

UNIVERSITY OF NEBRASKA KEARNEY™

2014 - 2015

# GRADUATE CATALOG

UNK™

## 2014-2015 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 2014-2015 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 two 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.

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

**Coordinator of Academic Publications**, Laura Jensen  
**Creative Services Director**, Steve Schrodt

Publication Date: July 2014

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

Office of Graduate Admissions • University of Nebraska at Kearney  
2131 Founders Hall • Kearney, Nebraska 68849-1230  
(308) 865-8500 or (800) 717-7881  
[www.unk.edu/academics/gradstudies](http://www.unk.edu/academics/gradstudies) • [gradstudies@unk.edu](mailto:gradstudies@unk.edu)

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



## Contents

Academic Calendar .....	4
General Information .....	5
Graduate Studies Information .....	12
Admissions Information .....	15
Financial Information .....	19
Academic Information .....	24
Programs .....	34
Non-Degree Areas .....	67
Courses .....	69
Faculty .....	112
Appendix, Computing Policies .....	122
Index .....	126

## 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.

## Directory of Graduate Programs

Entries organized by Department.

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

Art Education M.A.Ed.  
Classroom Education Emphasis  
Museum Education Emphasis

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

Thesis Option  
Non-Thesis Option

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

Generalist Track  
Accounting Track  
Marketing Track  
Human Resources 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  
Children's and Adolescent Literature Emphasis - Thesis Option  
Children's and Adolescent Literature Emphasis - Examination Option

**H****History M.A.**

Thesis Option  
Non-Thesis Option

**K****Kinesiology and Sport Sciences**

Physical Education Exercise Science M.A.Ed.  
Thesis Option  
Non-Thesis Option  
General Physical Education M.A.Ed.  
Physical Education Master Teacher M.A.Ed.  
Pedagogy Emphasis  
Special Populations Emphasis

**M****Modern Languages**

Spanish Education M.A.Ed.

**Music and Performing Arts**

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  
Transitional Certification Concentration  
Reading PK-12 M.A.Ed.  
Special Education M.A.Ed.  
Gifted Emphasis  
Advanced Practitioner Emphasis  
Special Education Emphasis  
Instructional Technology M.S.Ed.  
Instructional Technology Concentration  
Leadership in 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 at 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)  
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 can access their degree audit through MyBLUE.

### 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

## Fall Semester 2014

### August 25, Monday

All classes begin

### September 1, Monday

Labor Day Break - No classes

### September 2, Tuesday

Classes reconvene

### September 15, Monday

Deadline to apply for December graduation

### October 20-21, Monday-Tuesday

Fall Break - No classes

### October 22, Wednesday

Classes reconvene

### November 14, Friday

Deadline for completion of comprehensive examinations for degree candidates

### November 26-29, Wednesday-Saturday

Thanksgiving Break - No classes

### November 28, Friday

Deadline for filing report of comprehensive exams

### December 1, Monday

Classes reconvene

### December 5, Friday

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

### December 15-18, Monday-Thursday

Final week

### December 19, Friday

Commencement

## Spring Semester 2015

### January 12, Monday

All classes begin

### January 19, Monday

Martin Luther King Jr. Day - No classes

### January 20, Tuesday

Classes reconvene

### February 2, Monday

Deadline to apply for May graduation

### March 22-29, Sunday-Sunday

Spring break - No classes

### March 30, Monday

Classes reconvene

### April 3, Friday

Deadline for completion of comprehensive examinations for degree candidates

### April 17, Friday

Deadline for filing report of comprehensive exams

### April 24, Friday

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

### May 4-7, Monday-Thursday

Final week

### May 8, Friday

Commencement

## Summer Session 2015

### May 11, Monday

Classes begin

### May 25, Monday

Memorial Day - No classes

### May 26, Tuesday

Classes reconvene

### June 15, Monday

Deadline to apply for summer graduation

### June 26, Friday

Deadline for completion of comprehensive examinations for degree candidates

### July 3, Friday

Independence Day Break - No classes

### July 6, Monday

Classes reconvene

### July 17, Friday

Deadline for filing report of comprehensive exams

### July 24, Friday

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

### July 30, Thursday

Term ends

### July 31, Friday

Commencement

## Fall Semester 2015

### August 24, Monday

All classes begin

### September 7, Monday

Labor Day Break - No classes

### September 8, Monday

Classes reconvene

### September 15, Tuesday

Deadline to apply for December graduation

### October 19-20, Monday-Tuesday

Fall Break - No classes

### October 21, Wednesday

Classes reconvene

### November 13, Friday

Deadline for completion of comprehensive examinations for degree candidates

### November 25-28, Wednesday-Saturday

Thanksgiving Break - No classes

### November 27, Friday

Deadline for filing report of comprehensive exams

### November 30, Monday

Classes reconvene

### December 4, Friday

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

### December 14-17, Monday-Thursday

Final week

### December 18, Friday

Commencement

## Spring Semester 2016

### January 11, Monday

All classes begin

### January 18, Monday

Martin Luther King Jr. Day - No classes

### January 19, Tuesday

Classes reconvene

### February 1, Monday

Deadline to apply for May graduation

### March 20-27, Sunday-Sunday

Spring break - No classes

### March 28, Monday

Classes reconvene

### April 1, Friday

Deadline for completion of comprehensive examinations for degree candidates

### April 15, Friday

Deadline for filing report of comprehensive exams

### April 22, Friday

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

### May 2-5, Monday-Thursday

Final week

### May 6, Friday

Commencement

## Summer Session 2016

### May 9, Monday

Classes begin

### May 30, Monday

Memorial Day - No classes

### May 31, Tuesday

Classes reconvene

### June 15, Wednesday

Deadline to apply for summer graduation

### June 24, Friday

Deadline for completion of comprehensive examinations for degree candidates

### July 4, Monday

Independence Day Break - No classes

### July 5, Monday

Classes reconvene

### July 15, Friday

Deadline for filing report of comprehensive exams

### July 22, Friday

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

### July 28, Thursday

Term ends

### July 29, Friday

Commencement

# GRADUATE General Information

UNIVERSITY OF NEBRASKA **UNK** KEARNEY

5

14-15

As a public state-supported institution serving approximately 7,100 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 approximately 30,000. 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 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.

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 state colleges.

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:

A.O. Thomas, Ph.D., 1905-1913  
George S. Dick, Ph.B., 1914-1919  
George Martin, A.M., 1919-1936  
Herbert L. Cushing, D.Ed., 1936-1961  
Milton J. Hassel, Ph.D., 1961-1971  
Brendan J. McDonald, Ph.D., 1972-1982  
William R. Nester, Ed.D., 1983-1993  
Gladys Styles Johnston, Ph.D., 1993-2002  
Douglas A. Kristensen, J.D., 2002 to the present

## Governance

### University of Nebraska Board of Regents

	District	Term
Timothy F. Clare, J.D., Lincoln	1	2008
Howard L. Hawks, Chair, M.B.A., Omaha	2	2002
Jim Pillen, D.V.M., Columbus	3	2012
Robert L. Whitehouse, Ed.S., Papillion	4	2006
Robert Schafer, J.D., Beatrice	5	2013
Kent Schroeder, J.D., Kearney	6	1998
Robert A. Phares, Vice Chair, B.A., North Platte	7	2006
Hal Daub, J.D., Omaha	8	2012

### Student Regents

	Institution	Term
Connor Schulte	UNK	2014
Kevin Knudson	UNL	2014
Krupa Savalia	UNMC	2014
Jordan Koch	UNO	2014

### University of Nebraska Central Administration

James Linder, M.D., Interim President  
Susan Fritz, Ph.D., Interim Executive Vice President and Provost  
David Lechner, B.S.B.A., Senior Vice President for Business and Finance  
TBA, Vice President for University Affairs  
Joel D. Pedersen, J.D., Vice President and General Counsel  
Carmen K. Maurer, J.D., Corporation Secretary

### 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  
Barbara Johnson, M.B.A., Vice Chancellor for Business & Finance  
Paul Plinske, Ph.D., Director of Intercollegiate Athletics  
Kelly H. Bartling, M.A., Assistant Vice Chancellor for Communications and Community Relations

### 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, Ph.D., Dean of Natural and Social Sciences  
TBA, Dean for Student Affairs



## Accreditations

The University of Nebraska at Kearney is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools\* (NCA) and by the National Council for Accreditation of Teacher Education (NCATE).

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, Information Networking and Telecommunications)
- 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 (SP) (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 (NASP) (School Psychology)
- National Council on Family Relations (NCFR) (Family Studies)
- National Kitchen and Bath Association (NKBA) (Interior Design)
- Nebraska Department of Education (NDE) (Teacher Education)

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

- Nebraska State Board of Nursing (Nursing)
- Commission on Collegiate Nursing Education (CCNE) (Nursing)

\*230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411

## Assessment

The assessment of student learning 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 learning 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 AVCASA 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 AVCASA and college deans on assessment planning and with Department Chairs and faculty on implementation. The Assessment Office oversees the Assessment Committee, which provides guidance and oversight in meeting the goals of the assessment program at UNK.

Visit the website at [www.unk.edu/academic\\_affairs/assessment](http://www.unk.edu/academic_affairs/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 48 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 Subject 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 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 Kinesiology and Sport Sciences.

#### **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 Graduate Studies and Research, Finance, Student Records and Registration, AA/EEO, Human Resources, Business Services, and Budget, on the first level. Second level includes offices of Communications and Community Relations, Institutional Research, Ethnic Studies, General Studies, Assessment, Graduate Admissions, Risk Management/Environmental Health and Safety, Sponsored Programs, Telecommunications, and faculty offices and classrooms for Departments of Criminal Justice, Mathematics and Statistics, Political Science, and Social Work 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 quarters, 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 the Dean for Student Affairs, Admissions, Campus Post Office, Academic and Career Services Office, First Year Program, Student Support Services, Financial Aid, Women's Center and Counseling and Health Care (CHC).

#### **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 6,000 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.

## GRADUATE General Information

7

14-15

#### **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 Technology, 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 40,000 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 Blue Gold Brigade (student alumni organization) and Gold Torch Mentoring Society (a women's mentoring organization), 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.

In 2012, the UNK Alumni Association partnered with the NU Foundation to better utilize resources and serve the alumni as well as the university.

## University of Nebraska Foundation

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

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

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

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

For more information on supporting the University of Nebraska, please contact:

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

## 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.

### Annual Campus Security, Crime Awareness and Fire Report

- 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
- Victim Services
- 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
- Fire Policies and Stats

A copy of the Annual Campus Security, Crime Awareness and Fire Report is available upon request at the Police and Parking Services Office or at [www.unk.edu/annual\\_security\\_report](http://www.unk.edu/annual_security_report).

### Drug Free Schools and Campus Regulations Report

- Drug and Alcohol Policy
- Description of applicable legal sanctions under federal, state or local law for unlawful possession or distribution of illicit drugs and alcohol
- Description of health risks associated with use of illicit drugs and alcohol
- Assistance Programs
- University Sanctions
- Drug Charts

A copy of the Drug Free Schools and Campus Regulations Report is available at [www.unk.edu/student\\_affairs/drug\\_free\\_statement.pdf](http://www.unk.edu/student_affairs/drug_free_statement.pdf).

### 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/parkingrules](http://www.unk.edu/parkingrules).

### CRISIS MANAGEMENT IMMEDIATE RESOURCES

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. For available resources, refer to the CARE Team web page at [www.unk.edu/student\\_affairs/care\\_team.php](http://www.unk.edu/student_affairs/care_team.php). For immediate assistance call Police and Parking Services at 627-4811 or 911.

## 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 128-131 for the full text of each of these policies.

## Nondiscrimination Policy Statement

The University of Nebraska at Kearney is a public university committed to providing a quality education to a diverse student body. One aspect of this commitment is to foster a climate of inclusion and mutual support that will enhance our ability to achieve our overall goals of recruiting and retaining good faculty and staff while allowing all of us to focus our energies and talents on our important missions of education, research and service. To this end, **it is the policy of the University of Nebraska at Kearney not to discriminate based upon age, race, ethnicity, color, national origin, gender-identity, sex, pregnancy, disability, sexual orientation, genetic information, veteran's status, marital status, religion or political affiliation.** This policy is applicable to all University administered programs including educational programs, financial aid, admission policies and employment policies.

The policy is consistent with federal and state law and university policy. Inquiries regarding discrimination issues may be directed to Human Resources/Affirmative Action Director and Title IX Coordinator, 1200 Founders Hall, Kearney, NE, 68849; via phone (308) 865-8388.

You may also contact external agencies such as the Nebraska Equal Opportunity Commission via phone (402) 471-2024 for employment issues. For educational issues, you may contact the U.S. Department of Education, Office for Civil Rights via phone (816) 268-0550 or via email [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov).

*Updated July 2012*

## 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, race, ethnicity, color, national origin, gender-identity, sex, pregnancy, disability, sexual orientation, genetic information, veteran's status, marital status, religion or political affiliation.

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 July 2012*

## Sexual Harassment/ Sexual Assault Policy (Title IX)

### 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

## GRADUATE General Information

9

14-15

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 for Student Affairs, located in the Memorial Student Affairs Building, or the Director of Human Resources, 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/human\\_resources/aaeo/sexual\\_harassment/sexual\\_grievance.php](http://www.unk.edu/offices/human_resources/aaeo/sexual_harassment/sexual_grievance.php).

See also the U.S. Department of Education, Office for Civil Rights at [www2.ed.gov/about/offices/list/ocr/index.html](http://www2.ed.gov/about/offices/list/ocr/index.html).

### What is Title IX?

Title IX of the Education Amendments of 1972 (20 U.S.C. .1681 et seq.) prohibits discrimination on the basis of sex in education programs receiving Federal financial assistance. Athletics are considered an integral part of an institution's education program and are therefore covered by this law.

Title IX states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

### Who does Title IX apply to?

Title IX applies to all educational institutions, both public and private, that receive federal funds. This means all students, faculty and staff are protected by Title IX.

### Who is responsible for enforcing Title IX?

Compliance with Title IX is a shared responsibility of an entire institution, from top-level administration to individual staff members. Institutions are required to investigate any complaints of gender discrimination. In addition, all students and employees must be notified of the name, office address and telephone number of the designated Title IX coordinator.

UNK's Title IX Officer is:

Title IX Coordinator  
1200 Founders Hall  
(308) 865-8655

The Office for Civil Rights (OCR) of the U.S. Department of Education enforces Title IX. OCR has the authority to develop policy on the regulations it enforces. Anyone may file an OCR complaint, and the identity of the party who files the complaint will be kept confidential.

Kansas City Office  
Office for Civil Rights  
U.S. Department of Education  
8930 Ward Parkway, Suite 2037  
Kansas City, MO 64114-3302  
Telephone: 816-268-0550  
FAX: 816-823-1404; TDD: 877-521-2172  
Email: OCR.KansasCity@ed.gov

### Procedures for Filing a Complaint

If you are faculty or staff, the procedures are found at:

[www.unk.edu/offices/human\\_resources/aaeo](http://www.unk.edu/offices/human_resources/aaeo)

If you are a student, the procedures are found at:

[www.unk.edu/offices/human\\_resources/aaeo/sexual\\_harassment/sexual\\_grievance.php](http://www.unk.edu/offices/human_resources/aaeo/sexual_harassment/sexual_grievance.php)

## 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/academic\\_success/dss](http://www.unk.edu/offices/academic_success/dss).

## 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) 865-8248

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/chc](http://www.unk.edu/chc)

UNK 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. 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

Walk-In Hours:

Monday, Tuesday, Friday: 8:30-4:00

Wednesday: 9:00-4:00

Thursday: 8:30-4:00

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

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

UNK 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.

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

- Medication and prescriptions
- Laboratory testing
- Vaccinations
- Allergy injections
- Minor office medical procedures
- Crutches
- Burn and wound care
- Gynecological exams and testing
- 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 this 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.

*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.

UNK 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 and mumps antibody titer test result or documentation of physician diagnosed rubeola and mumps 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.

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.

*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 matriculating students. Contact HC to obtain a plan brochure and application. More information on health insurance can be found on the following web page: [www.unk.edu/offices/counseling\\_healthcare/index.php](http://www.unk.edu/offices/counseling_healthcare/index.php).

***\*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.***

***\*\*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

After Hours Crisis Phone: 865-8248

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

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

The mission of UNK's Women's Center is to advocate, educate, empower, and provide a safe environment for students. The Women's Center provides: campus and community-wide programming and education on gender equality, access to resources, a safe place to voice concerns/questions/ideas, counseling by a licensed mental health counselor, referrals to community and campus resources, and a central, confidential point of contact for victims of sexual assault, stalking, dating violence, or domestic abuse.

## GRADUATE General Information

11

14-15

### **Health Education**

Phone: 865-8092

Location: Memorial Student Affairs Building,  
South Hallway, Room 130

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

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 <http://healthedu4unk.org>.

### **Crisis Management Immediate Resources**

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. For available resources, refer to the Crisis Management web page or the CARE Team web page at [www.unk.edu/student\\_affairs/care\\_team.php](http://www.unk.edu/student_affairs/care_team.php). For immediate assistance call Police and Parking Services at 627-4811 or 911.



# 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 on 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 and Creative Activity.

## 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 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 (ballot) of the issue.

#### III. The UNK Dean of Graduate Studies

The Dean of Graduate Studies, University of Nebraska at Kearney, shall be recommended for appointment by the UNK Chancellor and by the President, University of Nebraska. Appointment shall be made by the Board of Regents. The Dean of Graduate Studies shall be responsible to the Chancellor, University of Nebraska at

## GRADUATE Graduate Studies Information

13  
14-15

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 (2014-2015)

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 Lear ..... M.A.Ed., Economics  
Susan Jensen ..... Ph.D., Management  
Jeanne Stolzer ..... Ph.D., Family Studies and Interior Design

##### College of Education

David Hof ..... Ed.D., Counseling and School Psychology  
Gregory Brown ..... Ph.D. Kinesiology and Sport Sciences  
Sheryl Crow ..... Ph.D., Teacher Education

##### College of Fine Arts and Humanities

Marguerite Tassi ..... Ph.D., English  
Anita Hart ..... Ph.D., Modern Languages  
Sharon Campbell ..... D.M.A., Music and Performing Arts

### College of Natural and Social Sciences

Julie Shaffer ..... Ph.D., Biology  
 Chris Exstrom ..... Ph.D., Chemistry  
 John Bauer ..... Ph.D., Geography

### Executive Graduate Council Representatives

Mark Ellis ..... Ph.D., History  
 Kathryn Zuckweiler ..... Ph.D., Management  
 David Palmer, alt ..... Ph.D., Management

### At-Large Members

Lisa Kastello ..... Ed.D., Art and Art History  
 Linda Crowe ..... Ph.D., Communication Disorders  
 Max McFarland ..... Ed.D., Counseling and School Psychology

### Liaison Representatives

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

## Department and Graduate Program Committee (GPC) Chairs (2014-2015)

### Art and Art History

Doug Waterfield, Department Chair  
 waterfieldd2@unk.edu  
 Lisa Kastello, GPC Chair  
 kastello1@unk.edu

### Biology

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

### Business Administration

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

### Communication Disorders

Linda Crowe, Department Chair  
 crowelk@unk.edu  
 Erin Bush, GPC Chair  
 bushej@unk.edu

### Counseling & School Psychology

Grace Mims, Department Chair  
 mimga@unk.edu  
 Matthew Mims, Counselor Education GPC Chair  
 mimsjm@unk.edu  
 Tammi Ohmstede, School Psychology GPC Chair  
 beckmantj@unk.edu

### Educational Administration

Richard Meyer, Department Chair and GPC Chair  
 meyerdc@unk.edu

### English

Sam Umland, Department Chair  
 umlands@unk.edu  
 Martha Kruse, GPC Chair  
 krusem@unk.edu

### Kinesiology and Sport Sciences

Nita Unruh, Department Chair  
 unruhnc@unk.edu  
 Todd Barte, GPC Chair  
 bartet2@unk.edu

### History

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

### Modern Languages

Sonja Kropp, Department Chair  
 kropps@unk.edu  
 Chris Jochum, GPC Chair  
 jochumcj@unk.edu

### Music and Performing Arts

Timothy Farrell, Department Chair  
 farrelltp@unk.edu  
 Janette Harriott, GPC Chair  
 harriottjm@unk.edu

### Science/Math Education

Chris Exstrom, Director and GPC Chair  
 exstromc@unk.edu

### Teacher Education

Ken Anderson, Department Chair  
 andersonke@unk.edu  
 Dawn Mollenkopf, GPC Chair  
 mollenkopfdl@unk.edu

# GRADUATE

## Admissions Information

UNIVERSITY OF NEBRASKA **UNK** KEARNEY

15

14-15

The University of Nebraska at Kearney seeks to make provision for personal and social needs as well as to promote students' intellectual development in harmony with their ability level and interests. Students may be granted admission for either regular semester or for the summer session. All students seeking admission for enrollment in degree programs must complete the application for admission and submit the related documents before admission can be determined. All materials become the property of UNK and are not returned.

Admission may be invalidated on the basis of erroneous information willfully submitted, or if the facts required in the application process are intentionally concealed or omitted.

Check out our Web site: [www.unk.edu/academics/gradstudies/admissions](http://www.unk.edu/academics/gradstudies/admissions)

### 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:* The non-degree graduate student status is an all-encompassing description for those students who do not wish to pursue an advanced degree or who have not yet completed all admission requirements for degree admission. Non-degree students include students seeking initial teaching certification, an additional teaching endorsement, a certificate program, self-improvement, or employment requirements. Students in this status are not limited in the number of hours completed or the type of course completed (graduate or undergraduate courses), although students intending on seeking a Masters or Specialist degree can only apply 12 graduate hours taken in this status towards their graduate program. Non-degree students are not eligible for financial aid, with the exception of those seeking initial certification or an additional endorsement. Students seeking a second bachelor's degree or those seeking Pre-SLP hours should be admitted thru the undergraduate college.
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 at [www.unk.edu/admissions/apply.php](http://www.unk.edu/admissions/apply.php). 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. Students must not have a lapse of enrollment longer than two calendar years and all coursework must be completed within 10 years of the first day of enrollment.

### 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, letters of recommendation, essay, or writing sample.
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.*

## Intercampus Registration

The University of Nebraska attempts to facilitate student access to the total educational opportunities of a multi-campus University through means such as intercampus registration. A student enrolled at UNL, UNO, UNK, or UNMC may enroll as a visiting student on another campus within the University of Nebraska system by using the intercampus registration procedure as follows:

1. A student submits the Intercampus Registration Form to verify eligibility to continue study on the home campus. The form is available online at [https://intercampus.nebraska.edu/pre\\_inter\\_campus.aspx](https://intercampus.nebraska.edu/pre_inter_campus.aspx) or can be found by typing "intercampus registration" in the search box of the UNK home page. This verification is valid for only one semester/term of enrollment.
2. Students must meet course prerequisites of the host campus.
3. If a student is enrolled on more than one campus during a given registration period, he/she will pay the tuition and fees billed by the respective campus on which the courses are being taken.
4. There will be no discrimination in class space on the basis of "home campus--visiting campus" criteria.
5. Transcripts for intercampus students will automatically be sent to the degree campus at the end of the term.
6. For students entering UNK as Intercampus or Change of Campus students from another campus of the University of Nebraska, all holds for financial or disciplinary reasons must be cleared before the student will be admitted.
  - Each campus will honor the holds placed on students by the other campuses.
  - Students will need to work with the campus which placed the hold to get it resolved.
  - Staff from the respective campuses will work at keeping lines of communication open to help students resolve the issue.
  - The hold will be removed by the campus which placed the hold.

This agreement applies only to holds regarding discipline and financial matters.
7. Current students must have enrolled at their home campus within the last 3 semesters.

Each campus is responsible for maintaining a permanent record of all course work of a student on that campus. Student transcripts will identify

the campus where the credit has been earned and include the credit hours and grade for each course taken on the campus within the system. All grades received for courses taken within the system since the Summer of 1991 and which are applied to the student's program of study will be used in computing a student's grade point average.

## International Students

International students interested in a campus-based program must pursue a specific educational objective 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 [www.unk.edu/admissions/Apply.php](http://www.unk.edu/admissions/Apply.php);
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. International students seeking an online degree program (who will not be issued an I-20 by the campus) are not required to complete the financial affidavit.
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.
 

Minimum TOEFL score of 550 on paper-based test or 79 on the internet based test (scores over 2 years old cannot be reported or validated)

Minimum IELTS score of 6.5
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.)
7. Transfer students in the United States shall submit transfer authorization from their last place of study. Complete transcripts of credit earned at other institutions, including credit hours earned at a foreign college or university, should be filed with International Admissions.

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.

Issuance of the Certificate of Eligibility, Form I-20, and Form DS-2019, will be made only upon completion of all admission requirements. It is the responsibility of the applicant to make all necessary arrangements through official channels for entrance into the United States.

After arrival at UNK, all international students must submit a completed Student Health Record, which must include results of a recent physical exam and month and year dates of all child and adult vaccinations. See Counseling and Health Care (CHC) section of this catalog for more specific instructions. Students must purchase the basic health insurance policy offered through UNK or provide evidence of comparable coverage by another insurance carrier. Insurance charges will be assessed with other fees on the fee payment statement.



**USCIS regulations require all international students to enroll full-time while pursuing a degree at the University.** Undergraduate students must enroll for a minimum of 12 hours per semester. Graduate students must enroll for a minimum of 9 hours per semester. Failure to comply with this regulation will result in serious consequences.

## 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

There are several categories of Non-Degree Seeking Students at UNK. Non-degree courses can be taken for enrichment or to meet pre-acceptance requirements for entry into a graduate degree program. Up to 12 credit hours can be transferred to a degree granting program from non-degree seeking coursework. Students admitted for the first time thru the Graduate Office at UNK or who have not taken courses as a graduate-level student within the last two years, are required to pay an application fee. To apply, go to [www.unk.edu/admissions/apply.php](http://www.unk.edu/admissions/apply.php).

If a student decides to pursue a graduate degree at UNK in the future, it is important to understand the university regulations about non-degree coursework. The following provides a description about non-degree graduate study at UNK:

- Certain courses may require permission from the instructor prior to registration.
- Non-degree seeking students are not permitted to take certain graduate level courses.
- Non-degree seeking students are not eligible to receive Federal Financial Aid.
- Graduate programs are under no obligation to accept non-degree coursework should a student decide to pursue a graduate degree at a later date. Students in non-degree status interested in pursuing a degree program may want to contact the department or confirm the coursework completed is listed on the approved program of study before registering.
- While graduate programs may allow some non-degree courses to count toward a degree, no more than 12 credit hours will be accepted.
- An official transcript from the institution awarding the bachelor's degree is required for unconditional admission and should be sent to the following address: Graduate Admissions, FDHL 2131 - 2504 9th Avenue, University of Nebraska at Kearney, Kearney, NE 68849.

## GRADUATE Admissions Information

17

14-15

### Students with a Bachelor's Degree Now Seeking Initial Certification

Students who have a bachelor's degree in an area outside of the education field and would now like to teach, would apply to UNK thru the graduate college and choose 'initial certification' as their plan/major.

- Students seeking initial certification are eligible for federal financial aid.
- Students will work with the Educator Certification Office on the UNK campus to determine what course work is required to complete to fulfill the State Department of Education requirements for initial certification in their field. Contact the Educator Certification Office at (308) 865-8264 or via email at [eco@unk.edu](mailto:eco@unk.edu).
- Initial certification students submit official transcripts from ALL previously attended institutions. Send transcripts to the following address: Graduate Admissions, FDHL 2131 - 2504 9th Avenue, University of Nebraska at Kearney, Kearney, NE 68849.

