# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Catalog</td>
<td>4</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>5</td>
</tr>
<tr>
<td>Academics</td>
<td>7</td>
</tr>
<tr>
<td>Academic Regualtions</td>
<td>7</td>
</tr>
<tr>
<td>Academic Probation/Academic Suspension Policy</td>
<td>7</td>
</tr>
<tr>
<td>Academic Work Standards</td>
<td>7</td>
</tr>
<tr>
<td>Change of Schedule (Drop/Add)</td>
<td>7</td>
</tr>
<tr>
<td>Course Numbering</td>
<td>8</td>
</tr>
<tr>
<td>Expectations in the Classroom</td>
<td>8</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
<td>8</td>
</tr>
<tr>
<td>Bill of Rights</td>
<td>9</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Behavior</td>
<td>9</td>
</tr>
<tr>
<td>Ethical Conduct</td>
<td>9</td>
</tr>
<tr>
<td>Integrity in Faculty/Student Authorship and Research</td>
<td>9</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>10</td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
</tr>
<tr>
<td>Use of Human or Animal Subjects in Research</td>
<td>10</td>
</tr>
<tr>
<td>Final Week Policy</td>
<td>10</td>
</tr>
<tr>
<td>Grading System</td>
<td>10</td>
</tr>
<tr>
<td>Graduate Student Appeal Policy</td>
<td>11</td>
</tr>
<tr>
<td>Incomplete Removal</td>
<td>12</td>
</tr>
<tr>
<td>Refunds</td>
<td>12</td>
</tr>
<tr>
<td>Registration</td>
<td>12</td>
</tr>
<tr>
<td>Repeated Courses</td>
<td>13</td>
</tr>
<tr>
<td>Student Load</td>
<td>13</td>
</tr>
<tr>
<td>Withdrawal from the University of Nebraska at Kearney</td>
<td>14</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>14</td>
</tr>
<tr>
<td>Degrees</td>
<td>17</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>17</td>
</tr>
<tr>
<td>Graduation Procedures</td>
<td>19</td>
</tr>
<tr>
<td>Admissions</td>
<td>20</td>
</tr>
<tr>
<td>Admission from Nonaccredited Institutions</td>
<td>20</td>
</tr>
<tr>
<td>Admission to a Second Master's Degree</td>
<td>20</td>
</tr>
<tr>
<td>Degree Admission Status</td>
<td>20</td>
</tr>
<tr>
<td>Degree-Seeking Students</td>
<td>20</td>
</tr>
<tr>
<td>Denial of Admission</td>
<td>21</td>
</tr>
<tr>
<td>Graduate Student Classification</td>
<td>21</td>
</tr>
<tr>
<td>Intercampus Registration</td>
<td>21</td>
</tr>
<tr>
<td>International Students</td>
<td>21</td>
</tr>
<tr>
<td>Non-Degree Students</td>
<td>22</td>
</tr>
<tr>
<td>Readmission of Former Students</td>
<td>23</td>
</tr>
<tr>
<td>Residence Classification for Tuition Purposes</td>
<td>23</td>
</tr>
<tr>
<td>Simultaneous Matriculation</td>
<td>23</td>
</tr>
<tr>
<td>Courses A-Z</td>
<td>24</td>
</tr>
<tr>
<td>Accounting (ACCT)</td>
<td>24</td>
</tr>
<tr>
<td>Art (ART)</td>
<td>25</td>
</tr>
<tr>
<td>Biology (BIOL)</td>
<td>27</td>
</tr>
<tr>
<td>Business Administration (BSAD)</td>
<td>32</td>
</tr>
<tr>
<td>Business Education (BSED)</td>
<td>32</td>
</tr>
<tr>
<td>Chemistry (CHEM)</td>
<td>33</td>
</tr>
<tr>
<td>Communication Disorders (CDIS)</td>
<td>33</td>
</tr>
<tr>
<td>Computer Science and Information Technology (CSIT)</td>
<td>35</td>
</tr>
<tr>
<td>Counseling and School Psychology (CSP)</td>
<td>36</td>
</tr>
<tr>
<td>Cyber Systems (CYBR)</td>
<td>41</td>
</tr>
<tr>
<td>Economics (ECON)</td>
<td>45</td>
</tr>
<tr>
<td>Educational Administration (EDAD)</td>
<td>45</td>
</tr>
<tr>
<td>English (ENG)</td>
<td>47</td>
</tr>
<tr>
<td>Family Studies (FAMS)</td>
<td>50</td>
</tr>
<tr>
<td>Finance (FIN)</td>
<td>50</td>
</tr>
<tr>
<td>Foreign Language (FORL)</td>
<td>51</td>
</tr>
<tr>
<td>Geography (GEOG)</td>
<td>51</td>
</tr>
<tr>
<td>German (GERG)</td>
<td>52</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>52</td>
</tr>
<tr>
<td>Industrial Technology (ITEC)</td>
<td>55</td>
</tr>
<tr>
<td>Journalism and Mass Communication (JMC)</td>
<td>56</td>
</tr>
<tr>
<td>Management (MTG)</td>
<td>57</td>
</tr>
<tr>
<td>Management Information Systems (MIS)</td>
<td>58</td>
</tr>
<tr>
<td>Marketing (MKT)</td>
<td>58</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
<td>59</td>
</tr>
<tr>
<td>Music (MUS)</td>
<td>60</td>
</tr>
<tr>
<td>Philosophy (PHIL)</td>
<td>63</td>
</tr>
<tr>
<td>Physical Education (PE)</td>
<td>63</td>
</tr>
<tr>
<td>Physics (PHYS)</td>
<td>66</td>
</tr>
<tr>
<td>Political Science (PSCI)</td>
<td>67</td>
</tr>
<tr>
<td>Psychology (PSY)</td>
<td>68</td>
</tr>
<tr>
<td>Safety Education (SFED)</td>
<td>68</td>
</tr>
<tr>
<td>Social Work (SOWK)</td>
<td>69</td>
</tr>
<tr>
<td>Sociology (SOC)</td>
<td>69</td>
</tr>
<tr>
<td>Spanish (SPAN)</td>
<td>70</td>
</tr>
<tr>
<td>Speech (SPCH)</td>
<td>71</td>
</tr>
<tr>
<td>Statistics (STAT)</td>
<td>72</td>
</tr>
</tbody>
</table>
Welcome to the University of Nebraska at Kearney

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

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

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

The listing of courses contained in any University bulletin, catalog, or schedule is by way of announcement only and shall not be regarded as an offer of contract. The University expressly reserves the right to

1. add or delete courses from its offerings,
2. change times or locations,
3. change academic calendars without notice,
4. cancel any course for insufficient registration, or
5. revise or change rules, charges/fees, schedules, courses, requirements for degrees and any other policy or regulation affecting students, including, but not limited to, evaluation standards, whenever the same is considered to be in the best interests of the University.

This catalog is in effect beginning with the 2020-2021 academic year. A student must, however, meet the requirements from one catalog only rather than choosing a portion from one catalog and the remainder from another.

If a student has not taken courses for more than two calendar years, the student must reapply. If the student is seeking a degree, UNK reserves the right to require the student to meet the more recent requirements for graduation. Curriculum changes or modifications require that all new program requirements be met regardless of course work previously completed.

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

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

For a more detailed calendar with dates and deadlines relating to registration and graduation, see the Academic Calendar ([http://www.unk.edu/offices/registrar/academic_policies_handbook/Academic_Calendar.php](http://www.unk.edu/offices/registrar/academic_policies_handbook/Academic_Calendar.php)) from the Office of Student Records and Registration.

## Fall Semester 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24, Monday</td>
<td>All classes begin</td>
</tr>
<tr>
<td>September 7, Monday</td>
<td>Labor Day - Classes in Session</td>
</tr>
<tr>
<td>September 15, Tuesday</td>
<td>Deadline to apply for December graduation</td>
</tr>
<tr>
<td>October 19-20, Monday-Tuesday</td>
<td>Fall Break - No classes</td>
</tr>
<tr>
<td>October 21, Wednesday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>November 13, Friday</td>
<td>Deadline for completion of comprehensive examinations for degree candidates</td>
</tr>
<tr>
<td>November 27, Friday</td>
<td>Deadline for filing report of comprehensive exams</td>
</tr>
<tr>
<td>November 25-28, Wednesday-Saturday</td>
<td>Thanksgiving Break - No classes</td>
</tr>
<tr>
<td>November 30, Monday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>December 4, Friday</td>
<td>Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office</td>
</tr>
<tr>
<td>December 14-17, Monday-Thursday</td>
<td>Finals week</td>
</tr>
<tr>
<td>December 18, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

## Spring 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11, Monday</td>
<td>All Classes Begin</td>
</tr>
<tr>
<td>January 18, Monday</td>
<td>Martin Luther King Jr. Day - No classes</td>
</tr>
<tr>
<td>January 19, Tuesday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>February 1, Saturday</td>
<td>Deadline to apply for May graduation</td>
</tr>
<tr>
<td>March 14-21, Sunday-Sunday</td>
<td>Spring break - No classes</td>
</tr>
<tr>
<td>March 22, Monday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>April 3, Friday</td>
<td>Deadline for completion of comprehensive examinations for degree candidates</td>
</tr>
<tr>
<td>April 17, Friday</td>
<td>Deadline for filing report of comprehensive exams</td>
</tr>
</tbody>
</table>

## Summer 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 10, Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 31, Monday</td>
<td>Memorial Day - No classes</td>
</tr>
<tr>
<td>June 1, Tuesday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>June 15, Tuesday</td>
<td>Deadline to apply for summer graduation</td>
</tr>
<tr>
<td>June 25, Friday</td>
<td>Deadline for completion of comprehensive examinations for degree candidates</td>
</tr>
<tr>
<td>July 5, Monday</td>
<td>Independence Day Holiday, No classes</td>
</tr>
<tr>
<td>July 6, Tuesday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>July 9, Friday</td>
<td>Deadline for filing report of comprehensive exams</td>
</tr>
<tr>
<td>July 30, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

## Fall 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23, Monday</td>
<td>All classes begin</td>
</tr>
<tr>
<td>September 6, Monday</td>
<td>Labor Day Break - No classes</td>
</tr>
<tr>
<td>September 7, Tuesday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>September 14, Tuesday</td>
<td>Deadline to apply for December graduation</td>
</tr>
<tr>
<td>October 18-19, Monday-Tuesday</td>
<td>Fall Break - No classes</td>
</tr>
<tr>
<td>October 20, Wednesday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>November 12, Friday</td>
<td>Deadline for completion of comprehensive examinations for degree candidates</td>
</tr>
<tr>
<td>November 24-26, Wednesday-Friday</td>
<td>Thanksgiving Break - No classes</td>
</tr>
<tr>
<td>November 26, Friday</td>
<td>Deadline for filing report of comprehensive exams</td>
</tr>
<tr>
<td>November 29, Monday</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>December 3, Friday</td>
<td>Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office</td>
</tr>
<tr>
<td>December 13-16, Monday-Thursday</td>
<td>Finals week</td>
</tr>
<tr>
<td>December 17, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

## Spring 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 24, Friday</td>
<td>Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office</td>
</tr>
<tr>
<td>May 4-6, Monday-Thursday</td>
<td>Finals week</td>
</tr>
<tr>
<td>May 7, Friday</td>
<td>Commencement</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 10,</td>
<td>All classes begin</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>January 17,</td>
<td>Martin Luther King Jr. Day - No classes</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>January 18,</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>February 1,</td>
<td>Deadline to apply for May graduation</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>March 13-20,</td>
<td>Spring break - No classes</td>
</tr>
<tr>
<td>Sunday - Sunday</td>
<td></td>
</tr>
<tr>
<td>March 21,</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>April 1,</td>
<td>Deadline for completion of comprehensive examinations for degree candidates</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>April 15,</td>
<td>Deadline for filing report of comprehensive exams</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>April 22,</td>
<td>Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>May 2-5,</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Monday - Thursday</td>
<td></td>
</tr>
<tr>
<td>May 6,</td>
<td>Commencement</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>

### Summer 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 9,</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>May 30,</td>
<td>Memorial Day - No classes</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>May 31,</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>June 15,</td>
<td>Deadline to apply for summer graduation</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>June 24,</td>
<td>Deadline for completion of comprehensive examinations for degree candidates</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>July 4,</td>
<td>Independence Day - No classes</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>July 5,</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>July 8,</td>
<td>Deadline for filing report of comprehensive exams</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>July 15,</td>
<td>Deadline for filing report of committee on thesis examination and for filing thesis, field study, and scholarly study in Graduate Office</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>July 29,</td>
<td>Commencement</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>

### Fall 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22,</td>
<td>All classes begin</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>September 5,</td>
<td>Labor Day Break - No classes</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>September 6,</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>September 15,</td>
<td>Deadline to apply for December graduation</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>October 17-18,</td>
<td>Fall Break - No classes</td>
</tr>
<tr>
<td>Monday - Tuesday</td>
<td></td>
</tr>
<tr>
<td>October 19,</td>
<td>Classes reconvene</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
</tbody>
</table>
Academic Regulations

• Academic Regulations (p. 7)
  • Academic Probation/Academic Suspension Policy (p. 7)
  • Academic Work Standards (p. 7)
  • Change of Schedule (Drop/Add) (p. 7)
  • Course Numbering (p. 8)
  • Expectations in the Classroom (p. 8)
    • Academic Integrity Policy (p. 8)
    • Bill of Rights (p. 9)
    • Class Attendance (p. 9)
    • Classroom Behavior (p. 9)
    • Ethical Conduct (p. 9)
    • Integrity in Faculty/Student Authorship and Research (p. 9)
    • Plagiarism (p. 10)
    • Research (p. 10)
    • Use of Human or Animal Subjects in Research (p. 10)
  • Final Week Policy (p. 10)
  • Grading System (p. 10)
  • Graduate Student Appeal Policy (p. 11)
  • Incomplete Removal (p. 12)
  • Refunds (p. 12)
  • Registration (p. 12)
  • Repeated Courses (p. 13)
  • Student Load (p. 13)
  • Withdrawal from the University of Nebraska at Kearney (p. 14)
• Academic Resources (p. 14)
  • Degrees (p. 17)
    • Degree Requirements (p. 17)
    • Graduation Procedures (p. 19)

Academic Probation/Academic Suspension Policy

Academic Probation

The range of acceptable grades for graduate work is any grade at the level of C (2.0) or above. However, should a student's cumulative Grade Point Average (GPA) fall below a 3.0 that student will automatically and immediately be placed on academic probation. Probation provides the student an opportunity to bring the GPA up to 3.0 or above. During the probationary period, students will not be eligible for early enrollment for the next term. Grades received during probation must be a 3.0 or higher for the student to be allowed to enroll for the following term (B- is not acceptable). All grades must be recorded and meet the above standards before a student may register for additional terms. Only by express direction of the department may these probationary terms be altered. If placed on probation, the student will become ineligible for scholarships or assistantships administered by the Graduate Office.

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

Academic Suspension

Failure to suitably raise the GPA or to satisfactorily pass a course or courses with acceptable grades (B (3.0) or better) while on probation will automatically result in academic suspension. Students on academic suspension will be withdrawn from their degree program and are allowed to reapply for admission after a one year suspension period should they wish to re-enter a graduate program.

Academic Work Standards

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

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

Change of Schedule (Drop/Add)

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

Students MUST complete the transaction on MyBLUE to change their registration. Failure to attend class does NOT constitute a drop and does NOT cancel the student’s registration or his/her obligation to pay all tuition and related fees for the course. Students are encouraged to consult with either their advisor or the course instructor before making the decision to withdraw. Students receiving financial aid should consult the Financial Aid Office to determine whether their eligibility will be impacted by dropping a class, and international students should work with their advisor to be sure dropping a class will not affect their full-time status for immigration purposes.

A student dropping a course after the first week of the Fall or Spring semester and any time prior to the end of the ninth week of the semester will be awarded a "W." For courses of duration other than an entire semester, a student dropping a course after the first day of the class and any time prior to the end of the mid-point of the class duration (e.g., the end of the fourth week of an eight-week course) will be awarded a "W." The "W" will appear on the student’s grade report and transcript.

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

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

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

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

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

### Course Numbering

Graduate courses are numbered at the 800- or 900-level. Courses numbered "800P" may have an undergraduate counterpart numbered at the 400-level or may be taught by non-graduate faculty. (These 400-numbered courses are listed in the undergraduate catalog.)

Courses numbered 800 (without the "P") are designated primarily for study beyond the bachelor’s degree or towards a Master’s degree. One half of a student’s Master’s degree must be numbered with 800 (non-P) courses.

Courses numbered at the 900-level are designated primarily for study beyond the Master’s Degree.

### Expectations in the Classroom

- Academic Integrity Policy (p. 8)
- Bill of Rights (p. 9)
- Class Attendance (p. 9)
- Classroom Behavior (p. 9)
- Ethical Conduct (p. 9)
- Integrity in Faculty/Student Authorship and Research (p. 9)
- Plagiarism (p. 10)
- Research (p. 10)
- Use of Human or Animal Subjects in Research (p. 10)

### Academic Integrity Policy

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

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

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

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

Integrity in Faculty/Student Authorship and Research

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

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

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

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

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

Class Attendance

Class attendance is different based on the mode of class delivery (face to face and online) and determined by the primary instructor. For face to face classes, regular attendance is desirable and expected. Depending on if online courses are synchronous or asynchronous dictates online class attendance/participation. The primary 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 for either class mode, the student’s primary responsibility is to directly contact the primary instructor, and the student should consult with them accordingly. A student who misses a class or does not have an online presence 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, online activity, 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.”

Bill of Rights

The Student Bill of Rights protects students from arbitrary or capricious decisions by classroom instructors. The Bill of Rights provides procedures for investigations and hearings on student complaints regarding grades or other academic problems. For a complete copy of the Student Bill of Rights, see the Student Handbook (https://www.unk.edu/offices/acs/online-orientation-program/student-conduct.php).

Undergraduate student policies may differ. See the Undergraduate Catalog (http://catalog.unk.edu/undergraduate/academics/academic-regulations/academic-integrity-policy/).
Individuals collaborating on research or artistic projects in circumstances not specifically addressed by the above provision are encouraged to discuss, at an early stage, how decisions will be made concerning the use and dissemination of the work, ownership of data and other products of the work, priority in authorship, and other such issues as applicable, and they may wish to formalize their understanding and agreements in writing.

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

Plagiarism

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

The investigation of allegations or student appeals of plagiarism at any major administrative unit in the University of Nebraska at Kearney shall be carried out under the appropriate graduate student appeals process (p. 11).

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 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.

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 vertebrate 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. Matthew R. Bice, Director, IRB, Warner Hall 2114, Dr. Joan Blaukamp, Chair, IRB, Warner Hall 2230, or Dr. Dustin Ranglack, Chair, IACUC, Bruner Hall 343.

Final Week Policy

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

1. Final examinations for full semester classes are to be given at the regularly scheduled examination time only as published on the Office of the University Registrar website.
2. During the week prior to Final Week, the only examinations that may be given are: laboratory practical examinations, make-up or repeat examinations, and self paced examinations.
3. Projects, papers, and speeches scheduled for completion during the last week of classes must have been assigned in writing by the end of the eighth week of the semester. This refers to the project and its scope, not the topic.
4. Complaints about failure to follow the above outlined procedures should be made immediately to the appropriate department chair, dean, or the Senior Vice Chancellor for Academic and Student Affairs Office, if necessary.
5. Any course not having an examination during Final Week will meet under the direction of its instructor during the scheduled Final Week time period for a continuation of regular class work.
6. Exceptions to this policy may be granted by the Dean on the basis of good and sufficient reasons submitted to the Dean in writing.

Grading System

Traditional Grading/Scholarship Quality Points

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
</tbody>
</table>
B+ 3.33 points
B 3.00 points
B- 2.67 points
C+ 2.33 points
C 2.00 points
C- 1.67 points
D+ 1.33 points
D 1.00 point
D- 0.67 point
F 0.00 points

Weighted scholarship points are not awarded for courses graded on the credit/no credit (http://catalog.unk.edu/undergraduate/academics/academic-regulations/grading-options/#cred) system. "W," awarded as a result of withdrawing from a course prior to completion, is not computed in the GPA. (Also see sections on withdrawal (http://catalog.unk.edu/undergraduate/academics/academic-regulations/withdrawal-university-nebraska-kearney/), change of schedule (http://catalog.unk.edu/undergraduate/academics/academic-regulations/change-schedule-drop-add/), grade average computation (p. 11) and repeated courses (http://catalog.unk.edu/undergraduate/academics/academic-regulations/repeated-courses/).

Grade Point Average (GPA) Computation

Grade point averages are computed for each term and accumulated for the duration of attendance. Credit hours accepted in transfer from institutions outside the University of Nebraska, hours resulting from a competency-based assessment, courses taken out of career or taken prior to Fall 2010 as post-graduate hours, and credit hours earned at UNK under the credit/no credit (http://catalog.unk.edu/undergraduate/academics/academic-regulations/grading-options/#cred) grading system are excluded in grade average computations. Withdrawals from courses resulting in a "W" and incompletes "I" are disregarded in deriving grade point averages. All other letter grades are used in computing grade averages. Grades earned in courses taken at another campus of the University of Nebraska after July 1, 1991, will be used in calculating the student's cumulative University/UNK GPA. The Office of the University Registrar 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.

Graduate Student Appeal Policy

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

I. Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures of the campus through which the grade was awarded. Graduate students holding admission with Non-degree status in the Graduate College, admission with a Master's objective, or a Specialist's objective should appeal as follows:

- a. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor.
- b. If denied, the student should then appeal to the Graduate Program Chair or Director through which the course was offered.
- c. If denied, the appeal may be made to the UNK Graduate Council. The appeal should be filed with the UNK Dean of Graduate Studies. The Dean will forward the appeal to the Faculty/Student Affairs Committee of the Graduate Council. Since awarding grades in courses occurs at the individual campus level, the decision of the Faculty/Student Affairs Committee of the Graduate Council on behalf of the campus Graduate Faculty shall be final and is not subject to further appeal.

II. If a student feels the grade he/she received in a class is incorrect, he/she must contact the instructor of record or in the absence of the instructor, the appropriate Graduate Program Chair or Director, within 30 days of the end of the term for which the grade was assigned. Failure to notify the instructor/department of record within the allotted time will render the initial grade final and no changes will be permitted. If the grade appeal cannot be resolved with the instructor, a formal, written appeal must be filed with the Graduate Program Chair or Director within 60 days of the end of the term for which the grade was assigned. If the instructor of record is also the Graduate Program Chair or Director, the formal appeal should be made to the UNK Dean of Graduate Studies.

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

**Appeal of General Academic Matters Related to Student Programs (Other than Grade Appeals)**

I. Graduate students holding admission with Non-degree status in the Graduate College, admission with a Master's objective, or a Specialist's objective should appeal as follows:

- a. Initially, the appeal may be submitted to the student's advisor.
- b. If denied, the appeal may be submitted to the UNK departmental Graduate Program Chair or Director responsible for the student's graduate program. The Student's Graduate Program Committee will meet to consider the appeal.
- c. If denied, the appeal may be made to the UNK Graduate Council. The appeal should be filed with the UNK Dean of Graduate Studies. Normally, this will be the final appeals body (for exceptions, see section IV (p. 12)).

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
**Incomplete Removal**

All course work assigned must be completed before a grade is awarded. The mark of "I" (Incomplete) is reserved for conditions in which a student has been unable, due to circumstances beyond his or her control, to complete the course by the end of the term. Unless an extension of time is granted in writing by the Office of the University Registrar, 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 re-registering for the course.

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, or the department chairperson in the absence of the instructor, and submitted to the Office of the University Registrar 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 the Graduate Program Committee and the Dean of the Graduate Studies. 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. 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.

**Refunds**

The refund schedule for classes is as follows:

### Fall/Spring Term

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>100%</td>
</tr>
<tr>
<td>Second week</td>
<td>75%</td>
</tr>
<tr>
<td>Third week</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth week</td>
<td>25%</td>
</tr>
<tr>
<td>After fourth week</td>
<td>NO REFUND</td>
</tr>
</tbody>
</table>

**NOTE:** Short term classes will follow a prorated refund schedule. Fees are refundable at the same rate as tuition. A $35.00 administrative fee may be assessed whenever 100% refund is given for complete withdrawal from all classes. A class cannot be dropped past the mid-point of the class. Students withdrawing from UNK and receiving federal or state need-based aid should see Return of Title IV Funds ([http://catalog.unk.edu/undergraduate/financial-information/return-of-title-iv-funds/](http://catalog.unk.edu/undergraduate/financial-information/return-of-title-iv-funds/)).

### Summer Term

Summer term classes will follow a prorated refund schedule. A class cannot be dropped past the mid-point of the class. A $35 administrative fee may be assessed whenever 100% refund is given for complete withdrawal from all classes. The Summer refund schedule is available at [www.unk.edu/offices/student_accounts/refunds.php](http://www.unk.edu/offices/student_accounts/refunds.php). Questions regarding refunds should be directed to the Finance Office, Warner Hall (308) 865-8524.

1 Deadline to drop is Friday of each week.

**Registration**

**Registration by MyBlue**

Students register for classes using MyBLUE ([http://myblue.unk.edu](http://myblue.unk.edu)), the interactive web interface. This system allows students to register, drop and add classes, check an existing class schedule and obtain information on registration holds and grades. MyBLUE also offers access to address information, the complete schedule of classes, account balance, transcripts, degree audit and financial aid. To access MyBLUE go to myblue.unk.edu ([http://myblue.unk.edu](http://myblue.unk.edu)). See the Office of the
University Registrar website at www.unk.edu/offices/registrar (http://www.unk.edu/offices/registrar/) for upcoming registration dates and complete registration instructions.

**Early Registration**
Currently enrolled UNK students can register early for the upcoming semester. All students must meet with their assigned academic advisor prior to registering for classes during the early registration period. The registration system will NOT allow these students to register until they have consulted with their advisor. The Office of the University Registrar website at www.unk.edu/offices/registrar (http://www.unk.edu/offices/registrar/) contains specific registration procedures and appointment times. Students are encouraged to use MyBLUE (http://myblue.unk.edu) to check for any "holds" (fines, outstanding fees, other obligations) that might prevent them from accessing the registration option.

**Open Registration**
Open Registration precedes the beginning of classes for the semester. Any admitted student can register during this time. A new student or a former student who has not attended University of Nebraska at Kearney for two years or more (for both undergraduate and graduate students), must complete the online application available at www.unk.edu/apply (http://www.unk.edu/apply/) prior to registration.

For specific details regarding dates, locations, and procedures, students should refer directly to the Office of the University Registrar website at www.unk.edu/offices/registrar (http://www.unk.edu/offices/registrar/).

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

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

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

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

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

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

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

Registration Requirements for Financial Aid

<table>
<thead>
<tr>
<th>Status</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>9 or more credit hours</td>
</tr>
<tr>
<td>3/4 Time</td>
<td>6-8 credit hours</td>
</tr>
<tr>
<td>1/2 Time</td>
<td>4-5 credit hours</td>
</tr>
</tbody>
</table>

**Semester Credit Hour Definition**

- Class hour/contact hour = 50 minutes
- Fall/Spring Semester = 15 instructional weeks plus Final Week
- Summer Semester = 12 instructional weeks

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

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

1. Not less than one class hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester credit hour of credit, or ten to twelve weeks for one quarter credit hour of credit, or the equivalent amount of work over a different amount of time, or;

2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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

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

Withdrawal from the University of Nebraska at Kearney

A student wishing to withdraw from all classes may do so via MyBLUE (http://myblue.unl.edu). The same procedure and time deadline will be followed as that for dropping a course.

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

Academic Resources

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

eCampus

eCampus at UNK has been meeting the educational needs of placebound, nontraditional adults for more than three decades by offering high-quality, affordable online programs. UNK students who complete online degree programs and courses are offered the same valuable instruction as those who complete degree programs and courses on-campus. Online courses are taught by credentialed faculty with real-world experience. eCampus provides a wide range of resources to the UNK community for the support and development of online and blended courses. These include training for online faculty, course consultations, test proctoring, student-centered resources, as well as video-related resources. eCampus supports online learning spaces that are designed to encourage interaction and engagement among students as well as provide faculty with flexible video capable options for class lectures and tutorials.

eCampus closely monitors and evaluates the latest trends and resource developments to advance UNK’s online and blended course offerings and to stay competitive in the marketplace. To view UNK’s online programs, courses, and resources, go to ecampus.unk.edu (http://ecampus.unk.edu).

