

## 2011-2012 GRADUATE CATALOG

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 2011-2012 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 has not taken courses for more than four calendar years, the student must reapply. If the student is seeking 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.

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## How to Use the Catalog

The Calendar in the beginning of this catalog emphasizes noteworthy dates in the academic year.

The General Information section provides a history of UNK, as well as information about the facilities and policies on campus.

The Graduate Studies Information section explains the origin of the graduate programs at UNK, as well as the organization, mission, and objectives of Graduate Studies.

The Admissions Information section outlines the appropriate procedures for applying to UNK as a postgraduate or graduate student.

The Financial Information section provides options to help students plan for expenses, as well as information about how UNK can help qualified students meet educational expenses.

The Academic Information section explains the degrees, academic programs, and opportunities available to students. The Academic Regulations detail the various procedures, requirements and regulations that affect students while at UNK. The institutional academic policies described in the Academic Information section are subject to change. While program-specific requirements are tied to the student's catalog, every student is held to the most current version of the institutional academic policies.

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 are included, in addition to the specific requirements for each degree.

The Non-Degree 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.

Descriptions of the courses offered by UNK are available 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.

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The catalog is also available in an [online format](#).



## Directory of Graduate Programs

Entries organized by Department.

**A****Art and Art History**

Art Education M.A.Ed.

**B****Biology M.S.**

Thesis Option

Non-Thesis Option

**Business Administration M.B.A.**

Generalist Track

Accounting Track

Human Services Track

**C****Communication Disorders**

Speech/Language Pathology M.S.Ed.

**Counseling and School Psychology**

School Counseling-Elementary M.S.Ed.

School Counseling-Secondary M.S.Ed.

School Counseling-Student Affairs M.S.Ed.

Clinical Mental Health Counseling M.S.Ed.

Counseling Ed.S.

School Psychology Ed.S.

**E****Educational Administration**

School Principalship PK-8 M.A.Ed.

School Principalship 7-12 M.A.Ed.

Curriculum Supervisor of Academic Area M.A.Ed.

Supervisor of Special Education M.A.Ed.

School Superintendent Ed.S.

**English M.A.**

Literature Emphasis - Thesis Option

Literature Emphasis - Examination Option

Creative Writing Emphasis

**H****Health, Physical Education, Recreation and Leisure Studies**

Physical Education Exercise Science M.A.Ed.

General Physical Education M.A.Ed.

Sports Administration Specialization

Recreation and Leisure Specialization

Physical Education Master Teacher M.A.Ed.

Pedagogy Emphasis

Special Populations Emphasis

**History M.A.**

Thesis Option

Non-Thesis Option

Graduate Certificate in History

**M****Modern Languages**

Spanish Education M.A.Ed.

**Music Education M.A.Ed.****S****Science/Math Education M.S.Ed.****T****Teacher Education**

Curriculum and Instruction M.A.Ed.

Early Childhood Education Concentration

Elementary Education Concentration

Reading/Special Education Concentration

English as a Second Language Concentration

Secondary Education Concentration

Instructional Effectiveness Concentration

Reading PK-12 M.A.Ed.

Special Education M.A.Ed.

Gifted Emphasis

Advanced Practitioner Emphasis

Mild/Moderate Emphasis

Instructional Technology M.S.Ed.

Instructional Technology Concentration

School Librarian Concentration

Information Technology Concentration

## Building Abbreviations

ALUM - Alumni House

ANTH - Antelope Hall

BHS - Bruner Hall of Science

CMCT - Communications Center

COE - College of Education

CONH - Conrad Hall

COPH - Copeland Hall

CPST - Cope Stadium

CTW - Centennial Towers West

CTE - Centennial Towers East

CUP - Central Utilities Plant

CUSH - Cushing Coliseum

FAB - Fine Arts Building

FABW - Fine Arts Art Wing

FAC - Facilities Building

FACA - Facilities Auxiliary Building at the Spillway

FFB - Foster Field

FNDH - Founders Hall

FRNK - Frank House

GSB - General Services Building

GRNH - Greenhouse

HSC - Health and Sports Center

LIBR - Calvin T. Ryan Library

MANH - Mantor Hall

MARH - Martin Hall

MENH - Men's Hall

MONA - Museum of Nebraska Art

MSAB - Memorial Student Affairs Building

NFH - North Field House - Foster Field

NSTH - Nester Hall

NSU - Nebraskan Student Union

OCKC - Ockinga Seminar Center

OTOL - Otto Olsen

RANH - Randall Hall  
 SFTC - Safety Center (Cope Nebraska)  
 SFTCA - Safety Center Addition (Cope Nebraska)  
 STOH - Stout Hall  
 THMH - Thomas Hall  
 UF - University of Nebraska Foundation  
 UNIH - University Heights  
 URN - University Residence North  
 URS - University Residence South  
 WLCH - Welch Hall  
 WSTC - West Center Building

## 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

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to degree audit on-line 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.

# GRADUATE Academic Calendar

UNIVERSITY OF NEBRASKA **UNK** KEARNEY

## Fall Semester 2011

### August 19, Friday

Open registration 1:00-3:00 p.m.

### August 22, Monday

All classes begin

### September 5, Monday

Labor Day Break - No classes

### September 6, Tuesday

Classes reconvene

### September 15, Thursday

Deadline to apply for December graduation

### October 17-18, Monday-Tuesday

Fall Break - No classes

### October 19, Wednesday

Classes reconvene

### November 11, Friday

Deadline for completion of comprehensive examinations for degree candidates

### November 23-26, Wednesday-Saturday

Thanksgiving Break - No classes

### November 25, Friday

Deadline for filing report of comprehensive exams

### November 28, Monday

Classes reconvene

### December 2, Friday

Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office

### December 12-15, Monday-Thursday

Final week

### December 16, Friday

Commencement

## Spring Semester 2012

### January 6, Friday

Open registration 1:00-3:00 p.m.

### January 9, Monday

All classes begin

### January 16, Monday

Martin Luther King Jr. Day - No classes

### January 17, Tuesday

Classes reconvene

### February 1, Wednesday

Deadline to apply for May graduation

### March 18-25, Sunday-Sunday

Spring break - No classes

### March 26, Monday

Classes reconvene

### March 30, Friday

Deadline for completion of comprehensive examinations for degree candidates

### April 13, Friday

Deadline for filing report of comprehensive exams

### April 20, Friday

Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office

### April 30-May 3, Monday-Thursday

Final week

### May 4, Friday

Commencement

## Summer Session 2012

### 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

### June 22, Friday

Deadline for completion of comprehensive examinations for degree candidates

### July 4, Wednesday

Independence Day Break - No classes

### July 5, Thursday

Classes reconvene

### July 6, Friday

Deadline for filing report of comprehensive exams

### July 13, Friday

Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office

### July 26, Thursday

Term ends

### July 27, Friday

Commencement

## Fall Semester 2012

### August 17, Friday

Open registration 1:00-3:00 p.m.

### August 20, 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 15-16, Monday-Tuesday

Fall Break - No classes

### October 17, Wednesday

Classes reconvene

### November 16, Friday

Deadline for completion of comprehensive examinations for degree candidates

### November 21-24, Wednesday-Saturday

Thanksgiving Break - No classes

### November 26, Monday

Classes reconvene

### November 30, Friday

Deadline for filing report of comprehensive exams

### December 7, Friday

Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office

### December 10-13, Monday-Thursday

Final week

### December 14, Friday

Commencement

## Spring Semester 2013

### January 4, Friday

Open registration 1:00-3:00 p.m.

### January 7, 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 17-24, Sunday-Sunday

Spring break - No classes

### March 25, Monday

Classes reconvene

### March 29, Friday

Deadline for completion of comprehensive examinations for degree candidates

### April 12, Friday

Deadline for filing report of comprehensive exams

### April 19, Friday

Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office

### April 29-May 2, Monday-Thursday

Final week

### May 3, Friday

Commencement

## Summer Session 2013

### May 6, Monday

Classes begin

### May 27, Monday

Memorial Day - No classes

### May 28, Tuesday

Classes reconvene

### June 17, Monday

Deadline to apply for summer graduation

### June 28, Friday

Deadline for completion of comprehensive examinations for degree candidates

### July 4, Thursday

Independence Day Break - No classes

### July 5, Friday

Classes reconvene

### July 12, Friday

Deadline for filing report of comprehensive exams

### July 19, Friday

Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office

### July 25, Thursday

Term ends

### July 26, Friday

Commencement

# GRADUATE

## 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

#### UNK Mission

The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

#### UNK Vision

The University of Nebraska at Kearney will achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in a democratic, multicultural society.

Key to such improvement will be: clear focus on mission imperatives, fidelity to historic core values, and continuous and rigorous self-appraisal or assessment of outcomes.

### 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.

### Governance

#### University of Nebraska Board of Regents

	District	Term
Timothy F. Clare, J.D., Lincoln	1	2008
Howard L. Hawks, M.B.A., Omaha	2	2002
Chuck Hassebrook, B.A., Lyons	3	1994
Robert L. Whitehouse, Chair, Ed.S., Papillion	4	2006
James E. McClurg, Vice Chair, Ph.D., Lincoln	5	2002
Kent Schroeder, J.D., Kearney	6	1998
Robert A. Phares, Chair, B.A., North Platte	7	2006
Randolph M. Ferlic, M.D., Omaha	8	2000

#### Student Regents

	Institution	Term
Jordan Gonzales	UNK	2012
Lane Carr	UNL	2012
Jeremy Peterson	UNMC	2012
Liz O'Connor	UNO	2012

#### University of Nebraska Central Administration

*James B. Milliken, J.D., President*  
*Linda Pratt, Ph.D., Executive Vice President and Provost*  
*David Lechner, B.S.B.A., Vice President for Business and Finance*  
*Joel D. Pedersen, J.D., Vice President and General Counsel*  
*Carmen K. Maurer, J.D., Interim Corporation Secretary*  
*Ronnie Green, Vice President and Vice Chancellor of Agriculture and Natural Resources*

#### University of Nebraska at Kearney Administration

*Douglas A. Kristensen, J.D., Chancellor*  
*Charles J. Bicak, Ph.D., Senior Vice Chancellor for Academic and Student Affairs*  
*Curtis Carlson, M.A., Vice Chancellor for University Relations*  
*Barbara Johnson, M.B.A., 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

*Timothy Burkink, Ph.D., Dean of Business and Technology*  
*Ed Scantling, Ph.D., Dean of Education*  
*William Jurma, Ph.D., Dean of Fine Arts and Humanities*  
*Kenya Taylor, Ed.D., Dean of Graduate Studies and Research*  
*Janet Stoeger Wilke, M.S., M.A.L.I.S., Dean of the Library*  
*John La Duke, Dean of Natural and Social Sciences*  
*Joseph Oravec, Ph.D., Dean for Student Affairs*



## Accreditations

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



Additional discipline specific accreditations and certifications include:

- AACSB International - The Association to Advance Collegiate Schools of Business (AACSB) (Business programs)
- American Chemical Society Approved List of Programs (Chemistry)
- Association of Technology, Management, and Applied Engineering (ATMAE) (Aviation Systems Management, Construction Management, Industrial Distribution, Telecommunications Management)
- Commission on Accreditation of Athletic Training Education (CAATE) (Athletic Training)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Community Counseling)
- Council for Interior Design Accreditation (CIDA) (Interior Design)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (Speech-Language Pathology)
- Council on Social Work Education (CSWE) (Social Work)
- International Registry of Counsellor Education Programs (IRCEP) (Counselor Education)
- International School Psychology Association (ISPA) (School Psychology)
- National Association of Schools of Music (NASM) (Music)
- National Association of School Psychologists (School Psychology)
- National Council on Family Relations (NCFR) (Family Studies)
- National Kitchen and Bath Association (NKBA) (Interior Design)
- Nebraska Department of Education (Teacher Education)

The following accreditations are of the UNMC College of Nursing-Kearney Division:

- Nebraska State Board of Nursing (Nursing)
- Committee on College Nursing Education (CCNE) (Nursing)

\*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 data at UNK.

The SVCASA 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 SVCASA and college deans on assessment planning and with Department Chairs and faculty on implementation. The Assessment Office oversees two committees - the Assessment 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 [www.unk.edu/academicaffairs/assessment/](http://www.unk.edu/academicaffairs/assessment/) for more information about assessment at UNK.

## 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 47 buildings on the 514-acre campus of UNK. The major buildings are:

### William E. Bruner Hall of Science

Built in 1966, the original Bruner Hall of Science footprint was 84,900 gross square feet, but in 1987 a 15,320 GSF Lecture Hall added three additional levels. In 2004 deferred maintenance renovations upgraded building systems at a cost of \$6.4 million. In 2009 a \$14 million renovation addressed the upgrade of 47,000 GSF, the razing of Mary Morse Lecture Hall and the construction of a 17,800 GSF new addition. The renovation upgraded and enhanced teaching and research labs and support spaces within the existing building. The addition features a new planetarium and offices for the Health Science Programs, classrooms and student lounge space. Other departments occupying the building are Biology, Chemistry and Physics.

### Calvin T. Ryan Library

This building was erected in 1963. An addition in 1983 doubled the size of the facility. The Learning Commons (which includes Peer Tutoring and the Writing Center) is housed in the Library. The attached Mitchell Center includes radio and television broadcasting facilities and houses the Communication Department and Antelope Newspaper offices.

### 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 Creative Services on

the first level, Video Services on the second level and eCampus on the third level.

### **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 and work areas for Facilities Management and Planning and Police and Parking Services.

### **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. The Fine Arts Recital Hall and Miriam Drake Theatre on the first level and the Studio Theatre on the lower level provide space for student and faculty performances.

### **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 Affairs, 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, and faculty offices and classrooms for Departments of Criminal Justice and Social Work, Mathematics and Statistics and Political Science in the College of Natural & Social Sciences.

### **Frank House**

The Historic Frank House mansion was constructed in 1889 and is listed on the National Register of Historic Places. It was wired for electricity during construction and included bathrooms, steam heat, servant's quarter, ten fireplaces and hand-carved oak woodwork. Its focal point is a large Tiffany stained glass window. Restoration of the house is an on-going project. 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 public offices of Facilities Management and Planning and Police and Parking Services.

### **Health and Sports Center**

Dedicated during the fall of 1990, this facility houses UNK's indoor spectator sports. In addition, offices for the UNK intercollegiate athletics sports teams and the Athletic Director staff, 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, Academic and Career Services Office, Student Support Services, Financial Aid, Women's Center and Counseling and Health Care (CHC).

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### **The Museum of Nebraska Art**

Located on the Bricks in downtown Kearney, the Museum of Nebraska Art (MONA) is housed in a beautifully renovated 1911 Renaissance revival building listed on the National Register of Historic Places, providing an ideal setting for its collection of over 5,000 works. Dedicated to telling the story of Nebraska through the art of Nebraska, MONA exhibits the work of a distinguished and diverse group of artists with a tie to Nebraska or by artists from around the world who have depicted Nebraska subjects. Originally a Post Office, the building was remodeled and expanded in 1993 and includes an outdoor sculpture garden. The UNK community of students, faculty, and staff visit and are welcomed to MONA for a variety of classes, programs, and activities.

### **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, UNK food service operations, the campus bookstore and conference space.

### **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 eleven residence halls and University Heights apartments to accommodate students residing on campus. Two residence halls with 2- and 4-bedroom suite living arrangements became available in the fall of 2007 and 2008. In addition, in 2008 UNK began an \$18 million renewal of residential space which will continue over six years. Renovations to all of the halls will include replacement of furniture, paint and carpeting, sprinkler additions, remodeled restrooms, HVAC improvements and abatement.

### **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

[www.unkalumni.org](http://www.unkalumni.org)

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 36,000 alumni are now in the files of the Association.

The Association produces UNK Today, a magazine published twice annually, maintains an alumni database, hosts reunions, coordinates Homecoming activities, sponsors Student Alumni Foundation and Gold Torch Mentoring Society, and facilitates the Distinguished Alumni, Alumni Service, Young Alumni 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 built to be 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.

The University of Nebraska Foundation  
214 W. 39th, P.O. Box 2678  
Kearney, NE 68848-2678  
Phone: 308-698-5270

## Clean Air Policy

No tobacco products may be used in facilities or vehicles of the University of Nebraska at Kearney except as specifically delineated below.

- Use of tobacco products on 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.

UNK will attempt to aid persons who wish to stop smoking by providing remedial mechanisms authorized by the University's benefits program.

## Computing Policies

Guidelines for the Use of Information Technology Resources at 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 115-118.

## Nondiscrimination Policy Statement

### University of Nebraska at Kearney - March 1995

The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based on age, color, disability, family status (under FMLA), genetic information, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, or veteran status.

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. This policy is enforced by federal law and the University of Nebraska Board of Regents policies. The Director of Affirmative Action/Equal Opportunity monitors the University of Nebraska at Kearney's affirmative action and equal opportunity policies.

A work and academic environment free of discrimination is the responsibility of every member of the campus community. Students, faculty, staff, and administrators may assist parties in bringing forward inquiries or complaints of alleged prohibited discrimination. Inquiries about the Nondiscrimination or Sexual Harassment Policies and Grievance Procedures Relating to Alleged Prohibited Discrimination may be made to a University Representative (i.e. Director, Department Chair, Dean, Vice Chancellor, or AA/EO Director.) University representatives shall observe confidentiality with respect to any matter brought under the Grievance Procedures Relating to Alleged Prohibited Discrimination. Grievance procedures relating to alleged prohibited discrimination are available to any employee, applicant for employment, student, candidate for admission, campus visitor or other invitee, licensee or university volunteer who believes he or she has not received the benefits of the Nondiscrimination or Sexual Harassment Policies. There shall be no retaliation against any person who in good faith participates in or takes advantage of these procedures. The University reserves the right to take appropriate action against prohibited discrimination affecting the academic or work environment in the absence of a complaint from an individual. Some incidences are reportable as violations of the Clery Act, confidentiality can be maintained.

*Updated October 2010*

## Equal Educational Opportunity Policy

### University of Nebraska at Kearney - April 1992

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 age, color, disability, family status (under FMLA), genetic information, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, 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.

*Updated October 2010*

## Sexual Harassment Policy

### University of Nebraska at Kearney - March 1995

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.

Sexual harassment will not be tolerated in the work or academic environment, nor will acts of sexual harassment be permitted outside the work or academic environment if such acts affect the normal work or academic environment.

Inquiries or complaints about sexual harassment and this policy may be made to University representatives and will not be acted upon until an informal or formal complaint is made. (However some incidences are reportable as violations of the Clery Act, confidentiality can be maintained). Persons designated to receive inquiries are the Dean of Student Affairs or the Director of Human Resources, both located in Founders Hall, or any Director, Department Chair, Dean or Vice Chancellor.

For information regarding sexual harassment complaints or grievances refer to the University of Nebraska at Kearney Grievance Procedures Relating to Alleged Prohibited Discrimination at [www.unk.edu/offices/aaeo.aspx?id=1522](http://www.unk.edu/offices/aaeo.aspx?id=1522).

See also U.S. Department of Education, Office for Civil Rights at [www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)

## Students with Disabilities/ Special Needs

The staff in the Disability Services area, which is part of the Academic Success Department, assist students in negotiating disability related barriers and strive to improve access to University programs, activities, and facilities. Students who wish to voice concerns or discuss University access, policies and procedures are encouraged to contact the office at 308-865-8798 or the ADA/504 Compliance Officer at (308) 865-8655. For more information visit the website at: [www.unk.edu/offices/disabilityservices.aspx?id=13654](http://www.unk.edu/offices/disabilityservices.aspx?id=13654)

## HEALTH AND SAFETY

In order to perform well academically, students need to be in good health and feel safe in the campus environment. UNK strives to provide students with access to high quality health care and to provide a safe campus environment.

### Crisis Management Immediate Resources

[www.unk.edu/crisis/](http://www.unk.edu/crisis/)

The Division of Student Affairs Office assists students, faculty, and staff with any issues or concerns that may affect a student's ability to succeed at UNK. Concern for a student may require referral to other resources for specific attention. Refer to the Crisis Management web page for available resources: [www.unk.edu/crisis](http://www.unk.edu/crisis). For immediate assistance call Police and Parking Services at 627-4811 or 911.

### Police and Parking Services

General Services Building  
(308) 865-8517 (if no answer, 627-4811)  
[www.unk.edu/police/](http://www.unk.edu/police/)

Police and Parking Services partners with students, faculty, staff and visitors to provide a safe, protected and orderly environment. This is to include, but not limited to, enforcing all University policies, state, federal and local laws, providing security, crime prevention resources, the safe walk service, and monitoring campus parking. Officers are trained through the Nebraska Law Enforcement Training Academy and are commissioned as State Deputy Sheriffs giving them full arrest powers. For more detailed information concerning Police and Parking Services, go to their website.

Copies of the following are available upon request at the Police and Parking Services Office or via the Office of Police and Parking Services website: [www.unk.edu/annual\\_security\\_report](http://www.unk.edu/annual_security_report).

#### • Annual Security and Fire Compliance Document

- Annual Security Report
- Disclosure
- Authority/ Working Relationship with State and Local Police
- Reporting of Criminal Activities and Emergencies
- University Notification/Safety Alerts
- Crime Stats
- Emergency Response and Evacuation Procedures
- Firearms and Weapons Policy
- Missing Persons Policy
- Drug and Alcohol Policy
- Sexual Misconduct Policy
- Sex Offender Registry and Access to Related Information
- Crime Prevention
- Other Educational Classes
- Access to Campus Facilities
- Maintenance and Security of Campus Facilities
- Preparation of Annual Security Report

- Drug Free Schools and Campus Regulations Report
  - Drug and Alcohol Policy
  - Other Educational Classes
  - Drug and Crime Prevention: Description of Applicable Legal Sanctions Under Federal, State or Local Law for Unlawful Possession or Distribution of Illicit Drugs and Alcohol
  - Drug and Crime Prevention: Description of available drug or alcohol counseling, treatment or rehabilitation or re-entry programs
  - Drug Charts (.pdf)
- The Sex Offenders Registry Listing

### PARKING REGULATIONS SUMMARY

Through the Board of Regents, UNK is authorized to establish and enforce parking regulations and levy penalties to control parking. In order to regulate parking, permits are sold starting the first week in July at the Parking Services Office in the General Services Building or the Finance Office in Founders Hall. For information regarding permits, fees, and other parking regulations go to: [www.unk.edu/parking](http://www.unk.edu/parking).

## Health Education

Memorial Student Affairs Building  
(308) 865-8092

[www.unk.edu/offices/studenthealth/peerhealth/Peer\\_Health\\_Education/](http://www.unk.edu/offices/studenthealth/peerhealth/Peer_Health_Education/)

The Peer Health Education program provides comprehensive health education to the UNK campus and the Kearney community. It seeks to promote health and wellness and prevent negative consequences from high-risk behaviors by supporting healthy life-styles and risk-free choices in an environment that upholds healthy social norms. UNK students are selected and trained to present educational programs for their peers and community members. Peer Health offers a number of programs on alcohol, tobacco, sexual health and body image. Make a difference. Get involved!

For additional information on our alcohol education program, visit [www.itaintpretty.org](http://www.itaintpretty.org)

## Counseling & Health Care

Conveniently located, CHC is inside the Memorial Student Affairs Building (MSAB) in the middle of UNK's campus. Medical and mental health records are privileged communication and strict policies protect confidentiality. Information from records will not be released without **written** authorization from the student.

*Eligibility for Counseling and Health Care Services:* Services at Counseling and Health Care are available for students who have paid the semester health fee. Students are required to present a photo ID to access the services of Counseling and Health Care.

### Counseling Care

Phone: 865-8248

Emergency Crisis Phone (after business hours): 308-224-4956

Hours: Monday - Friday 8:00 a.m. to 5:00 p.m.

Location: Memorial Student Affairs Building,  
South Hallway, Room 144

Website: [www.unk.edu/offices/counseling/](http://www.unk.edu/offices/counseling/)

UNK's Counseling Care provides personal counseling services intended to empower students in making healthy life choices for personal growth and

academic success. The American Counseling Association Code of Ethics and Standards of Practice serve as a guide in its provision of services. Strict confidentiality is a core principle. Students who are currently enrolled at UNK may choose to benefit from Counseling Care's:

- Nationally certified and state licensed, professional counselors
- Licensed Alcohol and Drug Counselors
  - Court-ordered alcohol and drug counseling
- Individual counseling sessions
- Couple, family, and group counseling sessions
- Support groups on a variety of issues
- Professional referrals to community resources as appropriate

*Personal Counseling Services:* Counseling provides an opportunity to talk with a trained professional about personal concerns. Each semester's paid Counseling & Health Care fee covers all sessions. A \$5 fee will be charged for no shows. Services provide opportunities to explore oneself and different ways of approaching various individual situations. CHC's counselors enhance students' abilities to become more successful at solving their own unique personal problems. Counseling may involve exploring relationship issues, stress, academic pressures, homesickness, depression, eating disorders, drug/alcohol abuse, anxiety, grief, sexuality issues (choices, pregnancy, and assault), addictions, and more.

### Health Care

Phone: 865-8218

Hours: Health Care is available 8:30 to 4:00 Monday, Tuesday, Wednesday, and Friday and 8:30 to 6:00 on Thursday

Location: Memorial Student Affairs Building,  
Northwest Door, Room 184

Website: [www.unk.edu/offices/studenthealth/](http://www.unk.edu/offices/studenthealth/)

UNK's Health Care is an on-campus medical clinic. Fully licensed and qualified medical and nursing professionals are available to provide primary health care services for UNK students.

*Pre-Enrollment Health Requirement Form:* All new students, including transfer and graduate students, are required to complete this form (also available online). Students under 19 need to have a parent's signature on this form.

The **State of Nebraska** requires that all students born after 1956 must provide the month, day, and year of two MMR (mumps, measles [rubeola], and rubella) vaccinations. Students may also prove immunity by presenting a rubeola antibody titer test result or documentation of physician diagnosed rubeola disease. **Students must be in compliance with these requirements or they will not be permitted to register for classes.**

UNK's CHC **strongly recommends** that all students living on campus be vaccinated for bacterial meningitis and influenza. Legislation has passed in the Nebraska Unicameral which requires the University of Nebraska System to provide parents and students with information about the meningitis vaccine. This information is received with the housing contract. Both vaccines for meningitis and influenza are available at UNK's Health Care.

It is **federally required** that international students and students determined to be at high risk receive tuberculosis testing at UNK's Health Care upon arrival. A chest x-ray is done following a positive TB test.

*Health Care Services:* Registered nurses assess all students and schedule appointments with a nurse practitioner or physician as needed. Each semester's Health Care fee covers office visits with all Health Care clinic providers as well as minor procedures, treatments, and health education. Additional services are available at nominal fees and include:

- Laboratory testing
- Vaccinations
- Allergy injections
- Minor office medical procedures
- Crutches
- Burn and wound care
- Gynecological exams and testing
- Contraception counseling
- Sexually transmitted infections screening

Health Care contracts with physicians from a local primary care clinic for more complex procedures, laboratory, and radiology services. Students evaluated at Health Care and referred to the off-site medical clinic **with a written memo** will not be charged for the off-site office visit. Usual and customary charges apply for any procedures or diagnostic testing done at this clinic. Current health insurance information is needed to access these services at this clinic.

*Health Insurance:* UNK Health Care may not be a PPO provider with an individual student's insurance company. All UNK students are expected to (international students **will**\*) have health and accident insurance coverage. A health insurance plan\*\* is available to all students enrolled in 7 or more credit hours per semester. Contact HC to obtain a plan brochure and application.

***\*International students are required to have health insurance and will be charged for the cost of the insurance plan unless the International Student Services office approves a waiver. The waiver is provided only when the student exhibits proof of current, acceptable coverage.***

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***\*\*Please note that the insurance coverage will not cover all costs. Students desiring complete coverage may carry a supplemental plan of their choice.***

### **Women's Center**

Phone: 865-8279

Location: Memorial Student Affairs Building, South Hallway, Room 158

Website: [www.unk.edu/offices/womenscenter/](http://www.unk.edu/offices/womenscenter/)

A Chancellor-appointed office designed to empower, encourage, and support women to succeed. The Women's Center fosters a campus community in which women and men experience living and working together in a mutually respectful environment. It provides a space to meet, study, and access resources designed to empower full and healthy lives right here at UNK.

# GRADUATE Graduate Studies Information

## Office of Graduate Studies and Research Role and Mission

The University of Nebraska at Kearney offers masters and specialist degree programs in selected areas of study determined by the educational needs of the citizens of the region and by academic resources. The Office of Graduate Studies and Research (GSR) is responsible for the governance of graduate instructional programs through the policies of the University of Nebraska Graduate College and the University of Nebraska at Kearney Graduate Council. Graduate Studies and Research encourages, facilitates, and supports the research and creative activities of faculty and students in all units of the university.

The mission of the Office of Graduate Studies and Research is to promote, support, and advance an inclusive community of scholars and learners who participate in high quality graduate programs. The office's functional units work with faculty and staff from across the university to create and foster the highest quality academic programs. The GSR is committed to serving students and faculty through responsive support programs and advocating for excellence in all areas of discovery, creativity, and scholarship. To this end, the Office of Graduate Studies and Research will be responsive and innovative in developing policies, procedures, and activities that support graduate education and student and faculty research at the University of Nebraska at Kearney.

The Office of Graduate Studies and Research has as its central purposes:

1. To provide support for graduate programs through the leadership of the Dean and the Graduate Council, representing the graduate faculty;
2. To ensure the quality of graduate programs through support for program self-assessment and through regular program review;
3. To meet the needs of qualified students by providing access to graduate programs and opportunities for continued professional and personal development; and
4. To stimulate and support creative, scholarly, and research activity through the Office of Sponsored Programs, the Research Services Council, the Undergraduate Research Council, and the Office of Undergraduate Research.

## 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 of Graduate Studies

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.

## 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 serve as liaisons 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

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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 (2011-2012)

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

Janet Trewin Ph.D., Accounting and Finance  
David Palmer Ph.D., Management  
Sri Seshadri Ph.D., Marketing and Management Information Systems

##### College of Education

Max McFarland Ed.D., Counseling and School Psychology  
Ken Nelson Ed.D., Educational Administration  
Marta Moorman Ed.D., Health, Physical Education,  
Recreation and Leisure Studies

##### 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 Shaffer Ph.D., Biology  
Annette Moser Ph.D., Chemistry  
Mark Ellis Ph.D., History

**Executive Graduate Council Representatives**

Julie Shaffer Ph.D., Biology  
Valerie Cisler D.M.A., Music

**At-Large Members**

Linda Crowe Ph.D., Communication Disorders  
Kathryn Zuckweiler Ph.D., Management  
Glen Powell Ph.D., Teacher Education

**Liaison Representatives**

Sheryl Heidenreich M.L.I.S., Library

## Department and Graduate Program Committee (GPC) Chairs (2011-2012)

**Art**

Doug Waterfield, Department Chair  
Donna Alden, GPC Chair  
aldend1@unk.edu

**Biology**

Joseph Springer, Department Chair  
Julie Shaffer, GPC Chair  
shafferjj@unk.edu

**Business Administration**

Srivatsa Seshadri, Director and GPC chair  
seshadris@unk.edu

**Communication Disorders**

Linda Crowe, Chair  
Jan Moore, GPC Chair  
mooreja2@unk.edu

**Counseling & School Psychology**

Grace Mims, Department Chair  
mimsga@unk.edu  
David Hof, Counselor Education GPC Chair  
hofdd@unk.edu  
Robin Sobansky, School Psychology GPC Chair  
sobanskyrr@unk.edu

**Educational Administration**

Patricia Cruzeiro, Department Chair and GPC Chair  
cruzeiropa@unk.edu

**English**

Derek Royal, Department Chair  
Robert Luscher, GPC Chair  
luscherr@unk.edu

**Health, P.E., Recreation and Leisure Studies**

Nita Unruh, Department Chair  
Todd Barteet, GPC Chair  
barteet2@unk.edu

**History**

Vernon Volpe, Department Chair  
Mark Ellis, GPC Chair  
ellismr@unk.edu

**Modern Languages**

Sonja Kropp, Department Chair  
Herbert Craig, GPC Chair  
craigh@unk.edu

**Music**

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

**Science/Math Education**

Joseph Springer, Biology Department Chair  
Kerri Farnsworth-Hoback, GPC Chair  
farnsworthkm@unk.edu

**Teacher Education**

Dennis Potthoff, Department Chair  
Joan Lewis, GPC Co-Chair  
lewisjd@unk.edu  
Dawn Mollenkopf, GPC Co-Chair  
mollenkopfdl@unk.edu

# GRADUATE

## 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, or employment requirements. 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, 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

<https://admit.nebraska.edu/applyUNK/login.action>.

Application deadlines are as follows unless stated differently by the department:

June 15 for Fall admission;  
October 15 for Spring admission;  
March 15 for Summer admission.

All degree-seeking applicants must:

1. Submit a formal application for admission electronically and pay the application fee, if applicable;
2. Request directly from any University or College attended previously, an official transcript of all undergraduate and graduate course work to be sent to the Graduate Admissions office;
3. Comply with departmental admission 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. Official results of a satisfactorily completed entrance exam (if required) 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 must pursue a specific educational objective (ex. pre-MBA) to attend UNK. They are not eligible to enroll under a general non-degree status. Degree seeking international students must meet the following admission requirements:

1. Submit the Graduate Online Application Form found at <https://admit.nebraska.edu/applyUNK/login.action>;
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: [www.naces.org/members.htm](http://www.naces.org/members.htm). Copies of a transcript or mark sheets must also be submitted to the Graduate office.
3. Have an educational background equivalent to a United States bachelor's degree;
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 international students begin the admission process six months prior to their anticipated arrival to allow enough time for the credential evaluation process, department decision and if admitted, for documents to arrive in time to set visa appointments. It is recommended that students interested in applying for a graduate assistantship position have a completed application by April 15 to be considered for a position beginning in the fall term. See graduate assistantship information on page 21.

## 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 two 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.

## Residence 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 any 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. Students who have been classified as a nonresident and feel they qualify for resident status should review the "Application for Residence Classification for Tuition Purposes," 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 a 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.

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## Financial Information

For the most current information on tuition and fees, contact the Finance Office at 308-865-8524 or visit their website at: [www.unk.edu/offices/student\\_accounts/](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.