See the Transitional Certification information on page 66 for more information.

### Students Seeking an Additional Education Endorsement

Students who have a bachelor's degree in Education and would now like to add an additional endorsement to their current certification would apply to UNK thru the graduate college and choose 'additional endorsement' as their plan/major.

- Students will work with the Educator Certification Office on the UNK campus to determine what course work is required to complete to fulfill the State Department of Education requirements for the additional endorsement. Contact the Educator Certification Office at (308) 865-8264 or via email at [eco@unk.edu](mailto:eco@unk.edu).
- Endorsement students must submit official transcripts from ALL previously attended institutions. Transcripts are sent to the following address: Graduate Admissions, FDHL 2131 - 2504 9th Avenue, University of Nebraska at Kearney, Kearney, NE 68849.

### Pre-MBA Students

Students interested in pursuing an MBA may attend UNK as a Pre-MBA student to complete undergraduate pre-requisites or to complete competency hours prior to being admitted into the MBA program.

- Official transcripts from ALL previously attended institutions are required. Send transcripts to the following address: Graduate Admissions, FDHL 2131 - 2504 9th Avenue, University of Nebraska at Kearney, Kearney, NE 68849.
- Students will work with the MBA office on the UNK campus to determine what course work is required. Contact the MBA office at (308) 865-8346 or at [mbaoffice@unk.edu](mailto:mbaoffice@unk.edu).

### Students Seeking a Second Bachelor's Degree or Pre-SLP

Students interested in seeking a second bachelor's degree or taking Pre-Speech/Language Pathology courses should contact the Undergraduate Admissions Office for Admission.

## 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 the graduate college before registering again for classes. In order to be readmitted, students must complete and submit a new online application form to the Office of Graduate Studies and Research and pay the application fee. To apply, go to [www.unk.edu/admissions/apply.php](http://www.unk.edu/admissions/apply.php).

## 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 online at [www.unk.edu/Academics/gradstudies/Admissions/resources/index.php](http://www.unk.edu/Academics/gradstudies/Admissions/resources/index.php). 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.

# GRADUATE

## Financial Information

UNIVERSITY OF NEBRASKA **UNK** KEARNEY

19

14-15

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

#### (2014-2015 Rates)

##### On-Campus Course Fees

Tuition (Resident).....	\$216.50/hr
Tuition (Non-Resident).....	\$475.00/hr
Academic Success Fee .....	\$3.00/hr
Collegiate Readership Fee .....	\$2.00
Facilities Fee.....	\$6.00/hr
Health and Counseling Fee .....	\$95.00
ID Card Fee .....	\$4.00
Library Fee.....	\$4.00/hr
Multicultural Affairs Fee .....	\$1.50
Student Activity Fee .....	\$14.00
Student Event Ticket Fee.....	\$72.00
Student Records Fee.....	\$4.00
Student Union Fee.....	\$50.00
Technology Fee .....	\$10.00/hr
Wellness Center Fee .....	\$57.00

##### Distance Course Fees

eCampus Tuition (Resident) .....	\$269.00/hr
eCampus Tuition (Non-Resident) .....	\$430.00/hr
eCampus Biology Tuition (Resident) .....	\$275.00/hr
eCampus Biology Tuition (Non-Resident).....	\$480.00/hr
eCampus College of Education Tuition (Non-Resident) ..	\$393.00/hr
Distance Education Fee.....	\$25/hr
Library Fee.....	\$4.00/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).....\$3.00  
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.

##### Admissions Application Fee

Payable at the time of admission - not refundable.

Resident and Nonresident .....\$45.00

The Admissions Application Fee is a onetime, mandatory fee that is used to establish a student's undergraduate records.

##### Collegiate Readership Program Fee

Regular session, each semester .....\$2.00

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 .....\$95.00

Summer, per credit hour .....\$6.50/\$39.00 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.

##### 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).....\$4.00

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 Fee (per hour).....\$25.00

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

20	GRADUATE Financial Information
14-15	

International Student Fee .....	\$25.00
Placement Services (each year used) .....	\$25.00
Private music lessons, semester .....	\$30.00

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 .....	\$72.00
4-6 hours .....	\$36.00
1-3 hours .....	\$18.00

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 Permit Fee

Commuter Parking registration fee per car each year .....	\$85.00
Residential Parking .....	\$110.00

The Parking Fee is refundable on a prorated basis during the first six weeks of the semester purchased. The Parking Fee provides for a permit to park in designated areas on campus but does not guarantee a parking space.

#### Student Records Fee

Student Records Fee (per semester) .....	\$4.00
--	--------

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
----------------------	------------

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.

#### Undergraduate Research Fellows Fee

UG Research Fellows Program (UG only) .....	\$2.00/hr
---	-----------

This fee will provide students the opportunity to participate in scholarly activity during their UNK career.

#### Wellness Center Fee

7 or more hours .....	\$57.00
4-6 hours .....	\$28.50
1-3 hours .....	\$14.25
summer per hour .....	\$3.00

The Wellness Center fee is cost recovery for construction of the facility and then for ongoing maintenance when occupied.

## Housing and Dining

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

Housing options are available at [www.unk.edu/offices/reslife/hall\\_options.php](http://www.unk.edu/offices/reslife/hall_options.php)

If a student withdraws from the university before the end of a term, board and room are partially refundable.

#### Summer Sessions

For information about housing options during the summer sessions, see [www.unk.edu/offices/reslife/break\\_and\\_summer\\_housing.php](http://www.unk.edu/offices/reslife/break_and_summer_housing.php).

#### Living Accommodations

Approximately 2,200 students live on campus in five traditional residence halls, one apartment complex, one semi-suite complex, and two Greek complexes. Each housing facility is supervised by a live-in hall director, and is staffed by live-in resident assistants on the floors. Most residence facilities feature several lounges, study areas, and recreational spaces for student interaction and involvement. All halls feature computer labs which are networked to the UNK internet. 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.

Housing contracts provide for the above services for the full academic year, unless otherwise indicated on the contract prior to issuance.

Students should log in to their MyBLUE account to access the housing contract. The one-time \$50 processing fee will be collected online with the application.

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

Each residence hall room is equipped with study desks, single beds, mattresses, chairs, chests of drawers, mirrors, closets and storage space. Each hall has its own high-efficiency laundry facility. All machines are front loading and are equipped with a laundry alert text messaging feature. Students are expected to furnish a bedspread, bed linens, pillows, blanket, bathroom linens, phone, and study lamp. 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 a Micro-Fridge at the beginning of each semester or bring their own mini fridge that is smaller than 4.5 cubic feet.

#### Opening Dates

All residence halls will open for the academic year at 8 a.m. on the Friday prior to classes beginning.

#### University Heights

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 Residence Life or online at [www.unk.edu/reslife/](http://www.unk.edu/reslife/).

#### Off-campus Housing

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

## Textbooks

Students will purchase their own textbooks. Textbooks average \$80.00 to \$100.00 per course, depending on the discipline. However **ALL** titles are now rentable if students choose, saving 40-55% off the new book price. Visit the Antelope Bookstore in the Nebraskan Student Union or online at [www.neebo.com/unk](http://www.neebo.com/unk) 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 favorable 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.

Students can complete the FAFSA on the internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). In order to complete the FAFSA entirely online, applicants and their parents must request a "PIN" number from the U.S. Department of Education, available at [www.pin.ed.gov](http://www.pin.ed.gov). A student's PIN number is his/her 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.

Some FAFSAs submitted to the Department of Education will be randomly selected for a process called Verification. If selected, the student is required to submit additional documentation to UNK. Once verification of the FAFSA is completed, the student will be notified via email with instructions for reviewing the financial aid award in MyBLUE. The award lists 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  
Division of Student Affairs  
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 email 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

## GRADUATE Financial Information

21

14-15

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 number 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 the class(es) are dropped on MyBLUE. 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 overpayment. 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 the overpayment 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 9/23/2014.
  - 9/23/2014 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 2014 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 in the spring 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 remaining 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 of new students and two nominations of returning students are forwarded by the Graduate Program Committee (GPC) of each department to the Graduate Council for consideration. 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 is available on the financial aid webpage ([www.unk.edu/continuingstudentscholarships](http://www.unk.edu/continuingstudentscholarships)). Applications 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.

## GRADUATE Financial Information

23

14-15

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

##### Degree Audit (Program of Study)

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 degree audit provides a summary of institutional requirements and program requirements. The approved degree audit will be sent along with the student's admission notification

letter. After admission the student may view their degree audit by logging into their MyBLUE account. 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. For programs requiring 30 to 59 credit hours, no more than nine semester hours of graduate work may be transferred from outside of the University of Nebraska system (UNO, UNL, UNMC). For programs exceeding 59 hours, no more than fifteen semester hours of graduate work may be transferred from outside the University of Nebraska system. These limits do 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 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 department. The department will then forward the application to the Dean of Graduate Studies and Research for final approval. The form for such application is available via the web at: [www.unk.edu/academics/gradstudies/admissions/resources](http://www.unk.edu/academics/gradstudies/admissions/resources). To be eligible for candidacy for the degree program, a student must fulfill the following requirements:

1. Course completion: the appropriate time to file for candidacy is after completing the first 1/3 of the program and prior to completing the last 2/3 of the program; these hours must be successfully completed through UNK. (For example, on a 36 hour program candidacy should be filed after completing 12 hours and prior to completing 24 hours.)
2. Cumulative GPA must be at least 3.0.
3. If conditionally admitted, this condition must be successfully completed. (Conditional admission is stated on the admission letter.)
4. A student may be refused Admission to Candidacy if the previous college record, performance on departmental qualifying criteria, or quality of graduate work, indicates 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 Requirements

A writing project (Thesis) 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.

At the time a student elects to write a thesis for a Master's 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. 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 minimum number of committee members will be three. 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 selected at large from the University of Nebraska Graduate Faculty. This member cannot be a member of 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 Student Resources page of the Graduate Admissions website under THESIS Information.

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 option:

- 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.

## FIELD STUDY AND SCHOLARLY STUDY REQUIREMENTS

A 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 scholarly study and field study writing project may be 3-6 hours of graduate credit on the approved program of study.

Students completing a Scholarly Study can obtain guidelines and information about committee requirements from their advisor in the Counseling & School Psychology Department and students completing a Field Study can request guidelines from their Educational Administration Advisor.

## 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. Students can log into MyBlue.unk.edu for application and complete graduation instructions.
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 Graduate Studies and Research 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 for a future graduate term 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 and obtain information on registration holds and grades. MyBLUE also offers access to address information, the complete schedule of classes, account balance, transcripts, degree audit and financial aid. To access MyBLUE go to <http://myblue.unk.edu>. See the Registrar's Office website at <http://www.unk.edu/offices/registrar> for upcoming registration dates and complete registration instructions.

**Early Registration**

Currently enrolled UNK students can register early for the upcoming semester. The Registrar's Office website at <http://www.unk.edu/offices/registrar> 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 the online application available at [www.unk.edu/apply](http://www.unk.edu/apply) prior to registration.

For specific details regarding dates, locations, and procedures, students should refer directly to the Registrar's Office website at <http://www.unk.edu/offices/registrar>.

**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.

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

**SEMESTER CREDIT HOUR DEFINITION**

*Class hour/contact hour = 50 minutes*

*Fall/Spring Semester = 15 instructional weeks plus Final Week*

*Summer Semester = 12 instructional weeks*

At UNK, the semester credit hour is the unit used to measure course work. UNK adheres to the Carnegie unit for contact time, i.e., a minimum of 750 minutes or 15 contact hours for each credit hour awarded.

The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the amount of time spent in class, and the amount of outside preparatory work expected for the class. According to federal regulations, a credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

1. Not less than one class hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour policy applies to all courses at all levels (graduate, postgraduate and undergraduate) that award academic credit regardless of the mode of delivery. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it is fully online, a blend of face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format. Courses that have less structured classroom schedules, such as research seminars, independent studies, internships, practica, studio work, or any other academic work leading to the award of credit hours, at a minimum, should clearly state learning objectives, expected outcomes and workload expectations that meet the standards set forth above.

## 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 Sunday 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 **midnight the night before 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.

## Withdrawal from UNK

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

The refund schedule for classes is as follows:

### Fall/Spring Term

#### Full Semester On-Campus, Off-Campus & Evening Classes

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 mid-point of the class. Students withdrawing from UNK and receiving federal or state need-based aid should see Return of Title IV Funds.*

## GRADUATE Academic Information

27

14-15

### Summer Term

Summer term classes will follow a prorated refund schedule. A class cannot be dropped past the mid-point of the class. A \$35 administrative fee may be assessed whenever 100% refund is given for complete withdrawal from all classes. The Summer refund schedule is available at [www.unk.edu/offices/student\\_accounts](http://www.unk.edu/offices/student_accounts). 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, hours resulting from a competency-based assessment, courses taken out of career or taken prior to Fall 2010 as post-graduate hours, 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 student's 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. Unless an extension of time is granted in writing by the Office of Student Records and Registration, 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 cumulative 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

1. 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.
  - 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 on the Registrar's Office website.
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.

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

## GRADUATE Academic Information

31  
14-15

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. Kathryn Zuckweiler, Director, IRB, Founders 2114 or Dr. Janet Steele, Chair, IACUC, Bruner Hall of Science 320.

## 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.

To view UNK's online programs, courses, and resources, go to <http://ecampus.unk.edu>

## Information Technology Services

Information Technology Services provides administrative and academic technology-based services to the campus and supports 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 technology 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 115, Otto Olsen Building, offers assistance and services for those wishing to buy hardware and software, including hardware configuration advice and demo units. Sales are limited to faculty, staff, and students of UNK. Educational discounts are often available.

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 role of the University of Nebraska at Kearney Institutional Review Board (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 IRB is an independent committee comprised of faculty from a variety of academic divisions, individuals with medical expertise, and community members.

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 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).

## 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 Subject 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, 200-plus online databases, over 44,000 electronic books, and more than 82,000 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 600 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 development, classroom management and other practical teaching resources; games; kits; DVDs; 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 6,000 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

## GRADUATE Academic Information

33

14-15

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. Two 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. In addition, one half of the standing permanent art faculty exhibits new work each year on a rotating basis.

The Walker Art Gallery devotes over half of its exhibition schedule to the UNK art students. There is an annual exhibition of student work deemed exceptional by the art faculty, 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.

## Writing Center

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 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 eTutoring via the Learning Commons' website: [www.unk.edu/lc](http://www.unk.edu/lc). Writers receive feedback on one paper at a time, and submitted papers are reviewed on a first-come, first-serve basis. When reviewing a paper, the eTutor 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 eTutor'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/lc](http://www.unk.edu/lc) 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.

# GRADUATE Programs

UNIVERSITY OF NEBRASKA **UNK** KEARNEY

35

14-15

College of Fine Arts and Humanities

## Department of Art and Art History

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

**Lisa Kastello, Ed.D., Graduate Program Committee Chair** -  
308-865-8080, [kastello@unk.edu](mailto:kastello@unk.edu)

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

### Graduate Faculty

*Professors:* J. Jacobson, Schuessler, Waterfield

*Associate Professors:* Burbul, Goro-Rapoport, May

*Assistant Professors:* Kastello, Wetherell

### Graduate Program Committee

Kastello (Chair), Baer, Burbul, Fonfara, Goro-Rapoport, Schuessler,  
Waterfield, Potthoff (COE)

### MASTER OF ARTS IN EDUCATION

Art Education - Master of Arts in Education Degree

Classroom Education Emphasis

Museum Education Emphasis

Courses with the prefix ART are offered by the department. See page 73.

## 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.

### 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.

### 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. 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.
3. A current resume.
4. 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.

### 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**

Classroom Education, Museum Education Emphases

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

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

### I. Classroom Education Emphasis

**A. Classroom Core Required Core Courses (12 hours required)**

## GRADUATE Art and Art History

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

### B. Classroom Core Elective Courses (18 hours required)

Take 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 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 807P, Art Methods for Young Children .....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 855, Art Education in American Culture .....3 hours
- ART 856, Visual Culture & Studio Practice .....3 hours
- ART 860, Seminar in Art Criticism and Philosophy .....3 hours
- ART 865, Directed Reading .....3 hours

### C. Classroom Core Required Research (6 hours required)

Take all of the following:

- ART 803, Art Education Research Methods.....3 hours
- ART 895, Art Education Research Paper.....3 hours

## II. Museum Education Emphasis

### A. Museum Core Required Core Courses (12 hours required)

Take all of the following:

- ART 807P, Art Methods for Young Children .....3 hours
- ART 812, Curriculum Development & Assessment  
in PK-12 Classrooms .....3 hours
- ART 849, Art Across the Curriculum.....3 hours
- ART 856, Visual Culture & Studio Practice .....3 hours

### B. Museum Core Elective Courses (18 hours required)

Take 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 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 825, Intercultural Aesthetics & Pedagogical Practice..3 hours
- ART 828, Creative Photography .....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 846, Seminar in Art Education.....3 hours
- ART 848, Art for Students with Diverse Needs .....3 hours
- ART 850C, Painting.....3 hours
- ART 855, Art Education in American Culture .....3 hours
- ART 860, Seminar in Art Criticism and Philosophy .....3 hours
- ART 865, Directed Reading .....3 hours

### C. Museum Core Required Research (6 hours required)

Take all of the following:

- ART 803, Art Education Research Methods.....3 hours
- ART 895, Art Education Research Paper.....3 hours

## 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

**Robyn Schoenebeck, Coordinator Biology Distance  
(Non-thesis) Program** - 308-865-1589

msbiology@unk.edu

### Graduate Faculty

*Professors:* K. Carlson, Shaffer, Springer, Steele, Twigg  
*Associate Professors:* Albrecht, Ericson, Geluso, Schoenebeck, Simon  
*Assistant Professors:* Bourret, Drew, Freeman, Panaitof, Reichart  
*Courtesy Faculty:* Mary Harner, Keith Koupal, Meghan Sindelar

### Graduate Program Committee

Shaffer (Chair), Albrecht, Bourret, K. Carlson, Ericson, Freeman,  
Geluso, Hoback, Panaitof, Reichart, Schoenebeck, Simon, Steele

### 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  
75. 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 290 (or 800 if taken  
prior to 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  
3.00 on a 4.00 scale is required for unconditional admission.

- **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. Grades of C and above are acceptable but grades of  
C- and below are unacceptable.
- **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 9 hours of graduate work in Biology.
- **Grade Point Average:** A minimum 3.0 GPA is required to  
graduate. Grades of C and above are acceptable but grades of  
C- and below are unacceptable.
- **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.

Offered by Department of Biology

## 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
<i>Biological Research is 1-3 credits and must be taken for a total of 3 hours.</i>	
BIOL 880, Seminar.....	3 hours



38	GRADUATE
14-15	Biology

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

BIOL 896, Thesis.....6 hours

*Thesis is 1-6 credits and must be taken for a total of 6 hours.*

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

As approved by the student's graduate advisor, all graduate level Biology courses (BIOL) will fulfill the elective requirements for the degree. This includes courses with a P designation (have an undergraduate counterpart).

#### **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 9 hours of graduate work.*

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

BIOL 831A-F, 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)**

As approved by the student's graduate advisor, all graduate level Biology courses (BIOL) will fulfill the elective requirements for the degree. This includes courses with a P designation (have an undergraduate counterpart).

# 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

*Associate Professors:* Eshleman, Lear, Tenkorang

*Assistant Professor:* Dority

## Department of Family Studies and Interior Design Graduate Faculty

**Sylvia Asay, Ph.D., Chair**

*Professors:* Asay, Moore, Stolzer

*Associate Professor:* Crosswhite

*Assistant Professor:* Hill

## Department of Management Graduate Faculty

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

*Professors:* Hodge, S. Jensen, Konecny, Luthans, D. Palmer

*Associate Professors:* J. Messersmith, Zuckweiler

*Assistant Professor:* Fleig-Palmer, N. Palmer

## Department of Marketing and Management Information Systems Graduate Faculty

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

*Professors:* Agrawal, Broekemier, Burkink, Seshadri

*Associate Professor:* A. Taylor

*Assistant Professors:* H. Schulz, S. Schulz

*Dean of Business and Technology:* Timothy Burkink

## Graduate Program Committee

Seshadri (Chair) (Mgt), Hall (Acct/Fin), Bridges (Econ),

Crosswhite (FSID), Zuckweiler (Mgt), A. Taylor (MIS)

## MASTER OF BUSINESS ADMINISTRATION

Business Administration - Master of Business Administration Degree

Generalist Track

Accounting Track

Marketing Track

Human Resources Track

Human Services Track

Courses with the prefix ACCT, BSAD, ECON, FIN, FSID, MGT, MIS, and MKT are offered for the program. See pages 73 (ACCT), 79 (BSAD), 87 (ECON), 92 (FIN), 93 (FSID), 98 (MGT), 99 (MIS) and 99 (MKT).

## Business Administration Program Information and Admission Requirements

### Master of Business Administration Degree

The College of Business and Technology at the University of Nebraska at Kearney (UNK) offers an AACSB International (The Association to Advance Collegiate Schools of Business) accredited, 30 hour, Master of Business Administration degree. The MBA degree is a professional graduate degree designed to provide a challenging, experiential, educational experience for graduate students who desire to assume positions of increasing scope and responsibility in business, nonprofit or public service sectors. Required courses are offered primarily in the evening or online to accommodate students with time constraints.

The students in the MBA Program will develop skills to solve problems in Government Organizations (GOs), Non-governmental not-for-profit Organizations (NGOs) and businesses through integration of all organizational functions. The core emphasis of the program is on honing students' critical thinking, problem solving, and decision making skills within the context of both the US and global economy, and preparing students to meet the inherent challenges in the rapidly changing global and economic environment. The purpose of the program is to improve and enhance the student's management skills in GOs, NGOs and business sectors. The program is also suited to those with baccalaureate in areas other than business.

### Admission Considerations

Applicants may choose to be considered for full, unconditional admission through any one of the following four options:

1. A baccalaureate degree with less than 2 years of full time post-baccalaureate work experience
  - Undergraduate GPA: 2.75 overall
  - GMAT: Minimum 480 or equivalent GRE
  - Must meet a minimum score of 1100 on the following formula:  
 $(200 \times \text{Undergraduate GPA}) + \text{GMAT} = 1100$   
 (If applicant taking the GRE, the equivalent GMAT score will be used)
2. A baccalaureate degree **and at least 2 years of post-baccalaureate full time work experience**
  - Undergraduate GPA: 2.75 overall
  - Complete 9 hours of MBA graduate level classes, with at least 3 hours in a quantitative course. Students shall maintain a 3.0 Graduate GPA or higher in these 9 hours. (If Graduate-level GPA < 3.0, revert to Option 1). GMAT/GRE is waived if Graduate-level GPA is 3.0 or higher in the 9 credit hours completed.  
*Students desiring to be admitted under Option 2 will initially be admitted as pre-MBA students. The pre-MBA path is for students who have NOT met all the requirements to be considered for full, unconditional admission into the MBA program. The pre-MBA path allows students to take up to 9 hours of MBA-eligible classes.*
3. A baccalaureate degree **and at least 3 years of post-baccalaureate full time work experience with meaningful managerial responsibilities**
  - Undergraduate GPA: 2.75 overall
  - GMAT/GRE waived
4. Completed another Master degree or a Ph.D. or a terminal degree
  - Undergraduate GPA: 2.75 overall
  - GMAT/GRE waived

Meeting the minimum criteria only assures applicants the consideration of their application for admission to the MBA program. An application must be complete in all respects to be considered for admission to the program.

Those who fail to meet the minimal requirements may be considered for

conditional admission to the MBA program. (Refer to the policy on Degree Admission Status, Conditional Admission, for more information.) Such an admission imposes certain academic limitations on the admitted students. This option is not available for international applicants. International students must be fully admitted to receive their I-20.

#### Additional Notes:

##### • International students:

In addition to the admission requirements spelled out in the International Students section of this catalog, applicants must meet the following additional criteria:

- Those with a baccalaureate degree from a country where English is not the native language must take the TOEFL and receive a minimum 213 on the computerized TOEFL exam or 550 on the paper TOEFL exam.
- Applicants whose baccalaureate 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.
- Students with only a baccalaureate degree from countries that award three-year baccalaureate degrees may not be eligible to be admitted to the Master's program.

#### To apply to the MBA Program:

1. Go to <http://www.unk.edu/admissions/apply.php>.
2. Fill out the application.
3. Submit a resume.
4. Provide a 500-word personal essay, particularly addressing the following:
  - Professional and personal accomplishments
  - Personal strengths that helped accomplishment of the above
  - Personal values, including what is important in a career
  - Motivations to pursue a MBA at UNK
  - Anticipated contributions to enhancing the educational experiences of other students in the program
  - Post-MBA goals
5. Ask two references (college professors, supervisors etc.) to complete their recommendation online. (Those applying for admission to the MBA program through options 2 and 3 must have at least one recommendation letter from their supervisor who has evaluated the applicant's performance within the past 2 years.) Candidates with significant professional experience may get an additional recommendation from a subordinate.

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

MBA Office  
West Center 135C  
University of Nebraska at Kearney  
Kearney, NE 68849-4580  
Telephone: (308) 865-8346  
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 may need to complete up to 18 hours of MBA Foundational Core courses with a minimum grade of "C" in each.
2. Students must be fully admitted to the program to take more than

- 9 hours of required "MBA core" courses or graduate level electives.
3. Students shall maintain an average grade of at least "B" (3.0) in all graduate courses completed at the end of each semester or summer session. No more than two Cs, and no grades below C, will be accepted in the MBA graduate program. Students who receive a third "C" or below a "C" (C- or lower) will have to retake one of the courses to improve to a C+ or better.
4. All academic policies of the Graduate School stated in this catalog and the MBA Student Policy Handbook will apply.

Offered by Business Administration Program

### Business Administration Master of Business Administration Degree

Generalist, Accounting, Marketing, Human Resources, Human Services Tracks

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

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

1. College Algebra (equivalent to MATH 102 at UNK)
2. An undergraduate economics course (equivalent to ECON 100, ECON 270, or ECON 271 at UNK)
3. Statistics (equivalent to MGT 233, STAT 241, or PSY 250 at UNK)
4. Accounting/Finance Sequence
  - a. Accounting I (equivalent to ACCT 250 at UNK)
  - b. Accounting II (equivalent to ACCT 251 at UNK)
  - c. Finance (equivalent to FIN 308 at UNK)

#### **Notes:**

1. Students may take FIN 490 in lieu of ACCT 250, ACCT 251, and FIN 308.
2. 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 ..... 33 hours\***

#### **A. MBA Essential Core (18 hours required)**

Take all of the following:

ACCT 858, Managerial Accounting Systems .....	3 hours
<i>Accounting Track students shall take ACCT 860 (Financial Accounting Seminario) in lieu of ACCT 858.</i>	
FIN 809, Financial Administration .....	3 hours
MGT 890, Leadership and Organizational Behavior .....	3 hours
MGT 892, Strategic Analysis & Decision Making .....	3 hours
MKT 856, Marketing Management Seminar .....	3 hours
BSAD 895, Integrative Capstone Experience .....	3 hours

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

Choose from one of the following tracks:

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

Take all of the following:

ECON 850, Managerial Economics .....	3 hours
MGT 814, Operations Management .....	3 hours
MIS 802, Management Information Systems Seminar .....	3 hours

Take two elective courses (6 hours) approved by the MBA Director.

