

# Welcome to the University of Nebraska at Kearney

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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 will provide answers to your questions about the University; if not, the administration, faculty and staff are always available to answer questions personally.

## How to Use this Catalog

The catalog begins with listing building and department abbreviations used throughout the catalog, important telephone numbers and a calendar which provides important dates during the school year that you will want to note.

The Graduate Catalog consists of four major sections, the first being the General Information section. This section outlines UNK's history and describes the admission, finance, and registration processes for students, as well as academic standards.

The Graduate Programs section lists in alphabetical order the degree programs offered at UNK and the specific admission criteria required for each program. Course descriptions for each academic area are also listed in this section.

The third section is Non-degree Areas. Courses listed in this section may be used toward program requirements or as advanced study for non-degree students.

The final section lists UNK Graduate Faculty including their special teaching and research interests.

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## Office of Graduate Studies & Research

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University of Nebraska at Kearney  
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# University of Nebraska at Kearney

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## Building Abbreviations

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

## Important Telephone Numbers

### Departments:

Art	(308) 865-8353
Biology	(308) 865-8548
Business Administration (MBA)	(308) 865-8342
Communication Disorders	(308) 865-8300
Counseling & School Psychology	(308) 865-8508
Educational Administration	(308) 865-8512
Elementary Education	(308) 865-8616
English	(308) 865-8299
Health, Physical Ed. & Recreation	(308) 865-8331
History	(308) 865-8509
Modern Languages	(308) 865-8536
Music	(308) 865-8618
Teacher Education	(308) 865-8616
Special Education	(308) 865-8616

### Student Services:

Calvin T. Ryan Library	(308) 865-8535
Career Services	(308) 865-8501
Continuing Education	(308) 865-8211
Financial Aid	(308) 865-8520
Finance Office (Student Accounts)	(308) 865-8524
Graduate Office	(308) 865-8500
Toll-Free (Graduate questions only)	(800) 717-7881
Public Safety	(308) 865-8517
Registrar's Office	(308) 865-8527
Residence Life	(308) 865-8519
Teacher Certification	(308) 865-8264

## Directory of Graduate Programs

<b>Art</b>	M.A.Ed.
<b>Biology</b>	M.S.
Thesis	
Non-Thesis	
<b>Business Administration</b>	M.B.A.
Accounting	
Human Resources	
Information Systems	
Tailored Option	
<b>Communication Disorders</b>	M.S.Ed.
Speech/Language Pathology	
<b>Counseling &amp; School Psychology</b>	
Community Counseling	M.S.Ed.
Counseling Specialist	Ed.S.
School Counseling-Elementary	MS.Ed.
School Counseling-Secondary	MS.Ed.
School Counseling-Student Affairs	MS.Ed.
School Psychology	Ed.S.
<b>Educational Administration</b>	
School Principalship (K-6, 7-12)	M.A.Ed.
Supervisor ( <i>Subject Field, Special Ed., Physical Ed.</i> )	M.A.Ed.
School Superintendent	Ed.S.
<b>English</b>	MA.
Creative Writing	
Literature	
<b>History</b>	MA.
<b>Modern Languages</b>	
French, German, or Spanish	M.A.Ed.
<b>Music Education</b>	M.A.Ed.
<b>Physical Education</b>	
Exercise Science	M.A.Ed.
General Physical Education	M.A.Ed.
Master Teacher in Physical Education	M.A.Ed.
Pedagogy	
Special Populations	
<b>Science Teaching</b>	M.S.Ed.
Science/Math Education	
Science Education	
<b>Teacher Education</b>	
Curriculum and Instruction	M.A.Ed.
Instructional Technology	M.A.Ed.
Assistive Technology	
Educational Media	
Instructional Technology	
Multimedia Development	
Reading K-12	M.A.Ed.
Special Education	M.A.Ed.
Advanced Practitioner	
Early Childhood	
Gifted	
Mild/Moderate	

**Fall Semester 2005**

- August 19, Friday**  
Open registration 1 PM. - 3 PM.  
*Registrar's Office*
- August 22, Monday**  
All classes begin
- September 5, Monday**  
Labor Day Break • No Classes
- September 6, Tuesday**  
Classes reconvene
- September 12, Monday**  
Deadline to apply for December graduation
- October 17-18, Monday-Tuesday**  
Semester Break • No Classes
- October 19, Wednesday**  
Classes reconvene
- November 11, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- November 23-27, Wednesday-Sunday**  
Thanksgiving Break • No classes
- November 28, Monday**  
Classes reconvene
- December 2, Friday**  
Deadline for filing report of comprehensive exams
- December 9, Friday**  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- December 12-15, Monday-Thursday**  
Final week
- December 16, Friday**  
Commencement

**Spring Semester 2006**

- January 6, Friday**  
Open registration 1 PM. - 3 PM.  
*Registrar's Office*
- January 9, Monday**  
All classes begin
- January 16, Monday**  
Martin Luther King Jr. Day • No Classes
- January 17, Tuesday**  
Classes reconvene
- January 30, Monday**  
Deadline to apply for May graduation
- March 12-19, Sunday-Sunday**  
Semester Break • No Classes
- March 20, Monday**  
Classes reconvene
- March 31, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- April 21, Friday**  
Deadline for filing report of comprehensive exams
- April 28, Friday**  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- May 1-4, Monday-Thursday**  
Final week
- May 5, Friday**  
Commencement

**Summer Semester 2006**

- May 15, Monday**  
Pre-session classes begin  
8-week session classes begin
- May 29, Monday**  
Memorial Day • No Classes
- May 30, Tuesday**  
Classes reconvene
- June 5, Monday**  
First 5-week session classes begin
- June 12, Monday**  
Deadline to apply for Summer graduation
- July 4, Tuesday**  
Observance of Independence Day • No Classes
- July 5, Wednesday**  
Classes reconvene
- July 10, Monday**  
Second 5-week session classes begin
- July 21, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- August 4, Friday**  
Deadline for filing report of comprehensive exams  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- August 11, Friday**  
Summer Session Ends & Degrees Posted

**Fall Semester 2006**

- August 18, Friday**  
Open registration 1 PM. - 3 PM.  
*Registrar's Office*
- August 21, Monday**  
All classes begin
- September 4, Monday**  
Labor Day Break • No Classes
- September 5, Tuesday**  
Classes reconvene
- September 11, Monday**  
Deadline to apply for December graduation
- October 16-17, Monday-Tuesday**  
Semester Break • No Classes
- October 18, Wednesday**  
Classes reconvene
- November 10, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- November 22-25, Wednesday-Sunday**  
Thanksgiving Break • No classes
- November 27, Monday**  
Classes reconvene
- December 1, Friday**  
Deadline for filing report of comprehensive exams
- December 8, Friday**  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- December 11-14, Monday-Thursday**  
Final week
- December 15, Friday**  
Commencement

**Spring Semester 2007**

- January 5, Friday**  
Open registration 1 PM. - 3 PM.  
*Registrar's Office*
- January 8, Monday**  
All classes begin
- January 15, Monday**  
Martin Luther King Jr. Day • No Classes
- January 16, Tuesday**  
Classes reconvene
- January 29, Monday**  
Deadline to apply for May graduation
- March 11-18, Sunday-Sunday**  
Semester Break • No Classes
- March 19, Monday**  
Classes reconvene
- March 30, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- April 20, Friday**  
Deadline for filing report of comprehensive exams
- April 27, Friday**  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- May 7-10, Monday-Thursday**  
Final week
- May 11, Friday**  
Commencement

**Summer Semester 2007**

- May 14, Monday**  
Pre-session classes begin  
8-week session classes begin
- May 28, Monday**  
Memorial Day • No Classes
- May 29, Tuesday**  
Classes reconvene
- June 4, Monday**  
First 5-week session classes begin
- June 11, Monday**  
Deadline to apply for Summer graduation
- July 4, Wednesday**  
Observance of Independence Day • No Classes
- July 5, Thursday**  
Classes reconvene
- July 9, Monday**  
Second 5-week session classes begin
- July 20, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- August 3, Friday**  
Deadline for filing report of comprehensive exams  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- August 10, Friday**  
Summer Session Ends & Degrees Posted

**Fall Semester 2007**

- August 20, Friday**  
Open registration 1 PM. - 3 PM.  
*Registrar's Office*
- August 27, Monday**  
All classes begin
- September 3, Monday**  
Labor Day Break • No Classes
- September 4, Tuesday**  
Classes reconvene
- September 17, Monday**  
Deadline to apply for December graduation
- October 22-23, Monday-Tuesday**  
Semester Break • No Classes
- October 24, Wednesday**  
Classes reconvene
- November 16, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- November 21-25, Wednesday-Sunday**  
Thanksgiving Break • No classes
- November 26, Monday**  
Classes reconvene
- December 7, Friday**  
Deadline for filing report of comprehensive exams
- December 14, Friday**  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- December 17-20, Monday-Thursday**  
Final week
- December 21, Friday**  
Commencement

**Spring Semester 2008**

- January 11, Friday**  
Open registration 1 PM. - 3 PM.  
*Registrar's Office*
- January 14, Monday**  
All classes begin
- January 21, Monday**  
Martin Luther King Jr. Day • No Classes
- January 12, Tuesday**  
Classes reconvene
- February 4, Monday**  
Deadline to apply for May graduation
- March 16-23, Sunday-Sunday**  
Semester Break • No Classes
- March 24, Monday**  
Classes reconvene
- April 4, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- April 18, Friday**  
Deadline for filing report of comprehensive exams
- April 25, Friday**  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- May 5-8, Monday-Thursday**  
Final week
- May 9, Friday**  
Commencement

**Summer Semester 2008**

- May 12, Monday**  
Pre-session classes begin  
8-week session classes begin
- May 26, Monday**  
Memorial Day • No Classes
- May 27, Tuesday**  
Classes reconvene
- June 2, Monday**  
First 5-week session classes begin
- June 9, Monday**  
Deadline to apply for Summer graduation
- July 4, Friday**  
Observance of Independence Day • No Classes
- July 7, Monday**  
Classes reconvene
- July 7, Monday**  
Second 5-week session classes begin
- July 18, Friday**  
Deadline for completion of comprehensive examinations for degree candidates
- August 1, Friday**  
Deadline for filing report of comprehensive exams  
Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office
- August 8, Friday**  
Summer Session Ends & Degrees Posted

# GENERAL INFORMATION

## THE UNIVERSITY OF NEBRASKA AT KEARNEY

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

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

### Mission Statement

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

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

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

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

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

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

### Objectives

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

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

## Governing Body

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.

## Accreditation

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

- American Assembly of Collegiate Schools of Business (\*Candidacy Status)
- American Chemical Society Approved List of Programs (Chemistry)
- American Dietetic Association (Dietetics major - Family and Consumer Science)
- Committee on College Nursing Education (CCNE)
- Council for Accreditation of Counseling and Related Educational Programs (Counseling & School Psychology)
- Council on Social Work Education (CSWE) (Social Work)
- Council on the Academic Accreditation in Audiology and Speech-Language Pathology (CAA of the American Speech-Language-Hearing Association (ASHA))
- Nebraska State Board of Nursing (Nursing)
- Nebraska State Department of Education (Teacher Education)
- National Kitchen & Bath Association (Family and Consumer Science)
- National Association of Schools of Music (Music)
- National Association of School Psychologists (Counseling & School Psychology)
- University Aviation Association (Airway Science)

*\*Candidacy status is an indication that an institution has voluntarily committed to participate in a program of self-improvement and is actively progressing toward the status of accreditation: candidacy status is not accreditation and does not guarantee eventual accreditation.*

## History

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

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

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

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

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

## Origins of the Programs

The resolution authorizing the State Colleges of Nebraska to offer graduate study and to grant advanced degrees was adopted by the Board of Trustees (then the Board of Education of State Normal Schools) at its regular meeting on September 23, 1955.

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

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

## Statement of Policy

The University of Nebraska at Kearney reaffirms its policy of administering all educational programs, related support services and benefits in a manner that does not discriminate on the basis of a student's or prospective student's race, age, color, disability, religion, sex, sexual orientation, national or ethnic origin, marital status, or veteran status. Furthermore, the University commits itself to encourage greater involvement of those individuals traditionally underrepresented in the student body and to establish organization structures and procedures that assure all students equal access to the facilities and educational benefits of the institution. For more detailed information on Affirmative Action policies refer to page 21.

## Students with Disabilities/Special Needs

The goal at UNK is to develop an academic community accessible to all individuals while encouraging the skills necessary for independence and self-sufficiency. Therefore, it is the responsibility of the student at UNK to identify himself/herself as an individual with a disability and to provide documentation/verification by a qualified individual. Admitted students with disabilities are encouraged to schedule a special needs intake session at the Counseling Center (308) 865-8248 to learn about campus and program accommodations and services available to them. See <http://www.unk.edu/offices/counseling/disabilities.html> for further information.

# ADMISSION INFORMATION

## Graduate Student Classification

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

1. *Degree-Seeking Graduate Students:* A student pursuing a program of study leading to a Master's Degree or to a Specialist Degree. To be classified as a degree graduate candidate, a student must meet the requirements for admission to degree status as stated by the Office of Graduate Studies and Research and by the appropriate department or program.
2. *Non-Degree Graduate Student:* Non-degree graduate students are those who are not permitted or who do not wish to pursue an advanced degree. A student may take courses for such purposes as certification, self-improvement, employment requirements, or a second baccalaureate degree.
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.

## Admission Process

### Degree-Seeking Students

Individuals interested in pursuing a graduate degree at the University of Nebraska at Kearney should contact the Office of Graduate Studies and Research for application information. All application materials should be received by the Office of Graduate Studies and Research at least four weeks prior to the beginning of the semester in which the student wishes to register. All degree-seeking applicants must:

1. Submit a formal application for admission either electronically or by paper;
2. Submit two official transcripts of all undergraduate and graduate course work sent directly from the University or College;
3. Submit departmental admission requirements. (Contact the individual departments for these requirements.)

When all materials are complete, the Office of Graduate Studies and Research will conduct an initial evaluation.

Applicant files meeting the requirements for admission to graduate study will be forwarded to the appropriate department for their consideration and recommendation. Following receipt of the departmental recommendation, the Office of Graduate Studies and Research will notify the applicant of the action taken and admission status.

### Degree Admission Status

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

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

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

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

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

### International Students

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

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

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

Fall Admission - deadline is May 1\*

Spring Admission - deadline is October 1

Summer Admission - deadline is February 1

\*Students interested in graduate assistantships should apply earlier. See graduate assistantship information on page 12.

### 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 admissions 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 common to the two degree programs may be applied to the second degree.

### Simultaneous Matriculation

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

### Non-Degree Students

An individual with a bachelor's degree from a regionally accredited institution who is not seeking a graduate degree may enroll in graduate courses and receive credit as a non-degree student. Applicants for non-degree status need only submit an application for admission and application fee.

A student wishing to change from non-degree status to a degree program must file a new application for admission

and adhere to all requirements specified for degree-seeking students. No more than 12 credit hours earned in non-degree status may be applied to a graduate degree program. International students are not eligible to enroll under non-degree status.

### Admission From Nonaccredited Institutions

Students desiring admission to a degree program who have received their baccalaureate degree from a nonaccredited institution will be granted conditional admission, provided all other college and departmental requirements have been met. Unconditional (full) admission will not be granted until the student completes 12 hours of graduate course work in the proposed field of study, with a cumulative grade point average (GPA) of at least B (3.00), with no more than one grade of C. A grade below C will result in the student being dropped from the degree program.

### Readmission

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

## 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

The following requirements pertain to all Master's and Specialist's degrees.

### Program of Study/Degree Audit

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

### Academic Credit Policies

**Grading System:** Traditional Grading/Scholarship Quality Points

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

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

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

*Grade Point Average (GPA Computation)*

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

### *Transfer Credit*

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

### *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-Like Courses*

Special topic-like courses include seminars, workshops and classes that cover topics not generally available in the regular curriculum and are numbered 899P. 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-like 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 which would be 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 which appears on the student's Degree Audit is the beginning of the student's graduate education.

### **Changes to the Approved Program of Study**

Any substitution of courses or other change in an approved program of study (Degree Audit) must be recommended in writing by submitting a Change in Program of Study Form from the student's 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 not listed on the Degree Audit.

### Admission to Candidacy

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

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

### Comprehensive Examinations

At least four weeks prior to the date of graduation, the candidate will be required to pass a comprehensive examination. This examination will be developed and administered by the department to which the student is obligated for advisorship and major course work. The chief objective of the examination is to evaluate competencies and the ability to implement knowledge in the candidate's field of study. Completion dates for the comprehensive exams are listed in the academic calendar in the front of this catalog.

### Thesis, Field Study and Scholarly Study Requirements

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

At the time a student elects to write a thesis, field study, or scholarly study for either the Master's Degree or the Specialist Degree, the advisor and the Chair of the Graduate Program Committee concerned shall obtain approval from the Dean of Graduate Studies and Research on the composition of the committee by submitting a "Proposed Supervisory Committee" form. This committee will approve a thesis problem and guide the student in the writing of the thesis, field study or scholarly study. The committee will also examine the student in the required oral examination at the completion of the project. The time and place of the examination will be determined by the Chair of the Committee.

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

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

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

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

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

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

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

**Thesis:** The candidate must prepare five unbound copies of the thesis. One original (as described above) and four duplicate copies are to be submitted to the Office of Graduate Studies & Research at least one week prior to graduation. The student is responsible for the binding fees for all five copies.

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

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

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

### Research

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

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

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

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

### Use of Human or Animal Subjects in Research

Any systematic investigation involving human participants which is designed to develop or contribute to generalizable knowledge must be reviewed and approved by the IRB (Institutional Review Board) for the Protection of Human Subjects in Research. Any use of animals for either research or instructional purposes must be reviewed and approved by the IACUC (Institutional Animal Care and Use Committee) prior to initiation. This includes investigations conducted by faculty, students, staff or others on the premises of the University of Nebraska at Kearney as well as investigations conducted elsewhere by any representative of the University of Nebraska. This policy applies to both funded and non-funded research

projects. For additional information, copies of the guidelines which govern committee decisions, and forms for filing requests for review, contact either Dr. Richard L. Miller, Director, IRB, Copeland 320J or Dr. Wayne Briner, Chair, IACUC, Copeland 320B.

### Filing for Graduation

During what is expected to be the final semester of a student's program of study, the student must file a formal application for graduation in the Registrar's Office. Graduation application deadlines occur early in each semester or session and are listed in the front of this catalog in the Academic Calendar. A fee will be assessed at the time a student applies for graduation. If all degree requirements are not completed prior to the commencement date, the student may not participate in the commencement ceremonies and must reapply for graduation for the next academic semester. The student will again pay the graduation fee in order to receive his or her diploma. Commencement ceremonies are performed at the conclusion of all semesters. All academic requirements must be completed and financial indebtedness paid to the University prior to the posting of the degree.

## FINANCIAL INFORMATION

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

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

### Fees

Application Fee.....\$45.00

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

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

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

### Special Fees (varies)

- Late registration (beginning the first day of classes through the last day of registration) .. \$15.00
- Education & Credential Serv. (Contact the Career Center for specific fee information: 308-865-8501)
- Graduation Fee (all degrees) ..... \$20.00
- Off-Campus Service Fee per hour ..... \$20.00

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

### Textbooks

Students will purchase their own textbooks. Textbooks average \$80.00 to \$100.00 per course.

**Housing and Dining**

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

Apartment and room only contracts may be available to upperclassmen living on designated Independent Living Floors. Contact the Office of Residence Life for details at

[http://www.unk.edu/offices/reslife/roomrates2003\\_2004.htm](http://www.unk.edu/offices/reslife/roomrates2003_2004.htm)

*Summer Sessions - see Summer Class Schedule*

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

*Living Accommodations*

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

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

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

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

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

Opening dates:

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

All apartments have central heating, central air-conditioning,

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

*Off-campus Housing*

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

*Refunds*

Refunds for Room and Board are prorated on a weekly basis. Claims for any refunds due students must be filed with the Finance Office by the close of the term. Claims for refund of residence hall breakage deposits should be signed by the student, the house-director and the Director of Residence Life. Claims for amounts due the University which are to be charged against the student's deposit will also be filed with the Finance Office, after which a check for money due the student will be issued and forwarded to the student.

**FINANCIAL ASSISTANCE****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 complete an Application for Graduate Assistantship with the Office of Graduate Studies & Research, as well as inquire with their department of interest for availability of positions. Students will need to obtain three letters of reference to accompany their application. The Office of Graduate Studies and Research forwards copies of completed applications to designated departments, and maintains student application files. Assistantship decisions begin around April 15th for the following academic year appointments although applications are accepted until all positions are filled. Early application is encouraged.

Graduate Assistants employed full-time will automatically be awarded (resident or nonresident as appropriate) tuition remission equivalent to one-half of the credit hours in their Graduate Degree Program per academic year. 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 will be paid by the Graduate Assistant. These remissions may be utilized during the semester(s) of a Graduate Assistant appointment and the following summer session.

*Academic Standards*

The Graduate Assistantship is intended to provide support to students pursuing a graduate degree who have demonstrated a high level of academic achievement or potential. Graduate

students must be fully admitted to a degree program prior to the awarding of an assistantship. Graduate Assistants are required to maintain a minimum G.P.A. of 3.0.

#### *Work Load*

Assistantships assigned on a halftime basis carry a workload of ten (10) hours per week. Assistantships assigned on a full-time basis carry a workload of twenty (20) hours per week. The University considers twenty hours per week full-time student employment. Therefore, full-time Graduate Assistants may not hold any additional employment positions at UNK.

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

#### *Course Load*

Individuals receiving an assistantship must enroll in a minimum of six hours per semester/term and are expected to complete a minimum of six (6) graduate hours per semester, or twelve (12) graduate hours per academic year. These hours must be applicable to the student's Program of Study. A graduate assistant may carry a maximum load of twelve (12) hours of course work per semester. Graduate students with federal loans must carry a minimum load of nine (9) hours of graduate course work per semester to be considered a full-time student for loan purposes.

#### *Duties*

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

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

#### *Length of Appointment*

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

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

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

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

#### *Application*

The application forms for Graduate Admissions and Graduate Assistantships can be obtained from:

Office of Graduate Studies and Research  
University of Nebraska at Kearney  
2131 Founders Hall  
Kearney, NE 68849-1230  
(308) 865-8500  
Email: [gradstudies@unk.edu](mailto:gradstudies@unk.edu)  
Website: [http://www.unk.edu/acad/grad\\_studies/prosstud.html](http://www.unk.edu/acad/grad_studies/prosstud.html)

**UNK Graduate Council:** Each fall the GSA appoints three graduate students to serve as representatives to the Graduate Council. These students attend the Graduate Council meetings and share concerns and ideas of graduate students. Contact the GSA president or Dean of Graduate Studies and Research for more information.

#### *Waiver Deadline*

Tuition waivers for a semester or term must be used before the expiration of the tuition refund period as stated in the Class Schedule for that semester or term. Exception: If a class starts after that refund date, unused waivers may be credited at the time of registration for such classes; however, no tuition waivers may be credited after the registration is closed.

### **Financial Aid/Scholarships**

#### *Reichenbach Scholarships*

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

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

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

The following scholarships are also available to graduate students. Students must apply for all scholarships during the month of February. Information and applications are available on the financial aid webpage ([http://www.unk.edu/offices/financial\\_aid/home.html](http://www.unk.edu/offices/financial_aid/home.html)) and must be submitted by February 28th. For additional information on these scholarships, contact the Financial Aid Office (contact information located at the end of this section).

- Ron Cope UNK College Republican Memorial Scholarship
- Arona Hoffman (English)
- Graduate Dean's Scholarship
- Ormond P. Hill Memorial Scholarship
- B.M. Stevenson Family Scholarship
- Ray E. Lundy Scholarship (Business Administration)
- Counseling and School Psychology Scholarship
- Kearney Sertoma Club Scholarship (Speech Pathology, Special Education)
- Mary Splitter Memorial Scholarship (Counseling and School Psychology)
- Tammi J. (Rowe) Warner Counseling and School Psychology Scholarship
- M. & H. Stauffer Family Scholarship (English)
- John & Mary Schleiger (Business & Technology)
- Laddie & Iris Bicak Family Scholarship (Biology)
- William E. Bruner Biology Research Grant Endowment
- Gene Hamaker Memorial Scholarship (History)
- Philip S. & Lois C. Holmgren Scholarship (History)

**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:

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

**Midwest Student Exchange Program**

The Midwest Student Exchange Program (MSEP) was established by the Midwestern Higher Education Commission to increase interstate educational opportunities for students in its member states. The program enables residents of Kansas, Michigan, Minnesota, Missouri, Nebraska, and North Dakota to enroll in academic programs at reduced tuition levels. Tuition for MSEP is equal to 150 percent of regular

resident tuition. Students must indicate on their application for graduate admission that they are applying as an MSEP student. Contact the Office of Graduate Studies and Research for additional information.

**Loans**

Graduate students at the University of Nebraska at Kearney are eligible to apply for assistance through the Stafford Student Loan Program. Requirements regarding qualification for assistance and a description of application procedures may be obtained from the Financial Aid Office:

*Office of Financial Aid  
University of Nebraska at Kearney  
Kearney, Nebraska 68849  
Telephone (308) 865-8520  
Website: [http://www.unk.edu/offices/financial\\_aid/home.html](http://www.unk.edu/offices/financial_aid/home.html)*

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

# REGISTRATION

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

**Student Class Loads**

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

Registration Requirements for Full/Part-time Status	
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

**Credit/No-Credit Courses**

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

## Late Registration

Registration after the first week of the term is considered late registration and cannot be completed using the WebEASI system. Students wishing to register for a class after the first week must have written permission from the instructor and must complete their registration at the Registrar's Office, Founders Hall, from 8:00 a.m. – 4:00 p.m. A \$15.00 late fee is assessed to the late registrant and all tuition and related fees are due at the time of registration.

## Residency Classification for Tuition Purposes

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

### *Change of Residency Status*

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

## 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" 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.

## Incomplete Grades

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

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

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

## Dropping or Withdrawing from Courses

Class registrations will not be cancelled by the university prior to the beginning of the semester. Students are responsible for cancelling their schedule should they decide not to attend UNK for the upcoming semester. Failure to properly withdraw before the term begins will result in tuition/fees being charged for classes in which the student remains enrolled.

All students who register for classes from early registration through the first week of the semester will be sent a billing statement. Statements will be mailed at the beginning of the second week of the term. Billing statements will be sent to the student's local address unless otherwise requested.

Registrations will NOT be cancelled prior to the beginning of the semester by the university. Once a student registers for classes, it is the responsibility of the student to cancel his/her registration should plans change and the decision is made not to attend UNK that semester. Students who remain registered in classes once the term begins will be charged full tuition and fees for courses in their schedule.

Students who drop classes and/or withdraw from the university after the term has begun may be eligible for a tuition refund according to the schedule listed in the refunds section of the current class schedule.

Students who are permitted to register after the first week of the term will be required to pay all tuition, fees and related charges in full at the time of registration.

*Dropping:* Students may adjust their schedules (drop and/or add classes) using EASI or WebEASI through the first week of the semester. After Friday at 5:00 p.m. of the first week of the

semester students must obtain a drop/add form from the Registrar's Office, have the instructor sign the form and return it to the Registrar's Office for processing.

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

A student officially dropping a course after the first week of the semester and prior to the end of the ninth week of the semester will be awarded a "W" which indicates a withdrawal. For courses of duration other than a semester, a student dropping a course after the first week of the term and any time prior to the end of the midpoint of the class duration (e.g. the end of the fourth week of an eight-week session course) will be awarded a "W". The "W" will appear on the student's grade report and transcript.

A failing grade "F" will be reported if a student stops attending class and neither officially withdraws from the course prior to the appropriate deadline nor establishes, prior to the end of the term and to the satisfaction of the instructor, that extenuating circumstances prevented the 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. Refer to the Course Grades section of the current class schedule for a statement on the "I" (incomplete) designation.

A student may not withdraw from a course after the 9th week of the semester (or midpoint of the class) unless highly unusual, extenuating circumstances (beyond the student's control) are established to the satisfaction of the Dean of Graduate Studies and Research.

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

*Withdrawing:* A student wishing to withdraw from all classes may do so via or WebEASI through the first week (prior to 5:00 p.m. Friday) of the term. Beginning the second week, the student must complete the appropriate withdrawal form to cancel his/her registration. This form is available from the Registrar's office. The deadlines for withdrawal are the same as those for dropping a class (after the 9th week of the semester). Students withdrawing from class after the first week of the term will receive a grade of "W" for all classes.

The University reserves the right to exercise an administrative withdrawal. Administrative withdrawals may be initiated when a student's continued presence on the campus would constitute the potential for danger to self or others, or disruption of University community interests including teaching, administration or other University recognized activities.

**Refunds**

*On-Campus Classes*

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

*Off-Campus Classes*

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

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

**Classes Meeting Fall or Spring Semester**

**Tuition/Fee Refund**

Through first week (to 5:00 p.m. Friday) .....	100%
During the 2nd week .....	75%
During the 3rd week .....	50%
During the 4th week .....	25%
After the 4th week .....	NOREFUND

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

*Tuition Refund Schedule: Summer Sessions*

1. If dropping all classes after term has begun, student must contact the Registrar's office for complete withdrawal.
2. If dropping just one class, obtain Drop/Add form (Change of Class Schedule) from the Registrar's Office.
  - a. Have instructor or dept. chair sign and return form to the Registrar's Office.
  - b. All refunds will be calculated according to the date the form is presented at Registrar's Office, **NOT** the date on form.
3. A class **CAN'T** be dropped past the midpoint of the class.

**Session Lasting 3 Weeks at 5 days per week**

Before 3 <sup>rd</sup> class meeting .....	100%
Before 4 <sup>th</sup> class meeting .....	50%
Before 5 <sup>th</sup> class meeting .....	25%
After 5 <sup>th</sup> class meeting to midpoint .....	No Refund

**Session Lasting 5 Weeks at 5 days per week**

Before 4 <sup>th</sup> class meeting .....	100%
Before 6 <sup>th</sup> class meeting .....	50%
Before 8 <sup>th</sup> class meeting .....	25%
After 8 <sup>th</sup> class meeting to midpoint .....	No Refund

**Classes Lasting 10 Weeks**

First Week .....	100%
Second Week .....	75%
Third Week .....	50%
Fourth Week to midpoint .....	No Refund

**Classes Lasting 13 Weeks**

First Week .....	100%
Second Week .....	75%
Third Week .....	50%
Fourth Week .....	25%
Fifth Week to midpoint .....	No Refund



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

## SPECIAL INFORMATION

### 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, the student shall maintain an average grade of at least "B" (3.0) in all courses completed.
2. Grades below a "C" will not apply to a degree program.
3. Individual departments may specify more stringent grade requirements.

### Academic Probation/Academic Suspension Policy

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

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

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

### Expectations in the Classroom

#### *Academic Integrity*

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

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

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

- providing a full and a complete representation of any scholarly findings, be it experimental data or information retrieved from archives;
- taking care that the resources of the University (e.g., library materials, computer, or laboratory equipment) are used for their intended academic purposes and that they are used in a manner that minimizes the likelihood of damage or unnecessary wear;
- assuring that one's co-workers are given due credit for their contributions to any scholarly endeavor;
- respecting a diversity of opinion and defending one's colleagues as well as one's own academic freedom;
- respecting the rights of other students who may come under the tutelage of the graduate student and being fair and impartial in grading and other forms of evaluation; and
- seeking permission from an instructor when submitting work that has been used in other courses.

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

### Plagiarism

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

#### *Plagiarism by Faculty*

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

### *Plagiarism by Students*

The investigation of allegations or student appeals of plagiarism at any major administrative unit in the University of Nebraska at Kearney shall be carried out under the appropriate graduate student appeals process (see below).

### *Integrity in Faculty/Student Authorship and Research*

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

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

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

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

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

In cases where a grant or contract is awarded to a director of a project, stipulating that substantial work is to be performed by a specified student, 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 may apply.

### *Class Attendance*

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

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

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

### *Classroom Behavior*

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

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

### *Ethical Conduct*

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

## **Graduate Student Appeal Process**

### *Appeal of General Academic Matters Related to Student Programs*

- I. Graduate students holding admission with Non-degree status in the Graduate College, admission with a Master's objective, or a Specialist's objective should appeal as follows:
  - A. Initially, the appeal may be submitted to the student's advisor.
  - B. If denied, the appeal may be submitted to the UNK departmental Graduate Program Committee responsible for the student's graduate program.
  - C. If denied, an appeal may be made to the UNK Graduate Council. Normally, this will be the final appeals body (for exceptions, see section IV).

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

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

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

A decision by the Executive Graduate Council not to accept jurisdiction of an appeal shall be final and is not subject to further appeal.

- B. Appeals to the Executive Graduate Council must be made in writing and must specifically outline the grounds for the appeal. Such appeal must be made within 20 working days of the day the decision of the campus Graduate Council is received (working days shall not include those days the University is not in session.)

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

#### *Appeal of Grades in Graduate-Level Courses*

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

The initiation of the written appeal by the student must be filed within six weeks following receipt of the grade from the Office of the Registrar.

#### **Denial of Admission**

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

#### **Organization of Graduate Studies**

##### I. Governance of Graduate Studies at UNK

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

##### II. The UNK Graduate Council

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

##### A. Membership of the UNK Graduate Council

The Council shall consist of twelve elected members of the UNK Graduate Faculty, three "at large"

Graduate Faculty members, and three graduate student members.

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

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

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

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

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

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

#### B. Powers of the UNK Graduate Council

The UNK Graduate Faculty has delegated to the Council its policy- and decision-making powers for graduate matters, subject to review and possible override by a vote of the Graduate Faculty. Decisions of the Council effecting change of policy and/or regulations may become effective immediately. All actions become final one month after general publication to the UNK Graduate Faculty unless a petition

signed by at least ten members is submitted to the UNK Dean of Graduate Studies requesting a meeting of the Graduate Faculty to discuss the action of the Council. The UNK Graduate Faculty may, after discussion of the matter, request the Dean to conduct a referendum (mail ballot) of the issue.

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

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

Programs at the University of Nebraska at Kearney, and for implementing the policies of the Board of Regents and the Graduate Faculty concerning graduate studies.

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

#### IV. Graduate Committees

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

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

#### V. General

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

#### **Nondiscrimination Policy**

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 services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based upon race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status.