### Summary Of Costs Per Semester

#### (2011-2012 Rates)

##### On-Campus Course Fees

Tuition (Resident).....	\$208.75/hr
Tuition (Non-Resident).....	\$431.50/hr
Academic Success Fee .....	\$2.50/hr
Collegiate Readership Fee .....	\$3.00
Facilities Fee.....	\$6.00/hr
Health and Counseling Fee .....	\$80.00
ID Card Fee .....	\$4.00
Library Fee.....	\$3.00/hr
Multicultural Affairs Fee .....	\$1.50
Student Activity Fee .....	\$14.00
Student Event Ticket Fee.....	\$62.00
Student Records Fee.....	\$4.00
Student Union Fee.....	\$50.00
Technology Fee .....	\$10.00/hr
Weight Room Fee.....	\$1.00/hr (max 12 hrs)

##### Distance Course Fees

eCampus Tuition (Resident) .....	\$245.00/hr
eCampus Tuition (Non-Resident) .....	\$399.00/hr
eCampus Biology Tuition (Resident) .....	\$250.00/hr
eCampus Biology Tuition (Non-Resident).....	\$444.00/hr
eCampus College of Education Tuition (Non-Resident)...	\$375.00/hr
Distance Education Fee.....	\$25/hr
Library Fee.....	\$3.00/hr
Student Records Fee.....	\$4.00
Technology Fee .....	\$10.00/hr

Tuition, fees and other charges may be changed at any time by the Board of Regents of the University of Nebraska.

### Fees

##### Academic Success Fee

Academic Success Fee (per credit hour).....\$2.50  
Provides services for all students through the Student Support Services, Learning Strategies, Services for Students with Disabilities, First Year Experience, Academic and Career Services, Writing Center and Academic Success offices by means of mentors, tutors and programming. The offices seek to provide services that enhance student academic performance, retention and graduation.

##### 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.

##### Collegiate Readership Program Fee

Regular session, each semester .....\$3.00  
Allows students access to four daily newspapers during the academic year - USA Today, Omaha World-Herald, Kearney Hub. The New York Times is provided by the American Democracy Project. (No summer charge)

##### Facilities Fee

Regular session, per credit hour.....\$6.00  
Summer, per credit hour .....\$3.00  
The Facilities Fee supports ongoing maintenance, repair and operation of student facilities. This fee is charged to all students enrolled in on-campus courses.

##### Health and Counseling Fee

Regular session, each semester .....\$80.00  
Summer, per credit hour .....\$6.50/\$45.50 cap  
(Fee assessed to all students enrolled for 7 or more hours in on-campus courses.) The Health Fee is used to support the Student Health Center. (Summer session - see printed Summer Class Schedule.)

##### ID Card Fee

ID Card Fee (per semester).....\$4.00  
Fee assessed each term student is enrolled for on-campus classes only. Provides student with validated ID card.

##### Late Registration Fee

A student may register late after Open Registration has ended and classes have begun.

A \$15 Late Registration Fee is assessed. All tuition and other fees must be paid at the time of the late registration.

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 term.

*Note: After the scheduled Open Registration period ends, the instructor's or department chairperson's written permission is required for registration/adding a class. A registration, based on extenuating circumstances, beginning the third week of a class requires the written permission of the instructor, the department chairperson, and the dean. Students cannot register for full semester classes following the fourth week of the term.*

##### Library Fee

Library Fee (per credit hour).....\$3.00  
The Library Fee supplements book collections, research materials and serial journal collections. This fee is charged to all enrolled students.

##### Multicultural Affairs Fee

Multicultural Affairs Fee (per semester).....\$1.50  
Multicultural Affairs administers programs and services that foster and develop a supportive environment for students of American ethnic heritage, promotes a multicultural climate conducive to the educational achievement of all students and encourages a global perspective of learning for the campus. This fee supports new programs focused on bringing culturally rich educational events and activities to campus. (No summer charge)

##### Special Fees

Distance Education Delivery Fee (per hour) .....\$25.00  
Education and Credential Service Fee  
Contact the Career Center for specific fee information:  
308-865-8501  
Graduation Fee (all degrees) .....\$25.00  
International Student Fee.....\$25.00  
Certain courses require a materials fee in addition to regular registration fees.

### Student Activity Fee

Regular session, each semester (No summer charge)	
7 or more hours .....	\$14.00
4-6 hours.....	\$7.00
1-3 hours.....	\$3.50

The purpose of the Activity Fee is to help finance student programs. This fee is charged to all students enrolled in on-campus courses.

### Student Event Ticket Fee

Regular session, each session (No summer charge)	
7 or more hours .....	\$62.00
4-6 hours.....	\$31.00
1-3 hours.....	\$15.50

The SET fee permits admission to UNK sponsored events (athletic and fine arts) and supports the intramural program and the Student Talent Development Program. The program enables UNK to participate in opportunities that develop student leadership skills or that provide venues for students to display intellectual talent and other exceptional accomplishment. This fee is charged to all students enrolled in on-campus courses.

### Student Parking Fee (Commuter)

Student Parking Permit Fee (Commuter) .....	\$55.00
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The Parking Fee provides for a permit to park in designated areas on campus. The Parking Fee is not refundable.

### Student Records Fee

Student Records Fee (per semester) .....	\$4.00
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The Student Records Fee provides for lifetime copies of transcripts. This fee is charged to all enrolled students.

### Student Union Fee

7 or more hours .....	\$50.00
4-6 hours.....	\$25.00
1-3 hours.....	\$12.50
summer per hour .....	\$3.00

The Student Union Fee supports the Nebraskan Student Union.

### Technology Fee

Technology Fee .....	\$10.00/hr
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The Technology Fee funds enhance and increase the instructional and informational technology literacy and access for UNK students. This fee is charged to all enrolled students.

### Weight Room Fee

Weight Room Fee .....	\$1.00/hr/\$12 cap
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The Weight Room Fee is used to provide improvements for the student weight and exercise room. (No summer charge)

## 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 [www.unk.edu/offices/reslife/](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

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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.

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. Selected titles available for rent at 55% off new price. Visit the Antelope Bookstore in the Nebraskan Student Union or online at [www.antelopebook.com](http://www.antelopebook.com) for additional information.

## Financial Aid

The University of Nebraska at Kearney provides graduate students with financial assistance in the form of scholarships and loans. The Financial Aid office assists students with financial aid from federal and state resources, the University and private organizations. Frequently students receiving assistance to pay for college 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 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). Additionally graduate students can receive a Graduate PLUS Loan once Stafford Loan eligibility has been exhausted.

The FAFSA can be completed on the internet by going to [www.fafsa.ed.gov](http://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](http://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 the FAFSA will be sent to UNK automatically when a student enters the Title IV School Code (002551) on the FAFSA. 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 the office or at [www.unk.edu](http://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 email with instructions for reviewing the financial aid award letter in MyBLUE. The award letter explains 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](http://www.unk.edu)

Contact the office via e-mail at [finaid1@unk.edu](mailto: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 upon which financial aid was based OR for which financial aid was awarded. Enrollment status and quantitative progress for graduate students are:

- 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 aid. It is 150% of the required program hours as described in this catalog.

- 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 any of the grant 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. Federal Teach 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 9/24/2010.
  - 9/24/2010 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. (Once a student has completed 60% or more of the semester, no aid will need to be returned.)
- 2. Calculate the percentage of unearned aid.
  - John received \$3,668 in Title IV aid.
  - 75% of \$3,668 in financial aid must be returned: \$2,751.
- 3. Calculate the maximum percentage of aid based on cost that the school will have to return.
  - John's bill for the Fall of 2010 was \$2,276
  - 75% of the cost, \$2,276, is \$1,707.
- 4. Calculate the amount of aid the school must return.
  - The school then returns the lesser of \$1,707 (percentage of cost) or \$2,751 (percent of unearned financial aid) to the aid programs.
  - The school returns \$1,707 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 <http://unkemployment.unk.edu>. The website will list all open Graduate 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 remissions 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. These hours must be applicable to the student's Program of Study.

### 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.

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

### Application

Students can find a list of open Graduate Assistantships, as well as instructions for creating an application at <http://unkemployment.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) alums 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. 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 ([www.unk.edu/offices/financialaid.aspx?id=183](http://www.unk.edu/offices/financialaid.aspx?id=183)) and must be submitted by March 1st. For additional information on these scholarships, contact the Financial Aid Office (contact information located at the end of this section).

## 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 Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin to enroll in academic programs at reduced tuition levels. Tuition for MSEP is equal to 150 percent of regular resident tuition. Online programs are not eligible for the MSEP rate; it is only available for on-campus programs. 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: [www.unk.edu/offices/financial\\_aid/](http://www.unk.edu/offices/financial_aid/)

### 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

# GRADUATE

## Academic Information

### 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.

#### Degree Requirements

##### Program of Study/Degree Audit

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

of institutional requirements and program requirements. The approved program of study will be sent along with the student's admission notification letter. Admission to a Master's or Specialist's Degree Program does not necessarily mean Admission to Candidacy for the degree.

##### Transfer Credit

Graduate transfer credits must be earned at another accredited college or university and must be approved by both the Academic Department and the Office of Graduate Studies and Research before they can be applied on a Master's or Specialist's Degree program. No more than nine semester hours of graduate work may be transferred from outside of the University of Nebraska system (UNO, UNL, UNMC). The 9 hour limitation does not apply to graduate course work completed at any campus of the University of Nebraska. However, under no circumstances will a student transfer in more than half of their program combining University of NE hours and the 9 hours allowed outside of the University system. Transfer grades for courses outside the University system must be 3.0 or higher (B- is not accepted). Transfer grades from UNO, UNL or UNMC must be 2.0 or higher (C- is not accepted). Transfer credits will not be applied to a student's program of study until an approved Change in Program of Study form and official transcripts have been received in the Office of Graduate Studies and Research. Please refer to "Changes to the Approved Program of Study."

##### Credit/No-Credit Courses

Only six hours of courses designated as credit/no-credit 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.

##### 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 must be recommended in writing from the student by submitting a Change in Program of Study Form to his/her advisor. 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: [www.unk.edu/academics/gradstudies.aspx?id=947](http://www.unk.edu/academics/gradstudies.aspx?id=947). 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 oral 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 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 and field study writing project may be 3-6 hours of graduate credit on the approved program of study.

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:

- The candidate's thesis professor who will serve as chair,
- A member representing the candidate's major discipline (generally from the degree granting institution),
- A third member representing a related field in the college in which the candidate's major field is located, and
- 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.

It is the responsibility of the student to follow the writing requirements set by the Office of Graduate Studies and Research. Thesis students shall use the "Guidelines for the Preparation of Your Master's Thesis" for their project. A .pdf version of this guide is also available on the Resources page of the Graduate Studies and Research website under THESIS Information. See [www.unk.edu/academics/gradstudies.aspx?id=947](http://www.unk.edu/academics/gradstudies.aspx?id=947). Students completing a Scholarly Study can obtain a guidelines from their advisor in the Counseling & School Psychology Department and students completing a Field Study can request guidelines from their Educational Administration Advisor.

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.

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

- 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.
- Recommend to the Dean of Graduate Studies and Research that the candidate be refused graduation.

**Graduation Procedures**

1. 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://myblue.unk.edu>.
2. Students must have all degree requirements completed prior to participating in a commencement ceremony.
3. A student planning to graduate in December must make application no later than September 15; one planning to graduate in May must make application no later than February 1; and one planning to graduate at the end of the summer session must make application no later than June 15.
4. Students applying on or before the above deadlines will be assessed a \$25 Graduation Fee.
5. All incomplete grades and all academic obligations outside of the term's work must be resolved prior to the date of graduation or other arrangements must be approved by the Office of Student Records and Registration to allow the student to continue with the graduation process. A student must be enrolled in all remaining course work required for the degree in order to be considered for graduation. If all degree requirements are not completed by the anticipated graduation date, then the student must re-apply and again pay the \$25 fee in order to graduate.
6. All financial and procedural obligations to the institution must be met in order for the degree to be awarded. Students with outstanding requirements will be notified of such holds and the degree will not be granted until the obligations are cleared. Students who fail to resolve all obligations will be removed from graduation and must reapply for a future graduation date.
7. Participation in Commencement and/or receipt of the diploma DO NOT indicate that a degree has been granted. Only after final grades for the semester have been processed and reviewed and compliance with all academic regulations has been determined, will the actual degree be posted to a student's transcript. The transcript is the official record of the awarding of a degree.

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.



# ACADEMIC REGULATIONS

## Registration

### Registration by MyBLUE

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

### Early Registration

Currently enrolled UNK students can register early for the upcoming semester. The published class schedule contains specific registration procedures and appointment times. Students are encouraged to use MyBLUE to check for any "holds" (fines, outstanding fees, other obligations) that might prevent them from accessing the registration option.

### Open Registration

Open Registration precedes the beginning of classes for the semester. Any admitted student can register during this time. A new student or a former student who has not attended University of Nebraska at Kearney for two years or more (for both undergraduate and graduate students), must complete an admission/ readmission form at the Admissions Office (undergraduates) or at the Graduate Office (graduates) prior to registration.

For specific details regarding dates, locations, and procedures, students should refer directly to the appropriate Class Schedule published each semester and for the summer session by the Office of Student Records and Registration.

### 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.

## Student Load

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.

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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

## Change of Schedule (Drop/Add)

Students may adjust their schedules (drop and/or add classes) using the MyBLUE Registration System through the **FIRST** week of the semester (until 5:00 pm on Friday) or through the Saturday before the summer term begins. After that date, students may still use MyBLUE to drop classes, and the refund will be calculated based on the appropriate refund schedule.

Students **MUST** complete the transaction on MyBLUE to change their registration. 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. Students are encouraged to consult with either their advisor or the course instructor before making the decision to withdraw. Students receiving financial aid should consult the Financial Aid Office to determine whether their eligibility will be impacted by dropping a class, and international students should work with their advisor to be sure dropping a class will not affect their full-time status for immigration purposes.

A student dropping a course after the first week of the **Fall or Spring** semester and any time prior to the end of the ninth week of the 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 fourth week of an eight-week course) will be awarded a "W." **The "W" will appear on the student's grade report and transcript.**

**During the Summer term**, students will receive a "W" on their transcripts for classes dropped after the **first day of the term**, regardless of the beginning date of the class.

An "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 Senior Vice Chancellor for Academic and Student Affairs.

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

Beginning the third week of the semester or the third day of a summer class, students wishing to add 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 add full semester classes following the fourth week of the term.

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.

## Withdrawal from the University of Nebraska at Kearney

A student wishing to withdraw from all classes may do so via MyBLUE. The same procedure and time deadline will be followed as that for dropping a course.

Withdrawing from all classes does NOT terminate a student's admission to a program. To effectively withdraw from a program and terminate admission, students should contact the Office of Graduate Studies and Research by e-mail (gradstudies@unk.edu) or via phone at 800-717-7881.

## 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

Withdrawal Date	Tuition Refund
First week.....	100%
Second week.....	75%
Third week.....	50%
Fourth week.....	25%
After fourth 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

Summer term classes will follow a prorated refund schedule. A class cannot be dropped past the mid-point of the class. There may be a \$35 administrative fee assessed whenever 100% refund is given for complete withdrawal from all classes. Questions regarding refunds should be directed to the Finance Office, Founder's Hall (308) 865-8524.

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

## Incomplete Removal

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

### Academic Probation

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 the student an opportunity to bring the GPA up to 3.0 or above. During the probationary period, students will not be eligible for early enrollment for the next term. Grades received during probation must be a 3.0 or higher for the student to be allowed to enroll for the following term (B- is not acceptable). All grades must be recorded and meet the above standards before a student

may register for additional terms. Only by express direction of the department may these probationary terms be altered. If placed on probation, 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 and are not received during a probationary period. However, academic departments and programs have the discretion to set higher standards and not accept these grades toward specific courses or on the 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. Students should retake the failed course during the next available offering of the course. 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.

### Academic Suspension

Failure to suitably raise the GPA or to satisfactorily pass a course or courses with acceptable grades (B or better) while on probation will automatically result in academic suspension. Students on academic suspension will be withdrawn from their degree program.

## Graduate Student Appeal Process

### Appeal Of Grades In Graduate-Level Courses

- I. 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. 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. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor.
  - B. If denied, the student should then appeal to the Graduate Program Chair or Director through which the course was offered. The appropriate Graduate Program Committee will meet to consider the student's appeal.
  - C. If denied, the appeal may be made to the UNK Graduate Council. The appeal should be filed with the UNK Dean of Graduate Studies and Research. The Dean will forward the appeal to the Faculty/Student Affairs Committee of the Graduate Council. 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.
- II. If a student feels the grade he/she received in a class is incorrect, he/she must contact the instructor of record or in the absence of the instructor, the appropriate Graduate Program Chair or Director, 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. If the grade appeal cannot be resolved with the instructor, a formal, written appeal must be filed with the Graduate Program Chair or Director within 60 days of the end of the term for which the grade was assigned. If the instructor of record is also



the Graduate Program Chair or Director, the formal appeal should be made to the UNK Dean of Graduate Studies and Research.

- III. The appeal must be the student's written statement specifying what the appeal is, the reason(s) for the appeal, and what outcome he/she is requesting. The student must also include documentation of course work pertinent to the course under appeal.

### 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 Chair or Director responsible for the student's graduate program. The Student's Graduate Program Committee will meet to consider the appeal.
  - C. If denied, the appeal may be made to the UNK Graduate Council. The appeal should be filed with the UNK Dean of Graduate Studies and Research. 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 University of Nebraska 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.

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 to the University of Nebraska Office of the Executive Vice President and Provost 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.

## 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 and Student 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.

## Expectations in the Classroom

### 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.

### Academic Integrity Policy

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.

Undergraduate student policies may differ. See the Undergraduate Catalog.

### 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.

### 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, colleges, or departments, 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, colleges, or departments, 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.

### 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.

## 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.

## ACADEMIC RESOURCES

Consistent with its mission to provide resources for excellent education and public service, the University of Nebraska at Kearney provides several resources that aid students and faculty in achieving educational success and that promote educational outreach into the local community.

### eCampus

eCampus at UNK has been meeting the educational needs of placebound, nontraditional adults for more than three decades by offering quality, affordable programs. UNK offers the same quality distance and online degree programs and courses that are offered on the campus. The majority of the eCampus courses are taught by credentialed faculty with Ph.D.'s who are committed to teaching excellence. eCampus supports faculty and students with numerous support services to ensure that online offerings provide students with a quality educational experience. These include training for online faculty, course consultations, test proctoring, as well as a wide range of resources to help students succeed with their online education.

As part of the eCampus unit, Video Services provides a wide range of video related services to the UNK community. Among these are interactive videoconferencing, desktop videoconferencing, streaming video, taping, and duplicating. In addition, Video Services oversees the delivery of Cable TV services to the campus.

### 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, instructional design, and multimedia services; and administrative application development.

A variety of platforms support administrative, instructional and research functions for faculty, staff and students. All students have UNK email accounts. BlackBoard is utilized for development and management of web-based courses.

Computer labs are 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 all campus buildings.

Students with disabilities and special needs should contact the Office of Academic Success for information regarding accommodations.

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 5 pm on Monday through Friday, but assistance is available 24x7. After hours phone calls are routed to an answering service, which also responds to emails and offers live chat. (See the Helpdesk link at <http://its.unk.edu>).

All of the residence halls offer network access to students in each room. With a wired or wireless connection to the UNK network, students who have their own computers can access campus computing resources 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 Information Technology Resources at the University of Nebraska at Kearney, apply to faculty, staff and students at UNK.

## Institutional Review Board

The University of Nebraska at Kearney Institutional Review Board (IRB) is an independent committee comprised of faculty from a variety of academic divisions, individuals with medical expertise, and community members. The role of the IRB is to protect human subjects who participate in research and to ensure that research conducted by UNK students, faculty, and staff complies with federal regulations.

The three general ethical principles that underlie the regulations concerning human subject research are: respect for persons, beneficence, and justice. These principles guide IRB review of research conducted at UNK:

**Respect for Persons** - Prospective participants in research must be given enough information about the nature of the research, what is required of them, and the potential benefits and risks of participating to allow them to make an informed decision about whether or not to participate.

**Beneficence** - Research involving human subjects must maintain a favorable balance between benefits and risks. Many types of risk must be considered, including physical harm, psychological harm, harm to one's reputation or employment status, and financial harm. In any risk-potential situation, the benefits should outweigh the potential risk. Subjects must be aware of potential risks before consenting to participate in the research.

**Justice** - Researchers should fairly select subjects for research participation. Fairness refers to the subjects as individuals as well as to subjects as members of any social, racial, sexual, or ethnic group.

At the individual level, subjects cannot be selected only because they are favored by the researcher or disliked by the researcher (for example, only those failing a class are invited to participate). Additionally, certain groups should not be more burdened than others with being research subjects. On the other hand, groups should not be excluded from research because of prior beliefs or because they are difficult to reach as research subjects.

Depending on the research method and subjects, IRB review is conducted at three levels: exempt, expedited, and full board. Researchers

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should submit their protocols to the IRB prior to data collection. Researchers also must complete a training program. The link to the training, submission guidelines, and forms for IRB review are available from the IRB website: [www.unk.edu/irb](http://www.unk.edu/irb).

## International Education

Information related to International Education at UNK is available on the Graduate Studies website. Students can find the International Student Application form, as well as links to International Student Services and the English Language Institute. See the catalog description of the International Students Admission Procedure on page 16.

## Library

The Calvin T. Ryan Library staff, in partnership with the classroom faculty, Academic Success staff 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, with an addition in 1983. It provides seating and services for more than 890 students, including group study rooms, lounge seating, individual study carrels, two computer labs, a coffee shop, and a multimedia production and practice room, equipped with specialized production, presentation and website development software for student use. In recent years further changes have been made, including the addition of the first Learning Commons at a state college or university in Nebraska. The 4,800 square foot Learning Commons houses the UNK Writing Center, Academic Peer Tutoring, additional group study rooms, and other services and activities focused on student academic success.

Numerous computers, printers and scanners are available throughout the library. Wireless computers can be used almost anywhere in the building, and resources also include two high-quality microform digitizers. Students may check out laptop computers at the circulation desk for in-library use.

The library provides access to a wide range of computer-based information resources, including the library's catalog, an electronic reserves system, 100-plus online databases, 10,000 electronic books, and more than 61,000 full-text periodicals. Reference service is available in person and by telephone, e-mail or mobile phone during scheduled hours, along with 24/7 "chat" reference through a partnership with 430 other academic libraries worldwide. Several large online reference collections make reference information available to distance students as well as to those who use the library on-campus. The online portion of the library never closes, and these electronic resources are available 24 hours a day, seven days a week, to UNK students anywhere in the world who have a computer and Internet access. The library's homepage, <http://library.unk.edu>, provides general information about the library, as well as serving as a portal to all available print and digital resources.

The library's physical collections consist of over 285,000 print volumes and 94,000 non-print items encompassing a wide range of materials. The Library subscribes to approximately 800 current periodicals in print (magazines, journals, and newspapers), and maintains a collection of more than 117,000 bound periodical volumes. It is an official Federal government depository, and offers access to thousands of government documents in print and electronic form, in addition to documents from State

of Nebraska agencies. A 2,400 item Special Collection includes titles on Nebraska history and the history of the American West. The library also houses the University Archives, comprised of print, non-print and online materials concerning the history of UNK and related information about its faculty, staff, administration, and students. The curriculum collections include an extensive pre-K through 12th grade textbook collection; lesson planning, curriculum developing, classroom management and other practical teaching resources; games; kits, standardized tests (psychological, educational, and speech acquisition and communication tests); and a spectacular juvenile literature collection.

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, three managerial professionals, and thirteen 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 and online instruction on the use of library resources, and consulting one-on-one with students in the library, via phone, and online.

## Museum of Nebraska Art (MONA)

The Museum of Nebraska Art is unique among art museums, dedicated exclusively to telling the story of Nebraska through the art of Nebraska. MONA exhibits the work of a distinguished and diverse collection of artists including pieces by Nebraska artists as well as artwork featuring Nebraska subjects by artists from all over the world. A Kearney landmark listed on the National Register of Historic Places, MONA provides a fitting home for its collection of over 5,000 works. Located in downtown Kearney, MONA is a regional center for cultural activities where students enjoy opportunities to broaden their academic experiences through their association with the Museum and its collection. 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 as well. With no admission fee and convenient parking, MONA is an artistic treasure readily available to all. For more information, visit MONA's website: [mona.unk.edu](http://mona.unk.edu).

## Speech, Language and Hearing Clinic

The Speech, Language and Hearing Clinic is the academic 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 under direct faculty supervision 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 both children and adults with communication disorders related to articulation/phonological problems, language delay, reading and writing challenges, stuttering, voice problems, hearing loss, cochlear implants, cleft palate, cerebral palsy, mental retardation, laryngectomy, and language disorders secondary to head injury and stroke. The Clinic is located in the west end of the College of Education Building. Clients may park in the lot coming directly off Hwy. 30 by the main doors to the clinic. The Clinic is open Monday through Thursday from 9am to 5pm, Friday from 9 to noon, 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 Computer 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:

AAMC	Association of American Medical Colleges (MCAT)
CLEP	College-Level Examination Program
GRE	Graduate Records Examination
NASD	Regular and Continuing Education
NBPTS	National Board for Professional Teaching Standards
NEINS	Nebraska Insurance
PRAXIS I	Professional Assessments for Teachers
iBT - TOEFL	Test of English as a Foreign Language

Many other Prometric Tests - To view a full list of Prometric tests given at our site go to [www.prometric.com](http://www.prometric.com).

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 Tests	Graduate Records Examination
LSAT	Law School Admissions Test
PRAXIS II	Professional Assessments for Teachers

## Walker Art Gallery

The Walker Art Gallery is dedicated to serving the students, faculty and staff of the Department of Art and Art History, the University campus community and the Kearney region, by presenting exhibitions of accomplished visual expression. Three such exhibitions are presented each academic year, drawn from regional as well as national sources. Each of these exhibitions is selected for its educational and inspirational value to the students, as well as artistic merit and intent. As a rule, exhibiting artists and designers lecture on their work, or offer gallery talks.

The Walker Art Gallery devotes over half of its exhibition schedule to the UNK art students. There is an annual juried student art exhibition, and a series, each semester, of capstone senior exhibitions. The students are given the primary responsibility for the installation and deinstallation of their exhibitions, thus gaining invaluable practicum experience.

The Writing Center is located in UNK's new Learning Commons on the second floor of C.T. Ryan Library. The Center provides writing assistance at no charge 7 days a week to all UNK students, faculty and staff. Assistance includes one-on-one consulting, interactive workshops, and helpful resources, such as handbooks, handouts, and internet links.

Most one-on-one consulting takes place face-to-face, with consultations lasting 30 minutes (for 1-3 pages) to one hour (for 4-7 pages). Visitors can bring any piece of writing at any stage in the writing process for help with pre-writing and drafting, generating a thesis, supporting ideas, organizing paragraphs, writing clearly and concisely, citing outside sources, editing for grammar and punctuation errors, and more. Many writers find it helpful to come as soon as an assignment is given, again when they reach an impasse of some kind, and then once (or twice) more when they are making their final revisions.

As an alternative to face to face consulting, UNK students, faculty, and staff can submit work electronically for eConsulting by using the WC's Online Appointment book to upload papers. Writers receive feedback on one paper at a time, and submitted papers are reviewed on a first-come, first-serve. When reviewing a paper, the eConsultant uses margin comments to provide in-text feedback and suggestions, tailored to the writer's listed concerns. The reviewed draft and a detailed summary of

the eConsultant's suggestions are then sent to the writer by return e-mail within two to four days of a submission.

All kinds of writers use our services, including highly successful writers who know that every writer needs a reader, less confident writers who want to improve their skills and learn new techniques, and writers learning English in conjunction with college level writing. In keeping with our goal to help all writers improve their own skills, writing consultants will not correct, edit, proofread, or write any part of the paper; they will help writers identify patterns of error and develop better options and strategies.

Since the Writing Center has boasted over 1,000 consultations every semester since 2002, appointments are strongly encouraged and are best made online. Visit [www.unk.edu/acad/writing\\_center/](http://www.unk.edu/acad/writing_center/) for exact hours and to make an appointment. All writers are allotted up to 120 minutes of assistance each week. Missing an appointment constitutes a no-show. Writers with three no-shows in a single semester are blocked from making appointments for the remainder of the term; they have to rely on walk-in availability.

Our interactive workshops address specific writing topics—such as revision strategies, proper punctuation, citation styles, and writing lengthy papers—in a lively small group setting. Our growing collection of helpful handbooks, handouts and links are available both at the Writing Center and via our website.



# GRADUATE Programs

College of Fine Arts and Humanities

## Department of Art and Art History

**Doug Waterfield, M.F.A., Chair** - 308-865-8386

**Donna Alden, Ph.D., Graduate Program Committee Chair** -  
308-865-8080, [aldend1@unk.edu](mailto:aldend1@unk.edu)

**Debby Maire, Secretary** - 308-865-8353

### Graduate Faculty

Professors: J. Jacobson, Schuessler

Associate Professors: Alden, Burbul, Goro-Rapoport, Waterfield

Assistant Professor: Stanko

### Graduate Program Committee

Alden (Chair), Burbul, Goro-Rapoport, Schuessler, Stanko,  
Waterfield, 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. See page 65.

## 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.

The student must complete a "change of program" form because all transfer classes will require a review by the graduate office. 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, university, and state requirements.

### Option 1: Online Program: Art Education Research Paper

The Art Education research paper option is designed to meet the needs of those individuals who are remotely located. The research paper is the only option for online degree completion. In the research paper option, students will choose an art education topic and according to established criteria, write a scholarly paper. The paper will be reviewed by three or more faculty members. The research paper will fulfill the requirements for the comprehensive examination.

### Option 2: Online/On Campus Program: Art Education Research Paper or Thesis in Art Education

The combination online/on campus program offers the Research Paper option listed above or a thesis 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 degree requirements through a successful oral defense of the thesis and any of the required coursework covering the major areas of study and/or by passing a comprehensive written examination. The thesis option prepares the student for pursuing a terminal degree (Ed.D., 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 successfully passing a UNK on campus research methods course or by transferring in an equivalent course.

### Format of Examinations

The written examination (thesis 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. **This requirement applies only to the students who are applying to the combined online/on campus program. This requirement does not apply to the online degree program applicants.** Portfolio Review can include undergraduate and/or graduate studio work. The portfolio must include 15 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. All applicants must submit two letters of recommendation from individuals (not related to the applicant) 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.



5. 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 June 15 to be admitted for the Fall semester.
- Apply by October 15 to be admitted for the Spring semester.
- Apply by March 15 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

1. Availability of a good quality digital camera.
2. 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.
3. 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

*This program is offered on campus and online.*

**MAE in Art Education.....36 hours**

#### A. Art Education Pedagogy Requirements (12 hours required)

Take all of the following:

- ART 812, Curriculum Development & Assessment  
in PK-12 Classrooms.....3 hours
- 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

## GRADUATE Art and Art History

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#### B. Art, Art History, and Art Education Electives (15-18 hours required)

Take a combination of five or six courses to equal 15-18 hours from:

Must take at least 3 hours of Art History electives from:

- ART 826, Non-Western Art History: Selected Topics.....3 hours
- ART 861, Art of the Americas: Native American  
& Latino Art History.....3 hours
- ART 872P, Women in Art.....3 hours
- ART 873, Modern Art History.....3 hours
- ART 875P, Cultural Studies Through Art.....3 hours

May take any of the following:

- ART 800P, Drawing.....3 hours  
*ART 800P is available to on-campus students only.*
- ART 807P, Art Methods for Young Children.....3 hours
- ART 811, Behavior Management in the Art Classroom.....3 hours
- ART 825, Intercultural Aesthetics & Pedagogical Practice.....3 hours
- ART 828, Creative Photography.....3 hours
- ART 846, Seminar in Art Education.....3 hours
- ART 849, Art Across the Curriculum.....3 hours
- ART 850C, Painting.....3 hours
- ART 851C, Sculpture.....3 hours  
*ART 851C is available to on-campus students only.*
- ART 852C, Ceramics.....3 hours  
*ART 852C is available to on-campus students only.*
- ART 853C, Printmaking.....3 hours  
*ART 853C is available to on-campus students only.*
- ART 855, Art Education in American Culture.....3 hours
- ART 856, Visual Culture & Studio Practice.....3 hours
- ART 857, Digital Art.....3 hours
- ART 860, Seminar in Art Criticism and Philosophy.....3 hours

#### C. Research Requirements (6-9 hours required)

Take:

- ART 803, Art Education Research Methods.....3 hours

Take **ONE** of the following courses:

- ART 895, Art Education Research Paper.....3 hours
- ART 896, Thesis in Art Education.....6 hours  
*ART 896 is available to on-campus students only. On-campus students who choose the thesis option will only take 15 hours of electives.*

College of Natural and Social Sciences

Department of  
Biology**Joseph T. Springer, Ph.D., Chair** - 308-865-8548**Julie Shaffer, Ph.D., Graduate Program Committee  
Chair and Director of Biology (Thesis) Program** -  
308-865-8661**Janet Steele, Ph.D., Director of Biology Distance  
(Non-thesis) Program** - 308-865-8325**Brian Peterson, M.S., Coordinator Biology Distance  
(Non-thesis) Program** - 308-865-1589**Elizabeth Wethington, M.A., Coordinator Biology  
Distance (Non-thesis) Program** - 308-865-1589  
msbiology@unk.edu**Graduate Faculty***Professors:* Farnsworth-Hoback, Hoback, Rothenberger, Shaffer,  
Spessard-Schueth, Springer, Steele, Twigg*Associate Professors:* Albrecht, K. Carlson, Ericson, Geluso*Assistant Professors:* Freeman, Reichart, Schoenebeck, Simon*Courtesy Faculty:* Keith Koupal**Graduate Program Committee**Shaffer (Chair), Albrecht, K. Carlson, Ericson, Farnsworth-Hoback,  
Freeman, Geluso, Hoback, Reichart, Rothenberger, Schoenebeck,  
Simon, Spessard-Schueth, Springer, Steele, Twigg**MASTER OF SCIENCE**

Biology - Master of Science Degree (thesis and non-thesis)

*Biology is part of the Master of Science in Education Degree in Science/  
Math Education.*Courses with the prefix BIOL are offered by the department. See  
page 67. The P designation indicates an undergraduate equivalent.Biology Program Information and  
Admission Requirements**Master of Science in Biology: 36 Hours**

Option A: Thesis Option

Option B: Non-Thesis Option (Distance Program)

**Admission Requirements**All students must meet the general entrance requirements of the Office  
of Graduate Studies and Research.A letter of intent outlining professional goals must be uploaded during  
the application process. The letter should be a concise essay concerning  
career goals and identification of the means by which the student proposes  
to achieve these goals. Accomplishments toward these goals should be  
included, but personal information should not be included in this letter.Students interested in a thesis option must first contact the Graduate  
Program Committee Chair and receive support from a faculty member  
for acceptance into the program.Admission to a Master's degree program in Biology is based on  
consideration of the following:**Both Option A and Option B**

- **GRE:** Prospective non-thesis students with an undergraduate GPA less than 2.75 on a 4.00 scale and thesis students wishing to be considered for a teaching or research assistantship must take the GRE. A minimum acceptable score for combined Verbal and Quantitative sections on the GRE is 800 if taken prior to August 2011 and 290 if taken after August 2011.
- **Undergraduate Coursework Requirements:** The candidate for admission must have a B.S. or B.A. degree and have completed a minimum of 24 semester hours in biology. A minimum GPA of 2.75 on a 4.00 scale is required in the biology coursework.
- **Policy on Conditional Admittance:** If a student is conditionally admitted, the student must complete 6 credit hours with grades of B or better in all courses to gain full admittance. Failure to do so will result in dismissal from the program.