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

Take:

MIS 802, Management Information Systems Seminar .....	3 hours
---	---------

Take a total of 12 hours from:

Take at least 1 course from:

ECON 850, Managerial Economics .....	3 hours
MGT 814, Operations Management .....	3 hours

Take at least two elective courses from:

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

ACCT 852P, Advanced Tax Accounting.....	3 hours
ACCT 853P, Advanced Accounting I .....	3 hours
ACCT 865P, Governmental/Non-Profit Accounting .....	3 hours
ACCT 870P, Auditing.....	3 hours
ACCT 871P, Advanced Auditing.....	3 hours
ACCT 891P, Advanced Accounting Information Systems..	3 hours

### 3. Marketing Track (15 hours required)

Take all of the following:

MKT 830/830P, International Marketing .....	3 hours
MKT 835/835P, Marketing Research.....	3 hours
MKT 838/838P, Consumer Behavior .....	3 hours

Take two elective courses (6 hours) in Marketing or related subjects to be approved by the MBA Director/Chair of the Department.

### 4. Human Resources Track (15 hours required)

Take 15 hours from:

ACCT 812/812P, Employment Law .....	3 hours
MGT 810/810P, Compensation Management .....	3 hours
MGT 811/811P, Labor Relations.....	3 hours
MGT 880, Human Resource Management .....	3 hours
MGT 885/885P, Seminar in Human Resource Management..	3 hours
MGT 893/893P, Social Responsibility of Business:	
Issues and Ethics.....	3 hours
MGT 899, Management Topics .....	3 hours

## GRADUATE Business Administration

41

14-15

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

Take all of the following:

FSID 830P, Grantwriting and Fundraising for Human Service Programs.....	3 hours
MGT 880, Human Resource Management .....	3 hours
<i>(Grad only course.)</i>	

Take 1 course from:

ACCT 812/812P, Employment Law .....	3 hours
MGT 893/893P, Social Responsibility of Business:	
Issues and Ethics.....	3 hours

Take two elective courses (6 hours) of Human Services Electives to be approved by the MBA Director/Chair of the Department.

\* Some courses require completion of related prerequisites, increasing the number of credit hours to earn the MBA. Please check course descriptions for details on the required prerequisites.

\*\* In all the paired courses, which are designed with the suffix 'P' in their course-numbering, graduate students are expected to involve themselves in much deeper scholarly activities by demonstrating thorough research of the subject matter, and should assume a leadership role in the class, culminating in an educational experience far beyond that of their fellow undergraduate students.

College of Education

Department of  
Communication Disorders**Linda K. Crowe, Ph.D., Chair** - 308-865-8300, [crowelk@unk.edu](mailto:crowelk@unk.edu)**Erin Bush, Ed.D., Graduate Program Committee Chair** -  
308-865-8300, [bushej@unk.edu](mailto:bushej@unk.edu)**Graduate Faculty**

Professors: Crowe, J. Moore,  
K. Taylor (Dean of Graduate Studies and Research)  
Associate Professor: McKelvey  
Assistant Professor: Bush

**Graduate Program Committee**

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

**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 80.

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 47 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 47 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 January 15th.

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.
8. When all application materials have been received by the Office of Graduate Studies and REsearch, completed files will be forwarded to the CDIS Department for consideration and recommendation
9. Top candidates for admission will be contacted regarding the next phase of the admission process, a CDIS Department interview/intake to be completed via video conferencing. Selected applicants will receive a confirmation notice via e-mail detailing the date and time of the interview/intake and the questions required for the interview

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/human\\_resources/aaeo/policies/nondiscrimination\\_policy.php](http://www.unk.edu/offices/human_resources/aaeo/policies/nondiscrimination_policy.php)

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 47 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.

**Accreditation**

The Master of Science in Education degree in the Speech-Language Pathology Program at the University of Nebraska Kearney is accredited by the **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)** of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.



# Speech/Language Pathology Master of Science in Education Degree

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

**MSE in Speech/Language Pathology .....47 hours**

## **A. Requirements (41 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 860, Practicum in Speech-Language Pathology .....	1 hour
CDIS 861, Practicum in Speech-Language Pathology .....	2 hours
CDIS 862, Practicum in Speech-Language Pathology .....	2 hours
CDIS 863, Practicum in Speech-Language Pathology .....	2 hours
CDIS 865, Voice and Resonance Disorders.....	3 hours
CDIS 868, Motor Speech Disorders .....	2 hours
CDIS 876, TBI and Related Disorders.....	3 hours
CDIS 881, Seminar in Speech-Language Pathology.....	3 hours
CDIS 885P, Fluency Disorders .....	2 hours
CDIS 887, Aphasia Rehabilitation.....	3 hours
CDIS 894P, Internship (Clinical) .....	4 hours

# GRADUATE Communication Disorders

43

14-15

Take one of the following:

CDIS 892P, Internship (Pediatric) .....	5 hours
CDIS 893P, Internship (Schools) .....	5 hours
<i>(Required for Nebraska Teacher Certification)</i>	

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

Take a minimum of 3 hours from:

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 886, Infant-Preschool Assessment and Intervention..	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
-----------------------------------	---------

**OR**

CSP 850P, Introduction to Counseling and Social Advocacy..	3 hours
--	---------

College of Education

Department of Counseling and  
School Psychology**Grace Mims Ph.D., Chair** - 308-865-8508**Matthew Mims, Ed.D., Counselor Education Graduate  
Program Committee Chair****Tammi Ohmstede, Ph.D., School Psychology Graduate  
Program Committee Chair****Graduate Faculty***Professors:* Dinsmore, Hof, McFarland, G. Mims*Associate Professors:* M. Mims, Ohmstede*Assistant Professors:* Chasek, Tillman**Counselor Education Graduate Program Committee**

M. Mims (Chair), Chasek, Hof, G. Mims, Tillman

**School Psychology Graduate Program Committee**

Ohmstede (Chair), Callueng, McFarland

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

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

**EDUCATION SPECIALIST**

Counseling - Education Specialist Degree

School Psychology - Education Specialist Degree

The school psychology program is accredited by the National Association of School Psychologists (NASP) as of January 1, 1994 and the International School Psychology Association (ISPA) as of May 12, 2011.

The school psychology and school counseling programs are accredited by Nebraska State Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

The clinical mental health counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as of April 1, 2000 and CACREP's international affiliate, the International Registry of Counselor Education Programs (IRCEP) as of February 11, 2011. This program also meets the academic requirements for the Mental Health Practitioner License (LMHP) regulated by the State of Nebraska Department of Health and Human Services (DHHS).

**Counseling and School Psychology Mission Statement**

The Department of Counseling and School Psychology (CSP) promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in school psychology, clinical mental health counseling, school counseling and student affairs. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively use the research base within their profession in order to make decisions and

guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

**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 for becoming a counselor, school psychologist or student affairs professional" 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. Applicants must participate in the CSP Department admission interview/intake process which occurs each semester. When the application is complete, the CSP Department secretary will send the applicant a confirmation of this meeting via electronic mail to the preferred email address indicated on the application.
4. Department recommendations for admissions are submitted to the Dean of Graduate Studies.
5. 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**

To be eligible for candidacy (i.e. approval to continue coursework and "stand" as a candidate for the degree), the student must have fulfilled the following requirements:

1. If you were conditionally admitted, this condition must have been met.
2. Application for Candidacy must be made prior to completion of half of the required hours on the student's program of study.
3. A grade of B or higher in CSP 855 Techniques of Counseling with a B or higher.
4. A cumulative GPA of at least 3.00.
5. Demonstrate professional fitness and competencies.
6. Adhere 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  
Mission and Objectives**Elementary and Secondary**

The mission of the Counselor Education Program at the University of Nebraska at Kearney is to graduate knowledgeable and clinically skilled professional counselors who are competent to work with and advocate

for diverse clients in a variety of settings, with special emphasis in rural mental health. The program helps students develop a strong counselor professional identity through ethical and competent practice as well as expanding self-awareness. Thus, graduate students are expected to demonstrate a commitment to professional and personal development.

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 school counseling program is accredited by Nebraska State Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

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

## GRADUATE Counseling and School Psych.

45

14-15

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

\*\* Blended 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 school counseling program is accredited by Nebraska State Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

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

**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

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

Student Affairs Program  
Mission and Objectives

The mission of the Counselor Education Program at the University of Nebraska at Kearney is to graduate knowledgeable and clinically skilled professional counselors who are competent to work with and advocate for diverse clients in a variety of settings, with special emphasis in rural mental health. The program helps students develop a strong counselor professional identity through ethical and competent practice as well as expanding self-awareness. Thus, graduate students are expected to demonstrate a commitment to professional and personal development.

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.

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 802, Research Methods in Psychology and Education...3 hours
- 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 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 Mission and Objectives

The mission of the Counselor Education Program at the University of Nebraska at Kearney is to graduate knowledgeable and clinically skilled professional counselors who are competent to work with and advocate for diverse clients in a variety of settings, with special emphasis in rural mental health. The program helps students develop a strong counselor professional identity through ethical and competent practice as well as expanding self-awareness. Thus, graduate students are expected to demonstrate a commitment to professional and personal development.

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) and CACREP's international affiliate, the International Registry of Counselor Education Programs (IRCEP).

Prerequisite Competency: Abnormal Psychology (appropriate coursework)



or documented experience)

The following program meets the academic requirements for the Mental Health Practitioner License (LMHP) regulated by the State of Nebraska Department of Health and Human Services (DHHS). Students in Clinical Mental Health Counseling are eligible to obtain the appropriate national certification (e.g., NCC) and Nebraska state licensure (LMHP/LPC/LIMHP).

**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 804P 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

\*\* Blended 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 psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

School Psychology was rated one of the 50 Best Careers of 2011 by

**GRADUATE**  
**Counseling and School Psych.**

47

14-15

US News and World Report and is said to have strong growth over the next decade. It has been projected by The Labor Department that the number of jobs held by school psychologists is likely to increase by 11 percent between 2008 and 2018, creating 16,800 more positions with growth being particularly strong in schools, hospitals, and mental-health centers, among others.

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 training in practices that permeate all aspects of service delivery in the following areas:

- Data based decision making and accountability;
- Consultation and collaboration;
- Direct and indirect student level services;
- Direct and indirect systems level services;
- Family-school collaboration;
- Diversity of development and learning;
- Research, program evaluation, legal, ethical and professional practice.

## GRADUATE Counseling and School Psych.

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) and the International School Psychology Association (ISPA). The program is also accredited by Nebraska State Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

The following program meets the academic requirements for the Nationally Certified School Psychologist regulated by the National Association of School Psychologists and school psychologist endorsement requirements by the Nebraska Department of Education (NDE).

**EDS in School Psychology.....72 hours**

#### **Required Courses (72 hours required)**

Take all of the following:

CSP 800*, Advanced Educational Psychology .....	3 hours
CSP 802, Research Methods in Psychology and Education..	3 hours
CSP 805, Child and Adolescent Development and Interventions.....	3 hours
CSP 855, Techniques of Counseling .....	3 hours
CSP 856, Multicultural Counseling .....	3 hours
CSP 901*, Professional Issues Seminar-School Psychology..	3 hours
CSP 905, Behavioral Problem Solving Assessment.....	3 hours
CSP 906**, Infant/Preschool Assessment .....	3 hours
CSP 907, Academic Problem Solving Assessment .....	3 hours
CSP 908**, Orientation to School Psychology.....	3 hours
CSP 920, Cognitive Problem Solving Assessment.....	3 hours
CSP 957**, Problem Solving Consultation .....	3 hours

CSP 960, Globalization of School Psychology .....3 hours

CSP 990, Pre-Internship Seminar .....3 hours

Take 6 hours from:

CSP 921, School Psychology Interventions Practicum .....3 hours

Take 6 hours from:

CSP 922, Problem Solving Assessment Practicum.....3 hours

Take 6 hours from:

CSP 991, Scholarly Study ..... 1-3 hours

Take 12 hours from:

CSP 992\*, Internship in School Psychology ..... 1-12 hours

\* On-line or web based courses

\*\* Blended 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 a Nebraska teaching certificate with the endorsement of School Psychologist PK-12.

#### **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.

## Department of Educational Administration

**Richard Meyer, Ed.D., Chair and Graduate Program Committee Chair** - 308-865-8844

**Holly Peterson, Graduate Liaison** - 308-865-8512,  
petersonha@unk.edu

### Graduate Faculty

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

### Graduate Program Committee

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

### Adjunct Faculty:

Robin Dexter, Chad Dumas, Mike Lucas, Donna Moss, Kerri Nelson,  
Michael Teahon, James Tenopir

Courses with the prefix EDAD are offered by the department. See page 88.

## 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 51 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 student's 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. Master's Degree Candidates will take a written comprehensive examination. Education Specialist's Degree Candidates will take an oral comprehensive and an on-line practice Praxis II examination.

### 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
- EDAD 890, Introduction to Educational 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 833, EDAD Assessment Leadership.....3 hours

- 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
- CSP 800, Advanced Educational Psychology .....3 hours
- TE 845, Contemporary Theory & Practice in Reading.....3 hours
- TE 850, Elementary School Curriculum.....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 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
- EDAD 890, Introduction to Educational 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 833, EDAD Assessment Leadership.....3 hours
- 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
- CSP 800, Advanced Educational Psychology .....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)**

Take all of the following:

- EDAD 831, Social Foundations of Education .....3 hours
- EDAD 890, Introduction to Educational Research.....3 hours

### **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**

### **Prerequisites (6 hours)**

- TE 805P, Overview of Assistive Technology .....3 hours
- TESE 876P, Transitional Issues  
for Individuals with Disabilities.....3 hours

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

Take all of the following:

- EDAD 831, Social Foundations of Education .....3 hours
- EDAD 890, Introduction to Educational Research.....3 hours

## GRADUATE Educational Administration

51

14-15

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

Take all of the following:

- EDAD 833, EDAD Assessment Leadership.....3 hours
- EDAD 842P, Administration of Special Education .....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 Special Education endorsement with at least two years of experience as a Special Education teacher to be accepted into this program. Endorsements in School Psychology and Speech Pathology are considered as Special Education endorsements and serving as a school psychologist and/or speech pathologist is considered to be teaching experience. The candidate must provide two strong recommendations from the candidate's supervisors and one other individual who may attest to the candidate's leadership abilities, and must meet all other academic requirements for admission to the Master of Arts in Education Degree with a major in Educational Administration. The Educational Administration Department requires a common core of competencies of supervisors of special education.

## School Superintendent Information

The Specialist Degree in Educational Administration is fully accredited by 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, an administrative certificate and at least two years of teaching;
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 and an online practice Praxis II for the degree are administered prior to or during the session in which the student is expected to receive the degree. Departmental procedures

require that all EDAD coursework, except arranged courses, be completed or in progress before comprehensive examinations may be taken.

Offered by Department of Educational Administration

## School Superintendent Education Specialist Degree

*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

***May enroll for an additional 3 hours for extended research.***

EDAD 998, Internship .....	3-6 hours
----------------------------	-----------

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

Appropriate courses selected with the consent of the advisor.

May apply:

EDAD 832, Current Issues in Education.....	3 hours
EDAD 833, EDAD Assessment Leadership.....	3 hours
EDAD 895, School Improvement.....	3 hours
EDAD 945, Independent Readings.....	3 hours
EDAD 992, The Executive Administrator .....	3 hours

## Department of English

**Sam Umland, Ph.D., Chair** - 308-865-8293

**Martha Kruse, Ph.D., Graduate Program Committee Chair** - 308-865-8415

### Graduate Faculty

*Professors:* Bloomfield, Honeyman, Luscher, Tassi, R. Umland, S. Umland

*Associate Professors:* Beissel Heath, Kruse

*Assistant Professors:* Fernandez, Hartman, O'Malley, Ray, Van Renen

### Graduate Program Committee

Kruse (Chair), R. Umland, Van Renen

### MASTER OF ARTS

English - Master of Arts Degree

Literature Emphasis

Creative Writing Emphasis

Children's and Adolescent Literature Emphasis

Courses with the prefix ENG are offered by the department. See page 89.

## 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.

Offered by Department of English  
**English**  
**Master of Arts Degree**  
Literature, Creative Writing Emphases

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

**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.

**III. Children's and Adolescent Literature Emphasis****A. Option A: Children's and Adolescent Emphasis - Thesis Option (30 hours)****1. Literary Criticism Requirement (3 hours)**

Take:

ENG 864, Critical Approaches to Children's Literature and Culture .....3 hours

**2. Literature Requirements (9 hours)**

Take 9 hours from:

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

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

ENG 849, Children's and Adolescent Literature .....3 hours

ENG 861, Fairy Tales and Folklore .....3 hours

ENG 863, The Graphic Novel .....3 hours

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

Take:

ENG 896, Thesis.....6 hours

**4. Supporting Courses (9-12 hours)**

Take:

9-12 hours of 800-level course work from the English department's graduate offerings

**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: Children's and Adolescent Literature Emphasis - Examination Option (36 hours)****1. Literary Criticism Requirement (3 hours)**

Take:

ENG 864, Critical Approaches to Children's Literature and Culture .....3 hours

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

Take 12 hours from:

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

ENG 848/848P, Literature for Adolescents .....	3 hours
ENG 849, Children's and Adolescent Literature .....	3 hours
ENG 861, Fairy Tales and Folklore .....	3 hours
ENG 863, The Graphic Novel .....	3 hours

### 3. Supporting Courses (18-21 hours)

Take:

18-21 hours of 800-level course work from the English department's graduate offerings

### 4. 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*

### 5. The Examination

Students who select the examination option will, in conjunction with the faculty, prepare reading lists and questions in Children's and Adolescent Literature with the option of an additional supporting area (British literature,

## GRADUATE English

55

14-15

American literature, World literature, Rhetoric, Linguistics, 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.

### 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.



56  
14-15

GRADUATE  
History

College of Natural and Social Sciences  
Department of  
History

**Mark Ellis, Ph.D., Chair** - 308-865-8767

**Vern Volpe, 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:* Turman, Wells

**Graduate Program Committee**  
 Volpe (Chair), Ailes, Barua, Biggs, Davis, Ellis, Lilly, Rohrer, Turman, Van Ingen

**MASTER OF ARTS**  
 History - Master of Arts Degree

Courses with the prefix HIST are offered by the department. See page 94.

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.

**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 3.0 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 a minimum of three 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); and a third member representing a related field selected at large from the University of Nebraska Graduate Faculty. (This member cannot be a member of the candidate's department.) 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.....36 hours**

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

HIST 801, America Interpreted .....	3 hours
HIST 803, Historical Methods .....	3 hours
HIST 894, Introduction to Thesis .....	3 hours
HIST 899, Directed Readings .....	3 hours
U.S. History.....	6 hours
Non-U.S. History.....	6 hours
Electives .....	6 hours
HIST 896, 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
Specialization.....	9 hours

## Department of Kinesiology and Sport Sciences

**Nita Unruh, Ed.D., Chair**

**Todd Bartee, Ph.D., Graduate Program Committee Chair -**  
308-865-8179

### Graduate Faculty

*Professors:* Bartee, Brown, Heelan, Moorman, Ed Scantling,  
N. Unruh, S. Unruh

*Assistant Professors:* Adkins, Bice, Lynott

*Courtesy Faculty:* Heber Crockett, M.D.; Dan Slawski, M.D.;  
John Wright, M.D.

### Graduate Program Committee

Bartee (Chair), Adkins, Brown, Heelan, Lynott, Moorman, N. Unruh, S. Unruh  
Courses with the prefix PE are offered by the department. See page 102.

## Kinesiology and Sport Sciences 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 138 for Verbal Reasoning and a minimum score of 136 for Quantitative Reasoning, with a total combined score of at least 281 on the Graduate Record Examination, and (2) evaluation of the candidate's undergraduate transcript. These criteria are supplemented by a personal essay regarding the student's career goals directly related to the specific program of study (and emphasis area of appropriate).

**Graduate students in the department of Kinesiology and Sport Sciences 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 KSS 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 a minimum of three 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 selected at large from the University of Nebraska Graduate Faculty. This member cannot be a member of 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 KSS 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 Kinesiology and Sport Sciences

## 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
PSY 820P, Advanced Research Design and Analysis in Psychology.....	3 hours

Take 12 hours of Electives as Approved by Advisor; Elective Courses may include:

PE 801P, Psychology of Sport .....	3 hours
------------------------------------	---------

## GRADUATE Kinesiology and Sport Sciences

PE 802P, 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:

PE 850, Research Method in Kinesiology and Sport Sciences ..	3 hours
PSY 820P, Advanced Research Design and Analysis in Psychology .....	3 hours

Take 9-12 hours of Electives as Approved by Advisor; Elective Courses may include:

PE 801P, Psychology of Sport .....	3 hours
PE 802P, 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 Kinesiology and Sport Sciences

## General Physical Education Master of Arts in Education Degree

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

### MAE in General Physical Education .....

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 800, Philosophy of PE, Sports, Recreation and Leisure ..	3 hours
PE 850, Research Method in Kinesiology and Sport Sciences ..	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

#### 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:

PSY 820P, Advanced Research Design and Analysis in Psychology .....	3 hours
STAT 837P, Computer Analysis of Statistical Data .....	3 hours

Take:

PE 896, Thesis .....	6 hours
----------------------	---------

## Offered by Department of Kinesiology and Sport Sciences Physical Education Master Teacher Master of Arts in Education Degree

Pedagogy, Special Populations Emphases

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

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

#### 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 800, Philosophy of PE, Sports, Recreation and Leisure ..	3 hours
PE 828P, Secondary School Physical Education .....	3 hours
PE 831, Curriculum Design in Physical Education .....	3 hours
PE 841P, Physical Education for Elementary Schools ..	3 hours
PE 861, Physiology of Exercise .....	3 hours
PE 871, Physical Education for Students with Disabilities ..	3 hours
PE 875, Analysis of Physical Education Teaching .....	3 hours
TE 800, Educational Research .....	3 hours

Take 1 course from:

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

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

Take 9 hours from the following:

CSP 805, Child and Adolescent Development and Interventions .....	3 hours
EDAD 899P, Special Topics in Education: Activities Director .....	3 hours
(See advisor for approved topic.)	
EDAD 956, School/Community Relations .....	3 hours
PE 801P, Psychology of Sport .....	3 hours
PE 802P, 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 817P, Foundations of Effective Instruction .....	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 800, Philosophy of PE, Sports, Recreation and Leisure ..	3 hours
PE 831, 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 800, Educational Research .....	3 hours
TESE 821P, Nature and Needs of Exceptionalities.....	3 hours
TESE 867, Functional Behavior Assessment and Behavior Intervention Planning .....	3 hours

## GRADUATE Kinesiology and Sport Sciences

59

14-15

Take 1 course from:

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



60	<b>GRADUATE</b> Modern Languages
14-15	

College of Fine Arts and Humanities

**Department of**  
**Modern Languages**

**Sonja Kropp, Ph.D., Chair**  
**Christopher Jochum, Ph.D., Graduate Program**  
**Committee Chair - 308-865-8675**

**Graduate Faculty**  
*Professor:* Hart  
*Associate Professors:* C. Jochum, S. Kropp, Snider  
*Assistant Professor:* Dettman

**Graduate Program Committee**  
 C. Jochum (Chair), Dettman, Hart, 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 92 (FORL, FREN), 94 (GERM), and 106 (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 will require the following\*:

1. A completed graduate application form (and fee);
2. Completion of the bachelor's degree (preferably in education) with at least 21 semester hours of upper level coursework in Spanish or equivalent, with a minimum overall GPA of 2.75 and 3.00 in Spanish;
3. Submission of a two-page Spanish essay commenting on the candidate's professional experience and goals;
4. Submission of a one-page English essay outlining the candidate's motivation for post-graduate study at UNK;
5. Submission of two letters of recommendation with knowledge of the candidate's aptitude and/or professional performance.

\*Candidates who do not meet all of the above requirements may be admitted on a conditional basis.

Completion of this program requires passing written and oral comprehensive examinations in Spanish and English.

Offered by Department of Modern Languages

**Spanish Education**  
**Master of Arts in Education Degree**

*This program is offered online only.*

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

**A. Pedagogy (9 hours required)**  
 Take all of the following:  
 FORL 810, Second Language Acquisition .....3 hours

FORL 870P, TESOL .....3 hours  
 FORL 872P, Foreign Language Pedagogy .....3 hours

**B. Research (6 hours required)**  
 Take all of the following:  
 FORL 800, Curriculum Development & Research .....3 hours  
 TE 800, Educational Research .....3 hours

**C. Spanish Specialization Requirements (21 hours required)**  
**1. Content Area Requirement (18 hours required)**  
 Take all of the following:  
 SPAN 808P, Comparative Grammar .....3 hours  
 SPAN 870P, Seminar in Spanish/Latin American Studies..3 hours  
 SPAN 897, Directed Readings in Spanish .....3 hours  
 SPAN 899, Independent Studies in Spanish (Portfolio)..3 hours  
 Take 6 hours of Spanish Electives from:  
 SPAN 875, Graduate Study Abroad .....3 hours  
 SPAN 876, Graduate Study Abroad .....3 hours  
 SPAN 896, Thesis (with permission) .....6 hours  
 SPAN 899, Independent Studies in Spanish .....3 hours

**2. Electives (3 hours required)**  
 Choose an approved graduate elective related to interests and program of study.

## Department of Music and Performing Arts

**Timothy Farrell, D.M.A., Chair** - 308-865-8618

**Janette Harriott, Ph.D., Graduate Program Committee Chair** -  
308-865-8608

### Graduate Faculty

*Professors:* Buckner, Chen, Cisler, Cook, Foradori, Janice Fronczak, Nabb

*Associate Professors:* S. Campbell, Freedman, Harriott, Rogoff, White

*Assistant Professors:* Alber, Bierman, Donofrio

### Graduate Program Committee

Harriott (Chair), S. Campbell, Chen, Cisler, Foradori, Nabb, Rogoff,  
Alber (COE)

### MASTER OF ARTS IN EDUCATION

Music Education - Master of Arts in Education Degree

Courses with the prefix MUS and THEA are offered by the department.  
See pages 100 (MUS) and 115 (THEA).

## 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 Requirements:

Unconditional Admission to the Master of Arts in Education - Music Education degree program will require the following:

1. Fulfillment of the requirements for admission as set forth by the Office of Graduate Studies and Research;
2. Completion of graduate application:  
<http://www.unk.edu/admissions/apply.php>;
3. Completion of the baccalaureate degree with a major in music from a fully accredited institution, with a minimum GPA of 3.0 (an official transcript must be sent directly from the undergraduate institution);\*
4. Satisfactory completion of departmental entrance requirements:
  - Submit a Philosophy of Teaching (300-500 words. Include your ideas about the teaching and learning process, a description of how you teach, and why you teach in a particular way based on your beliefs, values, and/or objectives as related to music education.)
  - Submit a Professional Résumé
  - Submit three letters of recommendation from individuals who have knowledge of the applicant's capabilities/professional musical experience

\* Students who do not meet minimum music GPA requirements may be admitted Conditionally:

- Students must pass the Graduate Music Entrance Assessment (music history and theory) with a minimum score of 80% or enroll in

## GRADUATE Music and Performing Arts

61

14-15

MUS 402, Music History and Theory Review, and earn a minimum grade of "B" and

- Students must complete a minimum of 9 graduate credits with a minimum grade of "B" to meet this admission requirement.

### MAE - Music Education Policies:

In addition to the academic policies listed in the Graduate Catalog that govern all graduate students, the following policies are specific to the MAE - Music Education program:

1. Students must be fully admitted to the program to take more than 9 hours of required/elective graduate level program courses.
2. Students shall maintain a GPA of at least a "B" (3.); grades below a "B-" will not apply to a degree program.
3. To receive credit for transfer credits, a student must complete a Change in Program of Study form and submit official transcripts to the Office of Graduate Studies and Research.
4. Course work over ten years old at the completion of the program may not be used for the degree.