Frank House

As UNK’s history museum, the G.W. Frank Museum of History and Culture (https://www.unk.edu/offices/frankhouse/) is dedicated to exploring the culture and history of Kearney through collecting, preserving, and sharing the stories of the many individuals associated with its past. Located in one of Kearney’s most historic properties, a Richardsonian Romanesque mansion built in 1889 by former Kearney resident George W. Frank and now listed on the National Register of Historic Places, the museum provides educational opportunities through guided tours, exhibits, special programming, artifact collection, and continuous research. The Frank Museum serves as a resource to the community by regularly hosting academic presentations, readings, concerts, theatre performances, dance recitals, art and music classes, among other cultural programming. It functions as a lab for UNK students and faculty interested in history, the arts, culture, architecture, engineering, and related disciplines. The Frank Museum is available to hold UNK classes for a day or a full semester, and special tours can be arranged with at least two weeks advance notice.

The museum is open to the public from 1-5pm, Tuesday-Friday, and noon-5pm on Saturday-Sunday. Admission is free and parking is readily available behind the building.

Information Technology Services

Information Technology Services provides administrative and academic technology-based services to the campus for all UNK faculty, staff, and students. We offer scaled services across 3 NU campuses in the areas of Security, Infrastructure, Client Services, Enterprise Services and IT Strategy. Two Communities of Practice in Academic Technology and Application Development and Support are present on each campus for training, support and service delivery.

ITS offers a broad range of services designed to meet the computing, communications, and networking needs of UNK including storage, learning management, wired and wireless connectivity, software, email, printing, and videoconferencing. The most current information and documentation about services is located at http://its.unk.edu (http://its.unk.edu/)

The IT Helpdesk is located in OTOL 115 and is open Monday-Friday 8am-5pm. Help is also available online 24/7 via phone, live chat, and email. Real time information about service status can be found at http://status.nebraska.edu (http://status.nebraska.edu/).

IT policies that apply to all faculty, staff, and students at UNK including Guidelines for the use of IT Resources (https://www.unk.edu/offices/its/its_main_page_tabs-files/Policies/guidelines-for-the-use-of-information-technology-resources.pdf) are located on the UNK Compliance Policies and Procedures page (https://www.unk.edu/about/compliance/policies.php). The University of Nebraska IT Policy for Responsible Use of University Computers and Information Systems (https://nebraska.edu/-/media/unca/docs/offices-and-policies/policies/executive-memorandum/policy-for-responsible-use-of-university-computers-and-information-systems.pdf) also applies to UNK.

Institutional Review Board

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

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

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

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

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

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

Depending on the research method and subjects, IRB review is conducted at three levels: exempt, expedited, and full board. Researchers should submit their protocols to the IRB prior to data collection. Researchers also must complete a training program. The link to the training, submission guidelines, and forms for IRB review are available from the IRB website: www.unk.edu/irb (http://www.unk.edu/irb/).

**Library**
The Calvin T. Ryan Library (http://library.unk.edu/) staff, in partnership with the classroom faculty, Academic Success staff and other members of the UNK community, provide students with opportunities to develop skills that support their current educational pursuits, further their career opportunities, enrich their personal lives, and, ultimately, prepare them for lifelong learning.

The library provides access to a wide range of computer-based information resources, including the library’s catalog, an electronic reserves system, 248 online databases, over 215,000 electronic books, and more than 89,000 full-text periodicals. The online portion of the library never closes, and these electronic resources are available 24 hours a day, seven days a week, to UNK students anywhere in the world who have a computer and Internet access. Reference service is available in person and by chat, text, email and telephone during scheduled hours. The library’s homepage, library.unk.edu (http://library.unk.edu/), provides general information about the library, specific information on services for distance students, as well as serving as a portal to all available print and digital resources.

The library’s physical collections consist of over 285,000 print volumes and 94,000 non-print items encompassing a wide range of materials. It is an official Federal Government Depository, and offers access to thousands of government documents in print and electronic form, in addition to documents from State of Nebraska agencies.

Special Collections include titles on Nebraska history and the history of the American West. The library also houses the University Archives, comprised of print, non-print and online materials concerning the history of UNK and related information about its faculty, staff, administration, and students. The Library’s Digital Repository, https://openspaces.unk.edu/, provides world-wide access to the research, scholarship, and creative works of faculty, students and staff.

The Curriculum Collections include an extensive pre-K through 12th grade textbook collection; lesson planning, curriculum development, classroom management and other practical teaching resources; games; kits; DVDs; and the Nebraska Archive of Children’s Literature, an outstanding research collection of contemporary and historical literature for the young. The Interlibrary Loan/Document Delivery Department of the Library supports the research and instructional needs of the UNK community by providing access to materials not owned by the Library. This service, also known as Loper Loan, https://unk.illiad.oclc.org/illiad/, is provided free of charge to UNK students, faculty, and staff.

The library building was originally constructed in 1963, with an addition in 1983. It provides seating and services for more than 890 students, including group study rooms, lounge seating, individual study carrels, three computer labs, one with specialized software, a student lounge, and a “One Button Studio” for students to use to record speeches and other presentations. The first Learning Commons at a state college or university in Nebraska houses the UNK Writing Center (p. 16), Academic Subject Tutoring, additional group study rooms, and other services and activities focused on student academic success. Numerous computers, printers and scanners are available throughout the library. Wireless computers can be used almost anywhere in the building, and resources also include two high-quality microform digitizers. Students may check out laptop computers at the circulation desk for in-library use.

Eight library faculty, seven managerial professionals, and six support staff are dedicated to making the library an integral part of students’ careers at UNK. Along with acquiring and organizing information resources in a variety of formats; the focus is on working with campus partners to ensure outstanding academic support for every student, graduate or undergraduate, no matter where they are located.

**Miriam Drake Theatre**
The Miriam Drake Theatre (http://www.unk.edu/academics/theatre/current-season.php) is a 334-seat proscenium house with a complete functional fly system and modern sound and lighting systems. The stage house has traps, orchestra pit and all the necessary equipment for full value stage productions. The theatre is located in the Fine Arts Building and is home to theatrical and dance productions throughout the year. This space is a laboratory and performance venue for undergraduate students in theatre, musical theatre and dance. The university productions are open to students, faculty, and the community at large.

**Museum of Nebraska Art (MONA)**
The Museum of Nebraska Art (http://monet.unk.edu/mona/) is unique among art museums, dedicated exclusively to telling the story of Nebraska through the art of Nebraska. MONA exhibits the work of a distinguished and diverse collection of artists including pieces by Nebraska artists as well as artwork featuring Nebraska subjects by artists from all over the world. A Kearney landmark listed on the National Register of Historic Places, MONA provides a fitting home for its collection of over 5,000 works. Located in downtown Kearney, MONA is a regional center for cultural activities where students enjoy opportunities to broaden their academic experiences through their association with the Museum and its collection. Visitors enjoy MONA by attending exhibitions, special educational workshops, lectures, and musical performances. Web and distance education programming provide connections to the Museum beyond central Nebraska as well. With no admission fee and
The Testing Center, located in the College of Education Building, provides Computer Based Testing and Paper/Pencil Testing for a wide array of areas. Our Computer Based Testing system delivers both linear exams (all items are presented in order) and adaptive tests (the computer uses the candidate's response to each item to deliver subsequent items) and ends when the computer is able to make a pass/fail determination or email results at a later date.

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

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

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Test Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLEP</td>
<td>College-Level Examination Program</td>
</tr>
<tr>
<td>CPA</td>
<td>Certified Public Accountant</td>
</tr>
<tr>
<td>DANTES</td>
<td>Defense Activity for Non-Traditional Education Support</td>
</tr>
<tr>
<td>GRE</td>
<td>Graduate Records Examination</td>
</tr>
<tr>
<td>FINRA</td>
<td>Regular Qualification Exam</td>
</tr>
<tr>
<td>NEINS</td>
<td>Nebraska Insurance</td>
</tr>
<tr>
<td>PRAXIS Core</td>
<td>Professional Assessments for Teachers</td>
</tr>
<tr>
<td>PRAXIS Subject Assessment</td>
<td>Professional Assessments for Teachers</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Test Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Residual American Testing Program (Valid for admission to UNK ONLY)</td>
</tr>
<tr>
<td>GRE Subject Tests</td>
<td>Graduate Records Examination</td>
</tr>
</tbody>
</table>

The following tests are available via Digital Tablet:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Test Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSAT</td>
<td>Law School Admissions Test</td>
</tr>
</tbody>
</table>

### Walker Art Gallery

The Walker Art Gallery is dedicated to serving the students and faculty of the Department of Art and Design, as well as the UNK campus community and the Kearney region, by presenting exhibitions of accomplished visual expression. Two such exhibitions each academic year are drawn from regional as well as national sources. Each of these exhibitions is selected for its educational and inspirational value, and artistic merit. As a rule, exhibiting artists and designers lecture on their work, or offer gallery talks. In addition, selected works by adjunct and full-time art faculty are exhibited on a rotating annual basis.

The Walker Art Gallery devotes over half of its exhibition schedule each fall and spring semester to the UNK art students. There is an annual exhibition of student work deemed exceptional by the art faculty. The last six weeks of each semester is devoted to senior project exhibitions, for which the exhibiting seniors are given primary responsibility for installation and deinstallation.

The Walker art gallery is housed in the Department of Art and Design in the Fine Arts Building on the UNK campus.

### Writing Center

The Writing Center is located in UNK’s Learning Commons on the second floor of C.T. Ryan Library. The Center provides one-on-one writing assistance at no charge to all UNK students, faculty, and staff. Consultations can take place face-to-face or via Zoom, with consultations lasting 30 minutes (for 1-3 pages) to one hour (for 4-7 pages). Visitors can bring any piece of writing at any stage in the writing process for help with pre-writing and drafting, generating a thesis, supporting ideas, organizing paragraphs, writing clearly and concisely, citing outside sources, editing for grammar and punctuation errors, and more. UNK students, faculty, and staff can submit work electronically for eTutoring via the Learning Commons’ website. Go to www.unk.edu/lc (http://www.unk.edu/lc/) and click the Writing Center link. Writers receive feedback on one paper at a time, and submitted papers are reviewed on a first-come, first-served basis. When reviewing a paper, the tutor uses margin comments to provide in-text feedback and suggestions, tailored to the writer's listed concerns. The reviewed draft is then sent to the writer by return e-mail within two to four days of a submission, not counting weekends.
All kinds of writers use the Writing Center, including highly successful writers who know that every writer needs a reader, less confident writers who want to improve their skills and learn new techniques, and writers learning English in conjunction with college-level writing. In keeping with our goal to help all writers improve their own skills, writing consultants will not correct, edit, proofread, or write any part of the paper; instead, they will help writers identify patterns of error and consider other options and strategies. Visit www.unk.edu/lc (http://www.unk.edu/lc/) for exact hours and to make an appointment.

Degrees

Master’s Degree
The University of Nebraska at Kearney offers six Master’s Degrees: the Master of Arts, the Master of Arts in Education, the Master of Athletic Training, 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. UNK also offers traditional M.A. and M.S. Degrees. Each student should check the appropriate section of the catalog for information regarding degrees in an area of particular interest.

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

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

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

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

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

Degree Requirements

Degree Audit (Program of Study)
The Office of Graduate Admissions will send a degree audit/program of study to each student who is conditionally or unconditionally admitted to a graduate degree program. The degree audit provides a summary of institutional requirements and program requirements. The approved degree audit will be sent along with the student’s admission notification letter. After admission the student may view their degree audit by logging into their MyBLUE account, clicking on the Tools box in the left menu and then clicking “Degree Works”. Admission to a Master’s or Specialist’s Degree Program does not necessarily mean Admission to Candidacy for the degree.

Transfer Credit
Graduate transfer credit hours must be earned at another accredited college or university and must be approved by both the Academic Department and the Office of Graduate Studies before they can be applied on a Master’s or Specialist’s Degree program. For programs requiring 30 to 59 credit hours, no more than nine semester credit hours of graduate work may be transferred from outside of the University of Nebraska system (UNO, UNL, UNMC). For programs exceeding 59 credit hours, no more than fifteen semester credit hours of graduate work may be transferred from outside the University of Nebraska system. These limits do not apply to graduate course work completed at any campus of the University of Nebraska. Transfer grades for courses outside the University system must be 3.0 or higher (B- is not accepted). Transfer grades from UNO, UNL or UNMC must be 2.0 or higher (C- is not accepted). Transfer credit hours will not be applied to a student’s program of study until the Office of Graduate Studies has received an approved Change in Program of Study form and official transcripts with transfer courses completed. Please refer to “Changes to the Approved Program of Study (p. 18),”

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

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

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

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

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

Changes to the Approved Plan of Study

Any substitution of courses or other change in an approved program of study must be recommended in writing from the student by submitting a Change in Program of Study Form to his/her advisor. The changes will then be approved by the Graduate Program Committee Chair and Dean of Graduate Studies. Except in unusual circumstances, this approval should be secured prior to the student enrolling in the course to be added to the program of study.

Admission to Candidacy

A student who wishes to become a candidate for the Master’s or Specialist’s Degree will file an application for Admission to Candidacy with the department. The department will then forward the application to the Dean of Graduate Studies for final approval. The form for such application is available via the web at: www.unk.edu/academics/gradstudies/admissions/resources. To be eligible for candidacy for the degree program, a student must fulfill the following requirements:

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

Comprehensive Examination/Writing Project/Portfolio

At least four weeks prior to the date of graduation, the candidate will be required to show proficiency in the candidate’s field of study. The mechanism to indicate this proficiency will be developed and administered by the student’s department. The chief objective is to evaluate competencies and the ability to implement knowledge in the candidate’s field of study. This may take the form of a comprehensive examination, comprehensive writing project, portfolio, capstone course, or other mechanism determined by the department and is to be completed by dates indicated in the academic calendar (p. 5) of this publication. Students who complete a thesis do not have to complete a comprehensive exam. The oral thesis defense fulfills this requirement.

Thesis Requirements

A writing project (Thesis) provides an opportunity for the student to obtain first-hand experience in research methods under competent direction of a faculty member. The thesis writing project must be assigned to a total of at least six credit hours of graduate credit on the approved program of study.

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

The minimum number of committee members will be three. The committee will be composed of the following graduate faculty members:

- The candidate’s thesis professor who will serve as chair,
- A member representing the candidate’s major discipline (generally from the degree granting institution),
- A third member representing a related field selected at large from the University of Nebraska Graduate Faculty. This member cannot be a member of the candidate’s department.

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

It is the responsibility of the student to follow the writing requirements set by the Office of Graduate Studies. Thesis students shall use the “Guidelines for the Preparation of Your Master’s Thesis” for their project.

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

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

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

Field Study and Scholarly Study Requirements

A Field Study or Scholarly Study provides an opportunity for the student to obtain first-hand experience in research methods under competent direction of a faculty member. The scholarly study and field study writing project may be 3-6 credit hours of graduate credit on the approved program of study.

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

1. During what is expected to be the final semester of a student’s program of study, the student must file a formal application for graduation. Students log into myblue.unk.edu (http://myblue.unk.edu) and click on the ‘Academics’ link on the left for application and complete graduation instructions.

2. Graduate students must have all degree requirements completed prior to participating in a commencement ceremony.

3. A student planning to graduate in December must make application no later than September 15; one planning to graduate in May must make application no later than February 1; and one planning to graduate at the end of the summer session must make application no later than June 15.

4. Students applying on or before the above deadlines will be assessed a $25 Graduation Fee. Applications and payments received after the above dates and until October 7 for Fall commencement, February 15 for Spring commencement and June 30 for summer will be assessed a $40 Graduation Fee. Students wishing to apply for graduation after the second deadline must appeal to a review board consisting of the Senior Vice Chancellor for Academic and Student Affairs and the Graduate Dean.

5. All incomplete grades and all academic obligations outside of the term’s work must be resolved prior to the date of graduation or other arrangements must be approved by the Office of Graduate Studies to allow the student to continue with the graduation process. A student must be enrolled in all remaining course work required for the degree in order to be considered for graduation. If all degree requirements are not completed by the anticipated graduation date, then the student must re-apply for a future graduate term and again pay the $25 fee in order to graduate.

6. All financial and procedural obligations to the institution must be met in order for the degree to be awarded. Students with outstanding requirements will be notified of such holds and the degree will not be granted until the obligations are cleared. Students who fail to resolve all obligations will be removed from graduation and must reapply for a future graduation date.

7. Participation in Commencement and/or receipt of the diploma DO NOT indicate that a degree has been granted. Only after final grades for the semester have been processed and reviewed and compliance with all academic regulations has been determined, will the actual degree be posted to a student’s transcript. The transcript is the official record of the awarding of a degree.

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

The University of Nebraska at Kearney seeks to make provision for personal and social needs as well as to promote students’ intellectual development in harmony with their ability level and interests. Students may be granted admission for any term as a non-degree student or any term the department accepts admission for if degree seeking, by the applicable deadline. All students seeking admission for enrollment in degree programs must complete the application for admission, submit department requirements and transcripts from all post-secondary schools attended before admission can be determined. If admitted and before enrollment can occur official transcripts, sent directly from all post-secondary schools attended, must be received. All materials become the property of UNK and will not be returned.

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

For additional information go to the following website: www.unk.edu/academics/gradstudies/admissions (http://www.unk.edu/academics/gradstudies/admissions/).

Admission from Nonaccredited Institutions

Students desiring admission to a degree program who have received their baccalaureate degree from an institution without regional accreditation will be granted conditional admission, provided all other college and departmental requirements have been met. Unconditional (full) admission will not be granted until the student completes 12 credit 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 (2.0). A grade below C (2.0) will result in the student being dropped from the degree program.

Admission to a Second Master’s Degree

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

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. Transcripts of all college work have been received by the Office of Graduate Studies, 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 (if required) specific to the discipline (i.e. GMAT, GRE or other admission mechanism) have been submitted to the Office of Graduate Studies.
   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, departmental exam, a portfolio, minimum grade point standard, letters of recommendation, essay, or writing sample.

2. **Conditional admission.** This status will be granted to an applicant who has submitted all necessary materials (listed above), but who does not meet all requirements for unconditional admission.
   a. Graduates of non-accredited institutions will be assigned conditional status, and this status may also be used by departments to classify students based on departmental requirements for admission.
   b. Applicants who do not meet minimal grade point standards may be admitted on the basis of satisfactory supplemental admission materials, as defined by specific graduate programs. Academic performance during the first semester, or as outlined by the condition stated by the department, will be assessed and will determine continuance in the program.

The conditions of admission will be specified by the department and the Office of Graduate Studies 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. If admitted and prior to enrolling for the first time, all official transcripts and test scores must be received.

For additional departmental admission requirements, students should refer to the appropriate departmental listing (p. 205) in the Graduate Catalog or consult with the department.

Degree-Seeking Students

Individuals interested in pursuing a graduate degree at the University of Nebraska at Kearney should apply at www.unk.edu/admissions/apply.php (http://www.unk.edu/admissions/apply.php). Application deadlines are as follows unless stated differently by the department:

- July 10 for Fall admission;
- November 10 for Spring admission;
- April 10 for Summer admission.

All degree-seeking applicants must:

1. Submit a formal application for admission electronically and pay the application fee, if applicable.
2. Request directly from any University or College attended previously, an official transcript of all undergraduate and graduate course work to be sent to the Graduate Admissions office. NU transcripts (UNO, UNL, UNMC and UNK) are obtained internally unless an academic or financial hold is on the account. By virtue of submitting an
When all materials are submitted, the Office of Graduate Admissions will conduct an initial evaluation. Complete applicant files meeting the requirements for admission will be forwarded to the appropriate department for their consideration and recommendation. Following receipt of the departmental recommendation, the Office of Graduate Studies will notify the applicant of the action taken and admission status. To stay active in the program, students must not have a lapse of enrollment longer than two calendar years and all coursework must be completed within 10 years of the first day of enrollment.

Denial of Admission

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

Graduate Student Classification

A graduate student is defined as any student who holds an undergraduate degree from a four-year institution accredited by a regional accreditation body. All students taking graduate courses must apply for admission to the Office of Graduate Studies. 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 by the appropriate department or program.

2. **Non-Degree Graduate Student**: The non-degree graduate student status is an all-encompassing description for those students who do not wish to pursue an advanced degree or who have not yet completed all admission requirements for degree admission. Non-degree students include students seeking initial teaching certification, an additional teaching endorsement, a certificate program, self-improvement, or employment requirements. Students in this status are not limited in the number of credit hours completed or the type of course completed (graduate or undergraduate courses), although students intending on seeking a Masters or Specialist degree can only apply 12 graduate credit hours taken in this status towards their graduate program. Non-degree students are not eligible for financial aid, with the exception of those seeking initial certification or an additional endorsement. Students seeking a second bachelor’s degree or those seeking Pre-SLP credit hours should be admitted thru the undergraduate college.

3. **Senior (undergraduate) Student**: A student requiring fifteen credit hours or fewer (excluding student teaching, practicum, or internship) 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 credit hours of graduate courses, and the maximum load of undergraduate-graduate credit hours may be no more than eighteen credit hours. Enrollment must be approved by the Dean of Graduate Studies, 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.

Intercampus Registration

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

1. A student submits the Intercampus Registration Form to verify eligibility on the home campus. The form is available online at Application for Inter-Campus Enrollment (https://intercampus.nebraska.edu/pre_inter_campus.aspx) and once submitted and verified on the home campus, is then approved and forwarded to the visiting campus.

2. The application is valid for only one semester/term of enrollment.

3. Students must meet course prerequisites of the host campus.

4. If a student is approved and enrolls on more than one campus during a given registration period, he/she will pay the tuition and fees billed by the respective campus on which the course(s) are being taken.

5. Students visiting UNK via intercampus must be in good, active standing at their home campus. A registration or financial hold on any campus must be cleared before intercampus registration is approved. Students will need to work with the campus which placed the hold to get it resolved.

6. To be eligible for intercampus registration students must have enrolled at their home campus within the last 3 semesters.

Each campus is responsible for maintaining a permanent record of all course work of a student on that campus. Student transcripts will identify the campus where the credit has been earned and include the credit hours and grade for each course taken on the campus within the NU system.

International Students

International students interested in a campus-based program must pursue a specific educational objective to attend UNK. They are not eligible to enroll under a general non-degree status (unless attending as an exchange or visiting student). Degree seeking international students must meet the following admission requirements:

1. Submit the Graduate Online Application Form found at http://www.unk.edu/admissions/graduate-student.php;

2. Submit an official credential evaluation of all transcripts or mark sheets from all previously attended colleges and universities. Any approved NACES evaluation firm may be used: www.naces.org/members/ (https://www.naces.org/members/). If the evaluation firm does not include copies of evaluated transcripts or mark sheets with the evaluation, the applicant must submit copies to the Office of Graduate Admissions.

3. Have an educational background equivalent to a United States bachelor’s degree;

4. Submit a completed Financial Affidavit (https://www.unk.edu/academics/gradstudies/admissions/grad-files/Grad%20Files/graduate-financial-affidavit.pdf) with proof of ability to meet financial responsibilities while attending the University of Nebraska at Kearney. Copy of valid passport and mailing fee (https://
There are several categories of Non-Degree Seeking Students at UNK. Non-degree courses can be taken for enrichment or to meet pre-acceptance requirements for entry into a graduate degree program. Up to 12 credit hours can be transferred to a degree granting program from non-degree seeking coursework. Students admitted for the first time thru the Graduate Admissions Office at UNK or who have not taken courses as a graduate-level student within the last two years, are required to pay an application fee. To apply, go to www.unk.edu/admissions/apply.php (http://www.unk.edu/admissions/apply.php).

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

- Certain courses may require permission from the instructor prior to registration.
- Non-degree seeking students are not permitted to take certain graduate level courses.
- Non-degree seeking students are not eligible to receive Federal Financial Aid.
- Graduate programs are under no obligation to accept non-degree coursework should a student decide to pursue a graduate degree at a later date. Students in non-degree status interested in pursuing a degree program may want to contact the department or confirm the coursework completed is listed on the approved program of study before registering.
- While graduate programs may allow some non-degree courses to count toward a degree, no more than 12 credit hours will be accepted.
- An official transcript from the institution awarding the bachelor's degree is required for unconditional admission. NU transcripts (UNO, UNL, UNMC and UNK) are obtained internally unless an academic or financial hold is on the account. By virtue of submitting an application, the applicant is providing consent for internal access to these academic records. Transcripts should be sent to the following address: Graduate Admissions, WRNH 2131 - 2504 9th Avenue, University of Nebraska at Kearney, Kearney, NE 68849 or electronically emailed from the institution to gradstudies@unk.edu.

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

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

- Students seeking initial certification are eligible for federal financial aid.
- Students will work with the Educator Certification Office on the UNK campus to determine what course work is required to complete to fulfill the State Department of Education requirements for initial certification in their field. Contact the Educator Certification Office at (308) 865-8264 or via email at eco@unk.edu.
- An official transcript from the institution awarding the bachelor's degree is required for unconditional admission. NU transcripts (UNO, UNL, UNMC and UNK) are obtained internally unless an academic or financial hold is on the account. By virtue of submitting an application, the applicant is providing consent for internal access to these academic records. Send transcripts to the following address: Graduate Admissions, WRNH 2131 - 2504 9th Avenue, University of Nebraska at Kearney, Kearney, NE 68849 or electronically emailed from the institution to gradstudies@unk.edu.

**Non-Degree Students**

Non-degree courses can be taken for enrichment or to meet pre-
Students Seeking an Additional Education Endorsement
Students who have a bachelor's degree in Education and would now like to add an additional endorsement to their current certification would apply to UNK thru the graduate college and choose 'additional endorsement' as their plan major.

- Students will work with the Educator Certification Office on the UNK campus to determine what course work is required to complete, to fulfill the State Department of Education requirements for the additional endorsement. Contact the Educator Certification Office at (308) 865-8264 or eco@unk.edu.
- An official transcript from the institution awarding the bachelor's degree is required for unconditional admission except for Educational Administration Endorsement applicants who must submit transcripts from ALL schools attended. NU transcripts (UNO, UNL, UNMC and UNK) are obtained internally unless an academic or financial hold is on the account. By virtue of submitting an application, the applicant is providing consent for internal access to these academic records. Transcripts are sent to the following address: Graduate Admissions, WRNH 2131 - 2504 9th Avenue, University of Nebraska at Kearney, Kearney, NE 68849 or electronically emailed from the institution to gradstudies@unk.edu.

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

- Official transcripts from ALL previously attended institutions are required at the time of admission. NU transcripts (UNO, UNL, UNMC and UNK) are obtained internally unless an academic or financial hold is on the account. By virtue of submitting an application, the applicant is providing consent for internal access to these academic records. Send transcripts to the following address: Graduate Admissions, WRNH 2131 - 2504 9th Avenue, University of Nebraska at Kearney, Kearney, NE 68849 or electronically emailed from the institution to gradstudies@unk.edu.
- Students will work with the MBA office on the UNK campus to determine what course work is required. Contact the MBA office at (308) 865-8346 or mbaoffice@unk.edu.

Students Seeking a Second Bachelor’s Degree or Pre-SLP
Students interested in seeking a second bachelor’s degree or taking Pre-Speech/Language Pathology courses should be admitted through the Undergraduate Admissions Office.

Readmission of Former Students
Anyone who has previously been enrolled as a graduate student at UNK but has not attended for two years must be readmitted to the graduate college before registering again for classes. In order to be readmitted, students must complete and submit a new online application form to the Office of Graduate Studies and pay the application fee. To apply, go to www.unk.edu/admissions/apply.php (http://www.unk.edu/admissions/apply.php).

Residence Classification for Tuition Purposes

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

Change of Residency Status
Individuals seeking to establish resident status for tuition purposes will be required to have established a home in Nebraska for at least 12 months unless it is not required by the specific category listed on the residency application form. However, any individual who has moved to Nebraska primarily to enroll in a post-secondary institution in Nebraska will be considered a nonresident for tuition purposes for the duration of his/her attendance. Enrolling more than halftime for any term at a university, college or community college in Nebraska during the 12 months immediately preceding the term or semester for which residence status is sought, will be considered as strong evidence that an individual moved to Nebraska primarily to enroll in a post-secondary institution in Nebraska. Students who have been classified as a nonresident and feel they qualify for resident status should review the “Application for Residence Classification for Tuition Purposes,” which is available online at www.unk.edu/Academics/gradstudies/Admissions/resources/index.php (https://www.unk.edu/admissions/undergraduate/download_files/residency_11_14.pdf). Any sanctioned change of classification from nonresident to resident will not be made retroactive beyond the period in which the change is approved.