**Graduation Requirements****Option A: Thesis Option Requirements**

- **Course Requirements:** Complete 36 hours of committee approved level coursework.
- **Grade Point Average:** A minimum 3.0 GPA is required to graduate. A "B" average is required in all courses counting towards the Master's degree, and no more than two C's may be used.
- **Research Requirement:**  
Complete thesis on committee approved original research.  
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 - (Distance Program)**

- **Course Requirements:** Complete 36 hours of committee approved level coursework. Students are highly encouraged to take BIOL 820, Introduction to Graduate Study, during their first semester.
- **Grade Point Average:** A minimum 3.0 GPA is required to graduate. A "B" average is required in all courses counting towards the Master's degree, and no more than two C's may be used.
- **Final Examination:** A satisfactory score must be received on the comprehensive examination, taken during the final session of enrollment, before the degree will be granted.

**Transfer Credits**Students are allowed to transfer up to 9 hours into their degree path.  
These credits must fall into the following parameters:

1. All courses must be Graduate level Biology credits from an accredited institution.
2. Courses must be completed with a grade of B or better and must not have been graded as pass/fail.
3. All courses on your degree path must be completed within the given 10 year time frame.
4. Courses cannot have been used in obtaining another degree.

## Biology Master of Science Degree

**This program is offered on campus and online.**

**MS in Biology.....36 hours**

### I. Option A: Thesis Option (36 hours)

#### A. 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

*Biological Research is 1-3 credits and must be taken for a total of 3 hours.*

BIOL 880, Seminar.....3 hours

*Seminar is one credit and must be taken for a total of 3 hours.*

BIOL 896, Thesis.....6 hours

*Thesis is 3-6 credits and must be taken for a total of 6 hours.*

#### B. Electives\* (18 hours required)

See the elective list below for course options that fulfill this requirement.

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.

### II. Option B: Non-Thesis Option (36 hours)

*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.*

#### A. Requirements (18 hours required)

Take all of the following:

BIOL 802, Organic Evolution.....3 hours

BIOL 820, Introduction to Graduate Study .....3 hours

*Students are highly encouraged to take Introduction to Graduate Study during their first semester.*

BIOL 863, Biological Perspectives .....3 hours

BIOL 831, Biological Research .....6 hours

*Biological Research is a series of six 1-credit hour classes.*

BIOL 881, Current Issues in Biology .....3 hours

*Current Issues is one credit and must be taken three semesters for a total of 3 hours.*

#### B. Electives\* (18 hours required)

See the elective list below for course options that fulfill this requirement.

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.

### \*Electives (Course options that fulfill the elective requirement above)

*Classes with a P designation have an undergraduate counterpart. Courses are grouped according to emphasis area but can be taken in any combination at the discretion of the advisor and Graduate Program Committee.*

#### Physiology, Genetics, Cellular and Molecular Biology Courses

BIOL 800P, Microbiology.....4 hours

BIOL 801P, Principles of Immunology.....4 hours

BIOL 803P, Plant Physiology .....3 hours

BIOL 804P, Developmental Biology .....3 hours

BIOL 812, Microbial Diversity.....3 hours

## GRADUATE Biology

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BIOL 814, Plant Pathology.....3 hours

BIOL 839, Human Physiological Systems .....3 hours

BIOL 840P, Infectious Diseases.....4 hours

BIOL 844, Molecular Biotechnology.....3 hours

BIOL 850P, Molecular Biology .....3 hours

BIOL 857, Human Histology .....3 hours

BIOL 858, Physiology of Stress .....3 hours

BIOL 859, Biology of the Brain.....3 hours

BIOL 860, Concepts of Genetics .....3 hours

BIOL 861P, Human Genetics .....3 hours

BIOL 865P, Physiology .....3 hours

BIOL 882P, Seminar in Molecular Biology .....1 hour

*May be taken for a total of 2 hours of credit. This course does not replace BIOL 880 Seminar.*

BIOL 885P, Molecular Genetics .....3 hours

### Ecology, Evolution, Environmental, and Organismal Courses

BIOL 804, Evolution of Epidemics .....3 hours

BIOL 805P, Range and Wildlife Management.....3 hours

BIOL 806P, Plant Ecology .....3 hours

BIOL 815, Great Plains Heritage .....3 hours

BIOL 816P, Plant Diversity and Evolution .....4 hours

BIOL 818P, Plant Taxonomy .....3 hours

BIOL 823, Environmental Biology .....3 hours

BIOL 824, Principles of Ecology .....3 hours

BIOL 829, Ecological Anthropology .....2 hours

BIOL 834, Conservation Biology.....3 hours

BIOL 835P, Herpetology .....3 hours

BIOL 862P, Animal Behavior.....3 hours

BIOL 866, Functional Morphology .....3 hours

BIOL 868P, Parasitology .....2 hours

**AND** BIOL 868L, Parasitology Laboratory.....1 hour

BIOL 869, Conservation of Birds and Mammals.....3 hours

BIOL 870P, Insect Biology .....3 hours

BIOL 872P, Fresh Water Biology .....4 hours

BIOL 873P, Ornithology .....3 hours

BIOL 874P, Mammalogy .....3 hours

BIOL 883, Aquatic Trophic Ecology .....3 hours

BIOL 886, Sexual Selection .....1 hour

### Tools and Application Courses

BIOL 810P, Fire Ecology and Management in Grasslands...1 hour

BIOL 811, Scientific Illustration .....3 hours

BIOL 813, Issues in Bioethics .....3 hours

BIOL 821, Directed Readings .....1-3 hours

BIOL 822, Advances in Biology.....1-3 hours

BIOL 827, Biological Statistics.....3 hours

BIOL 830P, Special Topics in Biology .....1-3 hours

BIOL 852P, Techniques in Molecular Biology .....3 hours

BIOL 854, Biological Application of GIS.....3 hours

BIOL 856P, Regional Field Study.....1-4 hours

BIOL 863, Biological Perspectives.....3 hours

*(elective for thesis option students only)*

BIOL 871P, Methods in Secondary Science Teaching.....3 hours

BIOL 875, Internship in Biology .....1-9 hours

BIOL 876, Natural Science Curriculum.....3 hours

BIOL 884, Freshwater Management Techniques.....3 hours

College of Business and Technology

## Business Administration Program

**Srivatsa Seshadri, Ph.D., Director and Graduate Program  
Committee Chair** - 308-865-8190, [seshadris@unk.edu](mailto:seshadris@unk.edu)

### Department of Accounting/Finance Graduate Faculty

**Steven Hall, Ph.D., Chair**

*Professors:* Borden, Carstenson, Elder, Hall, Smith, Swinney, Trewin

*Associate Professors:* Frickel, Hayes

*Assistant Professor:* Eschenbrenner

### Department of Economics Graduate Faculty

**Frank Tenkorang, Ph.D., Chair**

*Professors:* Bridges, Jenkins, Kotcherlakota

*Associate Professors:* Eshleman, Tenkorang

*Assistant Professor:* Lear

### Department of Management Graduate Faculty

**Kyle Luthans, Ph.D., Chair**

*Professors:* Konecny, Luthans, Palmer

*Associate Professors:* Hodge, S. Jensen, Zuckweiler

*Assistant Professors:* Fleig-Palmer, J. Messersmith

### Department of Marketing and MIS Graduate Faculty

**Greg Broekemier, Ph.D., Chair**

*Professors:* Agrawal, Broekemier, Burkink, Seshadri

*Associate Professor:* A. Taylor

*Assistant Professor:* Schulz

*Dean of Business and Technology:* Timothy Burkink

### Graduate Program Committee

Seshadri (Chair) (Mgt), Hall (Acct/Fin), Hayes (Acct/Fin),

Bridges (Econ), Eshleman (Econ), S. Jensen (Mgmt),

Konecny (Mgmt), Schulz (Mktg), A. Taylor (MIS)

### MASTER OF BUSINESS ADMINISTRATION

Business Administration - Master of Business Administration Degree

Generalist Track

Accounting Track

Human Services Track

Courses with the prefix ACCT, ECON, FIN, MGT, MIS, and MKT are offered for the program. See pages 65 (ACCT), 79 (ECON), 82 (FIN), 88 (MGT), 89 (MIS), and 90 (MKT).

## 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 admissions requirements for the program include an undergraduate GPA of 2.75, two letters of recommendation, and a recommended GMAT score of 500.

Applicants who do not meet either or both of the GPA and GMAT standards can still be considered for admission. Factors to be considered by the MBA Director with guidance from the MBA Committee include:

1. Undergraduate GPA (in the case of a low GMAT Score)
2. Difficulty of undergraduate program
3. Undergraduate university attended
4. Significant prior work experience

The GRE can be substituted for the GMAT. The appropriate recommended GRE score will correspond to the GMAT percentile represented by a score of 500.

Additionally, at the discretion of the MBA Director with guidance from the MBA Committee the need to submit a GMAT (or GRE) score can be waived if the applicant already possesses a graduate degree from an accredited institution.

### International Students

Applicants whose degrees were earned outside the United States are required to have their transcripts evaluated by a credential evaluation firm. Refer to the international graduate application form for additional information. International students must also 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 information regarding the requirements for admission to the MBA Program, please contact:

MBA Director; West Center 135C; UNK;

Kearney, NE 68849- 4580;

Telephone: (308) 865-8574

E-mail: [mbaoffice@unk.edu](mailto: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. MGT 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" will be accepted in the MBA graduate program.

## Business Administration Master of Business Administration Degree

Generalist, Accounting, Human Services Tracks

**This program is offered on campus only.**

### MBA Supporting Core (12-18 hours required)

1. College Algebra (MATH 102 at UNK)
2. An undergraduate economics course (ECON 100, ECON 270, or ECON 271 at UNK)
3. Statistics (MGT 233, STAT 241, or PSY 250 at UNK)
4. Accounting/Finance Sequence
  - Accounting I (ACCT 250 at UNK)
  - Accounting II (ACCT 251 at UNK)
  - Finance (FIN 308 at UNK)
 or ACCT 801
5. In addition, the Accounting Track requires the following prerequisites:
  - ACCT 350, Intermediate Accounting I.....3 hours
  - ACCT 351, Intermediate Accounting II.....3 hours
  - ACCT 352, Cost Accounting.....3 hours

**MBA .....30 hours**

### A. MBA Essential Core (15 hours required)

Take all of the following:

- ACCT 858\*, Managerial Accounting Systems .....3 hours  
*A student with the equivalent of ACCT 350, ACCT 351, and ACCT 352 should substitute another graduate level accounting course for ACCT 858.*
- FIN 809, Financial Administration.....3 hours
- MGT 890, Leadership and Organizational Behavior.....3 hours
- MGT 892, Administration Policy.....3 hours
- MKT 856, Marketing Management Seminar.....3 hours

### B. MBA Track (15 hours required)

Choose from one of the following:

#### 1. Generalist Track (15 hours required)

Take all of the following:

- ECON 850, Managerial Economics .....3 hours

## GRADUATE Business Administration

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MGT 814, Operations Management.....3 hours

MIS 802, Management Information Systems Seminar..3 hours

Take 6 hours of Generalist Electives to be approved by the MBA Director.

### 2. Accounting Track (15 hours required)

Take:

MIS 802, Management Information Systems Seminar..3 hours

Take 1 course from:

ECON 850, Managerial Economics .....3 hours

MGT 814, Operations Management.....3 hours

Take three elective courses from:

ACCT 851P, Tax Accounting .....3 hours

ACCT 852P, Advanced Tax Accounting.....3 hours

(Prereq: ACCT 451 or ACCT 851/851P)

ACCT 853P, Advanced Accounting I .....3 hours

ACCT 863, Advanced Accounting Information Systems..3 hours

(Prereq: ACCT 391)

ACCT 865P, Governmental/Non-Profit Accounting .....3 hours

ACCT 870P, Auditing.....3 hours

ACCT 871P, Advanced Auditing.....3 hours

(Prereq: ACCT 470 or ACCT 870/870P)

### 3. Human Services Track (15 hours required)

Take all of the following:

FSID 830P, Grantwriting.....3 hours

MGT 880, Human Resource Management .....3 hours

(Grad only course.)

Take 1 course from:

ECON 850, Managerial Economics .....3 hours

MGT 814, Operations Management.....3 hours

Take 6 hours of Human Services Electives to be approved by the MBA Director.



College of Education

Department of  
Communication Disorders**Linda K. Crowe, Ph.D., Chair** - 308-865-8300, [crowelk@unk.edu](mailto:crowelk@unk.edu)**Jan Moore, Ph.D., Graduate Program Committee Chair** -  
308-865-8301, [mooreja2@unk.edu](mailto:mooreja2@unk.edu)**Graduate Faculty**

Professors: Crowe, J. Moore,

K. Taylor (Dean of Graduate Studies and Research)

Associate Professor: McKelvey

**Graduate Program Committee**

J. Moore (Chair), Bush, Crowe, McKelvey

**MASTER OF SCIENCE IN EDUCATION**

Speech/Language Pathology - Master of Science in Education Degree

Courses with the prefix CDIS are offered by the department. See page 71.

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 43 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 43 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 for Unconditional (Full) status is based on the following preferred qualifications:

1. Graduate Record Examination (GRE) scores,
2. Undergraduate overall grade point average of B or better,
3. Undergraduate Communication Disorders major grade point average of B+ or better,
4. Graduate grade point average of B+,
5. Three letters of recommendation, and
6. Written communication skills assessed with submission of a personal statement for the on-line application.
7. International students must meet the Graduate School minimum TOEFL score and all of the above minimum admission criteria.

Students may be admitted on a conditional basis if the applicant's materials do not meet minimal grade point or GRE standards. Unconditional (full) admission will not be granted until the student completes 12 hours of graduate course work in CDIS with a cumulative GPA of B or better.

**UNK Non-Discrimination Policy Statement**

<http://www.unk.edu/offices/aaeo/aapolicies.html>

The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based on race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status.

**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 43 hours of course work as elective credits.

**Professional Certification**

Enrollment in CDIS 893P, Internship (Schools) for 10 hours, and CDIS 894P, Internship (Clinical) for 6 hours, enables students to meet the 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, 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 private practice, research, university teaching, and clinic supervision and administration.

## Speech/Language Pathology Master of Science in Education Degree

***This program is offered on campus only.***

**MSE in Speech/Language Pathology .....43 hours**

### **A. Requirements (34 hours required)**

Take all of the following:

CDIS 815, Neurological Foundations .....	2 hours
CDIS 840P, Augmentative/Alternative Communication .....	3 hours
CDIS 852, Reading and Writing Strategies for the SLP: Serving Students with Language-Based Literacy Disorders.....	2 hours
CDIS 857, Dysphagia .....	2 hours
CDIS 865, Voice and Resonance Disorders.....	3 hours
CDIS 868, Motor Speech Disorders .....	2 hours
CDIS 876, TBI and Related Disorders.....	2 hours
CDIS 885P, Fluency Disorders .....	3 hours
CDIS 887, Aphasia Rehabilitation.....	3 hours

Take 3 hours from EACH of the following, for a total of 12 hours:

CDIS 860, Practicum in Speech-Language Pathology ....	1-3 hours
CDIS 861, Practicum in Speech-Language Pathology ....	1-3 hours
CDIS 862, Practicum in Speech-Language Pathology ....	1-3 hours
CDIS 863, Practicum in Speech-Language Pathology ....	1-3 hours

### **B. Electives (9 hours required)**

Take a minimum of 6 hours from:

CDIS 813P, American Sign Language I .....	3 hours
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## GRADUATE Communication Disorders

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CDIS 816P, American Sign Language II .....	3 hours
CDIS 820, Research in Communication Disorders.....	3 hours
CDIS 828P, Advanced Audiology .....	3 hours
CDIS 832, Independent Study in Audiology.....	1-3 hours
CDIS 851, Phonological Disorders .....	3 hours
CDIS 856P, Adolescent Communication and Language Disorders .....	2 hours
CDIS 870P, Professional Issues .....	3 hours
CDIS 881, Seminar in Speech-Language Pathology.....	3 hours
CDIS 886, Infant/Preschool Assessment.....	3 hours
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
May choose 3 hours from either:	
CSP 801P, Counseling Skills .....	3 hours
<b>OR</b>	
CSP 850P, Introduction to Counseling and Social Advocacy ..	3 hours

*To be eligible for professional credentialing by the American Speech-Language-Hearing Association (ASHA), Nebraska Department of Health, and Nebraska State Department of Education, students also must complete the following internships:*

### **Professional Certification Requirements (16 hours required)**

Take 16 hours from:

CDIS 893P, Internship (Schools) .....	10 hours
CDIS 894P, Internship (Clinical) .....	6 hours

College of Education

Department of Counseling and  
School Psychology**Grace Mims Ph.D., Chair** - 308-865-8508**David Hof, Ed.D., Counselor Education Graduate  
Program Committee Chair****Robin Sobansky, Ph.D., School Psychology Graduate  
Program Committee Chair****Graduate Faculty***Professors:* Dinsmore, Hof, McFarland, G. Mims*Associate Professors:* Sobansky*Assistant Professor:* M. Mims**Counselor Education Graduate Program Committee**

Hof (Chair), Dinsmore, G. Mims, M. Mims

**School Psychology Graduate Program Committee**

Sobansky (Chair), Beckman, McFarland

Courses with the prefix CSP are offered by the department. See page 74.

Counseling & School Psychology Program  
Information and Admission Requirements

The department offers two levels of degrees:

**MASTER OF SCIENCE IN EDUCATION**

School Counseling-Elementary - Master of Science in Education Degree

School Counseling-Secondary - Master of Science in Education Degree

School Counseling-Student Affairs - Master of Science in Education Degree

Clinical Mental Health Counseling - Master of Science in Education Degree

*(Accredited by the Council for Accreditation of Counseling and  
Related Educational Programs--CACREP)***EDUCATION SPECIALIST**

Counseling - Education Specialist Degree

School Psychology - Education Specialist Degree

*(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 the School Psychology, Clinical Mental Health Counseling, School Counseling, or Student Affairs programs should obtain full admission to their chosen program of study the semester prior to their enrollment by completing the following steps:

1. Complete the UNK Department of Graduate Studies online application. All materials listed below are uploaded with the online application:
  - a. \$45 non-refundable application fee
  - b. Academic history-official transcripts of all previous academic work
  - c. Vita with requested information
  - d. "Motivation to become a counselor" essay
  - e. Responses to three diversity vignettes
  - f. Three Electronic References (Forms are automatically sent to recommenders when application is submitted.)

2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicants meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.
3. Apply to the CSP Department and submit the requested materials including:
  - a. CSP Department Application Form
  - b. \$10 non-refundable application fee to cover cost of Department processing
4. Participate in the Department admission interview/intake process available each semester. When the application is complete, the CSP Department secretary will send the applicant an Intake Date Verification Form to schedule the department interview/intake process.
5. Department recommendations for admissions are submitted to the Dean of Graduate Studies.
6. Admission decisions are mailed from the Office of the Dean of Graduate Studies (i.e. an unconditional/full status, conditional/provisional status, or denial).

**Application for Candidacy**

Application for admission to candidacy must be made prior to completion of the twenty-fourth (24th) hour (M.S.) or thirty-fourth (34th) hour (Ed.S.) of graduate study. The department will recommend candidacy based on the 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 and fitness for the profession.
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. Additionally, in order to successfully complete a degree program, students must meet the expectations outlined in department academic progress and ethical conduct policies (see respective Program Handbook for more detailed information).

## School Counseling Program Objectives

**Elementary and Secondary**

The general objective of the School Counseling major is to prepare professional counselors to deliver quality counseling services in elementary and secondary schools. Employment for school counselors is expected to grow by 14 percent between 2008-2014, which is faster than the average for all occupations. States require elementary schools to employ counselors. Expansion of the responsibilities of school counselors also is likely to lead to increases in their employment. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide.

The School Counseling major will:

1. Possess knowledge of the historical background of school counseling programs.
2. Understand the philosophy and functioning of school counseling programs.
3. Possess the ability to design and implement a program evaluation.
4. Know the roles, duties, and responsibilities of a school counselor.
5. Possess the knowledge to make referrals inside and outside the school system.
6. Possess the knowledge to function on a child study team.

7. Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.
8. Be able to function as a consultant to other school personnel.
9. Be familiar with the legislation and policies relevant to school counseling.
10. Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.
11. Know how to function as an advocate for the students.
12. Know how to present guidance-related programs to school personnel and parents.
13. Understand and be able to implement the *Nebraska Comprehensive Guidance and Counseling Program Model*.
14. Possess knowledge of standardized tests commonly utilized by school personnel.
15. Possess knowledge of career exploration and decision-making.
16. Be able to work with families on a therapeutic and educational level.
17. Possess skills to provide group guidance and group counseling in the schools.
18. Understand the legal and ethical issues of the school counseling profession.

Offered by Department of Counseling and School Psychology

### School Counseling-Elementary Master of Science in Education Degree

***This program is offered on campus only.***

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

**MSEd in School Counseling-Elementary  
(grades K-6 endorsement) .....43 hours**

#### **Required Courses (43 hours required)**

Take all of the following:

- CSP 802, Research Methods in Psychology and Education...3 hours
- CSP 805, Child and Adolescent Development and Interventions .....3 hours
- CSP 811\*, Legal and Ethical Issues in School Counseling... 1 hour
- CSP 831\*\*, Seminar: Professional Issues/  
Ethics in School Counseling .....2 hours
- CSP 855, Techniques of Counseling .....3 hours
- CSP 856, 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 885, Practicum in Counseling and Guidance .....3 hours
- CSP 893\*\*, Internship in School Counseling I .....2 hours
- CSP 894\*\*, Internship in School Counseling II .....2 hours
- CSP 957\*\*, Problem Solving Consultation .....3 hours

\* On-line or web based courses

\*\* Hybrid courses, web based and on campus

Offered by Department of Counseling and School Psychology

### School Counseling-Secondary Master of Science in Education Degree

***This program is offered on campus only.***

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

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**MSEd in School Counseling-Secondary  
(grades 7-12 endorsement).....43 hours**

#### **Required Courses (43 hours required)**

Take all of the following:

- CSP 802, Research Methods in Psychology and Education...3 hours
- CSP 805, Child and Adolescent Development and Interventions .....3 hours
- CSP 811\*, Legal and Ethical Issues in School Counseling... 1 hour
- CSP 831\*\*, Seminar: Professional Issues/  
Ethics in School Counseling .....2 hours
- CSP 855, Techniques of Counseling .....3 hours
- CSP 856, 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 885, Practicum in Counseling and Guidance .....3 hours
- CSP 893\*\*, Internship in School Counseling I .....2 hours
- CSP 894\*\*, Internship in School Counseling II .....2 hours
- CSP 957\*\*, Problem Solving Consultation .....3 hours

\* On-line or web based courses

\*\* Hybrid courses, web based and on campus

## Student Affairs Program Objectives

The general objective of the Master of Education Degree in Student Affairs is to prepare professional student affairs practitioners to deliver services in a wide variety of college and university settings. The Student Affairs major will:

1. Be aware of significant events and relationships in the development of higher education and student affairs.
2. Understand the role of student affairs in higher education and be aware of the Student Personnel Point of View.
3. Develop a personal position and rationale for student affairs practice and be able to justify the student services field to other university personnel and the public.
4. Know the major professional associations in Student Affairs Counseling and their role in the development of the profession.
5. Possess an understanding of the current issues and problems in higher education and student affairs.
6. Be familiar with the major student affairs services and should develop a rationale for each of these services.
7. Be familiar with the current literature and research in student affairs practice.
8. Understand legal and ethical practice in higher education and student affairs.
9. Be able to conceptualize, administer, and evaluate a student affairs program.
10. Be familiar with several student development theories.
11. Be familiar with the characteristics of college students and the diversity of the college population and higher education environments.
12. Be familiar with procedures for assessing the needs of college students and the atmosphere of the college environment.
13. Develop skills in working with the special problems of specific college populations.
14. Possess specialized knowledge of problems and issues impacting on college students.



## GRADUATE Counseling and School Psych.

Offered by Department of Counseling and School Psychology

### School Counseling-Student Affairs Master of Science in Education Degree

***This program is offered on campus only.***

**MSEd in School Counseling-Student Affairs ..... 36 hours**

#### **Required Courses (36 hours required)**

Take all of the following:

CSP 855, Techniques of Counseling .....	3 hours
CSP 856, 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 868, Student Development Theory.....	3 hours
CSP 869P, Foundations of Student Affairs .....	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
CSP 895*, Internship in Student Affairs .....	3 hours

\* On-line or web based courses

### Clinical Mental Health Counseling Program Objectives

The general objective of the Clinical Mental Health Counseling major is to prepare professional mental health counselors who meet the highest standards for delivering counseling in a wide variety of community and agency settings. Employment of mental health counselors is expected to grow by 24 percent between 2008-2014, which is much faster than the average for all occupations. Employment of substance abuse and behavioral disorder counselors is expected to grow by 21 percent.

In addition to the CACREP common-core objectives, clinical mental health counseling majors will:

1. Possess knowledge of the development of the mental health counseling movement.
2. Understand the general roles, duties, and expectations of the mental health counselor.
3. Know the specialized legal and ethical responsibilities and functions of the mental health counselor.
4. Possess an understanding of cultural diversity as it relates to mental health counseling.
5. Possess an understanding of the relationship of mental health counseling to other health and human services.
6. Be familiar with the factors related to the management of mental health services.
7. Be familiar with the treatment procedures of mental and emotional disorders.
8. Know specific models for assessing psychopathological behavior and be familiar with the DSM diagnostic categories.
9. Be knowledgeable about the effects and side effects of the commonly used psychotropic drugs.
10. Be familiar with case management procedures and the steps for developing a treatment plan.
11. Be familiar with procedures for referral and possess consultation skills for use with other mental health professionals.
12. Understand factors related to client advocacy and patients' rights.
13. Be familiar with several approaches to individual, group, marital, couple, and family counseling.

Offered by Department of Counseling and School Psychology

### Clinical Mental Health Counseling Master of Science in Education Degree

***This program is offered on campus only.***

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)

**MSEd in Clinical Mental Health Counseling.....60 hours**

#### **A. Required courses (57 hours required)**

Take all of the following:

CSP 802, Research Methods in Psychology and Education ..3 hours	
CSP 805, Child and Adolescent Development and Interventions.....	3 hours
CSP 807P*, Clinical Treatment Issues in Addictions Counseling..3 hours	
CSP 810*, Legal and Ethical Issues in Clinical Mental Health Counseling .....	1 hour
CSP 830**, Professional Issues in Clinical Mental Health Counseling .....	2 hours
CSP 840*, Adult Development.....	3 hours
CSP 850P, Introduction to Counseling and Social Advocacy ..3 hours	
CSP 855, Techniques of Counseling .....	3 hours
CSP 856, Multicultural Counseling .....	3 hours
CSP 859, Diagnosis and Treatment of Mental and Emotional Disorders .....	3 hours
(Prereq: CSP 804 or course in Abnormal Psychology)	
CSP 860, Theories of Counseling.....	3 hours
CSP 862, Administration and Consultation in Clinical Mental Health 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	
CSP 885, Practicum in Counseling and Guidance .....	3 hours
CSP 886, Advanced Practicum in Clinical Mental Health Counseling .....	3 hours
CSP 892*, Internship in Clinical Mental Health Counseling ..6 hours	

\* On-line or web based courses

\*\* Hybrid courses, web based and on campus

#### **B. Electives (3 hours required)**

Appropriate electives will be selected in consultation with the advisor.

Offered by Department of Counseling and School Psychology

### Counseling Education Specialist Degree

***This program is offered on campus only.***

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

***This program is offered on campus only.***

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

The following program meets the academic requirements for the Nationally Certified School Psychologist regulated by the National Association of School Psychologists.

**EDS in School Psychology.....69 hours**

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### Required Courses (69 hours required)

#### Domains Of Leadership

Take all of the following:

CSP 800*, Advanced Educational Psychology..3 hours	3, 7, 9
CSP 805, Child and Adolescent Development and Interventions.....3 hours	4, 7
CSP 855, Techniques of Counseling.....3 hours	2, 10
CSP 856, Multicultural Counseling .....3 hours	5
CSP 901*, Professional Issues Seminar-School Psychology .....3 hours	6, 8, 10
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 908**, Orientation to School Psychology ..2 hours	6, 11
CSP 910**, Cognitive/Academic Interventions..3 hours	1, 3, 4, 5, 6, 8, 10
CSP 920, Cognitive Problem Solving Assessment .....3 hours	1, 3, 5, 11
CSP 957**, Problem Solving Consultation..3 hours	1, 2, 3, 4, 5, 7, 10
CSP 990, Pre-Internship Seminar.....3 hours	2, 10, 11
TE 802, Techniques of Research.....3 hours	9, 11

Take 6 hours from:

CSP 921, School Psychology Interventions Practicum .....3 hours	2, 4, 5, 6, 7, 8, 10
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Take 6 hours from:

CSP 922, Problem Solving Assessment Practicum.....3 hours	1, 3, 4, 5, 6, 8, 10, 11
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Take 3 hours from:

CSP 991, Scholarly Study.....1-3 hours	9
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Take 12 hours from:

CSP 992*, Internship in School Psychology..1-12 hours	1 - 11
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\* On-line or web based courses

\*\* Hybrid courses, web based and on campus

### 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). Such endorsement will be on the student's Special Services 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 A. Cruzeiro, Ed.D., Chair and Graduate  
Program Committee Chair - 308-865-8512**

**Graduate Faculty**

Professor: Cruzeiro

Associate Professors: Hoehner, T. Jacobson, Nelson

**Graduate Program Committee**

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

**Adjunct Faculty:**

Ken Anderson, Mike Lucas, Kent Mann, Donna Moss,

James Tenopir, Jeff West, Carolyn Winchester

Courses with the prefix EDAD are offered by the department. See page 79.

Educational Administration Program  
Information and Admission Requirements

The department offers two degrees:

**MASTER OF ARTS IN EDUCATION**

School Principalship PK-8 - Master of Arts in Education Degree

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

Curriculum 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

**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 9 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.

**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 Master's Admission  
Requirements\***

\*See page 48 for requirements for the School Superintendent Program.

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 and one other individual who can comment on your potential to do graduate study and for educational leadership. (Appropriate forms online.);
3. Submit a resume and an essay on why you wish to pursue a career in school administration. (Appropriate format information online.);
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. Faculty review of all applications to the programs.
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. and Ed.S. degrees 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 PK-8 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 three non-degree administrative endorsements: School Principalship PK-8, School Principalship 7-12, and Curriculum Supervisor of Academic Area.

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 PK-8 Master of Arts in Education Degree

#### *This program is offered online only.*

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 PK-8.....36 hours**

#### **A. Foundations (6 hours required)**

Take all of the following:

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

#### **B. 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

#### **C. Electives (6 hours required)**

Selected with the consent of the advisor:

EDAD 846, The Junior High/Middle School.....3 hours  
EDAD 870, The Principal as Instructional Leader .....3 hours

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EDAD 895, School Improvement.....3 hours  
EDAD 945, Independent Readings.....3-6 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

Any other elective must have advisor approval.

Offered by Department of Educational Administration

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

#### *This program is offered online only.*

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**

#### **A. Foundations (6 hours required)**

Take all of the following:

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

#### **B. 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

#### **C. Electives (6 hours required)**

Selected with the consent of the advisor:

EDAD 846, The Junior High/Middle School.....3 hours  
EDAD 870, The Principal as Instructional Leader .....3 hours  
EDAD 895, School Improvement.....3 hours  
EDAD 945, Independent Readings.....3-6 hours  
TE 811, The Activities Director.....3 hours  
TESE 821P, Nature and Needs of Exceptionalities .....3 hours

Any other elective must have advisor approval.



Offered by Department of Educational Administration

Curriculum Supervisor of Academic Area  
Master of Arts in Education Degree***This program is offered online only.***

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.

**MAE in Curriculum Supervisor of Academic Area .....36 hours****A. 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.

**B. Educational Administration (30 hours required)**

Take all of the following:

EDAD 832, Current Issues in Education.....	3 hours
EDAD 833, EDAD Assessment Leadership.....	3 hours
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 940, Administrative Theory .....	3 hours
EDAD 956, School/Community Relations.....	3 hours
EDAD 998, Internship .....	3 hours
CSP 800, Advanced Educational Psychology .....	3 hours

**Admission to the Program**

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, with two years of experience as a teacher in the content area. Noncertification program candidates do not require endorsements. In addition to the recommendation for graduate work, the candidate must have strong recommendations from his/her superintendent and immediate supervisor supporting the applicant's candidacy for the specific role of supervisor.

The candidate also 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 for content area supervisors.

Offered by Department of Educational Administration

Supervisor of Special Education  
Master of Arts in Education Degree***This program is offered online only.***

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****A. 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.