### Course Prerequisite Considerations:

1. Prerequisite for enrollment in Music History and Theory Review (MUS 802P): Completion of Graduate Music Entrance Assessment with a minimum score of 80% and permission of instructor.
2. Prerequisite for enrollment in Music Analysis (MUS 801) and Music History (MUS 848, MUS 849, MUS 851, MUS 852): Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402, Music History and Theory Review, with a minimum grade of "B" AND permission of instructor.
3. Prerequisite for enrollment in Graduate Applied Instruction (MUS 850): Submission of recording of a performance on principal instrument or voice.

### Admission to Candidacy:

1. Satisfactory completion of departmental requirements for admission/Admission to Candidacy;
2. Satisfactory completion of at least 12 hours of UNK graduate course work;
3. Admission to Candidacy must come prior to registration for the last twelve semester hours required for graduation.

### Program Completion:

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

*UNK is an accredited institutional member of the National Association of Schools of Music.*

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

## GRADUATE Music and Performing Arts

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

**Christopher Exstrom, Ph.D., Science/Math Education Program Director and Graduate Program Committee Chair** - 308-865-8565, [exstromc@unk.edu](mailto:exstromc@unk.edu)

### Graduate Program Committee

Exstrom (Chair), Albrecht, Ford, Trantham, Strawhecker (COE)

### MASTER OF SCIENCE IN EDUCATION

Science/Math Education - Master of Science in Education Degree

## Science/Math Education Program Information and Admission Requirements

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

This degree is administered 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

The program consists of 36 credit-hours of courses: 9 credit hours of teaching professional components (Educational Curriculum, Research, and Pedagogy courses), 12 credit hours of content courses in your chosen area of emphasis (Biology, Chemistry, Math, Physics, or Physical Science), 9 credit hours of content courses in math or science outside the area of emphasis, and 6 credit hours of advisor-approved electives. 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 (including those labeled "Science"), Physics, or Physical Science and meet the general requirements for entrance to graduate studies. Applicants with middle-grades endorsements may be admitted depending on their level of undergraduate science and math preparation. Admission to degree work is contingent upon evaluation of the following:

- Transcripts
- A letter of intent that addresses the following statements: "Describe your current teaching position and discuss how completing the UNK Science/ Math Education M.S.Ed. program will help you meet your

educational and professional goals. Summarize your undergraduate science, math, and education training and how it has prepared you for our program. If your current teaching certificate or license is from a state other than Nebraska, include a brief explanation of the certification/licensing requirements in your state."

- Evidence of current or most recent teaching certification or license

More admission information can be found at the following website: <http://www.unk.edu/SciMath>.

Offered by Science/Math Education Program

## 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**Ken Anderson, Ph.D., Chair** - [andersonke@unk.edu](mailto:andersonke@unk.edu)**Dawn Mollenkopf, Ph.D., Graduate Program****Committee Chair** - [mollenkopfdl@unk.edu](mailto:mollenkopfdl@unk.edu)**Holly Peterson, Graduate Liaison** - 308-865-8512,[petersonha@unk.edu](mailto:petersonha@unk.edu)**Chilene Black, Transitional Certification Program****Coordinator** - 308-865-8056, [blackc@unk.edu](mailto:blackc@unk.edu)**Graduate Faculty***Professors:* Fredrickson, Potthoff, Strawhecker*Associate Professors:* Crow, Kracl, Kritzer, McCarty, Mollenkopf, Montgomery, Tracy, Ziebarth-Bovill*Assistant Professors:* Alber, Vu, Wojcik*University of Nebraska Executive Director, Buffett Early Childhood**Institute:* Dr. Samuel Meisels**Graduate Program Committee**

Mollenkopf (Chair), Crow, Fredrickson, Hansen, Montgomery

**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 108 (TE), 112 (TEMO), and 113 (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

Transitional Certification 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

Special Education Emphasis

(Students also wishing to pursue an endorsement in this program should consult with an advisor.)

**MASTER OF SCIENCE IN EDUCATION**

Instructional Technology - Master of Science in Education Degree

Instructional Technology Concentration

Leadership in Instructional Technology Concentration

School Librarian Concentration

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 Holly Peterson at 308-865-8512.

*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 Special Education.

*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.

*Special Education* 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, Trans. Cert.

**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 857, Early Communication, Language,  
and Literacy .....3 hours
- 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 853C, Improvement of Instruction  
in Elementary School Language Arts.....3 hours
- TE 853F, Improving Mathematics Instruction  
for Grades PK-2 .....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 899P, Special Topics.....3 hours  
*Approved Topic: Improvement of Mathematics -  
Primary Grades*

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

GRADUATE  
Teacher Education

65

14-15

- 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
- TE 853A, Improvement of Instruction  
in Early Childhood Education.....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

*\*The ESL Concentration Area will qualify an individual for adding  
an ESL PK-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 & Strategies for Teaching  
English as a Second Language .....3 hours

## GRADUATE Teacher Education

- 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 & 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

### 7. Transitional Certification Concentration

Take all of the following:

- TE 831P, Professional Skills and Knowledge I .....6 hours  
 TE 832, Professional Skills and Knowledge II .....6 hours  
 TE 833, Context of Education .....6 hours

Take 6 hours from:

- Take:  
 TE 834P, Transitional Student Teaching I .....3 hours  
 TE 835P, Transitional Student Teaching II .....3 hours  
 (TE 834P and TE 835P are for holders of  
 Transitional Certificates only)

OR take:

- TE 836P, Post-Baccalaureate Student Teaching .....6 hours  
 (for students who do not hold a Transitional  
 Certificate)

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 & 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, Special Education 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  
*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.*  
 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 (6 hours required)

Take the following:

TESE 816D, Practicum in Special Education .....3 hours  
*(Practicum will concentrate in the area of emphasis chosen for electives.)*  
 TESE 880, Critical Issues in Special Education.....3 hours

##### b. Emphasis (18 hours required)

Take one emphasis from:

##### 1. Behavioral Interventionist Emphasis (18 hours)

*This emphasis area results in a NDE supplemental endorsement.*

Take all of the following:

TESE 867, Functional Behavior Assessment  
 and Behavior Intervention Planning .....3 hours  
 TESE 879P, Teaching Social Skills to Students  
 with Autism Spectrum Disorder .....3 hours  
 TESE 881, Characteristics and Identification  
 of Behavior and Learning Disabilities .....3 hours  
 TESE 882, Applied Behavior Analysis .....3 hours  
 TESE 883, Intervention Strategies for Individuals  
 with Behavioral and Emotional Disabilities .....3 hours  
 TESE 884, Research Techniques in Applied  
 Behavior Analysis .....3 hours

##### 2. Inclusive Collaboration Specialist Emphasis (18 hours)

*This emphasis area results in a NDE supplemental endorsement.*

Take all of the following:

TESE 840, Bilingual Special Education.....3 hours  
 TESE 863, Research Based Instructional  
 Strategies for Students with Disabilities .....3 hours  
 TESE 867, Functional Behavior Assessment  
 and Behavior Intervention Planning .....3 hours  
 TESE 881, Characteristics and Identification

## GRADUATE Teacher Education

67

14-15

of Behavior and Learning Disabilities .....3 hours  
 TESE 885, Inclusion and Differentiation  
 Strategies for the 21st Century Classroom .....3 hours  
 TESE 886, Co-Teaching and Collaborative  
 Services.....3 hours

#### 3. Assistive Technology Specialist Emphasis (18 hours)

Take all of the following:

TESE 885, Inclusion and Differentiation  
 Strategies for the 21st Century Classroom .....3 hours  
 TESE 891, Assistive Technology Assessment.....3 hours  
 (Prereq: TE 805P)  
 TESE 892, Augmentative Alternative  
 Communication .....3 hours  
 (Prereq: TE 805P)  
 TESE 893, Program Development in  
 Assistive Technology .....3 hours  
 TESE 894, Research in Assistive Technology .....3 hours  
 TESE 895, Integration of Assistive Technology  
 Across the Lifespan .....3 hours  
 (Prereq: TE 805P)

#### 3. Special Education (24 hours)

This option leads to certification in either K-6 or 7-12 special education. Check with advisor for exact program.

*Prerequisites*

TESE 330, Collaboration, Consultation, and  
 Co-Teaching.....3 hours  
**OR** TESE 830, Consultation and Collaboration  
 with Families and Agencies Serving Individuals  
 with Disabilities .....3 hours  
 TESE 437, Medical Aspects of Individuals with  
 Disabilities.....3 hours  
**OR** TESE 837P, Medical Aspects of Individuals  
 with Disabilities .....3 hours

Take the following:

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, Functional Behavior Assessment  
 and Behavior Intervention Planning .....3 hours  
 TESE 879P, Teaching Social Skills to Students  
 with Autism Spectrum Disorder.....3 hours

Take one of the following options:

K-6 Emphasis

TESE 872, Strategies for Teaching Students  
 with Intellectual Disabilities.....3 hours  
 TESE 873, Teaching Students with Multiple  
 Disabilities .....3 hours

7-12 Emphasis

TESE 875P, Preparing Adolescents for the Post-  
 Secondary World.....3 hours  
 TESE 876P, Transitional Issues for Individuals with  
 Disabilities .....3 hours

Take 3 hours from:

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

*Students also wishing to pursue an additional endorsement or initial certification should consult with an advisor.*



Offered by Department of Teacher Education  
Instructional Technology  
Master of Science in Education Degree

Instructional Technology, Leadership, 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)

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

Democracy (3 hours)

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

Diversity (3 hours)

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

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

Take 1 course from:

TE 877, Developing Web-based Educational Environments...3 hours

CSIT 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

*\*All IT degree or endorsement students, EXCEPT for school library students must take TE 891. School Library degree or endorsement students must take TE 893.*

**C. Choose from one of the following concentrations  
(15 hours required):**

**1. Instructional Technology Concentration (15 hours)**

Take the following:

Electives .....15 hours

**2. Leadership in Instructional Technology Concentration  
(15 hours)**

Take the following:

TE 878, Leadership in Instructional Technology .....3 hours

TE 880, Management of Educational Technology.....3 hours

TE 882, Teacher Development Training

in Instructional Technology.....3 hours

Approved Electives .....6 hours

*TE 876, Integration of Curriculum, Technology and Media Resources, is highly recommended.*

**3. School Librarian Concentration**

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

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

Take all of the following:

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

CSIT 834P, Information Technology Teaching Methods3 hours

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

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

Approved Electives .....3 hours

**Electives in Teacher Education**

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

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

TE 867, Storytelling in the School Library and Classroom...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

(Prereq: TE 885)

TE 889, Multimedia Development.....3 hours

(Prereq: TE 888)

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

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

(Prereq: CSIT 130 or CSIT 834P or instructor permission AND

graduate standing)

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

CSIT 840P, Client-side Web Application Development.....3 hours

(Prereq: CSIT 130 or CSIT 834P or instructor permission AND

graduate standing)

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

CSIT 850P, E-Commerce Information Systems.....3 hours

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

(Prereq: CSIT 848P or instructor permission)

CSIT 892P, Practicum in Computer Science/

Information Systems.....1-6 hours

(Prereq: either CSIT 223 or CSIT 301 AND permission of

department chair AND graduate standing)

CSIT 893P, Directed Readings in Computer Science/

Information Systems.....1-3 hours

(Prereq: either CSIT 150 or CSIT 834P AND permission of

department chair AND graduate standing)

CSIT 894P, Directed Research in Computer Science/

Information Systems.....1-6 hours

(Prereq: either CSIT 150 or CSIT 834P AND permission of

department chair AND graduate standing)

CSIT 895P, Independent Study in Computer Science/

Information Systems.....1-3 hours

(Prereq: either CSIT 150 or CSIT 834P AND permission of

department chair AND graduate standing)

Electives may also be taken in ART, CDIS, CSIT, ENG, JMC, and MIS with permission.

In lieu of a comprehensive examination an electronic portfolio will be submitted, evaluated, and approved.



## Endorsements ONLY

### 1. 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 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 875, Administration of the School Library .....	3 hours
TE 893, Field Experiences in School Library .....	3 hours
Approved Electives .....	3 hours

*Please note: Unless a student already has a master degree and does not wish to earn a second one, the faculty highly recommend that instead of working on the School Librarian endorsement only program, the students should get admitted to the graduate program and work on the School Librarian concentration program - the difference is six hours. The Graduate College's policy is to allow up to 12 hours of work taken in a non-degree status to transfer in to a degree program. Therefore, if a student has taken 30 hours for the endorsement and THEN decides to enroll in the degree program, the Graduate College has the option of "rejecting" all the hours beyond 12. So if there is a possibility a student "might someday" enroll in a master degree program, the faculty recommend getting admitted into the degree program now. Students can attain endorsements without getting the degree, even if they are in the degree program. Students should contact advisors with any questions about this or any other aspect of the program.*

### 2. Leadership in Instructional Technology Endorsement Requirements (27 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 870, Developing Web-based Portfolios .....	3 hours
TE 877, Developing Web-based Educational Environments..	3 hours
TE 878, Leadership in Instructional Technology .....	3 hours
TE 880, Management of Educational Technology.....	3 hours
TE 882, Teacher Development Training in Instructional Technology.....	3 hours
TE 891, Field Experiences in Instructional Technology..	3 hours
Take 1 course from:	
TE 876, Integration of Curriculum, Technology and Media Resources .....	3 hours
TE 886P, Technology Tools for Teachers .....	3 hours

### 3. Information Technology Endorsement Requirements (27 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 886P, Technology Tools for Teachers .....	3 hours
TE 891, Field Experiences in Instructional Technology..	3 hours
CSIT 825P, Database Systems .....	3 hours
CSIT 834P, Information Technology Teaching Methods..	3 hours
CSIT 848P, System Administration.....	3 hours
CSIT 858P, Computer Security .....	3 hours
Take 1 course from:	
TE 877, Developing Web-based Educational Environments..	3 hours
CSIT 840P, Client-side Web Application Development..	3 hours

## GRADUATE Teacher Education

69

14-15

### Post-Baccalaureate Transitional Certification Program

The University of Nebraska at Kearney offers an on-line program for teacher certification. Individuals who have earned a bachelor's degree or higher may use this option to become certified to teach in the state of Nebraska.

The on-line professional sequence consists of three, 6-credit hour classes and student teaching (depending on previous academic work completed, additional coursework may be required in the specific endorsement subject area of choice):

- TE 831P – Professional Skills and Knowledge I – 6 hours
- TE 832 – Professional Skills and Knowledge II – 6 hours
- TE 833 – Context of Education – 6 hours
- TE 836P – Post-Baccalaureate Student Teaching – 6 hours **OR**
- TE 834P – Transitional Student Teaching I  
(for holders of Transitional Certificates only) **AND**
- TE 835P – Transitional Student Teaching II  
(for holders of Transitional Certificates only)

Arrangements are made for participants to complete school-based field experiences for each of the courses in the sequence in their local or nearby school districts. **Because these arrangements are made with participating school districts across the state, UNK's on-line transitional teacher certification program is available to Nebraska residents only, and in the following endorsement areas:**

- Art K-12
- Basic Business 6-12
- Business, Marketing, and Information Technology 6-12
- Biology 7-12
- Chemistry 7-12
- Secondary English 7-12
- French 7-12
- Geography 7-12
- German 7-12
- Health 7-12
- Health & PE PK-12
- History 7-12
- English Language Arts 7-12
- Mathematics 7-12
- Music Education K-12
- Physical Education 7-12  
(PK-6 may be earned with PE 7-12)
- Physics 7-12
- Political Science 7-12
- Psychology 7-12
- Social Science 7-12
- Sociology 7-12
- Spanish 7-12

Additional endorsement areas may be available upon request from a hiring school district.

Potential candidates for this program should contact:

- Chilene Black, Program Coordinator
- Transitional Certification
- College of Education Building
- University of Nebraska – Kearney
- Kearney, NE 68849
- Office Telephone: 308-865-8056
- Office Fax: 308-865-8097
- Email: blackc@unk.edu

See the Students with a Bachelor's Degree Now Seeking Initial Certification information in the Graduate Catalog Admissions Information section on page 17 for details regarding application.

# GRADUATE Non-Degree Areas

UNIVERSITY OF NEBRASKA **UNK** KEARNEY

College of Natural and Social Sciences

## Department of Chemistry

**Scott Darveau, Ph.D., Chair** - 308-865-8490

### Graduate Faculty

*Professors:* Darveau, Exstrom, Kovacs

*Associate Professors:* Cao, Moser, Palencia

*Assistant Professors:* Glass, Kounovsky-Shafer, Pattabiraman, Thomas

*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 81.

College of Fine Arts and Humanities

## Department of Communication

**Ralph Hanson, Ph.D., Chair** - 308-865-8249

### Graduate Faculty

*Professors:* Hanson, Jurma

*Associate Professors:* Hogg, 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 97 (JMC) and 107 (SPCH).

College of Natural and Social Sciences

## Department of Computer Science and Information Technology

**Sherri Harms, Ph.D., Chair** - 308-865-8370

### Graduate Faculty

*Professors:* Harms, Hastings

*This department offers degrees at the undergraduate level only.*

The department participates in the Master of Science in Education Degree with a specialization in Instructional Technology.

Computer Science and Information Technology courses may be used as an Area of Emphasis within the Master of Business Administration Degree.

Courses with the prefix CSIT are offered by the department. See page 82.

College of Business and Technology

## Department of Economics

**Frank Tenkorang, Ph.D., Chair** - 308-865-8530

### Graduate Faculty

*Professors:* Bridges, Jenkins

*Associate Professors:* Edwards, Eshleman, Lear, Tenkorang

*Assistant Professor:* Dority

*The Master of Business Administration utilizes courses from the Economics Department.*

Courses with the prefix BSAD, BSED, BTE, ECON, and VOED are offered by the department. See pages 79 (BSAD, BSED), 80 (BTE), 87 (ECON), and 115 (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, Stolzer

*Assistant Professor:* Hill

*This department offers degrees at the undergraduate level only.*

Courses with the prefix FSID are offered by the department. See page 93.

College of Business and Technology

## Department of Industrial Technology

**Timothy Obermier, Ph.D., Chair** - 308-865-8504

### Graduate Faculty

*Professor:* Obermier

*Assistant Professor:* Flanigan

*This department offers degrees at the undergraduate level only.*

Courses with the prefix ITEC and SFED are offered by the department. See pages 96 (ITEC) and 105 (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

71	GRADUATE
14-15	Non-Degree Areas

Center may be used in the following manner:

1. To provide expertise in accident prevention principles and theories applicable to traffic, industry, recreation, fire and the home;
2. To provide in-service opportunities for driver education endorsement and to update safety information and increase awareness.

College of Natural and Social Sciences

## Department of Mathematics and Statistics

**Barton Willis, Ph.D., Chair** - 308-865-8531

### Graduate Faculty

*Professors:* Hossain, Willis  
*Associate Professor:* Kime  
*Assistant Professors:* Ford, Nebesniak, 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 97 (MATH) and 107 (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 103.

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:* Lazarova

*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 103.

GRADUATE	71
Non-Degree Areas	14-15

College of Natural and Social Sciences

## Department of Political Science

**Diane Duffin, Ph.D., Chair** - 308-865-8506

### Graduate Faculty

*Professors:* Avilés, Blauwkamp, Longo  
*Associate Professors:* Duffin, Louishomme, Machida  
*Assistant Professor:* Maloyed

*This department offers degrees at the undergraduate level only.*

Courses with the prefix PSCI are offered by the department. See page 104.

College of Natural and Social Sciences

## Department of Psychology

**Theresa Wadkins, Ph.D., Chair** - 308-865-8240

### Graduate Faculty

*Professors:* Benz, Forrest, Mosig, Rycek, Wadkins, Wozniak  
*Associate Professor:* Fritson  
*Assistant Professor:* Coleman, Hill, Strain

*This department offers degrees at the undergraduate level only.*

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.

Courses with the prefix PSY are offered by the department. See page 104.

College of Natural and Social Sciences

## Department of Social Work

**Maha Younes, Ph.D., Chair** - 308-865-8741

### Graduate Faculty

*Professor:* Younes  
*Assistant Professor:* Van Laningham, Young

*The Department of Social Work does not offer a graduate degree. The department offers courses that may be taken for credit in the Master of Social Work Foundation Program at the Grace Abbott School of Social Work at the University of Nebraska at Omaha.*

Courses with the prefix SOWK are offered by the department. See page 105.

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

*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 93 (GEOG) and 105 (SOC).

# GRADUATE Courses

UNIVERSITY OF NEBRASKA **UNK** KEARNEY

73

14-15

Offered by Department of Accounting/Finance  
College of Business and Technology

## ACCT Courses

### ACCT 801 - Financial Accounting and Corporate Finance ....3 hours

This is a preparatory course for students coming in with a non-business undergraduate degree, introducing them to the fundamentals and functions of corporate accounting and financial statements. The course does NOT count toward MBA credits.

### ACCT 803 - Independent Study of Accounting ..... 1-3 hours

Prereq: 6 hours of 800-level ACCT classes

The focus of this course is an independent investigation into a topic in Accounting selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Accounting. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.

### 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

Prereq: ACCT 251\*

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

Prereq: ACCT 250\* or ACCT 801 or equivalent

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 - Financial Accounting Seminar .....3 hours

Prereq: ACCT 351\* and ACCT 470\*

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 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

Prereq: ACCT 351\*

In-depth coverage of selected subjects, problems, and current topics in Accounting which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Accounting topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering. Open to students in Accounting track only.

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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**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.

**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. A student may take a total of nine hours of ART 850A through ART 850F. (A is 1 hour; B is 2 hours; C is 3 hours; D is 4 hours; E is 5 hours; F is 6 hours.)

**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 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 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. (A is 1 hour; B is 2 hours; C is 3 hours; D is 4 hours.) 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 and 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 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 801P - Principles of Immunology.....4 hours**  
Prereq: BIOL 309\* AND BIOL 360\* AND either 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 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, Spring 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 online, Fall of even-numbered years and on-campus on demand.

**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

## GRADUATE BIOL Courses

75

14-15

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, Spring 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.

**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. Offered online, Spring of odd-numbered years.

**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 odd-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 study and requirements at UNK with emphasis on research methods and biological techniques for the professional teacher and biologist. Students will gain an appreciation for the scientific method by formulating good scientific questions including sound null and alternative hypotheses, design experimental methods addressing the hypotheses and propose appropriate statistical tests for evaluation of results. Students will practice the art of locating and understanding scientific literature. In addition, students will engage in scientific writing which will include the submission of a research proposal. Offered online, every semester and on-campus, Fall and Spring.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**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 &amp; 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**

Environmental biology focuses on the interface of human activity and the natural biological world. The impacts of humans on biogeochemical cycles, ecosystems, and individual species are examined. The role of governmental policies and politics is a part of this discipline and is reviewed. Recent scientific research and reports are used to predict what the future challenges are to humans and organisms in the face of the rapid changes brought about by human activity. Offered online, Fall of even-numbered years.

**BIOL 824 - Principles of Ecology .....3 hours**

Ecology is the study of how species interact with each other and with their abiotic environment. There are many disciplines within ecology that we will touch on, including marine ecology, ecological physiology, population biology, and community ecology. This class will summarize current ecological knowledge, and students will read a number of classic papers in the field. Offered online, Spring of odd-numbered years.

**BIOL 825 - Tropical Island Biology .....2 hours**

This course uses Hawai'i as a case study in biology. Most classes in biology programs focus on a discipline (or sub-discipline) and the class works through the various aspects of that area of study. This class will take a different approach. Here the focus will be on this one area of the Earth and the class will explore various scientific aspects of this island chain. The class will investigate the geology, biogeography, biological evolution, invasive species, and current conservation efforts of the biological diversity of the Hawai'ian islands. Offered online, Spring of even-numbered years.

**BIOL 827 - Biological Statistics.....3 hours**

This class is divided into two main areas. The first is biological statistics: the collection and analysis of scientific data. The second area is experimental design: how an experimental hypothesis is built and what are the pieces and procedures needed to conduct a successful experiment. The class is not mathematically intensive and relies on the power of computers beyond a few examples done by hand. The class includes both parametric and non-parametric statistics with continuous and categorical variables. Offered online, Spring only.

**BIOL 828 - Human Evolution .....3 hours**

Human evolution has been an interest of humans probably ever since people could think about the idea. This course examines the current state of scientific knowledge of human origins. The class will focus primarily on anthropological evidence, but also include genetic and behavioral information. The class is primarily a reading and discussion course. Offered online, Fall of even-numbered years.

**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, domesticable 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. Offered on-campus, every semester.

**BIOL 831A - Biological Research: Hypotheses and Justification..1 hour**

Prereq: BIOL 820 and permission

This course is limited to students admitted to the online MS in Biology Program. Students will identify a research project and, with the help of a faculty mentor, develop testable hypotheses and write a referenced justification for the research. Credit 1 of 6 credits of BIOL 831 required for the degree. Offered online, every semester.

**BIOL 831B - Biological Research: Methodology .....1 hour**

Prereq: BIOL 820 and permission

Prereq or Coreq: BIOL 831A\*

Students must take concurrently with BIOL 831C. This course is limited to students admitted to the online MS in Biology Program. Student will develop detailed methodology, statistical analysis, and budget to investigate the hypotheses identified in BIOL 831A. If possible, preliminary trials will be conducted. Credit 2 of the 6 credits of BIOL 831 required for the degree. Offered online, every semester.

**BIOL 831C - Biological Research: Annotated Bibliography ....1 hour**

Prereq: BIOL 820 and permission

Prereq or Coreq: BIOL 831B\*

Students must take concurrently with BIOL 831B. This course is limited to students admitted to the online MS in Biology Program. Students will conduct a complete literature review (annotated bibliography) of their topic and obtain a minimum of 50 peer-reviewed references related to their research identified in BIOL 831A. Credit 3 of the 6 credits of BIOL 831 required for the degree. Offered online, every semester.

**BIOL 831D - Biological Research: Data Collection .....1 hour**

Prereq: BIOL 820 and permission

Prereq or Coreq: BIOL 831C\*

This course is limited to students admitted to the online MS in Biology Program. Students will gather data according to the methodology developed in BIOL 831B. IRB and/or IACUC approval, if required, must be obtained prior to enrollment. Credit 4 of the 6 credits of BIOL 831 required for the degree. Offered online, every semester.

**BIOL 831E - Biological Research: Statistical Analysis .....1 hour**

Prereq: BIOL 820 and permission

Prereq or Coreq: BIOL 831D\*

This course is limited to students admitted to the online MS in Biology program. Students will use appropriate statistics to analyze their results, construct appropriate tables and figures to visually present the results, and use text to verbally describe the results. Students will evaluate their

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



results in the framework of the hypotheses developed in BIOL 831A. Credit 5 of the 6 credits of BIOL 831 required for the degree. Offered online, every semester.

**BIOL 831F - Biological Research: Manuscript.....1 hour**

Prereq: BIOL 820 and permission

Prereq or Coreq: BIOL 831E\*

This course is limited to students admitted to the online MS in Biology program. Students will submit a final manuscript summarizing their work done in BIOL 831A-E. The manuscript will be prepared in manner consistent with submission to a professional journal in their field of study. Credit 6 of the 6 credits of BIOL 831 required for the degree. Offered online, every semester.

**BIOL 832 - Crane Ecology.....1 hour**

This course is an in-depth study of the behavior and ecology of cranes. Assigned readings from the scientific literature, one writing assignment and online discussions will be used to explore a variety of topics including: reproductive biology, wintering ecology, migratory behavior, conservation and management of cranes. Plan to spend at least several hours each week on reading, writing, and responding to topic discussions. Offered online, Fall of odd-numbered years.

**BIOL 833P - Invertebrate Zoology .....3 hours**

Prereq: BIOL 105 and 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. Offered online, Spring of odd-numbered years.