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.

The University of Nebraska at Kearney reaffirms that all women and men — students, staff, faculty, and administrators — are to be treated fairly and equally with dignity and respect. Any form of discrimination, including sexual harassment, is prohibited. This policy is enforced by federal law and the University of Nebraska Board of Regents policies. The Director of Affirmative Action/Equal Opportunity monitors the University of Nebraska at Kearney's affirmative action and equal opportunity policies.

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

### Sexual Harassment Policy

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

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

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

Sexual harassment does not include personal compliments welcomed by the recipient and social interaction or relationships freely entered into by students, employees, or prospective employees; however, the potential for sexual harassment even in consensual relationships must be recognized, especially in situations where a professional power differential exists (e.g., administrator/student, faculty/student, supervisor/employee, tenured/non-tenured faculty.) Sexual harassment does not include behavior which is considered to be appropriate to an academic discipline for the purpose of instruction or individual safety.

For information regarding sexual harassment complaints or grievances refer to the University of Nebraska at Kearney Grievance Procedures Relating to Alleged Prohibited Discrimination.

### Academic Policy for Students with Disabilities

#### *Role of the University of Nebraska at Kearney* Criteria for Admission Process and Requirements

The University of Nebraska at Kearney is committed to providing any reasonable accommodations necessary to make our campus and programs accessible to students with disabilities. However, colleges may not inquire whether the applicant has a disability during the admission process. In order to assist students with disabilities, the University agrees:

- 1) To identify an Americans with Disabilities Act (ADA) Committee
- 2) To provide, at the time of admission, written information to students that describes the general actions the University is prepared to offer in accommodating students with special needs.
- 3) To provide general procedures and access plans
- 4) To provide an appeal and grievance process
- 5) To offer rationale for specific course entrance requirements for which there are no waivers or substitutions offered.
- 6) To provide a philosophical statement outlining the University's commitment to accommodation of the needs of students with disabilities in academic and other related activities.
- 7) To assure that qualified students with disabilities are not unwillingly counseled toward more restrictive career objectives than are other students with similar interests and abilities.

### Criteria for Graduation Requirements and Academic Accommodations

The reasonable accommodation of students with disabilities does not imply the compromising of the academic offering of the University. In order to accommodate students with disabilities, the University agrees:

- 1) To acknowledge that the University will provide reasonable accommodations in order to allow students with disabilities to fulfill graduation requirements. There are times when substitutions and waivers may be appropriate.
- 2) To state and define, based on individual requests, the

rationale for courses for which there are no waivers or substitutions.

- 3) To state and define course substitutions, waivers and accommodations for each individual student's program.
- 4) To provide reasonable accommodations to facilitate academic success of students with learning disabilities.
- 5) To identify available options and make professional academic judgements for reasonable accommodation of students with disabilities. Waiver and/or substitution of courses by the University are not necessary when requirements can be documented as essential to the program of studies.
- 6) To support and assist students with disabilities in the development of their career and vocational plans.

#### *Role of the Student*

#### *Criteria for Student Responsibilities*

Students who wish reasonable accommodation designed for his or her particular needs should:

- 1) Contact the Counseling Center at the University of Nebraska at Kearney and participate in the formulation of an individual accommodation plan.
- 2) Obtain information regarding the assessment process by contacting the Counseling Center at the University of Nebraska at Kearney.

Contact UNK Counseling Center  
(308) 865-8248 MSAB 144

## 22 **Rights and Responsibilities of Individuals with Disabilities**

### *Rights*

1. To an equal opportunity to participate in and benefit from employment, courses, academic programs, services, and activities offered through the University;
2. To an equal opportunity to work and learn through reasonable accommodations, auxiliary aids, or services;
3. To appropriate confidentiality of all disability-related information except as disclosure is required/permitted by law;
4. To information made reasonably available in accessible formats.
5. To determine whether or not to access accommodations.

### *Responsibilities:*

1. To meet qualifications and maintain essential institutional standards for employment, academic programs, services, and activities;
2. To self-identify as an individual with a disability, when an accommodation is needed, and to seek information, counsel, and assistance as necessary;
3. To provide documentation (from an appropriate professional) of a disability and demonstrate or document how the disability limits participation in employment, programs, services, or activities;

4. To follow published procedures for obtaining information, services, and reasonable accommodations.

### **Student Procedures**

#### Primary Contact

#### Counseling Center

Memorial Student Affairs Building 144  
(308) 865-8248

A goal at the University of Nebraska at Kearney is to develop an academic community accessible to all individuals while empowering them to exercise the skills necessary for independence and self-sufficiency. The procedures to be used to provide guidance and support for students with disabilities or other special needs shall include the following:

1. Student contacts the Counseling Center and schedules a special needs intake session. (See Registration Agreement Form)
2. Student completes intake form and provides the Counseling Center with documentation and/or verification of the disability. Student participates in intake session where accommodations and services available on campus are discussed. (See Documentation Requirements)
3. Counseling Center provides an accommodation plan for the student, which includes a personal list of accommodations and a release of information which the student has signed. (See Sample "Letter of Support")
4. Student uses the support letter as reference as he/she meets with appropriate faculty or staff to negotiate reasonable means of providing these accommodations.
5. Counseling Center is supportive and available for consultation with student and/or faculty or staff member as needed.
6. Faculty will not be asked to 'water down' their courses nor to give a student a grade he/she has not earned. With appropriate accommodations, a student with a disability has the same academic rights and responsibilities as any other student.
7. The ADA Coordinator will review, upon request, the development of accommodations in general or individual accommodation plans.

### **Rights and Responsibilities of the University of Nebraska at Kearney**

#### *Rights:*

1. To identify and establish essential functions, abilities, skills and knowledge for employment, programs, services, and activities, and to evaluate faculty, staff and students on this basis;
2. To require current documentation that supports requests for reasonable accommodations and/or auxiliary services;
3. To deny a request for accommodations and/or auxiliary aids if documentation fails to establish a disability or support the requested accommodation;

4. To select among equally effective reasonable accommodations, adjustments, and/or auxiliary services;
5. To refuse an unreasonable accommodation, adjustment, and/or auxiliary service or one that imposes an undue hardship or fundamental alteration of a program or activity of the University.

*Responsibilities:*

1. To ensure that employment, programs and activities, when viewed in the entirety, are made accessible in the most integrated and appropriate settings possible;
2. To evaluate faculty, staff, students and applicants on their skills and abilities without regard to disability;
3. To provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary services for faculty, staff, students, and guests with disabilities in employment, academic programs, services, facilities, and activities;
4. To maintain appropriate confidentiality of records and communication, except where permitted/required by law;
5. To provide information in an accessible format upon request to individuals with disabilities.

# GRADUATE PROGRAMS

## ART

**Mark Hartman, MFA, Department Chair**  
308-865-8845

**Donna S. Alden, Ph.D, Graduate Program Chair**  
308-865-8353

### Graduate Faculty

**Professors:** H. Jacobson, R. Schuessler  
**Assistant Professors:** Donna S. Alden, Victoria Goro-Rapoport, Michelle Lang

### Graduate Program Committee

D. Alden-Chair, V. Goro-Rapoport, J.. Jacobson,  
E. Kronfield, M. Lang, R. Schuessler, D. Potthoff (COE)

### Master of Arts in Education: 36 Semester Hours

A **maximum** of 9 semester hours (by department approval) can be transferred in from another accredited institution. A **maximum** of 6 semester hours can be completed through independent study.

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

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

### Art Education Research Paper Option

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

### Thesis in Art Education Option

The thesis option is much more rigorous than the research paper option. In addition to coursework, students will design and conduct original research in art education and write a scholarly paper. The student will culminate the experience through an oral defense of the thesis. The thesis option prepares the student for pursuing a terminal degree (Ph.D). It is recommended that the thesis student take courses on campus whenever possible to fully benefit from the academic rigor of the university environment. The thesis option can only be completed by taking TE 802 on the UNK campus or by transferring in an equivalent course.

### Format of examinations

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

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

### Retake of examinations

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

### Program Admission Requirements

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

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

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



4. A current resume and a statement by the applicant elaborating the reasons for pursuing advanced studies in art education. The statement should be two to four pages in length using standard margins and font.

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

**Application deadlines are as follows:**

Apply by March 1 to be admitted for the Fall semester.  
 Apply by October 1 to be admitted for the Spring semester.  
 Apply by February 1 to be admitted for the Summer semester.

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

**Technology requirements**

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.

**Master of Arts in Education Degree**

**Art Education Pedagogy 15 hours**

**Required:**

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

Related Requirements - Choose one		
TE 800	Educational Research (web based) research paper track	3
OR		
TE 802	Techniques of Research (MAEd Art thesis track requirement <i>on campus</i> )	3

**Art, Art History, Art Education and related non-departmental electives 12-15 hours**

**Required Art History Elective** (choose a minimum of one):

ART 805P	History of 19 <sup>th</sup> Century Art	3
ART 809P	History of Nebraska Art	3
ART 840P	Special Problems in Art History	3
ART 854	Special Problems in Art History	3

**Art and Art Education Electives:**

ART 800P	Drawing	3
ART 801	Fiber Construction	3
ART 802P	Surface Design	3
ART 825P	Aesthetics	3
ART 833P	Loom Weaving	3
ART 843P	Independent Study in Art	1-4
ART 847P	Special Topics in Art	3-6
ART 846	Seminar in Art Education	3
ART 850	Painting	3
ART 851	Sculpture	3
ART 852	Ceramics	3
ART 853	Printmaking	3
ART 870	Independent Study	1-4
ART 865	Directed Reading	3

Teacher Education Electives by advisement 3-6 hours  
 Any one or two graduate level Teacher Education courses

**Research Option 3-6 hours**

*Choose one of the following:*

ART 895	Art Education Research Paper	3
ART 896	Thesis in Art Education	6

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

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

**Art Course Descriptions**

**ART 800P Drawing 3 hours**

Experimentation in form, value, line, color, and pictorial composition is encouraged as a means toward individual expression. Open to students who have completed basic courses in drawing composition.

**ART 801P Fiber Construction 3 hours**

*Prerequisite: ART 100GS or 108.*

Course provides fundamental training in the area of fiber construction. Work will include hooking, weaving, basketry, felting, stitchery-applique and papermaking. Course may be taken for three semesters for a total credit of nine hours. Students desiring advanced fiber construction will register for B the second time, C the third time. Special materials fee of \$10.00.

**ART 802P Surface Design 3 hours**

*Prerequisite: ART 100GS or 108.*

Course provides fundamental training in surface design on fabric. Work will be done with batik, tie-dye, printing, hand painting and airbrush. Course may be taken for three semesters for a total credit of nine hours. Students desiring advanced surface design will register for B the second time, C the third time. Special materials fee of \$15.00.

**ART 805P History of 19th Century Art 3 hours**

A study of the development of 19th Century art in Europe and America: Neoclassicism, Romanticism, Realism, Impressionism and Post-Impressionism.

**ART 809P History of Nebraska Art 1-3 hours**

A survey of art and artists in 19th and 20th century Nebraska and how their art relates to the history of art in western civilization. Unique characteristics of regional art forms are examined and discussed.

**ART 825P Aesthetics 3 hours**

History and theories of the development of Aesthetics in Art. Directed readings and special investigation of current trends in art and aesthetics.

**ART 833P Loom Weaving 3 hours**

*Prerequisite: ART 333.*

This course will involve the fundamentals of single layer pattern weaves, special techniques, multilayer double weaves, flat and pile rug techniques and pattern drafting. The course may be taken for three semesters for a total credit of nine hours. Students desiring advanced loom weaving will register for B the second time, C the third time. Special materials fee of \$5.00.

**ART 840P Special Problems in Art History 1-3 hours**

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

**ART 843P A, B, C, D 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 an 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 the 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 847P Special Topics in Art 3-6 hours**

Designed to meet special needs for students in Art Education, Art History, Graphic Design, and Studio Art

**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**

Students will explore methods for incorporating art into other subjects and other subjects into art. Students will develop interdisciplinary lessons which address the multiple intelligences and help develop children's problem solving skills.

**ART 850 A, B, C, D, E, F Painting 1-6 hours**

Research in advanced problems in painting. May be taken for credit up to a total of nine hours.

**ART 851 A, B, C, D, E, F Sculpture 1-6 hours**

Research in advanced problems in sculpture. May be taken for credit up to a total of nine hours. Special materials fee of \$30.

**ART 852 A, B, C, D, E, F Ceramics 1-6 hours**

Research in advanced problems in ceramics. May be taken for credit up to a total of nine hours. Special materials fee of \$35.

**ART 853 A, B, C, D, E, F Printmaking 1-6 hours**

Research in advanced problems in various printing techniques. May be taken for credit up to a total of nine hours.

**ART 854 Special Problems in Art History 1-3 hours**

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

**ART 860 Seminar in Art Criticism and Philosophy 3 hours**

Aesthetics and philosophy of art criticism for advanced students.

**ART 865 Directed Reading 3 hours**

Supervised study and research in an area approved by the instructor. kgh

**ART 870 A, B, C, D Independent Study 1-4 hours**

Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed.

**ART 872P Women in Art 3 hours**

This course analyzes women's artistic role in their societies and highlights pertinent issues in each individual period. "Women in Art" is a chronological survey from the prehistoric era through the end of the twentieth century.

**ART 895 Art Education Research Paper 3 hours**

*Prerequisites: Completion of 27 hours of the program and TE 800 Educational Research*

This course is the culminating experience for students who have chosen the research paper option in the Master's in Education-Art Education program. Under close supervision of the professor, students will research a topic in art education and produce a final written document.

**ART 896 Thesis in Art Education 6 hours**

*Prerequisites: Minimum of 27 hours toward the degree and TE 802*

This course is the culminating experience for students who have chosen the thesis option in the Master's in Education-Art Education program. Students will develop an art education research topic, conduct original research, write a thesis and orally defend the thesis before a graduate committee.

**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.

# BIOLOGY

**Charles J. Bicak, Ph.D., Department Chair**  
**Wyatt Hoback, Ph.D.,**  
**Graduate Program Committee Chair**  
865-8548

## Graduate Faculty

**Professors:** J. Steele, L. Spessard-Schueth  
**Associate Professors:** M. Albrecht, B. Ericson, W. Hoback, S. Rothenberger, P. Twigg  
**Assistant Professors:** K. Carlson, J. Shaffer, K. Skinner, T. Smith, D. Smith

## Graduate Program Committee:

W. Hoback-Chair; M. Albrecht, K. Carlson, B. Ericson, K. Geluso, J. Hertner, H. Nagel, S. Rothenberger, J. Shaffer, L. Spessard-Schueth, D. Smith, T. Smith, J. Steele, P. Twigg, K. Skinner (COE)

**Master of Science in Biology: 36 Hours**  
*Option A: Thesis Option*  
*Option B: Non-Thesis Option*

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

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

### Option A: Thesis Option Requirements

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

### Option B: Non-Thesis Option Requirements

1. To be considered for admission, students must submit a statement as to why they wish to pursue a non-thesis degree and a statement of professional goals. This may include a teaching philosophy, if the prospective students are teachers;

2. The undergraduate grade point average (a cumulative undergraduate grade point average of 2.75 or above [C=2] or evidence of academic potential such as supportive GRE scores and/or letters of recommendation and/or a personal interview required for admission).
3. The undergraduate course record (a minimum of twenty-four hours of undergraduate course work in biology including botany, zoology, ecology, cell biology, genetics and physiology) and in addition chemistry through organic and precalculus mathematics and statistics are required or deficiencies are to be removed during the first semester of enrollment;
4. A "B" average is required in all courses counting towards the Master's degree and no more than two C's may be used;
5. A satisfactory score must be received on the comprehensive examination, taken during the final session of enrollment, before the degree will be granted.

## Master of Science Degree

**Option A: Thesis Option 36 Hours**

### Required Courses

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

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

## Master of Science Degree

**Option B: Non-Thesis Option 36 Hours**

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

### Required Courses

BIOL 802 Organic Evolution	3
BIOL 820 Introduction to Graduate Study	3
BIOL 831 Biological Research	6*
BIOL 863 Biological Perspectives	3
BIOL 881 Current Issues in Biology	3**

\*Biological research is three credit hours and must be taken two semesters for a total of 6 hours

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

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

## Biology Course Descriptions

A general prerequisite of 24 hours of Biology or Departmental Permission applies to Graduate level courses. Courses taken at the undergraduate level may not be repeated for graduate credit without special permission.

### **BIOL 800P Microbiology 4 hours**

An introduction to bacteria and other microorganisms; laboratory technique stressed.

### **BIOL 801P Principles of Immunology 3-4 hours**

Topics to be covered include: 1) the structural and functional aspects of the immune system, 2) disorders of the immune system, 3) structure and function of antibody molecules, 4) immuno-biology of tissue transplants, 5) basic aspects of cancer and cancer therapy that relate to immunology, 6) allergies, and 7) antigen-antibody interaction. Lab required.

### **BIOL 802 Organic Evolution 3 hours**

A study of evolution beginning with the origin of life and characterizing biological mechanisms of evolution leading to present biodiversity.

### **BIOL 803P Plant Physiology 3 hours**

Life processes of plants with an emphasis on water relations and hormonal and stress physiology.

### **BIOL 804 Evolution of Epidemics 3 hours**

Through videotaped lectures, reading and writing assignments, and on-line discussions, students will develop an understanding of the origin and the evolution of plagues. We will illustrate the techniques humans have to defend against epidemics and will speculate about their role in shaping humanity and our futures.

### **BIOL 805P Range and Wildlife Management 3 hours**

Basic principles of range and pasture management for use by domestic livestock and wildlife.

### **BIOL 806P Plant Ecology 3 hours**

A study of plants in relation to their environment.

### **BIOL 808P Environmental Modeling 3 hours**

Formulation, development, use, and testing of models describing environmental phenomena. Simulation and prediction models are designed and tested using computer and non-computer techniques as to obtain realistic explanations of biological problems.

### **BIOL 814 Plant Pathology 3 hours**

The course focuses on the biology of plant pathogen interactions. Students will gain an in depth knowledge of the disease processes of a large variety of plant diseases at both the whole plant and the molecular level. Emphasis is also placed on current issues and topics in plant pathology in independent research review projects.

### **BIOL 816P Plant Diversity and Evolution 4 hours**

Morphology of each group of the plant kingdom.

### **BIOL 818P Plant Taxonomy 3 hours**

Collection and identification of vascular plants with emphasis on the prairies and plains. A family approach is utilized. Three hours of laboratory or fieldwork each week.

### **BIOL 819P Taxonomy of Grasses 3 hours**

Identification and study of distribution of grasses with emphasis on the prairies and plains.

### **BIOL 820 Introduction to Graduate Study 3 hours**

An introduction to graduate research methods and biological techniques for the professional teacher and biologist. Emphasis on literature of science, design of a problem, methods and techniques of biological investigation and scientific writing. The student will submit a research proposal as one requirement of the course. No grade of incomplete will be given. The student is encouraged to take this course during his/her first nine hours of graduate work in Biology.

### **BIOL 821 Directed Readings 1-3 hours**

*Prerequisite: Permission of the instructor.*

Enables the student to supplement knowledge in selected areas of biology. Primarily independent readings as assigned by the instructor.

Readings in Genetic & Societal Problems

Readings in Biological Techniques

Readings in Vertebrate Biology

Readings in Invertebrate Biology

Readings in Aquatic Biology

Readings in Cell Biology

Readings in Recent Developments in Biology

Readings in Systematics and Ecology

Readings in Evolution

Readings in Botany

Readings in Microbiology

Readings in Developmental Biology

### **BIOL 822 Advances in Biology 1-3 hours**

Recent advances in biological topics will be covered. A maximum of 6 hours credit may be counted toward a degree.

### **BIOL 824 Synecology 3 hours**

This course covers advanced ecology, with emphasis on mathematical and experimental approaches to understanding patterns of species distribution. Readings include classic papers that provide both a sense of history for the discipline and a context for new areas of study.

### **BIOL 830P Special Topics in Biology 1-3 hours**

Topics are studied which are not assigned or covered in other courses in the department. The format of this course will vary depending on the topic instruction and the needs of students.

Topics in Botany

Topics in Fresh Water Biology

Topics in Vertebrate Biology

Topics in Invertebrate Biology

Topics in Nebraska Flora

Topics in Nebraska G.I.S.

Topics in Physiology

### **BIOL 831 Biological Research 1-3 hours**

Independent investigation of biological problems. A maximum of three hours credit may count towards the 36 hours required for the degree.

### **BIOL 834 Conservation Biology 3 hours**

An overview of conservation biology and its importance. Special emphasis is placed on ecological, economic, and social issues relevant to biological rarity.

### **BIOL 840P Infectious Diseases 4 hours**

A survey of vertebrate, plant, insect and bacterial virus families with emphasis on the vertebrate viruses. Major topics include taxonomy, replication, pathogenesis, viral oncogenesis, viral epidemiology, viral diseases and viral vaccines. Laboratory will emphasize the virus propagation, quantization, and component analysis. Three hours of laboratory each week.

### **BIOL 844 Molecular Biotechnology 3 hours**

The course will consist of a short review of pertinent principles in protein structures and function, enzyme mechanisms and kinetics, and the basics of the genetic dogma and recombinant DNA technology. The bulk of the course will be made up of a topical consideration of subjects in biotechnology such as: the production of protein pharmaceuticals, genetic engineering of animals and plants, and cloning of organisms. Special consideration will be given to the molecular mechanisms behind the processes discussed.

### **BIOL 850P Molecular Biology I 4 hours**

An in-depth discussion of the principles of modern molecular biology.

### **BIOL 851P Molecular Biology II 4 hours**

Lecture and laboratory with focus on recombinant DNA methodology.

**BIOL 854 Biological Application of GIS 3 hours**

Students will become proficient in the use of Environmental Systems Research Institute (ESRI)'s ArcGIS. There will be an emphasis on the handling, organization, and types of data storage pertaining to the use of this type of software. Students will also become familiar with basic cartographic principles needed to use GIS software, online data sources, and GPS receivers.

**BIOL 856P Regional Field Study 1-4 hours**

The format of this course will vary depending on the area being studied.

**BIOL 861P Human Molecular Genetics 3 hours**

A non-laboratory course primarily for pre-professional students, registered nurses completing their degree requirements, and psychology majors. A study of genetic basis and frequency of genetic defects in man, problems of genetic counseling and determining the probability of genetic defects.

**BIOL 862P Animal Behavior 3 hours**

An introduction to the science of ethology. A survey of the mechanism, function, and development of behavior.

**BIOL 863 Biological Perspectives 3 hours**

A review of those biologists and their works from pre-Christian time to the present who have had an influence on today's study of biology.

**BIOL 864P Physiology 3 hours**

The structure and function of the systems of the vertebrate body.

**BIOL 865 Endocrinology 3hours****BIOL 868P Parasites 2 hours**

A review of the biology of the parasitic life style. Emphasis on animal parasites, their natural history, taxonomy, evolution and pathology.

**BIOL 870P Insect Biology 3 hours**

An introduction to insects and related arthropods. Emphasis is placed on morphology, physiology, taxonomy and ecology of insects.

**BIOL 871P Methods in Secondary Science Teaching 3 hours**

An examination of current developments in curricula, methods, and materials. Lab time arranged.

**BIOL 872P Fresh Water Biology 3 hours**

A study of taxonomy, anatomy, distribution, ecology, physiology, and management of fishes.

**BIOL 873P Ornithology 3 hours**

An introduction to bird study. Three hours of laboratory or field work each week.

**BIOL 874P Mammalogy 3 hours**

Introduction to mammals: ecology, classification, physiology, and behavior. Three-hour laboratory per week for preparation and identification of specimens.

**BIOL 875 Internship in Biology 1-9 hours**

Taken as part of the professional semester. Emphasizes the professional development of the individual.

**BIOL 876 Life Science Curriculum 3 hours**

A discussion of the life science curriculum as it relates to the general school curriculum, curriculum design, development and evaluations. Students will examine current curricula, individual instructional systems and the mini-course concept.

**BIOL 880 Seminar 1 hour**

A discussion of selected topics in a seminar format.

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

Students participate in online discussion of selected topics in a seminar format. This course is repeatable for up to 3 credit hours.

**BIOL 884 Freshwater Management Techniques 3 hours**

Through videotaped lectures, reading and writing assignments, and on-line discussions, students will be introduced to both freshwater ecosystems and fishery management. Students will learn to analyze freshwater management problems using multiple techniques, to suggest alternative approaches, and to identify consequences of those approaches.

**BIOL 885P Molecular Genetics 3 hours**

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 896 Thesis 3-6 hours**

\*Graduate standing is prerequisite for enrollment in all graduate level Biology classes.

# BUSINESS ADMINISTRATION

## Director of the MBA Program:

Donald Ace Morgan, Ph.D. 865-8349

### Department of Accounting/Finance: *Steve Hall, Chair*

#### Graduate Faculty

**Professors:** K. Borden, L. Carstenson, B. Elder, D. Morgan, L. Swinney

**Associate Professors:** S. Hall, L. Seaton

### Department of Economics: *Deborah Bridges, Chair*

#### Graduate Faculty

**Professors:** A. Jenkins, V. Kotcherlakota

**Associate Professors:** D. Bridges, T. Eshleman, C. Marxsen

**Assistant Professor:** K. Anderson

### Department of Management: *Kyle Luthans, Chair*

#### Graduate Faculty

**Professors:** R. Konecny

**Associate Professors:** S. Lebsack, K. Luthans, D. Palmer, D. Sluti

**Assistant Professors:** S. Jensen, K. Zuckweiler

### Department of Marketing & Management Information

#### Graduate Faculty

**Professors:** G. Broekemier, S Seshadri

**Associate Professors:** V. Agrawal, T. Burkink

### Graduate Program Committee: D. Morgan (Chair),

V. Agrawal, T. Burkink, T. Eshleman, S. Hall, V. Kotcherlakota, R. Konecny, D. Palmer, L. Seaton

### Master of Business Administration Degree

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

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

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

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

### Admission Criteria

The admittance requirement for the MBA program is a total of 990 points from the following formula: 200 (Undergraduate GPA) + GMAT score \*GMAT score must be 440 or above\*

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

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

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

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

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

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

### International Students

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

### Application Materials

For application materials and information regarding the requirements for admission to the MBA Program, please contact: *MBA Director; West Center E106; UNK; Kearney, NE 68849-4580; Telephone: (308) 865-8346 E-mail: mbaoffice@unk.edu*

## Master of Business Administration

### Program Prerequisites

1. Calculus
2. Statistics
3. Computer Application Skills

### MBA Supporting Core: 24 hours

BACC 250	Accounting Principles 1	3
BACC 251	Accounting Principles 2	3
ECON 271	Micro Economics	3
BFIN 308	Principles of Finance	3
BACC 311	Business Law	3
OR		
BACC 800	Legal & Ethical Issues	3
BSED 295	Business Communications	3
OR		
BMGT 820	Management Communication	3
BMGT 314	Production & Operations Mgmt.	3
OR		
BMGT 814	Production & Operations Mgmt.	3

International Business Course Requirement  
(International Economics, International Marketing, etc.) 3

## Master of Business Administration 30 Hours

### MBA Core 21 hours

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

### MBA Concentration 9 hours (Choose from one of the following)

#### Accounting Concentration

##### Prerequisites:

BACC 350	Intermediate Accounting 1	3
BACC 351	Intermediate Accounting 2	3
BACC 352	Cost Accounting	3

##### Required:

BACC 863	Advanced Accounting Information Systems	3
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\*Note: Grad only class, prerequisite is BACC 858 or BACC 391.

##### Electives:

Choose two classes from the following:

BACC 851P	Tax Accounting	3
BACC 852P	Advanced Tax Accounting	3
BACC 853P	Advanced Accounting I	3
BACC 865P	Governmental Accounting	3
BACC 870P	Auditing	3
BACC 871P	Advanced Auditing	3

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

## Human Resources Concentration

##### Required:

BMGT 880	Human Resource Management	3
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\*Grad only course

##### Electives:

Choose two classes from the following:

BACC 812P	Employment Law	3
BMGT 810P	Wage and Salary Administration	3
BMGT 885P	Seminar in Human Resource Management	3
BMGT 811P	Labor Relations	3

## Information Systems Concentration

##### Required:

BACC 863	Advanced Accounting Information Systems	3
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##### Electives:

6 hours from the computer science department or management information systems, approved by the MBA director. Check with the departments for course offerings and prerequisites.

## Tailored Option

Courses approved by the MBA director. 9 hours, with three being grad only.

## MBA Program Policies

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

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

## Business Accounting Course Descriptions

### BACC 803 Independent Study of Business 1-3 hours

Students work individually in selecting and developing teaching projects or research studies that are of particular interest and significance to them.

### BACC 812/812P Employment Law 3 hours

A study of the law governing the employment relationship. Topics covered include employment discrimination (race, gender, sexual harassment, pregnancy, national origin, age, disability), affirmative action, hiring, testing and promotion practices and procedures, employee privacy, OSHA, ERISA, Fair Labor Standards Act, employment at will, wrongful discharge, and current topics in the field of employment law.

### BACC 851/851P Tax Accounting 3 hours

Background of income tax law and acquaintanceship with individual income tax law, regulations and filing procedures for individuals.

### BACC 852/852P Advanced Tax Accounting 3 hours

Prerequisite: BACC 851P (451).

Taxation of partnerships, corporations, and advanced topics in individual income taxation.

**BACC 853/853P Advanced Accounting I 3 hours**

*Prerequisite:* BACC 350 (BACC 351 recommended).

Special accounting topics relating primarily to the preparation of consolidated financial statements for accounting entities in a parent-subsidiary relationship. Other topics include branch accounting, interim reporting and segmental data, and the Securities and Exchange Commission.

**BACC 858 Managerial Accounting Systems 3 hours**

An analytical investigation and discussion of the adaptation of financial accounting data for internal management purposes. Focus will be on four essential aspects of reporting accounting data: cost determination, cost control, performance evaluation, and financial information for planning and special decisions.

**BACC 863 Advanced Accounting Information Systems 3 hours**

*Prerequisites:* BACC 858 or BACC 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.

**BACC 865/865P Governmental/Non-Profit Accounting 3 hours**

*Prerequisite:* BACC 251.

Accounting and financial reporting for local governments, colleges, and universities, health care organizations, voluntary health and welfare organizations, and certain other nonprofit organizations.

**BACC 870/870P Auditing 3 hours**

*Prerequisite:* BACC 350 (BACC 351 recommended)

Duties and responsibilities of auditors, how to conduct audits, preparation of audit reports and special auditing problems.

**BACC 871/871P Advanced Auditing 3 hours**

*Prerequisite:* BACC 870P (470).

The practical application of auditing standards and procedures, and procedures in examining financial statements and verifying underlying data. A practice set is required.

**BACC 899 Accounting Topics 3 hours**

In-depth coverage of selected problems and topics of current interest. Course consists of class discussion and special projects. Topics vary each semester depending on instructor and current issues.

## Business Finance Course Descriptions

**BFIN 803 Independent Study of Business 1-3 hours**

Students work individually in selecting and developing teaching projects or research studies that are of particular interest and significance to them.

**BFIN 809 Financial Administration 3 hours**

Continuation of the study of financial management concepts with an emphasis on the theory behind these concepts and their practical application.

**BFIN 860 Accounting/Finance Seminar 3 hours**

Significant literature is critically analyzed, pertaining specifically to the substantive content, methodology and use of accounting information in managerial decision making and the design of information systems.

**BFIN 876/876P Short-Term Financial Management 3 hours**

*Prerequisite:* BFIN 308.

The purpose of this course is to familiarize students with the principles and techniques of working capital analysis and management. Topics include inventory, accounts receivable and cash systems management, credit and collection systems, and payables and short-term financing analysis and management.

**BFIN 880/880P Investments 3 hours**

*Prerequisite:* BFIN 308.

Theory and analysis of investment vehicles including stocks, bonds and money market investments. Analysis of portfolio construction.

**BFIN 882/882P Case Studies in Financial Management 3 hours**

*Prerequisites:* BFIN 408, 480, 482 and BFIN 880P (480).

Financial analysis and decision-making using advanced case studies of business and some specialized organizations.

**BFIN 896 Thesis 3-6 hours****BFIN 899 Finance Topics 3 hours**

In-depth coverage of selected problems and topics of current interest. Course consists of class discussion and special projects. Topics vary each semester depending on instructor and current issues.

## Business Management Course Descriptions

**BMGT 803 Independent Study of Business 1-3 hours**

Students work individually in selecting and developing teaching projects or research studies that are of particular interest and significance to them.

**BMGT 810/810P Compensation Management 3 hours**

A study of the basic forms of financial compensation, including benefits packages. Principles of internal, external, and individual equity as determined by job evaluation, salary surveys, and performance evaluation comprise the core of this course. Suggested prerequisite: BMGT 380.

**BMGT 811/811P Labor Relations 3 hours**

A study of labor-management relations as defined by negotiated labor contracts. Topics include history of the labor movement, union structure and function, the negotiation process, and issues in labor relations.

**BMGT 814 Production and Operations Management 3 hours**

*Prerequisites:* BMIS 181 and 182, MATH 102GS, or BMGT 233 or equivalent.

This course explores the transformation of materials, land, labor and capital into goods and services. Quantitative Management Systems are applied to the manufacturing process.

**BMGT 820 Managerial Communications 3 hours**

Application of principles of communication to the managerial setting. The course investigates the influence of organizational climate, manager's style and use of motivation in the communication process.

**BMGT 825 Decision Science 3 hours**

*Prerequisite:* MATH 123.

Recent developments relating to business application of linear programming, simplex method, transportation method, postoptimality analysis, game theory, utility theory, PERT-CPM, queuing theory, dynamics programming, Markov chains, Decision tree analysis, time series analysis and forecasting.

**BMGT 870 Decision Theory Seminar 3 hours**

Decision theory is reviewed in terms of identification, analysis and application. In-depth analysis is conducted concerning decision models, quantitative methods used in operations research, management science and systems analysis.

**BMGT 880 Human Resource Management 3 hours**

This course is designed as an introduction to such fundamental human resource management areas as job analysis, staffing and selection, training and development, performance appraisal, employee relations, compensation, labor relations, and international HR. The strategic implications of HR will be explored with integrated applications for all managers. The focus of the course will be both conceptual and applied, including discussions of current issues and controversies confronting the field.

**BMGT 885/885P Seminar in Human Resource Management 3 hours**

*Prerequisite:* BMGT 380 or equivalent.