**B. Educational Administration (15 hours required)**

Take all of the following:

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

**C. Special Education (15 hours required)**

Take:

EDAD 842P, Administration of Special Education .....	3 hours
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**Admission to the Program**

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 special education, with two years of experience as a special education teacher. Noncertification program candidates do not require endorsements. In addition to the recommendation for graduate work, the candidate must have strong recommendations from his/her superintendent and immediate supervisor supporting the applicant's candidacy for the specific role of supervisor.

The candidate also 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 for content area supervisors.

## 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 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 a professional biography including why you seek the superintendency (On-line format)
3. A satisfactory undergraduate and graduate scholastic record;
4. Submit written recommendations from two school administrators and one other individual who can comment on your potential to do graduate study and for educational leadership. (On-line format);
5. Faculty review of all applications to the programs.
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.

In order to be eligible for an endorsement as superintendent in the State of Nebraska, one must have earned a Master's degree as principal, or have completed an endorsement program as principal in an accredited Nebraska college or university.

- Out-of-state students who apply for the Educational Specialist degree and complete the degree program will need to check with their respective state certification officers.
- Out-of-state students who apply for the Educational Specialist degree and complete the degree program will not be recommended for endorsement as superintendent unless deemed otherwise by the Nebraska Department of Education.

### 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.

### Time Limitation

The coursework for the Specialist degree must be completed within a period of 10 years.

### 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.

GRADUATE Educational Administration	49
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Offered by Department of Educational Administration

**School Superintendent  
Education Specialist Degree**

***This program is offered online only.***

**EDS in School Superintendent.....33 hours**

### A. Required Courses (24-27 hours required)

Take all of the following:

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 hours
<b><i>May enroll for an additional 3 hours for extended research.</i></b>	
EDAD 998, Internship .....	3-6 hours

### B. Electives (6-9 hours required)

Appropriate courses selected with the consent of the advisor.

May apply:

EDAD 895, School Improvement.....	3 hours
EDAD 992, The Executive Administrator .....	3 hours

College of Fine Arts and Humanities

Department of  
English

**Derek Parker Royal, Ph.D., Chair** - 308-865-8293  
**Robert Luscher, Ph.D., Graduate Program Committee Chair** - 308-865-8115

**Graduate Faculty**

*Professors:* Benzel, Bloomfield, Luscher, Tassi, R. Umland, S. Umland  
*Associate Professors:* Hedge Coke, Honeyman, Kruse, Royal  
*Assistant Professors:* Megan Hartman, Beissel Heath, Ficociello

**Graduate Program Committee**

Luscher (Chair), Hedge Coke, R. Umland

**MASTER OF ARTS**

English - Master of Arts Degree  
 Literature Emphasis  
 Creative Writing Emphasis

Courses with the prefix ENG are offered by the department. See page 80.

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

Option A: Literature Emphasis - Thesis Option (30 Hours)  
 Option B: Literature Emphasis - Examination 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.

***This program is offered on campus only.***

**MA in English..... 30-36 hours**

**I. Literature Emphasis**

**A. Option A: Literature Emphasis - Thesis Option (30 hours)**

**1. 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

**2. Literature Requirements (12 hours)**

Take all of the following:

- 6 hours in Literature of the United States
- 6 hours in Literature of England and the Commonwealth and World Literature

**3. Thesis Requirements (6 hours)**

Take:

- ENG 896, Thesis .....6 hours

**4. Supporting Courses (6-9 hours)**

Take:

- 6-9 hours of Electives

**5. Graduate Assistant Requirement (3 hours)**

Take:

- ENG 805, The Teaching of Composition.....3 hours  
*required for all graduate assistants; must be taken at earliest opportunity*

**6. 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.

**B. Option B: Literature Emphasis - Examination Option (36 hours)**

**1. 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

**2. Literature Requirements (12 hours required)**

Take all of the following:

- 6 hours in Literature of the United States
- 6 hours in Literature of England and the Commonwealth and World Literature

**3. Supporting Courses (8-21 hours required)**

Take:

- 8-21 hours of Electives

**4. Graduate Assistant Requirement (3 hours required)**

Take:

- ENG 805, The Teaching of Composition.....3 hours  
*required for all graduate assistants; must be taken at earliest opportunity*

**5. 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.

**II. Creative Writing Emphasis**

**C. 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.)*

**1. 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

**2. Literature Requirements (6 hours required)**

Take all of the following:

- 3 hours in Literature of the United States
- 3 hours in Literature of England and the Commonwealth and World Literature

**3. 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. Kearny 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.*

**4. Thesis Requirements (6 hours required)**

Take:

- 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.*

**5. Supporting Courses (3 hours required)**

Take:

- 3 hours of Electives

**6. Graduate Assistant Requirement (3 hours required)**

Take:

- ENG 805, The Teaching of Composition.....3 hours  
*required for all graduate assistants; must be taken at earliest opportunity*

**7. 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****Todd Barte, Ph.D., Graduate Program Committee Chair -**  
308-865-8179**Graduate Faculty***Professors:* Bishop, Heelan, Moorman, Ed Scantling, N. Unruh, S. Unruh*Associate Professors:* Barte, Brown*Assistant Professor:* Lynott*Courtesy Faculty:* Heber Crockett, M.D.; Dan Slawski, M.D.;

John Wright, M.D.

**Graduate Program Committee**Barte (Chair), Bishop, Brown, Heelan, Lynott, Moorman, Ed  
Scantling, N. Unruh, S. Unruh

Courses with the prefix PE are offered by the department. See page 92.

## Health, P.E., Recreation & Leisure Studies Information and Admission Requirements

**MASTER OF ARTS IN EDUCATION**

Physical Education Exercise Science - Master of Arts in Education Degree

General Physical Education - Master of Arts in Education Degree

Sports Administration Specialization

Recreation and Leisure Specialization

Physical Education Master Teacher - Master of Arts in Education Degree

Pedagogy Emphasis

Special Populations Emphasis

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.

**Graduate students in the department of Health, Physical Education, Recreation, and Leisure Studies must select either a thesis or a non-thesis option.**

**Thesis Option**

In addition to academic coursework, students must complete a 6 hour thesis project (PE 896) under the direction of a thesis advisor. At the time a student elects to write a thesis, the advisor and the Chair of the HPERLS Graduate Program Committee 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. 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.

*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 who will serve as chair,
- A member representing the candidate's major discipline (generally from the degree granting institution),

- A third member representing a related field in the college in which the candidate's major field is located, and
- 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.

**Non-Thesis Option**

In addition to their coursework, students pursuing the MAE in Physical Education Exercise Science, General Physical Education, or Physical Education Master Teacher must successfully complete a comprehensive examination prior to graduation. Comprehensive examinations are to be taken on the campus of the University of Nebraska at Kearney unless an off campus site and a waiver for the on campus requirement are approved by a majority vote of the HPERLS graduate faculty. Comprehensive examinations will be offered the last week of March, June, and October. The comprehensive written examination will consist of at least three questions.

- one question relating to research techniques
- one question relating to content from their graduate coursework
- one question relating to the student's area of focus/emphasis

Scoring of the comprehensive written exam will be scored as

- Pass - no further examination is required
- Conditional Pass with an oral examination required - Following the oral exam the student can then be granted a Pass or No Pass with remediation required. Students earning a No Pass must then take another written comprehensive examination within a time period specified by the examination committee.
- No Pass - the committee will then 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.

After a student takes a second comprehensive examination, the student will be given the same scoring as above, except in any situation in which the student receives a score of No Pass the committee will then recommend to the Dean of Graduate Studies and Research that the candidate be refused graduation.

*Comprehensive Examination Committee*

The comprehensive exam committee will consist of two graduate faculty members of the student's choosing within their field of study, with the Graduate Program Chair (or another graduate faculty member if the Graduate Program Chair is on the exam committee) serving as a third member if arbitration of grading is needed.

Offered by Department of Health, P.E., Recreation and Leisure Studies

## Physical Education Exercise Science Master of Arts in Education Degree

***This program is offered on campus only.*****MAE in Physical Education Exercise Science .....36 hours****A. Core Requirements (15 hours required)**

Take all of the following:

BIOL 865P, Physiology .....	3 hours
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

**B. Exercise Science Option (21 hours required)**

Choose from one of the following:

**1. 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

## 2. 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 837P, Computer Analysis of Statistical Data.....	3 hours

Offered by Department of Health, P.E., Recreation and Leisure Studies

## General Physical Education Master of Arts in Education Degree

*This program is offered on campus only.*

### MAE in General Physical Education.....36 hours

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

#### A. 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

#### B. 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.

#### C. General Physical Education Option (9 hours required)

Choose from one of the following:

##### 1. 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

##### 2. 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
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Offered by Department of Health, P.E., Recreation and Leisure Studies

## Physical Education Master Teacher Master of Arts in Education Degree

Pedagogy, Special Populations Emphases

*This program is offered on campus only.*

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

#### I. Pedagogy Emphasis

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.

#### A. 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, Physical Education for Elementary Schools..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

#### B. Electives: (9 hours required)

Take 9 hours from the following:

CSP 805, Child and Adolescent Development and Interventions .....	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, Teacher Development: Basic Instructional Theory into Practice.....	2-3 hours

#### II. Special Populations Emphasis

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 Requirements: (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 867, Applied and Functional 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**Vernon Volpe, Ph.D., Chair****Mark Ellis, Ph.D., Graduate Program Committee Chair** -  
308-865-8767**Graduate Faculty***Professors:* Ailes, Barua, Davis, Ellis, Lilly, Volpe*Associate Professors:* Biggs, Rohrer, Van Ingen*Assistant Professor:* Koepf**Graduate Program Committee**

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

**MASTER OF ARTS**

History - Master of Arts Degree

**GRADUATE CERTIFICATE**

Graduate Certificate in History

Courses with the prefix HIST are offered by the department. See page 85.

History Program Information and  
Admission Requirements**Master of Arts Degree**

Option A: Thesis Option

Option B: Non-Thesis Option

**Master of Arts in History Admission Criteria**

Admission to the History MA program is based on undergraduate GPA, letter of intent, letters of recommendation, and a writing sample. An applicant interested in pursuing a MA in History should\*:

1. Meet the requirements for admission set forth by the Office of Graduate Studies and Research,
2. Have completed an undergraduate program containing at least 18 semester hours of history,
3. Have a 3.25 undergraduate GPA or submit GRE scores,
4. Submit to the Graduate Chair a letter of intent that describes the applicant's interests and goals in obtaining a graduate degree,
5. Submit to the Graduate Chair evidence of the writing and analytical skills necessary for graduate level course work,
6. Submit to the Graduate Chair at least two letters of recommendation.

\*In the absence of any of the above, admission may be granted on a conditional basis.

**Graduate Certificate in History Admission Criteria**

Admission to the History Certificate program is based on undergraduate GPA, letter of intent, and letters of recommendation. An applicant interested in pursuing a Certificate in History should\*:

1. Meet the requirements for admission set forth by the Office of Graduate Studies and Research,
2. Have completed an undergraduate program in the social sciences,
3. Submit to the Graduate Chair a letter of intent (500 word minimum) that describes the applicant's background, qualifications, academic interests, and career goals in obtaining a History Certificate,
4. Submit to the Graduate Chair at least two letters of recommendation.

\*In the absence of any of the above, admission may be granted on a conditional basis.

**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.
- 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.

**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**

Students interested in pursuing the thesis option must do the following:

1. Complete at least 12 hours of course work with a 3.5 GPA
2. Obtain a Letter of Agreement from a history faculty member who agrees to serve as thesis advisor.
3. Submit to the graduate chair a Thesis Prospectus that outlines the proposed thesis topic.
4. Submit "Proposed Supervisory Committee for Thesis" form.

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. Students in the thesis-option are encouraged to present their research at the annual Missouri Valley History Conference (or another venue approved by thesis advisor).

Offered by Department of History

History  
Master of Arts Degree***This program is offered on campus and online.*****MA in History..... 30-36 hours****I. Option A: Thesis (30 hours)**

HIST 801, America Interpreted .....	3 hours
HIST 803, Historical Methods .....	3 hours
U.S. History.....	6 hours
Non-U.S. History.....	6 hours
Electives .....	6 hours
Thesis .....	6 hours

**II. Option B: Non-Thesis (36 hours)**

HIST 801, America Interpreted .....	3 hours
HIST 803, Historical Methods .....	3 hours
U.S. History.....	12 hours
Non-U.S. History.....	9 hours
Secondary Field.....	9 hours

**Graduate Certificate in History.....18 hours**

18 hours of 800-level courses

courses must be approved by graduate advisor

## Department of Modern Languages

**Sonja Kropp, Ph.D., Chair**  
**Herbert Craig, Ph.D., Graduate Program Committee**  
**Chair - 308-865-8475**

### Graduate Faculty

*Professors:* Craig, Hart  
*Associate Professors:* S. Kropp, Snider  
*Assistant Professor:* C. Jochum

### Graduate Program Committee

Craig (Chair), Hart, C. Jochum, S. Kropp, Snider, Tracy (COE)

### MASTER OF ARTS IN EDUCATION

Spanish Education - Master of Arts in Education Degree

Courses with the prefix FORL, FREN, GERM, and SPAN are offered by the department. See pages 83 (FORL, FREN), 84 (GERM), and 96 (SPAN).

## Modern Languages Program Information and Admission Requirements

### Master of Arts in Education Degree

*Spanish Education*

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 Spanish;
2. Twenty-four semester hours of upper level undergraduate coursework in Spanish or equivalent;
3. Personal interview with a member of the graduate faculty in 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 corresponding language as well.

## GRADUATE Modern Languages

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Offered by Department of Modern Languages

### Spanish Education Master of Arts in Education Degree

*This program is offered on campus only.*

**MAE in Spanish Education .....36 hours**

#### A. 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, Child and Adolescent  
 Development and Interventions .....3 hours

#### B. Research (3 hours required)

Take 1 course from:

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

#### C. Spanish Specialization Requirements (24-27 hours required)

##### 1. 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 hours

Choose one six hour block:

SPAN 875, Graduate Study Abroad .....3 hours  
 SPAN 876, Graduate Study Abroad .....3 hours

**OR**

SPAN 896, Thesis (with permission) .....6 hours

##### 2. Supporting Emphases (6 hours required)

Choose from one of the following:

###### a. 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

###### b. 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, D.M.A., Chair** - 308-865-8618**David Nabb, Ph.D., Graduate Program Committee Chair** - 308-865-8606**Graduate Faculty***Professors:* Buckner, Cisler, Cook, Foradori, D. Mitchell, Nabb, Payne*Associate Professors:* Chen, Janice Fronczak, Harriott, White**Graduate Program Committee**

Nabb (Chair), Foradori, Janice Fronczak, Harriott, Mitchell, Payne, Powell (COE)

**MASTER OF ARTS IN EDUCATION**

Music Education - Master of Arts in Education Degree

Courses with the prefix MUS are offered by the department. See page 91.

## Music Education Program Information and Admission Requirements

**Master of Arts in Education Degree***Music Education*

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

1. Provide a comprehensive course of academic study for those students who seek the Master of Arts in Education—Music Education degree;
2. Make available relevant and engaging graduate 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; an official transcript from the institution at which the applicant has taken undergraduate work (must be sent directly from the undergraduate institution(s)).
3. Undergraduate courses may not be taken for graduate degree credit.
4. Satisfactory completion of departmental entrance requirements:
  - Take the UNK Graduate Music Examination (If deficiencies are indicated, additional coursework may be required.)
  - 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 DVD with 10-20 minutes demonstrating teaching ability in the classroom, rehearsal, or studio (for private teachers).
  - Submit a recording or a performance on principal instrument or voice (required of those who wish to enroll in graduate level applied lessons).
  - Submit three letters of recommendation from individuals who have knowledge of the applicant's capabilities/professional musical experience;

5. Admission is complete when an approved Program of Study and Application for Candidacy are on file.

Completion of this program requires passing a comprehensive examination covering the following areas: music theory, music history, music education, general.

Offered by Department of Music

## Music Education

### Master of Arts in Education Degree

*This program is offered online only.***MAE in Music Education.....36 hours****A. Required Music Core Curriculum (12 hours required)****1. Music Theory**

Take the following:

MUS 801, Music Analysis.....3 hours

**2. Music History/Literature**

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

MUS 899P, Music Special Topics ..... 1-3 hours

**3. Research**

Take 3 hours from:

TE 800, Educational Research .....3 hours

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

**B. Music Education Support Courses (18 hours required)****1. Required Courses**

Take the following:

MUS 800, Foundations of Music Education .....3 hours

Take 6 hours from:

MUS 814, Aesthetics of Music .....3 hours

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

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

TE 803, Philosophy of Education .....3 hours

**2. Performance/Pedagogy Electives**

Take 6 hours from:

MUS 809P, Vocal Pedagogy .....3 hours

MUS 811P, Woodwind Pedagogy.....3 hours

MUS 812P, Brass Pedagogy .....3 hours

MUS 813P, Percussion Pedagogy .....3 hours

MUS 816P, Special Topics in Piano Pedagogy ..... 2-3 hours

MUS 820P, String Pedagogy.....3 hours

MUS 850, Graduate Applied Instruction.....2 hours

MUS 857P, Elementary School Music.....3 hours

MUS 894P, Workshop in Instrumental Art .....3 hours

MUS 895P, Workshop in Choral Art .....3 hours

MUS 899P, Music Special Topics ..... 1-3 hours

**3. Capstone**

Take the following:

MUS 897, Graduate Capstone Project.....3 hours

**C. Electives (6 hours required)**

Take 6 hours from MUS 800-MUS 899 courses or other graduate courses approved by the Graduate Music Program Committee.

## Science/Math Education Program

**Kerri Farnsworth-Hoback, Ph.D., Science/Math Education Program Director and Graduate Program Committee Chair** - 308-865-8410, [farnsworthkm@unk.edu](mailto:farnsworthkm@unk.edu)

### Graduate Program Committee

Farnsworth-Hoback (Chair), Exstrom, Ford, Lewis, T. Markes

### MASTER OF SCIENCE IN EDUCATION

Science/Math Education - Master of Science in Education Degree

## Science/Math Education Program Information and Admission Requirements

### Professional Teaching Certificate Option in Science/Math Education

This degree is coordinated by the Department of Biology, with oversight by a committee of representatives from the departments of Biology, Chemistry, Mathematics and Statistics, Physics and Physical Science, and Teacher Education.

### An Interdisciplinary Program

The Master of Science in Education Degree in Science/Math Education 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/Math Education 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.

### Course 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.

### Final Examination

Candidates for the degree must demonstrate proficiency in their field of study via satisfactory performance on a comprehensive examination, taken during the final semester of enrollment.

### Admission Information

To qualify for work on this degree, a student must have an endorsement in Biology, Chemistry, Mathematics, Natural Science, Physics, or Physical

Science and meet the general requirements for entrance to graduate studies. Applicants with middle-grades endorsements may need to meet additional admission requirements to qualify for full admission. Contact Dr. Kerri Farnsworth-Hoback (344 Bruner Hall/308-865-8410/[farnsworthkm@unk.edu](mailto:farnsworthkm@unk.edu)) for specific admission instructions. Admission to degree work is contingent upon evaluation of transcripts.

- Apply now at <https://myblue.nebraska.edu>.
- Schedule a campus visit and talk to our faculty.  
See <http://www.unk.edu/admissions.aspx?id=121>
- Explore graduate offerings at  
<http://aaunk.unk.edu/gradcatalogs/current/gen/genprog.asp>.

Coordinated by Department of Biology

## Science/Math Education Master of Science in Education Degree

*This program is offered online only.*

**MSE in Science/Math Education .....36 hours**

### A. Professional Components (9 hours required)

#### 1. Curriculum Course (3 hours)

Take:

BIOL 876, Natural Science Curriculum .....3 hours

#### 2. Research Course (3 hours)

Take:

TE 800, Educational Research .....3 hours

#### 3. Pedagogy Course (3 hours)

Take 1 course from:

TE 804, Curriculum Development in Multicultural Education...3 hours

TE 807P, Multiple Intelligences: Theories Into Practice...3 hours

TE 812P, Alternative Assessments of Student

Performance: Theory Into Practice .....3 hours

TE 886P, Technology Tools for Teachers .....3 hours

### B. Academic Components (27 required)

#### 1. Major Emphasis (12 hours)

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

#### 2. Supporting Courses (9 hours)

A minimum of 9 hours in Biology, Chemistry, Earth Science, Mathematics, Physics, or Physical Science outside the major emphasis. Courses must be taken in at least two disciplines. These courses will be selected to meet student needs as indicated by previous course work and teaching duties.

#### 3. Electives (6 hours)

Approved by the advisor prior to enrollment by the student

College of Education

Department of  
Teacher Education**Dennis Potthoff, Ph.D., Chair** - [potthoffd@unk.edu](mailto:potthoffd@unk.edu)**Joan Lewis, Ph.D., Graduate Program Committee****Co-Chair** - [lewisjd@unk.edu](mailto:lewisjd@unk.edu)**Dawn Mollenkopf, Ph.D., Graduate Program****Committee Co-Chair** - [mollenkopfdl@unk.edu](mailto:mollenkopfdl@unk.edu)**Mary Volker, Secretary** - 308-865-8825, [volkermc@unk.edu](mailto:volkermc@unk.edu)**Graduate Faculty***Professors:* Fredrickson, Lewis, Potthoff*Associate Professors:* Mollenkopf, Montgomery, Strawhecker, Tracy, Ziebarth-Bovill*Assistant Professors:* Crow, Kritzer, McCarty**Graduate Program Committee**

Lewis (Co-Chair), Mollenkopf (Co-Chair), Crow, Fredrickson, Hansen, Kracl, Kritzer, Messersmith, Montgomery, Potthoff, Tracy

**Department Website:**<http://www.unk.edu/acad/ted/>*Teacher Education is part of the Master of Science in Education Degree in Science/Math Education.*

Courses with the prefix TE, TEMO, and TESE are offered by the department. See pages 97 (TE), 101 (TEMO), and 102 (TESE).

Teacher Education Program Information  
and Admission Requirements**Degrees Offered****MASTER OF ARTS IN EDUCATION**

Curriculum and Instruction - Master of Arts in Education Degree

Early Childhood Education Concentration

Elementary Education Concentration

Reading/Special Education Concentration

English as a Second Language Concentration

Secondary Education Concentration

Instructional Effectiveness Concentration

Reading PK-12 - Master of Arts in Education Degree

(Includes Nebraska Endorsement)

Special Education - Master of Arts in Education Degree

Gifted Emphasis

(Includes Nebraska Endorsement)

Advanced Practitioner Emphasis

Mild/Moderate Emphasis

(Used for Initial Certification. Includes Nebraska Endorsement)

**MASTER OF SCIENCE IN EDUCATION**

Instructional Technology - Master of Science in Education Degree

Instructional Technology Concentration

School Librarian Concentration (Includes Nebraska Endorsement)

Information Technology 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 Examination 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 Mary Volker at 308-865-8825.

*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 PK-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.*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.

Successful completion of a comprehensive examination/project is required of all degree-seeking students prior to graduation. There are three parts: 1) program examination/project, 2) departmental examination, and 3) College of Education survey of Desired Outcomes. Contact your adviser at least one semester in advance of your planned graduation. Additionally, you must apply for graduation in the first few weeks of the semester in which you intend to graduate even if you will not attend.

Offered by Department of Teacher Education  
**Curriculum and Instruction**  
**Master of Arts in Education Degree**

Early Childhood, EL Ed., Reading/Special Ed., ESL, Secondary, Instruct. Effectiveness

**This program is offered online only.**

**MAE in Curriculum and Instruction .....36 hours**

**A. Department Core Courses (12 hours required)**

Research Course (3 hours)

TE 800, Educational 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)

Take 1 course from:

TE 805P, Overview of Assistive Technology .....3 hours

TE 886P, Technology Tools for Teachers .....3 hours

**B. Concentration (24 hours required)**

Choose from one of the following:

**1. Early Childhood Education Concentration**

Take all of the following:

TE 851, Principles of Early Childhood Education.....3 hours

TE 852, Issues and Trends in Early Childhood Education..3 hours

TE 853A, Improvement of Instruction

in Early Childhood Education.....3 hours

TE 899P, Special Topics.....3 hours

*Approved Topic: Early Communication, Language and Literacy*

TE 816A, Practicum: Education (Early Childhood) .....3 hours

Take 9 hours from:

TE 809P, Curriculum Implementation.....3 hours

TE 810, Design and Development of Instruction.....3 hours

TE 815P, The Effective Teacher: Enhancing

Classroom Instruction .....3 hours

TE 845, Contemporary Theory & Practice in Reading ..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 877, Developing Web-based Educational Environments..3 hours

TE 896, Thesis .....6 hours

TESE 821P, Nature and Needs of Exceptionalities.....3 hours

TESE 822P, The Psychology and Education

of Gifted and Talented Learners.....3 hours

TESE 837P, Medical Aspects of Individuals

with Disabilities .....3 hours

ART 807P, Art Methods for Young Children .....3 hours

ENG 847/847P, Children's Literature .....3 hours

PE 871, Physical Education for Students with Disabilities ..3 hours

**2. Elementary Education Concentration**

Take all of the following:

TE 845, Contemporary Theory & Practice in Reading ..3 hours

TE 853C, Improvement of Instruction

in Elementary School Language Arts.....3 hours

TE 816A, Practicum: Education .....3 hours

Take 1 course from:

TE 853B, Improvement of Instruction

in Elementary School Mathematics.....3 hours

TE 899P, Special Topics.....3 hours

*Approved Topic: Improvement of Mathematics - Primary Grades*

**GRADUATE**  
**Teacher Education**

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Take 12 hours from:

TE 807P, Multiple Intelligences: Theories Into Practice..3 hours

TE 810, Design and Development of Instruction.....3 hours

TE 815P, The Effective Teacher: Enhancing

Classroom Instruction .....3 hours

TE 826, Content Methods & Strategies for Teaching

English as a Second Language .....3 hours

TE 846, Diagnosis/Correction of Reading Difficulties ...3 hours

TE 848, Assessment and Remediation

in Elementary School Mathematics.....3 hours

TE 850, Elementary School Curriculum.....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

TE 854, Reading in the Content Areas.....3 hours

TE 876, Integration of Curriculum, Technology

and Media Resources .....3 hours

TE 896, Thesis .....6 hours

TE 899P, Special Topics.....3 hours

*Approved Topic: Advanced Instruction*

TE 899P, Special Topics.....3 hours

*Approved Topic: Differentiated Instruction for Inclusive Settings*

TESE 863, Research Based Instructional Strategies

for Students with Disabilities .....3 hours

**3. Reading/Special Education Concentration**

Take all of the following:

TE 845, Contemporary Theory & Practice in Reading ..3 hours

TE 846, Diagnosis/Correction of Reading Difficulties ...3 hours

TE 899P, Special Topics.....3 hours

*Approved Topic: Differentiated Instruction for Inclusive Settings*

TESE 834, Characteristics and Identification

of Behavior and Learning Disabilities.....3 hours

TESE 863, Research Based Instructional Strategies

for Students with Disabilities .....3 hours

TE 816B, Practicum: Reading.....3 hours

Take 6 hours from:

TE 854, Reading in the Content Areas.....3 hours

TE 896, Thesis .....6 hours

TESE 840, Bilingual Special Education .....3 hours

**4. English as a Second Language Concentration\***

Take all of the following:

TE 825, English Language Learners (ELL):

Culture, Civil Rights, and Advocacy .....3 hours

TE 826, Content Methods & Strategies for Teaching

English as a Second Language .....3 hours

FORL 800, Curriculum Development & Research .....3 hours

FORL 810, Second Language Acquisition .....3 hours

FORL 870P, TESOL .....3 hours

ENG 803, Descriptive Linguistics.....3 hours

TE 816A, Practicum: Education

(English as a Second Language).....3 hours

Take 3 hours from:

SPCH 854P, Intercultural Communication.....3 hours

an elective course approved by academic advisor .....3 hours

*\*The ESL Concentration Area will qualify an individual for adding an ESL K-12 endorsement to the Nebraska Teaching Certificate. Because of the volume of coursework required, there is NOT a thesis option.*



**5. Secondary Education Concentration**

Take all of the following:

TE 816A, Practicum: Education .....3 hours

Take 3-9 hours from:

TE 807P, Multiple Intelligences: Theories Into Practice..3 hours

TE 810, Design and Development of Instruction.....3 hours

TE 815P, The Effective Teacher: Enhancing

Classroom Instruction .....3 hours

TE 826, Content Methods &amp; Strategies for Teaching

English as a Second Language .....3 hours

TE 854, Reading in the Content Areas.....3 hours

TE 876, Integration of Curriculum, Technology

and Media Resources .....3 hours

TE 896, Thesis .....6 hours

TESE 863, Research Based Instructional Strategies

for Students with Disabilities .....3 hours

Take 12-18 additional hours from a Content Area (Business, History,  
English, Math, Science, etc.)

TBD and approved by academic advisor

**6. Instructional Effectiveness Concentration**

Take all of the following:

TE 807P, Multiple Intelligences: Theories Into Practice..3 hours

TE 810, Design and Development of Instruction.....3 hours

TE 815P, The Effective Teacher: Enhancing

Classroom Instruction .....3 hours

TE 876, Integration of Curriculum, Technology

and Media Resources .....3 hours

TE 899P, Special Topics.....3 hours

*Approved Topic: Advanced Instruction*

TE 816A, Practicum: Education .....3 hours

Take 6 hours from:

TE 809P, Curriculum Implementation.....3 hours

TE 826, Content Methods &amp; Strategies for Teaching

English as a Second Language .....3 hours

TE 895, Seminar in Student Teaching Supervision.....3 hours

TE 896, Thesis .....6 hours

TE 899P, Special Topics.....3 hours

*Approved Topic: Leadership for the Classroom Teacher*

TESE 822P, The Psychology and Education

of Gifted and Talented Learners.....3 hours

TESE 863, Research Based Instructional Strategies

for Students with Disabilities .....3 hours

Offered by Department of Teacher Education

**Reading PK-12  
Master of Arts in Education Degree*****This program is offered online only.*****MAE in Reading PK-12 .....36 hours****A. Department Core Courses (12 hours required)**

Research Course (3 hours)

TE 800, Educational 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)

Take 1 course from:

TE 805P, Overview of Assistive Technology .....3 hours

TE 886P, Technology Tools for Teachers .....3 hours

**B. Literacy Specialization (21 hours required)**

Take the following:

TE 816B, Practicum: Reading .....3 hours

TE 845, Contemporary Theory &amp; 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

ENG 849, Children's and Adolescent Literature .....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

**C. 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 863, Research Based Instructional Strategies

for Students with Disabilities.....3 hours

Offered by Department of Teacher Education

**Special Education  
Master of Arts in Education Degree**

Gifted, Advanced Practitioner, Mild/Moderate Emphases

***This program is offered online only.*****MAE in Special Education .....36 hours****A. Department Core Courses (12 hours required)**

Research Course (3 hours)

TE 800, Educational 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)

Take 1 course from:

TE 805P, Overview of Assistive Technology .....3 hours

TE 886P, Technology Tools for Teachers .....3 hours

**B. Emphasis Areas**

Choose from one of the following:

**1. Gifted (24 hours)***Prerequisite**Introduction to Exceptionalities or equivalent completed at the  
undergraduate or graduate level.***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

OR

#### Gifted - THESIS (24 hours)

Take the following:

TE 896, Thesis .....	6 hours
<i>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.</i>	
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

#### 2. Advanced Practitioner (24 hours)

This program is for students who possess a teaching certificate with an endorsement in Special Education.

##### a. Special Education Core (18 hours required)

Take the following:

TESE 834, Characteristics and Identification of Behavior and Learning Disabilities .....	3 hours
TESE 835, Applications of Assistive Technology Across Environments .....	3 hours
(Prereq: TE 805P)	
TESE 840, Bilingual Special Education .....	3 hours
TESE 863, Research Based Instructional Strategies for Students with Disabilities .....	3 hours
TESE 867, Applied and Functional Behavior Analysis .....	3 hours

Take 3 hours from:

TESE 816D, Practicum in Special Education .....	3 hours
<i>(Practicum will concentrate in the area of emphasis chosen for electives.)</i>	

##### b. Electives (6 hours required)

Students must complete six hours of electives from any of courses listed below. Additional endorsement is available in 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 865P, 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
<i>(Research-based course in area of endorsement.)</i>	
TESE 875P, Curriculum Content for Secondary Students with Disabilities .....	3 hours
TESE 876P, Transitional Issues for Individuals with Disabilities .....	3 hours
TESE 879P, Developing Social and Personal Skills in Individuals with Disabilities .....	3 hours

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#### 3. Mild/Moderate Disabilities (24 hours)

Take the following:

TESE 830, Consultation and Collaboration with Families and Agencies Serving Individuals with Disabilities .....	3 hours
TESE 837P, Medical Aspects of Individuals with Disabilities .....	3 hours
TESE 861, Legal Issues in Special Education .....	3 hours
TESE 862, Formal and Informal Assessment in Special Education .....	3 hours
TESE 863, Research Based Instructional Strategies for Students with Disabilities .....	3 hours
TESE 867, Applied and Functional Behavior Analysis .....	3 hours
TESE 879P, Developing Social and Personal Skills in Individuals with Disabilities .....	3 hours

Take 3 hours from:

TESE 816D, Practicum in Special Education .....	3 hours
<i>(Practicum will concentrate in the area of emphasis chosen for electives.)</i>	

*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

Instructional Technology, School Librarian, Information Technology Concentrations

***This program is offered online only.***

**MSE in Instructional Technology .....36 hours**

#### A. Department Core Courses\* (12 hours required)

Research Course (3 hours)

Take:

TE 800, Educational Research .....	3 hours
Democracy (3 hours)	

Take 1 course from:

TE 803, Philosophy of Education .....	3 hours
TE 868*, Copyright, Fair Use, and Ethics .....	3 hours
Diversity (3 hours)	

Take 1 course from:

TE 804, Curriculum Development in Multicultural Education .....	3 hours
TE 810*, Design and Development of Instruction .....	3 hours
Technology (3 hours)	

Take 1 course from:

TE 805P, Overview of Assistive Technology .....	3 hours
TE 886P*, Technology Tools for Teachers .....	3 hours

#### B. Instructional Technology Core Classes\* (9 hours required)

Take:

TE 870, Developing Web-based Portfolios .....	3 hours
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Take 1 course from:

TE 877*, Developing Web-based Educational Environments .....	3 hours
CSIS 840P*, Client-side Web Application Development .....	3 hours

Take 1 course from:

TE 891*, Field Experiences in Instructional Technology .....	3 hours
TE 893*, Field Experiences in School Library .....	3 hours

**\*See advising notes below\*\* for the specific core courses students should take for each concentration.**

**C. Choose from one of the following modules (15 hours required):****1. Instructional Technology Concentration (15 hours)**

Take the following:

Electives.....15 hours

\*\*Instructional Technology students must take TE 891, Field Experiences in Instructional Technology as part of the Core requirements above.