**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 836 - Biology of Size .....3 hours**

This class examines the importance of size for biological organisms from bacteria to blue whales, microcosms to large-scale communities. Often in biology we fail to consider the importance of physical laws which determine rates of diffusion and heat transfer, transfer of force and momentum, the strength of structures, the dynamics of locomotion and more. This class attempts to rectify this oversight with readings and lectures examining the impacts of being a given size. Offered online, Summer 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. Offered online, Fall only.

**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, Fall only.

**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 841 - Virology .....3 hours**

An in-depth discussion of the principles of modern virology. Major topics of discussion will include: virus replication strategies, virus structure, virus infection and disease, and host resistance to disease. A course in genetics and a course in cell biology or biochemistry is strongly recommended. Offered online, Spring only.

**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 845 - Forensic Biology.....3 hours**

This course will be a wide consideration of all aspects of Forensic Biology ranging from general considerations to the latest in molecular techniques. We will also review current literature, discuss case studies, and look at some mass-market publications on crime scene investigation. Offered online, Summer only.

**BIOL 846 - Cancer Biology .....3 hours**

This course is designed as a survey of the current state of knowledge in the cellular and molecular biology of cancer processes. The students will also review current literature in cancer biology by analyzing and critiquing current articles. Offered online, Fall of odd-numbered years.

**BIOL 850P - Molecular Biology.....3 hours**

Prereq: BIOL 309\* and BIOL 360\* OR permission of instructor

This course is an in-depth discussion of the principles of modern molecular biology. Major topics to be covered are: (1) Organization and evolution of eukaryotic genomes and genes, (2) prokaryotic and eukaryotic transcription and its regulation, (3) RNA splicing and processing, (4) epigenetic mechanisms, and (5) RNA catalysis and interference. Three hours of lecture per week. Offered on-campus, Spring only.

**BIOL 852P - Techniques in Molecular Biology.....3 hours**

Prereq: either BIOL 309\* OR CHEM 351\* and 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**BIOL 853 - Genome Evolution .....3 hours**

This course is a survey of current research in genome evolution with an emphasis on understanding the unifying evolutionary principles. Topics include gene duplication, polyploidy, mobile elements and comparative genomics. Offered online, 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 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, micropictographs 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 even-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 and online, Fall of even-numbered years.

**BIOL 862P - Animal Behavior .....3 hours**

An introduction to the science of ethology. The course will examine behavior genetics, physiology of behavior, ecology of behavior, and the evolution of behavior. Three hours of laboratory each week. Fee required. 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, Spring and Summer.

**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.

**BIOL 866 - Functional Morphology .....3 hours**

A study of the structure, form, and function of morphological adaptations in plants and animals as examined through mechanical, ecological, and evolutionary perspectives. This course will investigate the form and functions of organisms largely by examination of the scientific literature. Offered online, Spring of odd-numbered years.

**BIOL 868P - Parasitology .....2 hours**

Prereq: BIOL 105 and BIOL 106 OR permission of instructor

Take concurrently with BIOL 868L. 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 870 - Insect Biology .....3 hours**

An introduction to insects and related arthropods. Emphasis is placed on morphology, physiology, taxonomy and ecology of insects. 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 - Ichthyology .....3 hours**

The study of fish with a focus on classification, anatomy, distribution, ecology, physiology and management of fishes. Three hours of laboratory or field work each week. Fee required. Offered Fall, 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**

For practicing science teachers. Emphasis on scientific literacy and the alignment of K-12 science curricula with state and national standards and benchmarks. Offered online, Spring only.

**BIOL 877 - Writing in the Sciences .....2 hours**

Academic writing in the sciences can be a daunting solitary endeavor. It is the hope of this course to take away the fear of the blank page and help to engage the class with a sense of community that is inherently beneficial to the writing process. This course is particularly geared towards students who have been away from academic writing for many years, or perhaps decades. This will be an introduction into this type of writing, complete with an overview of the materials available to you as a distance student. The primary purpose of this course is to improve your written communications skills. We will focus on your ability to prepare and write technical papers in a professional scientific format. A crucial part of learning to write technical papers is reading them and practicing writing them yourself. Plan to spend at least several hours each week on reading, writing, and practicing the skills we cover in this course. Offered online, Fall of even-numbered years.

**BIOL 880 - Seminar.....1 hour**

A discussion of selected topics in a seminar format. Offered on-campus, Fall and Spring.

**BIOL 881 - Current Issues in Biology .....1 hour**

This course will expose the student to many different biological research topics, stimulate discussion on these topics, promote awareness of current issues in biology, help students critically analyze relevant and contemporary primary literature and ensure students are able to prepare appropriate presentations for scientific meetings. 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, Spring only.

## GRADUATE BSED Courses

79  
14-15

**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, Fall of even-numbered years.

**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. Offered online, Summer of odd-numbered years.

**BIOL 896 - Thesis ..... 1-6 hours**

Offered on-campus, every semester.

Offered by Department of Economics  
College of Business and Technology

## BSED Courses

**BSAD 895 - Integrative Capstone Experience .....3 hours**

Prereq: ACCT 858\* or ACCT 860\* AND FIN 809\* and MGT 890 and MKT 856 and MGT 892\*

This is a required experiential capstone graduate-level project. It involves the application of the skills, methods, knowledge, and competencies acquired in the program to solve a substantial and authentic problem for a real client organization in for-profit or non-profit sectors. Generally, a 3-credit hour course in a Graduate program requires about 150 hours of student work.

Offered by Department of Economics  
College of Business and Technology

## BSED Courses

**BSED 800 - Improvement of Instruction in Keyboarding.....3 hours**

A study of the methods used in teaching beginning and advanced keyboarding. Evaluation of teaching materials. The study of teaching procedures recommended by authorities. Student and teacher demonstrations of good procedures. Special consideration of major problems.

**BSED 801 - Practicum in Economic Education .....3 hours**

The place of economic education and the content of such a program in secondary schools.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**BSED 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.

Offered by Department of Economics  
College of Business and Technology

**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.

Offered by Department of Communication Disorders  
College of Education

**CDIS Courses****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 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.

**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.....3 hours**

Prereq: CDIS 815

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 885P - Fluency Disorders .....2 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 and Intervention ..3 hours**

Prereq: graduate standing

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 aphasia 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 892P - Internship (Pediatric) ..... 5-10 hours**

Prereq: must have completed all required course work for degree

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in children in an educational setting or clinical facility.

**CDIS 893P - Internship (Schools)..... 5-10 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)..... 4-10 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.

## GRADUATE CHEM Courses

81

14-15

**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 805 - Chemical Management & Safety for HS Teachers..1 hour**

This course addresses chemical management and safety issues that are commonly encountered in high school chemistry laboratories and stockrooms.

**CHEM 810 - Environmental Chemistry****for High School Teachers .....3 hours**

A study of the fate of chemicals in the air, water, and soil, and their impact on human health and the natural environment. Topics will include water pollution and water treatment, greenhouse gases and ozone-layer destruction, sources and management of hazardous wastes.

**CHEM 820 - Inorganic Chemistry I****for High School Teachers ..... 1-4 hours**

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 821 - Inorganic Chemistry II****for High School Teachers ..... 1-4 hours**

Prereq: CHEM 820

The following topics will be covered in-depth: descriptive inorganic chemistry, acid-base concepts, and coordination compounds.

**CHEM 855 - Biochemistry for High School Teachers.....3 hours**

Prereq: either CHEM 250\* and CHEM 250L

OR CHEM 360\* and CHEM 360L\* OR equivalent

Chemistry of fats, protein, carbohydrates, hormones, vitamins, and other biologically important compounds.

**CHEM 864 - Analytical Chemistry for High School Teachers..3 hours**

Prereq: CHEM 161\* and CHEM 161L OR permission of department

Designed specifically for high school teachers. The following topics will be covered in-depth; laboratory equipment and techniques, accuracy and precision, QA and QC, solubility, acid-base equilibrium, titrations, electrochemical methods, and spectroscopy.

**CHEM 865 - Instrumental Analysis****for High School Teachers ..... 3-4 hours**

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 882 - Physical Chemistry****for High School Teachers ..... 3-4 hours**

Will cover in-depth each of the following topics: thermodynamics, equilibrium, chemical kinetics, and electrochemistry.

**CHEM 889 - Problems in Chemistry..... 1-3 hours**

Prereq: courses necessary for the problems to be undertaken and permission of instructor

Independent investigations of chemistry problems. Three hours of laboratory work each week for each hour credit.

**CHEM 890 - Directed Research ..... 1-3 hours**

Independent original research of a selected topic in chemistry under the direction of a chemistry graduate faculty member.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**CHEM 896 - Thesis .....6 hours****CHEM 899 - 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 Technology  
College of Natural and Social Sciences

**CSIT Courses****CSIT 801P - Operating Systems .....3 hours**

Prereq: CSIT 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.

**CSIT 802P - Introduction to Automata,****Formal Languages, and Computability .....3 hours**

Prereq: CSIT 180\* or MATH 115\*

A survey of the fundamental concepts and conclusions in the theory of computation. Topics cover regular languages and finite automata, Kleen's theorem, context-free languages and pushdown automata, formal grammars, Chomsky hierarchy, Turing machine and computability, computational complexity.

**CSIT 805P - Compiler Construction .....3 hours**

Prereq: CSIT 402\* or CSIT 802P\*

Techniques and organization of compilers, assemblers, and interpreters. Structure of programming language symbol tables, scans, and object code generation considered.

**CSIT 806P - Internet-based Information Systems Development...3 hours**

Prereq or Coreq: CSIT 150\* AND either CSIT 425\* or CSIT 825P\*

AND 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.

**CSIT 822P - Computer Graphics .....3 hours**

Prereq: CSIT 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.

**CSIT 825P - Database Systems .....3 hours**

Prereq: CSIT 130\* or CSIT 834P\* or instructor permission

AND 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.

**CSIT 826P - Computer Architecture .....4 hours**

Prereq: either PHYS 205\* and PHYS 205L OR PHYS 275\* and PHYS 275L AND 6 hours of CSIT courses, preferably CSIT 130\* and CSIT 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.

**CSIT 828P - Data Communications and Distributed Processing ..3 hours**

Prereq: CSIT 130\* or CSIT 834P\* or ITEC 345\* AND instructor permission

Study of network topology, protocols, management and communication media. Evaluation of present communication hardware, software, and future advancements in networking.

**CSIT 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.

**CSIT 840P - Client-side Web Application Development .....3 hours**

Prereq: CSIT 130\* or CSIT 834P\* or instructor permission

AND 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 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.

**CSIT 841P - Artificial Intelligence .....3 hours**

Prereq: CSIT 150\* and 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.

**CSIT 848P - System Administration .....3 hours**

Prereq: CSIT 834P\* or TE 870 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.

**CSIT 850P - E-Commerce Information Systems .....3 hours**

Prereq: CSIT 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.

**CSIT 858P - Computer Security .....3 hours**

Prereq: CSIT 848P\* or instructor permission

This course provides an overview of security issues associated with the

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

development and deployment of information systems. Topics include authentication, encryption, firewalls, security standards and protocols, attack prevention, detection, and recovery.

**CSIT 892P - Practicum in Computer Science/**

**Information Systems..... 1-6 hours**

Prereq: either CSIT 223\* or CSIT 301\* AND permission of department chair AND 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 CSIT 399 and CSIT 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

**CSIT 893P - Directed Readings in Computer Science/**

**Information Systems..... 1-3 hours**

Prereq: either CSIT 150\* or CSIT 834P\* AND permission of department chair AND 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.

**CSIT 894P - Directed Research in Computer Science/**

**Information Systems..... 1-6 hours**

Prereq: either CSIT 150\* or CSIT 834P\* AND permission of department chair AND 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.

**CSIT 895P - Independent Study in Computer Science/**

**Information Systems..... 1-3 hours**

Prereq: either CSIT 150\* or CSIT 834P\* AND permission of department chair AND 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.

**CSIT 896P - Seminar in Computer Science.....3 hours**

Prereq: CSIT 330\* and 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.

**CSIT 897P - Seminar in Computer Information Systems.....3 hours**

Prereq: CSIT 380\*

Prereq or Coreq: either CSIT 425\* or CSIT 825P\* AND 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.

**CSIT 899P - Special Topics in Computer Science**

**and Information Systems ..... 1-3 hours**

Prereq: varies with topic

This course is designed to enable students to become knowledgeable of recent trends and issues in computer science and information systems. The course format varies depending on subject matter, instructor and student needs.

Offered by Department of Counseling and School Psychology  
College of Education

**CSP Courses**

**CSP 800 - Advanced Educational Psychology .....3 hours**

This course focuses on school learning, its assessment and factors that are related to it. These factors include, for example, learner's development and characteristics (biological, psychological, cultural and social), learner's exceptionalities, teacher's instructional and behavior management techniques, and social influences. Current issues and problems will be studied and discussed in a seminar setting. There will also be opportunity to study topics of individual concern.

**CSP 801P - Counseling Skills.....3 hours**

This class is for those entering or already in one of the helping professions. It focuses on understanding and applying a broad range of listening and communication skills in one-to-one interactions as well as in small group settings. Students actively practice building skills in class and out of class.

**CSP 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 804P - Counseling and Mental Disorders.....2 hours**

This course provides an orientation to the various abnormal behaviors and mental disorders that may be encountered in students/clients by counselors, athletic trainers, school psychologists, 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 neotenuous (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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**CSP 808P - Assessment, Case Planning,  
and Management of Addictions .....3 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

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

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

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 804P 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 and 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 855 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 and CSP 865\* and admission to candidacy and 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 and 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\* and 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\* and 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 and 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.

**CSP 904 - Birth to Five Screening.....1 hour**

Prereq: admission to program and 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 .....3 hours**

This course provides students with an overview and introduction to the field

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



of school psychology. The goal of the course is to orient students to the history and foundations of the profession, current trends and issues, and future directions of the field of school psychology; additionally, students will be oriented to the school psychology program and requirements of the University of Nebraska at Kearney and become Certified in Crisis Prevention/Intervention by NASP.

**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 and 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 and CSP 906 and CSP 907 and CSP 920

and 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 100 hours of field experience.

**CSP 957 - Problem Solving Consultation.....3 hours**

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 960 - Globalization of School Psychology .....3 hours**

The purpose of this course is to increase graduate student awareness of issues that have international impact upon children and the profession of School Psychology around the world. Issues to be examined will include status of School Psychology in countries around the globe, professional practice/ethics, children's rights, children's health, impact of poverty and impact of war. Foci of the course will be upon making global connections and how the School Psychology is addressing these world-wide challenges.

## GRADUATE ECON Courses

87

14-15

**CSP 990 - Pre-Internship Seminar .....3 hours**

Prereq: admission to program and open by permission of department only and 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 and 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\* and CSP 922\* and 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.

Offered by Department of Economics  
College of Business and Technology

## ECON Courses

**ECON 803 - Independent Study of Economics ..... 1-3 hours**

Prereq: ECON 850

The focus of this course is an independent investigation into a topic in Economics selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Economics. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.

**ECON 830/830P - International Economics .....3 hours**

Prereq: graduate standing AND 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 and 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 and 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**ECON 865/865P - Economics of Transportation.....3 hours**

Prereq: graduate standing and 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**

Prereq: ECON 850

In-depth coverage of selected subjects, problems, and current topics in Economics which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Economics topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.

Offered by Department of Educational Administration  
College of Education

**EDAD Courses****EDAD 831 - Social Foundations of Education .....3 hours**

This course provides insight into the relationship of education to the social order, a rationale for the underlying philosophy of education, and an understanding of how political theory and social forces provide for school organization and authority.

**EDAD 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.

**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.

**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 890 - Introduction to Educational Research .....3 hours**

This course is designed to explore the attributes of educational research and the roles of the educator in appraising and conducting reliable and valid research studies. Students will not only explore the attributes of effective research and learn to evaluate the quality, efficacy, and validity of research studies, but also learn how to do meaningful research inquiry so that they can design effective research studies and collect, analyze, and interpret data effectively in the study of educational questions at the classroom, building, or district level.

<b>EDAD 895 - School Improvement.....3 hours</b>	
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.	
<b>EDAD 896 - Independent Study..... 1-6 hours</b>	
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.	
<b>EDAD 898 - Endorsement Internship.....3 hours</b>	
This Endorsement Internship is designed for those students who already hold a principal Master's degree and seek the complementary principal endorsement.	
<b>EDAD 899 - Thesis..... 3-6 hours</b>	
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.	
<b>EDAD 899P - Special Topics in Education ..... 1-3 hours</b>	
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.	
<b>EDAD 940 - Administrative Theory .....3 hours</b>	
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.	
<b>EDAD 944 - Seminar in Educational Administration .....3 hours</b>	
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.	
<b>EDAD 945 - Independent Readings..... 1-6 hours</b>	
Independent reading on Educational Administration topics. Readings to be selected and directed by the instructor and may be tied to field study literature review.	
<b>EDAD 955 - The School Administrator and the Law.....3 hours</b>	
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.	
<b>EDAD 956 - School/Community Relations .....3 hours</b>	
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.	
<b>EDAD 957 - Public School Finance.....3 hours</b>	
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.	
<b>EDAD 958 - Educational Facility Plan.....3 hours</b>	
A study of the principles and processes of developing functional educational facilities. Procedures and techniques for each phase	

GRADUATE ENG Courses		89 14-15
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.		
<b>EDAD 966 - Special Topics in Educational Administration..1-3 hours</b> 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.		
<b>EDAD 991 - Field Study.....3 hours</b> 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.		
<b>EDAD 992 - The Executive Administrator.....3 hours</b> 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.		
<b>EDAD 998 - Internship..... 3-6 hours</b> 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		
<b>ENG 803 - Descriptive Linguistics .....3 hours</b> An introduction to descriptive linguistics with emphasis on phonology, syntax, and morphology, as they apply to the study of English as a language.		
<b>ENG 804P - History of the English Language .....3 hours</b> Development of English language as reflected in the language of writers from the Anglo-Saxon time to the present.		
<b>ENG 805 - The Teaching of Composition .....3 hours</b> Study of topics and issues related to rhetorical theory and the teaching of expository writing in college classrooms.		
<b>ENG 806 - Principles of Literary Criticism .....3 hours</b> An application of literary theories to selected literary works.		
<b>ENG 807 - History of Literary Criticism .....3 hours</b> 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.		

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**ENG 814 - Writing Tutorial .....3 hours**

Individual or group tutorial focusing on macro elements of discourse, including but not limited to aims and purposes; argumentation and categories of argument; strategies of arrangement and emphasis; coherence and cohesion. The tutorial primarily serves the needs of students working on written projects, especially theses. Elective. Repeatable.

**ENG 822P - Poetry Writing .....3 hours**

Prereq: consent of instructor

An opportunity for students to write their own poetry, to investigate what it means, and to develop poetic touchstones by studying a few outstanding poets of the Western tradition.

**ENG 823P - Fiction Writing .....3 hours**

Prereq: consent of instructor

A study of the techniques of prose fiction, primarily through an examination of student manuscripts written for the class. The class may also study prose techniques in some published contemporary short fiction.

**ENG 824 - Drama Writing .....3 hours**

An advanced course in drama writing. Formal requirements of the drama are studied extensively while writers also concentrate on the methods and principles of literary adaptation.

**ENG 825 - Creative Nonfiction .....3 hours**

This course examines the concept and contemporary forms of creative nonfiction, including memoir, biography, essay, letter, journal, prose poetry, and combined forms, as well as crossover with fiction in both writing techniques and content shaping. Students will be expected both to critically examine and to write nonfiction.

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

A course devoted to the art of versification, including a study of metrical structure, rhyme, stanza forms and their relationship with the ideas of poems.

**ENG 827 - Colloquium: Creative Writing .....3 hours****ENG 832 - Colloquium: World Literature .....3 hours****ENG 833 - Nonfiction Seminar .....3 hours**

Prereq: admission into the MFA in Writing program

An individualized course in nonfiction writing. Taken 4 times, the seminar offers practical instruction in nonfiction writing and criticism. Using distance technology, student and instructor work through independent projects designed to sharpen the student's writing skills to a professional edge. Student will compose both original nonfiction and critical analyses of nonfiction by other writers both peer and professional preparatory to submitting an original book-length manuscript of publishable quality by their final semester's work.

**ENG 834 - Fiction Seminar .....3 hours**

Prereq: admission into the MFA in Writing program

An individualized course in fiction writing. Taken 4 times, the seminar offers practical instruction in fiction writing and criticism. Using distance technology, student and instructor work through individualized writing projects designed to sharpen the student's writing skills to a professional edge. Students will compose both original fiction and critical analyses of fiction preparatory to submitting an original book-length manuscript of publishable quality by their final semester's work.

**ENG 835 - Poetry Seminar .....3 hours**

Prereq: admission into the MFA in Writing program

An individualized course in poetry writing. Taken 4 times, the seminar offers practical instruction in poetry writing and criticism. Using distance technology, student and instructor work through independent projects designed to sharpen the student's craft skills to a professional edge.

Students will compose both original poetry and critical analyses of poetry preparatory to submitting an original book-length manuscript of publishable quality by their final semester's work.

**ENG 836 - Residency Session .....3 hours**

Prereq: admission into the MFA in Writing program

A ten-day colloquium presenting lectures, classes, workshops, readings and individual conferences with seminar faculty. Taken 4 times, the Residency Session ends one seminar session and begins the next. The session afford students intensive contact with faculty and peers before returning to their writing projects.

**ENG 841P - Language for the Elementary Teacher .....3 hours**

This course is a practical survey of the current findings in language as they pertain to the Language Arts teacher. The topics it examines have been under discussion for some time and form a solid part of the developing body about the English language, particularly as related to the traditional responsibilities of the Language Arts teacher.

**ENG 843P - Reading Problems in Secondary Schools .....3 hours**

This course proposes to enable teachers of English and other context areas to deal with those students who have reading problems as well as to increase reading ability in all students.

**ENG 844 - Teaching English in the Community College .....3 hours**

The identification, analysis, and evaluation of the special place of the English instructor and the teaching of English in the junior college as delineated in recent research and literature.

**ENG 845 - Creative Writing for Public School Teachers .....3 hours**

This course will emphasize the teaching of creative writing and the basic craft of writing poetry and short stories. Prospective and practicing teachers will examine selections from contemporary literature as creative writing models.

**ENG 847/847P - Children's Literature .....3 hours**

Establishing criteria for selecting, evaluating, and reading a wide range of literature for children.

**ENG 848/848P - Literature for Adolescents .....3 hours**

An exposure to and evaluation of the literature genres appropriate for study in secondary schools.

**ENG 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.

**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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**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 861 - Fairy Tales and Folklore.....3 hours**

This course will cover popular culture historically associated with young people, including fairy tales (from oral, written, and pictorial sources), nursery rhymes, legend, ethnography, folklore, and games.

**ENG 863 - The Graphic Novel.....3 hours**

Course will focus on the broad genre of art-writing known as "visual narrative" in comic strips, art books, collage novel, silent film, graphic journalism, single-panel cartoons, comic books, picture books, and graphic novels, including heroic, saga, adaptation, and memoir.

**ENG 864 - Critical Approaches to Children's Literature and Culture..... 3 hours**

This class explores the unique critical and methodological questions that scholars of literature for juvenile readerships grapple with, in both classic theoretical texts and contemporary criticism.

**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

## GRADUATE ENG Courses

91

14-15

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 Finance ..... 1-3 hours

Prereq: FIN 809\*

The focus of this course is an independent investigation into a topic in Finance selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Finance. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.

#### FIN 809 - Financial Administration ..... 3 hours

Prereq: ACCT 858\* and either FIN 308\* or ACCT 801 or equivalent

The in-depth study of financial management concepts with an emphasis on the practical application of financial theories.

#### FIN 876/876P - Short-Term Financial Management ..... 3 hours

Prereq: FIN 308\* or ACCT 801 or equivalent

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\* or ACCT 801 or equivalent

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\* and FIN 476\* and 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

Prereq: FIN 809\*

In-depth coverage of selected subjects, problems, and current topics in Finance which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Finance topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.

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.

#### 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

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**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 802P - Selected Readings in Human Relationships .....3 hours**  
Prereq: FSID 150 and FSID 351 OR permission  
Analysis of major studies and current literature in Family Studies and related disciplines.

**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 and Fundraising  
for Human Service Programs .....3 hours**  
This course introduces the student to the fundamentals of Grantwriting and Fundraising including the principles of marketing used to identify need, locating 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  
This course examines the various aspects of aging including the physical, psychological, and social issues of elders. These aspects of aging are examined from individual, cohort, family and global perspectives. Students explore and examine aging issues through the use of formal research, personal interviews, site visits, and agency presentations.

**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**  
The course is designed to provide students the opportunity to expand their basic and applied knowledge within their discipline.

**FSID 891 - Special Problems in Family Studies .....3 hours**  
Prereq: department approval  
This course will involve the process and completion of a research

## GRADUATE GEOG Courses

93

14-15

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.

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 and GEOG 106 OR permission of instructor  
Advanced, in-depth studies of various segments of Human Geography.

**GEOG 856P - Spring, Summer or International Field Study ..1-4 hours**  
A two to three week field study through selected sites in the Southwestern states. Includes study of geologic, geographic, archeological, cultural, and environmental phenomena in a variety of diverse regions.

**GEOG 858P - Great Plains Studies .....1-3 hours**  
Great Plains Studies offers the opportunity to reflect on life through the literature and other lore of the Great Plains. Through a different subject focus each offering, the course integrates literary, historical, and paleontological investigations around issues affecting the plains, with a special focus on "prairie." May be offered independently or, as the Prairie Institute, offered interdisciplinarily as 1 credit each in English, History, and Geography (with which it is cross-listed). Credit for the Institute requires reading and writing assignments completed outside the contact hours of the Institute. Repeatable for credit.

**GEOG 890 - Directed Research .....1-3 hours**  
Independent original research of a selected topic in geography under the direction of a geography graduate faculty member.

**GEOG 898 - Directed Readings .....1-3 hours**  
Independent readings on advanced geography topics. Readings to be selected and directed by a geography graduate faculty member.

**GEOG 899P - Independent Study .....1-3 hours**  
Independent investigation of a selected problem in geography or earth science; under the direction of any geography faculty member. Permission of department chair required to enroll.

Offered by Department of Modern Languages  
College of Fine Arts and Humanities

## GERM Courses

**GERM 800P - German Drama .....3 hours**  
Plays and their writers to 1900.

**GERM 801P - Contemporary German Drama.....3 hours**  
Modern plays and their writers along with trends and ideas of today's German theater.

**GERM 803P - German Novel.....3 hours**  
A survey of the development of the novel and a study of writers and their principal works.

**GERM 804 - Introduction to Middle High German .....3 hours**  
A study of medieval German with readings from works by principal Middle High poets.

**GERM 805 - History of the German Language.....3 hours**  
The origin and development of the German language from its beginnings to the present. Stages in this development are revealed through close examination of literary and nonliterary documents.

**GERM 814P - Advanced Composition and Conversation II...3 hours**  
Designed to take the student beyond the functional ability gained in the lower level German conversation courses. Topics of discussion will be political, literary, religious and social.

**GERM 815 - Seminar in German Thought .....3 hours**  
A study of German philosophy from Kant to the present combining the features of a survey and an in-depth study of specific philosophers.