Provides the student with an opportunity to study and research current issues in human resource management; course stresses an informal setting and open communications approach.



**BMGT 889/889P Business Consultantship 3 hours**

Consent of the Department Chair is required. This course affords the student an opportunity to serve in a consultant capacity for an area business. In-depth business analysis is conducted by the student, and specific recommendations are reported to the management of the firm.

**BMGT 890 Organizational Theory & Behavior 3 hours**

Human behavior in organizations is studied intently, including organizational ecology, structure and change; individual and group behavior; conflict between personality and organization leadership, communication, and decision making.

**BMGT 891 Seminar in Organizational Behavior 3 hours**

*Prerequisite:* BMGT 890.

This course explores current issues in organizational behavior. Students research, analyze, and discuss issues in order to develop a futuristic philosophy of organizational management.

**BMGT 892 Administration Policy 3 hours**

A case study course designed to integrate the knowledge acquired in other courses in business administration and to emphasize analysis and decision making. This is a capstone course to be taken after M.B.A. core courses are completed.

**BMGT 893/893P Social Responsibility of Business - Issues & Ethics 3 hours**

A study of the societal challenge of business; how business and society interface; the micro and macro publics of business; ecology, consumerism, and technology as societal problems; the ethics of business.

**BMGT 894/894P Entrepreneurship 3 hours**

A study of how to locate and evaluate small business opportunities, and how to start up and operate a small business.

**BMGT 896 Thesis 3-6 hours****BMGT 899/899P Management Topics 3 hours**

Selected topics and problems of current interest considered in-depth. Class discussion and course projects. Topics vary each semester depending on instructor.

## Business Marketing and Management Information Systems Course Descriptions

**BMIS 803 Independent Study 3 hours****BMIS 885P Information Sys Strat & Management 3 hours**

The course provides a set of practical and powerful tools to ensure the understanding of strategic, tactical, and operational responsibilities of the chief information officer (CIO). The strategic responsibilities include the strategic alignment among information technology and business functions of the organizations.

**BMIS 881P Systems Analysis and design II 3 hours**

*Prerequisites:* BMIS 381 & 380 OR Proficiency in Systems Analysis and Design I & Programming using ASP.

Students use several software packages as they work through the steps of systems development life cycle with business cases.

**BMIS 899P Management Information Systems Topics 3 hours**

Independent investigations of business problems. Topics to be investigated may be tailored to meet the needs of the student. A case study course designed (1) to integrate the knowledge acquired in other courses in business administration, and (2) to emphasize analysis and decision making.

## Business Marketing Course Descriptions

**BMKT 803 Independent Study of Business 1-3 hours**

Students work individually in selecting and developing teaching projects or research studies that are of particular interest and significance to them.

**BMKT 830/830P International Marketing 3 hours**

*Prerequisite:* BMKT 300 or equivalent.

A comprehensive overview of existing international marketing systems, history and development.

**BMKT 833/833P Marketing Channels Management 3 hours**

*Prerequisite:* BMKT 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.

**BMKT 834/834P Business to Business Marketing 3 hours**

*Prerequisite:* BMKT 335 and BMKT 438.

Marketing in the business-to-business environment including trade, institutional, service, agri-business, and governments; study of purchasing and buyer behavior in organizations; determination of business-to-business marketing strategies as well as e-business strategies.

**BMKT 835/835P Marketing Research 3 hours**

*Prerequisite:* BMKT 300 and BMKT 233.

To structure research procedures for solving managerial problems. Course emphasis is on development of a complete marketing research project.

**BMKT 837/837P Sales Management 3 hours**

*Prerequisite:* BMKT 300 and BMKT 438.

The concepts and practices of an established body of management knowledge used to cope with the dynamic business environment of both direct and telemarketing sales; job descriptions and qualifications, recruiting, training, determining sales potential, establishing work loads, scheduling, allocating quotas, compensating, controlling, and evaluating sales and people.

**BMKT 838/838P Consumer Behavior 3 hours**

*Prerequisite:* BMKT 300.

A detailed and in-depth analysis of why and how people buy, based upon an understanding of the nature of consumer behavior on both the micro and macro level; includes the effects of internal and external influences on decision making.

**BMKT 840/840P Advertising Management 3 hours**

*Prerequisite:* BMKT 300.

A study of advertising as a marketing function with emphasis on planning and implementing the advertising campaign, creating copy and layouts, media selection, and scheduling.

**BMKT 856 Marketing Management Seminar 3 hours**

A compilation of previous marketing courses utilizing an interdisciplinary emphasis to develop an orderly systematized approach to marketing.

**BMKT 857P E-Marketing 3 hours**

Prereq: BMIS 181, BMIS 182 or permission of instructor  
The pragmatic and theoretical aspects of E-marketing, including E-mail orders and direct response advertising, reassurability and accountability, E-mail lists and data, plus the integration of E-marketing programs into total marketing efforts and into overall organization goals and functions. On demand

**BMKT 883 Marketing Dynamics Seminar 3 hours**

Marketing theory is briefly reviewed to provide a background for intensive analysis of contemporary and sometimes controversial marketing issues. Course content necessarily changes each semester to reflect the changing marketing scene.

**BMKT 896 Thesis 3-6 hours****BMKT 899/899P Marketing Topics 3 hours**

Selected topics and problems of current interest considered in-depth. Class discussion and course projects. Topics vary each semester depending upon instructor.

## Economics Course Descriptions

**ECON 820/820P Environmental Economics 3 hours**

*Prerequisite: ECON 271, 270, or 100.*

An economic analysis of the nature of pollution problems from cause to possible solutions. Critically evaluates the role of a market economy in preserving environmental quality.

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

*Prerequisite: Graduate standing and ECON 271, 270, or 100.*

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 445/845P Industrial Organization 3 hours**

*Prerequisite: Graduate standing and ECON 271GS.*

This course is concerned with the behavior 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**

*Prerequisite: Graduate standing and 3 hours of Economics.*

Extension of economic analysis to meet the need for greater precision in the management of the business enterprise. Draws upon economic analysis for such concepts as cost, demand, profit and competition. Attempts to bridge the gap between pure analytical problems and policies that management faces. Offers powerful tools and approaches for managerial policy making.

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

*Prerequisite: Graduate standing and ECON 271GS.*

This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.

**ECON 898P Independent Study 1-3 hours****ECON 899P Special Topics in Economics 1-3 hours**

# COMMUNICATION DISORDERS

**Kenya S. Taylor, Ed.D., Chair**  
**Laurence Hilton, Ph.D.,**  
**Graduate Program Committee Chair**  
 865-8305

## Graduate Faculty

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

## Graduate Program Committee:

L. Hilton, Chair; L. Larson, K. Taylor, P. Vaz

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

### Advising

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

### Admission Requirements

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

Admission decisions are based on:

1. Graduate Record Examination (GRE) or Miller Analogies test scores,
2. Undergraduate overall grade point average,
3. Undergraduate Communication Disorders major grade point average,
4. Graduate grade point average,
5. Letters of recommendation, and
6. Written communication skills on a formal application to the department.

### Comprehensive Exams or Thesis Options

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

### Professional Certification

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

### Program Description

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

## Speech/Language Pathology 44 hours

### Required course work 41 hours

CDIS 815	Neurological Foundations	2
CDIS 817	Speech Science Instrumentation	2
CDIS 828	Advanced Audiology	3
CDIS 833	Practicum in Audiology	1
CDIS 851	Phonological Disorders	3
CDIS 857	Dysphagia	2
CDIS 860-63	Practicum in Speech-Language Pathology	12
CDIS 865	Voice Disorders	3
CDIS 867	Orofacial Anomalies	2
CDIS 868	Motor Speech Disorders	3
CDIS 876	TBI and Related Disorders	2
CDIS 887	Aphasia Rehabilitation	3
<i>Choose one of the following:</i>		
CDIS 820	Research in Comm. Disorders	3
TE 802	Techniques of Research	3

### Electives 3 hours

*Select 3 hours from the following:*

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

## Communication Disorders Course Descriptions

### CDIS 813P American Sign Language I 3 hours

This course is of a performance nature and will deal with the expressive and receptive aspects of basic sign language for persons working with the hearing handicapped, nonverbal, or non-communicating individual.

### CDIS 815 Neurological Foundations of Speech and Language 2 hours

The course familiarizes the student with the nervous system in terms of the organization of the brain, descending motor and ascending sensory pathways, and cranial nerves and muscles. Knowledge of these anatomic systems makes possible the understanding and classification of the effects of specific, localized disease processes on human speech and language.

### CDIS 816P American Sign Language II 3 hours

*Prerequisites:* CDIS 413 or CDIS 813P or permission of instructor. Intermediate instruction in sign language and overview of Deaf culture. Students will be introduced to American Sign Language (ASL) and its grammar, as well as continuing instruction in Signed English (SEE).

### CDIS 817 Speech Science Instrumentation 2 hours

This course is intended to provide a practical guide to instrumentation for graduate students in speech pathology and audiology. Instruments that were once available only to the sophisticated speech scientists are now available to the clinician in the form of dedicated microprocessor-based systems. Clinical use and application will be reviewed.

### CDIS 818P Diagnostic Methods 3 hours

Diagnostic principles, procedures, and materials used in assessment of individuals with communication disorders.

### CDIS 820 Research in Communication Disorders 3 hours

This course is designed to help students of communicative disorders become critical readers of research in the field and to demonstrate the relevance of basic and applied research for evaluation and therapy in speech-language pathology and audiology. The course will include research strategies and research design in communication disorders in addition to measurement issues and organization and analysis of data.

### CDIS 828 Advanced Audiology 3 hours

Review of the hearing mechanism and basic audiometric procedures. Training and experience in advanced audiometric techniques, including speech and immittance audiometry; masking; equipment care and calibration; referral procedures; report writing; and case history writing.

### CDIS 832 Independent Study in Audiology 1-3 hours

Independent research or special assignments in the area of audiology.

### CDIS 833 Practicum in Audiology 1-3 hour

Observation and participation in hearing testing, rehabilitation and patient counseling, and report writing.

### CDIS 840P Augmentative Alternative Communication. 3 hours

This course is designed to orient students to the process of AAC: the supplementation or replacement of natural speech and/or writing using aided and/or unaided symbols. Topics covered include: AAC as a process and assistive technology as tools; terminology in AAC; funding based on legal issues of AAC, due process and expert testimony; ethics; multicultural issues; literacy; seating and other positioning, and motor control. Assessment and intervention strategies will be discussed.

### CDIS 851 Phonological Disorders 3 hours

Nature, etiology, assessment and treatment of phonological disorders; comparison to articulation assessment and treatment; remediation approaches.

**CDIS 856P Communication Disorders of Adolescents 3 hours**  
Study of normal and disordered communication skills of adolescents. Identification and assessment procedures will be covered. Classroom and clinical management of this population will be discussed.

### CDIS 857 Dysphagia 2 hours

Rehabilitation of individuals with eating and swallowing disorders. Basic science, evaluation, and treatment issues of dysphagia are explored with emphasis on management of adults in the context of the rehabilitation team in a medical setting. Adaptations and special needs of pediatric dysphagia are overviewed.

### CDIS 860, 861, 862, 863 Practicum in Speech/Language Pathology 3 hours each

Observation and participation in diagnostic evaluation, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

### CDIS 865 Voice Disorders 3 hours

Symptomatology, etiology, assessment and remediation of functional and organic voice disorders; prevention issues.

### CDIS 867 Orofacial Anomalies 2 hours

Classification of cleft lip and palate and related anomalies; medical approaches to cleft lip and palate; assessment and intervention of communication disorders related to cleft lip and palate; team approach to management of cleft lip and palate.

### CDIS 868 Motor Speech Disorders 3 hours

Nature, etiology, assessment, and treatment of motor speech disorders including dysarthria; acquired brain injury; verbal apraxia; and augmentative/alternative communication systems.

### CDIS 870P Professional Issues 3 hours

This course is designed to prepare students for employment as speech-language pathologists. It provides information relative to federal and state guidelines by which the practice of speech-language pathology is governed. Rights and responsibilities of speech-language pathologists are addressed. Information is given about various work settings including public schools, hospitals and other clinical facilities.

### CDIS 876 TBI and Related Disorders 2 hours

Rehabilitation of individuals recovering from traumatic brain injury or closely related disorders. Evaluation and treatment issues are explored with emphasis on management of adults in a medical setting. Pediatric TBI, school reentry integration models and rehabilitation needs are also addressed. Special needs of right hemisphere damaged patients and those with dementia will be discussed.

### CDIS 881 Seminar in Speech/Language Pathology 3 hours

Advanced study and research in topics of current concern and interest in Speech/Language Pathology.

### CDIS 884 Birth to Five Screening 1 hour

This interdisciplinary course addresses the screening process of infants and preschoolers. Students will develop skill in the administration and interpretation of the Bayley Infant Neurodevelopmental Screener and the First Step Screener.

### CDIS 885P Fluency Disorders 3 hours

Causes and treatment of fluency disorders; major theories of the nature of stuttering; the various treatment approaches; roles as clinicians.

### CDIS 886 Infant-Preschool Assessment 3 hours

This course will provide students with the opportunity to develop a knowledge base and applied skills in a model of collaborative team assessment to be used with children and families in the birth to five age range.

**CDIS 887 Aphasia Rehabilitation 3 hours**

Historical, theoretical and basic neuroscience foundations of the aphasias and related disorders such as the apraxias and the agnosias are studied. Clinical aphasiology, the theoretical bases, and alternative procedures employed in the assessment, diagnosis, prognosis, and rehabilitation of individuals with aphasia and related disorders is comprehensively addressed.

**CDIS 888 Clinical Supervision 1 hour**

Information is presented covering the tasks, tools, and strategies of clinical supervision. Supervision during clinical training will be contrasted with that of varied workplace settings for speech-language pathologists and assistants.

**CDIS 893P Internship (Schools) 6 or 10 hours**

*Prerequisites: Must have completed all required course work for degree.*

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a public school setting.

**CDIS 894P Internship (Clinical) 6, 8, or 10 hours**

*Prerequisites: Must have completed all required courses for degree.*  
Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a clinical facility.

**CDIS 895 Independent Study in Speech/Language Pathology  
1-3 hours**

Independent research or special assignment in the field of Speech/Language Pathology.

**CDIS 896 Thesis 3-6 hours**

Student investigates a research topic in the area of Speech/Language Pathology, following APA style of reporting the research.

**CDIS 899P Special Topics in Speech/Language Pathology  
1-3 hours**

A course designed to enable the administrators and teachers of Communication Disorders to become knowledgeable about recent trends and issues in Communication Disorders or other concerns affecting Communication Disorders.

# COUNSELING AND SCHOOL PSYCHOLOGY

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

## Graduate Faculty

**Professors:** T. Archwamety, J. Dinsmore, M. Kuskie, M. McFarland

**Associate Professors:** J. Fleming

**Assistant Professor:** D. Hof, A. Harpster, R. Sobansky

## Graduate Program Committee:

M. McFarland, School Psychology Program Chair;  
J. Fleming, Counselor Education Chair; T. Archwamety,  
J. Dinsmore, D. Hof, A. Harpster, M. Kuskie, T. McFarland,  
R. Sobansky

**Clinical Faculty:** T. McFarland

## The Department offers two degrees:

### Master of Science in Education Degree

*School Counseling*

*Elementary, Secondary, and Student Affairs*

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

### Education Specialist Degree

*Counseling*

*School Psychology* (Accredited by the National Association of School Psychologists--NASP)

## Advising

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

## Admission to Pursue a Degree

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

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

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

## Application for Candidacy

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

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

## Comprehensive Examinations:

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

## Master of Science in Education Degree School Counseling

### *Elementary, Secondary, and Student Affairs*

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

## Outcomes for Graduates:

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

The following programs meet the academic requirements for endorsement by the State Department of Education:

## Elementary School Counseling (grades K-6 endorsement)

A minimum of 43 hours of graduate course work is required.

### Required Courses

**43 hours**

CSP 803	Orientation to Sc. Coun. and Psych.	1
CSP 805	Behavioral Char. of Children/Adol.	3
CSP 830	Seminar in Prof. Issues and Ethics	2
CSP 855	Techniques of Counseling	3
CSP 856P	Multicultural Counseling	3
CSP 860	Theories of Counseling	3
CSP 861P	School Counseling Org. & Practice	3
CSP 865	Group Counseling	3
CSP 870	Marriage and Family Counseling	3
CSP 875	Career and Life-style Development	3
CSP 880	Appraisal & Eval. of Indiv. & Systems	3
CSP 885	Practicum in Elem. School Counseling	3
CSP 892	Internship in Elem. School Counseling	4
TE 802	Techniques of Research	3
CSP 957	Problem Solving Consultation	3

Appropriate electives will be selected in consultation with the advisor.

## Secondary School Counseling (grades 7-12 endorsements)

A minimum of 43 hours of graduate coursework is required.

### Required Courses 43 hours

CSP 803	Orient. to Sch. Couns. & Sch. Psych	1
CSP 805	Behavioral Char. of Children/Adol.	
	or	3
CSP 840	Counseling Across the Lifespan	
CSP 830	Sem. in Prof. Issues & Ethics	2
CSP 855	Techniques of Counseling	3
CSP 856P	Multicultural Counseling	3
CSP 860	Theories of Counseling	3
CSP 861P	School Counseling Org. & Practice	3
CSP 865	Group Counseling	3
CSP 870	Marriage and Family Counseling	3
CSP 875	Career and Life-style Development	3
CSP 880	Appraisal & Eval. of Individ. & Systems	3
CSP 885	Practicum in Sec. School Counseling	3
TE 802	Techniques of Research	3
CSP 892	Internship in Sec. School Counseling	4
CSP 957	Problem Solving Consultation	3

Appropriate electives will be selected in consultation with the advisor.

## Student Affairs

A minimum of 36 hours of graduate coursework is required.

### Required Courses 36 hours

CSP 840	Counseling Across the Lifespan	3
CSP 850P	Introduction to Counseling	3
CSP 855	Techniques of Counseling	3
CSP 856P	Multicultural Counseling	3
CSP 860	Theories of Counseling	3
CSP 864	Student Affairs Org/Practice	3
CSP 865	Group Counseling	3
CSP 870	Marriage and Family Counseling	3
CSP 875	Career and Life-style Development	3
CSP 880	Appraisal & Eval. of Individ. & Systems	3
CSP 885	Practicum	3
CSP 892	Internship	3

Appropriate electives will be selected in consultation with the advisor.

## Master of Science in Education Degree Community Counseling

Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

The professional counselor...

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

8. has knowledge regarding research in counseling outcome research and its implications for professional practice.

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

A minimum of 48 hours of graduate coursework is required.

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

## Community Counseling

### Required Courses 48 hours

CSP 830	Seminar in Counseling	3
CSP 840	Counseling Across the Lifespan	3
CSP 850P	Intro to Counseling	3
CSP 855	Techniques of Counseling	3
CSP 856P	Multicultural Counseling	3
CSP 860	Theories of Counseling	3
CSP 862	Org. & Practice in Comm. Counseling	3
CSP 865	Group Counseling	3
CSP 870	Marriage and Family Counseling	3
CSP 875	Career and Life-style Development	3
CSP 880	Appraisal & Eval. of Individ. & Systems	3
CSP 885	Practicum in Community Counseling	3
CSP 892	Internship in Community Counseling	6
TE 802	Techniques of Research	3

Appropriate elective will be selected in consultation with the advisor.

## Education Specialist Degree Counseling

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.

## Education Specialist Degree School Psychology

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

School Psychology is one of the fastest growing areas of professional psychology. School Psychologists bring psychological perspectives to individual, group and system issues in schools; that is, they deliver mental health services in educational systems. The framework of the UNK School Psychology Program is an ecological and developmental approach, which focuses upon human strengths to maximize positive outcomes. Human diversity is recognized as a strength. If the school psychology student attends full time, the student takes two years of academic coursework and related field experiences, followed by a year long, 1200-hour internship. Upon successful completion of degree requirements, the student is eligible for endorsement as a School Psychologist in Nebraska.

To provide the student with the knowledge, skills, and experiences necessary to meet the demands of the profession, the School Psychology Program has adopted an ecological training approach. In the ecological approach, the student practitioner learns to collect and interpret data from a variety of sources in order to meet the needs of the individual within the school system. As a component of this approach, students

are taught to be skilled at problem solving, consultation, interviewing, observation, assessment, and intervention development.

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

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

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

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

## School Psychology

72 hours

### Required Courses and Credit Hours

			Domains Of Leadership
CSP 800	Advanced Educational Psych.	3	3, 7, 9
CSP 805	Behavioral Char. of Child/Adol	3	4, 7
CSP 855	Techniques of Counseling	3	2, 10
CSP 856P	Multicultural Counseling	3	5
CSP 880	Appraisal/Eval of Individual/Systems	3	1
CSP 885	Practicum in Counseling	3	2, 4, 5, 6, 7, 8, 10
CSP 803	Orientation to School Psych.	1	6, 11
CSP 901	Professional Issues Seminar	3	6, 8, 10
CSP 902	Research Apprenticeship	1	9
CSP 903	Introduction to Bayley	1	1, 10
CSP 905	Behavioral Problem Solving Assessment	3	1, 4, 5, 7, 10
CSP 906	Infant/Preschool Assessment	3	1, 8
CSP 907	Academic Problem Solving Assessment	3	1, 3
CSP 910	Cognitive/Acad. Intervention	3	1, 3, 4, 5, 6, 8, 10
CSP 920	Cognitive Problem Solving Assessment	5	1, 3, 5, 11
CSP 922	Problem Solving Assessment Practicum	3	1, 3, 4, 5, 6, 8, 10, 11
CSP 957	Problem Solving Consultation	3	1, 2, 3, 4, 5, 7, 10
CSP 980	Sch. Psych. Leadership in School Organization	3	6, 8, 11
CSP 990	Pre-Internship Seminar	4	2, 10, 11
CSP 991	Scholarly Study Seminar	3	9
CSP 992	Internship	12	1-11
TE 802	Techniques of Research	3	9, 11

### Prerequisites:

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

### Endorsements:

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

### Residency Requirements:

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



## Counseling & School Psychology Course Descriptions

### CSP 800 Advanced Educational Psychology 3 hours

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

### CSP 801P Counseling Skills 3 hours

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

### CSP 803 Orientation to School Counseling and School Psychology 1 hour

*Open by permission of the department only.*

This course serves as an introductory course for students entering the School Counseling and School Psychology programs. The class combines seminar and field experiences to familiarize students with: (a) the school counseling and school psychology programs and requirements at the University of Nebraska at Kearney; (b) the professions of school counseling and school psychology and the role and function of the school counselor and school psychologist; (c) the role and function of other helping professionals with whom school counselors and school psychologists consult and coordinate in providing services to children and families, (d) legal and ethical issues in school counseling and school psychology; (e) credentialing.

### CSP 805 Behavioral Characteristics of Children and Adolescents 3 hours

This course provides the opportunity for persons in the helping professions to better understand children and adolescents by exploring the factors contributing to their behavior. Behavioral development will be studied by considering biological, social, and ecological perspectives. Additionally, specific childhood behavior disorders (those frequently encountered in schools) will be studied by focusing on etiology, manifestation of the disorder, and treatment issues.

### CSP 806P Learning from Children 3 hours

This course provides opportunity to study teaching/learning interactions in which the teacher is a child and the learner is an adult. There is direct observation of child/adult interaction, a brief study of class members' recollections of their own childhoods, and a study of neotenus (childlike) adults. The course is graded credit/no credit at both the undergraduate and graduate levels.

### CSP 810P Counseling Laboratory 1 hour

This laboratory provides experience as a group member within a group counseling setting. The purpose is to provide a means of personal growth for the counselor in training. No grade is given for this graduate experience.

### CSP 811P Tests and Measurements 3 hours

This class focuses on collecting relevant information from appropriate sources, analyzing it correctly, and making accurate judgments on which to base decisions which improve teacher effectiveness and student learning.

### CSP 816P Mental Health Issues Seminar 3 hours

This course serves pre-service counselors, professional counselors and others in settings where positive mental health is a concern. The student identifies a mental health related area of interest in which they would like to design a preventive intervention. They learn, either individually or in concert with others with similar interests, to research their topic appropriately, to consult with people in the community of interest, to implement a plan for intervention to prevent a potential mental health problem, and to present research findings in a seminar setting. Students with requisite skills are encouraged to implement and analyze results of implementing a preventive intervention and to report their findings.

### CSP 820 Psychology of Vocational Development 3 hours

The course will include psychology of career development and theory of vocational choice.

### CSP 821P Psychology of Classroom Discipline 3 hours

Study of current models of classroom management psychology emphasizes the importance of teacher personality and interactive style in relation to classroom environment. A major focus is on the quality of the teacher/student relationship and kinds of interaction which enhance student motivation and learning.

### CSP 825P Program Evaluation 3 hours

Major program evaluation models are examined. Several important considerations on planning program evaluations, such as a) design, b) measurement problems and c) relationship of the evaluator to his/her client are discussed. Students will practice designing program evaluations, writing program evaluation proposals and writing program evaluation reports.

### CSP 826P Beh. Modification in Classroom Management 3 hours

Involves study of the systematic application of behavior modification principles in educational settings.

### CSP 830 Seminar: Prof. Issues and Ethics in Couns. 2-6 hours

*Prerequisite: CSP 885*

Seminar is taken in conjunction with the internship experience and provides the student with the opportunity to investigate specific professional topics and issues in addition to other required topics in the area of professional issues and ethics. Many of the topics are specific to the counseling environment (school or community) such as legal issues, credentials/licensure, assessments, counselor's role in the community, advocacy and social change, research and other topics as designated.

### CSP 835 Independent Study 1-6 hours

*Prerequisites: to have been accepted as a candidate for a degree; to have a minimum of 18 credit hours completed on the graduate program of studies and on file; and to have obtained the written consent of the supervising graduate faculty member previous to enrollment for the course.*

The student develops and implements a plan of study with the help of a member of the graduate faculty in the Department of CSP.

### CSP 840 Counseling Across the Lifespan 3 hours

The course will provide a broad knowledge base concerning human development across the lifespan as it affects the counseling process. Counseling strategies/interventions for developmental needs will be studied and a systemic approach to self, family and career will be used.

### CSP 850P Introduction to Counseling 3 hours

This class deals with the following issues related to counseling: historical development of counseling; ethical and legal issues in counseling; current psychological theories and their influence on counseling; work settings of counselors; and, major research issues in counseling.

### CSP 855 Techniques of Counseling 3 hours

*Prerequisite: Open to majors in Counseling and School Psychology or by permission.*

Attention is given to understanding the psychological significance of the counseling relationship and to the development of the specific skills of counseling. This course is a pre-practicum experience.

### CSP 856P Multicultural Counseling 3 hours

*Prerequisite: Admission to programs in the Department of Counseling and School Psychology or instructor permission.* This course addresses trends, issues, theories, concepts and professional practice in multicultural counseling by building awareness of one's assumptions, values and biases regarding cultural diversity, promoting understanding of the worldview and sociopolitical history of culturally diverse clients, and developing appropriate intervention strategies and techniques for working with and/or advocating for culturally diverse clients.

**CSP 860 Theories of Counseling 3 hours**

This course affords the student an opportunity to study, both independently and through cooperative group activity, the classical and contemporary theories of counseling. Theories representing the traditional "three forces" in counseling (i.e., dynamic, cognitive-behavioral, humanistic) are examined. Cultural diversity and multiculturalism are addressed as they relate to counseling theory and practice. Central to the study of all theoretical approaches is the paradigmatic shift from "individualism" toward a greater appreciation of "collectivism."

**CSP 861P School Counseling Organization and Practice 3 hours**

The focus of this course is on organization and structure of the comprehensive K-12, developmental counseling/guidance programs.

**CSP 862 Org. and Practice in Comm. Counseling 3 hours**

Organization and Practice in Community Counseling provides preparation for community counselors concerning the role of counselors in a variety of community mental health settings, provides knowledge skills and flexibility in a variety of approaches needed to meet client needs, and to become an active community counselor able to assist communities in the recognition and resolution of its mental health issues.

**CSP 863 Organization and Practice of School Rehabilitation Counseling 3 hours**

This course emphasizes the use and application of effective strategies and models for improving the transition of disabled youth from school to work and community living. It specifically addresses all phases of student assessment, individualized transition planning, parent and family involvement in designing post school options, use of appropriate community-based services (employment, residential living, social and recreational services, etc.), and comprehensive interagency approaches for transition planning.

**CSP 864 Student Affairs Organization & Practice 3 hours**

The goal of this course is to provide a comprehensive introduction to the organization and structure of student affairs programs in American higher education settings. The course will cover the history of the student affairs profession, the development of specific functions within the field of student affairs, and the relation to and integration of those functions into the educational mission of higher education institutions. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized.

**CSP 865 Group Counseling 3 hours**

*Prerequisite: CSP 855.*

Designed to enable the counselor to (1) gain understanding concerning the theory of group dynamics as it relates to counseling; (2) form a point of view concerning the process and function of counseling in groups; (3) gain competency in the use of effective group counseling techniques. The course includes a laboratory experience in human relations.

**CSP 866P Organization and Administration of Guidance Programs 3 hours**

This course provides the opportunity to study the philosophical foundations of administration of guidance programs as well as procedures used in establishing or modifying guidance programs in schools.

**CSP 867P Psychodrama 3 hours**

*Prerequisites: CSP 855 and 865.*

This course is an introduction to psychodramatic techniques. Psychodrama is an action therapy that uses movement, motion, and action as part of the therapeutic process. It integrates verbal and action techniques into a holistic process that produces insight and learning for the client. Learning in this course is primarily experiential.

**CSP 870 Marriage and Family Counseling 3 hours**

*Prerequisite: CSP 865, or by permission of the department.*

This course addresses systems theory in relation to family counseling theory, developmental theory and the dynamics of the family. The student will become knowledgeable about skills needed to establish and maintain a therapeutic relationship with a family, conducting family of origin study for self and others, social/cultural influences that impact the family and issues of the family.

**CSP 875 Career and Lifestyle Development 3 hours**

This course includes a study of the following areas: needs for guidance, theories of career development, career development factors, the information system, the location and organization of local information, decision-making in both individual and group counseling situations, and the relationship of the information system to the guidance program.

**CSP 880 Appraisal and Evaluation of Individuals and Systems 3 hours**

This course deals with fundamental principles in appraisal of individuals. Students study purposes of appraisal, historical and current issues that affect purposes/principles of appraisal, typical means of assessment and their interpretation, use of standardized and non-standardized appraisal techniques, sociometric and environmental assessment, responsible use of appraisal information, legal and ethical issues and professional issues and standards as well as current trends in assessment and appraisal.

**CSP 885 Practicum in Counseling 3 hours**

*Prerequisite: CSP 855 and CSP 865 and admission to candidacy, or by special permission of the Counselor Education Committee.*

Practicum requires extensive time for direct counseling experience, self-evaluation, critical interaction with other students, and critiquing of taped interviews with the practicum supervisor. The practicum setting is designated by the program: Community, Elementary, Secondary School, Student Affairs. Other settings are available by prior arrangement.

**CSP 886 Advanced Practicum in Counseling and Guidance 3 hours**

*Open by permission only. Prerequisite: CSP 885.*

Direct experience under supervision will be provided in the areas of individual, group, and family counseling.

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

*Open by permission only. Prerequisite: CSP 885.*

Direct experience in a counselor work setting under the supervision of a licensed/certified counselor and a Department of Counseling and School Psychology coordinator. The setting is designated by the program: Community, Elementary, Secondary School, Student Affairs. 1 credit hour=100 clock hours logged within the setting.

**CSP 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**

*Open by permission of department only.*

This course will provide a comprehensive understanding of the major and contemporary issues impacting upon the profession of School Psychology. A seminar/discussion format will be utilized.

**CSP 902 Research Apprenticeship 1 hour**

*Open by permission of the department only.*

The student will have the opportunity to work as a research apprentice with faculty member(s) in order to learn and understand the research process. Fifty hours of individual and collaborative work is required. Graded credit or no credit.

**CSP 903 Intro to Bayley Scales 1 hour**

*Prerequisite: Admission to program; Open by permission of the department only; CSP 880.*

This course will enable students to become familiar with the development, administration, and beginning levels of interpretation of the Bayley Scales of Infant Development-2<sup>nd</sup> 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**

*Prerequisite: Admission to program; Open by permission of the department only; CSP 880.*

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**

*Open by permission of department only; CSP 880.*

The student will develop: (a) the necessary skills for, and his/her approach to, assessment of the ecological domains pertinent to understanding the child's referral concerns; including social, emotional, environmental, and biological bases of behavior; (b) the skills to conduct comprehensive behavioral assessments; (c) the skills to integrate data collected from behavioral/ecological/personality assessment in order to have maximum effective impact upon individualized and regular education programs.

**CSP 906 Infant Preschool Assessment 3 hours**

*Prerequisites: Admission to program; CSP 880,903.*

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**

*Prerequisite: Admission to program; CSP 880.*

One of the primary roles of the school psychologist is that of facilitator of data based decision making in schools. This course will focus upon usage of the Problem Solving model of data collection and student progress monitoring regarding the area of academic achievement. This course is designed to familiarize the student with the basic skills and experience necessary to utilize traditional academic data collection (i.e. Wechsler Indiv. Ach. Test, Kaufman Test of Educ. Ach., Woodcock Johnson PsychoEduc. Battery, etc.) as well as Curriculum Based Measurement approaches to assess student skills, create intervention plans, monitor student progress, and measure student outcome. This approach to Problem Solving Assessment will be presented as procedures that can be used to supplement and/or supplant traditional approaches to psychoeducational assessment.

**CSP 910. Cognitive/Academic Interventions 3 hours**

The purpose of this course is to provide an overview of the principles which guide the development and linkage between assessment and intervention. The impact and interrelationships between assessment and interventions will be stressed. An overview of etiology, characteristics and appropriate interventions for selected exceptionalities for school aged population will be the focus.

**CSP 920. Cognitive Problem Solving Assessment 5 hours**

*Open by permission of department only; CSP 880.*

The student will develop skill in the standardized administration of instruments designed to measure cognitive skills and/or intelligence and other commonly used assessment tools including those measuring nonverbal intelligence.