Simultaneous Matriculation
Normally, no graduate student may be a degree-seeking student in more than one graduate program at the University of Nebraska, unless enrolled in an approved dual-degree program. Any exceptions must have prior approval of every Graduate Program Committee and every campus Dean for Graduate Studies through which the programs are administratively assigned. When there is approved simultaneous matriculation, the same course credit will not be accepted for more than one degree without prior approval of every Graduate Program Committee and every campus Dean for Graduate Studies through which the programs are administratively assigned.
COURSES A-Z

Accounting (ACCT)

ACCT 801 – Financial Accounting and Corporate Finance  3 credit hours
This is a preparatory course for students coming in with a non-business undergraduate degree, introducing them to the fundamentals and functions of corporate accounting and financial statements. The course does NOT count toward MBA credits.

ACCT 803 – Independent Study of Accounting  1-3 credit hours
The focus of this course is an independent investigation into a topic in Accounting selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Accounting. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.
Total Credits Allowed: 6.00
Prerequisite: 6 Hours of ACCT 800 level classes.

ACCT 812 – Employment Law  3 credit hours
A study of the law governing the employment relationship. Topics covered include employment discrimination (race, gender, sexual harassment, pregnancy, national origin, age, disability), affirmative action, hiring, testing and promotion practices and procedures, employee privacy, OSHA, ERISA, Fair Labor Standards Act, employment at will, wrongful discharge, and current topics in the field of employment law.

ACCT 812P – Employment Law  3 credit hours
A study of the law governing the employment relationship. Topics covered include employment discrimination (race, gender, sexual harassment, pregnancy, national origin, age, disability), affirmative action, hiring, testing and promotion practices and procedures, employee privacy, OSHA, ERISA, Fair Labor Standards Act, employment at will, wrongful discharge, and current topics in the field of employment law.

ACCT 813P – Entrepreneurial Law  3 credit hours
A study of the legal issues faced by entrepreneurs and new ventures including choosing a business entity, franchising, contracts and non-compete agreements, leases, e-commerce, intellectual property, operational liabilities and insurance, and going public.

ACCT 851 – Tax Accounting  3 credit hours
Background of income tax law and acquaintanceship with individual income tax law, regulations and filing procedures for individuals.
Prerequisite: ACCT 251

ACCT 851P – Tax Accounting  3 credit hours
Background of income tax law and acquaintanceship with individual income tax law, regulations and filing procedures for individuals.
Prerequisite: ACCT 251

ACCT 852 – Advanced Tax Accounting  3 credit hours
Taxation of partnerships, corporations, and advanced topics in individual income taxation.
Prerequisite: ACCT 451 or ACCT 851 or ACCT 851P

ACCT 852P – Advanced Tax Accounting  3 credit hours
Taxation of partnerships, corporations, and advanced topics in individual income taxation.
Prerequisite: ACCT 451 or ACCT 851 or ACCT 851P

ACCT 853 – Advanced Accounting I  3 credit hours
Special accounting topics relating primarily to the preparation of consolidated financial statements for accounting entities in a parent subsidiary relationship. Other topics include branch accounting, interim reporting and segmental data, and the Securities and Exchange Commission. ACCT 351* is a recommended prerequisite.
Prerequisite: ACCT 350

ACCT 853P – Advanced Accounting I  3 credit hours
Special accounting topics relating primarily to the preparation of consolidated financial statements for accounting entities in a parent subsidiary relationship. Other topics include branch accounting, interim reporting and segmental data, and the Securities and Exchange Commission. ACCT 351* is a recommended prerequisite.
Prerequisite: ACCT 350

ACCT 858 – Managerial Accounting Systems  3 credit 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.
Prerequisite: ACCT 801 or ACCT 250 or equivalent.

ACCT 860 – Financial Accounting Seminar  3 credit hours
This course examines the latest standards and literature in financial accounting. Students will become familiar with and understand the most recent and pressing financial accounting issues.
Prerequisite: ACCT 351 and ACCT 470

ACCT 865 – Governmental/Non-Profit Accounting  3 credit hours
Accounting and financial reporting for local governments, colleges, and universities, health care organizations, voluntary health and welfare organizations, and certain other nonprofit organizations.
Prerequisite: ACCT 800

ACCT 865P – Governmental/Non-Profit Accounting  3 credit hours
Accounting and financial reporting for local governments, colleges, and universities, health care organizations, voluntary health and welfare organizations, and certain other nonprofit organizations.
Prerequisite: ACCT 350

ACCT 870 – Auditing  3 credit hours
Duties and responsibilities of auditors, how to conduct audits, preparation of audit reports and special auditing problems. ACCT 351* is a recommended prerequisite.
Prerequisite: ACCT 350

ACCT 870P – Auditing  3 credit hours
Duties and responsibilities of auditors, how to conduct audits, preparation of audit reports and special auditing problems. ACCT 351* is a recommended prerequisite.
Prerequisite: ACCT 350

ACCT 871 – Advanced Auditing  3 credit hours
The practical application of auditing standards and procedures, and procedures in examining financial statements and verifying underlying data. A practice set is required.
Prerequisite: ACCT 470 or ACCT 870 or ACCT 870P

ACCT 871P – Advanced Auditing  3 credit hours
The practical application of auditing standards and procedures, and procedures in examining financial statements and verifying underlying data. A practice set is required.
Prerequisite: ACCT 470 or ACCT 870 or ACCT 870P
ACCT 875 – Accounting Internship 1-3 credit hours
Professional experience and development of the student in a managerial capacity in the area of Accounting in a for-profit or non-profit organization or a government agency. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied setting. Objectives, content, duration, expected outcomes and credit hours of internship will be determined by the MBA Director (or the Chair of the Accounting & Finance Department) and the Internship Director. 1 credit hour = 100 clock hours logged within the setting.

ACCT 891P – Advanced Accounting Information Systems 3 credit hours
This course provides an in-depth analysis of accounting information systems, including the flow of data from source documents through the accounting cycle into reports for decision makers. Special emphasis is placed on the analysis and design of accounting systems, internal controls, as well as applications in financial planning, controlling, and reporting.
Prerequisite: ACCT 391

ACCT 899 – Accounting Topics 3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Accounting which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Accounting topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering. Open to students in Accounting track only.
Prerequisite: ACCT 351 and Accounting track

Art (ART)

ART 800P – Drawing 3 credit hours
Experimentation in form, value, line, color, and pictorial composition is encouraged as a means toward individual expression. Open to students who have completed basic courses in drawing composition.

ART 803 – Art Education Research Methods 3 credit hours
This is a required Arts Based Educational Research (ABER) class. This course prepares the student for coursework and the final research paper within the ABER rationale. This class includes the development of research and writing skills and becoming proficient in APA style. In addition to Arts Based Education Research, other methodologies include case studies, action research and qualitative and quantitative research.

ART 805P – History of 19th Century Art 3 credit hours

ART 807P – Art Methods for Young Children 3 credit hours
This interactive course is designed to give you a new perspective on planning and implementing developmentally appropriate art programs for children from birth through age eight. Topics include curriculum, assessment, evaluation, and program planning in addition to several historical perspectives and theories of child development and best practices for early childhood art education. We will examine key concepts as they relate to specific art activities. Graduate students will conduct research on a selected topic. Recommended prerequisite of a basic or advanced design course which provides fundamental training in art elements and principles with an emphasis on art materials, processes and the development of a basic art vocabulary.

ART 812 – Curriculum Development & Assessment in PK-12 Classrooms 3 credit hours
This course is an exploration of the many aspects involved in developing an art curriculum. Included is curriculum as a body of knowledge to be transmitted, as a product, as a process, and as praxis. Students will choose their grade level focus and will write a yearly curriculum. Tied to curriculum is assessment. Assessment is considered difficult to accomplish in art. Drawing on current theories and visible practices in the qualitative assessment of art, strategies will be presented which address criteria for authentic assessment in art using transparent, logical, and intuitive methods.

ART 820 – Graduate Art History Survey I for Art Educators 3 credit hours
This is a graduate level art history survey course which covers material from Pre-history through the Renaissance and incorporates classroom projects that the student will then have as an option to introduce the material into their classrooms.

ART 820 – Graduate Art History Survey II for Art Educators 3 credit hours
This is a graduate level art history survey course which covers material from Renaissance through Contemporary Art and incorporates classroom projects that the student will then have as an option to introduce the material into their classrooms.

ART 825 – Intercultural Aesthetics & Pedagogical Practice 3 credit hours
This course explores the history and theories of the development of aesthetics in art. Course requirements include directed reading and special investigation of traditional and current trends in aesthetic theories in relationship to diverse world cultures. Appropriate application to the K-12 art classroom will be explored.

ART 826 – Non-Western Art History: Selected Topics 3 credit hours
This course is a graduate level survey of the art and architecture of various cultural regions around the world. Areas of the world will be selected by the professor teaching the course according to his/her area of expertise. The goal of this course is to consider the interrelationship between the visual properties of art objects and the social and cultural contexts of their production.

ART 828 – Creative Photography 3 credit hours
The primary goal of this course will be to explore photography technically, visually, and conceptually. This course will explore the artistic potential of photography via digital technologies. We will start with an overview on the basics of photography as they pertain to using digital cameras and digital output and move onto exploring some of the major concepts and visual theories on photography. This course will culminate into an original body of photographic work.

ART 830 – Art Education Processes: Glass Fusing 3 credit hours
This course introduces glass fusing techniques and processes into the art education program structure. Participants will design and execute projects involving the craft of fusing and slumping glass to create objects of functional, decorative and/or sculptural application that can be integrated into the art curriculum for a variety of age levels. Student are expected to be independently driven to both meet and exceed the goals and outcomes as relative to their experience and ability.

ART 840P – Special Problems in Art History 1-3 credit hours
Course by appointment. Research on specific problems which may involve historical, philosophical, aesthetic or critical aspects of art.

Total Credits Allowed: 3.00
**ART 843P – Independent Study in Art** 1-4 credit 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.
Total Credits Allowed: 4.00

**ART 844 – History, Theories and Philosophies of Art Education** 3 credit hours
Students will learn about the development of American art education by examining historical ideas and practices and current theories and philosophies. Influences of society on art education and the impact of art and art education in a democratic society will be explored.

**ART 845 – Multicultural Art in the Elementary and Secondary Curriculum** 3 credit hours
This course explores the art of many cultures and enhances the teaching of art to a culturally diverse student body. Problems and issues of teaching art from cultures other than one’s own will be addressed. Multiple aesthetic perspectives will be examined and debated.

**ART 846 – Seminar in Art Education** 3 credit hours
A study of the philosophies of art education; investigation of current practices and techniques used.

**ART 848 – Art for Students with Diverse Needs** 3 credit 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 credit hours
This class explores the methods for incorporating art into other subjects and other subjects into art. Students in this class will learn how to develop interdisciplinary (integrated) lessons which address multiple intelligences, are intellectually stimulating and help develop children’s problem-solving skills.

**ART 850A – Painting** 1 credit hour
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

**ART 850B – Painting** 2 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

**ART 850C – Painting** 3 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

**ART 850D – Painting** 4 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

**ART 850E – Painting** 5 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

**ART 850F – Painting** 6 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

**ART 855 – Art Education in American Culture** 3 credit hours
This course will explore questions about American culture and the historical impact visual art education has had on culture and how culture has impacted art education. Students will examine art education’s current cultural role in a pluralistic society.

**ART 856 – Visual Culture & Studio Practice** 3 credit hours
The primary goal of this course will be to explore what Visual Culture means. Students will create expressive works of art using contemporary art practices which reflect the ideas of Visual Culture. This work will be disseminated using the internet and its resources like Flickr, Facebook, and YouTube.

**ART 857 – Digital Art** 3 credit hours
Exploration into digital image making and visual story telling with an emphasis in digital technology. Students are expected to have a working knowledge of the computer os as well as photoshop and/or painter.

**ART 860 – Seminar in Art Criticism and Philosophy** 3 credit hours
Aesthetics and philosophy of art criticism for advanced students.

**ART 865 – Directed Reading** 3 credit hours
Supervised study and research in an area approved by the instructor. By permission of instructor only.

**ART 870A – Independent Study** 1 credit hour
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed. By permission of instructor only.
Total Credits Allowed: 1.00

**ART 870B – Independent Study** 2 credit hours
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed. By permission of instructor only.
Total Credits Allowed: 2.00

**ART 870C – Independent Study** 3 credit hours
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed. By permission of instructor only.

**ART 870D – Independent Study** 4 credit hours
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed. By permission of instructor only.

**ART 872P – Women in Art** 3 credit hours
This course analyzes women’s artistic role in their societies and highlights pertinent issues in each individual period. It is a chronological survey from the prehistoric era through the end of the twentieth century.

**ART 873 – Modern Art History** 3 credit hours
Survey of art in the western world from 1900 to the present. The course revisits the questions: What is art? How can we define modernity? Is there “progress” in the visual arts? And what is modern art? Additionally, this course asks, what is Post Modern art and is it different from modern art? If so, how? Overarching themes, such as modernism, progress, the concept of the avant-garde and its uneasy relation with the general public, vision and reality, and the functions of the artist in society, are explored through time. Three main units will be outlined - European Art from 1900-1945, American Art from 1945-1980, and Post Modern and Contemporary Art from 1980-Present. Works of individual artists and movements will be examined within their social, religious, intellectual, and historical contexts.

**ART 875 – Visual Culture & Studio Practice** 3 credit hours
The study of the visual arts and culture of a region or country through travel and research.
ART 895 – Art Education Research Paper 3 credit hours
The development of a problem, written or creative, in Art to be developed under the supervision of the major Professor in the discipline. By permission of graduate advisor. Prerequisite: Completion of 27 hours of the program and ART 803.

ART 899P – Special Topics in Art 3-6 credit hours
Designed to meet special needs for students in Art Education, Art History, Graphic Design, and Studio Art. By permission of instructor only. Total Credits Allowed: 6.00

Biology (BIOL)

BIOL 801 – Principles of Immunology 3 credit hours
An in-depth discussion of the principles of modern immunology. Major topics of discussion will include: cellular components of the immune system; antibody structure, function and synthesis; function of cytokines and complement; MHC structure and function; and the immune system and disease. A competent background in cell biology and/or biochemistry and microbiology is strongly recommended. Offered online, Spring of even-numbered years.

BIOL 801P – Principles of Immunology 4 credit hours
In this course, we will cover basic and advanced principles of immunology. Topics to be covered include: 1. structural and functional aspects of the immune system, 2. structure and function of antigen receptors (TCR and BCR) and antibody molecules, 3. antigen-antibody interaction, 4. antigen recognition and response, 5. development of T and B cells, 6. disorders of the immune system including allergies and hypersensitivities, immunodeficiencies, tolerance, and autoimmunity, 7. immunobiology of tissue transplants, and 8. basic aspects of cancer and cancer therapy that relate to immunology. Lab required. Offered on-campus Fall only. Prerequisite: BIOL 309 or CHEM 351 and CHEM 351L or instructor’s permission. Additional Course Fee Required

BIOL 802 – Organic Evolution 3 credit hours
This course is an overview of the basic concepts in evolutionary biology with a focus on pattern and process through the use of examples. Molecular and organismal data will be examined. Offered online, every Fall and Spring.

BIOL 803P – Plant Physiology 3 credit hours
Life processes of plants with an emphasis on water relations and hormonal and stress physiology. Three hours of laboratory each week. Offered online, Fall of even-numbered years and on-campus on demand. Additional Course Fee Required

BIOL 804 – Evolution of Epidemics 3 credit hours
Through videotaped lectures, reading and writing assignments, and online discussions, students will develop an understanding of the origin and the evolution of plagues. We will illustrate the techniques humans have to defend against epidemics and will speculate about their role in shaping humanity and our futures. Offered online, Spring of odd-numbered years.

BIOL 804P – Developmental Biology 3 credit hours
Principles of developmental processes with emphasis on the physiological and genetic events occurring during the growth and maturation of living organisms. Three hours of laboratory each week. Offered on-campus, Spring of odd-numbered years. Additional Course Fee Required

BIOL 805P – Range and Wildlife Management 3 credit hours
Basic principles of range and pasture management for use by domestic livestock and wildlife. Course includes three hours of field or laboratory work each week. Offered on-campus, Spring of even-numbered years. Additional Course Fee Required

BIOL 806P – Plant Ecology 3 credit hours
A study of plants in relation to their environment. Three hours of laboratory or field work each week. Offered on-campus, Fall of even-numbered years. Additional Course Fee Required

BIOL 809P – Biological Studies using GIS 3 credit hours
This course is an introduction to many aspects of using Geographic Information Systems as a natural resources tool. The class introduces cartographic concepts, tools such as Global Positioning System tools, and natural resource databases at the state and federal levels. In addition to lectures and labs where the software and tools are used, students also have the opportunity to complete projects using GIS and data of their own choosing. The main objective of the class is to give students enough familiarity with GIS software, data resources, and project design to be able to effectively produce their own projects. Offered on-campus, Fall of odd-numbered years. Prerequisite: BIOL 307 and General Biology II

BIOL 810P – Fire Ecology and Management in Grasslands 1 credit hour
Familiarizes students with the role of fire as a major ecosystem process in grasslands and its use as a management tool. Provides the opportunity for certification for prescribed burning and wildland firefighting at federal, state, or private agency levels. Offered “in the field” on demand.

BIOL 811 – Scientific Illustration 3 credit hours
An introduction to the discipline of scientific illustration. Students will learn the fundamental principles of creating effective illustrations for the purpose of communicating science. A limited set of media types, both traditional and digital, will be explored. The main focus will be on creating the best images for use in research, teaching, journal publications, presentations, and other applications. Copyright and other legal issues will also be discussed. A basic knowledge of biological concepts is useful; artistic ability not required. Offered online, Spring of even-numbered years.

BIOL 812 – Microbial Diversity 3 credit hours
Microbes are the most abundant and diverse organisms on Earth. Collectively, they play critical roles in biogeochemical cycling, human health, and food production. This course will explore the evolutionary and ecological processes that generate and maintain microbial diversity. Students will also be exposed to molecular and bioinformatic approaches that are used to study microorganisms in a variety of habitats, including freshwater, marine and terrestrial. Offered online.

BIOL 813 – Issues in Bioethics 3 credit hours
Bioethics is the study of ethical controversies in both biology and medicine. Science has progressed significantly in the last century and with this progress has come ethical questions. The intent of this course is to focus on a variety of issues that have arisen, including, but not limited to, assisted reproductive technologies, sex selection, cloning, and stem cell research to name a few. Offered online, Spring of even-numbered years.
Biology (BIOL)

BIOL 814 – Plant Pathology 3 credit hours
The course focuses on the biology of plant pathogen interactions. Students will gain an in-depth knowledge of the disease processes of a large variety of plant diseases at both the whole plant and the molecular level. Emphasis is also placed on current issues and topics in plant pathology in independent research review projects. Offered online, Spring of even-numbered years.

BIOL 815 – Great Plains Heritage 3 credit hours
This course will provide an overview of the natural history, ecology, and culture of the Great Plains region from a scientific and a historical perspective. Great Plains literature will also be incorporated into the course in order to enhance the knowledge, understanding, and appreciation of the Great Plains by each participant. Offered online on demand.

BIOL 816P – Plant Diversity and Evolution 4 credit hours
Morphology of each group of the plant kingdom. Three hours of laboratory each week. Offered on-campus, Spring of odd-numbered years. Additional Course Fee Required

BIOL 818P – Plant Taxonomy 3 credit hours
Collection and identification of vascular plants with emphasis on the prairies and plains. A family approach is utilized. Three hours of laboratory or fieldwork each week. Offered on-campus, Fall only. Additional Course Fee Required

BIOL 819 – Bioethics of HeLa Cells 3 credit hours
HeLa cells are one of the oldest and most commonly used human cell line. Even though the utility of this cell line is vast and important, the history behind how the cells were isolated and used is a bioethical conundrum. Science, medicine, and technology have progressed significantly because of the use of HeLa cells and with this progress have come ethical questions. The intent of this course is to focus on the biological, medical, technological, and ethical issues surrounding HeLa cells. Offered online, Summer of odd-numbered years.

BIOL 820 – Introduction to Graduate Study 3 credit hours
An introduction to graduate study and requirements at UNK with emphasis on research methods and biological techniques for the professional teacher and biologist. Students will gain an appreciation for the scientific method by formulating good scientific questions including sound null and alternative hypotheses, design experimental methods addressing the hypotheses and propose appropriate statistical tests for evaluation of results. Students will practice the art of locating and understanding scientific literature. In addition, students will engage in scientific writing which will include the submission of a research proposal. Offered online, every semester and on-campus, Fall and Spring. Prerequisite: Biology majors or permission

BIOL 821 – Directed Readings 1-3 credit hours
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 Marine Biology Readings in Evolution Readings in Botany Readings in Microbiology Readings in Developmental Biology
Department Consent Required
Total Credits Allowed: 6.00

BIOL 822 – Advances in Biology 1-3 credit hours
Recent advances in biological topics will be covered. A maximum of 6 hours credit may be counted toward a degree.
Total Credits Allowed: 6.00

BIOL 823 – Environmental Biology 3 credit hours
Environmental biology focuses on the interface of human activity and the natural biological world. The impacts of humans on biogeochemical cycles, ecosystems, and individual species are examined. The role of governmental policies and politics is a part of this discipline and is reviewed. Recent scientific research and reports are used to predict what the future challenges are to humans and organisms in the face of the rapid changes brought about by human activity. Offered online, Fall of even-numbered years.

BIOL 824 – Principles of Ecology 3 credit hours
Ecology is the study of how species interact with each other and with their abiotic environment. There are many disciplines within ecology that we will touch on, including marine ecology, ecological physiology, population biology, and community ecology. This class will summarize current ecological knowledge, and students will read a number of classic papers in the field. Offered online, Spring of odd-numbered years.

BIOL 825 – Tropical Island Biology 2 credit hours
This course uses Hawaii as a case study in biology. Most classes in biology programs focus on a discipline (or sub-discipline) and the class works through the various aspects of that area of study. This class will take a different approach. Here the focus will be on this one area of the Earth and the class will explore various scientific aspects of this island chain. The class will investigate the geology, biogeography, biological evolution, invasive species, and current conservation efforts of the biological diversity of the Hawaiian islands. Offered online on demand.

BIOL 827 – Biological Statistics 3 credit hours
This class is divided into two main areas. The first is biological statistics: the collection and analysis of scientific data. The second area is experimental design: how an experimental hypothesis is built and what are the pieces and procedures needed to conduct a successful experiment. The class is not mathematically intensive and relies on the power of computers beyond a few examples done by hand. The class includes both parametric and non-parametric statistics with continuous and categorical variables. Offered online, every Fall and Spring.

BIOL 828 – Human Evolution 3 credit hours
Human evolution has been an interest of humans probably ever since people could think about the idea. This course examines the current state of scientific knowledge of human origins. The class will focus primarily on anthropological evidence, but also include genetic and behavioral information. The class is primarily a reading and discussion course. Offered online, Spring of even-numbered years.

BIOL 829 – Ecological Anthropology 2 credit hours
This course is a study of human civilization through the lens of biology. Readings specifically examine the role of biogeography, domesticable species distribution, and how the distribution of other natural resources has affected which human societies have been the most successful. The class also focuses on why certain civilizations have failed. This is a reading course with an emphasis on discussion. Offered online, Summer of odd-numbered years.

BIOL 830P – Special Topics in Biology 1-3 credit hours
Topics are studied which are not assigned or covered in other courses in the department. The format of this course will vary depending on the topic of instruction and the needs of students. Topics in Botany Topics in Fresh Water Biology Topics in Vertebrate Biology Topics in Invertebrate Biology Topics in Nebraska Flora Topics in Physiology
Total Credits Allowed: 15.00
BIOL 831 — Biological Research  1-3 credit hours
Independent investigation of biological problems. A maximum of three hours credit may count toward the 36 hours required for the thesis option. Offered on-campus, every semester. 
Total Credits Allowed: 6.00

BIOL 831A — Biological Research: Hypotheses and Justification  1 credit hour
Students will identify a research project and, with the help of a faculty mentor, develop testable hypotheses and write a referenced justification for the research. Credit 1 of the 6 credits of BIOL 831; all 6 credits must be completed to count toward the degree program. It is recommended that students have taken six graduate Biology credit hours in addition to BIOL 820 before enrolling in this class. Offered online, every semester. 
Department Consent Required
Prerequisite: BIOL 820 and permission.

BIOL 831B — Biological Research: Methodology  1 credit hour
Students will develop detailed methodology, statistical analysis, and budget to investigate the hypotheses identified in BIOL 831A. If possible, preliminary trials will be conducted. Credit 2 of the 6 credits of BIOL 831; all 6 credits must be completed to count toward the degree program. Offered online, every semester. 
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831A.

BIOL 831C — Biological Research: Annotated Bibliography  1 credit hour
Students will conduct a complete literature review (annotated bibliography) of their topic and obtain a minimum of 50 peer-reviewed references related to their research identified in BIOL 831A. Credit 3 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester. 
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831B.

BIOL 831D — Biological Research: Data Collection  1 credit hour
Students will gather data according to the methodology developed in BIOL 831B. IRB and/or IACUC approval, if required, must be obtained prior to enrollment. Credit 4 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester. 
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831C.

BIOL 831E — Biological Research: Statistical Analysis  1 credit hour
Students will use appropriate statistics to analyze their results, construct appropriate tables and figures to visually present the results, and use text to verbally describe the results. Students will evaluate their results in the framework of the hypotheses developed in BIOL 831A. Credit 5 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester. 
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831D.

BIOL 831F — Biological Research: Manuscript  1 credit hour
Students will submit a final manuscript summarizing their work done in BIOL 831A-E. The manuscript will be prepared in a manner consistent with submission to a professional journal in their field of study. Credit 6 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester. 
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831E.

BIOL 832 — Crane Ecology  1 credit hour
This course is an in-depth study of the behavior and ecology of cranes. Assigned readings from the scientific literature, one writing assignment and online discussions will be used to explore a variety of topics including: reproductive biology, wintering ecology, migratory behavior, conservation and management of cranes. Plan to spend at least several hours each week on reading, writing, and responding to topic discussions. Offered online, Fall of odd-numbered years.

BIOL 833P — Invertebrate Zoology  3 credit hours
This course provides an introduction to the biology of specific phyla, classes, and orders of invertebrates with an emphasis on classification, morphology, structure and function of their internal anatomy, ecology and evolution, and fundamental concepts characteristic of this diverse animal group. Laboratory stresses anatomy, natural history and ecology of invertebrates. Three hours of laboratory every week. 
Prerequisite: BIOL 105 and BIOL 106 or permission of instructor
Additional Course Fee Required

BIOL 834 — Conservation Biology  3 credit hours
An overview of conservation biology and its importance. Special emphasis is placed on ecological, economic, and social issues relevant to biological reality. Offered online, Spring of odd-numbered years.

BIOL 835P — Herpetology  3 credit hours
Herpetology provides an introduction to reptiles and amphibians with an emphasis placed on morphology, taxonomy, life history, and ecology of the major groups. Together, reptiles and amphibians are more diverse, numerous, and important to many terrestrial ecosystems than any other organism. You will learn life histories, their role in the ecosystem, reasons for the decline of many species and increase in other species and their importance to humans. Offered on-campus, Fall of odd-numbered years and online on demand.
Additional Course Fee Required

BIOL 836 — Biology of Size  3 credit hours
This class examines the importance of size for biological organisms from bacteria to blue whales, microcosms to large-scale communities. Often in biology we fail to consider the importance of physical laws which determine rates of diffusion and heat transfer, transfer of force and momentum, the strength of structures, the dynamics of locomotion and more. This class attempts to rectify this oversight with readings and lectures examining the impacts of being a given size. Offered online, Summer of odd-numbered years.

BIOL 838 — Essential Human Anatomy  3 credit hours
Human anatomy including essential aspects of functional morphology will be covered. Topics covered may include the integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, urinary, digestive and reproductive systems. Detailed discussion of specific anatomical regions will be required. Offered online, Fall only.

BIOL 839 — Human Physiological Systems  3 credit hours
General human physiology will be studied with an emphasis on systems. The integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, urinary, digestive, immune and reproductive systems will be discussed. Salient mechanical, physical and biochemical processes of organs, tissues and cells will be covered. Anatomy will be included at a level necessary to make sense of the system's function. Offered online, Spring only.
BIOL 840 – Infectious Diseases  3 credit hours
This course is an introduction to medical microbiology with coverage of viral, bacterial, fungal, and protozoan disease causing microorganisms. It will cover the basic mechanisms of infection, disease progression, and immune response. It is strongly suggested that students have taken an introductory microbiology course before taking this class. Offered online, Fall only.