**2. School Librarian Concentration - MS IT Degree and Endorsement**

Prerequisite of State Department of Education

*if receiving the endorsement (does not apply to graduation requirements; may be undergraduate courses or graduate courses)*

ENG 847/847P, Children's Literature .....3 hours

ENG 848/848P, Literature for Adolescents.....3 hours

(Or approved substitutions)

**a. School Librarian Degree Requirements (15 hours)**

Take all of the following:

TE 869, Introduction to School Library Program.....3 hours

TE 871, Collection Development and Management.....3 hours

TE 872, Organization of School Library

and Technology Resources .....3 hours

TE 873, Reference Services and Resources.....3 hours

TE 875, Administration of the School Library.....3 hours

\*\*School Library students must take TE 810, Design and Development of Instruction; TE 868, Copyright, Fair Use, and Ethics; and TE 893, Field Experiences in School Library as part of the Core requirements above

**b. School Librarian Endorsement Requirements (30 hours)**

Take all of the following:

TE 810, Design and Development of Instruction .....3 hours

TE 868, Copyright, Fair Use, and Ethics .....3 hours

TE 869, Introduction to School Library Program.....3 hours

TE 871, Collection Development and Management.....3 hours

TE 872, Organization of School Library

and Technology Resources .....3 hours

TE 873, Reference Services and Resources.....3 hours

TE 875, Administration of the School Library.....3 hours

TE 893, Field Experiences in School Library.....3 hours

Approved Electives .....6 hours

**3. Information Technology Concentration (15 hours)**

Take all of the following:

CSIS 825P, Database Systems.....3 hours

CSIS 834P, Information Technology Teaching Methods.....3 hours

CSIS 848P, System Administration .....3 hours

CSIS 858P, Computer Security .....3 hours

Approved Electives .....3 hours

\*\*Information Technology students must take TE 810, Design and Development of Instruction; TE 868, Copyright, Fair Use, and Ethics; TE 886P, Technology Tools for Teachers; and TE 891, Field Experiences in Instructional Technology as part of the Core requirements above. Information Technology students may take either TE 877, Developing Web-based Educational Environments or CSIS 840P, Client-side Web Application Development.

**Electives in Teacher Education**

TE 805P, Overview of Assistive Technology .....3 hours

TE 810, Design and Development of Instruction .....3 hours

TE 868, Copyright, Fair Use, and Ethics .....3 hours

TE 869, Introduction to School Library Program.....3 hours

TE 870, Developing Web-based Portfolios .....3 hours

TE 871, Collection Development and Management .....3 hours

TE 872, Organization of School Library

and Technology Resources .....3 hours

TE 873, Reference Services and Resources.....3 hours

TE 874, Production of Instructional Resources .....3 hours

TE 875, Administration of the School Library.....3 hours

TE 876, Integration of Curriculum, Technology

and Media Resources.....3 hours

TE 877, Developing Web-based 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 886P, 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 Experiences in Instructional Technology .....3 hours

TE 892, Internship in Instructional Technology .....1-6 hours

TE 893, Field Experiences in School Library.....3 hours

CSIS 825P, Database Systems .....3 hours

(Prereq: CSIS 130 or CSIS 834P or instructor permission;

graduate standing)

CSIS 834P, Information Technology Teaching Methods .....3 hours

CSIS 840P, Client-side Web Application Development.....3 hours

(Prereq: CSIS 130 or CSIS 834P or instructor permission;

graduate standing)

CSIS 848P, System Administration.....3 hours

CSIS 850P, E-Commerce Information Systems .....3 hours

CSIS 858P, Computer Security .....3 hours

(Prereq: CSIS 848P or instructor permission)

CSIS 892P, Practicum in Computer Science/

Information Systems.....1-6 hours

(Prereq: CSIS 223 or CSIS 301; permission of department chair;

graduate standing)

CSIS 893P, Directed Readings in Computer Science/

Information Systems.....1-3 hours

(Prereq: CSIS 150 or CSIS 834P; permission of department chair;

graduate standing)

CSIS 894P, Directed Research in Computer Science/

Information Systems.....1-6 hours

(Prereq: CSIS 150 or CSIS 834P; permission of department chair;

graduate standing)

CSIS 895P, Independent Study in Computer Science/

Information Systems.....1-3 hours

(Prereq: CSIS 150 or CSIS 834P; permission of department chair;

graduate standing)

Electives may also be taken in ART, CDIS, CSIS, ENG, JMC, and MIS with permission.

In lieu of a comprehensive examination an electronic portfolio will be submitted and evaluated.

# GRADUATE Non-Degree Areas

College of Natural and Social Sciences

## Department of Chemistry

**Scott Darveau, Ph.D., Chair** - 308-865-8490**Graduate Faculty***Professors:* Darveau, Exstrom, Wubbels*Associate Professor:* Kovacs*Assistant Professors:* Cao, Moser, Palencia*Chemistry is part of the Master of Science in Education Degree in Science/Math Education.**Courses with the prefix CHEM are offered by the department. See page 72.*

College of Fine Arts and Humanities

## Department of Communication

**Ralph Hanson, Ph.D., Chair** - 308-865-8249**Graduate Faculty***Professors:* Hanson, Jurma, Terry*Associate Professors:* Dimock, Javidi*Assistant Professor:* A. Messersmith*This department offers degrees at the undergraduate level only.**Courses with the prefix JMC and SPCH are offered by the department. See pages 87 (JMC) and 96 (SPCH).*

College of Natural and Social Sciences

## Department of Computer Science and Information Systems

**Sherri Harms, Ph.D., Chair** - 308-865-8370**Graduate Faculty***Professors:* Harms, Hastings*Assistant Professor:* Liu*This department offers degrees at the undergraduate level only.**Courses with the prefix CSIS are offered by the department. See page 73.**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

**Frank Tenkorang, Ph.D., Chair** - 308-865-8530**Graduate Faculty***Professors:* Bridges, Jenkins, Kotcherlakota*Associate Professors:* Eshleman, Tenkorang*Assistant Professor:* Lear*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. See pages 71 (BSED, BTE), 79 (ECON), and 103 (VOED).*

College of Business and Technology

## Department of Family Studies and Interior Design

**Sylvia Asay, Ph.D., Chair** - 308-865-8228**Graduate Faculty***Professors:* Asay, Moore*Associate Professors:* Crosswhite, Stolzer*This department offers degrees at the undergraduate level only.**Courses with the prefix FSID are offered by the department. See page 83.*

College of Business and Technology

## Department of Industrial Technology

**Timothy Obermier, Ph.D., Chair** - 308-865-8504**Graduate Faculty***Professor:* Obermier*This department offers degrees at the undergraduate level only.**Courses with the prefix ITEC and SFED are offered by the department. See pages 87 (ITEC) and 95 (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.



## GRADUATE Non-Degree Areas

College of Natural and Social Sciences

### Department of Mathematics and Statistics

**Barton Willis, Ph.D., Chair** - 308-865-8531

#### Graduate Faculty

*Professors:* Lutfiyya, Willis

*Associate Professors:* Clark, Hossain, Kime

*Assistant Professor:* Weiss

*Mathematics and Statistics is part of the Master of Science in Education Degree in Science/Math Education.*

Courses with the prefix MATH and STAT are offered by the department. See pages 88 (MATH) and 97 (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. See page 93.

College of Natural and Social Sciences

### Department of Physics and Physical Science

**Kenneth Trantham, Ph.D., Chair** - 308-865-8277

#### Graduate Faculty

*Professor:* Mena-Werth

*Associate Professor:* Trantham

*Assistant Professor:* Kreminska

*Lecturer:* 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.*

*Physics and Physical Science is part of the Master of Science in Education Degree in Science/Math Education.*

Courses with the prefix PHYS are offered by the department. See page 93.

College of Natural and Social Sciences

### Department of Political Science

**Joan Blauwkamp, Ph.D., Chair** - 308-865-8506

#### Graduate Faculty

*Professors:* Avilés, Longo

*Associate Professors:* Blauwkamp, Louishomme

*Assistant Professor:* Machida

*This department offers degrees at the undergraduate level only.*

Courses with the prefix PSCI are offered by the department. See page 94.

College of Natural and Social Sciences

### Department of Psychology

**Robert Rycek, Ph.D., Chair** - 308-865-8235

#### Graduate Faculty

*Professors:* Benz, Briner, Forrest, Miller, Mosig, Rycek, Wadkins, Wozniak

*Associate Professor:* Fritson

*This department offers degrees at the undergraduate level only.*

Courses with the prefix PSY are offered by the department. See page 94.

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

**Suzanne Maughan, Ph.D., Co-Chair of Sociology,  
Geography and Earth Science,  
for Sociology** - 308-865-8355

**H. Jason Combs, Ph.D., Co-Chair of Sociology,  
Geography and Earth Science,  
for Geography and Earth Science** - 308-865-8355

#### Graduate Faculty

*Professors:* Borchard, Burger, S. Glazier, Kelley, Wysocki

*Associate Professors:* J. Bauer, Boken, Combs, Dillon, Maughan

*This department offers degrees at the undergraduate level only.*

Courses with the prefix GEOG and SOC are offered by the department. See pages 84 (GEOG) and 95 (SOC).

# GRADUATE Courses

Offered by Department of Accounting/Finance  
College of Business and Technology

## ACCT Courses

### ACCT 801 - Financial Accounting and Corporate Finance .....3 hours

This course introduces the student to the structure and usefulness of corporate financial statements and to the functions of corporate finance.

### ACCT 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.

### ACCT 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.

### ACCT 813P - Entrepreneurial Law .....3 hours

A study of the legal issues faced by entrepreneurs and new ventures including choosing a business entity, franchising, contracts and non-compete agreements, leases, e-commerce, intellectual property, operational liabilities and insurance, and going public.

### ACCT 851/851P - Tax Accounting .....3 hours

Background of income tax law and acquaintanceship with individual income tax law, regulations and filing procedures for individuals.

### ACCT 852/852P - Advanced Tax Accounting .....3 hours

Prereq: ACCT 451\* or ACCT 851/851P

Taxation of partnerships, corporations, and advanced topics in individual income taxation.

### ACCT 853/853P - Advanced Accounting I .....3 hours

Prereq: ACCT 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. ACCT 351\* is a recommended prerequisite.

### ACCT 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.

### ACCT 860 - Accounting/Finance Seminar .....3 hours

This course examines the latest standards and literature in financial accounting. Students will become familiar with and understand the most recent and pressing financial accounting issues.

### ACCT 863 - Advanced Accounting Information Systems .....3 hours

Prereq: ACCT 391\*

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.

### ACCT 865/865P - Governmental/Non-Profit Accounting.....3 hours

Prereq: ACCT 351\*

Accounting and financial reporting for local governments, colleges, and

universities, health care organizations, voluntary health and welfare organizations, and certain other nonprofit organizations.

### ACCT 870/870P - Auditing.....3 hours

Prereq: ACCT 350\*

Duties and responsibilities of auditors, how to conduct audits, preparation of audit reports and special auditing problems. ACCT 351\* is a recommended prerequisite.

### ACCT 871/871P - Advanced Auditing.....3 hours

Prereq: ACCT 470\* or ACCT 870/870P\*

The practical application of auditing standards and procedures, and procedures in examining financial statements and verifying underlying data. A practice set is required.

### ACCT 891P - Advanced Accounting Information Systems.....3 hours

Prereq: ACCT 391\*

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. Special emphasis is placed on the analysis and design of accounting systems, internal controls, as well as applications in financial planning, controlling, and reporting.

### ACCT 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 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 803 - Art Education Research Methods.....3 hours

This is a required "Arts Based Educational Research" (ABER) class. This course prepares the student for coursework and the final research paper within the ABER rationale. This class includes the development of research and writing skills and becoming proficient in APA style. In addition to Arts Based Education Research, other methodologies include case studies, action research and qualitative and quantitative research.

### 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 807P - Art Methods for Young Children.....3 hours

This interactive course is designed to give you a new perspective on planning and implementing developmentally appropriate art programs for children from birth through age eight. Topics include curriculum, assessment, evaluation, and program planning in addition to several historical perspectives and theories of child development and best practices for early childhood art education. We will examine key concepts as they relate to specific art activities. Graduate students will conduct research on a selected topic. Recommended prerequisite of a basic or advanced design course which provides fundamental training in art elements and principles with an emphasis on art materials, processes and the development of a basic art vocabulary.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**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 811 - Behavior Management in the Art Classroom.....3 hours**

Managing student behaviors in the art classroom is a complex undertaking.

Art teachers must maintain a delicate balance between meeting the needs of the whole group by maintaining social order and also meeting the unique needs of each student. To add to that mix, very often students who have identified behavior disorders are included in the art classroom under the auspices of providing the least restrictive environment for them. This course will help teachers devise both learning and behavioral strategies when student behaviors become an issue in the art classroom.

**ART 812 - Curriculum Development & Assessment****in PK-12 Classrooms .....3 hours**

This course is an exploration of the many aspects involved in developing an art curriculum. Included is curriculum as a body of knowledge to be transmitted, as a product, as a process, and as praxis. Students will choose their grade level focus and will write a yearly curriculum. Tied to curriculum is assessment. Assessment is considered difficult to accomplish in art. Drawing on current theories and visible practices in the qualitative assessment of art, strategies will be presented which address criteria for authentic assessment in art using transparent, logical, and intuitive methods.

**ART 825 - Intercultural Aesthetics & Pedagogical Practice ..3 hours**

This course explores the history and theories of the development of aesthetics in art. Course requirements include directed reading and special investigation of traditional and current trends in aesthetic theories in relationship to diverse world cultures. Appropriate application to the K-12 art classroom will be explored.

**ART 826 - Non-Western Art History: Selected Topics .....3 hours**

This course is a graduate level survey of the art and architecture of various cultural regions around the world. Areas of the world will be selected by the professor teaching the course according to his/her area of expertise. The goal of this course is to consider the interrelationship between the visual properties of art objects and the social and cultural contexts of their production.

**ART 828 - Creative Photography.....3 hours**

The primary goal of this course will be to explore photography technically, visually, and conceptually. This course will explore the artistic potential of photography via digital technologies. We will start with an overview on the basics of photography as they pertain to using digital cameras and digital output and move onto exploring some of the major concepts and visual theories on photography. This course will culminate into an original body of photographic work.

**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 \$80.

**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. Special materials fee of \$90.

**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 855 - Art Education in American Culture .....3 hours**

This course will explore questions about American culture and the historical impact visual art education has had on culture and how culture has impacted art education. Students will examine art education's current cultural role in a pluralistic society.

**ART 856 - Visual Culture & Studio Practice .....3 hours**

The primary goal of this course will be to explore what Visual Culture means. Students will create expressive works of art using contemporary art practices which reflect the ideas of Visual Culture. This work will be disseminated using the internet and its resources like Flickr, Facebook, and YouTube.

**ART 857 - Digital Art.....3 hours**

Exploration into digital image making and visual story telling with an emphasis in digital technology. Students are expected to have a working knowledge of the computer os as well as photoshop and/or painter.

**ART 860 - Seminar in Art Criticism and Philosophy .....3 hours**

Aesthetics and philosophy of art criticism for advanced students.

**ART 861 - Art of the Americas: Native American****& Latino Art History .....3 hours**

This course presents an overview of the cultures and arts of the Americas: traditional to contemporary and pre-colonial to present. A focus will be placed on select tribes or cultures from the Southwest, The West, Northwest Coast, Mesoamerica, Mexico, and contemporary Hispanic/Latino Americans. Exploration of various art forms may include architecture, pottery, basketry, pictographs, sculpture, textiles, painting, printmaking, photography, mixed media, performance art, and film.

Finally this course will address the affects of cross-cultural exchange, cultural genocide, and modern technologies on the art of the Americas.

**ART 865 - Directed Reading .....3 hours**  
Supervised study and research in an area approved by the instructor. By permission of instructor only.

**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. By permission of instructor only.

**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 873 - Modern Art History.....3 hours**  
ART 873 is a graduate level survey of art in the western world from 1900 to the present. The course revisits the questions: What is art? How can we define modernity? Is there "progress" in the visual arts? And what is modern art? Additionally, this course asks, what is Post Modern art and is it different from modern art? If so, how? Overarching themes, such as modernism, progress, the concept of the avant-garde and its uneasy relation with the general public, vision and reality, and the functions of the artist in society, are explored through time. Three main units will be outlined - European Art from 1900-1945, American Art from 1945-1980, and Post Modern and Contemporary Art from 1980-Present. Works of individual artists and movements will be examined within their social, religious, intellectual, and historical contexts.

**ART 875P - Cultural Studies Through Art .....3 hours**  
The study of the visual arts and culture of a region or country through travel and research.

**ART 895 - Art Education Research Paper .....3 hours**  
Prereq: completion of 27 hours of the program, ART 803  
The development, research, and writing about a problem in Art Education under the supervision of a major Professor in the discipline. By permission of graduate advisor.

**ART 896 - Thesis in Art Education.....6 hours**  
Prereq: minimum of 27 hours toward the degree, ART 803  
The student may elect to do a written or a creative thesis approved by the Department of Art. By permission of graduate advisor.

**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. By permission of instructor only.

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. Three hours of laboratory each week. Offered on-campus Spring only.

**BIOL 801P - Principles of Immunology.....4 hours**  
Prereq: BIOL 309\*; BIOL 360\*; BIOL 211 or BIOL 400\*  
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. Offered on-campus Spring only.

**BIOL 802 - Organic Evolution.....3 hours**  
A study of evolution beginning with the origin of life and characterizing

## GRADUATE BIOL Courses

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biological mechanisms of evolution leading to present biodiversity. Offered online, every Fall and Spring and on-campus, Fall of even-numbered years.

**BIOL 803P - Plant Physiology.....3 hours**  
Life processes of plants with an emphasis on water relations and hormonal and stress physiology. Three hours of laboratory each week. Offered online, Fall of even-numbered years and on-campus on demand.

**BIOL 804 - Evolution of Epidemics .....3 hours**  
Through videotaped lectures, reading and writing assignments, and online 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. Offered online, Fall of odd-numbered years.

**BIOL 804P - Developmental Biology.....3 hours**  
Principles of developmental processes with emphasis on the physiological and genetic events occurring during the growth and maturation of living organisms. Three hours of laboratory each week. Offered on-campus, Spring of odd-numbered years.

**BIOL 805P - Range and Wildlife Management .....3 hours**  
Basic principles of range and pasture management for use by domestic livestock and wildlife. Course includes three hours of field or laboratory work each week. Offered on-campus, Spring of even-numbered years.

**BIOL 806P - Plant Ecology.....3 hours**  
A study of plants in relation to their environment. Three hours of laboratory or field work each week. Offered on-campus only.

**BIOL 810P - Fire Ecology and Management in Grasslands.....1 hour**  
Familiarizes students with the role of fire as a major ecosystem process in grasslands and its use as a management tool. Provides the opportunity for certification for prescribed burning and wildland firefighting at federal, state, or private agency levels. Offered "in the field" on demand.

**BIOL 811 - Scientific Illustration.....3 hours**  
An introduction to the discipline of scientific illustration. Students will learn the fundamental principles of creating effective illustrations for the purpose of communicating science. A limited set of media types, both traditional and digital, will be explored. The main focus will be on creating the best images for use in research, teaching, journal publications, presentations, and other applications. Copyright and other legal issues will also be discussed. A basic knowledge of biological concepts is useful; artistic ability not required. Offered online, Summer of even-numbered years.

**BIOL 812 - Microbial Diversity .....3 hours**  
New techniques in molecular biology have revealed three distinct cell lineages: bacteria, archaea, and eukaryae. When considering microorganisms, this information has created major changes in our understanding of phylogeny and our use of taxonomy. This course consists of two parts. In one part, current taxonomic groupings of microorganisms and their basic characteristics are discussed. The second part of the course focuses on how these groupings were created and weaknesses in our current understanding. This is discussed in theory and also applied by students to sample data sets. Offered online, Spring of even-numbered years.

**BIOL 813 - Issues in Bioethics .....3 hours**  
Bioethics is the study of ethical controversies in both biology and medicine. Science has progressed significantly in the last century and with this progress has come ethical questions. The intent of this course is to focus on a variety of issues that have arisen, including, but not limited to, assisted reproductive technologies, sex selection, cloning, and stem cell research to name a few. Offered online, Spring of even-numbered years.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**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. Offered online, Spring of even-numbered years.

**BIOL 815 - Great Plains Heritage .....3 hours**

This course will provide an overview of the natural history, ecology, and culture of the Great Plains region from a scientific and a historical perspective. Great Plains literature will also be incorporated into the course in order to enhance the knowledge, understanding, and appreciation of the Great Plains by each participant.

**BIOL 816P - Plant Diversity and Evolution.....4 hours**

Morphology of each group of the plant kingdom. Three hours of laboratory each week. Offered on-campus, Spring of even-numbered years.

**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. Offered on-campus, Fall only.

**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. Offered online, Spring and Fall and on-campus, Spring of odd-numbered years.

**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

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 823 - Environmental Biology.....3 hours**

The area of environmental studies is an important one today as the impact of humans on the biosphere is becoming more thoroughly understood. The amount and type of material being placed into the ecosystems of the planet by human activity is a topic of conservation and contention at all levels of government: local, regional, national, and international. This class is meant to be an introduction of this area of scientific study. The discipline is multidisciplinary and new, and so this course attempts to explore the current areas of study including: economics, policy, ethics, biology, chemistry, and physics are all touched on by this field.

**BIOL 824 - Principles of Ecology .....3 hours**

This course introduces students to the field of ecology in two ways. A brief summary of the current state of the field is followed by reading classic papers and discussing their role in forming the field. Also, students will be asked to complete several ecological exercises during the course that may be completed anywhere. The goal of the course is to provide a comprehensive and thorough introduction to the present and past of the broad field of ecology. Offered online, Spring of odd-numbered years.

**BIOL 827 - Biological Statistics.....3 hours**

This statistics course has two components: 1) becoming familiar with the terminology, mathematics, and use of basic inferential statistics, as well as how to choose the correct test to use for a given experiment and 2) how to design experiments to make the best use of the statistical tests discussed in the class. The class is intended to help graduate students build a strong experimental design and select the correct statistical test before research projects are started. However, it should help any student at any stage better understand and use statistics. Offered online, every Spring.

**BIOL 829 - Ecological Anthropology .....2 hours**

This course is a study of human civilization through the lens of biology. Readings specifically examine the role of biogeography, domesticatable species distribution, and how the distribution of other natural resources has affected which human societies have been the most successful. The class also focuses on why certain civilizations have failed. This is a reading course with an emphasis on discussion. Offered online, Summer of odd-numbered years.

**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 of 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 Physiology

**BIOL 831 - Biological Research ..... 1-3 hours**

Independent investigation of biological problems. A maximum of three hours credit may count toward the 36 hours required for the thesis option. For the non-thesis option, a series of six 1-credit hour classes must be taken. Offered online, every semester.

**BIOL 833P - Invertebrate Zoology.....3 hours**

Prereq: BIOL 105, BIOL 106 OR permission of instructor

This course provides an introduction to the biology of specific phyla, classes, and orders of invertebrates with emphasis on classification, morphology, structure and function of their internal anatomy, ecology and evolution, and fundamental concepts characteristic of this diverse animal group. Laboratory stresses anatomy, natural history and ecology of invertebrates. Three hours of laboratory every week.

**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**

Herpetology provides an introduction to reptiles and amphibians with an emphasis placed on morphology, taxonomy, life history, and ecology of the major groups. Together, reptiles and amphibians are more diverse, numerous, and important to many terrestrial ecosystems than any other organism. You will learn life histories, their role in the ecosystem, reasons for the decline of many species and increase in other species and their importance to humans. Offered on-campus, Fall of odd-numbered years and online, Spring of odd-numbered years.

**BIOL 838 - Essential Human Anatomy.....3 hours**

Human anatomy including essential aspects of functional morphology will be covered. Topics covered may include the integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, urinary, digestive and reproductive systems. Detailed discussion of specific anatomical regions will be required.

**BIOL 839 - Human Physiological Systems.....3 hours**

General human physiology will be studied with an emphasis on systems. The integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, urinary, digestive, immune and reproductive systems will be discussed. Salient mechanical, physical and biochemical processes of organs, tissues and cells will be covered. Anatomy will be included at a level necessary to make sense of the system's function. Offered online, Spring only.

**BIOL 840 - Infectious Diseases .....3 hours**

This course is an introduction to medical microbiology with coverage of viral, bacterial, fungal, and protozoan disease causing microorganisms. It will cover the basic mechanisms of infection, disease progression, and immune response. It is strongly suggested that students have taken an introductory microbiology course before taking this class. Offered online, every Fall.

**BIOL 840P - Infectious Diseases .....4 hours**

This course focuses on the medical aspects of microbiology. The course will cover viruses, bacteria, fungi, and parasitic protists. We will study the mechanisms of infection, disease progression, and immune response. Three hours of laboratory will be required each week. Offered on-campus, Fall of odd-numbered years.

**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. Offered online, spring of odd-numbered years.

**BIOL 850P - Molecular Biology.....3 hours**

Prereq: BIOL 309\*, BIOL 360\* 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 on-campus, Spring only.

**BIOL 852P - Techniques in Molecular Biology.....3 hours**

Prereq: BIOL 309\* OR CHEM 351\*, CHEM 351L OR permission of instructor

The course is designed to familiarize the student with modern molecular biology techniques. Students will be exposed to a number of techniques including RNA isolation, polymerase chain reaction, cloning DNA, sequencing DNA, computer analysis of sequence data, expression of cloned genes in bacteria and protein analysis and purification procedures. One lecture and two three hour laboratories per week. Offered on-campus, Fall only.

**BIOL 854 - Biological Application of GIS.....3 hours**

This class introduces students to Geographical Information Systems (GIS) and associated concepts and technologies. The class curriculum includes an introduction to (and temporary license for) the ArcGIS GIS software package, cartographic principles, online GIS data sources, and the functioning of Global Positioning System (GPS). Particular attention will be paid to organizing GIS data into appropriate data structures and the completion of independent research projects. The independent projects have been found to be a crucial component for becoming familiar with much of the material covered in the class. No prior

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experience with GIS or GPS software or GPS receivers is expected. Offered online, Fall of odd-numbered years and on-campus on demand.

**BIOL 856P - Regional Field Study ..... 1-4 hours**

This course is designed to introduce students to detailed biological studies of specific regions. Regions studied may vary depending upon instructor availability and student needs. Topics may include but are not limited to:  
Tropical and Marine Island Biology  
Natural History of Nebraska  
Natural History of the Southwest

**BIOL 857 - Human Histology .....3 hours**

Histology is also called micro-anatomy. This course examines animal bodies on the tissue and cellular level. Most examples will be from human anatomy. Basic tissue types will be studied as well as organ structure and function. As a distance class, microphotographs will be used (not glass slides) from the web, as well as from an assigned textbook. No prior experience with histology is expected. Offered online, Summer of odd-numbered years.

**BIOL 858 - Physiology of Stress .....3 hours**

An examination of how living organisms cope with short- and long-term exposure to extreme environmental conditions related to nutrient and water availability, temperature, and pressure. A basic understanding of organismal physiology is required. Offered online, Summer only.

**BIOL 859 - Biology of the Brain.....3 hours**

This course will focus on the central nervous system (brain and spinal cord) and will include gross anatomical features and landmarks of the cerebral hemispheres, diencephalons, brainstem, cerebellum and spinal cord. Physiological aspects will include the generation and modification of action potentials as well as normal functions of the specific regions of the central nervous system. Selected abnormal functions will also be studied. The interdependency of the central nervous system to itself (various pathways between the spinal cord and within the brain) as well as to the peripheral nervous system and select organ systems will complete the focus of the course. It is recommended that students have taken anatomy and physiology before enrolling in this course.

**BIOL 860 - Concepts of Genetics .....3 hours**

Application based course covering the classical and molecular principles of inheritance. Concepts covered include various historical concepts surrounding transmission, molecular, and population genetics, current state of the discipline, and the future outlook for the field. Students are required to demonstrate their knowledge and critical thinking skills through quizzes, tests, and writing assignments. Offered online, Fall of odd-numbered years.

**BIOL 861P - Human Genetics .....3 hours**

The course focuses on contemporary human genetics with emphasis on genetic diseases. A study of the genetic basis and frequency of genetic defects in man and genetic counseling. Offered on-campus Spring of even-numbered years. Offered online, Fall of even-numbered years.

**BIOL 862P - Animal Behavior .....3 hours**

An introduction to the science of ethology. A survey of the mechanism, function, and development of behavior. Offered on-campus, Spring of odd-numbered years and online, Summer of odd-numbered years.

**BIOL 863 - Biological Perspectives .....3 hours**

A review of the major advances in biology from the ancients to the present, with emphasis on paradigm shifts and science as a human endeavor. Offered online, Summer only.

**BIOL 865P - Physiology .....3 hours**

The structure and function of the systems of the vertebrate body. Three hours of laboratory each week. Offered on-campus, Spring only.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**BIOL 866 - Functional Morphology .....3 hours**

A study of the structure, form, and function of morphological adaptations in plants and animals as examined through a mechanical, ecological, and evolutionary perspective. This course will investigate the form and function of organisms through lecture, laboratory-like assignments, discussion, and independent research projects. Offered online, Spring of odd-numbered years.

**BIOL 868P - Parasitology .....2 hours**

Prereq: BIOL 105, BIOL 106 OR permission of instructor

The basic concepts of parasitology with emphasis on the major types of medically and economically important parasites (protozoan, helminth and arthropods) will be covered, including life cycle, diagnosis, treatment, immunity, pathology, control, and ecology and evolution.

**BIOL 868L - Parasitology Laboratory .....1 hour**

Take concurrently with BIOL 868P\*

Laboratory stresses identification of the various developmental stages of these parasites.

**BIOL 869 - Conservation of Birds and Mammals .....3 hours**

"Wildlife" is defined as wild birds and wild mammals. It does not include other vertebrates (fish, amphibians, or reptiles), nor does it include invertebrate animals. This is a course about the Principles of Wildlife Conservation, and is not specifically about wildlife management, or even wildlife ecology. However, both these latter subjects will be examined briefly. Wildlife conservation usually involves as much if not more of the following disciplines than it involves biology: history, sociology, and politics. It is recommended that you have taken a course in ecology and statistics before enrolling in this course. Offered online, Summer of even-numbered years.

**BIOL 870P - Insect Biology .....3 hours**

An introduction to insects and related arthropods. Emphasis is placed on morphology, physiology, taxonomy and ecology of insects. Three hours of laboratory or field work each week. Offered on-campus, Fall of odd-numbered years.

**BIOL 871P - Methods in Secondary Science Teaching .....3 hours**

An examination of current developments in curricula, methods, and materials. Laboratory time arranged. Offered on-campus, Fall only.

**BIOL 872P - Fresh Water Biology .....4 hours**

Characteristics of inland waters, the forces and processes which mold and maintain the integrity of these waters, and the interrelationships between the physical factors and the organism inhabiting the environment with a focus on classification, anatomy, distribution, ecology, physiology and management of fishes. Three hours of laboratory or field work each week. Offered on-campus, Fall of even-numbered years.

**BIOL 873P - Ornithology .....3 hours**

An introduction to birds: emphasis on bird identification skills, behavior, classification, ecology, and physiology. Three hours of laboratory or field work each week. Offered on-campus, Spring of even-numbered years.

**BIOL 874P - Mammalogy .....3 hours**

Introduction to mammals: ecology, classification, physiology, and behavior. Three-hour laboratory per week for preparation and identification of specimens. Offered on-campus, Fall of even-numbered years.

**BIOL 875 - Internship in Biology ..... 1-9 hours**

Taken as part of the professional semester. Emphasizes the professional development of the individual.

**BIOL 876 - Natural Science Curriculum .....3 hours**

A discussion of the natural science curriculum, with emphasis on scientific literacy and the alignment of curricula with state and national standards and benchmarks. Offered online, Spring only.

**BIOL 880 - Seminar .....1 hour**

A discussion of selected topics in a seminar format. Offered on-campus, Fall and Spring semesters.

**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. Offered online, every semester.

**BIOL 882P - Seminar in Molecular Biology .....1 hour**

Prereq: BIOL 360\* or permission of instructor

An in-depth discussion of current topics in molecular biology. Guest speakers, faculty and students will give presentations weekly. Some presentations will consist of the students reading an assigned paper followed by an oral presentation of its contents. Student participants are expected to read all journal articles presented, whether they are presenting or not. This course does not serve as a substitute for BIOL 880 Seminar. Offered on-campus, every semester.

**BIOL 883 - Aquatic Trophic Ecology .....3 hours**

This course was developed to provide a thorough examination of the interactions between abiotic and biotic components of freshwater ecosystems incorporating both theoretical and applied aspects of aquatic food web management. Major themes of the course will include nutrient cycling, trophic state and eutrophication, predation and food webs, and fisheries ecology. Selected scientific literature and text readings will stress professional differences of opinion during discussion of topics, which is intended to guide students toward an understanding that ecological principles rarely are simple and that current dogma can at times be incorrect or incomplete. Finally, this course is directed at improving student communication (written and electronic information/technology based) and critical thinking skills. Offered online, Fall of odd-numbered years.

**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. Offered online, Spring of odd-numbered years or on demand.

**BIOL 885P - Molecular Genetics .....3 hours**

An in-depth study of gene structure and replication in prokaryotes and eukaryotes. Gene function in developing and differentiated cells will also be studied in detail.

**BIOL 886 - Sexual Selection .....1 hour**

Small group discussions will be used to discuss readings on the role of sexual selection in evolution. Offered online, Spring of odd-numbered years.