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

*Prerequisite: CSP 880, 910.*

Open by permission of the Department. Students will develop understanding and skill in diagnostic testing, ecological evaluation, and prescriptive intervention, team problem solving, and consultation by completing a minimum of four comprehensive case evaluations for presentation involving approximately 40 hours of field experience.

**CSP 957 Problem Solving Consultation 3 hours**

This course addresses an indirect service delivery model, i.e., consultation, through which the school psychologist's expertise and services can be delivered within schools. The course emphasizes the shifting role of the school psychologist to that of an "ally to general education" and pre-referral interventionist as well as being the "gatekeeper" of special education.

**CSP 980 School Psychology Leadership in School Organization 3 hours**

*Prerequisite: CSP 922*

This course will provide a comprehensive exposure to the major and contemporary issues impacting schools at the district, state and national levels. These issues represent opportunities for school psychologists to have consultative impact at the systems level. A seminar/discussion format will be utilized.

**CSP 990 Pre-Internship Seminar 3-6 hours**

*Prerequisites: Admission to program; Open by permission of department only; must be in last year of coursework prior to internship.*

This course is designed to enable students of school psychology to prepare themselves for entry into a 1200 clock-hour internship. This course combines seminar work sessions with Professional Development Seminar Series sessions as students finalize their transition from university to field placement.

**CSP 991 Scholarly Study 1-6 hours**

*Prerequisite: PTE 894 & CSP 902. Open to candidates for the Specialist Degree in Counseling and School Psychology.*

A seminar designed to provide background and assistance in the design and formulation of a scholarly study. Experience will include presentations on selecting and narrowing topics of study, development of the proposal, data collection and analysis, computer applications, and writing the study. Required for Ed.S. graduation.

**CSP 992 Internship in School Psychology 1-12 hours**

*Prerequisites: CSP 885S, 906, 922, 957. Open by permission only.*

Direct field experience in a school psychological work setting under the supervision of a licensed or certified school psychologist as well as under the general supervision of a faculty member from the Department of Counseling and School Psychology. A minimum of 1,200 clock hours are required (i.e. full-time one year or halftime for two years) with at least 600 of the 1,200 clock hours logged within a school setting.

## CURRICULUM AND INSTRUCTION

For more information see the Teacher Education Section page 65.

# EDUCATIONAL ADMINISTRATION

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

## Graduate Faculty

Associate Professor: T. Jacobson, P. Hoehner

## Graduate Program Committee:

P. Hoehner, Chair; P. Cruzeiro, T. Jacobson

## Adjunct Faculty:

Ken Anderson, 1985; Ph.D. University of Nebraska-Lincoln  
Barry Ballou, 1978; Ed.S., University of Nebraska-Kearney  
Wayne A. Bell, Adjunct; 1991; Ed.D. University of Wyoming  
Paul Brochtrup, 1991; Ed.D., University of Wyoming  
Dan Brosz, 1998; Ed.D, University of South Dakota  
John Hakonson, 1998; University of South Dakota  
Steve Joel, 1991, Ed.D., Kansas State University  
Alan Katzberg, 1988; Ed.D., University of Nebraska-Lincoln  
Scott Maline; 1991; Ed.D. University of Nebraska-Lincoln  
Kent Mann; 1997; Ed.D. University of Nebraska-Lincoln  
Donna Moss, 1997; M.S., University of Nebraska-Omaha  
Tim Shafer, Ed.D., University of Nebraska-Lincoln  
Ronald Wall; 1999; Ed.D. University of Nebraska-Lincoln  
Dallas Watkins; 1996; Ed.D. University of Wyoming

## The Department offers two degrees:

### Master of Arts in Education Degree

School Principalship K-6  
School Principalship 7-12  
Supervisor of Academic Area  
Supervisor of Special Education

### Education Specialist Degree

School Superintendent

## Departmental Objectives

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

## Program Objectives

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

## Advanced Educational Psychology Requirement:

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

- CSP 800 Advanced Educational Psychology
- CSP 805 Behavioral Characteristics of Children and Adolescents

## Nebraska Certification Requirements:

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

*Special Education Requirement:* Nebraska certification requires the completion of a Special Education course covering the identification of handicapping conditions and the various alternatives to providing educational opportunities for handicapped students. This requirement is a prerequisite for administrative certification and must have been met prior to a graduate degree in EDAD or taken as an elective within the graduate program of study. Program applicants who received their initial teaching certificate prior to September 1, 1992 will be required to take SPED 820P 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.

## Master of Arts in Education Educational Administration

### Admission Requirements:

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

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

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

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

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

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

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

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

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

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

#### **Degree Endorsement:**

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

#### **Non-Degree Endorsements:**

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

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

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

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.

<b>Foundations:</b>	<b>6 hours</b>
TE 802 Techniques of Research	3
EDAD 831 Social Foundations of Education	3

<b>Specialization:</b>	<b>24 hours</b>
EDAD 848 Curriculum Planning	3
EDAD 851 Human Resource Management	3
EDAD 854 Intro to Educational Administration	3
EDAD 869 The Principalship	3
EDAD 843 Practicum in EDAD	3
EDAD 853 School Business Management	3
EDAD 855 Supervision of Instruction	3
EDAD 859 Legal Bases of Education	3

<b>Electives:</b>	<b>6 hours</b>
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Selected with the consent of the advisor:	
TE 845 Principles of Reading Instruction	3
TE 850 Elementary School Curriculum	3
TE 853a Improvement of Instruction in Early Childhood Education	3
TE 853b Improvement of Instruction in Elem. Math	3
TE 853c Improvement of Instruction in Elem. School Language Arts	3
TE 853d Improvement of Instruction in Elem. School Science	3
TE 853e Improvement of Instruction in Elem. School Social Studies	3
CSP 800 Advanced Educational Psychology	3
CSP 801P Counseling Skills	3
CSP 805 Behavioral Characteristics of Children and Adolescents	3
CSP 821P Psychology of Classroom Discipline	3
CSIS 831P Educational Technology Concepts	3
CSIS 836P Computer Assisted Instruction	3
CSP 861P School Counseling Org. & Practice	3
TE 811 The Activities Director	3
TE 809 Curriculum Implementation	3
TE 803 Philosophy of Education	3
EDAD 944 Seminar in EDAD	3
EDAD 945 Professional Readings in Ed. Admin.	3-6
EDAD 846 The Junior High/Middle School	3
PE 822 Physical Ed. & Athletic Facilities	3
PSCI 800P Public Administrator	3
PSY 815P Group Dynamics	3
PSY 850P Psychometrics	3
TESE 821PNature & Needs of Individuals with Disabilities	3
VOED 832P Foundations & Contemporary Issues in VOED	3
VOED 833P Administration & Org. of VOED	3
Any other elective must have advisor approval.	

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

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.

### Foundations: **6 hours**

TE 802	Techniques of Research	3
EDAD 831	Social Foundations of Education	3

### Specialization: **24 hours**

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

### Electives: **6 hours**

Selected with the consent of the advisor:		
CSP 800	Advanced Educational Psychology	3
CSP 801P	Counseling Skills	3
CSP 805	Behavioral Characteristics of Children and Adolescents	3
CSP 821P	Psychology of Classroom Discipline	3
CSP 861P	School Counseling Org. & Practice	3
TE 811	The Activities Director	3
TE 809	Curriculum Implementation	3
TE 803	Philosophy of Education	3
CSIS 831P	Educational Technology Concepts	3
CSIS 836P	Computer Assisted Instruction	3
EDAD 944	Seminar in EDAD	3
EDAD 945	Professional Readings/Ed. Admin	3-6
EDAD 846	The Junior High/Middle School	3
PE 822	Physical Ed. and Athletic Facilities	3
PSCI 800P	Public Administration	3
PSY 815P	Group Dynamics	3
PSY 850P	Psychometrics	3
TESE 821P	Nature and Needs of Individuals with Disabilities	3
VOED 832P	Foundations & Contemporary Issues in VOED	3
VOED 833P	Administration & Org. of VOED	3

Any other elective must have advisor approval. Individual adjustments in the above program will be made for those who elect to write a thesis.

## Master of Arts in Education Degree Supervisor of an Academic Area

The University of Nebraska at Kearney provides a program for the preparation of academic area field supervisors which fulfill the requirements for the Standard Administrative and Supervisory Certificate with an endorsement in a specific field. It is also offered as a non-certification program. This program is under the direction of the Educational Administration Department. A secondary advisor is assigned by the chairman of the department in which the student will complete subject area coursework. The Educational Administration Department requires a common core of competencies for supervisors of academic areas.

## Master of Arts in Education Degree Supervisor of an Academic Area **36 hours**

### Foundations: **6 hours**

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

### Educational Administration: **15 hours**

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

### Academic Area: **15 hours**

Appropriate courses selected with the consent of the secondary advisor.

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

## Master of Arts in Education Supervisor of Special Education

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

**Admission to the Program:** The candidate must hold a currently valid Special Education endorsement, with two years of experience as a Special Education teacher. The candidate must provide two recommendations from the candidate's employing agency and must meet all other academic requirements for admission to the Master of Arts in Education Degree with a major in Educational Administration. The Educational Administration Department requires a common core of competencies of supervisors of special education.

## Master of Arts in Education Degree Supervisor of Special Education 36 hours

### Foundations: 6 hours

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

### Educational Administration: 15 hours

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

### Special Education: 15 hours

EDAD 842P Administration of Special Education	3
*Coursework selected with the consent of the Special Education Department.	12

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

## Education Specialist Degree Educational Administration

The Specialist Degree in Educational Administration is fully accredited by the North Central Association of Colleges and Schools and the National Council for Accreditation of Teacher Education and meets the requirements for the Nebraska Professional Administrative and Supervisory Certificate to qualify for administrative positions in all public and parochial schools in Nebraska. The Specialist Degree Program at the University of Nebraska at Kearney emphasizes preparation of administrators with specific emphasis upon the superintendency, and K-12 principalship.

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

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

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

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

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

**Time Limitation:** The coursework for the Specialist Degree must be completed within a period of 10 years.

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

**Transfer of Credit:** The transfer of credit applicable to the Specialist Degree Program is determined at the discretion of the Office of Graduate Studies and the Educational Administration Department 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 the Specialist Degree Program, a scholastic record of 3.00 based on a 4.00 scale must be maintained.

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

## Education Specialist Degree School Superintendent **33 hours**

### Required Courses **27-30 hours**

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

### Electives: **3-6 hours**

Appropriate courses selected with the consent of the advisor.

## Educational Administration Course Descriptions

### EDAD 831 Social Foundations of Education 3 hours

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

### EDAD 842P Administration of Special Education 3 hours

The purpose of this course is to provide the school administrator information concerning legal aspects of special education, identification of special needs students, and options available in programming for handicapped students.

### EDAD 843 Practicum in Educational Administration 3 hours

*Prerequisite:* EDAD 869 or permission of instructor.

This course is designed to provide practical learning experience inherent to school principals. Experiences will include discussion of current topics, involvement of presentation of current topics as preparation for conducting staff development, use of resource personnel from education and/or other fields, the completion of 75 hour internship, a visitation to a school district with over 25,000 students, preparation for the administrative job search.

### EDAD 846 The Junior High/Middle School 3 hours

This course focuses on program design, implementation and evaluation at the middle grade level. It is designed primarily to meet the needs of elementary and/or secondary trained administrators who plan to become administrators at the middle grades level.

### EDAD 848 Curriculum Planning 3 hours

The current arena in which principals function is constantly being impacted by societal forces and conditions. The class is designed to assist students to understand major curriculum design models, to interpret school district curricula, and to adjust content as needs and 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 Bases 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

*Prerequisite:* EDAD 854 or permission of the instructor.

This is a foundation course in secondary school administration that places emphasis on the responsibilities of the principal. It is designed to serve the interests and needs of certificated personnel who plan to become principals.

### EDAD 870 The Principal as Instructional Leader 3 hours

*Prerequisite:* EDAD 869 or permission of instructor.

This course is designed to explore the role of the principal as instructional leader and change agent. It is based in the educational effectiveness research and will focus on the leadership role of the principals. It is designed to serve the interests and needs of current administrators who wish to expand their qualifications for the Principalship or certified personnel seeking an additional endorsement.

### EDAD 896 Independent Study 1-6 hours

Individualized study under the supervision of educational administration faculty and approved by the advisor. Topics of study are tailored to meet the needs of the student.

### EDAD 898 Endorsement Internship 3 hours

### EDAD 899P Special Topics in Education 1-3 hours

A course designed to enable administrators to become knowledgeable of recent trends and issues in school management, finance, or other concerns affecting the administration of the public schools.

### EDAD 899 Thesis 3-6 hours

A thesis provides an opportunity for candidates in educational administration to conduct research on educational problems which are relevant to particular interests and school settings. This is an elective for Master's Degree candidates.

### EDAD 940 Administrative Theory 3 hours

This course introduces students to aspects of current administrative theory by treating the school district as a social system in need of organization, leadership, and change. Styles and effects of human behavior in organizations are explored.

### EDAD 944 Seminar in Educational Administration 3 hours

This course is offered online, graded on a credit-no credit basis, and is a requirement for the Educational Specialist Degree. The student will read and submit written critiques on several contemporary writings related to education and participate in a three-day, summer field trip to Lincoln, which will involve visitations at the Nebraska Department of Education, the Lincoln Public Schools, and the quarters of various professional education organizations.

### EDAD 945 Professional Readings in Educational Administration 3-6 hours

Independent reading on Educational Administration topics. Readings to be selected and directed by the student's advisor.



**EDAD 955 The School Administrator and the Law 3 hours**

This course is designed to provide the educational administrator with a view of the law governing the operation of schools. An emphasis will be placed on preventative law through building an understanding of legal issues facing the school administrator and avoiding possible litigation. Issues deserving attention will include school district organization, meetings of the board of education, personnel administration, conducting hearings, developing board policies, student rights, discrimination, tort liability, and other current issues.

**EDAD 956 School/Community Relations 3 hours**

This course is designed to provide the student with an analysis of principles, practices and materials that facilitate the adjustment and interpretation of schools to their internal and external publics, along with an examination of the function of the media and the roles of schools and community groups in an effective school public relations program.

**EDAD 957 Public School Finance 3 hours**

The primary objectives of this course are to provide the student with (1) the background of school finance, (2) a background of public school financing in the United States, (3) an understanding of the various governmental levels of financing in public schools, (4) judicial decisions and their effects, and (5) finance of schools in the future.

**EDAD 958 Educational Facility Planning 3 hours**

A study of the principles and processes of developing functional educational facilities. Procedures and techniques for each phase of facility planning are included. Topics include: survey of needs, population projection, site selection, development of educational specifications, selection of architects, furniture and equipment selection, and maintenance and operation.

**EDAD 966 Special Topics in Educational Administration 1-3 hours**

A course designed to enable the administrators to become knowledgeable of recent trends and issues in school management, finance, or other concerns affecting the administration of the public schools.

**EDAD 991 Field Study 3-6 hours**

The field study provides an opportunity for candidates in educational administration to conduct research on educational problems which are relevant to particular interests and school settings. This course is required of all Specialist Degree candidates.

**EDAD 998 Internship 3-6 hours**

Internships are designed to provide administrative experience for students having limited administrative background and to strengthen skills of those who have served as administrators. This course is required for all Specialist Degree candidates.

# ENGLISH

Barbara Emrys, Ph.D., Chair  
Marguerite Tassi, Ph.D., Graduate Program Committee Chair  
865-8293

## Graduate Faculty

**Professors:** K. Benzel, S. George-Bloomfield, C. Fort, R. Luscher, C. Peek, R. Umland, S. Umland  
**Associate Professors:** J. Damon, B. Emrys, M. Kruse, E. Peck, M. Tassi  
**Assistant Professors:** S. Honeyman, N. Kahn, R. Robertson

## Graduate Committee:

M. Tassi, Chair; J. Damon, C. Fort, M. Kruse, N. Kahn

## Degree Options available for Master of Arts in English:

*Option A: Thesis Option (30 Hours)*  
*Option B: Portfolio 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 portfolio 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.

*\*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.

## Master of Arts Degree

### Option A: Literature Emphasis

<b>Thesis Option</b>	<b>30 hours</b>
<b>Literary Criticism Requirement</b>	<b>3 hours</b>
<i>Choose one of the following:</i>	
ENG 806 Principles of Literary Criticism	3
ENG 807 History of Literary Criticism	3
<b>Literature Requirements</b>	<b>12 hours</b>
6 Hours in Literature of the United States	
6 Hours in Literature of England and the Commonwealth and World Literature	
<b>Thesis Requirements</b>	<b>6 hours</b>
ENG 896 Thesis	6
<b>Supporting Courses</b>	<b>6-9 hours</b>
6-9 hours of Electives	
<b>Graduate Assistant Requirement</b>	<b>3 hours</b>
*ENG 805 Teaching Composition	3
*required for all graduate assistants; must be taken at earliest opportunity	

### Comprehensive Examination

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

### Option B: Literature Emphasis

<b>Portfolio Option</b>	<b>36 hours</b>
<b>Literary Criticism Requirement</b>	<b>3 hours</b>
<i>Choose one of the following:</i>	
ENG 806 Principles of Literary Criticism	3
ENG 807 History of Literary Criticism	3
<b>Literature Requirements</b>	<b>12 hours</b>
6 Hours in Literature of the United States	
6 Hours in Literature of England and the Commonwealth	
<b>Supporting Courses</b>	<b>8-21 hours</b>
18-21 hours of Electives	
<b>Graduate Assistant Requirement</b>	<b>3 hours</b>
*ENG 805 Teaching Composition	3
*required for all graduate assistants; must be taken at earliest opportunity	

## The Portfolio

Students who select the non-thesis portfolio option will prepare two portfolios: one in Literature of the United States and one in British and Commonwealth Literature. They should select three English Graduate Faculty members to serve on the Examination Committee and to administer a written or oral exam concerning materials in their portfolio. The Portfolio preparation and review process are outlined in the *Graduate Studies in English Handbook*.

## Option C: Creative Writing Emphasis 30 hours

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

### Literary Criticism Requirement 3 hours

Choose one of the following:

ENG 806 Principles of Literary Criticism	3
ENG 807 History of Literary Criticism	3

### Literature Requirements 6 hours

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

### Creative Writing Requirements 12-15 hours

ENG 822P Poetry Writing	3
ENG 823P Fiction Writing	3
ENG 824 Drama Writing	3
ENG 825 Creative Nonfiction	3
ENG 826 Seminar in Prosody	3
ENG 845 Creative Writing for Public School Teachers	3
ENG 890P Ft. Kearney Writers' Workshop	2

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

### Thesis Requirements 6 hours

ENG 896 Thesis 6  
Students in the Creative Writing Emphasis will write a creative thesis in poetry, fiction, creative nonfiction, or drama writing. The student's thesis committee serves as a Comprehensive Examination Committee and administers an oral exam.

### Supporting Courses 0-3 hours

0-3 hours of Electives

### Graduate Assistant Requirement 3 hours

\*\*ENG 805 Teaching Composition 3  
\*\*required for all graduate assistants; must be taken at earliest opportunity

## Comprehensive Exam

Generally a student completes the Comprehensive Examination during the last semester of study. After the successful completion of at least 12 hours and prior to selection of a Thesis/Comprehensive Examination Committee and preparation of a thesis or portfolio, the student must file for Candidacy for the Master's Degree. A student may be refused admission to candidacy for the Master's Degree if previous college record, performance on qualifying criteria, or the quality of graduate work are such as to indicate inability to satisfactorily complete graduate study.

## Graduate Assistantships

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

**For more information, contact the:** Director of English  
Graduate Studies, UNK Department of English, Kearney, NE 68849  
Phone: 308-865-8299 E-mail: engdept@unk.edu  
See also Web site: <http://www.unk.edu/acad/english>

## English Course Descriptions

### ENG 803 Descriptive Linguistics 3 hours

An introduction to descriptive linguistics with emphasis on phonology, syntax, and morphology, as they apply to the study of English as a language.

### ENG 804P History of the English Language 3 hours

Development of English language as reflected in the language of writers from the Anglo-Saxon time to the present.

### ENG 805 The Teaching of Composition 3 hours

Study of topics and issues related to rhetorical theory and the teaching of expository writing in college classrooms.

### ENG 806 Principles of Literary Criticism 3 hours

An application of literary theories to selected literary works.

### ENG 807 History of Literary Criticism 3 hours

This seminar investigates the connections and discontinuities found in literary criticism from Plato to present-day critical theory. By observing the shifts in various theoretical interests, critical theory will be seen as part of a larger intellectual and cultural history.

### ENG 814 Writing Tutorial 3 hours

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

### ENG 822P Poetry Writing 3 hours

*Prerequisite: 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

*Prerequisite: 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 the 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**

Prerequisite: Admission into the MFA in Writing program.

An individualized course in nonfiction writing. Taken four times, this 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. Students 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**

Prerequisite: Admission into the MFA in Writing program.

An individualized course in fiction writing. Taken four 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 analysis 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**

Prerequisite: Admission into the MFA in Writing program.

An individualized course in poetry writing. Taken four 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. Students will compose both original poetry and critical analysis 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**

Prerequisite: Admission into the MFA in Writing program

A ten-day colloquium presenting lectures, classes, workshops, readings and individual conferences with seminar faculty. Taken four times, the Residency Session ends one seminar session and begins the next. The sessions 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 847P Children's Literature 3 hours**

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

**ENG 848P Literature for Adolescents 3 hours**

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

**ENG 851P The Literature of Puritanism and Early American Nationalism 3 hours**

A study of the emergence and development of American national literature from the Colonial period to the early nineteenth century. Selected authors and works may differ from semester to semester in accordance with specific instructional emphases.

**ENG 852P The Literature of the American Renaissance 3 hours**

A study of American literature from the early nineteenth-century to the pre-Civil War period. Authors and works under study may change from semester to semester depending on the organizational design of the course.

**ENG 853P The Literature of American Realism 3 hours**

A study of American Literature from the late nineteenth century through the early twentieth century. Authors and works may vary according to instructional emphasis.

**ENG 854P Modern American Literature 3 hours**

The seminar covers the literature of the period roughly from the turn of the century through World War II, focusing on the later development of realism and naturalism and the rise of modernism. Authors, genres, and approaches may vary from term to term.

**ENG 855P Contemporary American Literature 3 hours**

The seminar examines the literature from World War II to the present, focusing on the later development of modernism and the rise of post-modern 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 pre-settlement literature to contemporary writings and including works by Native American, Chicano, and women writers. Several Nebraska authors will be included. The class focuses on the distinctive features of each genre as well as their similarities of theme and symbol, especially those myths based on the frontier experience and the "Sense of Place."

**ENG 857 Colloquium: U.S. Literature through 1855 3 hours****ENG 858P Great Plains Studies 1-3 hours**

Great Plains Studies offers the opportunity to reflect on life through the literature and other lore of the Great Plains. Through a different subject focus each offering, the course integrates literary, historical, and paleontological investigations around issues affecting the plains, with a special focus on "prairie." May be offered independently or, as the Prairie Institute, offered interdisciplinary as 1 credit each in English, History, and Geography (with which it is cross-listed). Credit for the Institute requires reading and writing assignments completed outside the contact hours of the Institute. Repeatable for credit.

**ENG 859 Colloquium: U.S. Literature: 1855-Present 3 hours****ENG 871P Language and Composition in the Sec. School 3 hours**

Study of topics and issues in rhetorical, linguistic, and literacy theory as related to the teaching of language arts.

**ENG 872P English Literature to 1500 3 hours**

Study in-depth of one or more major British authors of the period, to be chosen by the professor. The authors studied will change from semester to semester.

**ENG 873P The Literature of the English Renaissance 3 hours**

Study in-depth of one or more major British authors and genres of the period, to be chosen by the professor. The authors studied may change from semester to semester.

**ENG 874P The Literature of the Restoration and Eighteenth Century 3 hours**

A study in-depth of one or more major British authors of the Restoration and Eighteenth Century, 1667-1770. The authors studied will change from semester to semester.

**ENG 879P The Literature of the Romantic Period 3 hours**

A study of the poetry and/or prose of English writers in the Romantic period from 1789-1830. The course may be organized by author, theme, or genre, and the authors and works may change from semester to semester.

**ENG 880P The Literature of the Victorian Period 3 hours**

Study in-depth of one or more major British authors of the period, to be chosen by the professor. The authors studied will change from semester to semester.

**ENG 881P Modern British and Commonwealth Literature 3 hours**

This seminar investigates the modernist movement in British and Commonwealth literature, covering the period from 1890-1940. Emphasizing self-conscious and non-representation as modes of both style and content, this aesthetic and historic movement is marked by its persistent experimentalism. Course content might focus on individual writers, political or historical influences, or genre study.

**ENG 882P Contemporary British and Commonwealth Literature 3 hours**

While the scope of this course will be on literature from 1950-present, the major emphasis will be on living authors and works produced within the last decade. Individual authors, works, and topics will alter each semester.

**ENG 883 Colloquium: British Literature through 1700 3 hours****ENG 884 Colloquium: British Literature: 1700-Present 3 hours****ENG 890P Ft. Kearney Writers' Workshop 1-3 hours**

[1-hour Directed Readings (ENG 895) can supplement these hours with related study.] A workshop in creative writing for those who would like to improve their abilities in writing poetry, fiction, and drama.

**ENG 892P Plains Literature Institute 1-3 hours**

This course proposes to study major Western and Plains writers either individually, by theme, or by genre. Writers might include Nebraskan or regional writers.

**ENG 895 Directed Readings 1-3 hours**

Individual research under the guidance of a graduate faculty member. Proposals for Directed Readings must be approved in advance by the Graduate Director and Department Chair.

**ENG 896 Thesis 3-6 hours****ENG 897P Film Institute 1-3 hours**

A study of the film in both its aesthetic as well as historical dimensions. Students will examine the development of film as both art and mass entertainment in addition to studying the various critical methods of interpreting the film.

**ENG 899 Special Topics 1-3 hours**

This course is intended to provide opportunity for the offering of literary topics not covered by the regular curriculum. Topics are not limited to but can include the study of a single author, a particular genre or theme, and/or comparative or world literature.

# HISTORY

**Carol Lilly, Ph.D., Chair**

**Pradeep Barua, Ph.D.,**

**Graduate Program Committee Chair**

865-8509

**Graduate Faculty**

**Professors:** R. Davis, V. Volpe

**Associate Professors:** M. Ailes, P. Barua, C. Lilly

**Assistant Professors:** P. Rieder

**Graduate Program Committee:**

M. Ellis, Chair; M. Ailes, P. Barua, R. Davis, C. Lilly,

P. Rieder, J. Rohrer, L. Van Ingen, V. Volpe

**Master of Arts Degree**

*Option A: Thesis Option*

*Option B: Non-Thesis Option*

**Graduate Certificate in History**

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

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

**Program Requirements:**

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

**Comprehensive Examinations:**

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

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

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

#### Thesis and Thesis Committee:

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

### Master of Arts Degree

<b>Option A: Thesis</b>	<b>30 hours</b>
U.S. History	6
Non-U.S. History	6
Electives	12
Thesis	6

### Master of Arts Degree

<b>Option B: Non-Thesis</b>	<b>36 hours</b>
U.S. History	9
Non-U.S. History	9
Electives	18

<b>Graduate Certificate in History</b>	<b>18 Hours</b>
Seminar/Colloquia	6
Other Non-P Course work	3
Electives	9

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### History Course Descriptions

#### HIST 800 New Perspectives in History 3 hours

Recent trends in the field of the instructor's specialty, to assist teachers and to improve teaching. May be repeated with each new offering.

#### HIST 805P The Plains Indians 3 hours

A history of those Indians who call the Great Plains their home.

#### HIST 806P History and Film 3 hours

This course will look at history through the lens of feature films produced in the United States and abroad. Particular emphasis will be placed on how historical representation and interpretation has changed with each generation of film makers. The topics of this course will vary depending on the instructor and needs of the students.

#### HIST 807P History of Sea Power 3 hours

This course seeks to introduce students to different themes in the history of the evolution of sea power.

#### HIST 808P War and Society 3 hours

This course is designed to introduce students to the field of military history. Students will tackle the debate on 'old' vs 'new' military history. In particular, students will examine the impact of social studies on the evolution of military history. A considerable portion of the course will also be spent examining military history in a non-western setting.

#### HIST 809P The High Middle Ages, 1050-1350 3 hours

This course examines the cultural, political, economic, and social developments of the High Middle Ages, a period of dramatic and important change in the western world, focusing on the religious reformation of the eleventh century, the twelfth-century renaissance, and the rise of towns and urban commerce, and the growth of centralized governments.

#### HIST 810P Methods and Historiography 3 hours

Writers of history, their works and philosophies; theories of historical development and research.

#### HIST 811P Society and Culture in the Middle Ages 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 816 Colloquium: Colonial and Revolutionary America 3 hours

#### HIST 817 Colloquium: Nineteenth Century U.S. 3 hours

#### HIST 820P Women in Europe 3 hours

A history of European women will explore the roles and influence of women from earliest times to the present.

#### HIST 821P Women in America 3 hours

A history of American women from the Colonial Period to the present.

#### HIST 822 Colloquium: Twentieth Century U.S. 3 hours

#### HIST 823 Colloquium: English History 3 hours

#### HIST 824 Colloquium: Latin America 3 hours

#### HIST 828 Colloquium: Soviet Union 3 hours

#### HIST 830 Colloquium: Modern China and Japan 3 hours

#### HIST 831P Colonial America, 1492-1750 3 hours

Examines the development of Colonial British America from the First English explorers to the French and Indian War.

#### HIST 832P Revolutionary America, 1750-1800 3 hours

Examines the American Revolution from its origins through its culmination in the adoption and implementation of the Constitution.

#### HIST 833P The National Period, 1800-1850 3 hours

Explores the expansion and development of the American nation from the Louisiana Purchase through the Mexican-American War.

#### HIST 839P Pre-Hispanic Colonial Latin America 3 hours

Political, social, economic, and cultural dynamics of Amerindian civilizations and colonial Latin America up to independence.

#### HIST 841 Seminar: History of the American West 3 hours

#### HIST 841P Modern Latin America 3 hours

Examination of political, cultural, social, and economic dynamics of Latin American nations and regions from independence to present.

#### HIST 842 Seminar: American Revolution and Confederation Period, 1763-1789 3 hours

#### HIST 843 Seminar: The American Indian 3 hours

#### HIST 844 Seminar: Nineteenth Century U.S. 3 hours

#### HIST 845P The Civil War and Reconstruction 3 hours

A study of the causes leading to the Civil War, the War itself, and the attempt to reunify the social, economic, and political framework of America.

#### HIST 846 Seminar: Recent American History 3 hours

#### HIST 847 Seminar: Contemporary Europe 3 hours

#### HIST 850P Variable Topics in Latin American History 3 hours

In-depth study of a country or region in Latin American or an in-depth analysis of a specific topic of historical or contemporary importance in understanding Latin American History and Culture.

#### HIST 851P Comparative Colonialism: Asia and Africa 3 hours

This course will analyze the primary social, cultural, and political forces that helped create and sustain the vast colonial empires in Asia and Africa.

**HIST 852P Colonial India 3 hours**

This course examines the complex social, cultural, political and economic factors that gave birth to the independent nations of Bangladesh, Pakistan and India after centuries of British colonial rule.

**HIST 853P Modern India 3 hours**

This course aims to introduce students to the complex cultural, political and economic factors that created the 'nation' of India as it is known today. The course begins in 1947 when India gained independence from Britain. It will examine in detail the major issues that have helped mold the history of contemporary India.

**HIST 855P Comparative Studies in Ethnic Conflict 3 hours**

This course is designed to engage students in an intense study of theories of ethnic conflict. Students will also be involved in a comparative study of the militarization of ethnic conflict in various regions of the world.

**HIST 857P British Empire 3 hours**

The rise and expansion of the British Empire from its earliest beginnings to the present.

**HIST 858P Great Plains Studies 1-3 hours**

Great Plains Studies offers the opportunity to reflect on life through the literature and other lore of the Great Plains. Through a different subject focus each offering, the course integrates literary, historical, and paleontological investigations around issues affecting the plains, with a special focus on "prairie."

**HIST 859P European Expansion and Exploration 3 hours**

The motivations for European expansion and exploration overseas from 1300 until 1800 and the impact that European contact with the rest of the world had upon the societies of the Americas, Africa, Asia, and Europe.

**HIST 860 Seminar: English History 3 hours****HIST 861P Renaissance and Reformation 3 hours**

The political, economic, religious and social development of Europe from the Crusades through the era of the European Reformation.

**HIST 862P Seventeenth and Eighteenth Century Europe 3 hours**

History of Europe from the Thirty Years' War to the French Revolution with special emphasis on the Enlightenment.

**HIST 863P French Revolution and Napoleon 3 hours**

The causes of the French Revolution and the political, social, and intellectual impact of the Revolution upon western Europe.

**HIST 871P History of the Pacific Rim 3 hours**

This course will examine the development of Pacific Rim nations from 1500 to present. While the entire region will be studied, the emphasis will be on the cultural, political, and economic relations between the United States, Japan, China, and Russia as well as the colonizing powers of Spain, France, and Great Britain.

**HIST 873P American Constitutional History I 3 hours**

Tracing the development of the American Constitution from its European antecedents to the Civil War Period.

**HIST 874P American Constitutional History II 3 hours**

Continuation of HIST 873P. Period covered is from Civil War Period to present.

**HIST 875 Internship in History 1-9 hours**

Emphasizes the professional development of the student in the area of the student's professional interest. Grade will be recorded as credit/no credit.

**HIST 877P American Thought and Culture, 1620-1865 3 hours**

Examines the origins and development of American social, political, and religious ideas through the Civil War.

**HIST 878P American Thought and Culture, 1865-1990 3 hours**

Examines the origins and development of American social, political, and religious ideas after the Civil War.

**HIST 879P Nebraska and the Great Plains History 3 hours**

History of natural environment and human settlement of Plains and role of Nebraska and Great Plains in United States history.

**HIST 881P North American Frontiers 1500-1850 3 hours**

European and U.S. frontier expansion and interaction between Whites and Indians and use of natural resources.

**HIST 882P The American West, 1850-Present 3 hours**

Development and transformation of U.S. west in terms of ethnic interaction, resource exploitation, and industrialization from mid-nineteenth century to present.

**HIST 883P The Gilded Age 1870-1898 3 hours**

An analysis of the transformation of an agrarian America into an urban-industrial society.

**HIST 884P The United States, 1898-1941 3 hours**

The rise of America as a world power, and the problems of reform and industrial expansion in early twentieth century America.