**GERM 825P - Modern German Poetry .....3 hours**  
Twentieth 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.

**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.

<b>HIST 817 - Colloquium: Nineteenth Century U.S.</b> .....3 hours
<b>HIST 820P - Women in Europe</b> .....3 hours A history of European women will explore the roles and influence of women from earliest times to the present.
<b>HIST 821P - Women in America</b> .....3 hours A history of American women from the Colonial Period to the present.
<b>HIST 822 - Colloquium: Twentieth Century U.S.</b> .....3 hours
<b>HIST 823 - Colloquium: English History</b> .....3 hours
<b>HIST 824 - Colloquium: Latin American History</b> .....3 hours
<b>HIST 828 - Colloquium: Soviet Union</b> .....3 hours
<b>HIST 829P - Religion in America</b> .....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.
<b>HIST 830 - Colloquium: Modern China and Japan</b> .....3 hours
<b>HIST 831P - Colonial America, 1492-1750</b> .....3 hours Examines the development of Colonial British America from the First English explorers to the French and Indian War.
<b>HIST 832P - Revolutionary America, 1750-1800</b> .....3 hours Examines the American Revolution from its origins through its culmination in the adoption and implementation of the Constitution.
<b>HIST 833P - The National Period, 1800-1850</b> .....3 hours Explores the expansion and development of the American nation from the Louisiana Purchase through the Mexican-American War.
<b>HIST 839P - Pre-Hispanic Colonial Latin America</b> .....3 hours Political, social, economic, and cultural dynamics of Amerindian civilizations and colonial Latin America up to independence.
<b>HIST 841 - Seminar: History of the American West</b> .....3 hours
<b>HIST 841P - Modern Latin America</b> .....3 hours Examination of political, cultural, social, and economic dynamics of Latin American nations and regions from independence to present.
<b>HIST 842 - Seminar: American Revolution and Confederation Period, 1763-1789</b> .....3 hours
<b>HIST 843 - Seminar: The American Indian</b> .....3 hours
<b>HIST 844 - Seminar: Nineteenth Century U.S.</b> .....3 hours
<b>HIST 845P - The Civil War and Reconstruction</b> .....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.
<b>HIST 846 - Seminar: Recent American History</b> .....3 hours
<b>HIST 847 - Seminar: Contemporary Europe</b> .....3 hours
<b>HIST 848 - Readings in American History</b> .....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.
<b>HIST 849 - Readings in World History</b> .....3 hours A graduate readings course examining major historiographic issues in key periods and topics in European and World history. Topics will

## GRADUATE HIST Courses

95

14-15

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.

*\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.*



**HIST 873P - American Constitutional History I.....3 hours**  
Tracing the development of the American Constitution from its European antecedents to the Civil War Period.

**HIST 874P - American Constitutional History II.....3 hours**  
Continuation of HIST 873P. Period covered is from Civil War Period to present.

**HIST 875 - Internship in History ..... 1-9 hours**  
Emphasizes the professional development of the student in the area of the student's professional interest. Grade will be recorded as credit/no credit.

**HIST 877P - American Thought and Culture, 1620-1865.....3 hours**  
Examines the origins and development of American social, political, and religious ideas through the Civil War.

**HIST 878P - American Thought and Culture, 1865-1990.....3 hours**  
Examines the origins and development of American social, political, and religious ideas after the Civil War.

**HIST 879P - Nebraska and the Great Plains History .....3 hours**  
History of natural environment and human settlement of Plains and role of Nebraska and Great Plains in United States history.

**HIST 881P - North American Frontiers, 1500-1850 .....3 hours**  
European and U.S. frontier expansion and interaction between Whites and Indians and use of natural resources.

**HIST 882P - The American West, 1850-present .....3 hours**  
Development and transformation of U.S. west in terms of ethnic interaction, resource exploitation, and industrialization from midnineteenth century to present.

**HIST 883P - The Gilded Age, 1870-1898 .....3 hours**  
An analysis of the transformation of an agrarian America into an urban-industrial society.

**HIST 884P - The United States, 1898-1941 .....3 hours**  
The rise of America as a world power, and the problems of reform and industrial expansion in early twentieth century America.

**HIST 885P - The United States Since 1941 .....3 hours**  
A study of United States history since World War II with special emphasis on the problems arising as a world power.

**HIST 886P - Imperial Russia .....3 hours**  
A general survey of the political, social, economic, diplomatic and cultural developments of Russian civilization from 800 A.D. to 1917.

**HIST 888P - Nineteenth Century Europe .....3 hours**  
The period from the French Revolution and Napoleon to World War I.

**HIST 889P - Fascism and Communism  
in Twentieth Century Europe .....3 hours**  
An exploration of the commonalities and divergences between fascism, communism, and nationalism and their twentieth century manifestations. After investigating the intellectual roots, social bases and key elements of these ideologies, we will examine their concrete manifestations in Europe, including Hitler's Germany, Soviet communism under Stalin, and postwar Yugoslavia.

**HIST 890P - Twentieth Century Europe .....3 hours**  
A treatment of the history of Europe since the Treaty of Versailles with special reference to international relations.

**HIST 891 - Directed Research..... 1-3 hours**  
Independent original research of a selected topic in history under the direction of a history graduate faculty member.

**HIST 892P - Soviet Russia .....3 hours**  
The 1917 revolution and the development of the Soviet state in the twentieth century.

**HIST 893P - Modern Eastern Europe .....3 hours**  
This course examines the development of Eastern Europe in the nineteenth and twentieth centuries. It pays particular attention to the collapse of the Ottoman and Austro-Hungarian Empires, the rise of nationalism, the efforts to create and preserve nation states, the rise and collapse of Communism, and the impact of World War I, World War II, and the Cold War.

**HIST 894 - Introduction to Thesis .....3 hours**  
Prereq: HIST 801 and HIST 803 and admission to the MA History program  
A required course for graduate students pursuing the thesis option. Prepares students to conduct primary research, construct historical arguments, identify historiographical patterns, and begin the writing process.

**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 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.

**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\* and permission of instructor  
An introduction to the history of mathematics from its primitive origins to modern day mathematics.

**MATH 804P - Theory of Numbers .....3 hours**  
Prereq: MATH 250\* or permission of instructor  
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)  
The course will focus on the connections between high school geometry and college-level mathematics (geometry, abstract algebra, analysis).

## GRADUATE MATH Courses

97

14-15

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.

**MATH 813P - Discrete Mathematics .....3 hours**  
Prereq: MATH 115\* and permission of the instructor

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 815 - Topics in Discrete Mathematics  
for the Secondary School Teacher .....3 hours**  
Prereq: MATH 250\* or other proof based mathematics course

This course will provide an introduction to combinatorics and graph theory, with an emphasis on applications, as well as preparing materials and lesson plans that can be brought into the middle and secondary math classroom.

**MATH 820P - Numerical Analysis .....3 hours**  
Prereq: MATH 260\* and MATH 305\* and MATH 440\* and 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\* and MATH 330 and permission of instructor  
A study of additional topics found in grades 5-9 mathematics not covered in MATH 230, MATH 330, e.g. algebra, probability, calculators, computers, and statistics.

**MATH 840P - Linear Algebra .....3 hours**  
Prereq: MATH 115\* and permission of instructor  
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 852 - Foundations of Calculus .....3 hours**  
Prereq: MATH 115\* and MATH 202\* and MATH 260\* and MATH 460\* OR equivalent courses from other institutions

This course is a study of calculus in its historical order of development, rather than in the order usually presented in contemporary texts. This ordering of topics parallels the development of differential and integral calculus between the 17th and 19th centuries and will allow us to study the problems which motivated the development as well as understand the refinement of ideas linking historical and modern treatments.

**MATH 860P - Advanced Calculus I.....3 hours**  
Prereq: MATH 250\* and MATH 260\* and permission of instructor  
A study of functions, sequences, limits, continuity, differentiation, and integration.

**MATH 870P - Teaching of Secondary Mathematics .....3 hours**  
Prereq: MATH 260\* and permission of instructor  
Recent trends in the content of the math curriculum and procedures for the improvement of teaching mathematics in the high school.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**MATH 871 - Topics in Math .....3 hours**

Prereq: permission of instructor

Seminar in mathematics. The course topic varies.

**MATH 895 - Independent Study in Mathematics ..... 1-3 hours**

Prereq: permission of instructor

Individual studies and research under the guidance of a faculty member.

May be taken twice for two separate studies.

**MATH 896P - Mathematics Seminar .....1 hour**

Prereq: MATH 260\* and permission of instructor

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 Management..... 1-3 hours**

Prereq: MGT 814\* or MGT 890

The focus of this course is an independent investigation into a Management topic selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Management. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.

**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 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 885/885P - Seminar in Human Resource Management..3 hours**

Prereq: MGT 380 or MGT 880

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 - Strategic Analysis & Decision Making .....3 hours**

Prereq: 9 hours of MBA core courses

A case study course designed to integrate the knowledge acquired in other courses in business administration and to emphasize strategic analysis and decision making. This is a capstone course to be taken after 9 hours of MBA 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**MGT 899/899P - Management Topics.....3 hours**

Prereq: MGT 814\* or MGT 890

In-depth coverage of selected subjects, problems, and current topics in Management which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study contemporary Management topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.

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 of MIS.....3 hours**

Prereq: MIS 802

The focus of this course is an independent investigation into a MIS topic selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Management Information Systems. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.

**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.

**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.

**GRADUATE  
MKT Courses****99****14-15****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\* and 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 899 - Management Information Systems Topics .....3 hours**

Prereq: MIS 802

In-depth coverage of selected subjects, problems, and current topics in Management Information Systems which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Management Information Systems topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.

Offered by Department of Marketing and Management Information Systems  
College of Business and Technology

**MKT Courses****MKT 803 - Independent Study of Marketing..... 1-3 hours**

Prereq: 3 hours of 800-level MKT courses

The focus of this course is an independent investigation into a Marketing topic selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Marketing. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.

**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 and 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



100	GRADUATE MKT Courses
14-15	

**MKT 835/835P - Marketing Research .....3 hours**

Prereq: MKT 300 and 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 and 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 - Marketing Topics .....3 hours**

Prereq: MKT 856

In-depth coverage of selected subjects, problems, and current topics in Marketing which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Marketing topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.

Offered by Department of Music and Performing Arts  
College of Fine Arts and Humanities

**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**

Prereq: completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" AND permission of the instructor

A study of the architecture of music, and will include analysis of harmonic, melodic, rhythmic, and formal elements in the works of representative composers and styles. The objective of the course is to acquire the ability to approach a piece of music unencumbered by preconceived notions and to discover the structure of music.

**MUS 802P - Music History and Theory Review.....3 hours**

Prereq: completion of the Graduate Music Entrance Assessment with a minimum score of 80% and permission of instructor

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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

<b>MUS 814 - Aesthetics of Music.....3 hours</b>	
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.	
<b>MUS 816P - Special Topics in Piano Pedagogy ..... 2-3 hours</b>	
Topical studies of various teaching techniques and materials used in individual and/or group piano instruction at elementary, intermediate or advanced levels.	
<b>MUS 820P - String Pedagogy .....3 hours</b>	
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.	
<b>MUS 822 - Administration and Supervision of the Music Program .....3 hours</b>	
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.	
<b>MUS 832P - Fundamentals of Piano Pedagogy I .....3 hours</b>	
An introduction to the basic concepts necessary for successful teaching at the elementary level.	
<b>MUS 833P - Fundamentals of Piano Pedagogy II .....2 hours</b>	
A continuation of Piano Pedagogy I with emphasis on group teaching, third year and intermediate students.	
<b>MUS 834P - Advanced Piano Pedagogy I: History, Philosophies and Principles of Piano Pedagogy .....2 hours</b>	
Prereq: permission of instructor Advanced studies in teaching philosophies and principles of piano pedagogy.	
<b>MUS 835P - Advanced Piano Pedagogy II: Pedagogical Approaches to Keyboard Literature .....2 hours</b>	
Prereq: permission of instructor Advanced studies in pedagogical approaches to keyboard literature, musicianship and performance.	
<b>MUS 836P - Internship in Piano Teaching .....2 hours</b>	
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.	
<b>MUS 848 - History of Baroque Music .....3 hours</b>	
Prereq: completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" AND permission of instructor This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Baroque Era, and explores relationships between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.	
<b>MUS 849 - History of Classical Music .....3 hours</b>	
Prereq: completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" AND permission of instructor This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Classical Era, and explores relationship between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.	

GRADUATE MUS Courses		101 14-15
<b>MUS 850 - Graduate Applied Instruction .....2 hours</b>		
Prereq: submission of a recording of a performance on principal instrument or voice 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.		
<b>MUS 851 - History of Romantic Music .....3 hours</b>		
Prereq: completion of the Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" AND permission of instructor This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Romantic Era, and explores relationships between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.		
<b>MUS 852 - History of Twentieth Century Music .....3 hours</b>		
Prereq: completion of the Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" AND permission of instructor This course is designed to increase the depth of the student's knowledge of the music of our own time. It will include an overview of the major currents and composers in 20th century music and will focus on a few specific composers and ideas.		
<b>MUS 857P - Elementary School Music .....3 hours</b>		
Current trends in curriculum planning, assessment, and effective teaching strategies at the elementary level.		
<b>MUS 860 - Independent Study and Research ..... 1-3 hours</b>		
Prereq: graduate standing and 9 hours of MUS Independent research or special assignment in the student's major field.		
<b>MUS 880 - Marching Band Technique.....3 hours</b>		
Materials and suggestions to band directors concerning the planning of marching band shows and pageantry.		
<b>MUS 885P - Seminar in Opera Technique and Performance .3 hours</b>		
A study of available operas with regard to casting, rehearsal techniques, staging, managing, and performance.		
<b>MUS 894P - Workshop in Instrumental Art.....3 hours</b>		
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.		
<b>MUS 895P - Workshop in Choral Art.....3 hours</b>		
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.		
<b>MUS 897 - Graduate Capstone Project .....3 hours</b>		
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.		
<b>MUS 899P - Music Special Topics ..... 1-3 hours</b>		

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

Offered by Department of Kinesiology and Sport Sciences  
College of Education

## PE Courses

### PE 800 - 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 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 802P - 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 803P - Financing Sport.....3 hours

Techniques in the application of financing sport including budgeting and grantwriting.

### 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 830P - 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 831 - 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 850 - Research Method in Kinesiology and Sport Sciences..3 hours

Knowledge of research terminology, methodology and applications in research for the areas of Kinesiology and sport.

### 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 861 - 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.

### PE 864P - Secondary School Health.....3 hours

Developing a curriculum in secondary school health. Health services and environment for health in the secondary school are discussed.

### PE 866P - Nutrition for Health and Sport.....3 hours

Metabolism and metabolic regulation, the influence of dietary practices on health and human performance, and mechanisms and consequences of weight loss and gain.

### PE 867P - Fitness Testing .....3 hours

Techniques and theory of testing of personal fitness. Measures include vital capacity, body density, stress testing, aerobic and anaerobic fitness.

### PE 870 - Advanced Exercise Physiology.....3 hours

Course presumes a student has had a basic course in exercise physiology.

The content of cardiorespiratory fitness, body composition, muscular strength/flexibility, body fluids and metabolism is presented beyond the introductory level.

### PE 871 - Physical Education for Students with Disabilities ..3 hours

Survey of prevalent disabilities which affect motor performance of school-age students. Special consideration is given to techniques accommodating students with disabilities in physical education classes.

### PE 872 - Physical Education for Students with Developmental Disabilities .....3 hours

Training is provided in the processes of motor development and motor learning of developmentally disabled school-age students. Course content will include implications of physical education for students who are mentally retarded, behavior disordered, learning disabled and cerebral palsied as well as relevant assessment procedures for these disabilities.

### PE 873 - Physical Education for Persons with Severe Disabilities .....3 hours

Training is provided in the etiology, pathology and characteristics of chronic and permanent disabilities. Course content includes implications of

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



physical education for students who are sensory impaired, orthopedically handicapped, health impaired and severely/profoundly multi-handicapped as well as relevant assessment procedures for these disabilities.

**PE 874 - Seminar and Practicum  
in Adapted Physical Education.....3 hours**

Designed to discuss current topics of adapted physical education. Students are provided an opportunity to apply knowledge through participation in supervised practicum activities.

**PE 875 - Analysis of Physical Education Teaching.....3 hours**

Course will assist student in developing theoretical and practical understanding of the role of physical educator in an educational setting.

**PE 877 - Motor Learning .....3 hours**

Exploration of basic considerations in motor skill acquisition. Factors affecting learning of skills, how learning process can be manipulated to help ensure efficient learning. Class will have traditional and laboratory components.

**PE 878 - Issues in PE, Sports and Recreation .....3 hours**

Discussion of current issues in physical education, recreation, sports, leisure, and tourism and related fields. Current literature will serve as resource material.

**PE 880 - Readings in PE, Sports and Recreation ..... 1-3 hours**

Directed readings concerning a specific topic under direction of a member of the graduate faculty.

**PE 881 - Applied Project in PE, Sports, & Recreation..... 1-3 hours**

**PE 895 - Internship ..... 3-15 hours**

**PE 896 - Thesis ..... 3-6 hours**

**PE 899P - Special Topics ..... 1-3 hours**

Offered by the Philosophy Program  
College of Fine Arts and Humanities

**PHIL Courses**

**PHIL 800P - Ethics .....3 hours**

Reading and critical analysis of historic and contemporary discussions of the concept of morality.

**PHIL 820P - Independent Study..... 1-3 hours**

Offered by Department of Physics and Physical Science  
College of Natural and Social Sciences

**PHYS Courses**

**PHYS 800 - Advanced Physical Science .....3 hours**

An inquiry-oriented course involving the study of selected areas of physics, such as motion, electricity, light, and heat. This course will allow the student to learn science content by working with concrete materials as well as acquaint the student with teaching strategies and materials. Students will be required to complete a project for the course. Summer only.

**PHYS 801 - Earth Science for High School Teachers .....3 hours**

The basic laws of physics, chemistry and geology are investigated and applied to earth science, meteorology and astronomy. Student interaction is used to sharpen the ability to observe, reason and communicate. Summer only.

**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.

**GRADUATE  
PHYS Courses**

**103**

**14-15**

**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: either PHYS 206\* and PHYS 206L OR PHYS 276\* and 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\* and PHYS 276L and 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: either PHYS 206\* and PHYS 206L OR PHYS 276\* and 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



## GRADUATE PHYS Courses

### PHYS 847 - Modern Physics for High School Teachers II.....4 hours

Prereq: PHYS 346\* or PHYS 446\* or PHYS 846P\* or permission of instructor  
A continuation of PHYS 846P. Introductory concepts in quantum mechanics and quantum statistics will be treated. Other areas of emphasis will include atomic structure, solid state, and nuclear physics. Research or design of educational projects will be used to aid in explaining these areas.

### PHYS 856P - Regional Field Study..... 1-4 hours

Includes visits to specialized research or scientific centers, or expeditions to observe or study special events such as solar eclipses.

### PHYS 871P - Methods in Secondary Science Teaching.....3 hours

Prereq: 10 hours of work in chemistry or physics

Included in this course will be a study of curriculum, teaching techniques, and materials. Fall only.

### PHYS 872P - Science Curricula..... 1-3 hours

Involves the history of science curricula, introduction to the specifics of selected science curricula, and experience working with science curricula materials in elementary, junior high, or senior high school.

### PHYS 895P - Research in Physics ..... 1-3 hours

Prereq: one senior-level physics course and permission of the instructor  
Approximately five hours per week for each semester hour of credit. A student may accumulate a total of nine hours.

### PHYS 896 - Thesis ..... 1-6 hours

### PHYS 899P - Problems in Physical Science ..... 1-3 hours

Prereq: elementary courses necessary for the problem to be undertaken and permission of instructor

Independent investigation of physical science problems. Three hours of laboratory work each week for each hour of credit.

Offered by Department of Political Science  
College of Natural and Social Sciences

## PSCI Courses

### PSCI 800P - Public Administration.....3 hours

Nature, functions and problems of public administration in the United States. Emphasis is placed on the utilization and control of public administrative agencies by the legislative, executive and judicial branches of national 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 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**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.

**PSY 880P - Advanced Seminar in Psychology .....3 hours**  
Prereq: have completed at least 12 hours of psychology coursework and graduate standing and permission of the instructor  
An in-depth examination of a particular topic in one of thirteen designated areas. Taught in seminar format. Topics will vary and be announced during the preceding semester. Offered on an irregular basis.

**PSY 890 - Directed Research..... 1-3 hours**  
Prereq: permission of the department chair  
The student engages in a research project of his/her own design. The project is supervised by a psychology graduate faculty member.

**PSY 899 - Directed Readings..... 1-3 hours**  
Prereq: permission of the department chair  
The student designs a set of readings in a chosen area of psychology. The work is completed under the supervision of the department chairman or a psychology graduate faculty member.

Offered by Department of Industrial Technology  
College of Business and Technology

### SFED Courses

**SFED 835P - Occupational Safety and Health .....3 hours**  
Safety and health administration, accident prevention, and the control of health requirements. Suitable for industrial education teachers and managers in industry.

**SFED 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.

## GRADUATE SOC Courses

105

14-15

**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 Social Work  
College of Natural and Social Sciences

### SOWK Courses

#### **SOWK 800P - Human Behavior in the Social Environment...3 hours**

Prereq: completion of a bachelor's degree

This course is required foundation course for enrollment in the Masters of Social Work at the University of Nebraska at Omaha. It provides a crucial foundation for understanding the systems framework, which underlies generalist social work curriculum and practice.

#### **SOWK 810P - Social Policy & Programs .....3 hours**

Prereq: completion of a bachelor's degree and admission to the UNO School of Social Work Foundation Masters Program

The course provides students who are enrolled in the Masters of Social Work Foundation Program at UNO with the necessary foundation for understanding social welfare policy and programs. Social welfare refers to all organized efforts by governmental and voluntary institutions aimed at the preventing, reducing, and problem-solving social problems, as well as promoting the well-being of all citizens. The course's focus is on the fundamental concepts and theories of social welfare policy, the competing values and beliefs that influence the formation and implementation process, and the context of the social problems they address.

#### **SOWK 820P - Diversity and Social Justice .....3 hours**

Prereq: completion of a bachelor's degree and admission to the UNO School of Social Work Foundation Masters Program

This course is required of all students admitted into the Foundation Masters of Social Work at UNO School of Social Work. It provides the theoretical foundation for understanding the structure and function of the greater social environment as it impacts the human experience. It explores various areas of cultural, social and economic diversity within society. Further, it examines the role of social institutions and social, political, and cultural processes as they relate to discrimination and oppression based on race, ethnicity, gender, sexual orientation, social class and disability status.

#### **SOWK 841P - Social Work Practice with Individuals & Families..3 hours**

Prereq: completion of a bachelor's degree and admission to the UNO School of Social Work Foundation Masters Program

This course is required of all students admitted into the Foundation Masters of Social Work at UNO School of Social Work and to allow them to develop beginning skills in interviewing and the helping process. This course will develop a foundation for generalist social work practice using a problem solving approach within a general systems framework.

#### **SOWK 842P - Social Work Practice with Groups .....3 hours**

Prereq: completion of a bachelor's degree and admission to the UNO School of Social Work Foundation Masters Program

This course employs evidence-based curriculum to prepare students for entry-level generalist social work practice with groups and families. Students will be armed with knowledge, skills, values and ethics to serve families and groups in a culturally sensitive manner.

#### **SOWK 843P - Social Work Practice with Organizations & Communities.....3 hours**

Prereq: completion of a bachelor's degree and admission to the UNO School of Social Work Foundation Masters Program

This course is required of students who are admitted into the UNO MSW Foundation Program. It focuses on the macro area of social work which includes working with organizations, communities, state, and federal entities.

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\* AND either SPAN 305\* or SPAN 360\*

AND 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.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**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.

**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 845P - Diffusion of Innovations.....3 hours**  
Diffusion of Innovations examines the adoption of innovations by individuals in a social system from the perspective of a communication based model. Examples of innovations include fashion trends, campaign slogans, communication technologies, hygiene practices, birth control, farming practices, hybrid powered automobiles, types of government rule (democracy) and genetically engineered foods. The diffusion phenomenon is examined emphasizing social and individual points of view. Class sessions are mostly based on lecture, with some discussion. Assessment tools include exams, case studies, and a final semester project. The final project will be presented to the class.

**SPCH 850P - Language, Thought & Action.....3 hours**  
Students will study how people use language to exchange meaning, influence one another, and accomplish goals as a fundamental aspect of social interaction in any context. The focus of the course is on different theoretical perspectives used to understand language and different methods of examining social interaction.

**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.

## GRADUATE STAT Courses

107

14-15

**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 837P - Computer Analysis of Statistical Data .....3 hours**  
Prereq: one introductory statistics course and one computer science course  
The analysis of data taken from the social sciences. The computer will be a tool for the course.

**STAT 840 - Stochastic Modeling.....3 hours**  
Prereq: MATH 305\* and MATH 440\* and STAT 441\*  
Methods quantifying the dynamic relationships of sequences of random events. Methods studied include Markov chains, Poisson processes, renewal, branching, and queuing, and their applications.

**STAT 841P - Probability and Statistics .....3 hours**  
Prereq: MATH 260\*  
Elementary probability theory and statistical applications.

**STAT 842P - Mathematical Statistics .....3 hours**  
Prereq: STAT 441\* and permission of instructor  
A continuation of STAT 441/STAT 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  
A continuation of STAT 441/STAT 841P. The further development of probability and distributions, multivariate distributions, some special distributions, and limiting distributions.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.



**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 895P - Independent Study in Statistics..... 1-3 hours**

Prereq: permission of instructor

Individual studies and research under the guidance of a faculty member.

May be taken twice for two separate studies.

Offered by Department of Teacher Education  
College of Education

**TE Courses****TE 800 - Educational Research .....3 hours**

This introductory web-based course in educational research focuses on evaluating and interpreting educational research and applying its findings to educational practice. The course will provide opportunities for students to (a) define and differentiate between and among basic, applied, and action research and explain how each contributes to practice; (b) conduct and interpret preliminary, primary, and secondary sources of research in both online and hard copy formats; (c) compare and contrast various research designs, and (d) analyze qualitative and quantitative research methodology. This will include the use of statistical techniques and conditions to describe educational phenomena and to determine the validity and reliability of research methods, case studies, critical-theory, historical, and ethnographical methodology.

**TE 801 - Teachers in Classroom Research .....3 hours**

A survey of the systematic framework of teacher action research with emphasis on qualitative design applied in field-based inquiry. Through readings, guided experience in research, and fieldwork, students will develop competencies in conducting, evaluating, and interpreting educational research.

**TE 802 - Techniques of Research .....3 hours**

A survey of the techniques of research with emphasis on educational applications. Students will develop competencies in conducting, evaluating and interpreting educational research.

**TE 803 - Philosophy of Education.....3 hours**

Survey of the philosophical foundations of western culture and their relation to the development of earlier and contemporary educational philosophies.

**TE 804 - Curriculum Development in Multicultural Education .....3 hours**

Students learn to evaluate, create, and implement multicultural lesson plans, unit plans, textbooks, curriculum guides, classroom rules and regulations, and school policies. In addition, students study diverse learning and teaching styles as well as explore the meaning and the reality of creating an environment that is conducive to and supportive of infused multicultural education.

**TE 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 and TE 846 (exceptions with department permission)

Students participate in supervised remedial tutoring of individual children or small groups of children having similar reading disabilities.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**TE 816C - Practicum: Reading-Primary K-3.....1 hour**

Prereq: TE 845 and TE 846

This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of primary school children (K-3) and to select materials for remediation.

**TE 816D - Practicum: Reading-Intermediate 4-6.....1 hour**

Prereq: TE 845 and TE 846

This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of intermediate school children (4-6) and to select materials for remediation.

**TE 816E - Practicum: Reading-Middle/Secondary 7-12 .....1 hour**

Prereq: TE 845 and TE 846

This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of middle school/secondary students and to select materials for remediation.

**TE 817P - Foundations of Effective Instruction.....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 831P - Professional Skills and Knowledge I.....6 hours**

Prereq: permission

This is the first course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional planning and assessment, with special attention to the manner in which these are informed by equity, inclusion, technology, and diversity issues. This course requires a subject-specific field experience with instructional application in an approved secondary classroom.