**BIOL 887 - Fisheries Ecology .....3 hours**

This course was developed to provide a thorough examination of both theoretical and applied aspects of fisheries ecology. Major themes of the course will include individual ecology (feeding, growth, and reproduction), population ecology, and community ecology (predation and competition). Selected scientific literature and text readings will stress professional differences of opinion during discussion of topics, which is intended to guide students toward an understanding that ecological principles rarely are simple and that current dogma can at times be incorrect or incomplete. Finally, this course is directed at improving student communication (written and electronic information/technology based) and critical thinking skills.

**BIOL 896 - Thesis ..... 3-6 hours**

Offered on-campus, every semester.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



## 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.

## BTE Course

*The following Business and Technology course 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.

## 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 .....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. Observation and participation in diagnostic evaluation, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

**CDIS 817 - Speech Science Instrumentation .....2 hours**  
This course is intended to provide a practical guide to instrumentation for graduate students in speech-language pathology. 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 communication 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.

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**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 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 852 - Reading and Writing Strategies for the SLP: Serving  
Students with Language-Based Literacy Disorders .....2 hours**  
Prereq: graduate standing

This course explores theory and research concerning language and literacy development and disorders in children and adolescents. Topics will include home and school influences on literacy acquisition, roles and responsibilities of the speech-language pathologist in reading and writing assessment and intervention, and predictors of reading and writing acquisition and improvement.

**CDIS 856P - Adolescent Communication  
and Language Disorders .....2 hours**  
Prereq: graduate standing

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. It is recommended that students complete CDIS 252 or approved equivalent and CDIS 815 prior to enrolling in CDIS 857.

**CDIS 860 - Practicum in Speech-Language Pathology ..... 1-3 hours**  
Prereq: graduate standing  
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

**CDIS 861 - Practicum in Speech-Language Pathology ..... 1-3 hours**  
Prereq: graduate standing  
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

**CDIS 862 - Practicum in Speech-Language Pathology ..... 1-3 hours**  
Prereq: graduate standing  
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance.



**CDIS 863 - Practicum in Speech-Language Pathology ..... 1-3 hours**

Prereq: graduate standing

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance.

**CDIS 865 - Voice and Resonance Disorders ..... 3 hours**

Symptomatology, etiology, assessment and remediation of functional and organic voice disorders; prevention issues. Classification of cleft lip and palate and related anomalies; medical approaches to cleft lip and palate; and assessment and intervention of communication disorders related to cleft lip and palate.

**CDIS 868 - Motor Speech Disorders ..... 2 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 professional, 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**

Prereq: graduate standing

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) ..... 6-10 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) ..... 6-10 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.

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\*, CHEM 480L

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\*, CHEM 161L\*, CHEM 250\*, CHEM 250L 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\*, CHEM 250L 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\*, CHEM 351L, CHEM 480\*, CHEM 480L

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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**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 either

CHEM 480\*, CHEM 480L or CHEM 880P

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\*, CHEM 480L

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\*, PHYS 205L

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, 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.

**CSIS 802P - Introduction to Automata,****Formal Languages, and Computability ..... 3 hours**

Prereq: CSIS 180\* or MATH 115\*

A survey of the fundamental concepts and conclusions in the theory of

**GRADUATE  
CSIS Courses****73****11-12**

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\* or CSIS 802P\*

Techniques and organization of compilers, assemblers, and interpreters. Structure of programming language symbol tables, scans, and object code generation considered.

**CSIS 806P - Internet-based Information Systems Development... 3 hours**

Prereq or Coreq: CSIS 150\*, CSIS 425\* or CSIS 825P\*;

graduate standing  
This course is designed to assist students in learning the skills necessary to design and build Internet-based information systems. Skills and knowledge gained in this course can be applied in the development of information systems that support interactive Web sites, electronic commerce systems, and other systems that involve interaction with a database through the Internet. Security of Internet based information systems will also be covered.

**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 130\* or CSIS 834P\* or instructor permission; graduate standing

This course is a comprehensive study of multi-user database concepts. The relational model and relational database management systems along with proper database design will be emphasized. The normalization process and the various normal forms will be covered. Internet database applications are introduced. SQL will serve as the standard language for database manipulation. Several current database management systems will be introduced and will serve as the sample DBMSs for implementation of the course material.

**CSIS 826P - Computer Architecture ..... 4 hours**

Prereq: either PHYS 205\*, PHYS 205L or PHYS 275\*, PHYS 275L

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 130\* or CSIS 834P\* or ITEC 345\*; instructor permission

Study of network topology, protocols, management and communication media. Evaluation of present communication hardware, software, and future advancements in networking.

**CSIS 834P - Information Technology Teaching Methods ..... 3 hours**

Prereq: TE 810 or TE 870 or TE 886P or instructor permission

This course will include information technology curriculum development and instruction, with a focus on applying programming concepts to K-12 education. Intended only for Teachers. Cannot be applied toward any other Computer Science/Information System Major or Minor.

**CSIS 840P - Client-side Web Application Development ..... 3 hours**

Prereq: CSIS 130\* or CSIS 834P\* or instructor permission; graduate standing

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 use current tools and strategies for the interfacing

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

of text, graphics, sound, and additional multimedia objects. Students will also learn the current techniques for creating hypertext documents as defined by the World Wide Web Consortium. Finally the students will learn an appropriate state-of-the-art scripting language to allow for dynamic content in their hypertext documents.

**CSIS 841P - Artificial Intelligence.....3 hours**

Prereq: CSIS 150\*, graduate status

An in-depth study of intelligent agents, tree and search methods, constraint satisfaction problems, optimization problems, game-playing, logical analysis, and uncertainty modeling. Machine learning techniques are introduced. Applications to robotics, psychology, business intelligence and data mining are also discussed.

**CSIS 848P - System Administration.....3 hours**

Prereq: CSIS 834P\* or TE 870 or permission of instructor  
or permission of instructor

This course provides an overview of how to manage a server and its users. Topics include but not limited to installing server operating system, creating user and group accounts, setting up policies, adding and configuring devices and drivers, managing data storage, setting up security evaluating performance, trouble shooting, and virtualization.

**CSIS 850P - E-Commerce Information Systems.....3 hours**

Prereq: CSIS 834P\* or TE 870 or TE 877 or instructor permission

This course will present, develop, explore, and illustrate the nature and use of E-commerce Information System development methodologies in an inter-organizational setting, and discuss responsibilities at all life cycle stages. It is a comprehensive study of electronic commerce, with in-depth coverage of e-commerce technologies and e-commerce business models including business-to-consumer models, business-to-business models, consumer-to-consumer models, peer-to-peer models, and mobile commerce. It introduces global e-commerce, security and encryption issues, and ethical, social and political issues related to e-commerce. E-commerce interface designs for electronic storefronts, malls, catalogs, shopping carts, search engines, auctions, e-payment systems, e-learning, and e-government will be covered. Consumer interactions with payment processing mechanisms and relationships to information technology development and support will be studied.

**CSIS 858P - Computer Security .....3 hours**

Prereq: CSIS 848P\* or instructor permission

This course provides an overview of security issues associated with the development and deployment of information systems. Topics include authentication, encryption, firewalls, security standards and protocols, attack prevention, detection, and recovery.

**CSIS 892P - Practicum in Computer Science/**

**Information Systems..... 1-6 hours**

Prereq: CSIS 223\* or CSIS 301\*; permission of department chair;  
graduate standing

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 150\* or CSIS 834P\*; permission of department chair;  
graduate standing

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.

**CSIS 894P - Directed Research in Computer Science/**

**Information Systems..... 1-6 hours**

Prereq: CSIS 150\* or CSIS 834P\*; permission of department chair;  
graduate standing

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.

**CSIS 895P - Independent Study in Computer Science/**

**Information Systems..... 1-3 hours**

Prereq: CSIS 150\* or CSIS 834P\*; permission of department chair;  
graduate standing

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.

**CSIS 896P - Seminar in Computer Science.....3 hours**

Prereq: CSIS 330\*, graduate standing

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 380\*

Prereq or Coreq: CSIS 425\* or CSIS 825P\*; graduate standing

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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**CSP 802 - Research Methods in Psychology and Education...3 hours**

A survey of the techniques of research with emphasis on counseling and educational applications. Content includes knowledge of: (a) scientific knowledge and research; (b) research questions and hypotheses; (c) reviewing research literature; (d) types of variables and operational definition; (e) types of research; (f) data collection; (g) data entry and analysis using a variety of statistical techniques; and (h) models of program evaluation.

**CSP 804 - Counseling and Mental Disorders.....2 hours**

This independent study format course provides an orientation to the various abnormal behaviors and mental disorders that may be encountered in students/clients by school counselors, school psychologists, community counselors, and student affairs personnel. It introduces medical model terminology, symptomology of disorders, and current treatments associated with the various disorders.

**CSP 805 - Child and Adolescent****Development and Interventions.....3 hours**

This course provides an opportunity for persons in helping professions to better understand children and adolescents by exploring factors that contribute to their development. An ecological perspective will be taken to study behavior to include biological, cognitive, affective, and social influences. Specific childhood disorders will be examined, focusing on etiology, behavioral characteristics, and treatment/intervention.

**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 807P - Clinical Treatment Issues in Addictions Counseling...3 hours**

This course addresses the study of treatment issues specific to chemical dependency/addictions including screening/assessment, diagnosis, denial, resistance, minimization, family dynamics, disease concept, relapse, cross-addiction, non-chemical dependencies, co-occurring disorders, spirituality, and influences of self-help groups. Also included are strategies for prevention, intervention, and treatment of chemical dependency, taking into consideration gender, culture, and lifestyle. This course is intended to meet the requirements for licensure as a Licensed Alcohol and Drug Counselor as 45 hours of clinical treatment issues in chemical dependency.

**CSP 808P - Assessment, Case Planning, and Management of Addictions .....2 hours**

This course addresses the process of collecting pertinent data about client or client systems and their environment and appraising the data as a basis for making decisions regarding alcohol/drug disorder diagnosis and treatment and/or referral. Instruction on coordinating and prioritizing client treatment goals and working with other services, agencies and resources to achieve those treatment goals are included. The course addresses practice in assessing and managing a case including the development of sample case records and utilizing the written client record to guide and monitor services with emphasis on the development of the social history and intake, initial assessment, individual treatment plan with measurable goals and objectives, documentation of progress and ongoing assessment. Confidentiality of client information and records as defined in 42 CFR Part 2 shall be addressed. The strengths and weaknesses of various levels of care and the selection of an appropriate level for clients are studied. Basic information on two or more objective assessment instruments are studied for alcohol/drug disorders including the Substance Abuse Subtle Screening Inventory (SASSI), Addiction Severity Index (ASI), and the Western Personality Inventory. This course meets the requirements for licensure as a Licensed Drug and Alcohol Counselor as 30 hours of alcohol/drug assessment, case planning and management.

**CSP 809P - Medical and Psychosocial Aspects of Addictions...3 hours**

This course addresses the physiological, psychological and sociological aspects of alcohol/drug use, abuse and dependence. The classifications and basic pharmacology of drugs, basic physiology and the effects of drug use on the systems of the human body and alcohol and drug tolerance are discussed. The course also includes the etiological, behavioral, cultural and demographical aspects and belief systems about alcohol/drug use along with the processes of dependence and addiction including signs, symptoms and behavior patterns. This course meets the requirements for licensure as a Licensed Drug and Alcohol Counselor as 45 hours of medical and psychosocial aspects of alcohol/drug use, abuse and addiction.

**CSP 810 - Legal and Ethical Issues in Clinical****Mental Health Counseling.....1 hour**

This course explores the legal, ethical and professional choices faced by clinical mental health counselors. A wide variety of ethical issues and topics are covered. Topics include ethical principles, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, client rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, research and practice, couples and family therapy, group work. Specific ethical and legal considerations related to counselor work setting in mental health are also addressed.

**CSP 811 - Legal and Ethical Issues in School Counseling.....1 hour**

This course explores the legal, ethical and professional choices faced by practicing school counselors. A wide variety of ethical issues and topics are covered. Topics include ethical principles, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, student/parent rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, individual counseling, and group work.

**CSP 830 - Professional Issues in Clinical****Mental Health Counseling.....2 hours**

Prereq: CSP 885\*

The seminar provides special investigation into the core elements and issues of mental health counseling including the role of theory in practice, assessment, multicultural counseling, professional identity, credentialing and ethics, work settings, the variety of roles mental health counselors play as practitioners, consultants, researchers and political activists, recovery and treatment of victims of terrorism and disasters. Specific professional topics such as gerontology, domestic violence, disaster/trauma response, terrorism, addictions and substance abuse, sexual abuse, psychopharmacology, conflict mediation, consultation, legal and ethical issues, expert witness, establishment of a mental health practice, technology literacy, client assessment and evaluation, needs assessment and program evaluation will also be examined.

**CSP 831 - Seminar: Professional Issues/****Ethics in School Counseling..... 1-6 hours**

Prereq: CSP 885\*

This course is taken in conjunction with the school counseling internship experience and provides the student with the opportunity to investigate professional issues and ethics specific to the role of the school counselor, such as legal issues, certification/endorsement, assessments, school counselor role, student 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

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



of studies and on file; and to have obtained the approval of the Counselor Education Committee 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 CSP Department.

#### **CSP 840 - Adult Development .....3 hours**

The course is designed to provide a broad knowledge base concerning adult/human development as it affects the counseling process. A knowledge base in the areas of physical, cognitive, social, emotional, moral, and spiritual development is essential to the counseling process. The classical and contemporary theories of development will be studied and their applicability to the counseling process. Counseling strategies/interventions for developmental needs will be studied and a systemic approach to self, family, and career will be used for assessment of the adult. Societal and cultural factors influencing human development will be explored as well.

#### **CSP 850P - Introduction to Counseling and Social Advocacy...3 hours**

This course is designed to introduce the student to the broad field of counseling and to provide an orientation to counseling as a helping profession. A knowledge base related to the characteristics and training of effective counselors as well as a description of clients who enter counseling is the content foundation of this course. This involves both information and experience focused on the nature of helping relationship and the skills, attitudes, and beliefs involved in developing and maintaining this relationship. Finally, the therapeutic benefits to the client are explored.

#### **CSP 855 - Techniques of Counseling .....3 hours**

Prereq: open to majors in Counseling and School Psychology with advisor approval

Techniques of Counseling provides an understanding of the philosophic bases of the helping process, with an emphasis on helper self-understanding and self-development. The purpose of the course is to provide a laboratory experience to enable you to learn and practice in a culturally responsive way the skills basic to the counseling process, to integrate and structure skills to meet client needs, and to gain an understanding of the ethical standards of the profession. 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 856 - Multicultural Counseling .....3 hours**

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 859 - Diagnosis and Treatment of Mental and Emotional Disorders.....3 hours**

Prereq: CSP 804 or course in Abnormal Psychology

This course addresses individual diagnosis from a variety of perspectives: biologic, developmental, cultural and interpersonal. It will provide students with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptomologic perspective as presented in the DSM-IV-TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and socio-cultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with various diagnostic categories. Moreover, the student will learn how to develop goals and objectives toward effective treatment outcomes.

#### **CSP 860 - Theories of Counseling .....3 hours**

The purpose of this course is to study the classical and contemporary theories of counseling. Students will be exposed to models of counseling including historical and philosophical background that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling. These models will be the foundation for students to conceptualize client presentation and select appropriate counseling interventions. Students will understand and apply theories of human behavior, ways to bring about change. Texts, class discussion and assignments encourage the learner to examine counseling and development theories, research, and socio-cultural issues critically and comparatively. Socio-cultural diversity is examined focusing on counseling methods and consciousness-raising regarding stereotypes that infringe on the helping process. Through various experiences students will be introduced to counseling theories in a way that offers personal and thought provoking challenges to conceptualize human behavior, cognition, affect, and the process of change.

#### **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 - Administration and Consultation in Clinical Mental Health Counseling .....3 hours**

The course will orient students to the concept of change as it directly impacts the community. For the purposes of this course a broader view of community counseling is taken with regard to prevention, intervention and community reach-out in a variety of practice settings. Although organization and practice with individuals, groups/families will be covered, greater attention will be placed on the macro level (i.e., working with organizations and communities) of community agency practice. Professional identity, licensure, and best practices will be discussed.

#### **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, advisor approval

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. It is designed to foster knowledge of skills and ethical considerations in group leadership. The course combines the use of lectures, discussion, experiential exercises, readings, journaling, and videos to advance students' knowledge and skills. Students will also explore group leader and member roles through participation in an experiential group laboratory experience.

#### **CSP 867P - Psychodrama .....3 hours**

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 868 - Student Development Theory .....3 hours**

Student Development is viewed as a life-long process that has impact on self as a person develops their intellectual, ethical, and operational maturity. The course will cover the development of a human from Birth to Death and discuss the issues which arise with each stage in a person's life. The course focuses on theories, strategies, assessment and case

demonstrations to prepare the student affairs and/or professional counselor to work with students or clients in a wide variety of settings. One focus of this course is to provide a comprehensive introduction to post-secondary student development theory. The course will cover a multitude of aspects concerning student development theory. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized. This course will utilize the internet to a high degree for research, presentation of materials, group interaction, and testing.

**CSP 869P - Foundations of Student Affairs .....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 setting. The course will cover the history of the students 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 870 - Marriage and Family Counseling .....3 hours**

Prereq: CSP 865\* or by permission of the department

The purpose of the course is to orient students to the theories of family counseling and the interrelationship of development to the dynamics of the family system. The purpose of this course is to provide future counselors the history, process, and theoretical constructs of systemic therapeutic approaches to working with families. Students will be able to identify various theories (i.e., Structural, Strategic, Milan, Psychodynamic, Experiential, Solution Focused, Social Construction, and Narrative Family Therapy). The challenges of working with families in a therapeutic manner are considered whether in the role as a school counselor, community counselor, or student affairs personnel. Gender roles as well as consideration for multicultural patterns and larger society concerns that impact normal family development are studied.

**CSP 875 - Career and Lifestyle Development .....3 hours**

Career development is viewed as a life-long process that has impact on self, significant others, career choice, leisure pursuits and geographical location. The course focuses on theories, strategies, assessment and case demonstrations to prepare the professional counselor to work with clients in school, agency, college settings and business. This course is also designed to emphasize the interrelationship of career counseling with other types of mental health counseling. This course will utilize the internet to a high degree for research, presentation of materials, group interaction, and testing.

**CSP 880 - Appraisal and Evaluation of Individuals and Systems..3 hours**

This course deals with fundamental principles in appraisal of individuals and systems. Students examine purposes of appraisal, historical and current issues that affect purposes and 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, professional issues and standards, and current trends in the appraisal process.

**CSP 885 - Practicum in Counseling and Guidance .....3 hours**

Prereq: CSP 855, CSP 865\*, admission to candidacy, advisor approval 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 886 - Advanced Practicum in Clinical**

**Mental Health Counseling .....3 hours**

Prereq: CSP 885\* with a grade of "B" or better, permission of the instructor  
Advanced Practicum in Clinical Mental Health Counseling is an advanced clinical experience from a broad counseling modality (i.e., individual, group, couples, and/or families) within a live (in vivo) team model of

supervision. The prerequisite is completion of CSP 885: Practicum with a grade of "B" or better and permission of the instructor. All sessions are supervised in vivo and require students to video tape all clinical work. Advanced Practicum in Clinical Mental Health Counseling is provided from a multi-modal counseling approach to increase counselor trainee expertise in the modality of student choice (i.e. individual, child/adolescent, group, couples, and/or families). Supervision will provide advanced skill training to conceptualize, interview, assess, diagnose, and intervene from a developmental, systemic, or group modality.

**CSP 892 - Internship in Clinical**

**Mental Health Counseling ..... 1-6 hours**

Prereq: CSP 885\*, open by permission only

Direct experience in a counselor work setting under the supervision by a qualified mental health professional and a Department of Counseling and School Psychology faculty member. 1 credit hour = 100 clock hours logged within the setting.

**CSP 893 - Internship in School Counseling I ..... 1-2 hours**

Prereq: CSP 861P

This course provides the student with a direct field experience as a school counselor in a school setting under the supervision of both the UNK School Counseling Internship Coordinator and a certified school counselor who will serve as the school site supervisor. Projects and experiences are required as detailed in the CSP School Counseling Internship Handbook. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied school setting.

**CSP 894 - Internship in School Counseling II ..... 1-2 hours**

Prereq: CSP 885\*, CSP 893\*

This course provides the student with a direct field experience as a school counselor in a school setting under the supervision of both the UNK School Counseling Internship Coordinator and a certified school counselor who will serve as the school site supervisor. Projects and experiences are required as detailed in the CSP School Counseling Internship Handbook. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied school setting.

**CSP 895 - Internship in Student Affairs ..... 1-3 hours**

Prereq: CSP 864

This course provides direct experience working in the student affairs profession under the supervision of a person with expertise in a particular facet of student affairs in the college/ university environment.

**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.

**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 903 - Introduction to the Bayley Scales .....1 hour**

Prereq: 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**CSP 904 - Birth to Five Screening.....1 hour**

Prereq: 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: open by permission of department only

The students 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: 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: 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 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 908 - Orientation to School Psychology .....2 hours**

This course serves as an introductory course for students entering the School Psychology program. The class combines seminar and field experiences to familiarize students with: (a) the school psychology program and requirements at the University of Nebraska at Kearney; (b) the profession of school psychology and the role and functions of school psychologists; (c) the role and function of other helping professionals with whom school psychologists consult and coordinate in providing services to children and families; (d) legal and ethical issues in school psychology; (e) credentialing.

**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 .....3 hours**

Prereq: 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 921 - School Psychology Interventions Practicum.....3 hours**

Prereq: CSP 855, CSP 910, CSP 957\*

The purpose of this practicum course is to augment skills and knowledge relevant to the development and delivery of therapeutic interventions with children and/or adolescents in diverse educational and/or clinical settings. Utilizing a scientist-practitioner model, the focus will be on theoretical issues, application, and evaluation of major empirically-validated therapeutic approaches that represent best practices in developing, implementing, and evaluating therapeutic interventions to address behavioral, social, emotional, and academic concerns in children and adolescents. Multicultural, legal, and ethical issues pertaining to treatment selection and the provision of mental health, academic, and related services will be discussed. Participants will also have the opportunity to facilitate communication and collaboration with children and youth and among teams of school personnel, families, community professionals, and/or other diverse audiences in a variety of contexts.

**CSP 922 - Problem Solving Assessment Practicum .....3 hours**

Prereq: CSP 905, CSP 906, CSP 907, CSP 910, CSP 920,

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 50 hours of field experience.

**CSP 957 - Problem Solving Consultation.....3 hours**

Prereq: CSP 855

Consultation, an important component of the roles of both school counselors and school psychologists, is an indirect service delivery model through which expertise and services of school counselors and school psychologists can be delivered within the schools. Emphasis will be placed on the role of school counselor and school psychologist as an "ally to general education" who provides pre-referral intervention as well as post-referral support through consultation. Historical context, major models of consultation, and legal and ethical issues related to consultation are addressed as well as skill development in this intervention.

**CSP 990 - Pre-Internship Seminar .....3 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: TE 802, open to candidates for the Master's Degree or Specialist Degree in Counseling and School Psychology OR by special permission

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 921\*, CSP 922\*, 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 halftime for two years) with at least 600 of the 1,200 clock hours logged within a school setting.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



## ECON Courses

**ECON 803 - Independent Study of Business ..... 1-3 hours**  
Students work individually in selecting and developing research studies or teaching projects that are of particular interest and significance to them.

**ECON 830/830P - International Economics ..... 3 hours**  
Prereq: graduate standing; ECON 100 or 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, ECON 271

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, 3 hours of ECON

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, ECON 271

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 899P - Special Topics in Economics ..... 1-3 hours**

## 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 832 - Current Issues in Education ..... 3 hours**  
Prereq: enrollment in Master's or Educational Specialist degree programs  
This course is designed to provide the educational administrator with a view of the contemporary educational issues for focused investigation. Topics will include but not be exclusive to current curriculum issues and trends, diversity in the classroom, global education, assessment, change and reform.

**EDAD 833 - EDAD Assessment Leadership ..... 3 hours**  
Prereq: enrollment in a Master's or Educational Specialist degree program  
This course provides educators with the knowledge base and skills required to provide leadership with regards to assessment issues which include but are not exclusive to analysis of data to improve instruction; utilization of assessment instruments for guiding instruction to determine best practices for improved student learning; engagement in continuous evaluation of curriculum and instruction; development of criteria for evaluating data. Using basic knowledge, students will identify an assessment issue of individual significance and develop background information, data, and materials needed to provide leadership with regards to this topic.

## GRADUATE EDAD Courses

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**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, graded as credit-no credit, 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 80 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 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**EDAD 869 - The Principalship .....3 hours**

Prereq: EDAD 854 or permission of the instructor

This is a foundation course in 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 895 - School Improvement.....3 hours**

School Improvement is designed to provide students of educational administration an understanding of issues related to the school improvement process and its role in the school reformation movement.

**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**

This Endorsement Internship is designed for those students who already hold a principal Master's degree and seek the complementary principal endorsement.

**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 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..... 1-6 hours**

Independent reading on Educational Administration topics. Readings to be selected and directed by the instructor and may be tied to field study literature review.

**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 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 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 hours**

The field study provides an opportunity for an educational administration candidate to prepare a proposal for a research project or a grant relevant to the candidate's school settings. The minimum credit for the proposal is three hours. If the candidate elects to complete a research project going beyond the proposal stage, an additional 3 credit hours may be applied towards the candidate's plan of study. This course is required of all Specialist Degree candidates. A written product is the outcome of the course. Enrollment by permission of the instructor.

**EDAD 992 - The Executive Administrator.....3 hours**

Prereq: enrollment in the Educational Specialist degree program

This is a capstone course that focuses upon the executive administrator's role as leader in an educational setting. It is designed to provide both theoretical and practical approach thru discussions, problem solving, and case studies to allow students to demonstrate administrative skills that are relevant to today's educational leader. The focus of this course is on administrative leadership and its relevance to student achievement. Areas to be addressed may include board-administrator relations, human resource management, problem solving, communication, legal issues, financial planning and board policy development. This is an elective class in educational administration program.

**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 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**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.

## GRADUATE ENG Courses

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**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 849 - Children's and Adolescent Literature .....3 hours**  
Study and analysis of Children's and Adolescent Literature from grades preK-12. Students examine primary texts and scholarly commentary in the context of prevailing assumptions and ideologies over conceptions of childhood and adolescence. The class also offers strategies for increasing children's and adolescents' engagement with literature and their understanding of literary techniques.

**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.

*\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.*

**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****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. Kearny 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 Accounting/Finance  
College of Business and Technology

**FIN Courses****FIN 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.

**FIN 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.

**FIN 860 - Accounting/Finance Seminar .....3 hours**

Significant literature is critically analyzed, pertaining specifically to the substantive content, methodology and use of accounting information in managerial decision making and the design of information systems.



**FIN 876/876P - Short-Term Financial Management.....3 hours**

Prereq: FIN 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.

**FIN 880/880P - Investments .....3 hours**

Prereq: FIN 308\*

Theory and analysis of investment vehicles including stocks, bonds and money market investments. Analysis of portfolio construction.

**FIN 882/882P - Case Studies in Financial Management.....3 hours**

Prereq: FIN 408\*, FIN 476\*, FIN 880/880P\*

(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.

**FIN 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 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 or German or Spanish

OR permission of department

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.

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FSID Courses****83**

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**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 and twenty-first centuries.

**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, FSID 351 OR permission

Analysis of major studies and current literature.

**FSID 806 - Families and the Economy .....3 hours**

Prereq: ECON 100 or ECON 270 or ECON 271

Theory and application of economic principles to the understanding of individual and family behaviors within and the impact of family participation upon the economic system of the United States and the global economy.

**FSID 830P - Grantwriting .....3 hours**

This course introduces the student to the fundamentals of grantwriting including the principles of marketing used to identify need, locating

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



funding sources, writing a grant proposal using persuasive technical writing, and preparing a budget. The course includes hands-on experience in identifying a funding source and preparing a grant proposal.

**FSID 850P - The Aging Adult .....3 hours**

Prereq: FSID 150 or permission of instructor

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 Behaviors .....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 351 or permission

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.

**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.

**FSID 891 - Special Problems in Family Studies.....3 hours**

Prereq: department approval

This course will involve the process and completion of a research project. With the help of a faculty member, students will assist with an existing project or conduct their own research project.

**FSID 892P - Advanced Developmental Theory .....3 hours**

Seminal as well as current developmental theories will be examined in depth. Particular emphasis will be placed on the most influential theories and their relevance to infant, child, and adolescent development. Prior completion of FSID 150, FSID 250, and FSID 253 is highly recommended.

**FSID 895 - Individual Studies in Family Studies.....3 hours**

Prereq: department approval

Independent study in Family Studies. This course will involve the process and completion of a project. With the help of a faculty member, students will assist with an existing project or conduct their own project. Specifics will be determined between the student and faculty member.

Offered by Department of Sociology, Geography and Earth Science  
College of Natural and Social Sciences

**GEOG Courses**

**GEOG 800P - Water Resources .....3 hours**

This course is an overview of issues relating to water resources with an emphasis on the United States. Some of the topics will include: the hydrologic cycle, global status of water resources, water conflicts, droughts and floods, irrigation efficiency, water quality, applications of

satellite data, precision agriculture, water resources management, and the impact of climate change on water resources.

**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, 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 and twenty-first 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.

**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 801 - America Interpreted .....3 hours**  
An introductory (required) graduate readings course in American historiography. The class examines the leading schools of historical opinion from the founding of American society through the modern era.

**HIST 802P - Age of Alexander the Great.....3 hours**  
This course will focus on the change between the Classical age and the Hellenistic age. The course will cover the period from the end of the Peloponnesian war to the Jewish independence of the Maccabees. This time period is crucial to Western Civilization since we witness the collapse of the independent Greek city states and the rise of the great national monarchies.

**HIST 803 - Historical Methods .....3 hours**  
This required course will introduce graduate students to the history profession and to the tools and methods used by historians.

**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.

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**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 816P - History of Christianity .....3 hours**  
A broad overview of Christian history from antiquity to the present, with special emphasis upon the complex social, economic, and political forces which have made Christianity a global religion of incredible diversity. Special attention will be given to Christianity in the non-Western world, as well as the central role of women in Christian tradition.

**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 829P - Religion in America .....3 hours**  
A historical introduction to the various religious communities of the United States from Pre-Columbian times to the present. The course gives special attention to religious influences upon social and political institutions, changing patterns of church-state relations, and the challenges posed by religious pluralism throughout American history.

**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 848 - Readings in American History.....3 hours**

A graduate readings course examining major historiographic issues in key periods and topics in American history. Topics will include (but are not limited to) Colonial America, the Early Republic, Civil War and Reconstruction, Gilded Age/Progressive America, Western and Native American history, the Great Depression, World War II, Environmental history, the Cold War, Civil Rights, and Recent America. May be repeated with each new offering.

**HIST 849 - Readings in World History.....3 hours**

A graduate readings course examining major historiographic issues in key periods and topics in European and World history. Topics will include (but are not limited to) ancient/medieval history, Renaissance/Reformation, early modern Europe, nineteenth and twentieth century Europe, Latin American history, African and Asian history. May be repeated with each new offering.

**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.

*\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.*



- 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 898 - Historical Themes: Special Topics .....3 hours**  
A variable themed graduate level course. Topics in American, European, or World history will include both key issues or periods in history as well as historiographic disputes. May be repeated for credit.
- 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**  
Computer aided drafting and design is a beginning electronic drafting course designed to develop a working knowledge of CADD and the

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hardware components required of CADD systems. Completion of ITEC 120 is recommended prior to enrolling in this course.

- 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 and 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**  
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.

- 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 - Topics: 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.

*\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.*



**JMC 860P - Mass Media and 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 811 - Topics in Geometry****for the Secondary School Teacher .....3 hours**

Prereq: MATH 310\* (or equivalent) and admission into the graduate program for a Curriculum and Instruction Master of Arts in Education Degree, Secondary Education Concentration with Mathematics Emphasis or permission from the instructor

The course will focus on the connections between high school geometry and college-level mathematics (geometry, abstract algebra, analysis). The goal is for each student to develop "new mathematical insights and understandings." Topics include, but are not limited to, Congruence, Distance and Similarity, Trigonometry, Area and Volume, Axiomatics and Euclidean Geometry. We will cover parts of chapters 1 and 7-11 in the text.

**MATH 813P - Discrete Mathematics .....3 hours**

Prereq: MATH 115\* or MATH 123\*

A study of the evolution of the number system from the naturals through the complex with emphasis on the complex. A detailed study of the topics of discrete math including counting techniques, probability, graphs, trees and relations.

**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 230\*

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 841 - Topics in Abstract Algebra****for Secondary School Teachers .....3 hours**

Prereq: admission into the graduate program for a Master of Arts in Education in Curriculum and Instruction

Topics include, but are not limited to, Divisibility and Euclid's Algorithm, Theorems of Euler and Fermat, Fundamental Theorem of Algebra, Groups, Cosets, Quotient Groups, Fields, Rings, Quotient Rings, Isomorphisms, Homomorphisms, and Congruences. This course is one of six required mathematics courses for the Master of Arts in Education in Curriculum and Instruction.

**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 871 - Topics in Math .....3 hours**

A workshop for teachers of mathematics which investigates the various topics of mathematics and their places in the curriculum.

**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 Management  
College of Business and Technology

**MGT Courses****MGT 800/800P - Entrepreneurship .....3 hours**

This course explores the phenomena of entrepreneurship, including the myths, realities, and impact of entrepreneurial activity. Students assess their own entrepreneurial aptitude and interests, meet a variety of entrepreneurs, and investigate the processes of generating promising ideas, evaluating the viability of those ideas, finding capital, considering franchise opportunities, and developing a new venture management team. The class is project oriented with each student participating in the development of a feasibility plan for a new venture.

**MGT 801P - Small Business Management .....3 hours**

This course focuses on the operation of small business and the small business environment. This course deals with the topics related to personnel, government regulations of small business, advertising, sales promotion, accounting, finance, forecasting, family ownership and other management related problems. F, Sp.