**HIST 885P The United States Since 1941 3 hours**

A study of United States history since World War II with special emphasis on the problems arising as a world power.

**HIST 886P Imperial Russia 3 hours**

A general survey of the political, social, economic, diplomatic and cultural developments of Russian civilization from 800 A.D. to 1917.

**HIST 888P Nineteenth Century Europe 3 hours**

The period from the French Revolution and Napoleon to World War I.

**HIST 889P Fascism and Communism in Twentieth Century Europe 3 hours**

An exploration of the commonalities and divergences between fascism, communism, and nationalism and their twentieth century manifestations. After investigating the intellectual roots, social bases and key elements of these ideologies, we will examine their concrete manifestations in Europe, including Hitler's Germany, Soviet communism under Stalin, and postwar Yugoslavia.

**HIST 890P Twentieth Century Europe 3 hours**

A treatment of the history of Europe since the Treaty of Versailles with special reference to international relations.

**HIST 891 Directed Research 1-3 hours**

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

**HIST 892P Soviet Russia 3 hours**

The 1917 revolution and the development of the Soviet state in the twentieth century.

**HIST 893P Modern Eastern Europe 3 hours**

This course examines the development of Eastern Europe in the nineteenth and twentieth centuries. It pays particular attention to the collapse of the Ottoman and Austro-Hungarian Empires, the rise of nationalism, the efforts to create and preserve nation states, the rise and collapse of Communism, and the impact of World War I, World War II, and the Cold War.

**HIST 895P Topical Studies 3 hours**

Topics are studied which are not assigned or covered in other courses in the department. The format of this course will vary depending on the topic, instructor and the needs of the students.

**HIST 896 Thesis 1-6 hours****HIST 899 Directed Readings 1-3 hours**

Independent readings on advanced history topics. Readings to be selected and directed by a history graduate faculty member.

# MODERN LANGUAGES

Herbert Craig, Ph.D., Chair  
Lon Pearson, Ph.D.,

Graduate Program Committee Chair

865-8475

## Graduate Faculty

**Professors:** H. Craig, A. Hart, L. Pearson  
**Associate Professors:** E. Gonzalez, S. Kropp

## Graduate Program Committee:

L. Pearson, Chair; H. Craig, E. Gonzalez, A. Hart, S. Kropp,  
L. Freeman (COE)

## Master of Arts in Education Degree

*French, German or Spanish Specialization*

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

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

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

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

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

## Master of Arts in Education Degree

**French, German or Spanish Specialization**

**36 hours**

**Pedagogy 6-9 hours**

FORL 872P  
Foreign Language Acquisition  
(if not taken as 472) 0-3  
FORL 810 Second Language Acquisition 3  
Approved Elective in Pedagogy (FORL, PTE, etc.) 0-3

*Choose one of the following:*

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

**Research 3 hours**

*Choose one of the following:*

TE 802 Techniques of Research 3  
FORL 800 Curriculum Development & Research 3

## Specialization Requirements

### 1. French Specialization 24-27 hours

a. Content Area Requirement 18-21 hours  
FREN 814P Advanced French Conversation  
(if not taken as 414) 0-3  
FREN 860P History of the French  
Language (if not taken as 460) 0-3  
French Electives 3-12

*Choose one of the following:*

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

*Choose one six hour block:*

FREN 875 Graduate Study Abroad 3  
FREN 876 Graduate Study Abroad 3  
OR  
FREN 896 Thesis (with permission) 6

b. Supporting Emphases (one of two) 6 hours

*College Teaching Emphasis*  
Graduate Elective 3  
*Choose one of the following:*  
ENG 806 Principles of Literary Criticism 3  
ENG 807 History of Literary Criticism 3

*Secondary Teaching Emphasis*

Graduate Elective 3  
*Choose one of the following:*  
TE 803 Philosophy of Education 3  
EDAD 831 Social Foundations of Education 3

### 2. German Specialization 24-27 hours

a. Content Area 18-21 hours  
German Electives 15-18

*Choose one of the following:*

GERM 804 Intro. to Middle High German 3  
GERM 805 History of the German Language 3

b. Supporting Emphases (one of two) 6 hours

*College Teaching Emphasis*  
Graduate Elective 3  
*Choose one of the following:*  
ENG 806 Principles of Literary Criticism 3  
ENG 807 History of Literary Criticism 3



<i>Secondary Teaching Emphasis</i>		
Graduate Elective		3
<i>Choose one of the following:</i>		
TE 803	Philosophy of Education	3
EDAD 831	Social Foundations of Education	3
<b>3. Spanish Specialization</b>	<b>24-27 hours</b>	
a. Content Area	18-21 hours	
SPAN 808P	Comparative Grammar (if not taken as 408)	0-3
SPAN 814	Oral, Written & Cultural Fluency	3
SPAN 830P	Latin American Literature (if not taken as 430)	0-3
Spanish Electives		3-12
<i>Choose one six hour block:</i>		
SPAN 875	Graduate Study Abroad	3
SPAN 876	Graduate Study Abroad OR	3
SPAN 896	Thesis (with permission)	6
b. Supporting Emphases (one of two)	6 hours	
<i>College Teaching Emphasis</i>		
Graduate Elective		3
<i>Choose one of the following:</i>		
ENG 806	Principles of Literary Criticism	3
ENG 807	History of Literary Criticism	3
<i>Secondary Teaching Emphasis</i>		
Graduate Elective		3
<i>Choose one of the following:</i>		
TE 803	Philosophy of Education	3
EDAD 831	Social Foundations of Education	3

## Foreign Language Course Descriptions

### 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 I 3 hours

Theoretical foundations and sociolinguistic contexts of ESL teaching.

### FORL 872P Foreign Language Pedagogy 3 hours

*Prerequisite: The equivalent of a major in French, 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

*Prerequisite: Approval by the department.*

Directed research in foreign language education, methodology, or translation / interpreting. May be taken twice for two separate studies or research.

## French Course Descriptions

### FREN 800P The French Drama 3 hours

The drama in France before the 20th Century.

### FREN 801P Advanced Composition and Grammar Review 3 hours

A thorough review of the various kinds of French writing.

### FREN 802P Twentieth Century Literature 3 hours

Writers of this century, their ideas and principal works.

### FREN 803P Contemporary French Drama 3 hours

Modern plays and their writers along with ideas and trends in today's French theatre.

### FREN 814P Advanced French Conversation 3 hours

Designed to take the student beyond the functional ability gained in the lower level French conversation course. Topics of discussion to be political, literary, religious, and social.

### FREN 815 Seminar in Contemporary French Thought 3 hours

A survey of the most prominent French writers and philosophers of the twentieth century.

### FREN 816 Seminar in Contemporary Francophone Literature 3 hours

A study of major contemporary Francophone writers from countries other than France.

### FREN 820P The French Novel I 3 hours

The novel and study of its development in France (1600-1850).

### FREN 821P The French Novel II 3 hours

The study of the novel from 1850 to the present.

### FREN 860P History of the French Language 3 hours

A study of the development of the French language since its origins and as related to linguistic changes throughout the different literary periods.

### FREN 870P Seminar in French / Francophone Studies 3 hours

The study of literary works and cultural contexts, topic is to be selected and announced in schedule of courses. May be taken more than once.

### FREN 875 Graduate Study Abroad 3 hours

*Prerequisite: 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

*Prerequisite: 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 896 Thesis 6 hours

### FREN 899 Independent Studies in French 1-3 hours

Individual studies and research under the guidance of a graduate faculty member. May be taken twice for two separate studies or research in French.

## German Course Descriptions

### GERM 800P German Drama 3 hours

Plays and their writers to 1900.

### GERM 801P Contemporary German Drama 3 hours

Modern plays and their writers along with trends and ideas of today's German theater.

### GERM 803P German Novel 3 hours

A survey of the development of the novel and a study of writers and their principal works.

**GERM 804 Introduction to Middle High German 3 hours**

A study of medieval German with readings from works by principal Middle High poets.

**GERM 805 History of the German Language 3 hours**

The origin and development of the German language from its beginnings to the present. Stages in this development are revealed through close examination of literary and nonliterary documents.

**GERM 814P Advanced Composition and Conversation II 3 hours**

Designed to take the student beyond the functional ability gained in the lower level German conversation courses. Topics of discussion will be political, literary, religious and social.

**GERM 815 Seminar in German Thought 3 hours**

A study of German philosophy from Kant to the present combining the features of a survey and an in-depth study of specific philosophers.

**GERM 825P Modern German Poetry 3 hours**

Twentieth century poetry and poets of German-speaking countries.

**GERM 850P Goethe and His Times 3 hours**

Plays, prose and poetry in Goethe's time.

**GERM 870P Seminar in German Studies 3 hours**

The study of literary works and cultural contexts. Topic to be selected and announced in schedule of courses. May be taken more than once.

**GERM 875 Graduate Study Abroad 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 876 Graduate Study Abroad 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.

## Spanish Course Descriptions

**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**

*Prerequisites: SPAN 304, SPAN 305 or 360, graduate status.*

Designed to raise the students' level of cultural knowledge and of proficiency in oral and written form to that of fluency.

**SPAN 815 Seminar in Contemporary Spanish Thought 3 hours**

Main literary (and in part philosophical) figures and trends in twentieth century Spain and Latin America.

**SPAN 816 Seminar in Contemporary Latin American Prose Writings 3 hours**

Main literary trends and most important prose writers of Latin America in the twentieth century.

**SPAN 818 Seminar in Contemporary Drama 3 hours**

Study of the most important present-day dramatists writing in Spanish.

**SPAN 825P Modern Spanish Poetry 3 hours**

Survey of Spanish and Latin American poetry of the present day.

**SPAN 830P Latin American Literature 3 hours**

Survey of representative works of Latin American literature from its beginning to the present period.

**SPAN 835P Cervantes 3 hours**

The principal works of Cervantes with special emphasis on *Don Quixote*.

**SPAN 860P History of the Spanish Language 3 hours**

A study of the development of the Spanish language since its origins as related to phonetic and other linguistic changes.

**SPAN 870P Seminar in Spanish/ Latin American Studies 3 hours**

The study of literary works and cultural contexts. Topic to be selected and announced in schedule of courses. May be taken more than once.

**SPAN 875 Graduate Study Abroad 3 hours**

*Prerequisite: 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**

*Prerequisite: 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**

*Prerequisite: Any 800 level course in Spanish or Spanish American Literature.*

Individual studies and research under the guidance of a graduate faculty member. May be taken twice for two separate studies or research approved by the graduate faculty in the specific language.

**SPAN 899 Independent Studies in Spanish 1-3 hours**

Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies or research in Spanish.

# MUSIC

**Valerie Cisler, Department Chair**  
865-8118

## Graduate Faculty

**Professors:** V. Cisler, J. Cook, G. Davis, J. Payne  
**Associate Professors:** N. Buckner, A. Foradori,  
D. Mitchell, D. Nabb, N. Schnoor (COE)

## Graduate Program Committee

David Nabb, Chair; V. Cisler, G. Davis, A. Foradori,  
D. Mitchell, N. Schnoor (COE)

## Master of Arts in Education Degree

*Music Specialization*

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

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

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

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

## Master of Arts in Education Degree

### Required Courses

**36 hours**

#### Pedagogy

**12 hours**

MUS 822 Admin. & Super of the Music Program 3

Choose one of the following:

CSP 800 Advanced Educational Psychology 3  
CSP 805 Behavioral Char. Of Children & Adol. 3

Choose one of the following:

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

Choose one of the following:

MUS 809P Teaching of Voice 3  
MUS 811P Teaching of Woodwind Instruments 3  
MUS 812P Teaching of Brass Instruments 3  
MUS 813P Teaching of Percussion Instruments 3  
MUS 816P Teaching Piano 3  
MUS 857P Elementary School Music 3

#### Content Specialization

**15 hours**

MUS 801 Criteria for Mus. Analysis & Comparison 3  
MUS 814 Aesthetics & Criticism 3

Choose six hours from the following:

MUS 848 History of Baroque Music 3  
MUS 849 History of Classical Music 3  
MUS 851 History of Romantic Music 3  
MUS 852 History of 20<sup>th</sup> Century Music 3

Choose one of the following:

MUS 895P Workshop in Choral Arts 3  
MUS 894P Workshop in Instrumental Art 3

#### Research

**3 hours**

Choose one of the following:

TE 802 Techniques of Research 3  
BTE 894 Techniques of Research 3

#### Electives \*

**6 hours\***

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

## Music Course Descriptions

### MUS 801 Criteria for Music Analysis and Comparison 3 hours

A study of the structure of music, to include the subtleties of analytical and comparative music problems.

### MUS 803P Music Technology in the Classroom 3 hours

An introduction to the field of electronic music technology and its use in the school music program. The course provides a basic understanding of analog and digital synthesis, digital sequencers, electronic rhythm instruments, signal processors and amplifiers, Musical Instrument Digital Interface protocol, and appropriate computer software with an emphasis on utilization in the school classroom.

### MUS 805 Teaching of Jazz Bands 3 hours

This class will cover such topics as directing a stage band, starting a jazz ensemble, instrumentation, selecting music, conducting and rehearsing, jazz phrasing and articulation, the rhythm section, and improvisation. The course includes the reading of new literature.

**MUS 806P Advanced Instrumental Conducting and Literature 2 hours**

Detailed study of conducting problems and band/orchestral literature.

**MUS 807P Advanced Choral Conducting and Literature 2 hours**

Detailed study of conducting problems and choral literature.

**MUS 809P Teaching of Voice 3 hours**

A study of the problems confronted in dealing with the voice of the beginning and the advanced singer, and an analysis and compilation of suitable literature.

**MUS 811P Teaching of Woodwind Instruments 3 hours**

An opportunity to study the problems and techniques peculiar to the woodwind instruments; to gain additional proficiency in playing; and to study teaching methods suitable for both individual and group instruction.

**MUS 812P Teaching of Brass Instruments 3 hours**

A course designed to study the pedagogy, performance, and literature of the brass instruments through lecture, discussion, demonstration, and performance.

**MUS 813P Teaching of Percussion Instruments 3 hours**

Emphasis placed on techniques of teaching designed to enhance the educator's ability to identify and correct faulty percussion playing in both individual and ensemble performance; and to serve as a source of information for the development of marching band, concert band and percussion ensembles.

**MUS 814 Aesthetics and Criticism 3 hours**

A survey of the standard literature of aesthetics. A consideration of art in its relation to experience with specific reference to the function of music in an educational program.

**MUS 816P Teaching Piano 3 hours**

A study of the techniques and materials used in individual instruction on both the elementary and advanced levels, and in group instruction on the elementary level.

**MUS 820P Teaching of Stringed Instruments 3 hours**

A course designed to develop string teaching competency in a public school instrumental program. Actual playing experience combined with study of available materials, organizational procedures, and problems likely to be encountered.

**MUS 822 Administration and Supervision of the Music Program 3 hours**

Problems of the administration and supervision of the music program. Music's contribution to the total school program: equipment, schedule, budget, instructional problems, and human relations.

**MUS 832P Piano Pedagogy I 3 hours**

*Prerequisite: permission of instructor.*

An introduction to the basic concepts necessary for successful teaching at the elementary level.

**MUS 833P Piano Pedagogy II 2 hours**

*Prerequisite: MUS 832 or permission of instructor.*

A continuation of Piano Pedagogy I with emphasis on group teaching, third year and intermediate students.

**MUS 834P Advanced Piano Pedagogy I 2 hours**

*Prerequisite: MUS 833 or permission of instructor.*

Advanced studies in teaching philosophies and principles of piano pedagogy.

**MUS 835P Advanced Piano Pedagogy II 2 hours**

*Prerequisite: MUS 834P or permission of instructor.*

Advanced studies in pedagogical approaches to keyboard literature, musicianship and performance.

**MUS 836P Internship in Piano Teaching 2 hours**

*Prerequisite: MUS 832, 833, 834 or permission of instructor.*

Practical application of teaching skills learned in Fundamentals of Piano Pedagogy I and II, and Advanced Piano Pedagogy I. Teaching assignments and observations will be based on student's background, level and experience, and availability of varied teaching environments, constituting a combination of both private and group instruction.

**MUS 848 History of Baroque Music 3 hours**

Designed to increase the depth of the student's knowledge of the music of the Baroque Era.

**MUS 849 History of Classical Music 3 hours**

Designed to increase the depth of the student's knowledge of music of the Classical Era.

**MUS 850P Advanced Private Instruction 2 hours**

*Prerequisite: Graduate level competency as determined by audition.*

**MUS 851 History of Romantic Music 3 hours**

Designed to increase the depth of the student's knowledge of the music of the Romantic Era.

**MUS 852 History of Twentieth Century Music 3 hours**

Designed to increase the depth of the student's knowledge of the music of our own time.

**MUS 857P Elementary School Music 3 hours**

Procedures for supervising the music program in the elementary grades. Curriculum planning and inservice teacher training.

**MUS 860 Independent Study and Research 1-3 hours**

*Prerequisites: Graduate standing and nine hours of music.*

Independent research or special assignment in the student's major field.

**MUS 880 Marching Band Technique 3 hours**

Materials and suggestions to band directors concerning the planning of marching band shows and pageantry.

**MUS 885P Seminar in Opera Technique and Performance 3 hours**

A study of available operas with regard to casting, rehearsal techniques, staging, managing, and performance.

**MUS 894P Workshop in Instrumental Art 3 hours**

Planned for directors of bands and orchestras. Coordination of historical and structural score studies with rehearsal techniques and instrument. Nine hours of cumulative credit may be earned, but only six hours may be applied to the Master's Degree.

**MUS 895P Workshop in Choral Art 3 hours**

Planned for directors of school, college, church, and community choruses. Coordination of historical and structural score studies with rehearsal techniques and performance. Study of the individual voice. Nine hours of cumulative credit may be earned, but only six hours may be applied to the Master's Degree.

**MUS 896 Thesis 6 hours****MUS 899P Special Topics 1-3 hours**

# PHYSICAL EDUCATION

Paul Bishop, Ph.D., Chair

Scott Unruh, Ed.D., Graduate Program Committee Chair  
865-8331

## Graduate Faculty

**Professors:** P. Bishop (GF), E. Scantling

**Associate Professor:** M. Moorman, S. Unruh, N. Unruh

**Assistant Professors:** G. Brown, K. Heelan

## Graduate Program Committee:

S. Unruh, Chair; P. Bishop, G. Brown, K. Heelan,  
M. Moorman, E. Scantling, N. Unruh

## Master of Arts in Education Degree

*Exercise Science*

*General Physical Education*

*Specializations:*

*Sports Administration*

*Recreation and Leisure*

*Master Teacher of Physical Education*

*Specializations:*

*Pedagogy*

*Special Populations*

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

## Master of Arts in Education Degree

### Exercise Science

**36 hours**

#### Core Requirements

**15 hours**

PE 860P	Gross Anatomy	3
PE 866	Energy Balance & Weight Control	3
PE 867P	Fitness Testing	3
PE 870	Advanced Exercise Physiology	3
BIOL 864P	Physiology	3

#### Thesis Option

**21 hours**

STAT 835P	Statistical Techniques	3
PE 896	Thesis	6
Electives as Approved by Advisor		12
Elective Courses may include:		
STAT 837P	Comp. Analysis of Statistical Data	3
PE 845	Motor Development	3
PE 871	P.E. for Students with Disabilities	3
PE 877	Motor Learning	3
PE 801P	Psychology of Sport	3
PE 804P	Sociology of Sports Activities	3

#### Non-Thesis Option

**21 hours**

CSP 801P	Counseling Skills	3
PE 895	Internship	3-6
<i>Choose one of the following:</i>		
TE 802	Techniques of Research	3
STAT 835P	Statistical Techniques	3
Electives as Approved by Advisor		9-12
Elective Courses may include:		
STAT 837P	Comp. Analysis of Statistical Data	3
PE 845	Motor Development	3
PE 871	PE for Disabled	3
PE 877	Motor Learning	3
PE 801P	Psychology of Sport	3
PE 804P	Sociology of Sports Activities	3

Visit our Website: <http://www.unk.edu/acad/gradstudies>

## Master of Arts in Education Degree

### General Physical Education

**36 hours**

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

#### Required Courses

**15 hours**

PE 802	Philosophy of PE, Sports, Recreation, & Leisure	3
PE 854	Leisure Behavior	3
PE 878	Issues in PE, Sports, and Recreation	3
PE 880	Readings in PE, Sports, and Recreation	3
TE 802	Techniques of Research	3

#### Specializations

**12 hours**

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

Sports Administration

Recreation and Leisure

#### Choose one option below:

#### Research & Field Work Option

**9 hours**

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

#### Thesis Option

**9 hours**

*(Choose one of the following)*

STAT 835P	Statistical Techniques	3
<i>or</i>		
STAT 837P	Computer Analysis of Statistical Data	3
<i>and</i>		
PE 896	Thesis	6

## Master of Arts in Education Degree

### Master Teacher of Physical Education

**36 hours**

#### Emphasis Area: Pedagogy

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

#### Professional Requirement:

**27 hours**

TE 802	Techniques of Research	3
PE 802	Philosophy of PE, Recreation, Sports and Leisure	3
PE 831P	Curriculum Design in PE	3
PE 828P	Secondary Physical Education	3
PE 841P	Elementary School PE	3
PE 845	Motor Development	3
<i>or</i>		
PE 877	Motor Learning	3
PE 861P	Physiology of Exercise	3
<i>or</i>		
PE 870	Advanced Ex. Physiology	3
PE 871	PE for Students with Disabilities	3
PE 875	Analysis of Teaching PE	3

<b>Electives</b>		<b>9 hours</b>
TE 811	Activities Director	3
TE 817	Basic Instructional Theory	3
CSP 805	Behavioral Char. of Children/Youth	3
CSP 821P	Psychology of Classroom	3
CSP 826P	Behavior Mod. in Classroom	3
PE 801P	Psychology of Sport	3
PE 804P	Sociology of Sports Activities	3
PE 806	Seminar in Physical Education	1-3
PE 821	Administrative Problems in PE	3
PE 822P	Facilities for Sports & Recreation	3
PE 845	Motor Development	3
PE 863	Elementary School Health	3
PE 872	Physical Education for Developmental Disabled	3
PE 873	PE for Individuals with Chronic Disabilities	3
PE 874	Seminar & Practicum in Adapted Physical Education	3
PE 896	Thesis	1-6

### Emphasis Area: Special Population

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

<b>Professional Requirements:</b>		<b>36 hours</b>
TE 802	Techniques of Research	3
PE 802	Philosophy of PE, Recreation Sports and Leisure	3
PE 831P	Curriculum Design in PE	3
PE 845	Motor Development	3
	or	
PE 877	Motor Learning	3
PE 870	Advanced Exercise Physiology	3
PE 871	PE for Students with Disabilities	3
PE 872	PE for Developmental Disabled	3
PE 873	PE for Individuals with Severe Disabilities	3
PE 874	Seminar and Practicum in APE	3
PE 875	Analysis of PE Teaching	3
TESE 821P	Nature and Needs of Individuals with Disabilities	3
TESE 833	Behavior Analysis and Intervention Strategies	3

## Physical Education Course Descriptions

### PE 801P Psychology of Sport 3 hours

Study of psychological principles and theories as applied to physical education and athletics. Motor learning, motivation, personality, roles of participants, coaches and spectators will be among topics discussed.

### PE 802 Philosophy of PE, Sports, Recreation and Leisure 3 hours

Presents historical backgrounds and philosophic bases from which contemporary physical education, recreation, sports and leisure has evolved.

### PE 803P Financing Sport 3 hours

Techniques in the application of financing sport including budgeting and grantwriting.

### PE 804P Sociology of Sports Activities 3 hours

The impact of sports and recreation on society, community and the individual, and the impact of these institutions on sports.

### PE 806 Seminar: Physical Education 1-3 hours

Philosophies of physical education, current issues and trends, and methods of dealing with problems in the field. The course will deal with all levels from elementary school through college and graduate study.

### PE 821 Administrative Problems in Physical Education 3 hours

Study of organization and administration of physical education programs in secondary schools. This will help prepare students to organize and develop a program in public schools.

### PE 822P Facilities for Sports and Recreation 3 hours

Principles for planning indoor and outdoor facilities, materials, standards, programs, liability, and maintenance will be discussed. Visits to modern facilities will be arranged.

### PE 823P Gymnastics Methods 3 hours

Skill acquisition and teaching methods and techniques for various apparatus and floor exercise routines. Part of course will be laboratory wherein students will gain practical experience in teaching gymnastic skills to others.

### PE 825P Sport and Recreation Law 3 hours

Survey course on the principles and application of legal issues in the areas of sport and recreation.

### PE 828P Secondary School Physical Education 3 hours

Curriculum organization and techniques of teaching physical education in the secondary school.

### PE 829P Marketing in Sport and Recreation 3 hours

Application and techniques of marketing and promotion in the sport and recreation setting.

### PE 831P Curriculum Design in Physical Education 3 hours

This course will focus on the critical study of the value orientations, principles, problems and procedures involved in the construction of a physical education program. Application of curriculum models will be practiced upon curricular materials as specific courses of study are constructed for instruction in teaching situations.

### PE 841P Elementary School Physical Education 3 hours

Curriculum organization, methods and techniques for developing elementary school physical education curriculum.

### PE 845 Motor Development 3 hours

The ways in which infants and children assimilate and interpret sensory stimuli and the resultant effects on learning.

### PE 851P Organization and Administration of Sports and Recreation 3 hours

This course emphasizes the skills needed to manage sport, athletic training and recreation programs. Topics will include management principles, leadership, organizational development, budgets, policies and procedures, communication and legal aspects.

**PE 854 Leisure Behavior 3 hours**

Overview of Social Science research and theories concerning behavior of leisure participants.

**PE 858P Recreation for the Aged 3 hours**

Characteristics and needs, development of recreational programs and legislation for senior citizens.

**PE 860P Gross Anatomy of Movement 3 hours**

*Prerequisite:* PE 360 or BIOL 225 or 226.

Designed for in-depth understanding of anatomy as it relates to movement or work. Student will utilize human cadavers and assist with undergraduate laboratories.

**PE 861P Physiology of Exercise 3 hours**

Physiological processes of body as pertain to physical activity. How trained and untrained individuals differ, and importance of training.

**PE 862P Advanced Athletic Training 3 hours**

Diagnostic, evaluative, and therapy techniques, therapeutic and rehabilitative exercises, legal aspects of sports medicine, professional procedures and ethics in sports training.

**PE 863P Elementary School Health 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 Energy Balance, Weight Control 3 hours**

Control of metabolism, pathogenesis of obesity, mechanics and consequences of clinical programming for weight gain and loss.

**PE 867P Fitness Testing 3 hours**

Techniques and theory of testing of personal fitness. Measures include vital capacity, body density, stress testing, aerobic and anaerobic fitness.

**PE 870 Advanced Exercise Physiology 3 hours**

Course presumes a student has had a basic course in exercise physiology. The content of cardiorespiratory fitness, body composition, muscular strength/flexibility, body fluids and metabolism is presented beyond the introductory level.

**PE 871 Physical Education for Students with Disabilities 3 hours**

Survey of prevalent disabilities which affect motor performance of school-age students. Special consideration is given to techniques accommodating students with disabilities in physical education classes.

**PE 872 Physical Education for Students with Developmental Disabilities 3 hours**

Training is provided in the processes of motor development and motor learning of developmentally disabled school-age students. Course content will include implications of physical education for students who are mentally retarded, behavior disordered, learning disabled and cerebral palsied as well as relevant assessment procedures for these disabilities.

**PE 873 Physical Education for Persons with Severe Disabilities 3 hours**

Training is provided in the etiology, pathology and characteristics of chronic and permanent disabilities. Course content includes implications of physical education for students who are sensory impaired, orthopedically handicapped, health impaired and severely/profoundly multi-handicapped as well as relevant assessment procedures for these disabilities.

**PE 874 Seminar and Practicum in Adapted Physical Education 3 hours**

Designed to discuss current topics of adapted physical education. Students are provided an opportunity to apply knowledge through participation in supervised practicum activities.

**PE 875 Analysis of Physical Education Teaching 3 hours**

Course will assist student in developing theoretical and practical understanding of the role of physical educator in an educational setting.

**PE 877 Motor Learning 3 hours**

Exploration of basic considerations in motor skill acquisition. Factors affecting learning of skills, how learning process can be manipulated to help ensure efficient learning. Class will have traditional and laboratory components.

**PE 878 Issues in PE, Sports and Recreation 3 hours**

Discussion of current issues in physical education, recreation, sports, leisure, and tourism and related fields. Current literature will serve as resource material.

**PE 880 Readings in PE, Sports and Recreation 1-3 hours**

Directed readings concerning a specific topic under direction of a member of the graduate faculty.

**PE 881 Applied Project in PE, Sports, & Recreation 1-3 hours****PE 895 Internship 3-15 hours****PE 896 Thesis 3-6 hours****PE 899P Special Topics Courses 1-3 hours**

# SCIENCE TEACHING

**Charles Bicak, Ph.D., Biology Department Chair**  
865-8600

**Graduate Program Committee:**  
D. Carlson, T. Markes, M. Mosher, D. Niemann, K. Skinner,  
T. Smith, J. Lewis (COE)

**Master of Science in Education Degree**  
*Professional Teaching Certificate Option in  
Science Teaching or Science/Mathematics Teaching*

This degree is administered by the Department of Biology.

The Master of Science in Education Degree in Science Teaching or Science/Mathematics Teaching is offered in the sciences and mathematics for students who wish to broaden their background in teaching fields. Students must be certified to teach in an area of science, biology, chemistry, physics, physical science, or mathematics and meet the general requirements of the Office of Graduate Studies and Research to be eligible for this program. A student interested in pursuing the M.S.Ed. Degree in Science Teaching or Science/Mathematics Teaching should contact the chairman of the Graduate Program Committee for specific information concerning admission criteria and degree work. A student will be assigned an advisor from the appropriate discipline. All courses for a program of study/degree audit must be approved by the advisor prior to enrollment by the student.

**Requirements**  
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.

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

**I. Professional Components 15 hours minimum**

- Pedagogy 12 hours**
- Choose one of the following:
  - BIOL 876 Life Science Curriculum 3
  - PHYS 872P Science Curriculum 3
  
  - Choose one of the following:
  - CSP 800 Advanced Educational Psychology 3
  - CSP 805 Behavioral Characteristics 3
  
  - Choose one of the following:
  - TE 802 Philosophy of Education 3
  - EDAD 831 Social Foundations of Education 3
  
  - Choose one of the following:
  - MATH 880 Seminar in Mathematics Education 3
  - EDAD 848 Curriculum Planning 3
  - VOED 834P Intro. to Students with Special Needs 3

- Research 3 hours**
- Choose one of the following:
  - BIOL 820 Introduction to Graduate Study 3
  - TE 802 Techniques of Research 3
  - STAT 837P Computer Analysis of Statistical Data 3

**II. Academic Components 21-24 hours**

**Major Emphasis 12-15 hours**  
Twelve to fifteen hours in an area of endorsement (Biology, Chemistry, Mathematics, Physics or Physical Science)

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

**Practicum 0-3 hours**  
This area would be considered as a deficiency, and hours earned here would be in addition to the required 36 hours. This area can be met by one of the following:

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

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

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



# TEACHER EDUCATION

**Dennis Potthoff, Ph.D., Chair**

email: [pothoffd@unk.edu](mailto:pothoffd@unk.edu)

**Joan D. Lewis, Ph.D., Chair, Graduate Programs**

email: [lewisjd@unk.edu](mailto:lewisjd@unk.edu)

phone: 308-865-8616 secretary

website: <http://www.unk.edu/acad/gradstudies/degree/index.php?id=1131>

## Graduate Faculty

**Professor:** S. Fredrickson, L. Freeman, D. Potthoff, G. Powell

**Associate Professor:** E. Batenhorst, J. Lewis, N. Schnoor, D. Montgomery, G. Tracy

**Assistant Professors:** K. Skinner, J. Ziebarth-Bovill

## Graduate Program Committee:

J. Lewis--Chair, E. Batenhorst, S. Fredrickson, K. Messersmith, D. Montgomery, G. Tracy, R. Walden

## Degrees Offered

Master of Arts in Education

Curriculum and Instruction

Reading K-12 (Includes Nebraska Endorsement)

Special Education

*Advanced Practitioner (Selected Nebraska Endorsements Possible)*

*Early Childhood*

*Gifted Education (Includes Nebraska Endorsement)*

*Mild/Moderate (Used for Initial Certification. Includes Nebraska Endorsement)*

Master of Science in Instructional Technology

*Assistive Technology Concentration*

*Educational Media Concentration (Includes Nebraska Endorsement)*

*Instructional Technology Concentration*

*Multimedia Development Concentration*

Four Master's degrees are available within the Department of Teacher Education, each with selected emphasis areas (see descriptions below). The degrees require the same four core classes covering the areas of research, democracy, diversity, and technology in accordance with the renewed focus of the College of Education. All programs are 36 credit hours; however, additional hours may be needed for state certification in some endorsement areas.

Admission requirements include GPA and either the Graduate Record or a Professional Biography. Some degrees also require references and teacher certification. Contact individual programs within the Department for specifics. For information about assistantships, contact the Graduate Program Chair.

## Curriculum and Instruction

The Master of Arts in Education - Curriculum and Instruction degree is designed to provide educators with an opportunity for gaining knowledge and skill in the design, development and evaluation of school curriculum. In addition, this degree is intended to assist the classroom practitioner in gaining greater expertise in a chosen instructional specialization or endorsement area. Instructional specialization could include, but is not limited to, focus areas such as art, elementary education, English as a Second Language, mathematics, political science, social sciences, and a variety of other topics and endorsements.

## Instructional Technology

The Master of Science in Education - Instructional Technology prepares graduates for careers in either business or education. In education, instructional technologists are building or district-wide technology resource personnel. They provide or assist with technology-related professional development, strategic planning components, trans-curricular integration of technology, improvement of instruction, coordinating and developing technology-oriented curricula plans, and instructional delivery. Instructional Technologists in the business world focus on designing and developing instruction, job aids, training aids, consulting, and similar training related issues. Instructional Technologists are involved with all instructional aspects of technology and related areas. The four concentration areas are described below.

*Instructional Technology Concentration* will focus on the application aspects of computer and other technologies. Graduates will be able to manage and use I.T. resources in their classrooms, buildings, or districts.