BIOL 840P – Infectious Diseases  3 credit hours
This course focuses on the medical aspects of microbiology. The course will cover viruses, bacteria, fungi, and parasitic protists. We will study the mechanisms of infection, disease progression, and immune response. Offered on-campus, Fall of odd-numbered years.

Additional Course Fee Required

BIOL 841 – Virology  3 credit hours
An in-depth discussion of the principles of modern virology. Major topics of discussion will include: virus replication strategies, virus structure, virus infection and disease, and host resistance to disease. A course in genetics and a course in cell biology or biochemistry is strongly recommended. Offered online, Spring only.

BIOL 843 – Cell Structure and Function  3 credit hours
This course will cover current topics in eukaryotic cell Biology including functions of the membrane, cell organelle functions, cell signaling, cell cycle, and cell movement. This course will also cover the involvement of specific cell organelles and cell functions in human diseases.

BIOL 844 – Molecular Biotechnology  3 credit hours
The course will consist of a short review of pertinent principles in protein structure and function, enzyme mechanisms and kinetics, and the basics of the genetic dogma and recombinant DNA technology. The bulk of the course will be made up of a topical consideration of subjects in biotechnology such as: the production of protein pharmaceuticals, genetic engineering of animals and plants, and cloning of organisms. Special consideration will be given to the molecular mechanisms behind the processes discussed. Offered online, Spring of odd-numbered years.

BIOL 845 – Forensic Biology  3 credit hours
This course will be a wide consideration of all aspects of Forensic Biology ranging from general considerations to the latest in molecular techniques. We will also review current literature, discuss case studies, and look at some mass-market publications on crime scene investigation. Offered online, Summer only.

BIOL 846 – Cancer Biology  3 credit hours
This course is designed as a survey of the current state of knowledge in the cellular and molecular biology of cancer processes. The students will also review current literature in cancer biology by analyzing and critiquing current articles. Offered online, Fall of odd-numbered years.

BIOL 850P – Advanced Molecular Biology  4 credit hours
The course is an in-depth discussion of the principles and techniques of modern molecular biology. Specifically, this course covers the central dogma processes (replication, transcription and translation) as they occur in both prokaryotic and eukaryotic organisms. Students will be exposed to a number of techniques including isolating DNA, RNA, and proteins, polymerase chain reaction, gel electrophoresis, genetic cloning, flow cytometry, ELISA, and immunoblotting. This course will emphasize design and interpretation of scientific experiments specific to molecular biology in coursework completed in lecture and lab. Students should have completed an advanced cell biology or genetics course prior to enrolling in this course.

BIOL 853 – Genome Evolution  3 credit hours
This course is a survey of current research in genome evolution with an emphasis on understanding the unifying evolutionary principles. Topics include gene duplication, polyploidy, mobile elements and comparative genomics. Offered online on demand.

BIOL 854 – Biological Application of GIS  3 credit hours
This class introduces students to Geographical Information Systems (GIS) and associated concepts and technologies. The class curriculum includes an introduction to (and temporary license for) the ArcGIS GIS software package, cartographic principles, online GIS data sources, and the functioning of Global Positioning System (GPS). Particular attention will be paid to organizing GIS data into appropriate data structures and the completion of independent research projects. The independent projects have been found to be a crucial component for becoming familiar with much of the material covered in the class. No prior experience with GIS or GPS software or GPS receivers is expected. Offered online, Fall of odd-numbered years.

BIOL 856P – Regional Field Study  1-4 credit hours
This course is designed to introduce students to detailed biological studies of specific regions. Regions studied may vary depending upon instructor availability and student needs. Topics may include but are not limited to: Tropical and Marine Island Biology Natural History of Nebraska Natural History of the Southwest

Total Credits Allowed: 4.00

BIOL 857 – Human Histology  3 credit hours
Histology is also called micro-anatomy. This course examines animal bodies on the tissue and cellular level. Most examples will be from the human anatomy. Basic tissue types will be studied as well as organ structure and function. As a distance class, micropictographs will be used (not glass slides) from the web, as well as from an assigned textbook. No prior experience with histology is expected. Offered online, Summer only.

BIOL 858 – Physiology of Stress  3 credit hours
An examination of how living organisms cope with short- and long-term exposure to extreme environmental conditions related to nutrient and water availability, temperature, and pressure. A basic understanding of organismal physiology is required. Offered online, Summer only.

BIOL 859 – Biology of the Brain  3 credit hours
This course will focus on the central nervous system (brain and spinal cord) and will include gross anatomical features and landmarks of the cerebral hemispheres, diencephalons, brainstem, cerebellum and spinal cord. Physiological aspects will include the generation and modification of action potentials as well as normal functions of the specific regions of the central nervous system. Selected abnormal functions will also be studied. The interdependency of the central nervous system to itself (various pathways between the spinal cord and within the brain) as well as to the peripheral nervous system and select organ systems will complete the focus of the course. It is recommended that students have taken anatomy and physiology before enrolling in this course.

BIOL 860 – Concepts of Genetics  3 credit hours
Application based course covering the classical and molecular principles of inheritance. Concepts covered include various historical concepts surrounding transmission, molecular, and population genetics, current state of the discipline, and the future outlook for the field. Students are required to demonstrate their knowledge and critical thinking skills through quizzes, tests, and writing assignments. Offered online, Fall of odd-numbered years.

Additional Course Fee Required
BIOL 861P – Human Genetics  3 credit hours
The course focuses on contemporary human genetics with emphasis on genetic diseases. A study of the genetic basis and frequency of genetic defects in man and genetic counseling. Offered on-campus, Spring of even-numbered years and online, Fall of even-numbered years.

BIOL 862P – Animal Behavior  3 credit hours
An introduction to the science of ethology. The course will examine behavior genetics, physiology of behavior, ecology of behavior, and the evolution of behavior. Three hours of laboratory each week. Offered on-campus, Spring of odd-numbered years and online, Summer of odd-numbered years.
Additional Course Fee Required

BIOL 863 – Biological Perspectives  3 credit hours
A review of the major advances in biology from the ancients to the present, with emphasis on paradigm shifts and science as a human endeavor. Offered online, Spring and Summer.

BIOL 865P – Physiology  3 credit hours
The structure and function of the systems of the vertebrate body. Three hours of laboratory each week. Offered on-campus, Spring only.
Additional Course Fee Required

BIOL 866 – Functional Morphology  3 credit hours
A study of the structure, form, and function of morphological adaptations in plants and animals as examined through mechanical, ecological, and evolutionary perspectives. This course will investigate the form and functions of organisms largely by examination of the scientific literature. Offered online, Spring of odd-numbered years.

BIOL 868L – Parasitology Laboratory  1 credit hour
The basic concepts of parasitology with emphasis on the major types of medically and economically important parasites (protozoan, helminth and arthropods) will be covered, including life cycle, diagnosis, treatment, immunity, pathology, control, and ecology and evolution. Laboratory stresses identification of the various developmental stages of these parasites.
Prerequisite: BIOL 105 and BIOL 106.
Corequisite: BIOL 868P.

BIOL 868P – Parasitology  2 credit hours
The basic concepts of parasitology with emphasis on the major types of medically and economically important parasites (protozoan, helminth and arthropods) will be covered, including life cycle, diagnosis, treatment, immunity, pathology, control, and ecology and evolution.
Prerequisite: BIOL 105 and BIOL 106 or permission of instructor.
Corequisite: BIOL 868L.
Additional Course Fee Required

BIOL 869 – Conservation of Birds and Mammals  3 credit hours
Wildlife is defined as wild birds and wild mammals. It does not include other vertebrates (fish, amphibians, or reptiles), nor does it include invertebrate animals. This is a course about the Principles of Wildlife Conservation, and is not specifically about wildlife management, or even wildlife ecology. However, both these latter subjects will be examined briefly. Wildlife conservation usually involves as much if not more of the following disciplines than it involves biology: history, sociology, and politics. It is recommended that you have taken a course in ecology and statistics before enrolling in this course. Offered online, Summer of even-numbered years.

BIOL 870 – Insect Biology  3 credit hours
An introduction to insects and related arthropods. Emphasis is placed on morphology, physiology, taxonomy and ecology of insects. Offered online on demand.

BIOL 870P – Insect Biology  3 credit hours
An introduction to insects and related arthropods. Emphasis is placed on morphology, physiology, taxonomy and ecology of insects. Three hours of laboratory or field work each week. Offered on-campus, Spring of even-numbered years.
Additional Course Fee Required

BIOL 871P – Methods in Secondary Science Teaching  3 credit hours
An examination of current developments in curricula, methods, and materials. Laboratory time arranged. Offered on-campus, Fall only.
Additional Course Fee Required

BIOL 872P – Ichthyology  3 credit hours
The study of fish with a focus on classification, anatomy, distribution, ecology, physiology and management of fishes. Three hours of laboratory or field work each week. Offered on-campus, Fall of odd-numbered years.
Additional Course Fee Required

BIOL 873P – Ornithology  3 credit hours
An introduction to birds: emphasis on bird identification skills, behavior, classification, ecology, and physiology. Three hours of laboratory or field work each week. Offered on-campus, Spring of even-numbered years.
Additional Course Fee Required

BIOL 874P – Mammalogy  3 credit hours
Introduction to mammals: ecology, classification, physiology, and behavior. Three-hour laboratory per week for preparation and identification of specimens. Offered on-campus, Fall of even-numbered years.
Additional Course Fee Required

BIOL 875 – Internship in Biology  1-9 credit hours
Internship is taken as part of the professional semester, and it emphasizes the professional development of the individual. Students may apply to participate in an internship to receive credit in their degree seeking programs. To sign up for internships, the internship must have clearly defined learning objectives, have an agreed upon number of contact hours which will coincide with the credit hours, and a letter of support from the internship supervisor. Students will be required to keep a weekly journal of their activities and will submit a written assignment at the end of the semester.
Total Credits Allowed: 9.00

BIOL 876 – Natural Science Curriculum  3 credit hours
For practicing science teachers. Emphasis on scientific literacy and the alignment of K-12 science curricula with state and national standards and benchmarks. Offered online on demand.

BIOL 877 – Writing in the Sciences  2 credit hours
Academic writing in the sciences can be a daunting solitary endeavor. It is the hope of this course to take away the fear of the blank page and help to engage the class with a sense of community that is inherently beneficial to the writing process. This course is particularly geared towards students who have been away from academic writing for many years, or perhaps decades. This will be an introduction into this type of writing, complete with an overview of the materials available to you as a distance student. The primary purpose of this course is to improve your written communications skills. We will focus on your ability to prepare and write technical papers in a professional scientific format. A crucial part of learning to write technical papers is reading them and practicing writing them yourself. Plan to spend at least several hours each week on reading, writing, and practicing the skills we cover in this course. Offered online, Fall of even-numbered years.
BIOL 880 – Seminar in Graduate Studies 1 credit hour
An in-depth discussion of current topics in biology. Students will give presentations of various kinds weekly. Some presentations will consist of the students reading peer-reviewed, published research papers followed by an oral presentation of their contents. Others will be designed to improve oral skills in communicating with non-scientific audiences. Student participants are expected to read all journal articles presented, whether they are presenting or not.
Total Credits Allowed: 3.00

BIOL 881 – Current Issues in Biology 1 credit hour
This course will expose the student to many different biological research topics, stimulate discussion on these topics, promote awareness of current issues in biology, help students critically analyze relevant and contemporary primary literature and ensure students are able to prepare appropriate presentations for scientific meetings. This course is repeatable for up to 3 credit hours. Offered online, every semester.
Total Credits Allowed: 3.00

BIOL 882 – Seminar in Molecular Biology 1 credit hour
An in-depth discussion of current topics in molecular biology. Presentations will be given weekly by guest speakers, faculty and students. Seminar is designed to help students analyze, understand and present current research within the field of Science, enhance critical thinking through question and answer sessions, and develop the skill set, both verbal and written, needed to present research and/or data in future careers. Offered on-campus, every semester.
Total Credits Allowed: 5.00

BIOL 882P – Seminar in Molecular Biology 1 credit hour
An in-depth discussion of current topics in molecular biology. Guest speakers, faculty and students will give presentations weekly. Some presentations will consist of the students reading an assigned paper followed by an oral presentation of its contents. Student participants are expected to read all journal articles presented, whether they are presenting or not. This course does not serve as a substitute for BIOL 880 Seminar. Offered on-campus, every semester.
Total Credits Allowed: 2.00
Prerequisite: BIOL 360 or permission of instructor

BIOL 883 – Aquatic Trophic Ecology 3 credit hours
This course was developed to provide a thorough examination of both theoretical and applied aspects of aquatic food web management. Major themes of the course will include nutrient cycling, trophic state and eutrophication, predation and food webs, and fisheries ecology. Selected scientific literature and text readings will stress professional differences of opinion during discussion of topics, which is intended to guide students toward an understanding that ecological principles rarely are simple and that current dogma can at times be incorrect or incomplete. Finally, this course is directed at improving student communication (written and electronic information/technology based) and critical thinking skills. Offered online, Summer of odd-numbered years.

BIOL 884 – Freshwater Management Techniques 3 credit hours
Through videotaped lectures, reading and writing assignments, and on-line discussions, students will be introduced to both freshwater ecosystems and fishery management. Students will learn to analyze freshwater management problems using multiple techniques, to suggest alternative approaches, and to identify consequences of those approaches. Offered online, Fall of even-numbered years.

BIOL 885P – Molecular Genetics 3 credit hours
An in-depth study of gene structure and replication in prokaryotes and eukaryotes. Gene function in developing and differentiated cells will also be studied in detail.

BIOL 886 – Sexual Selection 1 credit hour
Small group discussions will be used to discuss readings on the role of sexual selection in evolution. Offered online, Spring of odd-numbered years.

BIOL 887 – Fisheries Ecology 3 credit hours
This course was developed to provide a thorough examination of both theoretical and applied aspects of fisheries ecology. Major themes of the course will include individual ecology (feeding, growth, and reproduction), population ecology, and community ecology (predation and competition). Selected scientific literature and text readings will stress professional differences of opinion during discussion of topics, which is intended to guide students toward an understanding that ecological principles rarely are simple and that current dogma can at times be incorrect or incomplete. Finally, this course is directed at improving student communication (written and electronic information/technology based) and critical thinking skills. Offered online, Summer of odd-numbered years.

BIOL 888 – Thesis 1-6 credit hours
Offered on-campus, every semester.
Total Credits Allowed: 6.00

Business Administration (BSAD)

BSAD 895 – Integrative Capstone Experience 3 credit hours
This is a required experiential capstone graduate-level project in the MBA program that entails integrating business and organizational principles, concepts, and theories from multiple functional areas. Students will acquire advanced skills in assessing a significant and substantial business problem, gauging the data requirements, collecting information, applying the principles, concepts, and theories from various disciplines in the program, and developing a feasible solution. This multi-modal, hands-on practicum involves the application of the skills, methods, knowledge, and competencies acquired in the MBA program to solve a complex business problem. Students are given the choice of (1) developing a business plan or (2) conducting an organizational audit of an existing organization. Generally, a 3-credit hour course in a Graduate program requires about 150 hours of student work.
Total Credits Allowed: 9.00
Prerequisite: ACCT 858 or ACCT 860 AND FIN 809 and MGT 890 and MKT 856 and MGT 892.

Business Education (BSED)

BSED 802P – Career, Business, and Technology Principles 3 credit hours
This course is designed to prepare business education students by examining career and technical development, stakeholder engagement, and new and emerging business and computer technologies to promote learning. Subject integration, application of standards, use of web-based sources and resource management is applied. Hands-on experience in desktop publishing and a variety of software programs related to business are provided.
BSED 831P – Coordinating Techniques  3 credit hours
This course analyzes vocational cooperative programs and their relationship to the comprehensive school curriculum for combining school-based and work-based learning. The challenges of developing and implementing an effective work-based learning experience are explored. Emphasis is placed on the organization and supervision of cooperative programs, the duties and responsibilities of the coordinator, the selection and placement of students, the evaluation of training stations, and the evaluation of student occupational competencies.

BSED 870P – Career Education Methods  3 credit hours
Course is designed to prepare students to teach business education in grades 7-12 and middle school grades. The course covers instructional strategies, methods, and procedures for teaching business education content at the secondary and middle school levels. Students gain knowledge of available resources, development of teaching materials, lesson plans and unit plans, utilization of technology in the teaching of business education classes, and identification and selection of appropriate assessment techniques.

Chemistry (CHEM)

CHEM 805 – Chemical Management & Safety  1 credit hour
This course addresses chemical management and safety issues that are commonly encountered in chemical laboratories and stockrooms.

CHEM 810 – Principles of Environmental Chemistry  3 credit hours
A study of the fate of chemicals in the air, water, and soil, and their impact on human health and the natural environment. Topics will include water pollution and water treatment, greenhouse gases and ozone-layer destruction, sources and management of hazardous wastes.

CHEM 820 – Principles of Inorganic Chemistry  3 credit hours
This course emphasizes topic areas that are typically introduced in General Chemistry, such as atomic, molecular, and solid-state structure, periodic trends, and acid-base concepts, but in much greater depth. Three lecture credits without laboratory.

CHEM 822 – Transition Metal Chemistry  2 credit hours
This course emphasizes advanced topics in Inorganic Chemistry pertaining to the structure and properties of transition metals and the complexes they form. Credit will not be granted for both this course and CHEM 821. Prerequisite: CHEM 820 or department permission. Enrollment not allowed in CHEM 822 if CHEM 821 has been completed.

CHEM 823 – Fundamentals of Nanoscience  1 credit hour
This course provides an introduction to the preparation and properties of nanoscale materials in connection to current and future scientific applications. Specific materials systems discussed will be influenced by the publicity of recent research breakthroughs and may include quantum dots, gold and silver nanosensors, semiconductor nanoparticles, and carbon nanotubes. Prerequisite: Enrollment not allowed in CHEM 823 if CHEM 821 has been completed.

CHEM 840 – Advanced Principles of Organic Chemistry  3 credit hours
This course is designed to introduce modern technologies to identify structures of organic molecules. CHEM 840 emphasizes principles, applications and case study. Nuclear Magnetic Resonance (NMR) Spectrometry, Mass Spectrometry (MS), Infrared Spectroscopy (IR), and Ultraviolet-Visible Spectroscopy (UV-Vis) will be covered. A strong undergraduate organic chemistry background is required.

CHEM 855 – Principles of Biochemistry  3 credit hours
Chemistry of fats, protein, carbohydrates, hormones, vitamins, and other biologically important compounds. A solid background in organic chemistry is needed for success in this course.

CHEM 864 – Principles of Analytical Chemistry  2 credit hours
The following topics will be covered in-depth: laboratory equipment and techniques, accuracy and precision, QA and QC, solubility, acid-base equilibrium, titrations, electrochemical methods, and spectroscopy. Students should have a strong background in general chemistry topics prior to enrolling in this course.

CHEM 866 – Analytical Instrumentation  1 credit hour
The following topics will be covered in-depth: laboratory equipment and techniques with a focus on advanced electrochemical methods, chromatography, and spectroscopy. Students should have a strong background in general chemistry topics prior to enrolling in this course.

CHEM 883 – Chemical Kinetics  2 credit hours
This course emphasizes the following topic areas: reaction rates, rate laws, integrated rate law, reaction mechanisms, parallel reaction, temperature dependent rate constants, reversible reactions, potential energy surfaces, activated complex theory, transition state theory, catalysis, radical-chain reactions, and photochemistry. This course is offered for 2 credits without laboratory. Prerequisite: Enrollment not allowed in CHEM 883 if CHEM 882 has been completed.

CHEM 889 – Problems in Chemistry  1-3 credit hours
Independent investigations of chemistry problems. Three hours of laboratory work each week for each hour credit. Department Consent Required Total Credits Allowed: 3.00

CHEM 890 – Directed Research  1-3 credit hours
Independent original research of a selected topic in chemistry under the direction of a chemistry graduate faculty member. Total Credits Allowed: 9.00

CHEM 896 – Thesis  6 credit hours

CHEM 899 – Special Topics  1-3 credit 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. Total Credits Allowed: 10.00

Communication Disorders (CDIS)

CDIS 817 – Speech Science Instrumentation  2 credit hours
This course is intended to provide a practical guide to instrumentation for graduate students in speech-language pathology. Clinical use and application will be reviewed.

CDIS 818P – Diagnostic Methods  3 credit hours
Diagnostic principles, procedures, and materials used in assessment of individuals with communication disorders.

CDIS 820 – Research in Communication Disorders  3 credit hours
This course is designed to help students of communication disorders become critical readers of research in the field and to demonstrate the relevance of basic and applied research for evaluation and therapy in speech-language pathology and audiology. The course will include research strategies and research design in communication disorders in addition to measurement issues and organization and analysis of data.
CDIS 828P – Advanced Audiology  3 credit 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 830P – Pediatric Swallowing Disorders  1 credit hour
This course is designed to study the unique aspects of pediatric swallowing and feeding with regard to assessment, diagnosis, prognosis, and rehabilitation of children from birth to 21 years of age with dysphagia and/or related feeding disorders.
Prerequisite: CDIS 857 or CDIS 815.

CDIS 832 – Independent Study in Audiology  1-3 credit hours
Independent research or special assignments in the area of audiology.
Total Credits Allowed: 3.00

CDIS 833 – Practicum in Audiology  1-3 credit hours
Observation and participation in hearing testing, rehabilitation and patient counseling, and report writing.
Total Credits Allowed: 3.00

CDIS 835P – Neurological Foundations of Speech and Language  3 credit 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 840P – Augmentative Alternative Communication  3 credit 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 credit hours
Nature, etiology, assessment and treatment of phonological disorders; comparison to articulation assessment and treatment; remediation approaches.

CDIS 852 – Read & Writ Strat for SLP Serving Students w/Lang Based Literacy Disorders  3 credit hours
This course explores theory and research concerning language and literacy development and disorders in children and adolescents. Topics will include home and school influences on literacy acquisition, roles and responsibilities of the speech-language pathologist in reading and writing assessment and intervention, and predictors of reading and writing acquisition and improvement.

CDIS 856P – Adolescent Communication and Language Disorders  2 credit 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.
Prerequisite: Graduate standing

CDIS 857 – Dysphagia  2 credit hours
Rehabilitation of individuals with eating and swallowing disorders. Basic science, evaluation, and treatment issues of dysphagia are explored with emphasis on management of adults in the context of the rehabilitation team in a medical setting. Adaptations and special needs of pediatric dysphagia are overviewed. It is recommended that students complete CDIS 252 or approved equivalent and CDIS 815 prior to enrolling in CDIS 857.

CDIS 861 – Practicum in Speech/Language Pathology  1-3 credit hours
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.
Total Credits Allowed: 3.00
Prerequisite: Graduate standing
Additional Course Fee Required

CDIS 862 – Practicum in Speech/Language Pathology  1-3 credit hours
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance.
Total Credits Allowed: 3.00
Prerequisite: Graduate standing
Additional Course Fee Required

CDIS 863 – Practicum in Speech/Language Pathology  1-3 credit hours
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance.
Total Credits Allowed: 3.00
Prerequisite: Graduate standing
Additional Course Fee Required

CDIS 864 – Practicum in Speech/Language Pathology  1-3 credit hours
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.
Total Credits Allowed: 3.00
Prerequisite: Graduate status
Additional Course Fee Required

CDIS 865 – Voice and Resonance Disorders  3 credit hours
Symptomatology; etiology, assessment and remediation of functional and organic voice disorders; prevention issues. Classification of cleft lip and palate and related anomalies; medical approaches to cleft lip and palate; and assessment and intervention of communication disorders related to cleft lip and palate.

CDIS 868 – Motor Speech Disorders  3 credit hours
Nature, etiology, assessment, and treatment of motor speech disorders including dysarthria; acquired brain injury; verbal apraxia; and augmentative/alternative communication systems.

CDIS 869 – Clinical Competencies in Speech-Language Pathology  3 credit hours
Clinical Competencies in Speech/Language Pathology provides instructional and application-based experiences in clinical evaluations, interventions, interactions, and the professional responsibilities of a practicing Speech-Language Pathologist. This is a concentrated, supervised experience in demonstrating clinical competencies with populations varying in age and communication disorder. Professional writing skills are addressed with opportunities to produce clinical documentation relevant for client assignments.
Total Credits Allowed: 6.00
CDIS 870P – Professional Issues  3 credit hours
This course is designed to prepare students for employment as speech language pathologists. It provides information relative to professional, federal and state guidelines by which the practice of speech-language pathology is governed. Rights and responsibilities of speech-language pathologists are addressed. Information is given about various work settings including public schools, hospitals and other clinical facilities.

CDIS 876 – Cognitive Communication Disorders  3 credit 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.
Prerequisite: CDIS 815

CDIS 879P – Aging and Cognition  3 credit hours
Aging and Cognition is a multidisciplinary course that can interest/benefit/address students in different undergraduate or graduate programs including communication disorders, physical therapy, occupational therapy, psychology, nursing, family studies, kinesiology, sociology, social work, and education. Cognitive change as a normal process of aging as well as pathological aging including neurodegenerative diseases such as different types of dementia, Alzheimer’s disease, and Parkinson’s disease will be discussed. The concept of cognitive reserve will be elaborated and the factors that contribute to building a better reserve for healthy aging and prevention of neurodegenerative diseases will be studied.

CDIS 881 – Seminar in Speech-Language Pathology  3 credit hours
Advanced study and research in topics of current concern and interest in Speech-Language Pathology.
Total Credits Allowed: 6.00

CDIS 885P – Fluency Disorders  3 credit hours
Causes and treatment of fluency disorders; major theories of the nature of stuttering; the various treatment approaches; roles as clinicians.
Prerequisite: Graduate standing

CDIS 886 – Infant-Preschool Assessment and Intervention  3 credit 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.
Prerequisite: Graduate standing

CDIS 887 – Aphasia Rehabilitation  3 credit 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 credit hour
Information is presented covering the tasks, tools, and strategies of clinical supervision. Supervision during clinical training will be contrasted with that of varied workplace settings for speech-language pathologists and assistants.

CDIS 892P – Internship (Pediatric)  5-10 credit hours
Supervised clinical practicum in identification, assessment, and treatment of communication disorders in children in an educational setting or clinical facility.

CDIS 893P – Internship (Schools)  5-10 credit hours
Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a public school setting.
Total Credits Allowed: 10.00

CDIS 894P – Internship (Clinical)  4-10 credit hours
Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a clinical facility.
Total Credits Allowed: 10.00

CDIS 895 – Independent Study in Speech-Language Pathology  1-3 credit hours
Independent research or special assignment in the field of Speech/Language Pathology.
Total Credits Allowed: 9.00

CDIS 896 – Thesis  3-6 credit hours
Student investigates a research topic in the area of Speech/Language Pathology, following APA style of reporting the research.
Total Credits Allowed: 6.00

CDIS 899P – Special Topics in Speech-Language Pathology  1-6 credit 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.
Total Credits Allowed: 6.00

Computer Science and Information Technology (CSIT)

CSIT 805P – Compiler Construction  3 credit hours
Techniques and organization of compilers, assemblers, and interpreters. Structure of programming language symbol tables, scans, and object code generation considered.
Prerequisite: CSIT 402 or CSIT 802P

CSIT 822P – Computer Graphics  3 credit hours
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.
Prerequisite: CSIT 330

CSIT 826P – Computer Architecture  4 credit hours
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.
Prerequisite: PHYS 205 and PHYS 205L or PHYS 275 and PHYS 275L and 6 hours of CSIT courses preferably CSIT 130 and CSIT 301

CSIT 828P – Data Communications and Distributed Processing  3 credit hours
Study of network topology, protocols, management and communication media. Evaluation of present communication hardware, software, and future advancements in networking.
Department Consent Required
Prerequisite: CSIT 130 or CSIT 834P or ITEC 345 and instructor permission
CSIT 893P – Directed Readings in Computer Science/Technology 1-3 credit hours
Independent readings on advanced or contemporary topics in computer science/information technology, to be selected in consultation with and directed by a computer science/information technology 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 information technology course is not allowed for Directed Readings. Upon completion of the project a format presentation will be given by the student to all interested parties. Department Consent Required
Total Credits Allowed: 6.00
Prerequisite: CSIT 150 or CSIT 834P and permission of department chair and graduate standing

CSIT 895P – Independent Study in Computer Science/Information Technology 1-3 credit hours
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.
Department Consent Required
Total Credits Allowed: 6.00
Prerequisite: CSIT 150 or CSIT 834P and permission of department chair and graduate standing

CSIT 897P – Seminar in Information Technology 3 credit hours
This course provides experience and background that will prepare the student for an actual working environment. Reinforcement and validation of knowledge gained in previous course work, 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 CS/IT professionals. Prerequisite: Completion of or concurrent enrollment in CSIT 825P

Counseling and School Psychology (CSP)

CSP 800 – Advanced Educational Psychology 3 credit 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 credit hours
This class is for those entering or already in one of the helping professions. It focuses on understanding and applying a broad range of listening and communication skills in one-to-one interactions as well as in small group settings. Students actively practice building skills in class and out of class.

