
 Department 55
 Program 55
 Testing Center 23
 Textbooks 17
 Thesis, Field Study and Scholarly Study Requirements 28
 Thesis Requirements 28
 Time Limit for Graduate Degrees 28
 Traditional Grading/Scholarship Quality Points 25
 Transcript 3
 Transfer Credit 28
 Tuition Scholarships for Non-Residents 19

W

Walker Art Gallery 23
 WebEASI, Registration by 23
 Welcome 1
 Withdrawal from the University of Nebraska at Kearney 24
 Withdrawing from Courses 23
 Writing Project 28