*Educational Media Concentration* will focus on developing school library educational media specialists. It will lead to an endorsement in Educational Media.

*Multimedia Development Concentration* will focus on systematic design and development of professional multimedia products and strategies.

*Assistive Technology Concentration* will focus on understanding and using a variety of assistive technologies with students with disabilities.

## Reading

The Master of Arts in Education – Reading degree satisfies the academic requirements for professional certification and an additional endorsement in reading. The current endorsement track includes K-12.

## Special Education

The Master of Arts in Education – Special Education degree offers the three emphasis areas described below: the special education Advanced Practitioner, Elementary Education, Gifted Education, and Mild/Moderate Disabilities.

*Advanced Practitioner* is designed to extend the expertise of educators with a teaching credential in one or more areas of special education. In addition to advanced work in the special education core, students may emphasize in assistive technology, behavior disorders, learning disabilities, or secondary/transition. Nebraska endorsement is currently available in behavior disorders and learning disabilities, and may require a small number of additional classes.

*Elementary Education* prepares personnel to work with young children with disabilities and their families. The successful completion of this program requires a minimum of 36 hours and satisfies the academic requirements for certification in Early Childhood Special Education. This emphasis is currently under revision.

*Gifted Education* is designed to prepare educators with the knowledge base and competencies necessary for the appropriate education of gifted and talented learners. It includes the 18 hours necessary for the state Supplementary Endorsement in Gifted Education.

*Mild/Moderate Disabilities* is designed to lead to initial certification in special education. This applies to teachers certified in a field of education other than special education. Completion of the undergraduate professional sequence is required *in addition* to the Master's classes for individuals who do not have degree in education.

## Master of Arts in Education: Curriculum and Instruction 36 Hours

### Department Core Courses 12 Hours

Research Course (choose one of the following)

TE 800 Educational Research	3
TE 801 Teachers in Classroom Research	3
TE 802 Techniques of Research*	3

Democracy

TE 803 Philosophy of Education	3
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Diversity

TE 804 Curriculum Development in Multicultural Education	3
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Technology

TE 805 Overview of Assistive Technology	3
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### Curriculum/Research Component 6 hours

(Select one of the following components)

Research Component

TE 801 Teachers in Classroom Research (TE 800 is a prerequisite for this course)	3
TE 891 Field Project	3

Technology Component

TE 877 Developing Computer-mediated Educational Environments	3
TE 887 Electronic Media Production	3

Curriculum Component

TE 809 Curriculum Implementation	3
TE 810 Design and Development of Instruction	3

Thesis Component 6 hours

Students always have the option of completing a thesis. Students will register for TE 896 for six hours. These six hours will be in lieu of electives. Students must take TE 802 prior to enrolling in TE 896.

Individualized Component 6 hours

Students may take 6 hours of electives with the advise and approval of their advisor.

### Instructional Component 18 hours

Selected 18 hour concentration in a teaching area or endorsement area. Must be selected in conjunction with advisor.

## Master of Science in Education: Instructional Technology 36 Hours

### Department Core Courses 12 hours

Research Course Choose of one of the following

TE 800 Educational Research	3
TE 801 Teachers in Classroom Research	3
TE 802 Techniques of Research*	3

Democracy

TE 803 Philosophy of Education	3
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Diversity

TE 804 Curriculum Development in Multicultural Education	3
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Technology

TE 805 Overview of Assistive Technology	3
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### Instructional Technology Core 6 hours

TE 875 Administration of Media Resources	3
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OR

TE 880 Management of Educational Technology	
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TE 886 Technology Tools for Teachers	3
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or

TE 877 Developing Computer-Mediated Educational Environments	3
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### Concentration (select from the following) 18 hours

#### Instructional Technology Concentration 18 hours

TE 810 Design and Development of Instruction	3
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TE 879 Seminar in Instructional Technology	3
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or

TE 878 Leadership in Instructional Technology	3
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Approved Electives*	12
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#### Multimedia Development Concentration 18 hours

TE 887 Electronic Media Presentations	3
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TE 888 Advanced Multimedia Production	3
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TE 889 Multimedia Development	3
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Approved Electives*	9
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#### Educational Media Concentration 18 hours

TE 871 Selection and Management of Resources.	3
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TE 872 Organization of Media and Technology Resources	3
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TE 873 Reference and Information Skills	3
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TE 874 Production of Instructional Resources	3
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TE 876 Integration of Curriculum, Technology, and Media	3
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TE 893 Clinical Experiences in Educational Media	3
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**Ed Media Endorsement only:** Students seeking an Educational Media Endorsement only may complete the courses above. Endorsement students must also complete Children's literature or Adolescent literature to meet State Department of Education Requirements.

(Continued on next page)

**Assistive Technology Concentration 18 hours**

TESE 835 Applications of Assistive Technology	3
CDIS 840P Augmentative/Alternative Communication	3
TE 877 Developing Computer-Mediated Educational Environments	3
TE 897 Seminar in Education	3

Approved Special Education or Instructional Technology Electives\* 6

\*Thesis Option: 6  
Students always have the option of completing a thesis. Students will register for TE 896 for six hours. These six hours will be in lieu of electives. Students must take TE 802 prior to enrolling in TE 896.

**Electives in Teacher Education**

TE 877 Developing Computer-Mediated Educational Environments	3
TE 878 Leadership in Instructional Technology	3
TE 879 Seminar in Instructional Technology	3
TE 880 Management of Educational Technology	3
TE 881 Distance Education	3
TE 882 Teacher Development Training in Instructional Technology	3
TE 883 Classroom Desktop Publishing	3
TE 884 Educational Telecommunications	3
TE 885 Instructional Technology	3
TE 886 Technology Tools for Teachers	3
TE 887 Electronic Media Production	3
TE 888 Multimedia Production	3
TE 889 Multimedia Development	3
TE 890 Administration of School Based Computer Network	3
TE 891 Field Project in Instructional Technology	3
TE 892 Internship in Instructional Technology	3

Electives may also be taken in CSIS and BMIS

**Master of Arts in Education: Reading K-12 36 Hours****Department Core Courses 12 Hours**

Philosophy	
TE 803 Philosophy of Education	3
Curriculum	
TE 804 Curriculum Development in Multicultural Education	3
Technology	
TE 805 Overview of Assistive Technology	3
Research	
TE 801 Teachers in Classroom Research	3
OR	
TE 802 Techniques of Research	3

**Literacy Specialization 21 Hours**

TE 845 Contemporary Theories and Practice in Reading	3
TE 846 Diagnosis/Correction of Reading Difficulties	3
TE 816b Reading Practicum	3
TE 854 Reading in the Content Areas	3
TE 897b Reading Seminar	3
ENG 847P Children's Literature	3
OR	
ENG 848P Literature for Adolescents	3

TE 853c Language Arts	3
or	
ENG 871P Language and Composition in the Secondary School	3
<b>Electives 3 Hours</b>	
Suggested list or with consent of advisor	
ENG 845 Creative Writing for Public School Teachers	3
ENG 803 Descriptive Linguistics	3
TESE 832 Research-based Strategies for Students with Exceptionalities	3
TESE 829P Assessment of Young Children: Birth to 5	3
TE 883 Classroom Desktop Publishing	3
ENG 895 Directed Readings	1-3

**Master of Arts in Education: Special Education 36 Hours****Department Core Courses 12 hours**

Research Course (one of the following)	
TE 800 Educational Research	3
TE 801 Teachers in Classroom Research	3
TE 802 Techniques of Research*	3
Democracy	
TE 803 Philosophy of Education	3
Diversity	
TE 804 Curriculum Development in Multicultural Education	3
Technology	
TE 805 Overview of Assistive Technology	3

**Emphasis Area 24 hours**

(choose one area from: Advanced Practitioner, Early Childhood, Gifted or Learning Disabilities)

**Advanced Practitioner 24 hours**

(This emphasis is for students who possesses a teaching certificate with an endorsement in Special Education)

TESE 832 Research Based Instructional Strategies for Students with Exceptionalities	3
TESE 833 Applied Behavioral Analysis	3
TESE 834 Characteristics and Identification of Behavior and Learning Disabilities	3
TESE 835 Applications of Assistive Technology Across Environments	3
TESE 816d Practicum	6
(Practicum will concentrate in the area of emphasis chosen for electives.)	

**Electives\*\* 6**

Students will choose an emphasis area when completing Advanced Practitioner electives. Completion of the specialization and elective courses will enable the student to seek certification in that area. (Certification is not available in Advanced Practitioner at this time).

(\*\*At least one course must be chosen from the following categories listed below: Learning Disabilities, Behavior Disorders, Assistive Technology or Secondary/Transition)

Learning Disabilities	3-6 hours
Choose one of the following courses for degree requirements or two courses for LD certification.	
TE 846 Clinical Diagnosis of Reading Difficulties	3
TE 856 Remedial Reading, Materials and Techniques	3
TE 848 Assessment and Remediation in Elementary School Mathematics	3

Behavior Disorders	3 hours
Choose one of the following:	
CSP 905 Behavioral Problem Solving Assessment (offered spring only)	3
PSY 865P Psychopharmacology (offered every other year)	3

Assistive Technology	3 hours
Choose one of the following:	
CDIS 840P Augmentative Alternative Communication	3
TE 882 Teacher Development Training in Instructional Technology	3

Secondary/Transition	5 hours
TESE 836P Transitional Issues for Individuals with Disabilities	5
(Additional Coursework is required for students seeking certification.)	

### Gifted Education 24 hours

Prerequisite: Introduction to Exceptionalities or equivalent completed at the undergraduate or graduate level.

68	TESE 822P The Psychology and Education of Gifted and Talented Learners	3
	TESE 823P Guiding the Social and Emotional Dev. of Gifted/Talented Learners	3
	TESE 824 Identification/Assessment/Evaluation of Gifted/Talented Learners	3
	TESE 825 Curriculum Design and Development for Gifted/Talented Learners	3
	TESE 826 Program Design for Gifted/Talented Education	3
	TESE 816c Practicum in Gifted/Talented Education	3

Non thesis option:	
CSP 800 Advanced Educational Psychology	3
Approved Elective	3

Thesis option:	
TE 896 Thesis*	6

\*Students must take TE 802 prior to enrolling in TE 896.

### Early Childhood Special Education 24 hours

This emphasis is under revision. Contact the department for more information at 308-865-8616.

### Mild/Moderate K-6 24 hours

Prerequisites: The following courses are required for endorsement in special education for those candidates possessing a teaching license in another field of study:

CDIS 352 Normal and Disordered Language Development	3
Introductory course in Special Education (May be undergraduate or graduate.)	3

#### Required Courses:

TESE 830 Consultation and Collaboration with Families and Agencies Serving Individuals with Disabilities	3
TESE 831 Formal and Informal Assessment in Special Education	4
TESE 832 Research-based Instructional Strategies for Students with Exceptionalities	3
TESE 833 Applied Behavior Analysis	3
TESE 837P Medical Aspects of Individuals with Disabilities	3
TESE 838P Legal Issues in Special Education	2
TESE 816d Practicum***	6

(\*\*\*Students seeking initial teaching license must take 15 weeks of student teaching instead of practicum. Students who have a teaching license and seeking an initial certification in special education must complete a practicum.)

*Initial Teaching License: In addition to the above courses, the 29 hours of the professional sequence of courses is required for candidates seeking an initial teaching license. The State Department of Education's requirements for clock hours in a classroom must be completed prior to student teaching.*

## Teacher Education Course Descriptions

### TE 800 Education Research 3 hours

This introductory web-based course in educational research focuses on evaluating and interpreting educational research and applying its findings to educational practice. The course will provide opportunities for students to (a) define and differentiate between and among basic, applied, and action research and explain how each contributes to practice; (b) conduct and interpret preliminary, primary, and secondary sources of research in both online and hard copy formats; (c) compare and contrast various research designs, and (d) analyze qualitative and quantitative research methodology. This will include the use of statistical techniques and conditions to describe educational phenomena and to determine the validity and reliability of research methods, case studies, critical-theory, historical, and ethnographical methodology.

### TE 801 Teachers in Classroom Research 3 hours

A survey of the systematic framework of teacher action research with emphasis on qualitative design applied in field-based inquiry. Through readings, guided experience in research, and fieldwork, students will develop competencies in conducting, evaluating, and interpreting educational research.

**TE 802 Techniques of Research 3 hours**

A survey of the techniques of research with emphasis on educational applications. Students will develop competencies in conducting, evaluating and interpreting educational research.

**TE 803 Philosophy of Education 3 hours**

Survey of the philosophical foundations of western culture and their relation to the development of earlier and contemporary educational philosophies.

**TE 804 Curriculum Development in Multicultural Education 3 hours**

Students learn to evaluate, create, and implement multicultural lesson plans, unit plans, textbooks, curriculum guides, classroom rules and regulations, and school policies. In addition, students study diverse learning and teaching styles as well as explore the meaning and the reality of creating an environment that is conducive to and supportive of infused multicultural education.

**TE 805 Overview of Assistive Technology 3 hours**

This course examines the applications of assistive technology for individuals with disabilities as it relates to teaching and learning. Existing research with students with special needs will be reviewed and new applications of existing and developing technology will be explored.

**TE 807P Multiple Intelligences: Theories Into Practice 3 hours**

This course is focused on practical application of the use of multiple intelligences and “brain compatible” approaches in the design and development of instructional activities and assessment strategies in the K-12 curriculum.

**TE 808P Human Relations 1-3 hours**

This course meets the Nebraska Department of Education Human Relations requirement for certificate renewal. Participants will develop skills in guiding student learning in an environment of respect for diversity, personal values, and heritage.

**TE 809 Curriculum Implementation 3 hours**

This course addresses the curriculum implementation process, theoretical concepts associated with the implementation process, and related implementation issues, including the contested nature of the curriculum and the relationship between curriculum and equity issues. This information is used to critique current curriculum implementation efforts in the public school setting and to develop curriculum or curriculum for use in the classroom. The course includes a writing component.

**TE 810 Design and Development of Instruction 3 hours**

This course deals with the principles of instructional design and how to apply these principles in instructional development projects. The course utilizes a systems approach to the instructional design process by focusing on a series of interrelated procedures and techniques to design, develop, implement, and evaluate instruction.

**TE 811 The Activities Director 3 hours**

Contemporary trends in consolidating administration of athletics, music, speech, drama, journalism, and other intramural and extramural activities of the school under a single administrator.

**TE 812P Alternative Assessments of Student****Performance: Theory Into Practice 3 hours**

This course provides participants with an opportunity to learn about, create, and apply alternative (authentic) assessment strategies to the K-12 school setting. Key strategies to be explored include rubrics, portfolios, and the relationship/connections between alternative assessment and the Nebraska State Curriculum Standards.

**TE 813P TESA: Teacher Expectations and Student Achievement 3 hours**

This course is designed to develop specific teacher skills needed to enhance learning expectations. The skills are grouped into three strands: Response Opportunities, Feedback, and Personal Regard. Grouped into these strands are 15 specific teacher competencies.

**TE 814P Developing Capable People 3 hours**

This class will provide very useful and well researched strategies and concepts which will help educators assist children and teenagers to perceive themselves as more capable and significant as they improve their self-discipline, self-control, judgment, and their interpersonal skills. Improved results will be seen in classroom and/or family management, discipline, motivation, and achievement.

**TE 815 The Effective Teacher: Enhancing Classroom Instruction 3 hours**

This course is designed to provide participants with research and experience based information, strategies, techniques and “hands-on” activities they can use to improve and enrich the quality of their teacher and to increase the probability of learning and success of their students.

**TE 816a Practicum: Education 1-6 hour**

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 in Reading 3 hours**

*Prerequisite: TE 846 and 856 must be completed.*

It involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities.

**TE 817P Basic Instructional Theory into Practice 2-3 hours**

Based on the work of Dr. Madeline Hunter, this course translates instructional theory into action. It will assist teachers as they expand their competency in teaching to an objective, selecting objectives that are appropriate to individual students, monitoring learning, and adjusting instruction and teaching for retention and transfer.

**TE 818P Teacher Development: Developing Independent Learners 3 hours**

*Prerequisite: TE 817P.*

This course builds on a basic knowledge of the Instructional Theory into Practice Program to develop additional teacher 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 845 Contemporary Theory and 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 will focus on research-based practice in the literacy teaching and learning of low-achieving students. It will include: (a) examination of a variety of assessment tools for diagnosing reading, writing, and spelling concerns; (b) scoring and interpretation of assessment data to inform instruction; (c) identification and development of an instructional plan for a case study individual or group; and (d) application of diagnostic and remedial techniques in the regular K-8 classroom.

**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**

Principles and trends in elementary curriculum development and a study of the various types of curricula in the elementary school as related to organization patterns. Procedures for continuous evaluation and improvement of local elementary curricula are stressed, including administration and supervision factors and relationship to the affected areas of curriculum.

**TE 851P Home, School, and Community Relations in Early Childhood Education 3 hours**

Acquaints students with the knowledge and skills required to develop, administer and supervise early education and care programs serving children birth to age 8. (2 hours lecture/1 hour supervised field experience)

**TE 852 Trends in Early Childhood Education 3 hours**

Emphasizes the importance of the child's early years. A survey of model programs in Early Childhood Education is presented.

**TE 853a Improvement of Instruction in Early Childhood Education 3 hours**

This course is designed to present the most recent philosophy, literature and teaching strategies as they relate to the curriculum content advocated for young children.

**TE 853b Improvement of Instruction in Elementary School Mathematics 3 hours**

Designed to acquaint the student with the latest trends in content, method, materials, and philosophy of elementary mathematics.

**TE 853c Improvement of Instruction in Elementary School Language Arts 3 hours**

Attention is directed to the newest innovations in language arts instruction and to the selection of materials for diagnostic and instructional programs. Students will evaluate the various teaching techniques through a comparative study of current programs in elementary language arts.

**TE 853d Improvement of Instruction in Elementary School Science 3 hours**

An examination of current literature and practices is made relative to science content, methods, and materials in elementary school science.

**TE 853e Improvement of Instruction in Elementary School Social Studies 3 hours**

Students completing this course will have had an opportunity to examine current literature and programs in elementary social studies and to reevaluate their teaching of the social studies.

**TE 854 Reading in Content Areas 3 hours**

Students completing this course will have had an opportunity to examine the nature of the reading process and the kinds of particular problems teachers in content areas of middle and secondary school face daily. It will also provide the teacher with the ability to apply specific methods in helping those students having difficulty reading the materials necessary for specific content areas.

**TE 855P Improving the Reading Program 3 hours**

The department will provide an inservice course upon the request of a school system for the purpose of assisting local staff in the evaluation and improvement of the school's reading program. The course is designed to develop an analytical approach to reading program evaluation and improvement. This course is not applicable to the program for endorsement as a special reading teacher. (Off-campus only during the regular term; On-campus summers only.)

**TE 856 Remedial Reading, Materials, and Techniques 3 hours**

This course focuses on the techniques and materials needed for teaching remedial reading. It is appropriate for grades K-12.

**TE 870 Developing Web-based Portfolio 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. Students will create a working portfolio to use during their academic programs.

**TE 871 Selection of Educational Media Materials 3 hours**

Selection of media materials is designed to provide the student with the basic competencies needed for print and non-print collection selection, development and evaluation.

**TE 872 Organization of Media and Technology Resources 3 hours**

Students taking Organization of Media and Technology Resources will learn basic techniques of providing access to media and technology resources and how to create new bibliographic records in a standard, recognized format and analyze the quality of existing records.

**TE 873 Reference and Information Skills 3 hours**

This course will focus on the development of competencies in using, evaluating and citing a variety of traditional and electronic resources.

**TE 874 Production of Instructional Resources 3 hours**

Students taking Production of Media and Technology Resources will learn sound instructional design principles and develop competencies in applying them to specific learning objectives within the overall production process. Various audiovisual and technological mediums will be used for the actual production of the resources. Students will also develop skills in determining the appropriateness of producing local resources as opposed to selecting commercially produced resources.

**TE 875 Administration of Media Services 3 hours**

This course will focus on the administration of the media program; mission, budgeting, supervision of personnel, planning, resource needs, communication within the school and public communities, the role of the information specialist in the instructional process, and the interrelationships of information agencies.

**TE 876 Integration of Curriculum, Technology and Media Resources 3 hours**

This course will focus on the practical application of theories of instruction; models of teaching; curriculum design; utilization of print, non-print, electronic, and on-line resources; research paradigms; and, studies and findings related to curriculum integration of technology in teaching effectiveness for K-12 educators. Students are required to observe and analyze the teaching process and to conduct micro-teaching exercises.

**TE 877 Developing Computer-Mediated Educational Environments 3 hours**

This course is for teachers and instructional technologists who wish to design, implement and evaluate learner-based computer-mediated instructional environments. Students will use hypertext/multimedia programs to create, implement and evaluate nonlinear, student-centered interactive hypermedia projects, based upon their students' assessed learning needs.

**TE 878 Leadership in Instructional Technology 3 hours**

This seminar course will provide students with the skills and tools necessary to be an effective, innovative instructional leader in the field of instructional technology. The constructivist perspective of building community leadership will be examined. Staff/faculty development, planning and funding in instructional technology will be emphasized.

**TE 879 Seminar in Instructional Technology 3 hours**

This is a variable content course which focuses on advanced topics in instructional technology. Students will critically analyze issues and problems in the discipline. Empirically testable research questions related to the topics will be identified. This course may be repeated provided the topics differ, but no more than six hours may count towards a degree.

**TE 880 Management of Educational Technology 3 hours**

An in-depth study of the administration of technology in educational settings; primarily K-12. Management of school computing laboratories, local area networks, and classroom computing will be examined. At the conclusion of this course, the student will be able to manage a school computer laboratory and administer educational technology throughout the school.

**TE 881 Distance Education 3 hours**

This course will investigate a variety of distance education technologies and related teaching strategies. Emphasis will be on the historical, current, and future use of telecommunications, satellites, audiographics, fiber optics, and other distance education media.

**TE 882 Teacher Development Training in Instructional Technology 3 hours**

This course will produce teacher trainers in instructional technology. Students will work with contemporary instructional technology, in a transcultural setting. Students will learn how to train classroom teachers to integrate technology into the teachers' disciplines. A variety of learning and teaching strategies will be examined. It is suggested that students should have completed or be concurrently enrolled in CSIS 840P.

**TE 883 Classroom Desktop Publishing 3 hours**

The focus of this course will be on learning desktop publishing skills and using them to create a variety of projects for use in a classroom setting. The course will consist of a mixture of theoretical and researched-based concepts and components and various hands-on activities. Design principles and elements will be included.

**TE 884 Educational Telecommunications 3 hours**

This course will examine the use of electronic on-line resources and other types of telecommunication in education. In addition to using resources such as the Internet, students will use and integrate into their teaching, tools such as web browsers, electronic conferencing, electronic mail, on-line library resources and similar tools. Curricular integration of these tools will be emphasized.

**TE 885 Instructional Video Production 3 hours**

This course will prepare the student to design, create, produce and edit instructional videos for use in their classrooms. The focus is on using currently available classroom equipment for production and editing. After creating a story outline, script, storyboard and performing other pre-production activities, students will use camcorders and VCRs to produce videos in their subject areas.

**TE 886 Technology Tools for Teachers 3 hours**

This course is a general introductory course for using computers and other technology in a classroom environment. Students will learn how to use electronic gradebooks, integrate computer-based instruction programs into their curriculum, be introduced to electronic library and other on-line resources, in addition to presentation software, page scanners, and presentation devices. Students will also evaluate educational software and multimedia programs for use in their classrooms.

**TE 887 Electronic Media Production 3 hours**

This course will cover the use of presentation software and multimedia authoring systems to produce effective electronic presentations. A variety of presentation software and multimedia programs will be introduced, examined and used. Topics will include: computer graphics; a brief examination of the psychology of color usage; hypertext linkages; integrating video, sound, clip art and animation into electronic presentations; linear video and multiscreen video.

**TE 888 Multimedia Production 3 hours**

This course will have two major foci: the first will be to enhance previously learned multimedia development skills which will advance the student to a higher level of expertise with those skills; and, to familiarize students with several professional multimedia authoring systems, thereby making the students highly proficient multimedia developers. Topics which include screen design, scripting, project time management and computer graphics will be covered. Students will be required to complete several multimedia projects.

**TE 889 Multimedia Development 3 hours**

This course is a continuation of PTE 888. Students will plan, design, develop and manage a major multimedia project using the team concept. Student teams will work on a tangible, marketable product under the direction of a faculty mentor. Student teams receive a cooperative grade.

**TE 890 Administration of School Computer Networks 3 hours**

This course provides local area network (LAN) managers with networking fundamentals, router troubleshooting techniques, network-management configuration, Macintosh workstation configuration, technology planning, Internet addressing, PPP connections, cable and Ethernet installations, hardware and software troubleshooting guidelines, vendor-relationship techniques, upcoming technology trends, file-transfer and expansion procedures, web-page management, and other school-related networking issues.

**TE 891 Field Project 3-6 hours**

This course will provide independent field study for students pursuing the instructional technology program. Basis of the study will be decided upon between the student and the advisor.

**TE 892 Internship in Instructional Technology 1-6 hours**

This course is intended to allow students to participate in various "real-life" experiences in IT settings. Projects and internships will be selected and conducted under the guidance of a supervising professor. Focus areas will range from interning in technology centers in school districts and businesses to creating innovative classroom and/or hypermedia projects. Students, with the consent of the professor, can take one, two or three hours. This course may be repeated, but only six hours will be counted towards the degree.

**TE 893 Clinical Experiences in Educational Media 3 hours**

This course is the capstone experience for students in the MSED—Instructional Technology (Educational Media) or Educational Media Endorsement programs. Students will be supervised as they work in a school library media center for a minimum of 150 clock hours. This clinical experience will be divided between secondary and elementary levels. A daily journal will be maintained.

**TE 895 Student Teaching Workshop 3 hours**

*Prerequisite: The student must be an elementary or secondary school teacher approved by the department.*

Designed to aid present and prospective supervisory teachers. The student will review current literature, become acquainted with techniques, plans and procedures for supervising student teachers, analyze current practices in supervision, and develop materials for use with student teachers.

**TE 896 Thesis 3-6 hours**

Student investigates a research problem related to special education, following APA style of reporting the research. The student enrolls with the faculty member directing the thesis. One to 6 credit hours per semester, with a total of 6 hours.

**TE 897 Seminar in Education 3 hours**

A course designed to specifically meet the content and program needs of a specific audience, institution, agency, or public school setting. The content is designed and developed to meet the in-depth needs of the participants involved in the area of special education and related fields.

**TE 898 Independent Study 1-3 hours**

An independent investigation into a topic selected by the student and approved by the instructor.

**TE 899P Special Topics 1-3 hours**

Offered to serve specific needs and interests of specific target groups. Content of the course, dates, and time arrangements are determined by the Department of Teacher Education.

**Special Education Course Descriptions****TESE 816c Practicum in Gifted/Talented Education 3 hours**

*Prerequisites: TESE 822P, TESE 823P, TESE 824, TESE 825, TESE 826, or Departmental Permission*

This course is designed specifically to provide students the opportunity to teach gifted learners in a differentiated educational program. Students will plan, develop, implement, and evaluate educational experiences for gifted learners. In order to build an understanding of student needs across developmental and grade levels, the student will work with both elementary and secondary level gifted learners. A minimum of 90 clock hours is required.

**TESE 816d Practicum in Special Education 6 hours**

A course designed to provide student teaching experience in the specific areas of Assistive Technology, Behaviorally Impaired, Early Childhood Special Education, Mild/Moderate Disabilities, Learning Disabilities, and Secondary/transition. Student teachers are directly supervised by their cooperating teachers and university faculty. A 7-week minimum (up to one semester) of full-time teaching is required.



**TESE 821P Nature and Needs of Exceptionalities 3 hours**

This introductory course surveys the various disability areas in the field of special education and associated educational implications. Major influences from litigation and legislation are discussed along with contemporary issues and trends in special education and gifted education.

**TESE 822P The Psychology and Education of Gifted and Talented Learners 3 hours**

Topics for this introductory course will include the cognitive, social, emotional, and physical characteristics of gifted/talented learners, methods of identification, implications of cultural diversity, appropriately differentiated education, working with families, historical perspective of the field, and major research studies contributing to the knowledge-base. Emphasis will be placed on characteristics and differentiated instructional strategies.

**TESE 823P Guiding the Social and Emotional Development of Gifted/Talented Learners 3 hours**

This course focuses on understanding the social and emotional characteristics and development of typical and special populations of gifted/talented learners, current theories and issues related to their guidance and counseling principles and strategies of intervention.

**TESE 824 Identification, Assessment, and Evaluation for Gifted/Talented Education 3 hours**

*Prerequisite: 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**

*Prerequisite: TESE 822P, TESE 823P, TESE 824, or Departmental Permission*

This is an advanced course on exemplary program models, instructional processes and methods, program planning, and development of appropriately differentiated curricula for gifted/talented learners across grade levels.

**TESE 826 Program Design for Gifted/Talented Education 3 hours**

*Prerequisites: TESE 822P, TESE 823P, TESE 824, TESE, 825, or Departmental Permission*

This course is concerned with the development, implementation, and evaluation of programs for gifted/talented learners, including procedures utilized when developing a distinct definition of giftedness, philosophy and goals for gifted education, staff hiring and development, service delivery options, and public relations.

**TESE 827P Introduction to Early Childhood Special Education 3 hours**

Philosophical and legal bases for early intervention, and current trends, issues, policies and procedures are examined. Factors related to developmental risk or delay and to atypical developmental processes are presented, along with intervention models and curricular adaptations. Prior completion of PSY 853 is recommended.

**TESE 828a Intervention Methods: Birth to Two Years 3 hours**

*Prerequisites: TESE 827P or department permission.*

This course provides knowledge and skill 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 hours**

*Prerequisite: TESE 827P or departmental permission.*

This course provides knowledge required to develop and manage programs, and to adapt teaching strategies, curricula, and materials for preschool and kindergarten children with disabilities. Students acquire methodology, promote domain specific development, functional skills, and child-child interactions in-group settings. Field experiences included.

**TESE 829P Assessment of Young Children: Birth to Five 3 hours**

*Prerequisite: TESE 827P or departmental permission.*

This course prepares students to evaluate assessment tools for young children, determine their appropriateness for various purposes, write and interpret evaluation reports, and translate assessment results into intervention goals and strategies. In field experiences students administer tests and interpret and report results.

**TESE 830 Consultation and Collaboration with Families and Agencies Serving Individuals with Disabilities 3 hours**

This course involves the study and application of specific communication skills that teachers may use in conferences, in team meetings, and while collaborating or consulting with others. Skills in listening, empathizing, and interpreting body language are practiced within the educational context. Role-playing activities will be used to practice effective communication and consultation skills. This course also provides specific information about families, family systems, and meeting the needs of families.

**TESE 831 Formal and Informal Assessment in Special Education 4 hours.**

This course is designed to introduce students to the assessment process in special education by addressing procedural safeguards; data collection via informal and standardized procedures; issues in assessment; psychometric properties of standardized tests; and administration, scoring, and interpretation of selected instruments. Contains a field component.

**TESE 832 Research-based Instructional Strategies for Students with Exeptionalities 3 hours**

The course is designed to address the instructional needs of students with disabilities. Students will learn to synthesize research on instructional techniques for classroom application. Academic instructional interventions will be emphasized. Students will apply their knowledge of lesson development and classroom management strategies. Contains a field component.

**TESE 833 Applied Behavior Analysis 3 hours**

This course is designed to identify and describe various intervention strategies for increasing and maintaining appropriate student behaviors and for decreasing or eliminating inappropriate behaviors. Class members will accurately recognize, observe, record and chart inappropriate behaviors, determine behavioral objectives, employ the least restrictive intervention, and foster self-management skills for the student.

**TESE 834 Characteristics and Identification of Behavior and Learning Diabilities. 3 hours**

This course provides in depth coverage of the identification process, etiologies and characteristics associated with disorders that are categorized as learning disabilities or behavior disorders. Distinction from Pervasive Developmental Disorders and Severe Emotional Disturbance will be discussed.

**TESE 835 Applications of Assistive Technology Across Environments 3 hours**

This course provides an in-depth, hands-on examination of the applications of assistive technology for individuals with disabilities as it relates to various fields. New applications of existing and developing technology will be explored. Laboratory work with microcomputer technology will be required.

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**TESE 836P Transitional Issues for Individuals with Disabilities 5 hours**

Assessment planning and instruction to facilitate educational and employment post-school outcomes will be emphasized. Federal and state laws governing minimum transition practices will be covered. Assessment, transition planning, services, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition.

**TESE 837P Medical Aspects of Individuals with Disabilities 3 hours**

This course provides students with a general knowledge of the medical conditions seen in children with disabilities. It will familiarize students with terminology, medications, procedures, equipment, and interventions used for children with medical complications. Teacher responsibilities in regards to medical conditions will be covered.

**TESE 838P Legal Issues in Special Education 2 hours**

This course provides students with the competencies needed to develop individualized programming for children with exceptionalities. Verification criteria, parent's rights, IEP development and implementation, goal and objective development, placement procedures and IEP monitoring will be emphasized.

# NON-DEGREE AREAS

## BUSINESS ADMINISTRATION/ BUSINESS EDUCATION

Allan Jenkins, Ph.D., Chair  
865-8530

### Graduate Faculty

**Associate Professor:** J. Barton-Zimmerman  
**Assistant Professor:** K. Anderson

### Business Education Course Descriptions

#### **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.

#### **BSED 896 Thesis 3-6 hours**

### Vocational Education Course Descriptions

#### **VOED 801 Seminar in Vocational Education 3 hours**

*Prerequisite: 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**

*Prerequisite: 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 845 Cooperative Education Programs 3 hours**

*Prerequisite: Coordinating Techniques (V.E. 431/831P) or a comparable course.*

The primary purpose of this course is to provide an inservice opportunity for experienced teacher-coordinators. This course builds on and expands the competencies provided in a basic or introductory course on coordination techniques of cooperative vocational education. Course content will include information on the latest trends in experiential education.

#### **VOED 848 Equity in Today's Society 3 hours**

To increase awareness of the Equal Opportunity Legislation, the equity emphasis in the Vocational Education Legislation, and to survey the underlying attitudes and values of society that make it so difficult to achieve the full implementation of equal opportunity.