CSP 802 – Research Methods In Psychology and Education 3 credit hours
A survey of the techniques of research with emphasis on counseling and educational applications. Content includes knowledge of: (a) scientific knowledge and research; (b) research questions and hypotheses; (c) reviewing research literature; (d) types of variables and operational definition; (e) types of research; (f) data collection; (g) data entry and analysis using a variety of statistical techniques; and (h) models of program evaluation.

CSP 804P – Counseling and Mental Disorders 2 credit hours
This course provides an orientation to the various abnormal behaviors and mental disorders that may be encountered in students/clients by counselors, athletic trainers, school psychologists, and student affairs personnel. It introduces medical model terminology, symptomology of disorders, and current treatments associated with the various disorders.

CSP 805 – Child and Adolescent Development and Interventions 3 credit hours
This course provides opportunity for persons in helping professions to better understand children and adolescents by exploring factors that contribute to their development. An ecological perspective will be taken to study behavior to include biological, cognitive, affective, and social influences. Specific childhood disorders will be examined, focusing on etiology, behavioral characteristics, and treatment/intervention.

CSP 806P – Learning from Children 3 credit hours
This course provides opportunity to study teaching/learning interactions in which the teacher is a child and the learner is an adult. There is direct observation of child/adult interaction, a brief study of class members’ recollections of their own childhoods, and a study of neotenous (childlike) adults. The course is graded credit/no credit at both the undergraduate and graduate levels.

CSP 807P – Clinical Treatment Issues in Addictions Counseling 3 credit hours
This course addresses the study of treatment issues specific to chemical dependency/addictions including screening/assessment, diagnosis, denial, resistance, minimization, family dynamics, disease concept, relapse, cross-addiction, non-chemical dependencies, co-occurring disorders, spirituality, and influences of self-help groups. Also included are strategies for prevention, intervention, and treatment of chemical dependency, taking into consideration gender, culture, and lifestyle. This course is intended to meet the requirements for licensure as a Licensed Alcohol and Drug Counselor as 45 hours of clinical treatment issues in chemical dependency.
CSP 808P – Assessment, Case Planning & Management of Addiction  3 credit hours
This course addresses the process of collecting pertinent data about client or client systems and their environment and appraising the data as a basis for making decisions regarding alcohol/drug disorder diagnosis and treatment and/or referral. Instruction on coordinating and prioritizing client treatment goals and working with other services, agencies and resources to achieve those treatment goals are included. The course addresses practice in assessing and managing a case including the development of sample case records and utilizing the written client record to guide and monitor services with emphasis on the development of the social history and intake, initial assessment, individual treatment plan with measurable goals and objectives, documentation of progress and ongoing assessment. Confidentiality of client information and records as defined in 42 CFR Part 2 shall be addressed. The strengths and weaknesses of various levels of care and the selection of an appropriate level for clients are studied. Basic information on two or more objective assessment instruments are studied for alcohol/drug disorders including the Substance Abuse Subtle Screening Inventory (SASSI), Addiction Severity Index (ASI), and the Western Personality Inventory. This course meets the requirements for licensure as a Licensed Drug and Alcohol Counselor as 30 hours of alcohol/drug assessment, case planning and management.

CSP 809P – Medical & Psychosocial Aspects of Addictions  3 credit hours
This course addresses the physiological, psychological and sociological aspects of alcohol/drug use, abuse and dependence. The classifications and basic pharmacology of drugs, basic physiology and the effects of drug use on the systems of the human body and alcohol and drug tolerance are discussed. The course also includes the etiological, behavioral, cultural and demographical aspects and belief systems about alcohol/drug use along with the processes of dependence and addiction including signs, symptoms and behavior patterns. This course meets the requirements for licensure as a Licensed Drug and Alcohol Counselor as 45 hours of medical and psychosocial aspects of alcohol/drug use, abuse and addiction.

CSP 810 – Legal and Ethical Issues in Clinical Mental Health Counseling  1 credit hour
This course explores the legal, ethical and professional choices faced by clinical mental health counselors. A wide variety of ethical issues and topics are covered. Topics include ethical principles, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, client rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, research and practice, couples and family therapy, group work. Specific ethical and legal considerations related to counselor work setting in mental health are also addressed.

CSP 811 – Legal and Ethical Issues in School Counseling  1 credit hour
This course explores the legal, ethical and professional choices faced by practicing school counselors. A wide variety of ethical issues and topics are covered. Topics include ethical principles, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, student/parent rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, individual counseling, and group work.

CSP 815 – Ethical, Legal and Professional Issues in Counseling  3 credit hours
This course explores the legal, ethical and professional issues faced by practicing counselors in mental health and school settings including ethical principals, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, client rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, research and practice, couples and family therapy, and group work. Professional identity with specific considerations related to counselor work setting in either school or mental health will be promoted. Interagency referral, collaboration, and evidence-based practice concerning clinical issues such as physical and sexual abuse, self-harm, grief and loss, eating disorders, school violence/ bullying prevention, special population mental health needs (e.g., children, adolescents, incarcerated, elderly, rural, etc.), crisis intervention and management, suicide assessment and prevention, trauma informed care, and so on will be examined.

CSP 830 – Professional Issues in Clinical Mental Health Counseling  2 credit hours
The seminar provides special investigation into the core elements and issues of mental health counseling including the role of theory in practice, assessment, multicultural counseling, professional identity, credentialing and ethics, work settings, the variety of roles mental health counselors play as practitioners, consultants, researchers and political activists, recovery and treatment of victims of terrorism and disasters. Specific professional topics such as gerontology, domestic violence, disaster/trauma response, terrorism, addictions and substance abuse, sexual abuse, psychopharmacology, conflict mediation, consultation, legal and ethical issues, expert witness, establishment of a mental health practice, technology literacy, client assessment and evaluation, needs assessment and program evaluation will also be examined.

Total Credits Allowed: 6.00
Prerequisite: CSP 885

CSP 831 – Seminar: Professional Issues/Ethics in School Counseling  1-6 credit hours
Total Credits Allowed: 6.00
Prerequisite: CSP 885

CSP 835 – Independent Study  1-6 credit hours
The student develops and implements a plan of study with the help of a member of the graduate faculty in the CSP Department.
Department Consent Required
Total Credits Allowed: 6.00

CSP 840 – Adult Development  3 credit hours
The course is designed to provide a broad knowledge base concerning adult/human development as it affects the counseling process. A knowledge base in the areas of physical, cognitive, social, emotional, moral, and spiritual development is essential to the counseling process. The classical and contemporary theories of development will be studied and their applicability to the counseling process. Counseling strategies/interventions for developmental needs will be studied and a systemic approach to self, family, and career will be used for assessment of the adult. Societal and cultural factors influencing human development will be explored as well.
CSP 845 – Global Perspectives in Higher Education Student Affairs  3 credit hours
This course explores a broad spectrum of global perspectives and internationalization efforts in the field of higher education and student affairs (HESA) through various lenses including context of international education, outcomes of internationalized higher education, global student mobility, recruitment and admission, international student services, study abroad and global learning opportunities, international partnership and global engagement, internationalizing curriculum, future models and outlooks in the field of international education.

CSP 850P – Introduction to Counseling and Social Advocacy  3 credit hours
This course is designed to introduce the student to the broad field of counseling and to provide an orientation to counseling as a helping profession. A knowledge base related to the characteristics and training of effective counselors as well as a description of clients who enter counseling is the content foundation of this course. This involves both information and experience focused on the nature of helping relationship and the skills, attitudes, and beliefs involved in developing and maintaining this relationship. Finally, the therapeutic benefits to the client are explored.

CSP 855 – Techniques of Counseling  3 credit hours
Techniques of Counseling provides an understanding of the philosophic bases of the helping process, with an emphasis on helper self-understanding and self-development. The purpose of the course is to provide a laboratory experience to enable you to learn and practice in a culturally responsive way the skills basic to the counseling process, to integrate and structure skills to meet client needs, and to gain an understanding of the ethical standards of the profession. Attention is given to understanding the psychological significance of the counseling relationship and to the development of the specific skills of counseling. This course is a pre-practicum experience. Additional Course Fee Required

CSP 856 – Multicultural Counseling  3 credit hours
This course addresses trends, issues, theories, concepts and professional practice in multicultural counseling by building awareness of one’s assumptions, values and biases regarding cultural diversity, promoting understanding of the worldview and sociopolitical history of culturally diverse clients, and developing appropriate intervention strategies and techniques for working with and/or advocating for culturally diverse clients. The philosophical basis for reflective thinking suggests that it begins with uncertainty and requires that we suspend conclusions until we have looked inward at our thoughts as well as outward to the situations at hand. This reflection requires active, careful consideration as we work with clients/students. The purpose of the course is to assist students to develop knowledge regarding psycho-social trends and changes in society that influence client’s perceptions of self and society regarding work in a pluralistic world.

CSP 859 – Diagnosis and Treatment of Mental and Emotional Disorders  3 credit hours
This course addresses individual diagnosis from a variety of perspectives: biologic, developmental, cultural and interpersonal. It will provide students with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptomologic perspective as presented in the DSM-IV-TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and socio-cultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with various diagnostic categories. Moreover, the student will learn how to develop goals and objectives toward effective treatment outcomes. Prerequisite: CSP 804P or course in abnormal psychology

CSP 860 – Theories of Counseling  3 credit hours
The purpose of this course is to study the classical and contemporary theories of counseling. Students will be exposed to models of counseling including historical and philosophical background that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling. These models will be the foundation for students to conceptualize client presentation and select appropriate counseling interventions. Students will understand and apply theories of human behavior, ways to bring about change. Texts, class discussion and assignments encourage the learner to examine counseling and development theories, research, and socio-cultural issues critically and comparatively. Socio-cultural diversity is examined focusing on counseling methods and consciousness-raising regarding stereotypes that infringe on the helping process. Through various experiences students will be introduced to counseling theories in a way that offers personal and thought provoking challenges to conceptualize human behavior, cognition, affect, and the process of change.

CSP 861P – School Counseling Organization and Practice  3 credit hours
The focus of this course is on organization and structure of the comprehensive K-12, developmental counseling/guidance programs.

CSP 862 – Administration and Consultation in Clinical Mental Health Counseling  3 credit hours
The course will orient students to the concept of change as it directly impacts the community. For the purposes of this course a broader view of community counseling is taken with regard to prevention, intervention and community reach-out in a variety of practice settings. Although organization and practice with individuals, groups/families will be covered, greater attention will be placed on the macro level (i.e., working with organizations and communities) of community agency practice. Professional identity, licensure, and best practices will be discussed.

CSP 864 – Student Affairs Organization & Practice  3 credit 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 credit hours
Designed to enable the counselor to (1) gain understanding concerning the theory of group dynamics as it relates to counseling; (2) form a point of view concerning the process and function of counseling in groups; (3) gain competency in the use of effective group counseling techniques. It is designed to foster knowledge of skills and ethical considerations in group leadership. The course combines the use of lectures, discussion, experiential exercises, readings, journaling, and videos to advance students’ knowledge and skills. Students will also explore group leader and member roles through participation in an experiential group laboratory experience.
Department Consent Required
Prerequisite: CSP 855 and advisor approval

CSP 867P – Psychodrama  3 credit hours
This course is an introduction to psychodramatic techniques. Psychodrama is an action therapy that uses movement, motion, and action as part of the therapeutic process. It integrates verbal and action techniques into a holistic process that produces insight and learning for the client. Learning in this course is primarily experiential.

CSP 868 – Student Development Theory  3 credit hours
Student Development is viewed as a life-long process that has impact on self as a person develops their intellectual, ethical, and operational maturity. The course will cover the development of a human from Birth to Death and discuss the issues which arise with each stage in a person’s life. The course focuses on theories, strategies, assessment and case demonstrations to prepare the student affairs and/or professional counselor to work with students or clients in a wide variety of settings. One focus of this course is to provide a comprehensive introduction to post-secondary student development theory. The course will cover a multitude of aspects concerning student development theory. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized. This course will utilize the internet to a high degree for research, presentation of materials, group interaction, and testing.

CSP 869P – Foundations of Student Affairs  3 credit hours
The goal of this course is to provide a comprehensive introduction to the organization and structure of student affairs programs in American higher education setting. The course will cover the history of the students affairs profession, the development of specific functions within the field of student affairs, and the relation to and integration of those functions into the educational mission of higher education institutions. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized.

CSP 870 – Marriage and Family Counseling  3 credit hours
The purpose of the course is to orient students to the theories of family counseling and the interrelationship of development to the dynamics of the family system. The purpose of this course is to provide future counselors the history, process, and theoretical constructs of systemic therapeutic approaches to working with families. Students will be able to identify various theories (i.e., Structural, Strategic, Milan, Psychodynamic, Experiential, Solution Focused, Social Construction, and Narrative Family Therapy). The challenges of working with families in a therapeutic manner are considered whether in the role as a school counselor, community counselor, or student affairs personnel. Gender roles as well as consideration for multicultural patterns and larger society concerns that impact normal family development are studied.
Prerequisite: CSP 855 or by permission of the department

CSP 875 – Career and Lifestyle Development  3 credit hours
Career development is viewed as a life-long process that has impact on self, significant others, career choice, leisure pursuits and geographical location. The course focuses on theories, strategies, assessment and case demonstrations to prepare the professional counselor to work with clients in school, agency, college settings and business. This course is also designed to emphasize the interrelationship of career counseling with other types of mental health counseling. This course will utilize the internet to a high degree for research, presentation of materials, group interaction, and testing.
Additional Course Fee Required

CSP 880 – Appraisal and Evaluation of Individuals and Systems  3 credit hours
This course deals with fundamental principles in appraisal of individuals and systems. Students examine purposes of appraisal, historical and current issues that affect purposes and principles of appraisal, typical means of assessment and their interpretation, use of standardized and nonstandardized appraisal techniques, sociometric and environmental assessment, responsible use of appraisal information, professional issues and standards, and current trends in the appraisal process.

CSP 885 – Practicum in Counseling and Guidance  3 credit hours
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.
Total Credits Allowed: 6.00
Prerequisite: CSP 855 and CSP 865 and admission to candidacy and advisor approval or by special permission of the Counselor Education Committee.
Additional Course Fee Required

CSP 886 – Advanced Practicum in Clinical Mental Health Counseling  3 credit hours
Advanced Practicum in Clinical Mental Health Counseling is an advanced clinical experience from a broad counseling modality (i.e., individual, group, couples, and/or families) within a live (in vivo) team model of supervision. The prerequisite is completion of CSP 885. Practicum with a grade of “B” or better and permission of the instructor. All sessions are supervised in vivo and require students to video tape all clinical work. Advanced Practicum in Clinical Mental Health Counseling is provided from a multi-modal counseling approach to increase counselor trainee expertise in the modality of student choice (i.e. individual, child/adolescent, group, couples, and/or families). Supervision will provide advanced skill training to conceptualize, interview, assess, diagnose, and intervene from a developmental, systemic, or group modality.
Department Consent Required
Prerequisite: CSP 885 with a grade of B or above and by permission of the instructor
Additional Course Fee Required

CSP 892 – Internship in Clinical Mental Health Counseling  1-6 credit hours
Direct experience in a counselor work setting under the supervision by a qualified mental health professional and a Department of Counseling and School Psychology faculty member. 1 credit hour = 100 clock hours logged within the setting.
Total Credits Allowed: 7.00
Prerequisite: CSP 885 and by permission only
CSP 893 – Internship in School Counseling I 1-2 credit hours
This course provides the student with a direct field experience as a school counselor in a school setting under the supervision of both the UNK School Counseling Internship Coordinator and a certified school counselor who will serve as the school site supervisor. Projects and experiences are required as detailed in the CSP School Counseling Internship Handbook. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied school setting.
Total Credits Allowed: 2.00
Prerequisite: CSP 861P

CSP 894 – Internship in School Counseling II 1-2 credit hours
This course provides the student with a direct field experience as a school counselor in a school setting under the supervision of both the UNK School Counseling Internship Coordinator and a certified school counselor who will serve as the school site supervisor. Projects and experiences are required as detailed in the CSP School Counseling Internship Handbook. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied school setting.
Total Credits Allowed: 4.00
Prerequisite: CSP 885 and CSP 893

CSP 895 – Internship in Student Affairs 1-3 credit hours
This course provides direct experience working in the student affairs profession under the supervision of a person with expertise in a particular facet of student affairs in the college/university environment.
Total Credits Allowed: 4.00
Prerequisite: CSP 864

CSP 896 – Thesis 1-6 credit hours
Total Credits Allowed: 6.00

CSP 899P – Special Topics 1-3 credit 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.
Total Credits Allowed: 9.00

CSP 901 – Ethical, Legal and Professional Practice in Schools 3 credit hours
This course will provide students a comprehensive exposure to the major and contemporary issues impacting the professions of School Psychology and School Counseling. Students will be provided the opportunity to understand fully the history of their profession; of various service models and methods of public policy development applicable to children and families; and of ethical, professional, and legal standards. Additionally, the student will identify knowledge and skills in acquiring career-long professional development. Moreover, the student will begin the review and preparation for the PRAXIS II exam.
Department Consent Required

CSP 905 – Behavioral Problem Solving Assessment 3 credit hours
The students will develop: (a) the necessary skills for, and his/her approach to, assessment of the ecological domains pertinent to understanding the child’s referral concerns; including social, emotional, environmental, and biological bases of behavior; (b) the skills to conduct comprehensive behavioral assessments; (c) the skills to integrate data collected from behavioral/ecological/personality assessment in order to have maximum effective impact upon individualized and regular education programs.
Department Consent Required
Additional Course Fee Required

CSP 906 – Infant/Preschool Assessment 3 credit hours
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 credit hours
One of the primary roles of the school psychologist is that of facilitator of data based decision making in schools. This course will focus upon usage of the Problem Solving model of data collection and student progress monitoring regarding the area of academic achievement. This course is designed to familiarize the student with the basic skills and experience necessary to utilize traditional academic data collection as well as Curriculum Based Measurement approaches to assess student skills, create intervention plans, monitor student progress, and measure student outcome. This approach to Problem Solving Assessment will be presented as procedures that can be used to supplement and/or supplant traditional approaches to psychoeducational assessment.
Additional Course Fee Required

CSP 908 – Orientation to School Psychology 3 credit hours
This course provides students with an overview and introduction to the field of school psychology. The goal of the course is to orient students to the history and foundations of the profession, current trends and issues, and future directions of the field of school psychology; additionally, students will be oriented to the school psychology program and requirements of the University of Nebraska at Kearney and become Certified in Crisis Prevention/Intervention by NASP.

CSP 920 – Cognitive Problem Solving Assessment 3 credit hours
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.
Department Consent Required
Additional Course Fee Required

CSP 921 – School Psychology Interventions Practicum 3 credit hours
The purpose of this practicum course is to augment skills and knowledge relevant to the development and delivery of therapeutic interventions with children and/or adolescents in diverse educational and/or clinical settings. Utilizing a scientist-practitioner model, the focus will be on theoretical issues, application, and evaluation of major empirically-validated therapeutic approaches that represent best practices in developing, implementing, and evaluating therapeutic interventions to address behavioral, social, emotional, and academic concerns in children and adolescents. Multicultural, legal, and ethical issues pertaining to treatment selection and the provision of mental health, academic, and related services will be discussed. Participants will also have the opportunity to facilitate communication and collaboration with children and youth and among teams of school personnel, families, community professionals, and/or other diverse audiences in a variety of contexts.
Total Credits Allowed: 6.00
Prerequisite: CSP 885 and CSP 957
CSP 922 – Problem Solving Assessment Practicum  3 credit hours
Students will develop understanding and skill in diagnostic testing, ecological evaluation, and prescriptive intervention, team problem solving, and consultation by completing a minimum of four comprehensive case evaluations for presentation involving approximately 100 hours of field experience.
Department Consent Required
Total Credits Allowed: 6.00
Prerequisite: CSP 905 and CSP 906 and CSP 907 and CSP 920 and open by permission of the department

CSP 957 – Problem Solving Consultation  3 credit hours
Consultation, an important component of the roles of both school counselors and school psychologists, is an indirect service delivery model through which expertise and services of school counselors and school psychologists can be delivered within the schools. Emphasis will be placed on the role of school counselor and school psychologist as an ally to general education who provides pre-referral intervention as well as post-referral support through consultation. Historical context, major models of consultation, and legal and ethical issues related to consultation are addressed as well as skill development in this intervention.

CSP 960 – Globalization of School Psychology  3 credit hours
The purpose of this course is to increase graduate student awareness of issues that have international impact upon children and the profession of School Psychology around the world. Issues to be examined will include status of School Psychology in countries around the globe, professional practice/ethics, children's rights, children's health, impact of poverty and impact of war. Foci of the course will be upon making global connections and how the School Psychology is addressing these world-wide challenges.

CSP 990 – Pre-Internship Seminar  3 credit hours
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.
Department Consent Required

CSP 991 – Scholarly Study  1-6 credit hours
A seminar designed to provide knowledge and skills in the design and formulation of a scholarly study project. Students will have the opportunity to investigate a scholarly inquiry through the development of a literature review, methodology, data collection and analysis, and dissemination of results.
Total Credits Allowed: 6.00

CSP 992 – Internship in School Psychology  1-12 credit hours
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.
Department Consent Required
Total Credits Allowed: 12.00
Prerequisite: CSP 921 and CSP 922 and by permission only

Cyber Systems (CYBR)

CYBR 801 – Operating Systems  3 credit hours
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 and threads. Students are expected to have had a college-level Data Structures and Algorithms course prior to enrollment in this class.

CYBR 801P – Operating Systems  3 credit hours
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 and threads. Students are expected to have had a college-level Data Structures and Algorithms course prior to enrollment in this class.

CYBR 802 – Management Information Systems Seminar  3 credit hours
The course provides the application of principles of management of information systems (MIS) in various organizational functions. This course will familiarize students with the techniques for evaluating the critical roles of information and information systems in support of organizational operations, decision-making processes, quality management, and strategic activities. It also covers management of information systems functions and professionals, as well as relevant global, ethical, societal and legal/regulatory issues. Focus is placed on the impact of rapidly changing technologies, such as the Internet, on organizations leading to new paradigms, like e-commerce and business-to-business applications, and the subsequent reengineering of organizations.

CYBR 803 – Independent Study  3 credit hours
The focus of this course is an independent investigation into a topic related to Cyber Systems selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Cyber Systems. Permission of the Master-level program director is required for the independent study to count toward the Master-level program course requirements. A written contract specifying the topic and requirements must be submitted and approved by the department before registering for the course.
Department Consent Required
Total Credits Allowed: 6.00

CYBR 805P – Interactive Web Application Development  3 credit hours
This course covers the wide range of state-of-the-art computer technologies for interactive web application development. Students will learn how to write both static web pages and dynamic web pages. This is a programming-intensive course.
Prerequisite: CYBR 834 or CYBR 834P

CYBR 806P – Enterprise Web Application Development  3 credit hours
This course is designed to assist students in learning the skills necessary to design and build enterprise-level web applications. Skills and knowledge gained in this course can be applied in the development of interactive web sites, electronic commerce systems, cloud-based applications and other service-based architectures. Security of internet based information systems will also be covered. This is a programming intensive course. Students are expected to have had two college-level programming courses with depth in a single language prior to enrollment in this class.
A survey of the fundamental concepts and conclusions in the theory of computation. Topics cover regular languages and finite automata, context-free languages and push-down automata, formal grammars, Chomsky hierarchy, Turing machine and computability, computational complexity. Students are expected to have had college-level calculus or a college-level discrete math course prior to enrollment in this class.

**CYBR 810 – Big Data I** 3 credit hours
This course provides an understanding of data analytics advanced techniques to extract intelligence about organizational activities from big data sources. Managing, governing, extracting, merging, and preparing large data sets for analysis using real data are covered extensively. Students are expected to have had a college-level course in predictive modeling prior to enrollment in this class.

**CYBR 810P – Big Data I** 3 credit hours
This course provides an understanding of data analytics advanced techniques to extract intelligence about organizational activities from big data sources. Managing, governing, extracting, merging, and preparing large data sets for analysis using real data are covered extensively. Students are expected to have had a college-level course in predictive modeling prior to enrollment in this class.

**CYBR 811 – Big Data II** 3 credit hours
This course provides a set of practical and powerful tools to enhance the understanding of big data. Exposure to computerized tools facilitating the loading and cleansing of data for analysis provides an experiential learning approach to understanding big data concepts.

**CYBR 811P – Big Data II** 3 credit hours
This course provides a set of practical and powerful tools to enhance the understanding of big data. Exposure to computerized tools facilitating the loading and cleansing of data for analysis provides an experiential learning approach to understanding big data concepts.

**CYBR 818P – E-Commerce Information Systems** 3 credit hours
This course will present, develop, explore, and illustrate the nature and use of E-commerce information System development methodologies in an inter-organizational setting, and discuss responsibilities at all life cycle stages. It is a comprehensive study of electronic commerce, with in-depth coverage of e-commerce technologies and e-commerce business models including business-to-consumer models, business-to-business models, consumer-to-consumer models, peer-to-peer models, and mobile commerce. It introduces global e-commerce, security and encryption issues, and ethical, social and political issues related to e-commerce. E-commerce interface designs for electronic storefronts, malls, catalogs, shopping carts, search engines, auctions, e-payment systems, e-learning, and e-government will be covered. Consumer interactions with payment processing mechanisms and relationships to information technology development and support will be studied.

**CYBR 821P – Business Process Redesign and ERP Systems** 3 credit hours
This course provides an understanding of business processes and usage of various methods and computerized tools to redesign these processes. The redesigned processes will assist organizations in providing cost-effective quality products and services to consumers. Further, this course provides an overview of the Enterprise Resource Planning (ERP) Systems which are widely used by corporations for automation of their processes.

**CYBR 825P – Database Systems** 3 credit hours
This course is a comprehensive study of multi-user database concepts. The relational model and relational database management systems along with proper database design will be emphasized. The normalization process and the various normal forms will be covered. Internet database applications are introduced. SQL will serve as the standard language for database manipulation. Several current database management systems will be introduced and will serve as the sample DBMSs for implementation of the course.

**CYBR 830 – Protecting & Defending Networks & Systems** 3 credit hours
This course will cover all the concepts necessary for defense-in-depth of an enterprise network and system (blue team). A case study will be incorporated to achieve a strong understanding of the design, implementation and overall security of a large network. Hands-on labs will be conducted using a variety of networking and systems equipment. Students with a strong command of the concepts presented will be prepared to sit for specific industry certification exams. This course presents a comprehensive study of needs and characteristics of a global internetwork and the issues encountered on such a network. Topics studied will include security, servers, user identity, and wireless. Hands-on labs will be conducted using a variety of network equipment. Students are expected to have had a college-level course in Computer Security prior to enrollment in this class.

**CYBR 830P – Protecting & Defending Networks & Systems** 3 credit hours
This course will cover all the concepts necessary for defense-in-depth of an enterprise network and system (blue team). A case study will be incorporated to achieve a strong understanding of the design, implementation and overall security of a large network. Hands-on labs will be conducted using a variety of networking and systems equipment. Students with a strong command of the concepts presented will be prepared to sit for specific industry certification exams. This course presents a comprehensive study of needs and characteristics of a global internetwork and the issues encountered on such a network. Topics studied will include security, servers, user identity, and wireless. Hands-on labs will be conducted using a variety of network equipment. Students are expected to have had a college-level course in Computer Security prior to enrollment in this class.
CYBR 834 – Information Technology Teaching Methods  3 credit hours
This course will include information technology curriculum development and instruction, with a focus on applying programming concepts to education. Intended only for students in a Master of Science in Education program.
Prerequisite: TE 810 or TE 870 or TE 886P

CYBR 834P – Information Technology Teaching Methods  3 credit hours
This course will include information technology curriculum development and instruction, with a focus on applying programming concepts to education. Intended only for students in a Master of Science in Education program.
Prerequisite: TE 810 or TE 870 or TE 886P

CYBR 835 – Thinking like an Adversary: Systems Side Security  3 credit hours
This course will cover all the concepts necessary to play offense against different types of enterprise networks and systems (red team). Different scenarios will be "played out" utilizing a series of hands-on labs with the idea that students will learn the concept of "thinking like an adversary". In this manner, the students will learn how to better defend networks by understanding the offensive playbook. Students are expected to have had a college-level course in Advanced Networks & Systems prior to enrollment in this class. Students are also expected to either complete CYBR 858 or have had a college-level course in Computer Security prior to enrollment in this class.