**MGT 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**MGT 809P - Leadership: Skills, Applications, Research.....3 hours**

This course is designed to give students preparing for careers in business, government, and the nonprofit sector a working knowledge of leadership styles, principles, models, and practical applications. Students will learn to engage critically in analytical and intellectual examination and reflection of certain core issues in the practice of leadership. Topics covered include history of leadership, leadership traits and behaviors, motivation and communication patterns, teamwork, use of power, development of trust, effective group facilitation, negotiation and persuasion, effective change, and ethics. Sp.

**MGT 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: MGT 380.

**MGT 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.

**MGT 814 - Operations Management .....3 hours**

Prereq: MGT 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.

**MGT 815P - Quality Management Concepts & Practice.....3 hours**

Prereq: MGT 314\* or permission of instructor

Overview of the concepts and techniques of quality management, including statistical tools, people element of quality management, and philosophies and practices of six sigma. Students are expected to be computer literate.

**MGT 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.

**MGT 825 - Decision Science.....3 hours**

Prereq: MATH 115\* or 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.

**MGT 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.

**MGT 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.

**MGT 885 - Seminar in Human Resource Management .....3 hours**

Prereq: MGT 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.

## GRADUATE MIS Courses

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**MGT 885P - Seminar in Human Resource Management.....3 hours**

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.

**MGT 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.

**MGT 890 - Leadership and Organizational Behavior .....3 hours**

Focuses on leadership and human behavior in organizations, with emphasis on how group dynamics, decision making, team building, culture, and conflict impact individual and organizational performance.

**MGT 891 - Seminar in Organizational Behavior.....3 hours**

Prereq: MGT 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.

**MGT 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.

**MGT 893/893P - Social Responsibility of Business:****Issues and 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.

**MGT 896 - Thesis ..... 3-6 hours****MGT 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

## MIS Courses

**MIS 802 - Management Information Systems Seminar .....3 hours**

The case-based course provides the application of principles of management of information systems (MIS) in various organizational functions. This course will familiarize students with the techniques for evaluating the critical roles of information and information systems in support of organizational operations, decision-making processes, quality management, and strategic activities. It also covers management of information systems functions and professionals, as well as relevant global, ethical, societal and legal/regulatory issues. Focus is placed on the impact of rapidly changing technologies, such as the Internet, on organizations leading to new paradigms, like e-commerce and business-to-business applications, and the subsequent reengineering of organizations.

**MIS 803 - Independent Study.....3 hours****MIS 810P - Advanced Business Intelligence Using****Neural Networks and Advanced Data Mining .....3 hours**

Prereq: MIS 350\* or permission of instructor

This course provides an understanding of advanced techniques to extract business intelligence. Neural networks and data mining tools are covered extensively.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**MIS 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.

**MIS 830P - Knowledge Management and Expert Systems ....3 hours**

Prereq: MIS 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.

**MIS 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.

**MIS 850P - Software Quality Assurance .....3 hours**

The software industry has witnessed recently a dramatic rise in the impact and effectiveness of software quality assurance (SQA). SQA has become integrated into all phases of software development. This course provides an overview of various concepts/techniques such as inspection, Pareto principles, software configuration management, capability maturity models, statistical testing methods, software reliability, and software safety. It also distinguishes the variations in SQA applications for mission-critical software and commercial software.

**MIS 881P - Systems Analysis and Design II .....3 hours**

Prereq: MIS 380\*, MIS 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.

**MIS 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.

**MIS 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

**MKT Courses****MKT 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.

**MKT 830/830P - International Marketing .....3 hours**

Prereq: MKT 300\* or equivalent

A comprehensive overview of existing international marketing systems, history and development.

**MKT 833/833P - Marketing Channels Management .....3 hours**

Prereq: MKT 300\* or permission of instructor

How to design, organize and control the alliances among 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.

**MKT 834/834P - Industrial Marketing .....3 hours**

Prereq: MKT 300\*, MKT 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.

**MKT 835/835P - Marketing Research .....3 hours**

Prereq: MKT 300\*, MGT 233

To structure research procedures for solving managerial problems. Course emphasis is on development of a complete marketing research project.

**MKT 837/837P - Sales Management .....3 hours**

Prereq: MKT 300\*, MKT 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.

**MKT 838/838P - Consumer Behavior .....3 hours**

Prereq: MKT 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 levels; includes the effects of internal and external influences on decision making.

**MKT 840/840P - Advertising Management .....3 hours**

Prereq: MKT 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.

**MKT 856 - Marketing Management Seminar .....3 hours**

This course is concerned with managing the marketing function including market and environmental analysis and strategy development and implementation. The course employs a mixture of case discussions, readings, lectures, plus written and oral assignments.

**MKT 857P - E-Marketing .....3 hours**

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.

**MKT 860P - Strategic Product Management .....3 hours**

To develop an awareness and understanding of the issues, tools and techniques used from inception to launch of a product.

**MKT 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.

**MKT 896 - Thesis ..... 3-6 hours****MKT 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.



## MUS Courses

### **MUS 800 - Foundations of Music Education.....3 hours**

Prereq: graduate status or permission of the instructor

The purposes of this course are (1) for students to gain an overview of the historical, cultural, and philosophical foundations that have shaped and directed music education and (2) to build upon this foundational perspective to develop a vision of music education for the future. Topics include philosophical principles of music education, psychological theories relevant to music teaching, and practical application of these principles through the National Standards for Music.

### **MUS 801 - Music Analysis.....3 hours**

A study of the structure of music, to include the subtleties of analytical and comparative music problems.

### **MUS 802P - Music History and Theory Review.....3 hours**

Prereq: grade of "B" or higher on the Graduate Music Entrance Examination

An overview of the history and theory of music, focusing on musical styles and form in each era and basic theoretical concepts and techniques of music in historical perspectives. The course includes the basic structure and materials of music, and the major periods of Western music. Coursework includes written theory assignments and analysis, including early twentieth century, and an overview of historical periods and musical literature through readings, score study and recorded examples. May be taken for undergraduate or graduate credit.

### **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.

### **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 - Vocal Pedagogy.....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 - Woodwind Pedagogy.....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 - Brass Pedagogy.....3 hours**

A course designed to study the pedagogy, performance, and literature of the brass instruments through lecture, discussion, demonstration, and performance.

### **MUS 813P - Percussion Pedagogy.....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.

## GRADUATE MUS Courses

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### **MUS 814 - Aesthetics of Music.....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 - Special Topics in Piano Pedagogy.....2-3 hours**

Topical studies of various teaching techniques and materials used in individual and/or group piano instruction at elementary, intermediate or advanced levels.

### **MUS 820P - String Pedagogy.....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**

An introduction to the basic concepts necessary for successful teaching at the elementary level.

### **MUS 833P - Fundamentals of Piano Pedagogy II.....2 hours**

A continuation of Piano Pedagogy I with emphasis on group teaching, third year and intermediate students.

### **MUS 834P - Advanced Piano Pedagogy I: History, Philosophies and Principles of Piano Pedagogy.....2 hours**

Prereq: permission of instructor

Advanced studies in teaching philosophies and principles of piano pedagogy.

### **MUS 835P - Advanced Piano Pedagogy II: Pedagogical Approaches to Keyboard Literature.....2 hours**

Prereq: permission of instructor

Advanced studies in pedagogical approaches to keyboard literature, musicianship and performance.

### **MUS 836P - Internship in Piano Teaching.....2 hours**

Prereq: 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 850 - Graduate Applied Instruction.....2 hours**

Prereq: graduate level competency as determined by audition

Applied study in graduate music composition, piano, vocal or instrumental areas. A jury examination is usually required at the end of each semester. A private lesson fee will be assessed.

### **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**

Current trends in curriculum planning, assessment, and effective teaching strategies at the elementary level.

**MUS 860 - Independent Study and Research ..... 1-3 hours**

Prereq: graduate standing, 9 hours of MUS

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.

**MUS 885P - Seminar in Opera Technique and Performance..3 hours**

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 897 - Graduate Capstone Project.....3 hours**

Prereq: minimum 24 hours graduate music program coursework or permission of graduate program chair/department chair

Research and/or performance final project in an area of special interest to the student that demonstrates an integration of ideas from at least two content areas of the graduate music program—Aesthetics, Education (foundations, philosophy, psychology), History/Literature, Theory, Pedagogy/Methods, and Performance.

**MUS 899P - Music Special Topics..... 1-3 hours**

Offered by Department of Health, P.E., 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 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 - Physical Education for Elementary Schools .....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 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

<b>PE 864P - Secondary School Health.....3 hours</b>	
Developing a curriculum in secondary school health. Health services and environment for health in the secondary school are discussed.	
<b>PE 866P - Nutrition for Health and Sport.....3 hours</b>	
Metabolism and metabolic regulation, the influence of dietary practices on health and human performance, and mechanisms and consequences of weight loss and gain.	
<b>PE 867P - Fitness Testing .....3 hours</b>	
Techniques and theory of testing of personal fitness. Measures include vital capacity, body density, stress testing, aerobic and anaerobic fitness.	
<b>PE 870 - Advanced Exercise Physiology.....3 hours</b>	
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.	
<b>PE 871 - Physical Education for Students with Disabilities ..3 hours</b>	
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.	
<b>PE 872 - Physical Education for Students with Developmental Disabilities .....3 hours</b>	
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.	
<b>PE 873 - Physical Education for Persons with Severe Disabilities .....3 hours</b>	
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.	
<b>PE 874 - Seminar and Practicum in Adapted Physical Education.....3 hours</b>	
Designed to discuss current topics of adapted physical education. Students are provided an opportunity to apply knowledge through participation in supervised practicum activities.	
<b>PE 875 - Analysis of Physical Education Teaching.....3 hours</b>	
Course will assist student in developing theoretical and practical understanding of the role of physical educator in an educational setting.	
<b>PE 877 - Motor Learning .....3 hours</b>	
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.	
<b>PE 878 - Issues in PE, Sports and Recreation .....3 hours</b>	
Discussion of current issues in physical education, recreation, sports, leisure, and tourism and related fields. Current literature will serve as resource material.	
<b>PE 880 - Readings in PE, Sports and Recreation ..... 1-3 hours</b>	
Directed readings concerning a specific topic under direction of a member of the graduate faculty.	
<b>PE 881 - Applied Project in PE, Sports, &amp; Recreation..... 1-3 hours</b>	
<b>PE 895 - Internship ..... 3-15 hours</b>	
<b>PE 896 - Thesis ..... 3-6 hours</b>	
<b>PE 899P - Special Topics ..... 1-3 hours</b>	

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

## GRADUATE PHYS Courses

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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.

**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 Physics .....4 hours**  
Prereq: MATH 202\* 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 813 - Introduction to Analog and Digital Electronics ..4 hours**  
Prereq: PHYS 206\*, PHYS 206L OR PHYS 276\*, PHYS 276L  
OR permission of instructor  
An introduction to the analysis and design of analog and digital electronic circuits. Basic analysis and design are covered. Laboratory activities are designed to support the lectures. Applications to computers, television, radio, and automobiles are discussed.

**PHYS 817P - Quantum Mechanics .....3 hours**

Prereq: PHYS 411\* 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\*, PHYS 276L, MATH 202\*

Geometric and wave optics including optical instruments. Spring only, even-numbered years.

**PHYS 840P - Heat and Thermodynamics .....4 hours**

Prereq: permission of instructor

The study of temperature, heat, and work, the laws of thermodynamics, heat engines, Maxwell's relations and an introduction to statistical thermodynamics. Spring only, odd years.

**PHYS 846P - Modern Physics for High School Teachers I ....4 hours**

Prereq: PHYS 206\*, PHYS 206L, OR PHYS 276\*, PHYS 276L

OR permission of instructor

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, 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 ..... 1-6 hours****PHYS 899P - Problems in Physical Science ..... 1-3 hours**

Prereq: elementary courses necessary for the problem to be undertaken, 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 and state government. Assumes basic knowledge of American government.

**PSCI 840P - Advanced Study in Comparative Politics:****Special Topics .....3 hours**

A seminar in a special topic in the subfield of comparative politics, e.g., Cross-national political behavior, or The politics in the former Soviet Union. May be repeated up to 6 hours with a different topic.

**PSCI 850P - Nations in Transition .....3 hours**

This course examines the nations that are going through significant transformation. Covering a wide range of countries around the world, this class considers how these countries struggle to move toward stable democracies despite different obstacles. Furthermore, we will critically explore the roles that the United States and the international community should assume in these transitional societies.

**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

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



course is based on the diagnostic system employed by most mental health professionals. Fall only.

**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 the 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 course consists of an introduction to pharmacology as a science followed by a discussion of therapeutic and recreational psychoactive drugs. Psychoactive drugs are discussed in relation to their effect on behavior and nervous system physiology. Prior completion of PSY 203, background in physiological psychology, or background in biology is recommended. Spring only, even years.

**PSY 870P - Neuropsychology.....3 hours**

The relationship between human brain function and behavior is investigated. Special emphasis is placed on the behavioral effects of brain injury and methods of neuropsychological assessment. Prior completion of PSY 313\* is recommended. Spring only odd years.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

## GRADUATE SOC Courses

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**PSY 880P - Advanced Seminar in Psychology .....3 hours**

Prereq: have completed at least 12 hours of psychology coursework, graduate standing, 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 850P - Driver Performance Measurement.....3 hours**

This course teaches principles designed to develop and administer a valid and reliable road test.

**SFED 860P - Organization and Administration of Safety Programs .....1 hour**

This course examines the organizational and administrative, theory, structure, and practices of safety programs. Students will evaluate, plan, and develop a safety program.

**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 100 or SOC 250 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 - Sociology of Family .....3 hours**

Prereq: SOC 100 or SOC 250 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 842P - Sociology of Religion .....3 hours**

Prereq: SOC 100 or SOC 250 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 100 or SOC 250 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 100 or SOC 250 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.

**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: two 300- or 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 and twenty-first 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 and twenty-first centuries.

**SPAN 818 - Seminar in Contemporary Drama .....3 hours**

Study of the most important present-day dramatists writing in Spanish.

**SPAN 820P - Spanish Novel.....3 hours**

The novels of Spain from the Generation of 1898 to the present.

**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**

**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.

## GRADUATE TE Courses

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**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\*, STAT 441 OR STAT 345\*, STAT 441\*

A continuation of 441/841P. The further mathematical development of special probability densities, functions of random variables, sampling distributions, decision theory, point and interval estimators, hypotheses testing, and covariance.

**STAT 881 - Statistical Inference I.....3 hours**  
 Prereq: STAT 441\* or STAT 841P\* or equivalent; admission into the graduate program for a Master of Science in Education in Curriculum and Instruction

A continuation of STAT 441/841P. The further development of probability and distributions, multivariate distributions, some special distributions, and limiting distributions.

**STAT 882 - Statistical Inference II.....3 hours**  
 Prereq: STAT 881\* or equivalent

A continuation of STAT 881. The further development of statistical inference, maximum likelihood method, sufficiency, optimal test of hypothesis, noncentral chi-square, multiple comparisons, regression problem, and test of independence.

**STAT 891P - Expanded Campus Workshop ..... 1-3 hours**  
 Selected contemporary topics in statistics are covered.

**STAT 895P - Independent Study in Statistics..... 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**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 805P - 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 809P - 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 for use in the classroom. The course includes a writing component.

**TE 810 - Design and Development of Instruction.....3 hours**

This course focuses on 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 for diverse learners. Formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching will be emphasized.

**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 are the focus of this course.

**TE 812P - Alternative Assessments of Student****Performance: Theory Into Practice .....3 hours**

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 815P - 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.

**TE 816B - Practicum: Reading .....3 hours**

Prereq: TE 845, TE 846 (exceptions with department permission)

Students participate in 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, 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, 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, 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 - Teacher Development: 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 .....3 hours**

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.

**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.

# GRADUATE TE Courses

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**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 851 - Principles of Early Childhood Education .....3 hours**

Acquaints students with the knowledge and skills required to develop, administer and supervise early education, childcare, and early intervention programs, serving children with and without disabilities, birth to age 8. Students will implement a strengths-based approach and apply cultural sensitivity to support families from diverse cultural, linguistic, and economic backgrounds and situations.

**TE 852 - Issues and Trends in Early Childhood Education ...3 hours**

This course is designed to provide graduate students with an understanding of the political and social issues facing the early childhood field, how these are effecting systemic change, and ways to respond to those changes. Students will also examine a number of historical and current early initiatives and their effect upon young children and families, and evaluate the strengths and weaknesses of various models of early childhood programs.

**TE 853A - Improvement of Instruction****in Early Childhood Education .....3 hours**

This course is designed to present the most recent research literature and teaching strategies as they relate to the curriculum content advocated for young children, with and without exceptionalities, including those from low-income families or who are linguistically or culturally diverse. Students will learn to evaluate curriculum, and to design, adapt, and implement quality instruction for young children with diverse educational needs.

**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 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 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 strategies 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.

**TE 857 - Early Communication, Language, and Literacy.....3 hours**

Students will gain an understanding of early speech and language development and related emergent language and literacy skills, and how these may be influenced by cultural, linguistic, or exceptionality factors. Students will learn how to develop, evaluate, and implement early literacy materials and assessments for children with diverse educational needs ages 0-5 in program, school, and clinical settings.

**TE 867 - Storytelling in the School Library and Classroom ..3 hours**

This course will focus on storytelling as an oral tradition, as a digital medium, and as a powerful tool for persuasion and education. Students will design curriculum-based instruction using storytelling strategies for use with students in the library media or classroom setting.

**TE 868 - Copyright, Fair Use, and Ethics .....3 hours**

This course focuses on the ethical use of copyrighted material and Fair Use Guidelines as they relate to education and business training.

**TE 869 - Introduction to School Library Program .....3 hours**

This course is an overview of selected school library topics: current trends, genres, issues, and instructional and motivational strategies in children's and adolescent literature; school library and educational professional ethics including issues concerning the individual, society, and the profession; and an introduction to information literacy.

**TE 870 - Developing Web-based Portfolios .....3 hours**

This course will focus on planning, revising, and developing web-based working and academic portfolios. Tools such as web editors and image editing software will be used. Student will create a working portfolio to use during their academic programs.

**TE 871 - Collection Development and Management .....3 hours**

Prereq: TE 869

Collection Development and Management 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 School Library and Technology Resources .....3 hours**

Prereq: TE 869

Students will learn a variety of techniques for providing access to resources, including exploring the types and functions of automation systems and basic methods and procedures of cataloging and classification within a school library program.

**TE 873 - Reference Services and Resources.....3 hours**

Prereq: TE 869

This course will focus on the range of reference resources which support the school library media center, including the evaluation and use of print and electronic reference sources, reference procedures, and the instructional role of reference resources in the overall school curriculum.

**TE 874 - Production of Instructional Resources .....3 hours**

This course will focus on instructional design principles and will develop competencies in applying them to specific learning objectives within the overall production process. In addition, students will develop skills in integrating the technology products into the curriculum.

**TE 875 - Administration of the School Library.....3 hours**

Prereq: TE 869

This course will focus on the administration of the school library program's 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 and technology integration; models of teaching; curriculum design; research paradigms; and, studies and findings related to curriculum integration of technology in teaching effectiveness for P-16 educators.

**TE 877 - Developing Web-based Educational Environments..3 hours**

This course is for teachers and instructional technologists who wish to design, implement and evaluate learner-centered instructional environments. Students will create, implement and evaluate nonlinear, student-centered interactive web-based projects, based upon their students' assessed learning needs.

**TE 878 - Leadership in Instructional Technology.....3 hours**

This 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, using data-driven decision making, 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, but only six hours may count towards a degree.

**TE 880 - Management of Educational Technology.....3 hours**

This course is an in-depth study of the administration and leadership of technology in P-16 educational settings. Management of school facilities and resources, modeling and promotion of the effective use of technology for learning, and use of educational technology research and best practices will be examined.

**TE 881 - Distance Education .....3 hours**

This course will focus on preparing for and delivering online instruction and related teaching strategies.

**TE 882 - Teacher Development Training in Instructional Technology .....3 hours**

This course will produce leaders who are able to provide professional development training in instructional technology for P-16 educators. 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. The course will emphasize modeling and promotion of the effective use of technology for learning, designing appropriate integration learning opportunities for staff, adult learning styles and techniques, and formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching.

**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 focus on the use of electronic on-line resources and other types of telecommunication in education. In addition to using online resources, ethical, human, legal and social issues when using electronic communications (including privacy, accessibility, copyright, intellectual property, plagiarism, and information validity) will be examined. Curricular integration of these concepts will be emphasized.

**TE 885 - Instructional Video Production .....3 hours**

This course will prepare the student to design, create, produce and edit instructional videos. The focus will be on using currently available classroom equipment for video production, editing, and related concepts.

**TE 886P - Technology Tools for Teachers .....3 hours**

This course will focus on using technologies in an instructional environment with an emphasis on ethical, human, legal and social issues, methods and skills appropriate to planning and designing learning environments, and instructional management methodologies using appropriate materials, methods, resources, and curricula for integrating technology.

**TE 887 - Electronic Media Production .....3 hours**

This course will focus on producing effective electronic presentations. Topics will include: computer graphics; the psychology of color usage; hypertext linkages; screen design and layout; and integrating video, sound, clip art and animation into presentations.

**TE 888 - Multimedia Production .....3 hours**

This course will have two major foci: the first will be to enhance previously learned multimedia development 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 Experiences in Instructional Technology .....3 hours**

This course will provide field experiences for students pursuing the instructional technology program. Basis of the experience 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.

## GRADUATE TEMO Courses

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**TE 893 - Field Experiences in School Library .....3 hours**

Prereq: TE 869, TE 871\*, TE 872\*, TE 873\*, TE 875\*

This course is the capstone experience for students in the MSED-Instructional Technology (School Library) or School Library Endorsement programs. Students will gain experiences in school library settings. Students must have completed TE 869, TE 871, TE 872, TE 873 and TE 875 as prerequisites.

**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 education, following APA style of reporting the research. The student enrolls with the faculty member directing the thesis. Three to 6 credit hours per semester, with a total of 6 hours.

**TE 897 - Seminar in Education .....3 hours**

This course is 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**

The focus of this course is an independent investigation into a topic selected by the student and approved by the instructor.

**TE 899P - Special Topics ..... 1-3 hours**

This course serves identified 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

## TEMO Courses

**TEMO 803 - Montessori Elementary I -**

**Philosophy/Child Development .....3 hours**

Students will study the basic theories, stages and areas of child development according to the major contemporaries. Students will become knowledgeable about the complex interaction between heredity and environmental factors (including school, home and neighborhoods). An introduction to the philosophical ideas (i.e., absorbent mind, sensitive periods, social-mathematical mind, spiritual and moral development) of Dr. Maria Montessori as they relate to the child, material, teacher and environment are presented. A background of the history of the Montessori Method, comparing and contrasting with alternate educational approaches is studied. An overview of the Early Childhood curriculum as the foundation of understanding for the previous and following levels of Montessori's curriculum, pedagogy and methodology are presented.

**TEMO 806 - Montessori Elementary I -**

**Physical Science/Biology .....3 hours**

The primary goal of this course is to acquaint the student with the Montessori Physical Science/Biology methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Physical Science/Biology.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**TEMO 807 - Montessori Elementary I - History/Geography...3 hours**

The primary goal of this course is to acquaint the student with the Montessori Geography/History methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Geography/History.

**TEMO 808 - Montessori Elementary I - Integrated Arts .....3 hours**

The primary goal of this course is to acquaint the student with the integrative Montessori arts methodology, rationale, scope and sequence of curriculum in the elementary classroom. The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of integrating Physical Education, Visual Arts, Music and practical living skills throughout the elementary curriculum.

**TEMO 809 - Montessori Elementary I - Language/Grammar...3 hours**

The primary goal of this course is to acquaint the student with the Montessori language/grammar methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori language/grammar.

**TEMO 810 - Montessori Elementary I -****Mathematics/Geometry .....3 hours**

The primary goal of this course is to acquaint the student with the Montessori mathematics/geometry methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori mathematics/geometry.

**TEMO 816A - Montessori Elementary I - Practicum .....3 hours**

The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori 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 ..... 3-6 hours**

This course is designed to provide practicum experience in the Special Education programs of Mild/Moderate Disabilities K-6, Mild/Moderate Disabilities 7-12, or Advanced Practitioner. Teachers are supervised by university faculty who may also contact an individual's principal. Students are expected to document 210 hours of direct contact with students of the appropriate grade level and disability for the endorsement they are seeking. This course is a semester course.

**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.

**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 or TESE 823P 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 or TESE 823P 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**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 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**

Prereq: TE 805P

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 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 840 - Bilingual Special Education.....3 hours**

Students will be exposed to the latest research into the education of English language learners with disabilities, their identification, assessment, and instruction. Particular attention will be paid to the development of Appropriate Individualized Education Plans that reflect culturally responsive instruction in both segregated and inclusive environments.

**TESE 861 - Legal Issues in Special Education.....3 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.

**TESE 862 - Formal and Informal Assessment in Special Education.....3 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.

**TESE 863 - Research Based Instructional Strategies****for Students with Disabilities.....3 hours**

This course is designed to address the wide range of instructional needs of students with disabilities. Students will learn to synthesize and evaluate research on instructional techniques for classroom application. Academic instructional interventions will be emphasized. Students will apply their knowledge of lesson development and classroom management strategies. Contains a field component.

**TESE 864P - Field Experience in Special Education.....1 hour**

The course is designed to provide practical application of learned skills. Students will be placed in an elementary special education setting for a total of fifty clock hours. Students will develop and implement lesson plans and a behavior change plan.

**TESE 867 - Applied and Functional Behavior Analysis .....3 hours**

This course is designed for graduate level students to examine function-based behavior intervention strategies for individuals with disabilities who engage in challenging behavior. Students will be taught basic elements of functional analysis that includes: defining, observing, and recording behaviors as well as the creation of graphic displays for analysis. Ethical standards for behavior management, crisis intervention, and positive behavioral support will be highlighted. This course contains a functional assessment/intervention field component.

**TESE 875P - Curriculum Content for Secondary****Students with Disabilities.....3 hours**

This course is designed to address the instructional needs of secondary students with disabilities. Task analysis, community-based interventions, functional academics, modification of materials, and alternative programming and assessments will be emphasized. Students will apply their knowledge of lesson plan development in the development of age appropriate lessons in reading, math, and writing both in a school and community setting.

**TESE 876P - Transitional Issues****for Individuals with Disabilities .....3 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 879P - Developing Social and Personal****Skills in Individuals with Disabilities.....3 hours**

This course is designed to provide students with the knowledge and skills to teach social skills. Students will be exposed to various social skills programs presently on the market that have been designed for students with special needs. The development of social stories and social scripts will be emphasized. Students will apply their knowledge of lesson plan development in the development of age appropriate social skills lessons.

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

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



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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 or VOED 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

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

Professor of History; 1997; B.A., Pacific Lutheran University; M.A., Ph.D., University of Minnesota.

*Research/Teaching 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.

*Research/Teaching Interests:* Animal Movement; Geographical Information Systems; Modeling of Animal Populations and Genetics

### Donna Alden

Associate Professor of Art Education; 2004; B.A., University of Illinois; M.S., Kansas State University; Ph.D., University of Missouri.

### Sylvia Asay

Chair and Professor of Family Studies and Interior Design; 1991; B.S., M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* International Family Strengths; Premarital Preparation

### William Avilés

Professor of Political Science; 2002; B.A., Florida International University; M.A., Ph.D., University of California at Riverside.

## B

### Todd Barte

Associate Professor of Health, Physical Education, Recreation and Leisure Studies; 2009; B.S.Ed., University of Nebraska; M.A., University of Alabama; Ph.D., University of Alabama and University of Alabama-Birmingham.

*Research/Teaching Interests:* Physical Activity and Public Health; School Health Promotion

### Pradeep Barua

Professor of History; 1996, B.A., Elphinstone College; M.A., University of Bombay; Ph.D., University of Illinois at Urbana-Champaign.

*Research/Teaching Interests:* South Asia; Africa; Military History; British Empire; Developing World

### John T. Bauer

Associate Professor of Geography and Earth Science; 2006; B.S., Southwest Missouri State University; M.A., Ph.D., University of Kansas.

### Michelle Beissel Heath

Assistant Professor of English; 2009; B.A., Gustavus Adolphus College; M.A., University of Maine; Ph.D., The George Washington University.

### Joseph Benz

Professor of Psychology; 1989; B.S., M.A., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Non-human Vocal Communication and Mate Choice; Evolution of Human Behavior and Mate Selection Strategies; Species: Humans, Sandhill Cranes

### Kathryn N. Benzel

Professor of English and Martin Chair Distinguished Professor in English; 1987; B.Ed., M.A., University of Toledo; Ph.D., University of Illinois at Urbana-Champaign.

*Research/Teaching Interests:* Modern British and American Literature; Literary Criticism; Narrative Theory

### Douglas Biggs

Associate Dean of Natural and Social Sciences and Associate Professor of History; 2008; B.A., M.A., Iowa State University; Ph.D., University of Minnesota, Twin Cities.

*Research/Teaching Interests:* Fellow, Royal Historical Society; Medieval England; Military History

### 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.

*Research/Teaching Interests:* Motor Development; Physical Activity for Persons with Disabilities

### Joan Blauwkamp

Chair and Associate Professor of Political Science; 1997; B.A., Wheaton College; M.A., Ph.D., University of Iowa.

*Research/Teaching 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.

*Research/Teaching Interests:* Western and Plains Literature; American Literature; Women's Literature; English Education

### Vijendra K. Boken

Associate Professor of Geography and Earth Science; 2007; B.S., Pant University of Agriculture and Technology, Pantnagar, India; M.S., Asian Institute of Technology, Bangkok, Thailand; M.S., University of Jodhpur, India; Ph.D., University of Manitoba.

*Research/Teaching Interests:* Remote Sensing; Water Resources; Agriculture; Natural Disasters

### Kurt Borchard

Professor of Sociology; 1998; B.A., University of Alaska; M.A., University of Colorado at Colorado Springs, Ph.D., University of Nevada Las Vegas.

*Research/Teaching 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.

*Research/Teaching Interests:* Short Term and Small Business Financial Management

### Deborah Bridges

Faculty Assistant to SVCASA and Professor of Economics; 1997; B.S., M.S., University of Wyoming; Ph.D., Washington State University.

*Research/Teaching Interests:* Agricultural Policy, Finance, and Price Analysis

### Wayne Briner

Professor of Psychology; 1992; B.A., M.A., Sangamon State University; Ph.D., Northern Illinois University.

*Research/Teaching 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.

*Research/Teaching Interests:* Retail Atmospherics; Rural Retailing Issues; Business Ethics; and College Choice

**Gregory A. Brown**

Associate Professor of Health, Physical Education, Recreation and Leisure Studies; 2004; B.S., Utah State University; M.S., Ph.D., Iowa State University.

**Nathan Buckner**

Professor of Music; 1997; B.M., The Juilliard School; M.M., Indiana University; D.M.A., University of Maryland.

*Research/Teaching Interests:* Historic and Contemporary American Piano and Chamber Music Performance and Literature

**Derrick Burbul**

Associate Professor of Art; 2005; B.S., University of Wisconsin-Superior; M.F.A., University of Idaho.

**Paul R. Burger**

Professor of Geography and Earth Science; 2003; B.S., Northwest Missouri State University; M.A., Kansas State University; Ed.D., Oklahoma State University.

*Research/Teaching Interests:* GIS; Economic; Population; Political

**Timothy J. Burkink**

Dean of Business and Technology and Professor of Marketing; 2001; B.S., M.B.A., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Consumer Behavior; Interfirm Knowledge Transfer; Food Marketing; Rural Economic Development

**C****Julia N. Campbell**

Associate Professor of Criminal Justice; 2006; B.A., M.S., Ph.D., University of Southern Mississippi.

**Haishi Cao**

Assistant Professor of Chemistry; 2007; B.S., M.S., Jilin University, China; M.S., Ph.D., New Mexico Institute of Mining and Technology.

**Joseph R. Carlson**

Professor of Criminal Justice; 1993; B.A., Brigham Young University; M.B.A., Southern Illinois University; Ph.D., University of Southern Mississippi.

*Research/Teaching Interests:* General Policing; Terrorism; Victimology; Women in Prison; Community Policing

**Kimberly A. Carlson**

Associate Professor of Biology; 2003; B.S.; M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching 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.

*Research/Teaching Interests:* Law and Law Related Fields; Aviation and Aviation Studies

**Ting-Lan Chen**

Associate Professor of Music; 2004; B.F.A., National Institute of the Arts, Taipei, Taiwan; M.M., D.M.A., College-Conservatory of Music University of Cincinnati.

*Research/Teaching Interests:* Violin Performance; Chamber Music; Orchestral Performance

**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.

*Research/Teaching Interests:* Piano Performance and Pedagogy; Research, Analysis, and Performance of Contemporary American Music

**Aaron Clark**

Associate Professor of Mathematics and Statistics; 2007; B.A., Westfield State College; M.A., Ph.D., University at Albany, State University of New York.

*Research/Teaching Interests:* Low Dimensional Topology; Geometric Group Theory; Dynamical Systems

**H. Jason Combs**

Co-Chair of Sociology, Geography and Earth Science and Associate Professor of Geography and Earth Science; 2007; B.S., Northwest Missouri State University; M.S., Southwest Missouri State University; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Cultural Geography; Urban Geography

**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.

*Research/Teaching 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.

*Research/Teaching Interests:* Research: Proust and Spanish/Spanish-American Narrative, Women Writers, Film Studies; Teaching: Spanish-American Literature, Spanish Linguistics

**Jennifer Crosswhite**

Associate Professor of Family Studies and Interior Design; 2005; B.S., St. Cloud State University; M.S., Ph.D., Auburn University.

*Research/Teaching Interests:* Influence parents have on whether children/adolescents engage in delinquent behaviors and what mechanisms (e.g., low self-control, social information processing) mediate the parent-delinquency association

**Sherry R. Crow**

Assistant Professor of Teacher Education; 2008; B.S.Ed., Ft. Hays State University; M.L.S., Brigham Young University; Ph.D., Emporia State University.

*Research/Teaching Interests:* Teaching: School Library Science, 21st Century Learning, Storytelling; Research: Intrinsic Motivation for Information Seeking

**Linda K. Crowe**

Chair and Professor of Communication Disorders; 2008; B.S., Southeast Missouri State University; M.S., University of Nebraska-Lincoln; Ph.D., Louisiana State University.