**TE 832 - Professional Skills and Knowledge II.....6 hours**

Prereq: TE 831P and permission

This is the second course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional models, validated instructional practices, and issues related to exceptionality and diversity. This course requires a subject-specific field experience in an approved secondary classroom.

**TE 833 - Context of Education.....6 hours**

Prereq: TE 832\* and admission to Teacher Education

This is the third course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course addresses the historical context of education in the U.S., including class/race/gender/access issues; key legal decisions and contemporary reform agendas; adolescent development, relationships, and culture in contemporary context. This course requires a school-based field experience in an approved secondary classroom.

**TE 834P - Transitional Student Teaching I .....3 hours**

Prereq: by permission only

This is the first of two 3-hour student teaching experiences for transitionally certified teachers, which, together with TE 835P: Transitional Student Teaching II, comprise the student teaching requirement for the completion of the professional education sequence in UNK's Teacher Education Program for the alternative pathway to 7-12 teacher certification in Nebraska in selected disciplines. TE 834P and TE 835P students are transitionally certified teachers who work full time in approved PreK-12 schools.

**TE 835P - Transitional Student Teaching II .....3 hours**

Prereq: TE 833\* and TE 834P and admission to student teaching

This is the second of two 3-hour student teaching experiences for transitionally certified teachers which, together with TE 834P: Transitional Student Teaching I, comprise the student teaching requirement for the completion of the professional education sequence in UNK's Teacher Education Program for the alternative pathway to 7-12 teacher certification in Nebraska in selected disciplines. TE 834P and TE 835P students are transitionally certified teachers who work full time in approved PreK-12 schools.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**TE 836P - Post-Baccalaureate Student Teaching .....6 hours**

Prereq: admission to student teaching

Student teaching is the capstone experience in the teacher education process and is the culminating course for all endorsement programs. During student teaching, teacher education students spend a minimum of 16 weeks in an approved PreK-12 school to observe, participate, and teach under the supervision of an experienced teacher.

**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.

**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 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 853F - Improving Mathematics Instruction for****Grades PK-2.....3 hours**

This course will focus on improving classroom instruction in the Primary grades (PK-2nd) as advocated by the National Council of the Teachers of Mathematics (NCTM). Students will be provided with the opportunity to become familiar with many of the resources available to mathematics teachers as they broaden their understanding of developmentally appropriate learning experiences for your students (which utilize the latest research-based teaching and assessment methods). Students will also examine and revise their personal philosophy of teaching mathematics in a classroom in this supportive, interactive and collaborative course.

**TE 853G - Improvement of Mathematics Instruction for****Grades 3-5.....3 hours**

This course will focus on improving classroom instruction in the Intermediate grades (3rd-5th) as advocated by the National Council of the Teachers of Mathematics (NCTM). Students will be provided with the opportunity to become familiar with many of the resources available to Intermediate mathematics teachers as they broaden their understanding of developmentally appropriate learning experiences for their students (which utilize the latest research-based teaching and assessment methods). Students will also examine and revise their personal philosophy of teaching mathematics in a Intermediate classroom in this supportive, interactive and collaborative course.

**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 866 - Motivating the 21st Century Learner .....3 hours**  
Prereq: graduate status

This course focuses on exploring research-based principles for motivating PK-12 students with the aim of fostering in them a disposition of lifelong learning. Topics include: strategies for fostering intrinsic motivation, using technology to stimulate learning, strategies for motivating the reluctant learner, and maintaining your own motivation as an educator. The course emphasis is on the practical application of strategies customized to the graduate student's own field of educational interest.

**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 preparing teachers and trainers to create and teach effective online courses. Research-based structural, ethical, legal, and social issues of teaching online 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**

Prereq: TE 885

This course will focus on the use of a screen recorder to develop, record, and edit on-screen activity, add imported media, create interactive content, and share HD videos. Topics include introductory screen design, scripting, project time management, audio recordings, and graphics.

**TE 889 - Multimedia Development .....3 hours**

Prereq: TE 888\*

This course is a continuation of TE 888. Students will plan, design, develop and manage major instructional video projects for use in their classrooms or training environments.

**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.

**TE 893 - Field Experiences in School Library.....3 hours**

Prereq: TE 869 and TE 871\* and TE 872\* and TE 873\* and 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.

**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

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

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, rational, 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 and TESE 823P and TESE 824\* and TESE 825\* and 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,

**GRADUATE  
TESE Courses**

**113**

**14-15**

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 853P is recommended.

**TESE 828A - Intervention Methods: Birth to Two Years..... 3-6 hours**

Prereq: TESE 827P or department permission

This course provides knowledge and skills to intervene with infants and toddlers. Included are medical and physical aspects of developmental delay and the influences of these conditions on developmental processes. Family focused intervention strategies are planned and implemented by the student in field experiences.

**TESE 828B - Intervention Methods: Three to Five Years... 3-6 hours**

Prereq: TESE 827P or departmental permission

This course provides knowledge required to develop and manage programs, and to adapt teaching strategies, curricula, and materials for preschool and kindergarten children with disabilities. Students acquire methodology, promote domain specific development, functional skills, and child-child interactions in-group settings. Field experiences included.

\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.

**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 provides students with the theory basis of collaboration. Students will learn to work with families and other professionals from all cultural and economic backgrounds, gain knowledge concerning family systems, the impact of having a child with special needs, and legal and procedural safeguards.

**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 knowledge and understanding of the history and federal regulations in the field of special education. Professional ethics and code of conduct will be emphasized. Students will explore the foundations for various mandated activities such as parents' rights, IEP components and monitoring, special education placement procedures and mandated timelines. This course will emphasize the processes and procedures required to meet the State and Federal guidelines for providing appropriate Special Education Services to children with disabilities. The main focus will center on understanding the connection between the legal background and history and mandated requirements within the field.

**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**

This course is designed to provide practical application of learned skills. Students will be placed in a K-8 special education setting for a total of forty-five clock hours. Students will implement learning strategies

and develop a behavior intervention plan. Students will complete five additional hours in the classroom or at events benefiting individuals with disabilities.

**TESE 867 - Functional Behavior Assessment and Behavior Intervention Planning.....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 872 - Strategies for Teaching Students with Intellectual Disabilities .....3 hours**

The course is designed to prepare future educators to provide services for individuals with intellectual disabilities. Emphasis will be placed on interventions for life skills, communication, vocational, and functional academics. Additional interventions will include community-based instruction, study skills, and assessment of alternate curriculum. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored.

**TESE 873 - Teaching Students with Multiple Disabilities .....3 hours**

The course is designed to prepare future educators to provide services for individuals with multiple disabilities. Emphasis will be placed on interventions for life skills, communication, and academics. In addition, future educators will gain knowledge on issues of mobility and positioning which will enhance a child's ability to reach their full potential. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored.

**TESE 875P - Preparing Adolescents for the Post-Secondary World .....3 hours**

This course is designed to address the instructional needs of secondary students with disabilities to prepare them for life after high school graduation. Alternative secondary placements will be discussed as well as post-secondary options such as Technical Schools and College. Students also learn how to develop self-advocacy skills and post-secondary accommodation plans.

**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 - Teaching Social Skills to Students with Autism Spectrum Disorder.....3 hours**

This course is designed to provide students with the knowledge and skills to teach Social and Personal Skills for students with disabilities. Students will be exposed to various Social and Personal Skills programs and strategies that are presently available that have been designed for students with special needs. The development of role play, problem solving, social story, and social script techniques will be emphasized. In addition, students will be able to develop individualized instruction for students based on needs assessment data. Students will also apply their knowledge of age appropriateness in the development of social and personal skills lessons.

**TESE 880 - Critical Issues in Special Education .....3 hours**

This course provides students with the knowledge and understanding of the critical issues facing the field of Special education. Professional ethics and code of conduct will be emphasized.



**TESE 881 - Characteristics and Identification****of Behavior and Learning Disabilities.....3 hours**

This course provides an 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 882 - Applied Behavior Analysis.....3 hours**

This course provides an in depth examination of Applied Behavior Analysis (ABA). Students will examine the history and development of ABA as well as the use of ABA in the education of and research with individuals with disabilities.

**TESE 883 - Intervention Strategies for Individuals with Behavioral and Emotional Disabilities.....3 hours**

Prereq: TESE 881

This course will examine research effective strategies and interventions for working with students that have behavioral and emotional disabilities. Interventions appropriate for the three tiers of intervention will be explored.

**TESE 884 - Research Techniques in Applied Behavior Analysis .....3 hours**

Prereq: TESE 882

This course will explore research design and techniques in Applied Behavior Analysis. Emphasis will be placed on research conducted with individuals with disabilities. Students will be expected to research the literature on a specific area.

**TESE 885 - Inclusion and Differentiation Strategies for the 21st Century Classroom.....3 hours**

The course addresses the instructional needs of all students with exceptionalities (disabilities and giftedness) as well as those from culturally diverse backgrounds in integrated settings. Special education referral process, Response to Intervention, Section 504, analysis of instruction/environment and its impact on learning, assignment/assessment modification, behavioral issues, and evaluation of student learning will be the emphasis. Research-based intervention strategies to differentiate instruction will also be presented.

**TESE 886 - Co-Teaching and Collaborative Services .....3 hours**

The focus of this course addresses the co-teaching instructional model.

Co-teaching is a strategy of teaching that is not easily employed by all professionals in the field. The ability to develop a culture of trust with one's co-teacher is essential to the success of the co-teaching model and classroom. To ensure this success, this course will introduce co-teaching models and strategies that will be able to be implemented in the rural setting as well as the urban setting. Topics will include co-teaching in a wide variety of settings including: charter schools, on-line schools, brick and mortar schools, homeschools, private and parochial schools, and military based schools both at home and overseas. Additionally, this course will focus on the necessity of professionalism when collaborating with ELL instructors, para-professionals, home instructors, parents, and school support service personnel, etc. Particular focus will be placed on the special educator/support facilitator's relationship with the general educator. This course will also include a wide variety of both national and international collaborative services and agencies available to support co-teachers in their mission to successfully educate all children inclusively.

**TESE 891 - Assistive Technology Assessment .....3 hours**

Prereq: TE 805P

This course is a requirement for the Assistive Technology emphasis in the Masters degree in Special Education/Advanced Practitioner.

**TESE 892 - Augmentative Alternative Communication.....3 hours**

Prereq: TE 805P

Provides an overview of alternative and augmentative communications

## GRADUATE VOED Courses

115

14-15

devices and strategies. Discussion about AAC assessment, management, implementation, and evaluation of effectiveness will be discussed.

**TESE 893 - Program Development in Assistive****Technology .....3 hours**

Prereq: TESE 891

Provides strategies to develop assistive technology programs for individual students and at a systems level. Professional development as well as acquisition and integration of assistive technology will be covered.

**TESE 894 - Research in Assistive Technology .....3 hours**

Prereq: TE 800 or instructor approval

This course will examine current research utilizing assistive technology with students with disabilities.

**TESE 895 - Integration of Assistive Technology****Across the Lifespan .....3 hours**

Prereq: TE 805P

Focus is on best practices for integrating assistive technology across the lifespan. Issues of long term goal development, social issues, and transition will be addressed.

Offered by Department of Music and Performing Arts  
College of Fine Arts and Humanities

### THEA Course

**THEA 801P - Special Topics ..... 1-3 hours**

Prereq: undergraduate degree

Study in a specific area of theatre which will vary each time the course is offered. Topics of study may include performance, drama therapy, history, play development, technical theatre, theatrical design, as well as others.

Offered by Department of Economics  
College of Business and Technology

### VOED Courses

**VOED 801 - Seminar in Vocational Education .....3 hours**

Prereq: graduate standing or permission of instructor

Concerned with the analysis of current problems, trends and recent developments in vocational and technical education with particular attention to situations related to individual student needs and interests.

**VOED 802 - Practicum in Vocational Education ..... 3-6 hours**

Prereq: graduate standing or permission of instructor

Designed to provide vocational educators an opportunity to implement new programs, become involved in related research or gain internship experiences. A proposal must be submitted prior to registering for the course.

**VOED 810 - Individual Studies in Vocational Education.... 1-3 hours**

Students spend time on a problem which is not included under the regular vocational/technical education program of instruction. Two copies of a well-written paper must be filed before credit is granted, one to be filed with the professor in charge of the study and one with the Director of the Center for Vocational Education. Offered by arrangement.

**VOED 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.

*\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.*



**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 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.

*\* This course is the immediate prerequisite. Other preparation is required prior to this immediate prerequisite.*

## A

### Megan Adkins

Assistant Professor of Kinesiology and Sport Sciences; 2008; B.S.Ed., Ph.D., University of Nebraska-Lincoln; M.S.Ed., University of Nebraska at Kearney.

*Research/Teaching Interests:* Physical Education; Physical Activity; Technology

### Vijay Kumar Agrawal

Professor of Marketing and Management Information Systems (MIS); 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

### Brian Alber

Assistant Professor of Music and Performing Arts (Music) and Teacher Education; 2012; B.A.Ed., University of Nebraska at Kearney; M.M., University of Nebraska-Lincoln; D.A., University of Northern Colorado.

### Marc Albrecht

Associate Professor of Biology; 1996; B.S., Denison University; M.S., Miami University; Ph.D., University of Oklahoma.

*Research/Teaching Interests:* Ecology; Mangrove Ecosystems; GIS; Marine Biology

### 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, Riverside.

## B

### Todd Bartee

Professor of Kinesiology and Sport Sciences; 2009; B.S.Ed., University of Nebraska-Lincoln; M.A., Ph.D., University of Alabama.

*Research/Teaching Interests:* Physical Activity and Public Health; School Health Promotion

### Pradeep Barua

Professor of History; 1996, B.A., Elphinstone College, India; M.A., University of Bombay, India; 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.

*Research/Teaching Interests:* Cartography; Cultural Geography; Historical Geography; Great Plains

### Michelle Beissel Heath

Assistant Professor of English; 2009; B.A., Gustavus Adolphus College; M.A., University of Maine; Ph.D., The George Washington University.

*Research/Teaching Interests:* Children's Literature; British Literature of the Long 19th Century; Cultural Studies

### 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

### Matthew R. Bice

Assistant Professor of Kinesiology and Sport Sciences; 2013; B.S., M.S., University of Texas of the Permian Basin; Ph.D., Southern Illinois University Carbondale.

### Duane Bierman

Assistant Professor of Music and Performing Arts (Music); 2010; B.A., Wartburg College; M.M., University of Northern Colorado; D.M.A., North Dakota State University.

### 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.

*Research/Teaching Interests:* Fellow, Royal Historical Society; Medieval England; Military History

### Joan Blauwkamp

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, India; M.S., Asian Institute of Technology, Thailand; M.S., University of Jodhpur, India; Ph.D., University of Manitoba, Canada.

*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 Colorado Springs; Ph.D., University of Nevada, Las Vegas.

*Research/Teaching Interests:* Qualitative Research Methods; Criminology/Deviance; Homelessness; Cultural Studies; The Holocaust

### 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

**Travis Bourret**

Assistant Professor of Biology; 2012; B.S., University of Nebraska-Lincoln; Ph.D., University of Colorado Health Sciences Center.

**Deborah Bridges**

Professor of Economics and Director of the General Studies Program; 1997; B.S., M.S., University of Wyoming; Ph.D., Washington State University.

*Research/Teaching Interests:* Agricultural Policy, Finance, and Price Analysis

**Gregory M. Broekemier**

Chair and Professor of Marketing and Management Information Systems (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**

Professor of Kinesiology and Sport Sciences; 2004; B.S., Utah State University; M.S., Ph.D., Iowa State University.

*Research/Teaching Interests:* Exercise Physiology; Endocrinology and Metabolism; Energy Cost of Physical Activity

**Nathan Buckner**

Professor of Music and Performing Arts (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 and Art History; 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 and Management Information Systems (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

**Erin Bush**

Assistant Professor of Communication Disorders; 2010; B.A., B.S., University of Wyoming; M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Adult Neurogenic Speech, Language, and Communication Disorders; Cognitive Communication Impairments; Traumatic Brain Injury

**C****Julia N. Campbell**

Chair and Associate Professor of Criminal Justice; 2006; B.A., M.S., Ph.D., University of Southern Mississippi.

*Research/Teaching Interests:* Victimology; Juvenile Justice and Community Reentry; Criminal Justice Education

**Sharon Campbell**

Associate Professor of Music and Performing Arts (Music); 2008; B.M., University of New Mexico; M.M., University of Missouri-Kansas City; D.M.A., University of Kansas.

*Research/Teaching Interests:* Dramatic mezzo-soprano; Performance Analysis; Vocal Pedagogy

**Haishi Cao**

Associate 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 Edwardsville; Ph.D., University of Southern Mississippi.

*Research/Teaching Interests:* General Policing; Terrorism; Victimology; Women in Prison; Community Policing

**Kimberly A. Carlson**

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

**Christine Chasek**

Assistant Professor of Counseling and School Psychology; 2012; B.S., M.S., University of Nebraska at Kearney; Ph.D., University of South Dakota.

*Research/Teaching Interests:* Addiction Counseling and Training Preparation; Counselor Education; Clinical Outcomes in Counseling

**Ting-Lan Chen**

Professor of Music and Performing Arts (Music); 2004; B.F.A., National Institute of the Arts, Taiwan; M.M., D.M.A., College-Conservatory of Music of the University of Cincinnati.

*Research/Teaching Interests:* Violin Performance; Chamber Music; Orchestral Performance

**Valerie C. Cisler**

Professor of Music and Performing Arts (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

**Justin Coleman**

Assistant Professor of Psychology; 2014; M.A., Ph.D., University of Nebraska-Lincoln.

**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 and Performing Arts (Music); 1986; B.A., M.A., Conservatory of Music of the University of Missouri-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

**Sherry R. Crow**

Associate Professor of Teacher Education; 2008; B.S.Ed., Fort 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

**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

**Jonathan Dettman**

Assistant Professor of Modern Languages (Spanish); 2013; B.A., Arizona State University; M.A.T., Northern Arizona University; Ph.D., University of California, Davis.

*Research/Teaching Interests:* Latin American, Brazilian, and U.S. Latino Literary and Cultural Studies; Cuba; Critical Theory and Marxism

**Jeremy S. Dillon**

Associate Professor of Geography and Earth Science; 2002; B.S., University of Nebraska-Lincoln; M.A., University of Nebraska at Omaha; Ph.D., University of Kansas.

*Research/Teaching Interests:* Quaternary Geology; Holocene alluvium; Soils; Geomorphology; Geoarchaeology

**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

**Anthony Donofrio**

Assistant Professor of Music and Performing Arts; 2014; Ph.D., University of Iowa.

**Bree Dority**

Assistant Professor of Economics; 2010; B.S., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Health and Public Policy Analysis; Applied Econometrics

**Bryan Drew**

Assistant Professor of Biology; 2014; Ph.D., University of Wisconsin.

**Diane Duffin**

Chair and Associate Professor of Political Science; 1997; B.J., University of Missouri-Columbia; M.A., Ph.D., University of Missouri-St. Louis.

*Research/Teaching Interests:* American Government and Politics; Public Administration

**E****Wayne Edwards**

Associate Professor of Economics; 2014; B.S., M.A., Ball State University; Ph.D., University of Nebraska-Lincoln.

**Bruce Elder**

Professor of Accounting/Finance; 1983; B.S., Kearney State College; J.D., University of Nebraska College of Law.

*Research/Teaching Interests:* Employment Law; Commercial Law; Water Law

**Mark R. Ellis**

Chair and 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****Timothy Farrell**

Chair and Professor of Music and Performing Arts; 2014; D.M.A., University of Oregon.

**Gene Fendt**

Professor of Philosophy; 1987; B.A., Marquette University; M.A., University of Chicago; Ph.D., University of Texas at Austin.

*Research/Teaching Interests:* Ancient and Medieval Philosophy; Kierkegaard; Kant; Philosophy of Religion; Poetry

**Robert Fernandez**

Assistant Professor of English; 2013; B.A., Florida Atlantic University; M.F.A., Iowa Writers' Workshop; M.A., University of Iowa.

*Research/Teaching Interests:* Poetry Writing



**Rod Flanigan**

Assistant Professor of Industrial Technology; 2011; B.S., Brigham Young University; M.B.A., University of Utah; Ph.D., Utah State University.

*Research/Teaching Interests:* Industrial Organizational Leadership; Engineering and Technology Management

**Michelle Fleig-Palmer**

Assistant Professor of Management; 2008; B.S.Ed., State University of New York College at Geneseo; M.B.A., Washington University in St. Louis; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Trust; Healthcare; Mentoring; Leadership; Careers/Job Search

**Anne Foradori**

Professor of Music and Performing Arts (Music); 1994; B.M., Ohio University; M.M., Cleveland Institute of Music; D.M.A., The Ohio State University.

*Research/Teaching Interests:* Vocal Performance; Contemporary American Composers; Musical Theatre; Opera

**Pari Ford**

Assistant Professor of Mathematics and Statistics; 2008; B.S., University of Nebraska at Kearney; M.S., Ph.D., University of Nebraska-Lincoln. *Research/Teaching Interests:* Graph Theory; Combinatorics; Mathematics Education of Teachers

**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.Ed., Ed.D., Texas Tech University.

*Research/Teaching Interests:* Instructional Technology; Distance Education; Telecommunications; Technology Integration; Multimedia and Web Development; Online Teaching and Program Development

**Deborah Freedman**

Associate Professor of Music and Performing Arts (Music); 2011; B.S., University of Minnesota; M.M., D.M.A., The Peabody Conservatory of Music of Johns Hopkins University.

**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.B.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**

Professor of Music and Performing Arts (Theatre); 2001; B.A., M.A., University of Houston-Clear Lake; M.F.A., Virginia Commonwealth University.

*Research/Teaching Interests:* Playwriting; Acting; Directing; Feng Shui; Drama Therapy

**G****Keith Geluso**

Associate Professor of Biology; 2006; B.S., Ph.D., University of New Mexico; M.S., University of Nevada, Reno.

**Amanda Glass**

Assistant Professor of Chemistry; 2012; B.S., Emporia State University; Ph.D., University of Kansas.

*Research/Teaching Interests:* Biological Inorganic Chemistry; Spectroscopy; Transition Metal Transport

**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 and Art History; 2004; B.F.A., Moscow Art College, Russia; 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.

*Research/Teaching Interests:* Media Literacy; Mass Media and Society

**Sherri K. Harms**

Chair and Professor of Computer Science and Information Technology; 2001; B.S., Buena Vista University; M.S., Iowa State University; Ph.D., University of Missouri-Columbia.

**Janette Harriott**

Associate Professor of Music and Performing Arts (Music); 2002; B.S.Ed., Northern Illinois University; M.A., California State University, Sacramento; Ph.D., University of Oklahoma.

**Anita Hart**

Professor of Modern Languages (Spanish); 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., Ph.D., Indiana University.

*Research/Teaching Interests:* English Language Studies; Medieval Literature; Speculative Fiction

**John Hastings**

Professor of Computer Science and Information Technology; 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

**Kate Heelan**

Professor of Kinesiology and Sport Sciences; 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

**Nickolas Hein**

Assistant Professor of Mathematics and Statistics; 2013; B.A., M.A., University of Kansas; Ph.D., Texas A&M University.

*Research/Teaching Interests:* Algebraic Geometry; Combinatorial Commutative Algebra

**Evan Hill**

Assistant Professor of Psychology; 2014; M.A., Ph.D., University of Toledo.

**Toni Hill**

Assistant Professor of Family Studies and Interior Design; 2010; B.S., M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Kinship Caregiving; Child Welfare; Intergenerational Issues; Research Ethics

**Kay Hodge**

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.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Communication Technology

**Jessica Hollander**

Senior Lecturer in English; 2014; M.F.A., University of Alabama.

**Susan Honeyman**

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**

Professor of Mathematics and Statistics; 1994; A.S.A., Society of Actuaries; Ph.D., Old Dominion University.

**J****Jake Jacobson**

Professor of Art and Art History; 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

# GRADUATE Faculty

121

14-15

**Akbar Javidi**

Associate Professor of Communication; 1986; B.A., College of Translation, 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:* Public Economics, Health Care Economics

**Susan M. Jensen**

Associate Dean of Business and Technology and Professor of Management; 2003; B.S., University of Kansas; M.B.A., Washington University in St. Louis; Ph.D., University of Nebraska-Lincoln.

**Christopher Jochum**

Associate Professor of Modern Languages (Spanish, Foreign Language Acquisition); 2008; B.A.Ed., M.A.Ed., University of Nebraska at Kearney; Ph.D., Kansas State University.

**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****Lisa Kastello**

Assistant Professor of Art and Art History (Art Education); 2012; B.S., M.S., Illinois State University; Ed.D., Northern Illinois University.

**Daryl Kelley**

Professor of Sociology; 1986; B.A., Indiana University-Purdue University 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

**Christopher Knoell**

Assistant Professor of Teacher Education; 2005; B.S.Ed., Ph.D., University of Nebraska-Lincoln; M.A.Ed., University of Nebraska at Kearney.

*Research/Teaching Interests:* Elementary Education Mathematics Pedagogy; Student-teacher Relationships; Technology Integration in the Elementary Classroom

**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

**Kristy Kounovsky-Shafer**

Assistant Professor of Chemistry; 2013; B.S., Wayne State College; Ph.D., University of Wisconsin-Madison.

**Frank A. Kovacs**

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

**Carrie Krael**

Associate Professor of Teacher Education; 2005; B.S., Nebraska Wesleyan University; M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Elementary Education Language Arts Pedagogy; Classroom Management

**Jeff Kritzer**

Associate 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 (French); 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.A.Ed., Kearney State College; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Children's and Young Adult Literature; Composition and Rhetoric; Language Arts Pedagogy; Theoretical and Applied Linguistics

**L****Mariana Lazarova**

Assistant Professor of Physics and Physical Science; 2014; M.S., Ph.D., University of California, Riverside.

**Janet L. Lear**

Associate 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

**Carol Lilly**

Professor of History and Director of the International Studies Program; 1992; B.A., University of Colorado Boulder; M.A., Ph.D., Yale University.

*Research/Teaching Interests:* Former Yugoslavia; Balkans; Central and Eastern Europe; Soviet Union; Propaganda; Stalinism; Cultural and Political History

**Peter J. Longo**

Professor of Political Science; 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 the Ethnic Studies Program; 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

**Kyle W. Luthans**

Chair and Professor of Management and John Becker Endowed Professor; 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 Kinesiology and Sport Sciences; 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**

Associate Professor of Political Science; 2007; B.A., Waseda University, Japan; M.A., Ph.D., University of Kentucky.

**Christie Maloyed**

Assistant Professor of Political Science; 2011; B.A., Emory and Henry College; Ph.D., Texas A&M University.

**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

**Dan May**

Associate Professor of Art and Art History; 2013; B.A., University of Missouri-St. Louis; M.F.A., Academy of Art University.

**Wendy McCarty**

Associate 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 at 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**

Associate Professor of Management; 2010; B.S., University of Nebraska-Lincoln; Ph.D., University of Kansas.

**Richard Meyer**

Chair and Associate Professor of Educational Administration; 2013; B.S., M.Ed., Ed.D., University of Nebraska-Lincoln.

**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 Carbondale.

*Research/Teaching Interests:* Professional and Client Advocacy; Ethics; Family, Group, and Multicultural Counseling

**Matthew J. Mims**

Associate Professor of Counseling and School Psychology; 2008; B.A., Alma College; M.S., Western Illinois University; Ed.D., University of South Dakota.