CYBR 835P – Thinking like an Adversary: Systems Side Security  3 credit hours
This course will cover all the concepts necessary to play offense against different types of enterprise networks and systems (red team). Different scenarios will be "played out" utilizing a series of hands-on labs with the idea that students will learn the concept of "thinking like an adversary". In this manner, the students will learn how to better defend networks by understanding the offensive playbook. Students are expected to have had a college-level course in Advanced Networks and Systems prior to enrollment in this class. Students are also expected to either complete CYBR 858 or have had a college-level course in Computer Security prior to enrollment in this class.

CYBR 840P – Systems Audit  3 credit hours
This course provides an understanding of many types of audit needs, such as organizational IT audits (management control over IT), technical IT audits (infrastructure, data centers, data communication), application IT audit (business, financial, operational), development/implementation IT audits (specification/requirements, design, development, and post development phases), and compliance IT audits involving national and international standards.

CYBR 841P – Artificial Intelligence  3 credit hours
An in-depth study of intelligent agents, tree and search methods, constraint satisfaction problems, optimization problems, game-playing, logical analysis, and uncertainty modeling. Machine learning techniques are introduced. Applications to robotics, psychology, business intelligence and data mining are also discussed. Students are expected to have had two college-level programming courses with depth in a single language prior to enrollment in this class.

Additional Course Fee Required

CYBR 844 – Software Reverse Engineering  3 credit hours
This course provides students with the opportunity to standard techniques used to Reverse Engineer software systems. These techniques will allow students to understand the process involved in program compilation, such that they can deduce the functionality of a program and recreate a programs source code without the original source. Students are expected to have had a college-level Data Structures and Algorithms course prior to enrollment in this class.

CYBR 848 – System Administration  3 credit hours
This course provides an overview of how to manage a server and its users. Topics include but not limited to installing server operating system, creating user and group accounts, setting up policies, adding and configuring devices and drivers, managing data storage, setting up security evaluating performance, trouble shooting, and virtualization. Prior to enrollment in this class, students are expected to have had one of the following: one college-level programming course, a college-level networking course, or an IT Teaching Methods course, such as CYBR 834P.

CYBR 848P – System Administration  3 credit hours
This course provides an overview of how to manage a server and its users. Topics include but not limited to installing server operating system, creating user and group accounts, setting up policies, adding and configuring devices and drivers, managing data storage, setting up security evaluating performance, trouble shooting, and virtualization. Prior to enrollment in this class, students are expected to have had one of the following: one college-level programming course, a college-level networking course, or an IT Teaching Methods course, such as CYBR 834P.

CYBR 850P – Software Quality Assurance  3 credit hours
This course will provide students with the knowledge and skills to define and implement software quality management. We will explore ways to develop a quantifiably effective software quality management function and measure the success of QA plans, teams and tools. The course will explore the latest industry standards, tools and approaches, and will explore the challenges of managing the QA function for modern software application environments. Students are expected to have had a college-level course in Systems Analysis & Design prior to enrollment in this class.

CYBR 858 – Computer Security  3 credit hours
This course provides an overview of security issues associated with the development and deployment of information systems. Topics include authentication, encryption, firewalls, security standards and protocols, attack prevention, detection, and recovery. Prior to enrollment in this class, students are expected to have had one of the following: two college-level programming courses with depth in a single language, a college-level networking course, or a course in System Administration, such as CYBR 848P.

CYBR 858P – Computer Security  3 credit hours
This course provides an overview of security issues associated with the development and deployment of information systems. Topics include authentication, encryption, firewalls, security standards and protocols, attack prevention, detection, and recovery. Prior to enrollment in this class, students are expected to have had one of the following: two college-level programming courses with depth in a single language, a college-level networking course, or a course in System Administration, such as CYBR 848P.
CYBR 860 – Virtualization Essentials 3 credit hours
Examinign the new world of virtualization, this technical essentials course looks at concepts such as cloud computing, virtualized hardware, networks, storage and data center concepts. Although the focus will be virtualization at the data center, these fundamentals are easily transferrable and highly needed in small to large enterprise. Topics such as hypervisors, software-defined networking and cloud architectures are discussed in-depth.

CYBR 860P – Virtualization Essentials 3 credit hours
Examinign the new world of virtualization, this technical essentials course looks at concepts such as cloud computing, virtualized hardware, networks, storage and data center concepts. Although the focus will be virtualization at the data center, these fundamentals are easily transferrable and highly needed in small to large enterprise. Topics such as hypervisors, software-defined networking and cloud architectures are discussed in-depth.

CYBR 868 – Advanced Security: Playing Both Sides 3 credit hours
This course provides an introduction to advanced security topics associated with the development and deployment of information systems. Topics include WiFi and cellular networks, fuzzing, software vulnerabilities, secure development practices.
Prerequisite: CYBR 835P

CYBR 868P – Advanced Security: Playing Both Sides 3 credit hours
This course provides an introduction to advanced security topics associated with the development and deployment of information systems. Topics include WiFi and cellular networks, fuzzing, software vulnerabilities, secure development practices.
Prerequisite: CYBR 835P

CYBR 875 – Graduate Internship in Cyber Systems 1-6 credit hours
An internship is a professional or technical position in a professional environment that provides a student with sufficient practical work experience for a limited period of time, allows for career decision-making, and provides the employer valuable skills to accelerate business objectives. Internships are mutually beneficial for all involved. The student gains the opportunity to apply classroom learning to a workplace environment; the employer has the chance to work with students eager to learn and apply skills; and the university benefits from connections with business and industry, which provide potential for program development and enhancement. The learning experience is organized and supervised by the academic department, the CBT Career Center, and personnel of selected industries. All internships must be approved by the CBT Career Center. Offered in Fall, Spring, and Summer semesters. The course will be evaluated on a credit/no credit basis. One to six credits, depending on the length of the internship. May be repeated twice, for a total of 6 credits. Prior to enrollment, a student should have an overall graduate GPA 3.00; completed nine hours of 800-level core courses; completed the Intent to Intern Form, Internship Position Approval Form, and any required orientation sessions; and received department consent.
Department Consent Required
Total Credits Allowed: 6.00

CYBR 885P – Information Systems Strategy and Management 3 credit hours
To provide 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.

CYBR 890 – Information Networking Law and Public Policy 3 credit hours
This course provides a current and historical review of statutes, regulations, and municipal ordinances in telecommunications and information network security. Fundamental cybersecurity requirements are examined for several industry sectors. Topics also include network breach notification requirements, the NIST Risk Management Framework and NIST Cybersecurity Framework.

CYBR 890P – Information Networking Law and Public Policy 3 credit hours
This course provides a current and historical review of statutes, regulations, and municipal ordinances in telecommunications and information network security. Fundamental cybersecurity requirements are examined for several industry sectors. Topics also include network breach notification requirements, the NIST Risk Management Framework and NIST Cybersecurity Framework.

CYBR 894 – Graduate Thesis 3-6 credit hours
Independent original research in Cyber Systems under the direction of a Cyber Systems faculty member. A written contract specifying topic and requirements is required before registering for the course.
Department Consent Required
Total Credits Allowed: 6.00

CYBR 895 – Cyber Systems Graduate Capstone 3 credit hours
This course provides experience and background that will prepare the student for an actual working environment. Reinforcement and validation of knowledge gained in previous course work, enhancement of communication skills, and learning to work with people will be emphasized. Primary tasks will include a team-based project using technologies appropriate to the student’s program of study, the study of ethics for cyber systems professionals, and project design and development and project oversight using appropriate project management tools. This course also provides opportunity for writing in the cyber systems disciplines. Prior to enrollment in this class, students are expected to have had one of the following: a college-level Data Structures and Algorithms course, an undergraduate course in Systems Analysis and Design or CYBR 890 Info Networking Law and Public Policy.
Total Credits Allowed: 6.00

CYBR 895P – Cyber Systems Graduate Capstone 3 credit hours
This course provides experience and background that will prepare the student for an actual working environment. Reinforcement and validation of knowledge gained in previous course work, enhancement of communication skills, and learning to work with people will be emphasized. Primary tasks will include a team-based project using technologies appropriate to the student’s program of study, the study of ethics for cyber systems professionals, and project design and development and project oversight using appropriate project management tools. This course also provides opportunity for writing in the cyber systems disciplines. Prior to enrollment in this class, students are expected to have had one of the following: a college-level Data Structures and Algorithms course, an undergraduate course in Systems Analysis and Design or CYBR 890 Info Networking Law and Public Policy.
Total Credits Allowed: 6.00

CYBR 898 – Special Topics in Cyber Systems 3 credit hours
Course is designed to enable students to become knowledgeable of recent trends and issues in cyber systems. The course format varies depending on subject matter, instructor and student needs.
Total Credits Allowed: 6.00
ECON 850 – Managerial Economics 3 credit hours
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.
Prerequisite: Graduate standing and 3 hours of ECON

ECON 865 – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 865P – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 899P – Special Topics in Economics 1-3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Economics which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Economics topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Total Credits Allowed: 3.00
Prerequisite: ECON 850

ECON 850 – Managerial Economics 3 credit hours
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.
Prerequisite: Graduate standing and 3 hours of ECON

ECON 865 – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 865P – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 899P – Special Topics in Economics 1-3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Economics which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Economics topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Total Credits Allowed: 3.00
Prerequisite: ECON 850

ECON 850 – Managerial Economics 3 credit hours
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.
Prerequisite: Graduate standing and 3 hours of ECON

ECON 865 – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 865P – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 899P – Special Topics in Economics 1-3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Economics which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Economics topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Total Credits Allowed: 3.00
Prerequisite: ECON 850

ECON 850 – Managerial Economics 3 credit hours
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.
Prerequisite: Graduate standing and 3 hours of ECON

ECON 865 – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 865P – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 899P – Special Topics in Economics 1-3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Economics which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Economics topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Total Credits Allowed: 3.00
Prerequisite: ECON 850

ECON 850 – Managerial Economics 3 credit hours
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.
Prerequisite: Graduate standing and 3 hours of ECON

ECON 865 – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 865P – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 899P – Special Topics in Economics 1-3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Economics which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Economics topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Total Credits Allowed: 3.00
Prerequisite: ECON 850

ECON 850 – Managerial Economics 3 credit hours
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.
Prerequisite: Graduate standing and 3 hours of ECON

ECON 865 – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 865P – Economics of Transportation 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

ECON 899P – Special Topics in Economics 1-3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Economics which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Economics topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Total Credits Allowed: 3.00
Prerequisite: ECON 850
EDAD 843 – Practicum in Educational Administration 3 credit hours
This course, graded as credit-no credit, is designed to provide practical learning experience inherent to school principals. Experiences will include discussion of current topics, involvement of presentation of current topics as preparation for conducting staff development, use of resource personnel from education and/or other fields, the completion of 80 hour internship, a visitation to a school district with over 25,000 students, preparation for the administrative job search.
Prerequisite: EDAD 869 or permission of instructor

EDAD 846 – The Junior High/Middle School 3 credit 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 credit 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 credit 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 credit 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 credit 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 credit hours
This course is designed to assist students in obtaining entry-level understandings and skills relating to the supervision of instruction.

EDAD 859 – Legal Basis of Education 3 credit 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 credit hours
This is a foundation course in school administration that places emphasis on the responsibilities of the principal. It is designed to serve the interests and needs of certificated personnel who plan to become principals.
Prerequisite: EDAD 854 or permission of instructor

EDAD 870 – The Principal as Instructional Leader 3 credit hours
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.
Prerequisite: EDAD 869 or permission of instructor

EDAD 875 – Activities Director 3 credit hours
This course deals with the roles and responsibilities of the interscholastic Activities Director. Emphasis will be placed on the philosophies that are required for the Activities Director in the educational setting. The course will cover the skills and prerequisites for the school activities administrator, as well as legal issues, activities policies, finances, sportsmanship initiatives, and the "nuts and bolts" tasks of the school Activities Director.

EDAD 890 – Introduction to Educational Research 3 credit hours
This course is designed to explore the attributes of educational research and the roles of the educator in appraising and conducting reliable and valid research studies. Students will not only explore the attributes of effective research and learn to evaluate the quality, efficacy, and validity of research studies, but also learn how to do meaningful research inquiry so that they can design effective research studies and collect, analyze, and interpret data effectively in the study of educational questions at the classroom, building, or district level.

EDAD 895 – School Improvement 3 credit hours
School Improvement is designed to provide students of educational administration an understanding of issues related to the school improvement process and its role in the school reformation movement.

EDAD 896 – Independent Study 1-6 credit 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.
Total Credits Allowed: 6.00

EDAD 898 – Endorsement Internship 3 credit hours
This Endorsement Internship is designed for those students who already hold a principal Master's degree and seek the complementary principal endorsement.

EDAD 899 – Thesis 3-6 credit 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.
Total Credits Allowed: 6.00

EDAD 899P – Special Topics in Education 1-3 credit 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.
Total Credits Allowed: 6.00
EDAD 940 – Administrative Theory  3 credit 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 credit hours
This course is graded on a credit-no credit basis, and is a requirement for the Educational Specialist Degree. The student will read and submit written critiques on several contemporary writings related to education and participate in a three-day, summer field trip to Lincoln, which will involve visitations at the Nebraska Department of Education, the Lincoln Public Schools, and the quarters of various professional education organizations.

EDAD 945 – Independent Readings  1-6 credit hours
Independent reading on Educational Administration topics. Readings to be selected and directed by the student’s advisor and may be tied to field study literature review.
Total Credits Allowed: 3.00

EDAD 955 – The School Administrator and the Law  3 credit 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 credit 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 credit hours
The primary objectives of this course are to provide the student with (1) the background of school finance, (2) a background of public school financing in the United States, (3) an understanding of the various governmental levels of financing in public schools, (4) judicial decisions and their effects, and (5) finance of schools in the future.

EDAD 958 – Educational Facility Plan  3 credit 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 credit 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.
Total Credits Allowed: 6.00

EDAD 991 – Field Study  3 credit hours
The field study provides an opportunity for an educational administration candidate to prepare a proposal for a research project or a grant relevant to the candidate’s school settings. The minimum credit for the proposal is three hours. If the candidate elects to complete a research project going beyond the proposal stage, an additional 3 credit hours may be applied towards the candidate’s plan of study. This course is required of all Specialist Degree candidates. A written product is the outcome of the course. Enrollment by permission of the instructor.
Total Credits Allowed: 6.00

EDAD 992 – Executive Administrator  3 credit hours
This is a capstone course that focuses upon the executive administrator’s role as leader in an educational setting. It is designed to provide both theoretical and practical approach thru discussions, problem solving, and case studies to allow students to demonstrate administrative skills that are relevant to today’s educational leader. The focus of this course is on administrative leadership and its relevance to student achievement. Areas to be addressed may include board-administrator relations, human resource management, problem solving, communication, legal issues, financial planning and board policy development. This is an elective class in educational administration program.
Prerequisite: Enrollment in Educational Specialist degree program

EDAD 998 – Internship  3-6 credit 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.
Total Credits Allowed: 6.00

English (ENG)

ENG 803 – Descriptive Linguistics  3 credit 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 credit 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 credit 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 credit hours
An application of literary theories to selected literary works.

ENG 807 – History of Literary Criticism  3 credit 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 808 – English around the Globe  3 credit hours
An exploration of the role of English as the dominant language of international business, politics, and communication. Topics to be covered include: the factors that led to the establishment of English as a "global language," the social and political implications of global English, the development and features of unique world "Englishes," and the future of English on a global scale.
ENG 809 – Theory of Rhetoric and Composition  3 credit hours
An overview of the history and major theories of the related disciplines of rhetoric and composition studies.

ENG 814 – Writing Tutorial  3 credit 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.
Total Credits Allowed: 6.00

ENG 822 – Poetry Writing  3 credit hours
ENG 822P – Poetry Writing  3 credit hours
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.
Department Consent Required
Total Credits Allowed: 6.00

ENG 823 – Fiction Writing  3 credit hours
Department Consent Required

ENG 823P – Fiction Writing  3 credit hours
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.
Department Consent Required
Total Credits Allowed: 6.00

ENG 824 – Drama Writing  3 credit 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 credit hours
This course examines the concept and contemporary forms of creative nonfiction, including memoir, biography, essay, letter, journal, prose poetry, and combined forms, as well as crossover with fiction in both writing techniques and content shaping. Students will be expected both to critically examine and to write nonfiction.

ENG 826 – Prosody: The Music of Poetic Form  3 credit 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 credit hours
ENG 832 – Colloquium: World Literature  3 credit hours

ENG 841P – Language for the Elementary Teacher  3 credit 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 credit 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 credit 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 credit hours
This course will emphasize the teaching of creative writing and the basic craft of writing poetry and short stories. Prospective and practicing teachers will examine selections from contemporary literature as creative writing models.

ENG 847 – Children's Literature  3 credit hours
Establishing criteria for selecting, evaluating, and reading a wide range of literature for children.

ENG 847P – Children's Literature  3 credit hours
ENG 848 – Literature for Adolescents  3 credit hours
An exposure to and evaluation of the literature genres appropriate for study in secondary schools.

ENG 848P – Literature for Adolescents  3 credit hours

ENG 849 – Children's Adolescent Lit  3 credit hours
Study and analysis of Children and Adolescent Literature from grades preK-12. Students examine primary texts and scholarly commentary in the context of prevailing assumptions and ideologies over conceptions of childhood and adolescence. The class also offers strategies for increasing children and adolescents engagement with literature and their understanding of literary techniques.

ENG 851P – Literature of Puritanism and Early American Nationalism  3 credit 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 – Literature of the American Renaissance  3 credit 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 – Literature of American Realism  3 credit 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 credit 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 credit hours
The seminar examines the literature from World War II to the present, focusing on the later development of modernism and the rise of postmodern literature. Authors, genres, and approaches may vary from term to term.

ENG 856 – Literature of the American West  3 credit hours
Examines folklore, fiction, nonfiction, drama, and poetry by Western and Plains writers selected from a time period beginning with presettlement literature to contemporary writings and including works by Native American, Chicano, and women writers. Several Nebraska authors will be included. The class focuses on the distinctive features of each genre as well as their similarities of theme and symbol, especially those myths based on the frontier experience and the Sense of Place.

ENG 857 – Colloquium: US Literature through 1855  3 credit hours
ENG 858P – Great Plains Studies 1-3 credit 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. Total Credits Allowed: 3.00

ENG 859 – Colloquium: US Literature 1855-Present 3 credit hours

ENG 860 – American Political Rhetoric 3 credit hours
Course surveys major works in American political history, including sermons, pamphlets, founding documents, letters, addresses, and essays. Students will critically examine and compose original material that participates in or challenges U.S. rhetorical traditions.

ENG 861 – Fairy Tales & Folklore 3 credit hours
This course will cover popular culture historically associated with young people, including fairy tales (from oral, written, and pictorial sources), nursery rhymes, legend, ethnography, childlore, and games.

ENG 863 – The Graphic Novel 3 credit hours
Course will focus on the broad genre of art-writing known as "visual narrative" in comic strips, art books, collage novel, silent film, graphic journalism, single-panel cartoons, comic books, picture books, and graphic novels, including heroic, saga, adaptation, and memoir.

ENG 864 – Critical Approaches to Children's Literature & Culture 3 credit hours
This class explores the unique critical and methodological questions that scholars of literature for juvenile readerships grapple with, in both classic theoretical texts and contemporary criticism.

ENG 865 – American Environmental Literature and Theory 3 credit hours
Course explores questions such as, What is environmental literature in the Western canon? How can the study of environmental literature forge relationships with other disciplines? In order to answer these questions, students will study major trends in environmental literature. The course focuses on literature and scholarship on the environment humanities and on ecological criticism. Prerequisite: Admission to MA program in English or department permission.

ENG 866 – Global Environmental Literature and Theory 3 credit hours
Course will focus on major trends in global environmental literature. In addition, the course will focus on ecological criticism and environmental humanities with a particular focus on global environmental problems. Readings may include primary texts in biology, history, and literature. Prerequisite: Admission to MA program in English or department permission.

ENG 871P – Language and Composition in the Secondary School 3 credit 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 credit 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 – Literature of the English Renaissance 3 credit 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 credit 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 875P – Literature of the Romantic Period 3 credit 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 879P – Literature of the Romantic Period 3 credit 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 880P – Literature of the Victorian Period 3 credit 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 credit 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 credit 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 credit hours

ENG 884 – Colloquium: British Literature: 1700-Present 3 credit hours

ENG 885 – Narrative Strategies 3 credit hours
Study of language, structure, point of view, imagery, dialogue, setting, character, and plot in works of fiction, including fiction written by class members. Aim is for students to demonstrate mastery of the literary works of others.

ENG 886 – Poetic Strategies 3 credit hours
Understanding the poetry writing process as a series of choices with consequences, this course encourages students to expand and develop their skills with a variety of poetic techniques. While courses such as ENG 822, Poetry Writing encourage students to write in their preferred styles, this course requires students to study and apply a range of (perhaps unfamiliar) methods to develop particular skills.

ENG 887 – Theory and Practice of Digital Rhetoric 3 credit hours
This course explores the theoretical and pedagogical implications of digital media for writing, reading, and communicative action. Print is no longer the standard medium of literacy. The majority of reading and writing now occurs on networked multimedia interfaces that facilitate new literate practices just as they complicate traditional ones. The course re-theorizes literacy and communicative action in light of the nearly universal shift from print to screen.
ENG 889 – Creative Writing Thesis Workshop 3 credit hours
Plan and compose the beginning of a creative writing thesis in prose or poetry while reading and analyzing selected texts and class members’ writing. Aim is for students to develop a cohesive plan for a longer manuscript of literary quality, define their artistic goals in the context of the larger literary landscape, and gain constructive feedback from the instructor and a small group of writing students on their writing. This class is a prerequisite for the six thesis hours required for students pursuing a creative thesis. Students must submit a creative writing sample for admittance into this course. Department Consent Required

ENG 890P – Ft. Kearny Writers’ Workshop 1-3 credit 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. Total Credits Allowed: 10.00

ENG 892 – Plains Literature 3 credit 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 credit 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. Total Credits Allowed: 3.00

ENG 896 – Thesis 3-6 credit hours
Total Credits Allowed: 6.00

ENG 897P – Film Institute 1-3 credit 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. Total Credits Allowed: 3.00

ENG 899 – Special Topics 1-3 credit 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. Total Credits Allowed: 6.00

Family Studies (FAMS)

FAMS 802P – Selected Readings in Human Relationships 3 credit hours
Analysis of major studies and current literature in Family Studies and related disciplines. Prerequisite: FAMS 150 and FAMS 351 or permission

FAMS 806 – Families and the Economy 3 credit hours
Theory and application of economic principles to the understanding of individual and family behaviors within and the impact of family participation upon the economic system of the United States and the global economy. Prerequisite: ECON 100 or ECON 270 or ECON 271

FAMS 830P – Grantwriting and Fundraising for Human Service Programs 3 credit hours
This course introduces the student to the fundamentals of Grantwriting and Fundraising including the principles of marketing used to identify need, locating funding sources, writing a grant proposal using persuasive technical writing, and preparing a budget. The course includes hands-on experience in identifying a funding source and preparing a grant proposal.

FAMS 850P – The Aging Adult 3 credit hours
This course examines the various aspects of aging including the physical, psychological, and social issues of elders. These aspects of aging are examined from individual, cohort, family and global perspectives. Students explore and examine aging issues through the use of formal research, personal interviews, site visits, and agency presentations. Prerequisite: FAMS 150 or permission of instructor

FAMS 865P – Advanced Study of Sexual Behaviors 3 credit hours
An in-depth analysis of human sexual behavior from psychological, sociological, biological, ethological, historical, and economic perspectives.

FAMS 881P – Cross Cultural Family Patterns 3 credit 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.

FAMS 885P – Families in Crisis 3 credit hours
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. Prerequisite: FAMS 351 or permission

FAMS 889P – Ft. Kearny Writers’ Workshop 1-3 credit hours
With the help of a faculty member, students will assist with an existing project or conduct their own research project. Department Consent Required

FAMS 890P – Special Problems in Family Studies 3 credit hours
The course is designed to provide students the opportunity to expand their basic and applied knowledge within their discipline.

FAMS 891P – Special Problems in Family Studies 3 credit hours
This course will involve the process and completion of a research project. With the help of a faculty member, students will assist with an existing project or conduct their own research project. Department Consent Required

FAMS 892P – Advanced Developmental Theory 3 credit hours
Seminal as well as current developmental theories will be examined in depth. Particular emphasis will be placed on the most influential theories and their relevance to infant, child, and adolescent development. Prior completion of FSID 150, FSID 250, and FSID 253 is highly recommended.

Finance (FIN)

FIN 803 – Independent Study of Finance 1-3 credit hours
The focus of this course is an independent investigation into a topic in Finance selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Finance. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements. Total Credits Allowed: 6.00 Prerequisite: FIN 809
FIN 809 – Financial Administration 3 credit hours
The in-depth study of financial management concepts with an emphasis on the practical application of financial theories. Prerequisite: ACCT 858 and ACCT 801 or FIN 308 or equivalent

FIN 876 – Short-Term Financial Management 3 credit hours
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. Prerequisite: FIN 308 or ACCT 801 or equivalent

FIN 876P – Short-Term Financial Management 3 credit hours
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. Prerequisite: FIN 308 or ACCT 801 or equivalent

FIN 880 – Investments 3 credit hours
Theory and analysis of investment vehicles including stocks, bonds and money market investments. Analysis of portfolio construction. Prerequisite: FIN 308 and ACCT 801 or equivalent

FIN 880P – Investments 3 credit hours
Theory and analysis of investment vehicles including stocks, bonds and money market investments. Analysis of portfolio construction. Prerequisite: FIN 308 or ACCT 801 or equivalent

FIN 882 – Case Studies in Financial Management 3 credit hours
Financial analysis and decision-making using advanced case studies of business and some specialized organizations. Prerequisite: FIN 408 and FIN 476 and FIN 880 or FIN 880P

FIN 882P – Case Studies-Financial Management 3 credit hours
Financial analysis and decision-making using advanced case studies of business and some specialized organizations. Prerequisite: FIN 408 and FIN 476 and FIN 880 or 880P

FIN 889 – Finance Topics 3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Finance which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Finance topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering. Prerequisite: FIN 809

FORL 800 – Curriculum Development & Research 3 credit 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 credit 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 820 – Methods of Foreign Language Instruction 3 credit hours
Critical review, evaluation and application of contemporary methods of second language instruction.

FORL 850 – Spanish Heritage Language Pedagogy 3 credit hours
Theory and practice of teaching Spanish as a heritage language. Prerequisite: Admission into the Master of Arts in Education in Spanish program or permission of department

FORL 870P – TESOL 3 credit hours
Theoretical foundations and sociolinguistic contexts of ESL teaching.

FORL 872P – Foreign Language Pedagogy 3 credit hours
Current trends in foreign language teaching and learning with emphasis on theory and practice.

FORL 896 – Thesis - Foreign Language 6 credit hours

FORL 897 – Directed Readings 1-3 credit 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.

Total Credits Allowed: 3.00

FORL 898 – Special Topics 1-3 credit hours
Special topics to be determined by the Department of Modern Languages. May be taken more than once.

Total Credits Allowed: 18.00

Prerequisite: Admission into the MAE in Spanish program

FORL 899P – Independent Studies 1-3 credit hours
Directed research in foreign language education, methodology, or translation / interpreting. May be taken twice for two separate studies or research.

Department Consent Required

Total Credits Allowed: 6.00

Geography (GEOG)

GEOG 800P – Water Resources 3 credit hours
This course is an overview of issues relating to water resources with an emphasis on the United States. Some of the topics will include: the hydrologic cycle, global status of water resources, water conflicts, droughts and floods, irrigation efficiency, water quality, applications of satellite data, precision agriculture, water resources management, and the impact of climate change on water resources.

GEOG 810P – Geographical Techniques and Thought 3 credit hours
This course deals with the philosophy, goals, research and teaching methods of geography. Included will be an introduction to the literature of the discipline.

Prerequisite: At least two Geography courses or graduate status

GEOG 816P – Applications of GIScience 3 credit hours
This is an applied course focusing on selected topics in geography and their GIS applications. Students will work quasi-independently throughout the semester in demonstrating their understanding of and ability to perform the ‘GIS’ process through objective formulation, data identification and acquisition, database creation, manipulation/analysis and presentation of findings by applying them to a real-world spatial problem.