*Research/Teaching Interests:* Teaching and Research on Language and Literacy Development and Disorders Across the Life Span; Clinical Services to Individuals with Reading and Writing Disabilities

**Patricia A. Cruzeiro**

Chair and Professor of Educational Administration; 2004; B.A., Bloomfield College; M.A., Seton Hall University; Ed.D., University of South Dakota.

*Research/Teaching Interests:* Supervision; Teacher Mentoring; Leadership

**D****Scott Darveau**

Chair and Professor of Chemistry; 1997; B.S., University of Nebraska-Lincoln; Ph.D., University of Chicago.

*Research/Teaching Interests:* Spectroscopy; Materials Science; Thin Film Photovoltaics

**Roger Davis**

Professor of History; 1986; B.A., Youngstown State University; M.A., Ph.D., University of Arizona.

*Research/Teaching Interests:* General Latin America; Nineteenth Century South American Andean; State Formation and Nationalism; Gilded Age U.S.; Hispanics on the Great Plains

**Tobi DeLong-Hamilton**

Assistant Professor of Social Work; 2009; B.S.W., Florida Atlantic University; M.S.W., Florida International University; Ph.D., Colorado State University.

**Jeremy S. Dillon**

Associate Professor of Geography and Earth Science; 2002; B.S., University of Nebraska-Lincoln; M.A., University of Nebraska-Omaha; Ph.D., University of Kansas.

*Research/Teaching Interests:* Quaternary Geology; Holocene alluvium; Soils; Geomorphology; Geoarchaeology

**Aaron Dimock**

Associate Professor of Communication; 2004; B.S.Ed., Black Hills State University; M.A., Ph.D., University of Colorado at Boulder.

*Research/Teaching Interests:* Rhetoric; Argumentation; Public Deliberation, Language and Social Interaction

**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.

*Research/Teaching 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.

*Research/Teaching Interests:* Employment Law; Commercial Law; Water Law

**Mark R. Ellis**

Professor of History; 2001; B.A., M.A., California State University, Northridge; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* American West; Plains Indians; Nebraska and the Great Plains; American Legal History; Sports History; History and Film; Great Depression and New Deal; World War II

**Brad L. Ericson**

Associate Professor of Biology; 1989; B.S., University of Nebraska at Kearney; Ph.D., Baylor College of Medicine.

*Research/Teaching 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 latipes*)

**Brenda Eschenbrenner**

Assistant Professor of Accounting/Finance; 2010; B.S., University of Nebraska at Kearney; M.B.A., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Information Systems Usage; Technology and Education/Training; Emerging Technologies

**Tommy Eshleman**

Associate Professor of Economics; 1992; B.S., Northwestern Oklahoma State University; M.A., Washington State University; Ph.D. Oklahoma State University.

*Research/Teaching 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.

*Research/Teaching Interests:* Properties of Solvatochromic Compounds and Applications as Sensor Materials

**F****Kerri M. Farnsworth-Hoback**

Professor of Biology; 2001; B.A., Carroll College; M.S., Montana State University; Ph.D., Colorado State University.

*Research/Teaching Interests:* Landscape and Community Ecology; Spatial Analysis; Invasive Species

**Gene Fendt**

Professor of Philosophy; 1987; B.A., Marquette University; M.A., University of Chicago; Ph.D., University of Texas.

*Research/Teaching Interests:* Ancient and Medieval Philosophy; Kierkegaard; Kant; Philosophy of Religion; Poetry

**Robert Ficociello**

Assistant Professor of English; 2009; B.S., University of Massachusetts; M.F.A., University of New Orleans; Ph.D., University at Albany, SUNY.

*Research/Teaching Interests:* 20th Century American Literature; War Literature; Literary Theory; American Studies; Fiction Writing

**Michelle Fleig-Palmer**

Assistant Professor of Management; 2008; B.S.Ed., State University of New York at Geneseo; M.B.A., Washington University in St. Louis; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Mentoring; Trust; Healthcare; Careers/Job Search

**Anne Foradori**

Professor of Music; 1994; B.M., Ohio University; M.M., Cleveland Institute of Music; D.M.A., Ohio State University.

*Research/Teaching Interests:* Vocal Performance; Contemporary American Composers; Musical Theatre; Opera

**Krista D. Forrest**

Professor of Psychology; 1997; B.S., Old Dominion University; M.S., Ph.D., North Carolina State University.

*Research/Teaching Interests:* Group Dynamics; Procedural Justice; Psychology and Law

**Scott Fredrickson**

Professor of Teacher Education; 1992; B.S., University of Nebraska at Omaha; M.E., Ed.D., Texas Tech. University.

*Research/Teaching Interests:* Instructional Technology; Distance Education; Telecommunications; Technology Integration

**Thomas Freeman**

Assistant Professor of Biology; 2010; B.S., M.S., Ph.D., Texas Tech. University.

**Beverly J. Frickel**

Associate Professor of Accounting/Finance; 2001; B.A., M.A., Ph.D., University of Nebraska-Lincoln.

**Krista K. Fritson**

Associate Professor of Psychology; 2004; B.S., University of Nebraska at Kearney; M.S., Fort Hays State University; Psy.D., Forest Institute of Professional Psychology.

*Research/Teaching Interests:* Teaching; Clinical Psychology

**Janice Fronczak**

Associate Professor of Theatre; 2001; B.A., M.A., University of Houston-Clear Lake; M.F.A., Virginia Commonwealth University.

*Research/Teaching Interests:* Playwriting; Screenwriting; Drama Therapy

**G****Keith Geluso**

Associate Professor of Biology; 2006; B.S., University of New Mexico; M.S., University of Nevada; Ph.D., University of New Mexico.



**Stephen D. Glazier**

Professor of Sociology; 1988; A.B., Eastern University; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Connecticut.  
*Research/Teaching Interests:* Sociology of Religion; General Anthropology; Sociology of Medicine; Ethnicity; Minority Relations; African-Americans; Caribbean; Latin America; Shamanism

**Victoria Goro-Rapoport**

Associate 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.  
*Research/Teaching Interests:* Financial Accounting; Corporate Reporting

**Ralph Hanson**

Chair and Professor of Communication; 2008; B.S., M.S., Iowa State University; Ph.D., Arizona State University.

**Sherri K. Harms**

Chair and Professor of Computer Science and Information Systems; 2001; B.S., Buena Vista University; M.S., Iowa State University; Ph.D., University of Missouri.

**Mary Harner**

Assistant Professor of Biology; 2009; B.S., Tulane University; M.S., University of Montana; Ph.D., University of New Mexico.  
*Research/Teaching Interests:* Riparian Ecosystem Ecology; Scientific Writing; Biological Statistics

**Janette Harriott**

Associate Professor of Music; 2002; B.S.E., Northern Illinois University; M.A., California State University, Sacramento; Ph.D., University of Oklahoma.

**Anita Hart**

Professor of Modern Languages; 1996; B.A., Furman University; M.A.T., University of Florida; Ph.D., Florida State University.  
*Research/Teaching Interests:* Contemporary Spanish Poetry; Hispanic Women Writers; Twentieth Century Spanish Literature

**Megan Hartman**

Assistant Professor of English; 2011; B.A., University of New Hampshire; M.A., Indiana University.

**John Hastings**

Professor of Computer Science and Information Systems; 2001; B.S., M.S., Ph.D., University of Wyoming.

**Suzanne K. Hayes**

Associate Professor of Accounting/Finance; 2004; B.S., Nebraska Wesleyan University; M.B.A., East Carolina University; Ph.D., University of Texas at Dallas.  
*Research/Teaching Interests:* Investments; Personal Finance

**Allison Hedge Coke**

Associate Professor of English and the Paul W. Reynolds and Clarice Kingston Reynolds Chair in Poetry and Writing; 2007; A.F.A.W., Institute for American Indian Arts; M.F.A.W., Vermont College.  
*Research/Teaching Interests:* Poetry; Creative Writing; Cultural and Environmental Writing; Poetics and Critical Theory; Performance

**Kate Heelan**

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.  
*Research/Teaching Interests:* Physical Activity and Obesity

**William Hoback**

Professor of Biology; 1999; B.A., Randolph-Macon College; M.S., Southwest Missouri State University; Ph.D., University of Nebraska-Lincoln.  
*Research/Teaching 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

**Kay Hodge**

Associate Professor of Management; 1984; B.A., M.S.Ed., Kearney State College; Ph.D., University of Nebraska-Lincoln.

**Patricia Hoehner**

Associate Professor of Educational Administration; 1998; B.A., M.S., Ed.S., Kearney State College; Ed.D., University of Nebraska-Lincoln.  
*Research/Teaching Interests:* Educational Leadership

**David D. Hof**

Professor of Counseling and School Psychology; 2000; B.A., M.A., Chadron State College; Ed.D., University of South Dakota.

**Nanette M. Hogg**

Associate Professor of Communication; 2002; B.S., Kearney State College; M.S.E., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.  
*Research/Teaching Interests:* Communication Technology

**Susan Honeyman**

Associate Professor of English; 2002; B.A., M.A., University of Kansas; Ph.D., Wayne State University.  
*Research/Teaching 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****Jake Jacobson**

Professor of Art; 1987; B.A., M.A., M.F.A., Fort Hays State University.  
*Research/Teaching 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.  
*Research/Teaching 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.  
*Research/Teaching 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.  
*Research/Teaching Interests:* Environmental Economics; Endangered Species Issues

**Susan M. Jensen**

Associate Dean of Business and Technology and Associate 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.

**Christopher Jochum**

Assistant Professor of Modern Languages; 2008; B.A.Ed., M.A.Ed., University of Nebraska at Kearney; Ph.D., Kansas State University.

**Christa Jones**

Assistant Professor of Modern Languages; 2007; M.A., Ph.D., Washington University in St. Louis.

**William Jurma**

Dean of Fine Arts and Humanities and Professor of Communication; 1998; B.A., Oberlin College; M.A., Ph.D., Indiana University.

*Research/Teaching Interests:* Organizational Communication; Leadership and Group Decision-Making

**K****Daryl Kelley**

Professor of Sociology; 1986; B.A., Indiana University at Fort Wayne; M.A., Ph.D., Western Michigan University.

*Research/Teaching Interests:* Worker Participation; Corporate Crime; Sociology of Work

**Katherine Kime**

Associate Professor of Mathematics and Statistics; 1997; B.A., University of Colorado-Boulder; M.A., Ph.D., University of Wisconsin-Madison.

*Research/Teaching Interests:* Control Theory of Partial Differential Equations

**Roy Koepp**

Assistant Professor of History; 2011; B.A., M.A., University of Northern Iowa; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* 19th & 20th Century Germany; Nazi Germany & the Holocaust; 19th & 20th Century Europe; World Wars I & II; European Diplomatic History

**Ron Konecny**

Professor of Management; 1988; B.S., Northwest Missouri State University; M.A., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching 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.

*Research/Teaching Interests:* International Economics and International Marketing

**Frank A. Kovacs**

Associate Professor of Chemistry; 2002; B.S., University of West Florida; Ph.D., Florida State University.

*Research/Teaching Interests:* Protein Biochemistry with a Focus on Structure/Function Relationships

**Liubov V. Kreminskaya**

Assistant Professor of Physics and Physical Science; 2007; M.S., Kiev State University; Ph.D., The Institute of Physics of the National Academy of Sciences of Ukraine.

*Research/Teaching Interests:* Optics of Singularities; Applications of Liquid Crystals

**Jeff Kritzer**

Assistant Professor of Teacher Education; 2007; B.S., University of Oregon; M.A., California State University, Dominguez Hills; Ph.D., University of California-Riverside.

**Sonja Kropp**

Chair and Associate Professor of Modern Languages; 1987; B.A., Kearney State College; M.A., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Nineteenth Century French Narrative; Symbolist Poetry; French and Francophone Film; French and Francophone Women Writers

**Martha Kruse**

Associate Professor of English; 1996, B.A., University of Iowa; M.S.E., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

# GRADUATE Faculty

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*Research/Teaching Interests:* Children's and Young Adult Literature; Composition and Rhetoric; Language Arts Pedagogy; Theoretical and Applied Linguistics

**L****Janet L. Lear**

Assistant Professor of Economics; 2001; B.A., M.A.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Web-based Teaching/Learning; Business Communications; Business

**Joan D. Lewis**

Professor of Teacher Education; 1998; B.A., University of Southern California; M.Ed., Ph.D., University of Southern Mississippi.

*Research/Teaching Interests:* Gifted Girls; Diverse Populations, particularly ELL; Identification of Gifted Learners; Program Development Particularly in Rural Areas; Public Relations and Advocacy for Gifted Education; Administrator Support for Gifted Education

**Carol Lilly**

Professor of History and Director of International Studies; 1992; B.A., University of Colorado; M.A., Ph.D., Yale University.

*Research/Teaching Interests:* Former Yugoslavia; Balkans; Central and Eastern Europe; Soviet Union; Propaganda; Stalinism; Cultural and Political History

**Xuli Liu**

Assistant Professor of Computer Science and Information Systems; 2006; B.S., M.S., Beijing Jiaotong University; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Distributed System; Parallel Compiler

**Peter J. Longo**

Professor of Political Science and Director of the Honors Program; 1988; B.A., Creighton University; J.D., University of Nebraska College of Law; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Environmental Politics and State Constitutionalism

**Claude A. Louishomme**

Associate Professor of Political Science and Director of Ethnic Studies; 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.

*Research/Teaching Interests:* Nineteenth and Twentieth Century American Literature; Short Story

**Lutfi A. Lutfiyya**

Professor of Mathematics and Statistics; 1987; B.A., Simpson College; M.S., Oklahoma State University; Ph.D., University of South Carolina.

*Research/Teaching 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.

*Research/Teaching Interests:* High Performance Work Practices; Positive Psychological Capital

**Francis J. Lynott**

Assistant Professor of Health, Physical Education, Recreation and Leisure Studies; 2004; B.A., Humboldt State University; M.A.Ed., University of Nebraska at Kearney; Ph.D., University of New Mexico.

*Research/Teaching Interests:* Effective Teaching Methods; Movement as a Mode of Instruction; Latino Issues in Public School; Psychology of Learning; Alternative Curriculums for Physical Education

**M****Satoshi Machida**

Assistant Professor of Political Science; 2007; B.A., Waseda University, Tokyo, Japan; M.A., Ph.D., University of Kentucky.

**Suzanne L. Maughan**

Co-Chair of Sociology, Geography and Earth Science and Associate Professor of Sociology; 2001; B.S., M.S., Ph.D., Brigham Young University.  
*Research/Teaching Interests:* Family; Social Inequality

**Wendy McCarty**

Assistant Professor of Teacher Education; 2002; B.S.Ed., Concordia College, Seward, Nebraska; M.A.Ed., University of Nebraska at Kearney; Ed.D., University of Nebraska-Lincoln.

**Max A. McFarland**

Professor of Counseling and School Psychology; 1986; B.S., M.S.Ed., Ed.S., Kearney State College; Ed.D., University of South Dakota.  
*Research/Teaching Interests:* Ecological Assessment of Behavior Disorders; International Research; Infant Mental Health

**Miechelle McKelvey**

Associate Professor of Communication Disorders; 2006; B.S., University of Nebraska-Omaha; M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.  
*Research/Teaching Interests:* Adults with Acquired Communication Disorders; Augmentative and Alternative Communication

**Jose Mena-Werth**

Professor of Physics and Physical Science; 1992; B.S., University of San Francisco; M.S., Ph.D., University of Washington.  
*Research/Teaching Interests:* Astronomy; Stars; Planetarium Education; Search for Extra-solar Planetary Systems; Search for Life Beyond the Earth

**Amber Messersmith**

Assistant Professor of Communication; 2010; B.S., University of Nebraska at Kearney; M.A., Ph.D., University of Kansas.

**Jake Messersmith**

Assistant Professor of Management; 2010; B.S., University of Nebraska-Lincoln; Ph.D., University of Kansas.

**Richard L. Miller**

Professor of Psychology; 1990; B.S., Weber State College; M.A., Ph.D., Northwestern University.  
*Research/Teaching Interests:* Attitude Change and Persuasion; Human Territoriality; Interpersonal Attraction and Social Comparison Processes

**Grace A. Mims**

Chair and Professor of Counseling and School Psychology; 2008; B.A., University of Central Missouri; M.S., Western Illinois University; Ph.D., Southern Illinois University at Carbondale.

**Matthew Mims**

Assistant Professor of Counseling and School Psychology; 2008; B.A., Alma College; M.S., Western Illinois University; Ed.D., University of South Dakota.

**Darleen Mitchell**

Professor of Music; 2000; B.M., DePaul University; M.M., Northwestern University; Ph.D., University of Chicago.  
*Research/Teaching Interests:* Contemporary Music, Especially Non-tonal and Women Composers; Contemporary Applications of Music Analysis such as Post-tonal and Shenkerian

**Dawn L. Mollenkopf**

Associate Professor of Teacher Education; 2003; B.A., Andrews University, Michigan; M.S., University of Oregon; Ph.D., University of Kansas.

*Research/Teaching Interests:* Professional Development for Preservice and Inservice Teachers; Early Childhood Policy Issues

**Donna Montgomery**

Associate Professor of Teacher Education; 2001; B.S., University of Maryland; M.S., Johns Hopkins University; Ph.D., Purdue University.  
*Research/Teaching Interests:* Assistive Technology; Autism Spectrum Disorder; Writing Disabilities; Parent Involvement in the IEP Process; Modifications and Adaptations for the Classroom

**Jan Moore**

Professor of Communication Disorders; 2008; B.S.E., University of Central Arkansas; M.S., Purdue University; Ph.D., University of Illinois.  
*Research/Teaching Interests:* Cochlear Implantation in Children and Adults; Speech Development in Children Following Cochlear Implantation; Early Intervention of Children with Hearing Loss; Newborn Hearing Screening

**Tami James Moore**

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**

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.  
*Research/Teaching Interests:* Community Recreation, Outdoor Recreation and Environmental Education

**Annette C. Moser**

Assistant Professor of Chemistry; 2006; B.S., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

**Yozan Mosig**

Professor of Psychology; 1977; B.A., Eastern New Mexico University; M.A., Ph.D., University of Florida.  
*Research/Teaching Interests:* Non-Freudian Psychohistory of Hannibal and the Punic Wars; Stress Management Through Zen Meditation; Non-Western Conceptions of the Self

**N****David B. Nabb**

Professor of Music; 1994; B.M., M.M., Indiana University; Ph.D., University of North Texas.  
*Research/Teaching 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.

**O****Timothy Obermier**

Chair and Professor of Industrial Technology; 1996; B.S., M.S., Kearney State College; Ph.D., Colorado State University.  
*Research/Teaching Interests:* Telecommunication Regulation

**P****Hector Palencia**

Assistant Professor of Chemistry; 2009; B.S., University of Michoacan, México; M.S., Universidad Nacional Autónoma de México (UNAM); Ph.D., University of Nebraska-Lincoln/UNAM.

**David Palmer**

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.

*Research/Teaching 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.

*Research/Teaching Interests:* Trumpet Performance and Pedagogy; Jazz Performance; Music Business; Music Technology; History of Jazz, Rock, and Blues Music

**Dennis Potthoff**

Chair and Professor of Teacher Education; 1996; B.S., M.S., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Purposes for Education in a Democratic Society; School/University Partnerships; Community Service Learning; Online Education

**R****Letitia Reichart**

Assistant Professor of Biology; 2009; B.S., Indiana University of Pennsylvania; Ph.D., Washington State University.

*Research/Teaching Interests:* Behavioral Ecology/Omithology

**James R. Rohrer**

Associate Professor of History; 2005; B.A., Kent State University; M.A., The Ohio State University; M.Div., University of Dubuque Theological Seminary; 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.

*Research/Teaching Interests:* Ecology/Plant Taxonomy: Plant Species Composition of Natural Areas in Nebraska, Threatened and Endangered Plant Species

**Derek Parker Royal**

Chair and Associate Professor of English; 2011; B.A., University of North Carolina at Charlotte; M.A., Ph.D., Purdue University.

**David Rozema**

Director and Professor of Philosophy; 1992; B.S., Northern Arizona University; Ph.D., University of Utah.

*Research/Teaching Interests:* Philosophy in Literature; Philosophy of Science; Ethics; Plato; and Wittgenstein

**Robert F. Rycek**

Chair and Professor of Psychology; 1983; B.A., University of Illinois, Chicago; M.A., Ph.D., Northern Illinois University.

*Research/Teaching 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.

*Research/Teaching Interests:* Sport Pedagogy; Fitness Education

**Casey Schoenebeck**

Assistant Professor of Biology; 2009; B.S., Kansas State University; M.S., University of Wisconsin Stevens Point; Ph.D., South Dakota State University.

**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.

**GRADUATE  
Faculty**

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*Research/Teaching Interests:* Graphic Design; Three-dimensional Design; Typographic Design; and Design Theory/Methodology

**Steven Schulz**

Assistant Professor of Marketing; 2010; B.S., M.S., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* New Product Innovation; Supply Chain Management; Strategic Planning; Leadership

**Srivatsa Seshadri**

M.B.A. Program Director and Professor of Marketing; 1993; B.E., University of Mysore; Ph.D., University of Arkansas.

*Research/Teaching Interests:* International Marketing; E-Commerce; Competitive Intelligence; Marketing Research; Marketing Strategy; Ethics

**Julie J. Shaffer**

Professor of Biology; 1999; B.S., Sioux Falls College; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Microbial Ecology with an Emphasis on Anti-microbial Compounds and Their Effects on Microbial Composition

**Kurt Siedschlaw**

Professor of Criminal Justice; 1989; B.A., Huron College; M.S., Michigan State University; J.D., University of South Dakota School of Law.

*Research/Teaching Interests:* Native American; Juvenile Justice and Legal Issues

**Dawn Simon**

Assistant Professor of Biology; 2009; B.S., Ph.D., University of Iowa.

*Research/Teaching Interests:* Phylogenetics; Introns; Mobile Elements

**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.

*Research/Teaching Interests:* Uniform Accountancy Act and CPA Licensure Issues; Income Taxation History

**Daren Snider**

Associate Professor of Modern Languages and Director of General Studies; 2000; B.A., University of California-Riverside; M.A., University of Wisconsin-Madison; Ph.D., University of Utah.

*Research/Teaching Interests:* Second Language Acquisition; German Studies; Curriculum Development

**Robin R. Sobansky**

Associate Professor of Counseling and School Psychology; 2005; B.A., M.S., Wayne State College; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching 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.

*Research/Teaching Interests:* Botany Bryology-Evaluation of Moss Species of Nebraska Counties; Statistical Analysis of the Morphological Difference and Similarities in Moss Genera; Ethnobotany

**Joseph T. Springer**

Chair and Professor of Biology; 1979; B.A., Knox College; M.S., Ph.D., Washington State University.

*Research/Teaching Interests:* Wildlife Biology; Animal Behavior; Gene flow between mammal populations across apparent geographic barriers; Prairie Mammals

**John Stanko**

Assistant Professor of Art and Art History; 2007; B.F.A., University of Nebraska at Kearney; M.F.A., Virginia Commonwealth University.



**Janet E. Steele**

Professor of Biology; 1993; B.S., Texas A&M University; M.S., Eastern Illinois University; Ph.D., Miami University.

*Research/Teaching Interests:* Cardiovascular, Exercise and Renal Physiology

**Christopher Stevens**

Assistant Professor of Political Science; 2007; B.A., University of Massachusetts-Amherst; M.A., University of Delaware; Ph.D., Brandeis University.

*Research/Teaching Interests:* International Relations Theory; American Foreign Policy; Security Studies and the Politics of Eurasia

**Jeanne Stolzer**

Associate Professor of Family Studies and Interior Design; 2002; B.S., M.S., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Advisory Board member for the International Center for the Study of Psychiatry and Psychology (ICSPP); Advisory Board Member for International Citizen's Commission on Human Rights (CCHR); Research interests include the biocultural implications of attachment parenting, human lactation, ethology, neurobiology, and the multivariational effects of labeling and drugging children and adolescents

**Jane Strawhecker**

Assistant Chair and Associate Professor of Teacher Education; 2000; B.A., Kearney State College; M.A., Mid-America Nazarene University; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching 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. (inactive).

*Research/Teaching Interests:* Professionalism; CPA Licensure Issues

**T****Marguerite Tassi**

Professor of English; 1997; B.A., Columbia University; M.A., University of Virginia; Ph.D., Claremont Graduate School.

*Research/Teaching Interests:* Shakespeare; Renaissance Drama; Ancient Literature; Literature of Revenge

**Allen Ross Taylor**

Associate Professor of Management Information Systems; 2004; B.S., University of Arkansas; M.B.A., Webster University; Ph.D., University of Arkansas.

*Research/Teaching Interests:* Computer-Aided Decision Making; Technology and Innovation; User Adoption of New Technologies

**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.

*Research/Teaching Interests:* Audiologic Rehabilitation of the Elderly; Noise-induced Hearing Loss

**Frank Tenkorang**

Chair and Associate Professor of Economics; 2006; B.S., University of Ghana; M.S., University of Wyoming; Ph.D., Purdue University.

*Research/Teaching Interests:* Agriculture Related Issues; Econometric Analysis

**Keith E. Terry**

Professor of Communication; 1987; B.S., Wayne State College; M.A., Pittsburg State University; Ph.D., University of Tennessee.

**Glenn E. Tracy**

Associate Professor of Teacher Education; 1999; B.S.E., M.A., Truman State University; Ed.D., Oklahoma State University.

*Research/Teaching Interests:* English as a Second Language; Language Acquisition

**Kenneth Trantham**

Chair and Associate Professor of Physics and Physical Science; 2009; B.S., Arkansas Tech University; M.S., University of Missouri-Rolla; Ph.D., University of Nebraska-Lincoln.

**Janet Trewin**

Professor of Accounting/Finance; 2004; B.A., M.B.A., Ph.D., Michigan State University.

*Research/Teaching Interests:* Individual, Corporate and Estate & Trust Taxation; Behavioral Issues in Taxation

**Paul Twigg**

Professor of Biology; 1992; B.S., Indiana University of Pennsylvania; Ph.D., University of Tennessee.

*Research/Teaching 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.

*Research/Teaching 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.

*Research/Teaching Interests:* Film Studies; Critical Theory; Media Studies

**Nita Unruh**

Chair and 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.

*Research/Teaching Interests:* Sports Marketing and Sponsorship; Management and Administration of Sport; Sport Law

**Scott Unruh**

Professor of Health, Physical Education, Recreation and Leisure Studies; 1999; B.S., School of the Ozarks; M.Ed., Ed.D., University of Arkansas.

*Research/Teaching Interests:* Athletic Training Education; Assessment of Student Learning and Program Effectiveness; Athlete Satisfaction of Care

**V****Linda Van Ingen**

Associate Professor of History and Director of the Women's and Gender Studies Program; 2001; B.A., University of Iowa; M.A., Ph.D., University of California, Riverside.

*Research/Teaching Interests:* Twentieth-century U.S. History; Women's History; Civil Rights; Race and Gender; Historical Methods

**Vernon Volpe**

Chair and Professor of History; 1987; B.A., M.A., Youngstown State University; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching 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

Professor of Psychology; 1990; B.S., Kearney State College; M.S., Fort Hays State University; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Teaching Issues; Procrastination and Stress of Emergency Responders

## Doug Waterfield

Chair and Associate Professor of Art and Art History; 2010; B.F.A., M.F.A., Louisiana Tech University; M.A., Louisiana State University.

## Jacob Weiss

Assistant Professor of Mathematics and Statistics; 2007; B.S., University of Nebraska at Kearney; M.S., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Time Scales; Differential Equations; Difference Equations

## Andrew White

Associate Professor of Music; 2005; B.M., M.M., Artist Diploma; D.M.A., Cleveland Institute of Music/Case Western Reserve University.

*Research/Teaching Interests:* Diction; Contemporary Music; Art Song; Musical Theatre

## Beth Wiersma

Interim Co-Chair of Criminal Justice and Social Work and Associate Professor of Criminal Justice; 2001; B.S., Moorhead State University; M.S., Northern State University; Ph.D., South Dakota State University.

*Research/Teaching Interests:* Sex Offenders; Institutional and Community Based Corrections

## Barton Willis

Chair and Professor of Mathematics and Statistics; 1992; B.S., Kansas State University; Ph.D., Virginia Polytechnic Institute and State University.

*Research/Teaching Interests:* Mathematical Physics; Functional Analysis; and Computer Algebra Systems

## William Wozniak

Professor of Psychology; 1978; A.B., University of Notre Dame; M.A., Ph.D., Miami University.

*Research/Teaching Interests:* Irrational Belief Systems; Teaching Techniques; Environmental Psychology

## Gene G. Wubbels

Professor of Chemistry; 1995; B.S., Hamline University; Ph.D., Northwestern University.

*Research/Teaching 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.

*Research/Teaching Interests:* Gender; Sexuality; Women's Studies; Research Methods; Post Traumatic Stress Disorder; Women with Bleeding Disorders; Relationships on the Internet

# Y

## Maha Younes

Co-Chair of Criminal Justice and Social Work and 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.

*Research/Teaching Interests:* Domestic and International Social Policy; Multicultural and Global Education; Adult Education, Child Welfare, and Advocacy and Social Action

# Z

## Jane Ziebarth-Bovill

Associate Professor of Teacher Education; 1984; B.A., M.A.Ed., Kearney State College, Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Field-based Education; Service-Learning; Democratic Teaching Strategies; Brain-based Learning; Human Relations; Classroom Civility

## Kathryn M. Zuckweiler

Associate Professor of Management; 2005; B.A., Whittier College; M.B.A., University of Houston; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Process Selection and Improvement; Project Management; Quality; Online Education

University of Nebraska  
Graduate Faculty Emeriti**College of Business and Technology**

Kari K. Anderson, Business Administration/Business Education, 1986-2006  
 Richard Ashman, Industrial Technology, 1978-2009  
 Janice Barton-Zimmerman, Business Administration/Business Education, 1987-2006  
 Gordon Blake, Economics, 1963-1999  
 Elsie Cafferty, Business Administration/Business Education, 1974-2001  
 Beverly Curry, Family and Consumer Sciences, 1990-2003  
 Galen D. Hadley, Accounting/Finance, 1991-2004  
 Gladys Styles Johnston, Management/Marketing, 1993-2003  
 Sandra Lebsack, Management, 1990-2009  
 Donald Ace Morgan, Accounting/Finance, 1988-2010  
 Donald G. Sluti, Management, 1992-2008  
 Larry D. Theye, Management/Marketing, 1966-2000  
 Dale Zikmund, Business Administration/Business Education, 1972-2002

**College of Education**

Kathryn Falconer, Communication Disorders, 1979-2003  
 Leonard L. Gregory, Educational Administration, 1986-1998  
 Marilyn Hadley, Teacher Education, 1992- 2006

Laurence M. Hilton, Communication Disorders, 2000-2009  
 Frederick N. Kempf, Counseling & School Psychology, 1969-1997  
 Marlene Kuskie, Counseling and School Psychology, 1989-2010  
 Donald Lackey, Physical Education, Recreation and Leisure Studies, 1969-1998  
 Jean C. Ramage, Counseling & School Psychology, 1995-2002

**College of Fine Arts and Humanities**

Betty Becker-Theye, Modern Languages, 1967-2000  
 Michael A. Benzel, English, 1987-2005  
 Christine Boeckl, Art and Art History, 1991-2003  
 Gary Davis, Music and Performing Arts, 1990-2010  
 John N. Dinsmore, Art, 1968-2006  
 Lon Pearson, Modern Languages, 1991-2007  
 Charles Peek, English, 1987-2008  
 Larry D. Peterson, Art and Art History, 1966-2000  
 Don L. Welch, English, 1959-1997

**College of Natural and Social Sciences**

Dennis Brown, Criminal Justice, 1977-2007  
 Marilyn Jussel, Computer Science and Information Systems, 1977-2001  
 Don Kaufman, Chemistry, 1969-2008  
 Harold G. Nagel, Biology, 1969-2005  
 Kenneth Nikels, Psychology, 1971-2007  
 James L. Roark, Chemistry, 1969-2008  
 Carl D. Sterner, Chemistry, 1967-1998  
 Ivan Stones, Mathematics and Statistics, 1963-2001  
 Marvin C. Williams, Biology, 1966-2000

**Library**

Mary Ann Barton, Library, 1997-2007  
 James C. Rowling, Library, 1975-2008

# Appendix, Computing Policies

## Guidelines for the Use of Information Technology Resources at UNK

### I. INFORMATION TECHNOLOGY RESOURCES

Information technology (IT) resources at UNK include computers, mobile devices, 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 IT resources shall constitute an agreement on behalf of the user to abide by these Guidelines. Access to IT 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 IT resources or other disciplinary action.

IT 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. MISUSE OF INFORMATION TECHNOLOGY AND NETWORK SYSTEMS

Misuse of University IT and network systems is prohibited. Misuse includes the following:

- A. Attempting to modify or remove IT equipment, software, or peripherals without 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 by 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 without the written authorization of the software owner.
- I. Using electronic communications to violate the property rights of authors and copyright owners.
- J. Using electronic communications to harass or threaten others, so as to interfere with the educational or employment experience.
- 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.
- 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 IT resource.
- T. Transporting illegal, proprietary or damaging material across a University network.
- U. Violating any state or federal law or regulation in connection with the use of any IT resources.
- V. Personal use of any University information system to access, download, print, store, forward, transmit or distribute obscene material.
- W. Using another's ID or access codes without permission of the appropriate System Manager.
- X. Creating a web page or similar service using or attached to UNK IT or network resources that does not comply with UNK's Web page guidelines.

### IV. ENFORCEMENT

The Assistant Vice Chancellor for Information Technology is authorized to monitor the use of all campus-wide IT resources and Department and Program Administrators are authorized to monitor their specific IT 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 IT privileges or other university disciplinary measures, and external, involving civil or criminal action under the Nebraska Computer Crimes Act or Federal Statutes.

04/23/2009



Policy for Responsible Use of University  
Computers and Information Systems*Executive Memorandum No. 16***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.

*Revised and dated August 28, 2001  
L. Dennis Smith, Ph.D., President*

# GRADUATE

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