*Research/Teaching Interests:* School Counseling Identity; Global Curriculum and Education; Professional and Client Advocacy; Ethics; Multicultural Counseling; Student Affairs; Student Development

**Dawn L. Mollenkopf**

Associate Professor of Teacher Education; 2003; B.A., Andrews University; 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 at Urbana-Champaign.

*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., Ph.D., University of Nebraska-Lincoln; M.S., Emporia State University.

**Marta Moorman**

Professor of Kinesiology and Sport Sciences; 1996; B.S., University of Oklahoma; M.S., State University of New York College at Cortland; Ed.D., University of Arkansas.

*Research/Teaching Interests:* Community Recreation, Outdoor Recreation and Environmental Education

**Annette C. Moser**

Associate Professor of Chemistry; 2006; B.S., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Bioanalytical Chemistry; Affinity Chromatography; Environmental Chemistry

**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 and Performing Arts (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

**Amy Nebesniak**

Assistant Professor of Mathematics and Statistics; 2013; B.S.Ed., University of Nebraska at Kearney; M.A., Ed.D., University of Nebraska-Lincoln.

# GRADUATE Faculty

123

14-15

**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.A.Ed., M.S.Ed., Kearney State College; Ph.D., Colorado State University.

*Research/Teaching Interests:* Telecommunication Regulation

**Tammi Ohmstedt**

Associate Professor of Counseling and School Psychology; 2008; B.S., Ed.S., University of Nebraska at Kearney; Ph.D., Oklahoma State University.

*Research/Teaching Interests:* Infant/Toddler Mental Health Services; Early Intervention; Problem Solving Consultation in Diverse Settings

**Maria O'Malley**

Assistant Professor of English; 2013; B.A., University of Illinois at Urbana-Champaign; M.A., New York University; Ph.D., University of Colorado Boulder.

*Research/Teaching Interests:* Early American Literature; Poetry and Poetics; Emily Dickinson; Transnational Literature

**P****Hector Palencia**

Associate 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 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

**Noel Palmer**

Assistant Professor of Management; 2010; B.S., United States Military Academy, West Point; M.A., Ph.D., University of Nebraska-Lincoln.

*Research/Teaching Interests:* Leadership; Organizational Behavior; Business Ethics; Ethical Decision-Making; Research Methods

**Stefania Panaitof**

Assistant Professor of Biology; 2012; License Diploma, Postgraduate Diploma in Advanced Studies, University of Bucharest, Romania; Ph.D., University of New Hampshire.

**Mahesh Pattabiraman**

Assistant Professor of Chemistry; 2012; B.S., University of Madras, India; M.S., Indian Institute of Technology, India; Ph.D., University of Miami.

**Dennis Potthoff**

Associate Dean of Education 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

**Brian Ray**

Assistant Professor of English; 2012; B.A., M.F.A., University of South Carolina.

**Letitia Reichart**

Assistant Professor of Biology; 2009; B.S., Indiana University of Pennsylvania; Ph.D., Washington State University.

*Research/Teaching Interests:* Behavioral Ecology/Omithology

**Noah Rogoff**

Associate Professor of Music and Performing Arts (Music); 2008; B.M., Northwestern University; M.M., M.A., D.M.A., University of Minnesota.

**James R. Rohrer**

Associate Professor of History; 2005; B.A., Kent State University; M.A., Ph.D., The Ohio State University; M.Div., University of Dubuque Theological Seminary.

**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**

Professor of Psychology; 1983; B.A., University of Illinois at Chicago; M.A., Ph.D., Northern Illinois University.

*Research/Teaching Interests:* Cognitive Development; Logical Reasoning and Problem Solving; Adolescent Egocentrism

## S

**Ed Scantling**

Associate Vice Chancellor for Academic Services and Enrollment Management and Dean of Education and Professor of Kinesiology and Sport Sciences; 1985; A.A., Sierra College; 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**

Associate Professor of Biology; 2009; B.S., Kansas State University; M.S., University of Wisconsin-Stevens Point; Ph.D., South Dakota State University.

*Research/Teaching Interests:* Fisheries Management and Ecology

**Richard D. Schuessler**

Professor of Art and Art History; 1993; A.A.S. Mohawk Community College; B.F.A., State University of New York at Fredonia; M.F.A., Virginia Commonwealth University.

*Research/Teaching Interests:* Graphic Design; Three-dimensional Design; Typographic Design; and Design Theory/Methodology

**Heather Schulz**

Assistant Professor of Marketing and Management Information Systems (Marketing); 2011; B.J., University of Nebraska-Lincoln; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Texas at Austin.

*Research/Teaching Interests:* Consumer Culture; Branding; Identity Signaling

**Steven Schulz**

Assistant Professor of Marketing and Management Information Systems (Marketing and SCM); 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 and Management Information Systems (Marketing); 1993; B.E., University of Mysore, India; 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

**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**

Associate 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.P.A., 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 (German); 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

**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

**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

**Jeanne Stolzer**

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, the multivariational effects of labeling and drugging children and adolescents, and Attention Deficit Hyperactivity Disorder

**Megan Strain**

Assistant Professor of Psychology; 2014; B.A., Nebraska Wesleyan University; M.S., Kansas State University.

**Jane Strawhecker**

Assistant Chair and Professor of Teacher Education; 2000; B.A., Kearney State College; M.A., MidAmerica 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 and Martin Chair Distinguished Professor in 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 Marketing and Management Information Systems (MIS); 2004; B.S., Ph.D., University of Arkansas; M.B.A., Webster University.

*Research/Teaching Interests:* Computer-Aided Decision Making; Technology and Innovation; Software Quality Assurance

**Kenya Taylor**

Associate Vice Chancellor for Academic and Student Affairs and 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

**Allen Thomas**

Assistant Professor of Chemistry; 2014; B.S., M.S., Baylor University; Ph.D., Kellogg School of Science and Technology.

**Douglas Tillman**

Assistant Professor of Counseling and School Psychology; 2012; B.S., M.S.Ed., University of Nebraska at Kearney; Ph.D., University of South Dakota.

*Research/Teaching Interests:* Spirituality in Counseling; Clinical Supervision; Counseling Theories and Social Media

**Glenn E. Tracy**

Associate Professor of Teacher Education; 1999; B.S.Ed., 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

# GRADUATE Faculty

125

14-15

**Jinny Turman**

Assistant Professor of History; 2013; B.A.D., North Carolina State University; M.A., Appalachian State University; Ph.D., West Virginia University.

*Research/Teaching Interests:* Modern U.S., Public, Social, and Environmental History

**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**

Chair and 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 Kinesiology and Sport Sciences; 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 Kinesiology and Sport Sciences; 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

**Jody Van Laningham**

Assistant Professor of Social Work; 2007; B.A., Doane College; M.A., Ph.D., University of Nebraska-Lincoln.

**Denys Van Renen**

Assistant Professor of English; 2012; B.S., B.A., University of Colorado Boulder; M.S., Stanford University; M.A., Ph.D., University of Illinois at Urbana-Champaign.

*Research/Teaching Interests:* Restoration and Eighteenth Century British Literature; Transatlantic and Transnational Studies; Ecocriticism; Science Studies

**Vernon Volpe**

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

**Phu Hoang Vu**

Assistant Professor of Teacher Education; 2013; B.A., Quy Nhon University, Vietnam; M.A., Southern Illinois University Carbondale.

**W****Theresa A. Wadkins**

Chair and 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 Professor of Art and Art History; 2010; B.F.A., M.F.A., Louisiana Tech University; M.A., Louisiana State University.

*Research/Teaching Interests:* Mid-Century Art and Culture; Atomic Testing Imagery; Art History; Painting

**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

**Robert Wells**

Assistant Professor of History; 2014; M.A., Missouri State University.

**Mallory Wetherell**

Assistant Professor of Art and Art History; 2014; M.F.A., University of Massachusetts-Dartmouth.

**Andrew White**

Associate Professor of Music and Performing Arts (Music); 2005; B.M., M.M., A.D., D.M.A., Cleveland Institute of Music/Case Western Reserve University.

*Research/Teaching Interests:* Diction; Contemporary Music; Art Song; Musical Theatre

**Beth Wiersma**

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

**Brian Wojcik**

Assistant Professor of Teacher Education; 2013; B.S.Ed., M.S.Ed., Ed.D., Illinois State University.

*Research/Teaching Interests:* Assistive Technology; Universal Design for Learning; Technology Supports for Diverse Learners

**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; Cognitive and Environmental Psychology

**Y****Maha Younes**

Chair and Professor of Social Work; 1991; B.S., M.S.Ed., Kearney State College; M.S.W., University of Nebraska at 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

**James Young**

Assistant Professor of Social Work; 2012; B.S.W., Brigham Young University; M.S.W., M.P.A., Eastern Washington University; Ph.D., Virginia Commonwealth University.

**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  
 Larry Kuskie, Industrial Technology, 1982-2011  
 Sandra Lebsack, Management, 1990-2009  
 Phyllis Markussen, Family Studies and Interior Design, 1988-2010  
 Craig S. Marxsen, Economics, 1987-2011  
 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

Teara Archwamety, Counseling and School Psychology, 1979-2011  
 Elaine Batenhorst, Teacher Education, 1980-2010  
 Paul Bishop, Health, Physical Education, Recreation and Leisure Studies, 1974-2012  
 Kathryn Falconer, Communication Disorders, 1979-2003  
 Lucille Freeman Gregory, Teacher Education, 1986-2011  
 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  
 Lillian C. Larson, Communication Disorders, 1987-2010  
 Glen Powell, Teacher Education, 1979-2011  
 Jean C. Ramage, Counseling & School Psychology, 1995-2002

# GRADUATE Faculty

127

14-15

## College of Fine Arts and Humanities

Donna Alden, Art and Art History, 2004-2012  
 Betty Becker-Theye, Modern Languages, 1967-2000  
 Kathryn N. Benzel, English, 1987-2013  
 Michael A. Benzel, English, 1987-2005  
 Christine Boeckl, Art and Art History, 1991-2003  
 Herbert Craig, Modern Languages, 1989-2013  
 Gary Davis, Music and Performing Arts, 1990-2010  
 John N. Dinsmore, Art, 1968-2006  
 Barbara Emrys, English, 1992-2011  
 Carol Lomicky, Communication, 1982-2011  
 Lon Pearson, Modern Languages, 1991-2007  
 Elizabeth Peck, English, 1986-2011  
 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

John Anderson, Political Science, 1993-2011  
 Dennis Brown, Criminal Justice, 1977-2007  
 Marilyn Jussel, Computer Science and Information Systems, 1977-2001  
 Don Kaufman, Chemistry, 1969-2008  
 Mark E. Markes, Physics and Physical Science, 1999-2011  
 Harold G. Nagel, Biology, 1969-2005  
 Kenneth Nikels, Psychology, 1971-2007  
 James L. Roark, Chemistry, 1969-2008  
 Linda Spessard-Schueth, Biology, 1976-2013  
 Carl D. Sterner, Chemistry, 1967-1998  
 Ivan Stones, Mathematics and Statistics, 1963-2001  
 Marvin C. Williams, Biology, 1966-2000  
 Gene G. Wubbels, Chemistry, 1995-2013  
 Diane Kholos Wysocki, Sociology, 1996-2013



# GRADUATE

## Appendix, Computing Policies

### Guidelines for the Use of Information Technology Resources at UNK

*For online document, see "Policies" at <http://its.unk.edu>*

#### 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

[www.nebraska.edu/bylaws-and-policies/executive-memoranda.html](http://www.nebraska.edu/bylaws-and-policies/executive-memoranda.html)  
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.

# GRADUATE Appendix, Computing Policies

129

14-15

§§ 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*



Notes

# GRADUATE

## Index

### A

AAEO, see Nondiscrimination Policy	
Statement.....	9
Academic Calendar.....	4
Academic Information.....	24
Academic Integrity Policy.....	30
Academic Probation/Academic Suspension Policy.....	28
Academic Progress Policy.....	21
Academic Regulations.....	26
Academic Resources.....	31
Academic Suspension Policy.....	28
Academic Work Standards.....	28
Accreditations.....	6
ACCT Courses.....	73
ADA.....	10
Add/Drop, Change of Schedule.....	26
Administration, UNK.....	5
Admission	
Candidacy.....	25
Denial.....	18
International Students.....	16
Nonaccredited Institutions.....	17
Non-Degree Students.....	17
Previously Enrolled.....	17
Second Master's Degree.....	16
Status, Degree.....	15
Affirmative Action/Equal Opportunity, see Nondiscrimination Policy Statement.....	9
Alumni Association.....	7
Animal Subjects in Research.....	31
Appeal Process	
Course Grades.....	28
Student Programs.....	28
Application	
Admission.....	15
Financial Aid.....	21
Graduate Assistantships.....	22
Graduation.....	25
International Students.....	16
Non-Degree Students.....	17
Art	
Courses.....	73
Department.....	35
Program.....	35
ART Courses.....	73
Art Education MAEd.....	35
Art Gallery, Walker.....	34
Assault, see Sexual Harassment/Sexual Assault Policy (Title IX).....	9
Assessment.....	6
Assistantships, Graduate.....	22
Attendance, Class.....	30

### B

Bill of Rights.....	31
BIOL Courses.....	75
Biology	
Courses.....	75
Department.....	37
Program.....	37
Science/Math Education Program.....	63
Biology MS.....	37
BSAD Courses.....	79
BSED Courses.....	79
BTE Courses.....	80
Building	
Abbreviations.....	3

Descriptions, see Facilities.....	6
Business Administration	
ACCT Courses.....	73
ECON Courses.....	87
FIN Courses.....	92
FSID Courses.....	93
MGT Courses.....	98
MIS Courses.....	99
MKT Courses.....	99
Program.....	39
Business Administration MBA.....	40

### C

Calendar, Academic.....	4
Campus Security, see Police and Parking Services.....	8
Candidacy, Admission to.....	25
CARE Team, see Crisis Management	
Immediate Resources.....	8, 11
CDIS Courses.....	80
Centers	
Women's.....	11
Central Administration, University of Nebraska.....	5
Certification Program, Post-Baccalaureate Transitional.....	69
Change of Residency Status.....	18
Change of Schedule (Drop/Add).....	26
Changes to the Approved Program of Study.....	24
CHEM Courses.....	81
Chemistry	
Courses.....	81
Department.....	70
Science/Math Education Program.....	63
Class Attendance.....	30
Classification for Tuition Purposes.....	17
Classification, Graduate Student.....	15
Classroom Behavior.....	30
Class Schedules, see Registration.....	26
Clean Air Policy.....	8
Clinical Mental Health Counseling MSEd.....	46
Clinical Mental Health Counseling Program	
Objectives.....	46
Communication	
Department.....	70
JMC Courses.....	97
SPCH Courses.....	107
Communication Disorders	
Courses.....	80
Department.....	42
Program.....	42
Comprehensive Examination/Writing Project/Portfolio.....	25
Computer Science and Information Systems	
Department.....	70
Computer Science and Information Technology	
Courses.....	82
Computing Policies.....	8, 128
Conduct, Ethical.....	30
Costs Per Semester Summary.....	19
Counseling and School Psychology	
Courses.....	83
Department.....	44
Program.....	44
Counseling EdS.....	47
Counseling & Health Care.....	10
Course Numbering.....	27
Courses	
Credit/No-Credit.....	24
Graduate-Only Level.....	24

Repeated.....	28
Special Topic.....	24
Credit/No-Credit Courses.....	24
Crisis Management Immediate Resources.....	8, 11
CSIT Courses.....	82
CSP Courses.....	83
Curriculum and Instruction MAEd.....	65
Curriculum Supervisor of Academic Area MAEd.....	51

### D

Deans, UNK.....	5
Degree Admission Status.....	15
Degree Application.....	25
Degree Audit.....	3
Degree Requirements.....	24
Degrees.....	24
Master's.....	24
Specialist.....	24
Degree-Seeking Students.....	15
Denial of Admission.....	18
Department and Graduate Program	
Committee Chairs.....	14
Departments and Programs	
Art and Art History.....	35
Biology.....	37
Business Administration Program.....	39
Chemistry.....	70
Communication.....	70
Communication Disorders.....	42
Computer Science and Information Systems.....	70
Counseling and School Psychology.....	44
Economics.....	70
Educational Administration.....	49, 57
English.....	53
Family Studies and Interior Design.....	70
Geography and Earth Science, see Sociology, Geography and Earth Science.....	72
History.....	56
Industrial Technology.....	70
Kinesiology and Sport Sciences.....	57
Mathematics and Statistics.....	71
Modern Languages.....	60
Music and Performing Arts.....	61
Philosophy Program.....	71
Physics and Physical Science.....	71
Political Science.....	71
Psychology.....	71
Science/Math Education Program.....	63
Sociology, Geography and Earth Science.....	72
Teacher Education.....	64
Dining, Housing and.....	20
Directory of Graduate Programs.....	2
Disabilities/Special Needs, Students with.....	10
Distance Course Fees.....	19
Distance Education Fee.....	19
Distance Education, see eCampus.....	31
Distance Education Tuition.....	19
Drop/Add, Change of Schedule.....	26

### E

Early Registration.....	26
eCampus.....	31
eCampus Tuition.....	19
ECON Courses.....	87
Economics	
BSAD Courses.....	79

BS&ED Courses	79
BTE Courses	80
Department	70
ECON Courses	87
VOED Courses	115
EDAD Courses	88
Educational Administration	
Courses	88
Department	49, 57
Program	49
Education Specialist Degree	
Counseling	47
School Psychology	48
School Superintendent	52
Educator Certification Office	17
Elective	3
Emeriti, University of Nebraska Graduate	
Faculty	127
ENG Courses	89
English	
Courses	89
Department	53
Program	53
English MA	53
Equal Educational Opportunity Policy	9
ESL, see English as a Second Language	
Concentration Curriculum and Instruction	
MAEd Degree	65
Ethical Conduct	30
Exams, see Final Week Policy	30
Expectations in the Classroom	30
<b>F</b>	
Facilities	6
Faculty	
Emeriti, University of Nebraska Graduate	127
Family Studies and Interior Design	
Courses	93
Department	70
Fees	19
Field Study and Scholarly Study	
Requirements	25
Final Week Policy	30
Financial Aid	21
Financial Aid Programs	23
FIN Courses	92
FORL Courses	92
Foundation, University of Nebraska	8
FREN Courses	92
FSID Courses	93
<b>G</b>	
General Physical Education MAEd	58
GEOG Courses	93
Geography and Earth Science	
Department of Sociology, Geography and	
Earth Science	72
GEOG Courses	93
GERM Courses	94
Glossary of Terms	3
Governance, UNK	5
GPA Computation	27
Grade Appeal	28
Grading System	27
Graduate Assistantships	22
Graduate Council	13
Graduate-Only Level Course Requirements	24
Graduate Program Committee Chairs	14
Graduate Programs	
Directory	2
Origins	12
Graduate Student Appeal Process	28
Graduate Student Classification	15
Graduate Student Scholarships	23
Graduate Studies	12
Mission	12

Objectives	12
Organization	12
Program Origins	12
Role	12
Graduation	
Application	25
Fee	19
Procedures	25
<b>H</b>	
Harrassment, see Sexual Harassment/	
Sexual Assault Policy (Title IX)	9
Health Care	10
Health Education	11
Hearing Clinic	33
HIST Courses	94
History	
Courses	94
Department	56
Program	56
History MA	56
History, UNK	5
Housing and Dining	20
How to Use the Catalog	1
Human or Animal Subjects in Research	31
<b>I</b>	
Incomplete Removal	28
Industrial Technology	
Department	70
ITEC Courses	96
SFED Courses	105
Information Technology Services	32
Institutional Review Board (IRB)	32
Instructional Technology MEd	67
Integrity in Faculty/Student Authorship and	
Research	30
Intercampus Registration	16
International Education	32
International Student Fee	20
International Students (Admission)	16
IRB (Institutional Review Board)	32
ITEC Courses	96
<b>J</b>	
JMC Courses	97
<b>K</b>	
KASE Office	17
Kinesiology and Sport Sciences	
Courses	102
Department	57
Program	57
<b>L</b>	
Language and Hearing Clinic	33
Late Registration	26
Library	32
Living Accommodations	20
Load, Student	26
<b>M</b>	
Master of Arts Degrees	
English	53
History	56
Master of Arts in Education Degrees	
Art Education	35
Curriculum and Instruction	65
Curriculum Supervisor of Academic Area	51
General Physical Education	58
Music Education	61
Physical Education Exercise Science	57
Physical Education Master Teacher	58

Reading PK-12	66
School Principalship 7-12	50
School Principalship PK-8	50
Spanish Education	60
Special Education	66
Supervisor of Special Education	51
Master of Business Administration Degree	40
Master of Science Degree	
Biology	37
Master of Science in Education Degrees	
Clinical Mental Health Counseling	46
Instructional Technology	67
School Counseling-Elementary	45
School Counseling-Secondary	45
School Counseling-Student Affairs	46
Science/Math Education	63
Speech/Language Pathology	42
Master's Degree	24
MATH Courses	97
Mathematics and Statistics	
Department	71
MATH Courses	97
Science/Math Education Program	63
STAT Courses	107
Matriculation	3
Simultaneous	16
MGT Courses	98
Midwest Student Exchange Program	23
MIS Courses	99
Mission	
Office of Graduate Studies and Research	12
UNK	5
MKT Courses	99
Modern Languages	
Department	60
FORL Courses	92
FREN Courses	92
GERM Courses	94
Program	60
SPAN Courses	106
MONA (Museum of Nebraska Art)	33
MUS Courses	100
Museum of Nebraska Art (MONA)	33
Music and Performing Arts	
Department	61
MUS Courses	100
Program	61
THEA Courses	115
Music Education MAEd	61
Music Lessons Fee (Private)	20
MyBLUE Registration	26
<b>N</b>	
No-Credit Courses	24
Nonaccredited Institutions, Admission from	17
Non-Degree Students	17
Nondiscrimination Policy Statement	9
Non-Resident Classification, see Residence	
Classification for Tuition Purposes	17
North Central Association	6
No-Smoking Policy	8
<b>O</b>	
Objectives of Graduate Studies	12
Off-campus Housing	20
Office of Graduate Studies and Research	
Role and Mission	12
Open Registration	26
Organization of Graduate Studies	12
Origins of the Programs	12

## P

Parking Regulations Summary.....	8
PE Courses.....	102
Peer Health Education.....	11
PHIL Courses.....	103
Philosophy	
Courses.....	103
Program.....	71
PHYS Courses.....	103
Physical Education Exercise Science MAEd.....	57
Physical Education Master Teacher MAEd.....	58
Physics and Physical Science	
Courses.....	103
Department.....	71
Science/Math Education Program.....	63
Placement Services Fee.....	20
Plagiarism.....	30
Police and Parking Services.....	8
Policies	
Academic Integrity.....	30
Academic Probation.....	28
Academic Progress for Graduate Students.....	21
Academic Suspension.....	28
Class Attendance.....	30
Classroom Behavior.....	30
Clean Air.....	8
Computing.....	8, 128
Equal Educational Opportunity.....	9
Ethical Conduct.....	30
Final Week.....	30
Integrity in Faculty/Student Authorship and Research.....	30
Nondiscrimination Statement.....	9
Plagiarism.....	30
Sexual Harassment/Sexual Assault (Title IX).....	9
Standards of Satisfactory Academic Progress.....	21
Students with Disabilities/Special Needs.....	10
Political Science	
Courses.....	104
Department.....	71
Portfolio.....	25
Post-Baccalaureate Transitional Certification	
Program.....	69
Private music lessons fee.....	20
Probation Policy, Academic.....	28
Program Appeal.....	28
Program of Study	
Changes to the Approved.....	24
see Degree Audit.....	3
Program Origins.....	12
Programs	
Business Administration.....	39
Philosophy.....	71
Science/Math Education.....	63
Progress Policy for Graduate Students, Standards of Satisfactory Academic.....	21
PSCI Courses.....	104
Psychology	
Courses.....	104
Department.....	71
PSY Courses.....	104
Public Safety, see Police and Parking	
Services.....	8
Public Service.....	6

## R

Reading PK-12 MAEd.....	66
Readmission.....	17
Refunds (Tuition).....	27
Regents, University of Nebraska	
Student.....	5
Registration	
Early.....	26
Late.....	26
MyBLUE.....	26
Open.....	26
Reichenbach Scholarship.....	22
Repeated Courses.....	28
Research.....	31
Research Subjects (Human or Animal).....	31
Residence Classification for Tuition Purposes.....	17
Residency Status Change.....	18
Return of Title IV Funds.....	21
Role and Mission, Office of Graduate Studies and Research.....	12

## S

Safety Center.....	70
Scholarly Study Requirements.....	25
Scholarship Quality Points.....	27
Scholarships	
Graduate Student.....	23
Reichenbach.....	22
Tuition for Non-Residents.....	23
School Counseling-Elementary MSED.....	45
School Counseling-Secondary MSED.....	45
School Counseling-Student Affairs MSED.....	46
School Principalship 7-12 MAEd.....	50
School Principalship PK-8 MAEd.....	50
School Psychology EdS.....	48
School Psychology Information.....	47
School Superintendent EdS.....	52
School Superintendent Information.....	51
Science/Math Education MSED.....	63
Science/Math Education Program.....	63
Second Master's Degree, Admission to.....	16
Sexual Harassment/Sexual Assault Policy (Title IX).....	9
SFED Courses.....	105
Simultaneous Matriculation.....	16
Smoking Policy.....	8
SOC Courses.....	105
Social Work	
Courses.....	106
Sociology, Geography and Earth Science	
Department.....	72
GEOG Courses.....	93
SOC Courses.....	105
SOWK Courses.....	106
SPAN Courses.....	106
Spanish Education MAEd.....	60
SPCH Courses.....	107
Special Education MAEd.....	66
Specialist Degree.....	24
Special Needs, Students with.....	10
Special Topic Courses.....	24
Speech, Language and Hearing Clinic.....	33
Speech/Language Pathology MSED.....	42
Standards, Academic Work.....	28
Standards of Satisfactory Academic	
Progress Policy for Graduate Students.....	21
STAT Courses.....	107
Student Load.....	26
Student Regents, University of Nebraska.....	5

Students with Disabilities/Special Needs.....	10
Summary of Costs Per Semester.....	19
Supervisor of Special Education MAEd.....	51
Suspension Policy, Academic.....	28

## T

Teacher Certification, see Post-Baccalaureate	
Transitional Certification Program.....	69
Teacher Education	
Department.....	64
Program.....	64, 69
Science/Math Education Program.....	63
TE Courses.....	108
TEMO Courses.....	112
TESE Courses.....	113
TE Courses.....	108
TEMO Courses.....	112
TESE Courses.....	113
Testing Center.....	33
Textbooks.....	21
THEA Courses.....	115
Thesis Requirements.....	25
Time Limit for Graduate Degrees.....	24
Title IV Funds Return.....	21
Title IX, Sexual Harassment/Sexual Assault	
Policy.....	9
Traditional Grading.....	27
Transcript.....	3
Transfer Credit.....	24
Transitional Certification Program, Post-	
Baccalaureate.....	69
Tuition.....	19
Tuition Scholarships for Non-Residents.....	23

## U

University of Nebraska	
Central Administration.....	5
Foundation.....	8
Graduate Faculty Emeriti.....	127
Student Regents.....	5
UNK	
Administration.....	5
Deans.....	5
Governance.....	5
History.....	5
Mission.....	5
Vision.....	5
Use of Human or Animal Subjects in Research.....	31

## V

Vision, UNK.....	5
VOED Courses.....	115

## W

Walker Art Gallery.....	34
Welcome.....	1
Withdrawal from Courses.....	26
Withdrawal from UNK.....	27
Women's Center.....	11
Writing Center.....	34
Writing Project.....	25