GEOG 817P – GIScience Principles and Concepts 4 credit hours
This is an introductory course in GIScience emphasizing the concepts, basic theory, spatial problem solving, and principles of GIScience using both raster and vector data models. It is intended as a foundational course for those who are seeking to major/minor in spatial analysis or work in the field of GIS.
GEOG 818P – Working with GIScience and Spatial Analysis  3 credit hours
This is an introductory course in GIS emphasizing a practical understanding of essential GIS and spatial analysis functionality and how they are applied to real-world problem solving across a variety of disciplines. Students will develop a working knowledge of leading GIS software and the associated GIS methods to enable them to apply basic spatial analysis skills to their respective area of study.

GEOG 819P – Remote Sensing of the Environment  3 credit hours
This course focuses on basic concepts of image formation that are required to understand any remotely sensed or satellite data. Techniques to analyze satellite data using Erdas Imagine software will be discussed and practiced. Students will learn about commonly used satellite data used for monitoring various natural resources. They will also have an opportunity to conduct a small remote sensing project.

GEOG 840P – Seminar in Regional Geography  1-3 credit hours
Designed for a penetrating analysis of spatial distribution patterns of physical and cultural phenomena of selected world regions. Total Credits Allowed: 3.00
Prerequisite: GEOG 104 or GEOG 106 or permission of instructor

GEOG 841P – Selected Topics in Cultural Geography  3 credit hours
Advanced, in-depth studies of various segments of Human Geography. Prerequisite: GEOG 104 and GEOG 106 or permission of instructor

GEOG 856P – Field Study  1-4 credit 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. Total Credits Allowed: 4.00

GEOG 858P – Great Plains Studies  1-3 credit 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. Total Credits Allowed: 3.00

GEOG 890 – Directed Research  1-3 credit hours
Independent original research of a selected topic in geography under the direction of a geography graduate faculty member. Total Credits Allowed: 3.00

GEOG 898 – Directed Readings  1-3 credit hours
Independent readings on advanced geography topics. Readings to be selected and directed by a geography graduate faculty member. Total Credits Allowed: 3.00

GEOG 899P – Independent Study  1-3 credit 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. Total Credits Allowed: 3.00

German (GERM)

GERM 899 – Independent Study-German  1-3 credit hours
Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies or research in German. Total Credits Allowed: 6.00

History (HIST)

HIST 800 – New Perspectives in History  3 credit 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. Total Credits Allowed: 15.00

HIST 801 – America Interpreted  3 credit hours
An introductory (required) graduate readings course in American historiography. The class examines the leading schools of historical opinion from the founding of American society through the modern era.

HIST 802P – Age of Alexander the Great  3 credit hours
This course will focus on the change between the Classical age and the Hellenistic age. The course will cover the period from the end of the Peloponnesian war to the Jewish independence of the Maccabees. This time period is crucial to Western Civilization since we witness the collapse of the independent Greek city states and the rise of the great national monarchies.

HIST 803 – Historical Methods  3 credit hours
This required course will introduce graduate students to the history profession and to the tools and methods used by historians.

HIST 805P – The Plains Indians  3 credit hours
A history of those Indians who call the Great Plains their home.

HIST 806P – History and Film  3 credit 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 credit 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 credit 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 credit 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 credit hours
Writers of history, their works and philosophies; theories of historical development and research.
HIST 811P – Saints and Sinners  3 credit hours
This course examines the social organization and cultural institutions that shaped the western world between late antiquity and the Renaissance, focusing on the interaction between major institutions, such as family and religion, and the lives of medieval women and men.

HIST 812P – Society and Gender in the Middle Ages  3 credit hours
This course is designed to introduce students to the ways that gender and sexuality were defined, understood, and enacted in medieval society. The course examines both accepted and deviant sexual behaviors as well as notions of masculinity and femininity. Attitudes toward these ideas and behaviors are considered within the social, political, and religious contexts of the Middle Ages.

HIST 816 – Colloquium: Colonial and Revolutionary America  3 credit hours
This course will introduce advanced students to the most important interpretations of colonial and revolutionary America.

HIST 816P – History of Christianity  3 credit hours
A broad overview of Christian history from antiquity to the present, with special emphasis upon the complex social, economic, and political forces which have made Christianity a global religion of incredible diversity. Special attention will be given to Christianity in the non-Western world, as well as the central role of women in Christian tradition.

HIST 817 – Colloquium: Nineteenth Century US  3 credit hours
This course focuses on developing an in-depth knowledge of the US between 1800-1899, including the methodological and historiographical trends in recent American history.

HIST 820P – Women in Europe  3 credit 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 credit hours
A history of American women from the Colonial Period to the present.

HIST 822 – Colloquium: Twentieth Century US  3 credit hours
This course focuses on developing an in-depth knowledge of the US since 1900, including the methodological and historiographical trends in recent American history.

HIST 823 – Colloquium: English History  3 credit hours
This course will look at the development of English history starting in 1900, including the methodological and historiographical trends.

HIST 824 – Colloquium: Latin American History  3 credit hours
This is an intensive reading and writing course that will focus on the history, historiography, and historiographical issues of Latin America.

HIST 828 – Colloquium: Soviet Union  3 credit hours
This course will look at the development of Soviet Russia, focusing on the history and historiography of the subject.

HIST 829P – Religion in America  3 credit hours
A historical introduction to the various religious communities of the United States from Pre-Columbian times to the present. The course gives special attention to religious influences upon social and political institutions, changing patterns of church-state relations, and the challenges posed by religious pluralism throughout American history.

HIST 830 – Colloquium: Modern China and Japan  3 credit hours
This course will look at the development of Modern China and Japan, focusing on the history and historiography of the subject.

HIST 831P – Colonial America 1492-1750  3 credit 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 credit 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 credit 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 credit 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 credit hours
This course will familiarize students with the major historiographical trends (since the 1890s) and the most important historians and their works on the American West.

HIST 841P – Modern Latin America  3 credit 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 credit hours
This course is designed to introduce students to recent trends and research methodologies in the history of the revolutionary period and to guide them through the completion of a major research and writing project.

HIST 843 – Seminar: The American Indian  3 credit hours
This seminar examines recent Native American history focusing on the themes and topics in the historiography.

HIST 844 – Seminar: Nineteenth Century US  3 credit hours
A research seminar in nineteenth-century American history. Special attention will be devoted to the development of the characteristics of modern US society.

HIST 845P – The Civil War and Reconstruction  3 credit 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 credit hours
This seminar allows students to pursue research in a topic dealing with the political, cultural, intellectual, or social history of the United States.

HIST 847 – Seminar: Contemporary Europe  3 credit hours
This seminar allows students to pursue research in a topic dealing with the political, cultural, intellectual, or social history of Modern Europe.

HIST 848 – Readings in American History  3 credit hours
A graduate readings course examining major historiographic issues in key periods and topics in American history. Topics will include (but are not limited to) Colonial America, the Early Republic, Civil War and Reconstruction, Gilded Age/Progressive America, Western and Native American history, the Great Depression, World War II, Environmental history, the Cold War, Civil Rights, and Recent America. May be repeated with each new offering.

Total Credits Allowed: 36.00

HIST 849 – Readings in World History  3 credit hours
A graduate readings course examining major historiographic issues in key periods and topics in European and World history. Topics will include (but are not limited to) ancient/medieval history, Renaissance/Reformation, early modern Europe, eighteenth and twentieth century Europe, Latin American history, African and Asian history. May be repeated with each new offering.

Total Credits Allowed: 36.00
HIST 850P – Variable Topics in Latin American History  3 credit 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 credit 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 credit 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 credit 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 credit 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 856P – Regional Field Study  1-4 credit hours
Designed to provide students with travel experiences to contribute to their understanding of the history of a particular area of the world.
Total Credits Allowed: 4.00

HIST 857P – British Empire  3 credit hours
The rise and expansion of the British Empire from its earliest beginnings to the present.

HIST 858P – Great Plains Studies  1-3 credit 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 incorporates literary, historical, and paleontological investigations around issues affecting the plains, with a special focus on prairie.
Total Credits Allowed: 3.00

HIST 859P – European Expansion and Exploration  3 credit 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 credit hours
This seminar allows students to pursue research in a topic dealing with the political, cultural, intellectual, or social history of English history.

HIST 861P – Renaissance and Reformation  3 credit 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 credit 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 credit hours
The causes of the French Revolution and the political, social, and intellectual impact of the Revolution upon western Europe.

HIST 868P – Digital History  3 credit hours
This course explores the use of digital tools and sources in historical research and the sharing of historical information with public and scholarly audiences.

HIST 871P – History of the Pacific Rim  3 credit 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 credit hours
Tracing the development of the American Constitution from its European antecedents to the Civil War Period.

HIST 874P – American Constitutional History II  3 credit hours
Continuation of HIST 873P. Period covered is from Civil War Period to present.

HIST 875 – Internship in History  1-9 credit 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.
Total Credits Allowed: 9.00

HIST 877P – American Thought and Culture, 1620-1865  3 credit 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 credit 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 credit 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 credit 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 credit hours
Development and transformation of U.S. west in terms of ethnic interaction, resource exploitation, and industrialization from midnineteenth century to present.

HIST 883P – The Gilded Age 1870-1898  3 credit hours
An analysis of the transformation of an agrarian America into an urban-industrial society.

HIST 884P – The United States 1898-1941  3 credit 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 credit 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 credit 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 credit hours
The period from the French Revolution and Napoleon to World War I.
ITEC 120 is recommended prior to enrolling in this course. This course is designed to develop a working knowledge of CADD and the hardware components required of CADD systems. Completion of ITEC 120 is recommended prior to enrolling in this course.

ITEC 805P – Computer Aided Drafting 3 credit hours
Computer aided drafting and design is a beginning electronic drafting course designed to develop a working knowledge of CADD and the hardware components required of CADD systems. Completion of ITEC 120 is recommended prior to enrolling in this course.

ITEC 810P – Individual Problems in Construction 3 credit hours
Designed to meet the individual needs of the student who desires additional specialization in the construction area.

ITEC 812 – Branch Financial Excellence 3 credit hours
This course is designed to assist wholesale distribution professionals understand what it takes to make a distribution organization a top quartile financial success.

ITEC 815P – Technical Research Development in Industry and Business 3 credit 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 816 – Purchasing for Profit-Purchasing Excellence 3 credit hours
This course will examine purchasing for profit principles applicable for industrial distribution professionals and other occupations which require advanced supply management instruction.

ITEC 820P – Individual Problems in Communication Technology 3 credit hours
Designed to meet the individual needs of the student who desires advanced specialization in the communication area.

ITEC 822 – Quality Concepts and Processes in Distribution 3 credit hours
This course is designed to assist wholesale distribution professionals understand how to implement a Quality Control system at the distribution branch level.

ITEC 824 – Purchasing for Profit-Drive for Results 3 credit hours
This course will examine purchasing for profit principles applicable for industrial distribution professionals and other occupations which require advanced supply management instruction.

ITEC 826 – Human Capital and Training in Distribution 3 credit hours
This course is designed to show how to utilize the most important and expensive investment within a distribution business, the employee. This course will explore how to select, train, measure and reward for success.

ITEC 828 – Optimizing Distributor Profitability 3 credit hours
This is the study of a systematic framework of best practices that can be adopted and implemented by wholesale distributors to improve profitability.

ITEC 832 – Warehouse Management and Lean Operations 3 credit hours
This course is designed to prepare the Operations Management either at the branch or corporate level in examining their current operations processes and guide them in changing to “lean” operations processes.

ITEC 834 – Sales Management and Training in Distribution 3 credit hours
This course is designed to assist current sales managers and sales professionals, desiring to enter the roll of Sales Manager, understand the roll and provide tools for them to be successful.

ITEC 836 – Strategic Pricing for Distributors 3 credit hours
This course is designed to examine pricing strategies that affect gross margin. The text uses a similar novel style as “The Goal” by Eli Goldratt. The text takes the student through the process of restoring a failing company and the examples used to get the company to perform profitably by employing new pricing strategies.
JMC 801 – Social and Emerging Media 3 credit hours
History of media leading to the development of web based social media. Includes focus on critical analysis of new media technologies and strategies for using social media for public relations for corporate, social, or nonprofit purposes.

JMC 802 – Media Technology and Narrative 3 credit hours
Storytellers and media professionals in the digital age have more tools at their disposal than ever before to create and distribute content. Today's professional communicators, whether involved in news/editorial, public relations, advertising, or related fields, need to tell stories in many ways, use many different media technologies, and engage with many different audiences. With emphasis on content, students in this course will create and maintain a blog about a specific topic and produce stories and supplemental content using the qualities of reflective thinking, analysis, and organization of ideas to best communicate with an audience from many perspectives.

JMC 825P – Public Policy and the Media 3 credit 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 831 – Critical Approaches to Media 3 credit hours
This advanced course provides an exhaustive survey of the major concepts, methods, theories, scholars, debates, and changes in critical media studies. Students will work on developing questions that can provide insight into media texts, foregrounding an agenda that does the following: (1) fosters an understanding of contemporary media theory; and (2) allows students to think critically about the power and influence of the media as well as the construction and negotiation of social meanings therein. Students will produce a conference-ready paper that questions how a mediated phenomenon of their choice comes to make sense in a particular context at a given time.

JMC 835 – International Media and Society 3 credit hours
This course is focused on helping students understand how global media functions in our world today. Around the globe media is used as both a source of resistance and an ideological tool of regimes. By understanding media as an artifact, we can often learn about a culture by studying its popular media. Also, as our world becomes more connected, global media becomes more accessible. This often leads to cultural influence across borders. Global media literacy will only become increasingly more important for communication professionals in the future. This class will train students in the skills necessary to gain that literacy.

JMC 860P – Mass Media & Society 3 credit 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 credit hours
Selected topics and problems of current interest considered in-depth. Classroom or on-line discussions, course projects or research problems. Topics vary each semester depending on instructor; however, the purpose of the course is to offer an opportunity for students to study either fresh topics of particular timeliness or standard topics in more theoretical depth than appropriate in other existing courses. Total Credits Allowed: 6.00
Management (MGT)

MGT 800 – Entrepreneurship 3 credit hours
This course explores the phenomena of entrepreneurship, including the myths, realities, and impact of entrepreneurial activity. Students assess their own entrepreneurial aptitude and interests, meet a variety of entrepreneurs, and investigate the processes of generating promising ideas, evaluating the viability of those ideas, finding capital, considering franchise opportunities, and developing a new venture management team. The class is project oriented with each student participating in the development of a feasibility plan for a new venture.

MGT 800P – Entrepreneurship 3 credit hours
This course explores the phenomena of entrepreneurship, including the myths, realities, and impact of entrepreneurial activity. Students assess their own entrepreneurial aptitude and interests, meet a variety of entrepreneurs, and investigate the processes of generating promising ideas, evaluating the viability of those ideas, finding capital, considering franchise opportunities, and developing a new venture management team. The class is project oriented with each student participating in the development of a feasibility plan for a new venture.

MGT 810P – Small Business Management 3 credit hours
This course focuses on the operation of small business and the small business environment. This course deals with the topics related to personnel, government regulations of small business, advertising, sales promotion, accounting, finance, forecasting, family ownership and other management related problems.

MGT 803 – Independent Study of Management 1-3 credit hours
The focus of this course is an independent investigation into a Management topic selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Management. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.

Total Credits Allowed: 3.00
Prerequisite: MGT 814 or MGT 890

MGT 809P – Leadership: Skills, Applications, Research 3 credit hours
This course is designed to give students preparing for careers in business, government, and the nonprofit sector a working knowledge of leadership styles, principles, models, and practical applications. Students will learn to engage critically in analytical and intellectual examination and reflection of certain core issues in the practice of leadership. Topics covered include history of leadership, leadership traits and behaviors, motivation and communication patterns, teamwork, use of power, development of trust, effective group facilitation, negotiation and persuasion, effective change, and ethics.

MGT 810 – Compensation Management 3 credit 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.

MGT 810P – Compensation Management 3 credit hours
A study of the basic forms of financial compensation, including benefits packages. Principles of internal, external, and individual equity as determined by job evaluation, salary surveys, and performance evaluation comprise the core of this course. Suggested prerequisite: MGT 380.

MGT 811 – Labor Relations 3 credit hours
A study of labor-management relations as defined by negotiated labor contracts. Topics include history of the labor movement, union structure and function, the negotiation process, and issues in labor relations.

MGT 811P – Labor Relations 3 credit hours
A study of labor-management relations as defined by negotiated labor contracts. Topics include history of the labor movement, union structure and function, the negotiation process, and issues in labor relations.

MGT 814 – Operations Management 3 credit hours
This course explores the transformation of materials, land, labor and capital into goods and services. Quantitative Management Systems are applied to the manufacturing process.
Prerequisite: MGT 233 or equivalent

MGT 815P – Quality Management Concepts & Practice 3 credit hours
Overview of the concepts and techniques of quality management, including statistical tools, people element of quality managment, and philosophies and practices of six sigma. Students are expected to be computer literate.
Prerequisite: MGT 314 or permission

MGT 820 – Managerial Communications 3 credit hours
Application of principles of communication to the managerial setting. The course investigates the influence of organizational climate, manager's style and use of motivation in the communication process.

MGT 825 – Decision Science 3 credit hours
Recent developments relating to business application of linear programming, simplex method, transportation method, post optimality analysis, game theory, utility theory, PERT-CPM, queuing theory, dynamics programming, Markov chains, Decision tree analysis, time series analysis and forecasting.
Prerequisite: MATH 115 or MATH 123

MGT 840P – Health Care Management I - Managing People Effectively 3 credit hours
Health care managers are responsible for getting things done through other people. This course focuses on giving students the tools (theory and practice) to become an effective manager in health care settings. Topics include leadership, ethics, staffing, teamwork, communication, performance management, and effectively managing change in health care organizations.

MGT 841P – Health Care Management II - Managing Processes Effectively 3 credit hours
Health care managers are responsible for effectively coordinating, planning, and managing business processes. These processes include scheduling, waiting line assessment, quality, budgeting, financial planning and forecasting.

MGT 845 – Cultural Responsiveness: Building Clinical and Institutional Trust 2 credit hours
Current and future health care providers will analyze the critical issues of cultural responsiveness and building trust when treating patients from different backgrounds. Students will be mentored in writing a case report that critically assesses cultural responsiveness in the case of an individual patient.
MGT 850P – Health Care Delivery: Systems and Policies 3 credit hours
This course is for health sciences students and students interested in health care management. Topics include: 1) the organization, delivery, and financing of health care, 2) the business side of health care including workforce issues, payment systems, and cost control, 3) issues in the health care industry including the effect of government policies, and 4) the opportunity for students to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care.

MGT 875 – Management Internship 1-3 credit hours
Professional experience and development of the student in a managerial capacity. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied setting. Objectives, content, duration, expected outcomes and credit hours of the internship will be determined by the MBA Director (or Chair of the Management Department) and the Internship Director. One credit hour = 100 clock hours logged within the setting.

MGT 880 – Human Resource Management 3 credit hours
This course is designed as an introduction to such fundamental human resource management areas as job analysis, staffing and selection, training and development, performance appraisal, employee relations, compensation, labor relations, and international HR. The strategic implications of HR will be explored with integrated applications for all managers. The focus of the course will be both conceptual and applied, including discussions of current issues and controversies confronting the field.

MGT 885 – Seminar in Human Resource Management 3 credit hours
Provides the student with an opportunity to study and research current issues in human resource management; course stresses an informal setting and open communications approach. Prerequisite: MGT 380 or MGT 880

MGT 885P – Sem Human Res Mgt 3 credit hours
Provides the student with an opportunity to study and research current issues in human resource management; course stresses an informal setting and open communications approach. Prerequisite: MGT 380 or MGT 880

MGT 889 – Business Consultantship 3 credit hours
Consent of the Department Chair is required. This course affords the student an opportunity to serve in a consultant capacity for an area business. In-depth business analysis is conducted by the student, and specific recommendations are reported to the management of the firm.

MGT 889P – Business Consultantship 3 credit 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. Department Consent Required

MGT 890 – Leadership & Organizational Behavior 3 credit hours
Focuses on leadership and human behavior in organizations, with emphasis on how group dynamics, decision making, team building, culture, and conflict impact individual and organizational performance.

MGT 891 – Seminar in Organizational Behavior 3 credit hours
This course explores current issues in organizational behavior. Students research, analyze, and discuss issues in order to develop a futuristic philosophy of organizational management. Prerequisite: MGT 890

MGT 892 – Strategic Analysis & Decision Making 3 credit hours
A course designed to integrate the knowledge acquired in other courses in business administration and to emphasize strategic analysis and decision making. This course is to be taken after 9 hours of MBA core courses are completed. Department Consent Required

MGT 893 – Social Responsibility of Business - Issues & Ethics 3 credit hours
A study of the societal challenge of business; how business and society interface; the micro and macro publics of business; ecology, consumerism, and technology as societal problems; the ethics of business.

MGT 893P – Soc Res/Iss & Ethics 3 credit hours
MGT 899 – Management Topics 3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Management which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study contemporary Management topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering. Prerequisite: MGT 890 or MGT 814

MKT 813 – International Marketing 3 credit hours
A comprehensive overview of existing international marketing systems, history and development. Prerequisite: MKT 300 or equivalent

MKT 814 – Management Topics 3 credit hours
A course designed to integrate the knowledge acquired in other courses in business administration and to emphasize strategic analysis and decision making. This course is to be taken after 9 hours of MBA core courses are completed. Department Consent Required

MKT 817 – Independent Study of Marketing 1-3 credit hours
The focus of this course is an independent investigation into a Marketing topic selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Marketing. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements. Total Credits Allowed: 3.00 Prerequisite: 3 hours of 800 level Marketing courses

MKT 830 – International Marketing 3 credit hours
A comprehensive overview of existing international marketing systems, history and development. Prerequisite: MKT 300 or equivalent

MKT 830P – International Marketing 3 credit hours
A comprehensive overview of existing international marketing systems, history and development. Prerequisite: MKT 300 or equivalent
MKT 833 – Marketing Channels Management 3 credit hours
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.
Prerequisite: MKT 300 or permission of instructor

MKT 833P – Marketing Channels Management 3 credit hours
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.
Prerequisite: MKT 300 or permission of instructor

MKT 834 – Industrial Marketing 3 credit hours
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.
Prerequisite: MKT 300 and MKT 438

MKT 834P – Industrial Marketing 3 credit hours
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.
Prerequisite: MKT 300 and MKT 438

MKT 835 – Marketing Research 3 credit hours
To structure research procedures for solving managerial problems. Course emphasis is on development of a complete marketing research project.
Prerequisite: MKT 300 and MGT 233

MKT 835P – Marketing Research 3 credit hours
To structure research procedures for solving managerial problems. Course emphasis is on development of a complete marketing research project.
Prerequisite: MKT 300 and MGT 233

MKT 837 – Sales Management 3 credit hours
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.
Prerequisite: MKT 300 and MKT 438

MKT 837P – Sales Management 3 credit hours
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.
Prerequisite: MKT 300 and MKT 438

MKT 838 – Consumer Behavior 3 credit hours
A detailed and in-depth analysis of why and how people buy, based upon an understanding of the nature of consumer behavior on both the micro and macro levels; includes the effects of internal and external influences on decision making.
Prerequisite: MKT 300

MKT 838P – Consumer Behavior 3 credit hours
A detailed and in-depth analysis of why and how people buy, based upon an understanding of the nature of consumer behavior on both the micro and macro levels; includes the effects of internal and external influences on decision making.
Prerequisite: MKT 300

MKT 840 – Advertising Management 3 credit hours
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.
Prerequisite: MKT 300

MKT 840P – Advertising Management 3 credit hours
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.
Prerequisite: MKT 300

MKT 856 – Marketing Management Seminar 3 credit hours
This course is concerned with managing the marketing function including market and environmental analysis and strategy development and implementation. The seminar-format course employs a mixture of case discussions, readings, lectures, written and oral assignments, and a consultancy project.
Prerequisite: FIN 809

MKT 857P – E-Marketing 3 credit hours
The pragmatic and theoretical aspects of E-marketing, including E-mail orders and direct response advertising, reassurability and accountability, E-mail lists and data, plus the integration of E-marketing programs into total marketing efforts and into overall organization goals and functions.
On demand.

MKT 860P – Strategic Product Management 3 credit hours
To develop an awareness and understanding of the issues, tools and techniques used from inception to launch of a product.

MKT 883 – Marketing Dynamics Seminar 3 credit hours
Marketing theory is briefly reviewed to provide a background for intensive analysis of contemporary and sometimes controversial marketing issues. Course content necessarily changes each semester to reflect the changing marketing scene.

MKT 896 – Thesis 3-6 credit hours
Total Credits Allowed: 6.00

MKT 899 – Marketing Topics 3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Marketing which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Marketing topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Prerequisite: MKT 883

Mathematics (MATH)

MATH 800P – History of Mathematics 3 credit hours
An introduction to the history of mathematics from its primitive origins to modern day mathematics.
Department Consent Required
Prerequisite: MATH 202 and permission of instructor
MATH 804P – Theory of Numbers 3 credit hours
Properties of integers, congruencies, primitive roots, arithmetic functions, quadratic residues, and the sum of squares.
Prerequisite: MATH 250 or permission of instructor.

MATH 811 – Topics in Geometry for the Secondary School Teacher 3 credit hours
This course will focus on the connections between high school geometry and college-level mathematics (geometry, abstract algebra, analysis). The goal is for each student to develop "new mathematical insights and understandings." Topics include, but are not limited to, Congruence, Distance and Similarity, Trigonometry, Area and Volume, Axiomatics and Euclidean Geometry.
Prerequisite: MATH 310 or equivalent

MATH 813P – Discrete Mathematics 3 credit hours
A study of the evolution of the number system from the naturals through the complex with emphasis on the complex. A detailed study of the topics of discrete math including counting techniques, probability, graphs, trees and relations.
Department Consent Required
Prerequisite: MATH 115 and permission of instructor

MATH 815 – Topics in Discrete Mathematics for the Secondary School Teacher 3 credit hours
This course will provide an introduction to combinatorics and graph theory, with an emphasis on applications, as well as preparing materials and lesson plans that can be brought into the middle and secondary math classroom.
Prerequisite: MATH 250 or other proof based mathematics course

MATH 820P – Numerical Analysis 3 credit hours
The solution of nonlinear equations, interpolation and approximation, numerical integration, matrices and system of linear equations, and numerical solution of differential equations.
Department Consent Required
Prerequisite: MATH 260 and MATH 305 and MATH 440 and permission of instructor

MATH 830P – Middle School Mathematics 3 credit hours
A study of additional topics found in grades 5-9 mathematics not covered in MATH 230, 330, e.g. algebra, probability, calculators, computers, and statistics.
Department Consent Required
Prerequisite: MATH 230 and MATH 330 and permission of instructor

MATH 840P – Linear Algebra 3 credit hours
Study of vector spaces, linear transformations, matrices and determinants.
Department Consent Required
Prerequisite: MATH 115 and permission of instructor

MATH 841 – Topics in Abstract Algebra for Secondary Teachers 3 credit hours
Topics include, but are not limited to, Divisibility and Euclid's Algorithm, Theorems of Euler and Fermat, Fundamental Theorem of Algebra, Groups, Cosets, Quotient Groups, Fields, Rings, Quotient Rings, Isomorphisms, Homomorphisms, and Congruences. We will cover parts of all 6 chapters in the text. The material in Chapters 1-3 are expected to be familiar to the class and will be covered briefly at the beginning of the semester. The main focus of the course will be the material in Chapters 4-6. This course is one of six required mathematics courses for the Master of Arts in Education in Curriculum and Instructions: Mathematics Education.
Prerequisite: Admission to the graduate program for a Master of Arts in Education in Curriculum and Instruction.

MATH 852 – Foundations of Calculus 3 credit hours
This course is a study of calculus in its historical order of development, rather than in the order usually presented in contemporary texts. This ordering of topics parallels the development of differential and integral calculus between the 17th and 19th centuries and will allow us to study the problems which motivated the development as well as understand the refinement of ideas linking historical and modern treatments.
Prerequisite: MATH 115 and MATH 202 and MATH 260 and MATH 460 or equivalent courses from other institutions

MATH 860P – Advanced Calculus I 3 credit hours
A study of functions, sequences, limits, continuity, differentiation, and integration.
Department Consent Required
Prerequisite: MATH 250 and MATH 260 and permission of instructor

MATH 862 – Mathematical Analysis for Teachers 3 credit hours
A study of sequences, series, limits, continuity, differentiation, and integration from an instructional perspective.
Prerequisite: Two semesters of Calculus or MATH 202.