#### **VOED 896 Thesis 3 or 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.

**Note:** Other graduate courses coordinated by the Department of Business Administration/Education are B&T 801P, 830, 831, 832 and 894. See course descriptions listed under Business and Technology.

### Business & Technology Course Descriptions

The following Business and Technology courses may be used as requirements or electives in other graduate degree programs.

#### **BTE 801P Educational Resources in Business and Technology 1, 2, or 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.

#### **BTE830 Measurement and Evaluation Business and Technology 3 hours**

Application of theory to the selection and construction of evaluation instruments, their use and interpretation in the occupational areas of business and office education, home economics education, and industrial education.

#### **BTE 831 Evaluation of Vocational Education Programs 3 hours**

A study of the techniques of program evaluation. Emphasis will be placed on the teacher as a focal process of a total program evaluation, whether single subject area or total vocational education program. The course will deal with the philosophy of and purposes for program evaluation, analysis of program evaluation models, involvement of outside organizations/groups, gathering evaluation data, and presenting the evaluation report.

#### **BTE 832 Curriculum Development in Vocational Education Program 3 hours**

The primary purpose of this course is to provide the Home Economics, Business Education, and the Industrial Technology graduate students the opportunity to analyze forces which influence curriculum decisions. Further, emphasis will be directed toward the process of curriculum planning and development that supports and enhances a school philosophy. Various factors that influence and affect curriculum development will be examined.

#### **BTE 844P International Studies Institute 3 hours**

Provides opportunities for studies as offered by the International Studies Program.

#### **BTE 894 Techniques of Research 3 hours**

Involves introduction to graduate programs in business and technology and various concepts of research. Emphasis will be placed on developing competencies in conducting and interpreting educational research in the occupational areas of business and office education, home economics education and industrial education.

# CHEMISTRY

**Christopher L. Exstrom, Ph.D., Chair**  
865-8490

## Graduate Faculty

**Professors:** D. Kaufman, J. Roark, G. Wubbels  
**Associate Professor:** C. Exstrom, M. Mosher, S. Darveau  
**Assistant Professors:** F. Kovacs, J. Thompson

Chemistry is part of the Master of Science in Education Degree in Science Teaching administered by the Department of Biology.

## Chemistry Course Descriptions

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

*Prerequisite: Permission of department.*

Designed specifically for high school teachers. The following topics will be covered in-depth; atomic theory, periodic trends, and chemical bonding. Laboratory exercises will emphasize materials that can be used with high school students.

### **CHEM 821P Inorganic Chemistry II for High School Teachers 1-4 hours**

*Prerequisite: CHEM 820P.*

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

### **CHEM 830P Inorganic Chemistry 4 hours**

*Prerequisite: CHEM 480.*

A study of the underlying principles behind the structural and spectroscopic properties of inorganic compounds. Lecture topics include symmetry, molecular orbital theory, solid-state structures, transition metal chemistry, and organometallics. The laboratory will focus on preparation and characterization methods for inorganic compounds. Three lectures, one lab per week. Spring only.

### **CHEM 841P Biochemistry for High School Teachers 4 hours**

*Prerequisites: CHEM 161 & CHEM 250 or equivalent.*

Chemistry of fats, protein, carbohydrates, hormones, vitamins, and other biologically important compounds. Forty-eight hours of lecture and forty-eight hours of lab total.

### **CHEM 845P Industrial Organic Chemistry 4 hours**

*Prerequisites: CHEM 250 or equivalent.*

This course discusses the organic chemistry of those chemicals which industry routinely makes and uses. Among topics to be considered are fossil fuels, plastics, medicinals and pesticides. A conscious effort will be made to consider industrial chemicals in terms of their proper handling and disposal.

### **CHEM 851P Advanced Biochemistry 3 hours**

*Prerequisites: CHEM 351 and 480.*

This course covers the basic principle of intermediary metabolism and the application of biochemical principles to living systems. Three lectures per week. Spring Semester of odd years.

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

*Prerequisite: Permission of department.*

The following topics will be covered in-depth: titration, absorption and emission spectroscopy, chromatography. Laboratory exercises emphasize materials to be used with high school students.

### **CHEM 870P Advanced Organic Chemistry 3 hours**

*Prerequisites: CHEM 361, 361L, AND 480 or 580.*

Advanced theoretical aspects of organic chemistry. Areas of emphasis will be bonding, spectroscopy, synthesis, and mechanisms. Three lectures per week. Fall Semester of odd years.

### **CHEM 875P Instrumental Analysis 5 hours**

*Prerequisite: CHEM 480.*

The study of modern methods of analysis using chemical instrumentation. Four lectures, one lab per week. Fall only.

### **CHEM 880P Physical Chemistry 4 hours**

*Prerequisite: CHEM 161, 161L, MATH 202, PHYS 205.*

Study of elementary thermodynamics, phase transitions and solutions. Three lectures and one laboratory per week. Fall only.

### **CHEM 881P Physical Chemistry 4 hours**

*Prerequisites: MATH 260, CHEM 880.*

A continuation of CHEM 880, including the topics of elementary quantum mechanics, spectroscopy and kinetics. Three lectures and one laboratory per week. Spring only.

### **CHEM 882P Physical Chemistry for High School Teachers 3-4 hours**

*Prerequisite: Permission of department.*

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

### **CHEM 889P Problems in Chemistry 1-3 hours**

*Prerequisite: courses necessary for the problems to be undertaken, and permission of instructor.*

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

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

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

### **CHEM 896 Thesis 6 hours**

### **CHEM 899P Special Topics 1-3 hours**

This course will cover topics not addressed in other courses offered by the department. Most topics will consist of a highly specialized area of study or revolve around issues or recent trends and innovations related to high school chemistry teaching.

# COMMUNICATIONS

Keith Terry, Chair  
865-8249

## Graduate Faculty

**Professors:** M. Eckloff, W. Jurma, L. Snyder  
**Associate Professor:** R. Brown, A. Javidi, C. Lomicky

## Speech Communication Course Descriptions

### SPCH 800 Philosophy of Communication 3 hours

*Prerequisite:* SPCH 890P or 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 850P General Semantics 3 hours

A study of the relationships of symbol systems of the development of personalities, organizations, and societies.

### SPCH 851P Leadership Communication 3 hours

A study of the characteristics, styles, roles, and motivation of successful leaders. Includes study and practice in parliamentary process.

### SPCH 852P Theories of Organizational Communication 3 hours

A study of major theories of communication within the organization: scientific, humanistic, systems decision making and communication approaches.

### SPCH 853P Interviewing 3 hours

Theories and techniques of interviewing, including information gathering, employment, appraisal, and persuasive interviewing.

### SPCH 854P Intercultural Communication 3 hours

Study of communication across cultures.

### SPCH 855P Communication Training and Consulting 3 hours

A study of how to plan, conduct, and evaluate communication training and development programs within the organization.

### SPCH 856P Rhetorical Theory 3 hours

A study of theories of persuasion in Greek, Roman, continental, and modern periods. Special emphasis on the works of Aristotle, Campbell, and Burke.

### SPCH 857P Contemporary Rhetorical Theory 3 hours

A study of modern rhetorical theories of intervention, human knowing, ethics of communication, and media effects.

### SPCH 860 Directed Studies 1-4 hours

Independent research or special assignment in the student's major field.

### SPCH 875P Internship 1-6 hours

### SPCH 882 Rhetorical Criticism 3 hours

*Prerequisite:* 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.

## Journalism & Mass Communication Course Descriptions

### JMC 825P Public Policy and the Media 3 hours

This course provides students with a systematic framework for ethical decision-making in mass communications. Ethics theory is examined in combination with the practice of ethics commonly applied by media professionals including print and broadcast news practitioners as well as those involved in the fields of public relations and advertising.

### JMC 860P Mass Media & Society 3 hours

An examination of the theories, issues and controversies surrounding the mass media. Particular emphasis will be given to press ethics, freedom, and media effects.

### JMC 899P Topics 3 hours

Selected Topics and problems of current interest considered in-depth. Classroom or on-line discussions, course projects or research problems. Topics vary each semester depending on instructor; however, the purpose of the course is to offer an opportunity for students to study either fresh topics of particular timeliness or standard topics in more theoretical depth than appropriate in the other existing courses.

# COMPUTER SCIENCE AND INFORMATION SYSTEMS

A. Alavi, Interim Chair  
308-865-8554

## Graduate Faculty

**Associate Professor:** Sherri Harms  
**Assistant Professor:** John Hastings

The department participates in the Master of Science in Education Degree with a specialization in Instructional Technology. For a description of that degree, see the Teacher Education section of this catalog page 62.

Computer Science and Information System courses may be used as an Area of Emphasis within the Master of Business Administration Degree. For a description of this degree, see the Business Administration section of this catalog page 24.

## Computer Science and Information Systems Course Descriptions

### CSIS 801P Operating Systems 3 hours

*Prerequisites:* CSIS 330.

Introduction to modern operating system concepts and design. Topics will include: Processes, semaphores, monitors, concurrent process management, virtual memory, file systems, scheduling algorithms, deadlocks and protection, I/O control interrupt handling, client-server model, remote procedure call, distributed synchronization, threads and transactions.

### CSIS 802P Introduction to Automata, Formal Languages, and Computability 3 hours

*Prerequisite:* CSIS 301, CSIS 330.

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

### CSIS 805P Compiler Construction 3 hours

*Prerequisite:* CSIS 402.

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

### CSIS 822P Computer Graphics 3 hours

*Prerequisite:* CSIS 330.

Introduction to the techniques for generating lines, curves, surfaces, 2D and 3D graphics, modeling and rendering. Topics include display hardware, transformations, interactive technologies, geometric modeling, 2D and 3D display algorithms, graphics software system architecture, visible-surface algorithms, illumination and shading.

### CSIS 825P Database Systems 3 hours

*Prerequisite:* CSIS 330 or CSIS 380 or BMIS 381.

Comprehensive study of multi-user database concepts. Detailed study of file organizations. A survey of hierarchical, network, and relational approaches to databases. Emphasis on proper database design.

### CSIS 826P Computer Architecture 4 hours

*Prerequisites:* PHYS 205 or PHYS 275, and 6 hours of CSIS courses (preferably CSIS 130 and CSIS 301).

The study of the logic and theory of operation of the main hardware blocks of computers, their control, and their software/hardware interactions. The emphasis is on microcomputer architecture, including laboratory experiments with various systems and their I/O and interfacing characteristics.

### CSIS 828P Data Communications and Distributed Processing 3 hours

*Prerequisite:* CSIS 220 or CSIS 222 or CSIS 223 or BMIS 382 & junior status.

Comprehensive study of needs and characteristics of remote computing. Telephone and related characteristics of communications media. Design and functions of networks, communications hardware, software, systems and protocols.

### CSIS 840P Hypertext and Multimedia 3 hours

*Prerequisite:* CSIS 220 or CSIS 222 or CSIS 223.

This course covers the wide range of state-of-the-art computer technologies that are used to present information in a multimedia context. Students will create cards, stacks and scripts to interface text, graphics, sound and external devices including CD ROM, video disk and tape, scanners, high resolution displays, and specialized protection. Students will program using popular multimedia and hypertext languages. Emphasis is on matching technology to curriculum. Intended for Teachers, Instructional Technologists, Administrators, Computer Information Systems and Multimedia majors.

### CSIS 841P Artificial Intelligence 3 hours

*Prerequisite:* CSIS 220 or CSIS 222 or CSIS 223 & junior status.

An in-depth study of programming (language) as applied to programming to model intelligent processes, game-playing, theorem-proving, natural languages and vision systems, problem solving analysis, tree and search methods, augmented transition networks, and frames. Applications to psychology, medicine, and such machines as industrial robots are also discussed.

### CSIS 880 Seminar in Computer Education and Educational Technology 3 hours

*Prerequisites:* CSIS 436/836P.

Current topics in computer education and educational technology will be discussed. Students will develop computer based curriculum units. For Teachers and Instructional Technologists. Not for Computer Science/Information Systems majors or minors.

### CSIS 892P Practicum in Computer Science/Information Systems 1-6 hours

*Prerequisites:* CSIS 220 or CSIS 222 or CSIS 223 and permission of department chair.

This course provides the student the opportunity to gain experience in the application of computer science/computer information systems principles in a variety of settings. Arrangements must be made in writing prior to registering for the course. (A total of three credit hours of any combination of CSIS 399 and CSIS 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

### CSIS 893P Directed Readings in Computer Science/Information Systems 1-3 hours

*Prerequisites:* CSIS 220 or CSIS 222 or CSIS 223 and permission of department chair.

Independent readings on advanced or contemporary topics in computer science/computer information systems, to be selected in consultation with and directed by a computer science/computer information systems faculty member. A written contract specifying readings and requirements for the course is required before registering for the course. Any topic that is thoroughly covered by any regularly offered computer science or computer information systems course is not allowed for Directed Readings. (A total of three credit hours of any combination of CSIS 399 and CSIS 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

**CSIS 894P Directed Research in Computer Science/Information Systems 1-3 hours**

*Prerequisites: CSIS 220 or CSIS 222 or CSIS 223 and permission of department chair.*

Independent original research in computer science/computer information systems under the direction of a computer science/computer information systems faculty member. A written contract specifying topic and requirements is required before registering for the course. (A total of three credit hours in any combination of CSIS 399 and CSIS 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

**CSIS 895P Independent Study in Computer Science/Information Systems 1-3 hours**

*Prerequisites: CSIS 220 or CSIS 222 or CSIS 223 and permission of department chair.*

Project will be in an area of interest to the student and should include programming. Upon completion of the project a format presentation will be given by the student to all interested parties. A written contract specifying topic and requirements is required before registering for the course. (A total of three credit hours in any combination of CSIS 399 and CSIS 492-495 may be applied toward a computer science/information systems major, minor, or endorsement.)

**CSIS 896P Seminar in Computer Science 3 hours**

*Prerequisite: CSIS 330.*

Provides experience and background that will prepare the student for an actual working environment. Reinforcement of previous classwork, enhancement of communication skills, and learning to work with people will be stressed. Primary tasks include a team-based computer science project and the study of ethics for computer science professionals.

**CSIS 897P Seminar in Computer Information Systems 3 hours**

*Prerequisites: CSIS 310 and CSIS 380.*

This course provides experience and background that will prepare the student for an actual working environment. Reinforcement and validation of knowledge gained in previous coursework, enhancement of communication skills, and learning to work with people will be stressed. Primary tasks will include a team-based information systems development project and the study of ethics for computer information systems professionals.

**CSIS 899P Special Topics in Computer Science and Information Systems 1-3 hours**

*Prerequisite: 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.

# ECONOMICS

Allen Jenkins, Ph.D., Chair  
865-8530

## Graduate Faculty

**Professors:** A. Jenkins, V. Kotcherlakota

**Associate Professors:** D. Bridges, T. Eshleman,  
C. Marxsen

The Master of Business Administration utilizes courses from the Economics Department. For further information, please see the section for Business, MBA degree.

# ENGLISH AS A SECOND LANGUAGE (ESL)

865-8536 (*Modern Languages*)

(Administered by the Departments of Modern Languages and Teacher Education.) It is a 13-15 hour graduate supplemental endorsement approved by the Nebraska State Department of Education for teachers who will teach ESL or be involved in bilingual education.

## Courses:

FORL 800	Curriculum Development & Research	3
FORL 810	Second Language Acquisition	3
FORL 870P	TESOL I	3
SPCH 854P	Intercultural Communication	3
PTE 804	Practicum for ESL	1-3

# FAMILY STUDIES AND INTERIOR DESIGN

Phyllis Markussen, EdD., Chair  
865-8228

## Graduate Faculty

**Professor:** P. Markussen

**Assistant Professors:** S. Asay, T. Moore

## Family Studies and Interior Design Course Descriptions

### FSID 802P Selected Readings in Marriage and Family Relationships 3 hours

*Prerequisites:* FCSC 150

Analysis of major studies and current literature.

### FSID 850P Gerontology 3 hours

*Prerequisite:* FCSC 402 or equivalent.

A study of the interrelationships of the common factors concerning aging, the major objective being an understanding of the individual during the later stages of the family life cycle.

### FSID 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

*Prerequisite:* FCSC 351.

This course enables Family Studies and other service and social support-oriented students to understand the trauma and recovery process associated with normative and catastrophic family crisis. Note: This course alone does not prepare students to be crisis interventionists.

### FSID 890P Special Problems in Family Studies and Interior Design 3 hours

For Family and Consumer Scientists who wish to update their understanding of accepted educational procedures and/or practices in their professional fields.

# HUMANITIES

865-8521

(Administered by the Dean of the College of Fine Arts and Humanities.)

## Humanities Course Descriptions

### HUM 840P Seminar in the Humanities/Arts 1-3 hours

This course employs the methodology of the study of the humanities to study special topics across the disciplines of the humanities and the arts. (Variable topics; may be repeated for credit.)

### HUM 844P International Studies Institute 1-3 hours

Provides opportunities for students as offered by the International Studies Program.

### HUM 894 Bibliography and Research in the Fine Arts and Humanities 3 hours

An introduction to the basic tools of research and works of reference for scholarship in the fine arts and humanities.



# INDUSTRIAL TECHNOLOGY

Ken Larson, D.I.T., Chair  
865-8504

## Graduate Faculty

**Professors:** L. Kuskie  
**Associate Professors:** R. Ashman, T. Obermier  
**Assistant Professors:** S. Lightner

## Industrial Technology Course Descriptions

### ITEC 805P Computer Aided Drafting 3 hours

*Prerequisite:* ITEC 120.

Computer aided drafting and design is a beginning electronic drafting course designed to develop a working knowledge of CADD and the hardware components required of CADD systems.

### ITEC 810P Individual Problems in Construction 3 hours

Designed to meet the individual needs of the student who desires additional specialization in the construction area.

### ITEC 815P Technical Research Development in Industry and Business 3 hours

This course is designed to conceptualize the process of product design and technical research and development. Topics covering the role of technology and science will be discussed and the steps involved in product design and reporting technical research and development will be presented.

### ITEC 820P Individual Problems in Communication Technology 3 hours

Designed to meet the individual needs of the student who desires additional specialization in the communication area.

### ITEC 850P Individual Problems in Manufacturing Technology 3 hours

Designed to meet the individual needs of the student who desires additional specialization in the manufacturing area.

### ITEC 870P Laboratory/Classroom Management Skills For Technology Education Teachers 2 hours

*Prerequisite:* ITEC 110, 112.

The class will introduce the student to effective instruction techniques, methods to manage and organize facilities, keep class records, maintain inventories, initiate acquisition of materials, order supplies, and oversee facility planning and human factors analysis.

### ITEC 872 ITEC Historical and Philosophical Base 3 hours

Study of the historical development of industrial technology education with references to present and future trends. A basis for the technology movement and future planning criteria are identified.

### ITEC 880P Training and Instructional Systems for Industry 3 hours

Audio, video, charts, graphs, computer based training systems and training software for industry and education will be developed, implemented and evaluated.

### ITEC 883 Curriculum Programs & Development 3 hours

Criteria underlying the improvement of technology education teaching. Students are given opportunity to reorganize and evaluate their present curricula.

### ITEC 893 Problems in Industrial Technology 1-3 hours

By permission of Department Graduate Coordinator. May be repeated for a total of 6 hours.

### ITEC 898P Seminar in Industrial Technology 2-4 hours

A critique of contemporary issues and problems in industrial technology relating to industry, research, professionalism and technology.

### ITEC 899P Teaching Technical Aspects of Industrial Technology 1-6 hours

Concentrated work in specialized areas of industrial technology.

## Safety Center Course Descriptions

A Master of Science in Education in Business and Technology with a specialization in Safety is available to qualified interested students. For further information, please see the section for the Department of Business Administration/Education.

The primary purpose of the Nebraska Safety Center at the University of Nebraska at Kearney is to help meet the growing need for Safety Education. Graduate courses are provided for those who plan teaching, administrative or supervisory careers in traffic safety and industrial safety.

The Graduate courses administered through the Nebraska Safety Center may be used in the following manner:

1. To complete Driver Education Endorsement;
2. To provide an area of emphasis in the Master of Science in Vocational Education degree;
3. To provide expertise in accident prevention principles and theories applicable to traffic, industry, recreation, fire and the home;
4. To provide in-service opportunities to update safety information and increase awareness.

### SFED 835P Occupational Safety and Health 3 hours

Safety and health administration, accident prevention, and the control of health requirements. Suitable for industrial education teachers and managers in industry.

### SFED 836P Organization, Administration, and Supervision of Safety Programs 3 hours

A study of safety programs at the state and local level including the administrative, instructional and protective aspects of a comprehensive safety program. Recommended for those preparing for supervisory positions at the local and state levels in various areas of safety.

### SFED 850P Driver Performance Measurement 3 hours

This course teaches principles designed to develop and administer a valid and reliable road test.

### SFED 899P Individual Research in Safety 1-3 hours

*Prerequisite:* Permission of instructor.

Independent investigation of safety problems. Topics may be tailored to meet the needs of the student.

# MATHEMATICS AND STATISTICS

Lutfi Lutfiyya, Ph.D., Chair  
865-8531

## Graduate Faculty

**Professors:** L. Lutfiyya, B. Willis

**Associate Professors:** S. Hossain, K. Kime

## Mathematics Course Descriptions

### MATH 800P History of Mathematics 3 hours

*Prerequisite:* MATH 202.

An introduction to the history of mathematics from its primitive origins to modern day mathematics.

### MATH 802 Advanced Calculus II 3 hours

*Prerequisite:* MATH 260 or permission of the instructor.

Functions of several variables, multiple and line intervals, vector analysis, infinite series, and sequences of functions.

### MATH 804P Theory of Numbers 3 hours

*Prerequisite:* MATH 202.

Properties of integers, congruencies, primitive roots, arithmetic functions, quadratic residues, and the sum of squares.

### MATH 810 Foundations of Geometry 3 hours

*Prerequisite:* MATH 310.

Projective geometry and other aspects of modern geometries with emphasis on structure and foundations.

### MATH 813P Discrete Mathematics 3 hours

*Prerequisite:* MATH 115 or 123.

Graph theory including circuits and trees, probability, recurrence, complex numbers, and other topics as time permits.

### MATH 814P Theory of Compound Interest 3 hours

*Prerequisite:* MATH 115 or 123.

A study of the forces of interest, accumulated values, present value factors, annuities, certain amortization schedules, sinking funds, bonds, and securities.

### MATH 820P Numerical Analysis 3 hours

*Prerequisite:* MATH 260 or permission of instructor.

The solution of nonlinear equations, interpolation and approximation, numerical integration, matrices and system of linear equations, and numerical solution of differential equations.

### MATH 830P Middle School Mathematics 3 hours

*Prerequisite:* MATH 330 or permission of instructor.

A study of additional topics found in 5-9 mathematics not covered in MATH 230, 330, e.g. algebra, probability, calculators, computers, and statistics.

### MATH 840P Linear Algebra 3 hours

*Prerequisite:* MATH 115 or 123.

Study of vector spaces, linear transformations, matrices and determinants.

### MATH 846 Advanced Abstract Algebra I 3 hours

*Prerequisite:* MATH 350.

An in-depth study of groups and the study of rings.

### MATH 848 Advanced Abstract Algebra II 3 hours

*Prerequisite:* MATH 646.

A continuation of MATH 646. Topics include a further study of rings, vector spaces, and linear transformations.

### MATH 850 Theory of Fields 3 hours

*Prerequisites:* MATH 846 and 440.

Rings and ideals together with finite and infinite fields.

### MATH 860P Advanced Calculus I 3 hours

*Prerequisite:* MATH 260.

A study of functions, sequences, limits, continuity, differentiation, and integration.

### MATH 865 Complex Variables 3 hours

*Prerequisite:* 12 hours of 400-level mathematics.

The calculus of complex variables.

### MATH 870P Teaching of Secondary Mathematics 3 hours

*Prerequisite:* MATH 260 or permission of instructor.

Recent trends in the content of the math curriculum and of procedures for the improvement of teaching mathematics in the high school.

### MATH 871 Topics in Mathematics 3 hours

*Prerequisite:* Teaching experience in mathematics.

A workshop for teachers of mathematics which investigates the various topics of mathematics and their places in the curriculum.

### MATH 875 Problem Solving 3 hours

*Prerequisite:* MATH 250.

Development of the components of the problem-solving process emphasizing the different strategies of problem-solving.

### MATH 880 Seminar in Mathematics Education 3 hours

*Prerequisite:* MATH 470.

Introduces the student to significant problems, points of view, trends, curriculum materials, and teaching techniques within the area of secondary mathematics. Significant research relative to organization, content and techniques in the field is explored.

### MATH 881P Math of Life Contingencies I 3 hours

*Prerequisite:* STAT 441.

A study of survival distributions, life tables, life insurance, life annuities, net premiums, net premium reserves for the purpose of determining rates to be changed.

### MATH 882P Math of Life Contingencies II 3 hours

*Prerequisite:* MATH 481.

A study of multiple life functions, with the applications of contingency mathematics in the areas of life and health insurance, annuities and pensions from both probabilistic and deterministic approaches.

### MATH 890P Special Topics in Mathematics 1-3 hours

Topics chosen from the areas of mathematics appropriate to the student's program and will involve both formal lectures and independent study.

### MATH 891P Expanded Campus Workshop 1-3 hours

Selected contemporary topics in mathematics are covered.

### MATH 895 Independent Study in Mathematics 1-6 hours

*Prerequisite:* Background needed for proposed problem.

Independent investigation of topics of mathematics appropriate to the student's program.

### MATH 896P Mathematics Seminar 1 hour

*Prerequisite:* MATH 260 or permission.

Topics not included in the normal mathematics offerings are presented by the students.

### MATH 899 (699) Internship 1-3 hours

## Statistics Course Descriptions

### **STAT 832P Survey Sampling Techniques 3 hours**

*Prerequisite: STAT 241 or equivalent.*

Introduction to planning, execution and analysis of surveys, methods of sampling, estimation of population values, and efficiency of methods.

### **STAT 835P Statistical Techniques 3 hours**

An introduction to statistics for educational and sociological research. Will include descriptive statistics, normal distribution, and an introduction to correlation, hypothesis testing, and analysis of variance.

### **STAT 837P Computer Analysis of Statistical Data 3 hours**

*Prerequisites: 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**

*Prerequisite: STAT 441.*

Methods quantifying the dynamic relationships of sequences of random events. Methods studied include markov chains, poisson, renewal, branching, and queuing, and their many applications to real life situations.

### **STAT 841P Probability and Statistics 3 hours**

*Prerequisite: MATH 202 or permission of instructor.*

Elementary probability theory and statistical applications.

### **STAT 842P Mathematical Statistics 3 hours**

*Prerequisites: MATH 260 and 441, STAT 345 and 441.*

Development of statistical concepts and methods from a mathematical viewpoint with emphasis on derivation of distributions and their characteristics. Includes common theoretical distributions, moment generating functions, sampling distributions, estimation and hypotheses-testing concepts, and analysis of variance techniques.

### **STAT 846P Non-parametric Statistics 3 hours**

*Prerequisite: STAT 345 or equivalent.*

A study of many of the non-parametric tests currently in use in statistics.

### **STAT 848P Regression Analysis 3 hours**

*Prerequisite: CSIS 109 and MATH 345 or equivalent, MATH 440, STAT 441, and one computer course recommended.*

Computer-oriented statistical methods involving concepts and techniques of experimental research. Application of the following methods of a digital computer: estimating parameters and testing hypotheses about them, linear least squares, analysis of variance, multiple linear regression, and piecewise linear regression.

### **STAT 855P Statistical Quality Control 3 hours**

*Prerequisite: STAT 241 or equivalent.*

An introduction to statistical methods for controlling quality and productivity of products and services including acceptance sampling, control charts, and process-control techniques.

### **STAT 858P Applied Time Series Analysis 3 hours**

*Prerequisite: MATH 440, STAT 441, and one computer class recommended.*

Examination of the methods used in time series analysis and forecasting with emphasis on application in business, engineering and the sciences including computer analysis of data, model building, forecasting time series and the violation of model assumptions. Prior completion of one computer course is recommended.

### **STAT 890P Special Topics in Statistics 3 hours**

Consists of related topics chosen from the areas of statistics appropriate to the student's program and will involve both formal lectures and independent study.

### **STAT 891P Expanded Campus Workshop 1-3 hours**

Selected contemporary topics in statistics are covered.

### **STAT 895P Independent Study 1-3 hours**

### **STAT 896P Statistics Seminar 1 hour**

# PHILOSOPHY

David Rozema, Ph.D., Chair  
865-8298

## Graduate Faculty

Professor: G. Fendt, D. Rozema

## Philosophy Course Descriptions

### 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

# PHYSICS AND PHYSICAL SCIENCE

Jose Mena-Werth, Ph.D., Chair  
865-8277

## Graduate Faculty

Associate Professor: J. Mena-Werth

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.

## Physical Science Course Descriptions

### PHYS 800 Advanced Physical Science 3 hours

An inquiry-oriented course involving the study of selected areas of physics, such as motion, electricity, light, and heat. This course will allow the student to learn science content by working with concrete materials as well as acquaint the student with teaching strategies and materials. Students will be required to complete a project for the course. Summer only.

### PHYS 801 Earth Science for High School Teachers 3 hours

The basic laws of physics, chemistry and geology are investigated and applied to earth science, meteorology and astronomy. Student interaction is used to sharpen the ability to observe, reason and communicate. Summer only.

### PHYS 802 Applied Physical Science 3 hours

An inquiry oriented course designed to enhance process skills and critical thinking ability. Emphasis will be placed on understanding the physical principles in the areas of mechanics, optics, electronics, electromagnetism, and microchemistry. Computer activities will be utilized in many of these areas.

### PHYS 809 Meteorology 3 hours

An investigation and application of the basic principles of physics and chemistry to the understanding of weather including a study of the atmosphere's origin, composition, circulation patterns, energy budget and its role in the hydro-logic cycle. Topics include: instruments for observation, precipitation process, wave cyclones, jet streams, weather forecasting, weather modification and applications of meteorology to air pollution, agriculture, and aviation. Summer only.

### PHYS 810P Mathematical Techniques in the Physical Sciences 4 hours

*Prerequisites:* MATH 260 or permission of instructor.

A formal development of selected topics from infinite series, determinants and matrices, partial differentiation, vector analysis, Fourier series, functions of a complex variable, and coordinate transformations, calculus or residues, and calculus of variations. Fall only.

### PHYS 811 Astronomy for High School Teachers 3 hours

The basic principles of astronomy are studied and applied through research and observation to topics ranging from sunspots and meteors, to quasars, pulsars and black holes. Summer only.

### PHYS 817P Quantum Mechanics 3 hours

*Prerequisites:* PHYS 416 or permission of instructor.

A formal development of the principles of quantum mechanics. The mathematics of Hamiltonian Mechanics are presented as a bridge from Classical Physics to Quantum Physics. Topics are selected to extend the treatment given in Modern Physics II. Fall only, odd years.

### PHYS 822 Topics in Physical Science 1-4 hours

The following special subjects which are not covered in traditional 800 level courses will be discussed here at the graduate level.

#### PHYS 822.1 Topics in Science Teaching 1-4 hours

#### PHYS 822.2 Topics in Earth Science for Elementary Teachers 1-4 hours

#### PHYS 822.3 Topics in Earth Science for Junior High Teachers 1-4 hours

#### PHYS 822.4 Topics in Earth Science for Senior High Teachers 1-4 hours

#### PHYS 822.5 Topics in Physical Science for Elementary Teachers 1-4 hours

#### PHYS 822.6 Topics in Physical Science for Junior High Teachers 1-4 hours

#### PHYS 822.7 Topics in Physical Science for Senior High Teachers 1-4 hours

### PHYS 823P Electronics 4 hours

*Prerequisites:* 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

*Prerequisites:* PHYS 475 or 875P.

The Newtonian, Lagrangian, and Hamiltonian formulation of the laws of motion, including the dynamics of rigid bodies.

### PHYS 830P Optics 4 hours

*Prerequisites:* PHYS 276, MATH 202 parallel or prerequisite.

Geometric and wave optics including optical instruments. Spring only, odd years.

### PHYS 840P Heat and Thermodynamics 4 hours

The study of temperature, heat, and work, the laws of thermodynamics, heat engines, Maxwell's relations and an introduction to statistical thermodynamics. Spring only, even years.

### PHYS 846P Modern Physics 4 hours

An advanced study of selected topics in electricity and modern physics including introductory concepts in atomic and nuclear physics. Research or design of educational projects will be used to aid in explaining these areas.

### PHYS 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**

*Prerequisite: Ten 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**

*Prerequisites: One senior level physics course and permission of the instructor.*

Approximately five hours per week for each semester hour of credit. A student may accumulate a total of nine hours.

**PHYS 896 Thesis 6 hours**

**PHYS 899P Problems in Physical Science 1-3 hours**

*Prerequisites: 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.

# POLITICAL SCIENCE

**Peter Longo, Ph.D., Chair**

865-8506

**Graduate Faculty**

**Professor:** J. Anderson, P. Longo

**Associate Professors:** J. Blauwkamp, D. Duffin

## Political Science Course Descriptions

**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 850P Nations in Transition 3 hours**

This course acquaints the student with Marxist theory; analyzes Soviet and Soviet satellite brand of communism; examines the nations in transition from Communism to a more democratic/liberal democracy; looks into the nature of democratization/liberalization in nations such as Korea, Taiwan, and Argentina; and observes the nations still existing in the Communist framework.

**PSCI 856P Regional Field Study 1-4 hours**

Designed to give students a first-hand acquaintance with the political perspective of a particular area of the world.

**PSCI 868P Advanced International Politics 3 hours**

Concerned with applying methods and models of analysis to major contemporary issues in international affairs.

**PSCI 886P Policy Analysis 3 hours**

This course develops both a normative conception of the analyst's role and understandings needed to perform basic analysis. Specifically, the course will survey basic quantitative techniques (i.e., survey research, focus groups and more) for analyzing policies. This course may be used by participants in the UNO "Greater Nebraska" M.P.A. program as an elective.

**PSCI 890 Directed Research 1-3 hours**

Independent readings on advanced political science topics. Directed by a political science graduate faculty member.

**PSCI 899 Readings in Political Science 1-3 hours**

Independent readings on advanced political science topics. Directed by a political science graduate faculty member.

# PSYCHOLOGY

Richard L. Miller, Ph.D., Chair  
865-8235

## Graduate Faculty

**Professors:** J. Benz, W. Briner, R. Miller, Y. Mosig, K. Nikels, R. Rycek, W. Wozniak  
**Associate Professor:** K. Forrest  
**Assistant Professor:** T. Wadkins

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.

## Psychology Course Descriptions

### PSY 803P Psychology of Motivation 3 hours

The principal issues, methods, and theories of motivation are examined. On demand.

### PSY 806P Theories of Personality 3 hours

Personality theories from Freud to contemporary theorists are discussed. Spring only.

### PSY 807P Psychopathology 3 hours

Current theoretical models and research are applied toward understanding the descriptions and causes of the predominant mental disorders. The course is based on the diagnostic system employed by most mental health professionals.

### PSY 810P Industrial Psychology 3 hours

The application of the concepts of psychology to people at work is addressed. Topics include personnel selection and appraisal, motivation, job satisfaction, employee development, industrial engineering, and advertising. Spring only.

### PSY 815P Group Dynamics 3 hours

Theory and research on group behavior and the relationship of group dynamics to applied situations are covered. Spring only, even years.

### PSY 816P Eastern Psychology 3 hours

The psychological aspects of various Eastern philosophical traditions including Sufism, Yoga, Taoism, and Buddhism are examined. The psychology of Zen is emphasized. Experiential as well as theoretical approaches are used. Fall only.

### PSY 817P Humanistic Psychology 3 hours

The tenets and methods of humanistic psychology, its historical roots, theoretical concepts, and how it is distinguished from Psychoanalysis and Behaviorism are reviewed, as is the emergence of transpersonal psychology. Discussion group format. Spring only.

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

Advanced Research Design and Analysis in Psychology is a class that delves into the analysis of data using various advanced statistical techniques concentrating on how to determine which particular analysis technique is suited to a particular research design. We will place a heavy emphasis on the acquisition and interpretation of results using a common statistical package, SPSS.

### PSY 830P Memory and Cognition 3 hours

Topics concerning intellectual functioning are reviewed. Emphasis is placed on the information processing approach to the study of mental life. Topics include perception, attention, consciousness, memory, problem solving, and language. Spring only.

### PSY 850P Psychometrics 3 hours

Basic measurement concepts, the selection, administration, and interpretation of standardized tests are reviewed. Spring only, even years.

### PSY 853P Developmental Psychology 3 hours

The psychology of child and adolescent development is studied. Special emphasis is placed on experimental findings related to the development of physical, intellectual and cognitive functioning, and the development of personality. Fall only.

### PSY 855P Adolescent Psychology 3 hours

Adolescent development is comprehensively reviewed. The intellectual, physical, and social/moral development of adolescents is discussed, along with the special problems of young adults. Spring only.

### PSY 862P Adult Development and Aging 3 hours

The changes that come with age are addressed. Topics include physical decline, attitudes toward death and dying, and theories of biological, psychological, and social aging. Spring only.

### PSY 865P Psychopharmacology 3 hours

The pharmacological, physiological, and psychological effects of drugs to treat psychological disorders and drugs of abuse are discussed. Background in physiological psychology and/or biology is recommended. Spring only, even years.

### PSY 870P Neuropsychology 3 hours

The relationship between human brain function and behavior is investigated. Topics include cerebral asymmetry, sensory and motor systems, functions of the association cortex, and the rationale of neuropsychological assessment. Spring, odd years.

### PSY 880P Advanced Seminar in Psychology 3 hours

*Prerequisites:* Have completed at least 12 hours of psychology coursework, Graduate standing, and permission of the instructor.

An in-depth examination of a particular topic in one of thirteen designated areas. Taught in seminar format. Topics will vary and be announced during the preceding semester. Offered on an irregular basis.

### PSY 890 Directed Research 1-3 hours

*Prerequisite:* 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

*Prerequisite:* 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.

# SOCIOLOGY, GEOGRAPHY AND EARTH SCIENCE

Stan Dart, Chair

Jess Enns, Ed.D., Assistant Chair &  
Sociology Program Chair

865-8355

## Graduate Faculty

Professor: S. Glazier, D. Kelley

Associate Professor: K. Borchard, D. Wysocki

## Geography Course Descriptions

### GEOG 800P Water Resources 3 hours

No prerequisites. A comprehensive overview of the natural, social, legislative, and administrative status of water resources. Emphasis will be placed on water utilization and management in the western states, Nebraska particularly. Particular topics will include: Hydrologic Cycle, Streams and Stream Management, Ground Water and Ground Water Management, Review of Water Law, Water Management Agencies, Water Resources Planning.

### GEOG 810P Geographical Techniques and Thought 3 hours

*Prerequisites: 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

*Prerequisite: GEOG 104 or 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

*Prerequisites: GEOG 104 and 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.

## Sociology Course Descriptions

### SOC 820P Race and Minority Relations 3 hours

*Prerequisite: SOC 100GS or 250GS or permission.*  
Examines the history and status of minority groups in society; the relationship between minority groups and the dominant group; focusing on the causes of intergroup conflict and solutions to intergroup problems.

### SOC 830P Family Life and Functions 3 hours

*Prerequisite: SOC 100GS or 250GS or permission.*  
A sociological analysis of the family as a social unit. Topics focus on historical changes, cultural patterns, alterations in gender roles as they affect family roles, social class influences, group processes in families, institutional relationships with the polity, economy, religious, and economic institutions, and the future of the family.

### SOC 842P Sociology of Religion 3 hours

*Prerequisite: SOC 100 GS or 250 GS 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

*Prerequisites: SOC 100GS or 250GS or permission.*  
The philosophical assumptions embedded in the theories of deviance are examined and applied in the critical reading of deviance texts. A basic question explored is who and what are defined as deviant by each of the sociological perspectives. Through this examination we will investigate who controls social behavior and the basis of control contained within the theories. Topics include crime, mental illness, victimless crime, and elite/corporate deviance.

### SOC 862P Sociology of Health and Illness 3 hours

*Prerequisites: SOC 100GS, 250GS or instructor's 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

*Prerequisites: 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

*Prerequisites: SOC 300 or two 300-400 level sociology courses or permission.*  
Independent readings on advanced sociological topics. Readings are to be selected and directed by a sociology graduate faculty member.

# GRADUATE FACULTY

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**Vijay K. Agrawal**

Assistant Professor of Marketing & MIS, 2002, Ph.D., Jamia Millia Islamia, New Delhi

**Mary E. Ailes**

Associate Professor of History, 1997, University of Minnesota  
*Special Interests:* Early Modern European History, Scandinavia, British Isles, Military and Diplomatic History

**Mark Albrecht**

Associate Professor of Biology, 1996, PhD. University of Oklahoma  
*Special Interests:* Animal movement, Geographical Information Systems, Modeling of Animal Populations and Genetics.

**Donna S. Alden**

Assistant Professor of Art & Art History, 1996, Ph.D., University of Missouri-Kansas City

**John Anderson**

Associate Professor of Political Science, 1993, Ph.D., Washington State University  
*Special Interests:* Political thought, policy, public administration and political development; development of gentler, kinder methods of power; what makes democracies work in the smaller towns and places where we live.

**Kari Anderson**

Assistant Professor of Business Administration/Business Education, 1986, Ed.D., University of Nebraska-Lincoln  
*Special Interests:* Skills and competencies needed for successful employment, vocational education, cooperative vocational education, business communications

**Teara Archwamety**

Professor of Counseling & School Psychology, 1979, Ph.D., University of Minnesota  
*Special Interests:* Psychology of reading, International education, computers in research

**Nita Arellano-Unruh**

Assistant Professor of HPERLS, 1996, Ed.D., University of Arkansas Fayetteville  
*Special Interests:* Sports Marketing and Sponsorship, Management and Administration of Sport, Sport Law.

**Sylvia Asay**

Assistant Professor of Family Studies, 1998 Ph.D., University of Nebraska-Lincoln  
*Special Interests:* International Family Strengths; Premarital Preparation

**Richard Ashman**

Associate Professor of Industrial Technology, 1978, Ph.D., Michigan State University  
*Special Interests:* Traffic safety and Occupational Safety and Health (OSHA)

**Jan Barton-Zimmerman**

Associate Professor, Economics/Business Education, 1981 Ed.D., University of Nebraska--Lincoln  
*Special Interests:* Online Education, Speech Recognition, Technology, Career and Technical Education

**Pradeep P. Barua**

Associate Professor of History, 1996, Ph.D., University of Illinois at Urbana-Champaign  
*Special Interests:* South Asia, Africa, Military History, British Empire, Developing World

**Elaine Batenhorst**

Associate Professor of Teacher Education, 1994, Ph.D. University of Nebraska--Lincoln  
*Special Interests:* Curriculum and Instruction

**Joe Benz**

Professor of Psychology, 1989, Ph.D., University of Nebraska  
*Special Interests:* Non-human vocal communication & mate choice, evolution of human behavior and mate selection strategies; Species: Humans, Sandhill cranes

**Kathryn N. Benzel**

Professor of English, 1987, Ph.D., University of Illinois at Urbana-Champaign  
*Special Interests:* Modern British Literature, Literary Criticism, Narrative Theory

**Michael Benzel**

Professor of English, 1983, Ph.D., University of Toledo  
*Special Interests:* British Romantic Literature, Modern American Literature, American Studies

**Charles Bicak**

Professor of Biology, 1992, Ph.D., Colorado State University  
*Special Interests:* Ecology-plant and ecosystem response to environmental stress including water relations, pollution injury, plant and animal interactions, ecosystem simulation modeling

**Paul Bishop**

Professor of Physical Education, 1974, Ed.D., University of Utah  
*Special Interests:* Motor development, physical activity for persons with disabilities

**Joan Blauwkamp**

Associate Professor of Political Science, 1997, Ph.D., University of Iowa  
*Special Interests:* Political Rhetoric, Public Opinion, Campaigns & Elections

**Kurt Borchard**

Assistant Professor of Sociology, 1998, Ph.D., University of Nevada, Las Vegas  
*Special Interests:* Qualitative Research Methods, Criminology/Deviance, Homelessness, Cultural Studies, Symbolic Interaction.

**Karl Borden**

Professor of Accounting and Finance, 1986, Ed.D., University of Massachusetts  
*Special Interests:* Short term & small business financial management

**Deborah Bridges**

Associate Professor of Economics, 1997, PhD, Washington State University  
*Special Interests:* Agricultural Policy and Consumer Attitudes

**Wayne Briner**

Associate Professor of Psychology, 1992, Ph.D., Northern Illinois University  
*Special Interests:* Brain development & birth defects, neuropharmacology, neuropsychology

**Gregory M. Broekemier**

Professor of Management/Marketing, 1987, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Retail Atmospherics, Rural Retailing Issues, Business Ethics, and College Choice



**Dennis Brown**

Associate Professor of Criminal Justice, 1977, Ph.D., University of Illinois

*Special Interests:* Crime Prevention, law enforcement

**Gregory A. Brown**

Assistant Professor of Health, Physical Ed & Recreation, 2004, Ph.D., UNK

**Ruth Brown**

Assistant Professor of Communication, 2000, Ph.D., University of Nebraska-Lincoln

*Special Interests:* Community Building in computer-mediated distance learning classes

**Nathan Buckner**

Associate Professor of Music, 1997, D.M.A., University of Maryland

*Special Interests:* Historic and Contemporary American Piano and Chamber music performance and literature.

**Tim Burkink**

Assistant Professor of Management/Marketing, 2001, Ph.D., University of Nebraska at Lincoln

*Special Interests:* Consumer Behavior and Interfirm Knowledge Transfer

**Kevin Byrd**

Professor of Psychology, 1990, Ph.D., California School of Professional Psychology

*Special Interests:* Mammalian attachment, psychological trauma, psychology of myth and religion

**Joseph Carlson**

Associate Professor of Criminal Justice, 1993, Ph.D., Southern Mississippi University

*Special Interests:* Terrorism, female inmates

**Larry Carstenson**

Associate Professor of Accounting and Finance, 1991, J.D., University of Nebraska-Lincoln

*Special Interests:* Law and law related fields, Aviation and aviation studies

**Valerie Cisler**

Associate Professor of Music, 1994, D.M.A., University of Oklahoma

*Special Interests:* Piano performance and pedagogy; research, analysis, and performance of contemporary American music

**Barbara Clark**

Associate Professor of Professional Teacher Education, 1997, Ph.D., Arizona State University

*Special Interests:* Instructional Technology, Educational Media, Digital Literacy, Distance and Online-learning

**James Cook**

Professor of Music, 1986, D.M.A., University of Texas at Austin

*Special Interests:* Piano performance, pedagogy, and literature; performance emphasis on music of the Classical and Romantic Periods

**Herbert Craig**

Professor of Modern Languages, 1989, Ph.D., University of Wisconsin-Madison

*Special Interests:* Research: Proust & Spanish-American narrative, women writers, film studies Teaching: Spanish American Literature, Spanish Linguistics

**Patricia A. Cruzeiro**

Associate Professor of Educational Administration, 1991, Ed.D., University of South Dakota

**John Damon**

Assistant Professor of English, 1998, Ph.D., University of Arizona

*Special Interests:* Medieval Literature, Old and Middle English, History of the English Language, Linguistics, Native American Literature and Linguistics

**Scott Darveau**

Assistant Professor of Chemistry, 1998, Ph.D., University of Chicago

*Special Interests:* Spectroscopy, Materials Science, Solid-State Charge-Transfer Materials

**Gary Davis**

Professor of Music, 1990, Ph. D., The University of Iowa

*Special Interests:* The Art of Conducting; Research in Recruitment and Retention;

**Roger Davis**

Professor of History, 1986, Ph.D., University of Arizona

*Special Interests:* General Latin America, 19th Century South American Andean, State Formation and Nationalism, Gilded Age U.S., Hispanics on the Great Plains

**John N. Dinsmore**

Chair and Professor of Art & Art History, 1968, Ed.D., University of Kansas

*Special Interests:* Fibers, Art Education

**Julie Dinsmore**

Professor of Counseling and School Psychology, 1992, Ed.D., University of South Dakota

*Special Interests:* Elementary school counseling, multicultural counseling and diversity issues

**Diane Duffin**

Assistant Professor of Political Science, 1997, Ph.D., University of Missouri-St. Louis.

*Special Interests:* American Politics, American government, Public Policy

**Maurine Eckloff**

Professor of Speech Communication, 1962, Ph.D., University of Nebraska

*Special Interests:* Interpersonal and intrapersonal communication; rhetoric and oratory; general semantics; small groups

**Bruce Elder**

Professor of Accounting and Finance, 1983, J.D., University of Nebraska-Lincoln

*Special Interests:* Employment Law, Commercial Law, Water Law

**Mark Ellis**

Assistant Professor of History, Ph.D., University of Nebraska-Lincoln

*Special Interests:* American West, Plains Indians, Nebraska and the Great Plains, American Legal History, Sports History, American Ethnicity.

**Barbara Emrys**

Associate Professor of English, 1992, Ph.D., Florida State University

*Special Interests:* Creative Writing (Fiction), the Novel, Contemporary American Literature, Popular Culture, Creative Writing (Prose), Nineteenth Century British

**Bradley Ericson**

Associate Professor of Biology, 1983, Ph.D., Baylor College of Medicine

*Special Interests:* Molecular Biology-Viral gene expression, viral replication strategies, viral immunology and applications to viral vaccine strategies. Current research on developmental biology of Medaka (*Oryzias latipens*)

**Tom Eshleman**

Associate Professor of Economics, 1994, Ph.D., Oklahoma State University

*Special Interests:* Demand & Price Analysis, Food consumption & Consumer behavior, International Trade & Marketing

**Christopher Exstrom**

Associate Professor of Chemistry, 1996, Ph.D., University of Minnesota

*Special Interests:* Properties of solvatochromic compounds and applications as sensor materials

**Gene Fendt**

Professor of Philosophy, 1987, Ph.D., University of Texas  
*Special Interests:* Ancient & Medieval Philosophy, Kierkegaard, Kant, Philosophy of Religion, Poetry

**James Slate Fleming**

Associate Professor of Counseling and School Psychology, 1993, Ed.D., University of South Dakota  
*Special Interests:* Solution-Focused Brief Therapy, Teaching in Eastern Europe and Russia, and Serving as a consultant to psychiatric hospitals

**Anne Foradori**

Associate Professor of Music, 1994, D.M.A., Ohio State University  
*Special Interests:* Vocal performance, contemporary American composers, musical theatre, opera

**Krista Forrest**

Assistant Professor of Psychology, 1997, Ph.D., North Carolina State University  
*Special Interests:* Group Dynamics, Procedural Justice, Psychology and Law

**Charles Fort**

The Paul W. Reynolds and Clarice Reynolds Endowed Chair in Poetry and Professor of English, 1997, M.F.A., Bowling Green State University  
*Special Interests:* Film and Poetics

**Scott Fredrickson**

Professor of Professional Teacher Education, 1992, Ph.D., Texas Tech University  
*Special Interests:* Instructional technology, distance education, telecommunications, technology integration

**Lucille Freeman**

Professor of Professional Teacher Education, 1986, Ph.D., University of Wyoming  
*Special Interest:* Curriculum & Instruction

**Beverly J. Frickel**

Associate Professor of Accounting/Finance, 1992, Ph.D., University of Nebraska-Lincoln

**Janice Fronczak**

Assistant Professor of Theatre, 2000, MFA, Virginia Commonwealth University

**Susanne George Bloomfield**

Professor of English and Editor of Platte Valley Review, 1988, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Western and Plains Literature, American Literature, Women's Literature, Creative Nonfiction

**James Gilbert**

Professor of Criminal Justice, 1988, Ph.D., University of Southern Mississippi  
*Special Interests:* Historical aspects of crime and justice, criminal investigation

**Stephen Glazier**

Professor of Sociology, 1988, Ph.D., University of Connecticut  
*Special Interests:* Sociology of Religion, General Anthropology, Sociology of Medicine, Ethnicity, Minority Relations, African-Americans, Caribbean, Latin America, Shamanism

**Eduardo Gonzalez**

Associate Professor of Modern Languages, 2001, Ed.D., Licenciatura, University of Havana, Maurice Thorez Higher State Pedagogical Institute of Foreign Language, Moscow  
*Special Interests:* Translation and Interpretation, Spanish in contemporary literature, Spanglish; training of translators, interpreters and teachers; lexicology and lexicography; Teaching: Spanish, French, Translation and Interpreting

**Victoria Goro-Rapoport**

Assistant Professor of Art & Art History, 1998, MFA, University of Utah

**Marilyn Hadley**

Dean of College of Education and Professor of Teacher Education, 1992, Ed.D., University of South Dakota  
*Special Interests:* Simultaneous renewal of K-12 schools and professional education programs

**Steven Hall**

Associate Professor of Accounting/Finance, 2001, Ph.D. University of Utah  
*Special Interests:* Corporate Financial Statements

**Sherri Harms**

Associate Professor of Computer Science, 1990, MS, Iowa State University

**Francis Harrold**

Professor of Sociology and Dean of Natural and Social Sciences, 1978, Ph.D., University of Chicago  
*Special Interests:* Archaeology, human biocultural evolution, popular beliefs about the human past

**Anita Hart**

Professor of Modern Languages, 1996, Ph.D., Florida State University  
*Special Interests:* Contemporary Spanish poetry, Hispanic women writers, twentieth century Spanish literature

**John Hastings**

Assistant Professor of Computer Science, 1996, Ph.D., University of Wyoming

**Kate Heelan**

Professor of Exercise Science, 2002, Ph.D., University of Kansas  
*Special Interests:* Physical Activity and Obesity

**Charlene Hildebrand**

Associate Professor of Elementary Education, 1992, Ed.D., University of Northern Colorado  
*Special Interests:* Early literacy development

**Laurence M. Hilton**

Professor of Speech-Language Pathology / Communication Disorders, 2000, Ph.D., Northwestern University  
*Special Interests:* Vocabulary assessment and accent in English as a second language (ESL) learners; inter-relatedness of speech intelligibility, auditory processing and literacy in Down Syndrome; rural diversity and ecological validity of standardized testing in school children.

**W. Wyatt Hoback**

Associate Professor of Biology, 1999, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Ecological, physiological, and behavioral differences that allow closely-related organisms to co-exist. Current research includes the study of carrion beetles, tiger beetles, and the effects of exotic species on native organisms. Applied research on potato-insect interactions being conducted.

**Patricia Hoehner**

Associate Professor of Educational Administration, 1997, Ed.D. University of Nebraska-Lincoln  
*Special Interest:* Educational Leadership

**Susan Honeyman**

Assistant Professor of English, 2000, Ph.D., Wayne State University, Detroit, MI.  
*Special Interests:* Children's and Adolescent Literature, Cultural Studies/Theory

**Syed Hossian**

Associate Professor of Mathematics and Statistics, 1989, Ph.D., Old Dominion University

**Howard (Jake) Jacobson**

Professor of Art & Art History, 1987, M.F.A., Fort Hays State University  
*Special Interests:* Ceramics, Kiln Design Construction and Low Fire Glaze

**Thomas Jacobson**

Associate Professor of Educational Administration, 1991, Ph.D., University of Minnesota  
*Special Interests:* Leadership and Organizational Behavior

**Akbar Javidi**

Associate Professor of Speech Communication, 1986, Ph.D., University of Oklahoma  
*Special Interests:* Communication Apprehension, Interpersonal Relations, Intercultural Communication, Communication Education

**Allan Jenkins**

Professor of Economics, 1987, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Environmental Economics, Endangered Species Issues

**Susan M. Jensen**

Assistant Professor of Management, 1991, MBA, Washington University

**William E. Jurma**

Associate Dean Fine Arts & Humanities and Professor of Communications, 1998, Ph.D. Indiana University  
*Special Interests:* Organizational Communication, Leadership and Group Decision-Making

**Nyla Ali Kahn**

Assistant Professor, Ph.D., University of Oklahoma-Norman  
*Special Interests:* Twentieth Century Anglophone Postcolonial Literature, Nineteenth and Twentieth Century British Literature, Postcolonial Theory, Cultural Studies

**Jack Karraker**

Professor of Art & Art History, 1961, M.F.A., University of Idaho  
*Special Interest:* Painting & Aesthetics

**Don Kaufman**

Professor of Chemistry, 1969, Ph.D., Colorado State University  
*Special Interest:* Organic Chemistry

**Daryl Kelley**

Associate Professor of Sociology, 1986, Ph.D., Western Michigan University  
*Special Interests:* Worker Participation, Corporate Crime, Sociology of Work

**Katherine Kime**

Associate Professor of Mathematics & Statistics, 1997, Ph.D., University of Wisconsin-Madison  
*Special Interest:* Control Theory of Partial Differential Equations

**Ronald Konecny**

Professor of Management/Marketing, 1988, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Environmental Economics, Management Science

**Vani Kotcherlakota**

Professor of Economics, 1986, Ph.D., Andhra University, India  
*Special Interests:* International Economics and International Marketing

**Keith Koupal**

Lecturer in the Division of Continuing Education

**Frank Kovacs**

Assistant Professor of Chemistry, 1999, Ph.D., Florida State University  
*Special Interests:* Biochemistry of membrane proteins with a focus on structure and function relationships.

**Sonja D. Kropp**

Chair and Associate Professor of Modern Languages, 1994, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Nineteenth Century French Narrative, Symbolist Poetry; French and Francophone film; French and Francophone women writers

**Martha Kruse**

Associate Professor of English, 1995, Ph.D. University of Nebraska-Lincoln  
*Special Interests:* Children's and Young Adult Literature, Composition and Rhetoric, Language Arts Pedagogy, Theoretical and Applied Linguistics

**Larry Kuskie**

Chair and Professor of Industrial Technology, 1982, Ed.D., University of Northern Colorado  
*Special Interest:* Construction Technology

**Marlene Kuskie**

Professor of Counseling and School Psychology, 1988, Ed.D., University of South Dakota  
*Special Interests:* Adult Development, Counselor Education, Marriage/Family Counseling, Women's Issues

**Michelle A. Lang**

Assistant Professor of Art & Art History, 1982, Bryn Mawr College

**Lillian Larson**

Associate Professor of Communication Disorders, 1987, Ph.D., Indiana University  
*Special Interests:* Vocal hygiene charts to treat voice disorders, phonological development and disorders, clinical supervision

**Sandra Lebsack**

Associate Professor of Management/Marketing, 1990, Ph.D., University of Northern Colorado  
*Special Interest:* Applied Statistics and Decision Science

**Joan Lewis**

Associate Professor of Special Education, 1998, Ph.D., University of Southern Mississippi  
*Special Interests:* Special needs of gifted girls and diverse populations; identification of gifted learners, developmentally appropriate curriculum, and program development particularly in rural areas; self-actualization and self-concept in special populations; public relations in gifted education; technology use in education; teacher education.

**Stan Lightner**

Assistant Professor of Industrial Technology, 1997, Ed.D., Oklahoma State University  
*Special Interests:* Improvement of Industrial Technology curriculum, industrial distribution, quality control, just-in-time manufacturing

**Carol Lilly**

Associate Professor of History, 1992, Ph.D., Yale University  
*Special Interests:* Former Yugoslavia, Balkans, Central and Eastern Europe, Soviet Union: propaganda, Stalinism, cultural and political history

**Carol S. Lomicky**

Associate Professor of Journalism 1982 Ph.D. University of Nebraska - Lincoln  
*Special Interests:* First Amendment and public policy, women in journalism history

**Peter Longo**

Chair and Professor of Political Science, 1988, Ph.D. J.D., University of Nebraska  
*Special Interests:* Environmental Politics & State Constitutionalism

**Robert M. Luscher (GF)**

Professor of English, 1995, Ph.D., Duke University  
*Special Interests:* 19th & 20th Century American Literature, Short Story

**Lutfi Lutfiyya**

Professor of Mathematics and Statistics, 1987, Ph.D., University of South Carolina  
*Special Interests:* Technology in the mathematics classroom, problem-solving, educational measurement & evaluation

**B. Jean Mandernach**

Visiting Assistant Professor of Psychology, 2003, Ph.D., University of Nebraska - Lincoln  
*Special Interests:* Assessment, Online learning, Instructional Effectiveness, Teaching of Psychology

**Kyle Luthans**

Associate Professor of Management, 1999, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* High Performance Work Practices, Nonfinancial Rewards, & 360 Degree Feedback Systems.

**Mark E. Markes**

Associate Professor of Physics & Physical Science, 1978, Ph.D., Oklahoma State University  
*Special Interests:* Dusty plasmas, band theory of carbon nanotubes, nuclear weapon EMP, radiation effects on materials and electronics

**Phyllis Ann Markussen, CKE, CBE, NCIDQ**

Professor of Interior Design, 1988, Ed.D., University of Nebraska-Lincoln  
*Special Interests:* Interior Design, Kitchen and Bath Design, Universal Design, Computer-Aided Design

**Craig Marxsen**

Associate Professor of Economics, 1987, Ph.D., Georgia State University  
*Special Interests:* Environmental regulation and the productivity growth slowdown

**Max McFarland**

Professor of Counseling and School Psychology, 1986, Ed.D., University of South Dakota  
*Special Interests:* Ecological Assessment of Behavior Disorders, collaborative Consultation, Team Decision Making

**Jose Mena-Werth**

Chair and Associate Professor of Physics & Physical Science, 1992, Ph.D., University of Washington-Seattle  
*Special Interests:* Astronomy, stars, planetarium education, search for extra-solar planetary systems, search for life beyond the Earth

**Richard Miller**

Chair and Professor of Psychology, 1990, Ph.D., Northwestern University  
*Special Interests:* Attitude change and persuasion, human territoriality, interpersonal attraction and social comparison processes

**Darlene Mitchell**

Assistant Professor of Music, 1999, Ph.D., University of Chicago  
*Special Interests:* Contemporary Music, especially non-tonal and women composers; contemporary applications of music analysis such as post-tonal and Shenkerian

**Donna J. Montgomery**

Associate Professor of Teacher Education, 1996, Ph.D., Purdue University

**Tami J. Moore**

Associate Professor of Family Studies & Interior Design, 1995, Ph.D., University of Nebraska-Lincoln

**Marta Moonman**

Associate Professor of Recreation, 1997, Ed.D., University of Arkansas  
*Special Interests:* Community Recreation, outdoor recreation and environmental education

**Donald Ace Morgan**

Professor of Accounting, 1988, Ph.D., The University of Iowa  
*Special Interests:* Students - perceptions, achievement, assessment, evaluations

**Michael D. Mosher**

Associate Professor of Chemistry, 1993, Ph.D., Texas Tech University  
*Special Interests:* Design and synthesis of substituted acridines, phenazines, and isoxazoles for use as anti-tumor agents, molecular interactions studied by NMR and X-ray, development of upper-division organic chemistry courses

**Yozan (Dirk) Mosig**

Professor of Psychology, 1977, Ph.D., University of Florida  
*Special Interests:* Stress management through zen meditation, Non-Western conceptions of the self, psychological impact of the music of Jean Sibelius

**Finnie Murray**

Senior Vice Chancellor for Academic Affairs and Student Life, 1971, Ph.D., University of Florida

**David Nabb**

Associate Professor of Music, 1994, Ph.D., University of North Texas  
*Special Interests:* Woodwind performance and pedagogy, music history, music education

**Harold Nagel**

Professor of Biology, 1969, Ph.D., Kansas State University  
*Special Interests:* Ecology, Entomology-Mixed prairie ecosystem computer modeling, the effect of fire frequency on succession, butterfly fauna of Nebraska, prairie range condition modeling

**Kenneth Nikels**

Dean of Graduate Studies & Research, Professor of Psychology, 1971, Ph.D., University of Nebraska  
*Special Interests:* Hormones & Behavior, Sexual Development & Differentiation

**Timothy Obermier**

Associate Professor of Telecommunication Management, 1996, Ph.D., Colorado State University  
*Special Interests:* Telecommunication Regulation

**David K. Palmer**

Associate Professor of Management, 1997, Ph.D., Purdue University  
*Special Interests:* Organizational behavior, organizational time, human resource management, staffing and selection, job choice processes

**James Payne**

Professor of Music, 1974, D.M.A., University of North Texas  
*Special Interests:* Trumpet performance and pedagogy, jazz performance, music business, music technology, history of jazz, rock and blues music

**Lon Pearson**

Professor of Modern Languages, 1991, Ph.D., University of California-Los Angeles  
*Special Interests:* Research: Spanish-American "Boom" writers, Chilean Generation of 1938 & 1950 Teaching: Literature, socio-psycholinguistics

**Elizabeth G. Peck**

Associate Professor of English, 1986, Ph.D., University of Rhode Island  
*Special Interests:* Colonial, Early, and 19th Century American Literature, Women's Studies, American Women Writers, Children's Literature

**Charles Peek**

Professor of English, 1987, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* William Faulkner, Modern American Literature, Great Plains Studies

**Dennis Potthoff**

Associate Professor of Professional Teacher Education, 1996, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Portfolios, School/University partnerships, field experience

**Glen Powell**

Professor of Teacher Education, 1979, Ph.D., University of Georgia  
*Special Interests:* Research on community literacy, family influence on literacy, motivational factors influencing reading, fluency

**Paula Rieder**

Assistant Professor of History, 2000, Ph.D., University of Illinois at Urbana-Champaign  
*Special Interests:* Medieval Social and Cultural History, Women, Religion and Society, the Medieval Family, Gender and Sexuality in Pre-modern Europe, the Central and Late Middle Ages.

**James Roark**

Professor of Chemistry, 1969, Ph.D., Texas Christian University  
*Special Interests:* Organic chemistry

**Randy Robertson**

Assistant Professor, Ph.D., Washington University  
*Special Interests:* Restoration and Eighteenth-Century Literature, Milton, Censorship

**James Rohrer**

Assistant Professor of History

**Steve Rothenberger**

Professor of Biology, 1978, Ph.D., North Dakota State University  
*Special Interests:* Ecology/Plant Taxonomy: plant species composition of natural areas in Nebraska, threatened and endangered plant species

**David Rozema**

Associate Professor of Philosophy, 1990, Ph.D., University of Utah  
*Special Interests:* Philosophy in Literature, Philosophy of science, ethics, Plato, and Wittgenstein.

**Robert Rycek**

Professor of Psychology, 1983, Ph.D., Northern Illinois University  
*Special Interests:* Cognitive development, logical reasoning and problem solving, adolescent egocentrism

**Ed Scantling**

Chair and Professor of Physical Education, 1985, Ph.D., University of New Mexico  
*Special Interests:* sport pedagogy, fitness education

**Neal Schnoor**

Assistant Professor of Music and Education, 1998, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Music Education, secondary education, developing aesthetic sensitivity and assessment in rehearsal settings.

**Richard Schuessler**

Associate Professor of Visual Communications & Design, Department of Art; 1993, M.F.A., University of Virginia Commonwealth, Richmond, VA.  
*Special Interests:* Graphic Design, Three-dimensional Design, Typographic Design, and Design Theory/Methodology

**Lloyd (Pat) Seaton**

Associate Professor of Accounting and Finance, 2001, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Technology and Professional Responsibility and Ethics

**Srivatsa (Sri) Seshadri**

Associate Professor of Marketing, 1993, Ph.D., University of Arkansas  
*Special Interests:* International Marketing, Business-to-Business Marketing, E-Commerce, CI, Business Strategy and Policy

**Julie J. Shaffer**

Assistant Professor of Biology, 1999, Ph.D., University of Nebraska-Lincoln  
*Special Interests:* Microbial ecology with an emphasis on anti-microbial compounds and their effects on microbial composition.

**Kurt Siedschlaw**

Associate Professor of Criminal Justice, 1989, J.D., University of South Dakota School of Law  
*Special Interests:* Native American, juvenile justice and legal issues

**Kerri Skinner**

Assistant Professor of Biology, 1999, Ph.D., University of Colorado State  
*Special Interests:* Landscape and community ecology, spatial analysis, invasive species

**Donald G. Sluti**

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<i>Marilyn Hadley</i>	Dean of Education
<i>Rodney Miller</i>	Dean of Fine Arts and Humanities
<i>Kenneth Nikels</i>	Dean of Graduate Studies and Research Assistant Vice Chancellor for Academic Affairs
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Deborah Bridges	Ph.D., Economics

### College of Education

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Ed Scantling	Ph.D., Physical Education
Kenya Taylor	Ed.D., Communication Disorders

### College of Fine Arts and Humanities

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Marguerite Tassi	Ph.D., English
Valerie Cisler	D.M.A., Music

### College of Natural and Social Sciences

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