MATH 864 – Geometry for Teachers 3 credit hours
This course helps students improve their understanding of plane geometry as commonly taught in high school. It focuses on Euclidean geometry through an axiomatic approach, with a brief exploration to neutral geometry as well. It also includes a technology component using an interactive computer program (e.g., GeoGebra) to enhance learning geometry.
Prerequisite: Admission into Science/Math Education Program

MATH 870P – Teaching of Secondary Mathematics 3 credit hours
Recent trends in the content of the math curriculum and procedures for the improvement of teaching mathematics in the high school.
Department Consent Required
Prerequisite: MATH 260 and permission of instructor

MATH 871 – Topics in Math 3 credit hours
Recent trends in the content of the math curriculum and procedures for the improvement of teaching mathematics in the high school.
Department Consent Required
Total Credits Allowed: 12.00

MATH 895 – Independent Study in Mathematics 1-3 credit hours
Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies.
Department Consent Required
Total Credits Allowed: 6.00

MATH 896P – Mathematics Seminar 1 credit hour
Topics not included in the normal mathematics offerings are presented by the students.
Department Consent Required
Prerequisite: MATH 260 and permission of instructor

Music (MUS)

MUS 800 – Foundations of Music Education 3 credit hours
The purposes of this course are (1) for students to gain an overview of the historical, cultural, and philosophical foundations that have shaped and directed music education and (2) to build upon this foundational perspective to develop a vision of music education for the future. Topics include philosophical principles of music education, psychological theories relevant to music teaching, and practical application of these principles through the National Standards for Music.
Prerequisite: Graduate status or permission of instructor
MUS 801 – Music Analysis  3 credit hours
A study of the architecture of music, and will include analysis of harmonic, melodic, rhythmic, and formal elements in the works of representative composers and styles. The objective of the course is to acquire the ability to approach a piece of music unencumbered by preconceived notions and to discover the structure of music.

Department Consent Required

Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" and permission of instructor.

MUS 802P – Music Theory Through an Historical Perspective   3 credit hours
An overview of the history and theory of music, focusing on musical styles and form in each era and basic theoretical concepts and techniques of music in historical perspectives. The course includes the basic structure and materials of music, and the major periods of Western music. Coursework includes written theory assignments and analysis, including early twentieth century, and an overview of historical periods and musical literature through readings, score study and recorded examples.

Department Consent Required

MUS 803P – Music Technology in the Classroom   3 credit 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 804 – Introduction to Music Research   3 credit hours
The purposes of this course are for students to gain an overview of online research tools available through the UNK library, applying these tools towards: a class research project; preparation for other graduate level courses; and ultimately the graduate Capstone, and gain familiarity with various style manuals (MLA, APA, and Chicago).

Prerequisite: Admission to Music graduate program

MUS 805 – Teaching of Jazz Bands   3 credit 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 credit hours
Detailed study of conducting problems and band/orchestral literature.

MUS 807P – Advanced Choral Conducting and Literature   2 credit hours
Detailed study of conducting problems and choral literature.

MUS 809P – Vocal Pedagogy   3 credit hours
A study of the problems confronted in dealing with the voice of the beginning and the advanced singer, and an analysis and compilation of suitable literature.

MUS 811P – Woodwind Pedagogy   3 credit hours
An opportunity to study the problems and techniques peculiar to the woodwind instruments; to gain additional proficiency in playing; and to study teaching methods suitable for both individual and group instruction.

MUS 812P – Brass Pedagogy   3 credit hours
A course designed to study the pedagogy, performance, and literature of the brass instruments through lecture, discussion, demonstration, and performance.

MUS 813P – Percussion Pedagogy   3 credit 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 of Music   3 credit 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 815 – Graduate Secondary Applied Instruction Studio   1 credit hour
Applied study in a secondary area in music composition, piano, vocal or instrumental areas. A jury examination is required at the end of each semester of study. A private lesson fee will be assessed.

Total Credits Allowed: 5.00

Prerequisite: Music degree seeking student that has been successfully accepted to the graduate program.

MUS 816P – Special Topics in Piano Pedagogy   2-3 credit hours
Topical studies of various teaching techniques and materials used in individual and/or group piano instruction at elementary, intermediate or advanced levels.

Total Credits Allowed: 9.00

MUS 820P – String Pedagogy   3 credit hours
A course designed to study techniques and performance issues specific to string instruments, and to explore teaching methods suitable for beginning to advanced levels in string playing.

MUS 822 – Administration and Supervision of the Music Program   3 credit 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 831P – Independent Music Studio   2 credit hours
This course is designed to provide guidelines for developing a successful independent music studio including professional qualifications, ethical standards, and effective studio management (instrumental, piano, or vocal).

Prerequisite: Admission to the MAED Music Education program or permission of instructor.

MUS 832P – Fundamentals of Piano Pedagogy I   3 credit hours
An introduction to the basic concepts necessary for successful teaching at the elementary level.

MUS 833P – Fundamentals of Piano Pedagogy II   2 credit hours
A continuation of Piano Pedagogy I with emphasis on group teaching, third year and intermediate students.

MUS 834P – Advanced Piano Pedagogy I-History   2 credit hours
Advanced studies in teaching philosophies and principles of piano pedagogy.

Department Consent Required

MUS 835P – Advanced Piano Pedagogy II-Keyboard Literature   2 credit hours
Advanced studies in pedagogical approaches to keyboard literature, musicianship and performance.

Department Consent Required
MUS 836P – Internship in Piano Teaching  2 credit hours
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.
Department Consent Required

MUS 846 – Survey of Choral Literature  3 credit hours
This course examines significant and noted sacred and secular choral literature from the Renaissance to 21st century through general characteristics and development of form, style, and performance practice considering specific examples of representative works.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of “B” and permission of instructor.

MUS 848 – History of Baroque Music  3 credit hours
This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Baroque Era, and explores relationships between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of “B” and permission of instructor.

MUS 849 – History of Classical Music  3 credit hours
This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Classical Era, and explores relationship between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of “B” and permission of instructor.

MUS 850 – Graduate Applied Instruction  2 credit hours
Applied study in graduate music composition, piano, vocal or instrumental areas. A jury examination is usually required at the end of each semester.
Department Consent Required
Total Credits Allowed: 4.00
Additional Course Fee Required

MUS 851 – History of Romantic Music  3 credit hours
This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Romantic Era, and explores relationships between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of “B” and permission of instructor.

MUS 852 – History of Twentieth Century Music  3 credit hours
This course is designed to increase the depth of the student’s knowledge of the music of our own time. It will include an overview of the major currents and composers in 20th century music and will focus on a few specific composers and ideas.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of “B” and permission of instructor.

MUS 853 – A History of Women Composers  3 credit hours
This course will study women composers and their music throughout history, from the Ancient/Middle Ages to the present. The focus of the course will be the actual music, in written and/or recorded form, current research on women composers, historical and sociological contexts and psychological factors affecting women composers.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of “B” and permission of instructor.

MUS 857P – Elementary School Music  3 credit hours
Current trends in curriculum planning, assessment, and effective teaching strategies at the elementary level.

MUS 860 – Independent Study and Research  1-3 credit hours
Independent research or special assignment in the student’s major field.
Department Consent Required
Total Credits Allowed: 3.00
Prerequisite: Graduate standing and 9 hours of Music classes

MUS 880 – Marching Band Technique  3 credit 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 credit hours
A study of available operas with regard to casting, rehearsal techniques, staging, managing, and performance.

MUS 891P – Expanded Campus Workshop  1-3 credit hours
Total Credits Allowed: 3.00

MUS 894P – Wind Band Pedagogy  3 credit hours
This course is designed to further develop the band director’s understanding of appropriate literature and rehearsal techniques. The course will promote the refinement of analytical skills necessary to more fully identify, understand, teach, and conduct quality repertoire. The course objectives are designed to improve analytical skills and rehearsal effectiveness through a scholarly approach to score study and rehearsal philosophy.
Department Consent Required

MUS 895P – Choral Pedagogy  3 credit hours
This course is designed to further develop the choral director’s understanding of appropriate literature and rehearsal techniques. The course will promote the refinement of analytical skills necessary to more fully identify, understand, teach, and conduct quality repertoire. The course objectives are designed to improve analytical skills and rehearsal effectiveness through a scholarly approach to score study and rehearsal philosophy.
Department Consent Required
MUS 897 – Graduate Capstone Project 3 credit hours
Research and/or performance final project in an area of special interest to the student that demonstrates an integration of ideas from at least two content areas of the graduate music program, Aesthetics, Education (foundations, philosophy, psychology), History/Literature, Theory, Pedagogy/Methods, and Performance.

MUS 899P – Music Special Topics 1-3 credit hours

Total Credits Allowed: 9.00

Philosophy (PHIL)

PHIL 800P – Ethics 3 credit hours
Reading and critical analysis of historic and contemporary discussions of the concept of morality.

PHIL 820P – Independent Study 1-3 credit hours
Total Credits Allowed: 3.00

Physical Education (PE)

PE 800 – Philosophy of PE, Sports, Recreation and Coaching 3 credit hours
Will look at the historical backgrounds and philosophic bases from which contemporary physical education, recreation, sports and coaching has evolved. Students will also explore current issues in the areas of physical education, recreation, sport and coaching.

PE 801 – Psychology of Sport 3 credit hours
Psychology of Sport and Exercise is the study of the interaction between psychological variables and performance. Psychological constructs and theories will be examined in a variety of contexts related to sport and physical activity. Practical skills and applications that are consistent with gold standards in the field will be utilized.

PE 802P – Sociology of Sports Activities 3 credit hours
The impact of sports and recreation on society, community and the individual, and the impact of these institutions on sports.

PE 803P – Financing Sport 3 credit hours
Techniques in the application of financing sport including budgeting and grantwriting.

PE 806 – Seminar: Physical Education 1-3 credit 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.
Total Credits Allowed: 3.00

PE 807 – Governance and Ethics in Sport 3 credit hours
This course is designed to give sports management students understanding and background in compliance and its relationship to amateurism, gender equity, fair competition, and the legislative process within the sport governance structure. This course will provide an understanding of the principles, applications and techniques of formulating policy, rules, interpretations, and enforcement.

PE 808 – Therapeutic Modalities in Athletic Injury 3 credit hours
This course is a comprehensive study of therapeutic modalities used by certified athletic trainers for the care of common injuries sustained by athletes. The class includes the physical principles, physiological effects, indications, contraindications, safety precautions, standard operating procedures, as well as rationale for use of such modalities. Additional Course Fee Required

PE 809 – Rehabilitation Techniques in Athletic Training 4 credit hours
This course is designed to provide the student with an introduction to the theory and practice of a variety of rehabilitation techniques. The student will be provided a basis for understanding when to apply various techniques as they can be integrated into a variety of rehabilitation protocols. This course will provide a technique approach to the rehabilitation of athletes. The student will be taught to critically evaluate appropriate treatment for rehabilitation. The student will be expected to globally retain the subject matter in this course. The student should be able to integrate all of the information presented in this course in such a way that they can adapt the rehabilitation process and apply any of the techniques to wide variety of situations.

PE 810 – Sport Coaching Methods/Techniques 3 credit hours
This course is designed to assist the prospective coach with gaining competence in applying competitive tactics and strategies appropriate to the sport environment. Particular emphasis will be placed on developing effective scouting procedures, conducting efficient practice sessions, utilizing game management strategies and skill analysis.

PE 815P – Athletic Orthopedic Assessment I -- LE 3 credit hours
A comprehensive study of the commonly accepted techniques used to clinically evaluate athletic injuries/conditions of the lower extremity, for the purpose of determining the type and severity so that appropriate injury management and referral may occur. Typical symptoms and common clinical signs associated with athletic injuries/conditions will be investigated as well as common contributing etiological factors. The injury assessment process will be presented as a science and an art, therefore, cognitive and psychomotor skills will be taught. The course is intended to allow the student to master the basic skills of a thoughtful, thorough, and relevant athletic injury evaluation necessary to function in the field of athletic training.

PE 816P – Athletic Orthopedic Assessment II -- UE 3 credit hours
A comprehensive study of the commonly accepted techniques used to clinically evaluate athletic injuries/conditions of the upper extremity, for the purpose of determining the type and severity so that appropriate injury management and referral may occur. Typical symptoms and common clinical signs associated with athletic injuries/conditions will be investigated as well as common contributing etiological factors. The injury assessment process will be presented as a science and an art, therefore, cognitive and psychomotor skills will be taught. The course is intended to allow the student to master the basic skills of a thoughtful, thorough, and relevant athletic injury evaluation necessary to function in the field of athletic training.

PE 819P – Pathology of Sports Injury 1 credit hour
This course is intended to provide and develop fundamental knowledge related to clinical pathology in sports related injury. Primary emphasis will be placed upon the orthopedic aspects of injury and/or pathology related to each tissue structure such as bone, ligament, tendon, muscle, and nerve. Various properties of tissue structures and tissue response will also be analyzed.
Prerequisite: PE 310 or equivalent courses

PE 820 – General Medical Conditions in Sport and Exercise 2 credit hours
This course will offer students an opportunity to learn about pathological factors that are involved in general medical conditions that affect athletes and performance. Use of prescription and over-the-counter medications by the sports medicine professionals in treating a wide variety of conditions will also be presented. This course is intended to build upon a sound knowledge of exercise physiology and injury/illness conditions.
Prerequisite: PE 461 and PE 467 or equivalent courses
PE 821 – Administrative Problems in Physical Education 3 credit 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 credit hours
Principles for planning indoor and outdoor facilities, materials, standards, programs, liability, and maintenance will be discussed. Visits to modern facilities will be arranged.

PE 825P – Sport and Recreation Law 3 credit hours
Survey course on the principles and application of legal issues in the areas of sport and recreation.

PE 828 – Secondary School Physical Education 3 credit hours
Curriculum organization and techniques of teaching physical education in the secondary school.

PE 829P – Marketing in Sport and Recreation 3 credit hours
Application and techniques of marketing and promotion in the sport and recreation setting.

PE 830 – Management and Leadership in Athletics and Coaching 3 credit hours
This course is designed to emphasize the desirable skills needed for an administrator in the areas of sport, athletic training, recreation, and coaching. Topics to be covered will include leadership, organizational development, administration principles, policies and procedures, communication and legal aspects.

PE 831 – Curriculum Design in Physical Education 3 credit 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 832 – Applied Biomechanics of Sport Motion 3 credit hours
The course is designed to provide the student with an ability to subjectively evaluate human sport movement. Specific attention will be paid to the ability or lack of ability for a person to perform movement associated with common sport activities.

PE 835 – Program Design: Strength Training & Conditioning 3 credit hours
This course is designed to provide an advanced overview of programming for strength training and conditioning. Emphasis is placed on program development for collegiate level athletes with an emphasis on exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Prerequisite: PE 832 or PE 861 or permission of the instructor.

PE 840 – Essentials of Sports Nutrition 3 credit hours
This course, designed primarily for those who do not have extensive background in nutrition and physiology, focuses on the basic dietary practices necessary to facilitate optimal exercise & sport performance.

PE 841 – Elementary School Physical Education 3 credit hours
Curriculum organization, methods and techniques for developing elementary school physical education curriculum.

PE 844 – Foundations of Injury Care and Prevention 3 credit hours
This course will provide basic and advanced information regarding prevention and management of injuries that typically occur in a physically active population. The course is intended for students who are currently or are going to enter the field of coaching, physical education, recreation and fitness management. For these students, some knowledge and understanding of the many aspects of health care for both recreational and competitive athletes is “essential” for them to effectively perform the associated responsibility of their job. The information gained in this course provides guidance, suggestions and recommendations for handling athletic health care situations when an athletic trainer or physician is not available.

PE 845 – Motor Development and Learning 3 credit hours
This course addresses the study of changes in motor behavior from infancy through adolescence influenced by physical growth, neurological maturation, and information processing on motor performance. In addition, the course will expand upon how various constraints impact motor performance. Students will demonstrate an understanding of the process of development, how motor skills are acquired, as well as, best instructional practice to facilitate correct movement patterns through a life span.

PE 850 – Research Method in Kinesiology & Sport Sciences 3 credit hours
Knowledge of research terminology, methodology and applications in research for the areas of Kinesiology and sport.

PE 852P – Exercise Prescription for Special Populations 3 credit hours
Advanced course in clinical exercise testing and prescription relative to disease of the cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, and immunologic systems. The course is designed to provide students with a basic understanding of the pathophysiology and exercise response in these populations while following the American College of Sports Medicine guidelines. Further, part of the course will focus on understanding diagnostic techniques and treatments practiced in each subcategory. Special attention will be given to applicable exercise assessment techniques used in exercise settings.

PE 854 – Leisure Behavior 3 credit hours
Overview of Social Science research and theories concerning behavior of leisure participants.

PE 858P – Recreation for the Aged 3 credit hours
Characteristics and needs, development of recreational programs and legislation for senior citizens.

PE 860P – Gross Anatomy of Movement 3 credit hours
Designed for in-depth understanding of anatomy as it relates to movement or work. Student will utilize human cadavers and assist with undergraduate laboratories. Additional Course Fee Required

PE 861 – Physiology of Exercise 3 credit 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 credit hours
Diagnostic, evaluative, and therapy techniques, therapeutic and rehabilitative exercises, legal aspects of sports medicine, professional procedures and ethics in sports training.

PE 863P – Health Safety Elementary School 3 credit hours
Curriculum development, teaching methods and selection of learning materials for health instruction in the elementary schools.
PE 864P – School Health Methods  3 credit hours
Developing a curriculum in secondary school health. Health services and environment for health in the secondary school are discussed.

PE 866P – Sports Nutrition  3 credit hours
Metabolism and metabolic regulation, the influence of dietary practices on health and human performance, and mechanisms and consequences of weight loss and gain.

PE 867P – Fitness Testing  3 credit 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 credit 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 credit 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 credit 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 palsyed as well as relevant assessment procedures for these disabilities.

PE 873 – Physical Education for Persons with Severe Disabilities  3 credit 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 Physical Education  3 credit hours
This course addresses physical education instruction. The role of the physical educator in planning and delivery of instruction.

PE 875 – Analysis of Physical Education Teaching  3 credit hours
Course will assist student in developing theoretical and practical understanding of the role of physical educator in an educational setting.

PE 876P – Special Topics in Exercise Nutrition  3 credit hours
The format of this course will vary depending on the topic and instructor, yet all courses will focus on the role of nutrition in health, wellness, or sports performance. (This course is repeatable for credit when a different topic is covered)
Total Credits Allowed: 6.00
Prerequisite: FAMS 110 and a grade of C or above in PE 461 or permission of instructor

PE 878 – Issues in PE Sports and Recreation  3 credit 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 credit hours
Directed readings concerning a specific topic under direction of a member of the graduate faculty.
Total Credits Allowed: 6.00

PE 881 – Applied Project in PE Sports & Recreation  1-3 credit hours
Total Credits Allowed: 3.00

PE 885 – Clinical I  2 credit hours
This course will provide the athletic training student with a structured clinical learning experience. It is the intent of this course to bridge the gap between the didactic (lecture) material and the clinical field experiences. The course content is primarily organized toward attainment of clinical integration proficiencies (CIPs) and skill in the psychomotor domain as defined in the NATA Educational Competency Manual, 5th ed.
Additional Course Fee Required

PE 886 – Clinical II  2 credit hours
This course will provide the athletic training student with a structured clinical learning experience. It is the intent of this course to bridge the gap between the didactic (lecture) material and the clinical field experiences. The course content is primarily organized toward attainment of proficiency in the psychomotor domain and teaching outcomes objectives as defined in the NATA Educational Competency Manual.
Prerequisite: PE 885
Additional Course Fee Required

PE 887 – Clinical III  3 credit hours
The student intern will be expected to complete a clinical internship assignment. The setting selected for enrollment for the athletic training intern is the clinical practice environment. Exposure to this area of the profession, provides the student within the field practice opportunities that extend beyond the experiences they had within the UNK athletic department. Also, gaining exposure to work within the professional clinic environment offers the student the experience of working in a variety of professional settings where certified and licensed athletic trainers are employed. Each student will be expected to enroll and complete an off-campus experience within the setting. The off-campus experience is the primary component of the student’s clinical three clinical education experience and is subject to supervision by the student’s clinical instructor.
Additional Course Fee Required

PE 888 – Clinical IV  4 credit hours
This course will provide the athletic training student with a structured clinical learning experience. It is the intent of this course to bridge the gap between the didactic (lecture) material and the clinical field experiences. The course content is primarily organized toward attainment of proficiency in the psychomotor domain and teaching outcomes objectives as defined in the NATA Educational Competency Manual 5th Edition. This practicum section is specifically designed to direct the learner through the clinical competencies designated for the University of Nebraska at Kearney (UNK) Athletic Training Education Program (ATEP) Clinical Level IV student. The course instructor will provide guidance and ensure that the material being taught and the clinical experiences provided relate to the student’s level of competence and experience.
Many of the topics addressed in the course will be expanded upon in the field experience portion of the degree program.
Additional Course Fee Required
Students will be required to complete a project for the course, as well as acquaint the student with teaching strategies and materials. The student will learn science content by working with concrete materials and apply them to physics, such as motion, electricity, light, and heat. This course will allow the student to apply physics principles in the classroom and gain experience in the field of physics education. The course will also expose the student to the professional field of physical science, including the role of physical science teachers in the classroom and the importance of science education in society. A formal development of the principles of quantum mechanics will be provided, and the course will include applications to computers, television, and other areas. The course will also cover quantum mechanics, including quasars, pulsars, and black holes. An introduction to the analysis and design of analog and digital electronics will be provided, including basic analysis and design, laboratory activities, and computer activities. The course will also cover the principles of astronomy, including the study of the universe, including sunspots, meteors, and quasars. The course will also cover meteorology, including the study of the atmosphere, including instruments for measuring temperature, pressure, and wind speed. The course will also cover the principles of physics, including energy, electricity, magnetism, and sound. The course will also cover the principles of physics, including energy, electricity, magnetism, and sound. The course will also cover the principles of physics, including energy, electricity, magnetism, and sound.
PHYS 822 – Topics in Physical Science  1-4 credit hours
The following special subjects which are not covered in traditional 800 level courses will be discussed here at the graduate level.
Total Credits Allowed: 4.00

PHYS 823P – Electronics  4 credit hours
Operational amplifiers, their use in instrumentation and analog computer, logic circuits, digital electronics, applications to computer and control systems.
Prerequisite: PHYS 323 or equivalent

PHYS 825 – Classical Mechanics  3 credit hours
The Newtonian, Langranian, and Hamiltonian formulation of the laws of motion, including the dynamics of rigid bodies.
Department Consent Required

PHYS 830P – Optics  4 credit hours
Geometric and wave optics including optical instruments.
Prerequisite: PHYS 276 and PHYS 276L and MATH 202

PHYS 840P – Heat and Thermodynamics  4 credit hours
The study of temperature, heat, and work, the laws of thermodynamics, heat engines, Maxwell’s relations and an introduction to statistical thermodynamics.
Department Consent Required

PHYS 846P – Modern Physics  4 credit 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. Students should have completed two semesters of either algebra-based physics or calculus-based physics with labs.
Department Consent Required

PHYS 847 – Modern Physics for High School Teachers II  4 credit hours
A continuation of PHYS 846P. Introductory concepts in quantum mechanics and quantum statistics will be treated. Other areas of emphasis will include atomic structure, solid state, and nuclear physics. Research or design of educational projects will be used to aid in explaining these areas.
Prerequisite: PHYS 346 or PHYS 446 or PHYS 846P or permission of instructor

PHYS 856P – Regional Field Study  1-4 credit hours
Includes visits to specialized research or scientific centers, or expeditions to observe or study special events such as solar eclipses.
Total Credits Allowed: 4.00

PHYS 871P – Methods in Secondary Science Teaching  3 credit hours
Included in this course will be a study of curriculum, teaching techniques, and materials.
Prerequisite: 10 hours of work in CHEM or PHYS

PHYS 872P – Science Curricula  1-3 credit 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.
Total Credits Allowed: 3.00

PHYS 895P – Research in Physics  1-3 credit hours
Approximately five hours per week for each semester hour of credit. A student may accumulate a total of nine hours.
Department Consent Required
Total Credits Allowed: 3.00
Prerequisite: One senior level PHYS course and permission of the instructor

PHYS 896 – Thesis  1-6 credit hours
Total Credits Allowed: 6.00

PHYS 899P – Problems in Physical Science  1-3 credit hours
Independent investigation of physical science problems. Three hours of laboratory work each week for each hour of credit.
Department Consent Required
Total Credits Allowed: 3.00

Political Science (PSCI)

PSCI 800P – Public Administration  3 credit hours

PSCI 833 – The Politics and Policy of Health Care  3 credit hours
An examination of current government policies, policy alternatives, and political interests that complicate the development and implementation of health policies in the United States.

PSCI 840P – Advanced Study in Comparative Politics: Special Topics  3 credit hours
A seminar in a special topic in the subfield of comparative politics, e.g., Cross-national political behavior, or The politics in the former Soviet Union. May be repeated up to 6 hours with a different topic.
Total Credits Allowed: 6.00

PSCI 855P – Nations in Transition  3 credit hours
This course examines the nations that are going through significant transformation. Covering a wide range of countries around the world, this class considers how these countries struggle to move toward stable democracies despite different obstacles. Furthermore, we will critically explore the roles that the United States and the international community should assume in these transitional societies.

PSCI 856P – Regional Field Study  1-4 credit hours
Designed to give students a first-hand acquaintance with the political perspective of a particular area of the world.
Total Credits Allowed: 4.00

PSCI 860P – Urban Gov & Pol  3 credit hours

PSCI 865 – Campaigns and Elections  3 credit hours
Using the scholarship on electoral institutions, rules and voting behavior, and a focus on presidential and congressional elections, the course analyzes how well elections in the United States serve the needs of American democracy.

PSCI 865P – Advanced International Politics  3 credit hours
Concerned with applying methods and models of analysis to major contemporary issues in international affairs.

PSCI 883P – Political Communication  3 credit hours
This course surveys classic works, current research, and emerging trends in the field of political communication. The course will introduce students to specific sub-areas within political communication, including: the construction of news; framing; political decision-making; public opinion and policy; political discourse; deliberation; and communication and citizenship.

PSCI 884P – Media and Public Policy  3 credit hours
This course will explore the changing influence of media on U.S. public policy. Special attention will be given to the potential of new media to transform both the process and content of public policy.
PSY 803P – Psychology of Motivation  3 credit hours
This course will cover common issues encountered by health practitioners in various research and applied paths. The goal of the course is to introduce students to pertinent ethical issues they are likely to face in their career. The course includes lectures, discussions, journals, and case studies complementing the learning process.

PSY 804 – Healthcare Ethics  2 credit hours
This course will cover common issues encountered by health practitioners in various research and applied paths. The goal of the course is to introduce students to pertinent ethical issues they are likely to face in their career. The course includes lectures, discussions, journals, and case studies complementing the learning process.

PSY 805P – Theories of Personality  3 credit hours
Personality theories from Freud to contemporary theorists are discussed.

PSY 807P – Psychopathology  3 credit 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 815P – Group Dynamics  3 credit hours
Theory and research on group behavior and the relationship of group dynamics to applied situations are covered.

PSY 817P – Humanistic Psychology  3 credit 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.

PSY 820P – Advanced Research Design and Analysis in Psychology  3 credit 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 credit 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.

PSY 840P – Health Psychology  3 credit hours
Examines how thoughts, emotions, behaviors, physiology, and culture influence health and well-being. Topics include: physical systems of the body, stress and illness, health-related behaviors, health services, and end-of-life care.

PSY 850P – Psychological Testing  3 credit hours
This course is designed to teach you about psychological testing. Throughout the semester, you will learn about the basic theory and considerations underlying construction of instruments measuring psychological characteristics. PSY 270 recommended.

PSY 853P – Developmental Psychology  3 credit 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.

PSY 855P – Adolescent Psychology  3 credit 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.

PSY 862P – Adult Development and Aging  3 credit 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.

PSY 865P – Psychopharmacology  3 credit 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.

PSY 870P – Neuropsychology  3 credit 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.

PSY 880P – Advanced Seminar in Psychology  3 credit hours
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. Department Consent Required
Prerequisite: Completion of at least 12 hours of Psychology coursework and graduate standing and permission of the instructor

PSY 890 – Directed Research  1-3 credit hours
The student engages in a research project of his/her own design. The project is supervised by a psychology graduate faculty member. Department Consent Required
Total Credits Allowed: 3.00

PSY 899 – Directed Readings  1-3 credit hours
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. Department Consent Required
Total Credits Allowed: 3.00

SFED 835P – Occupational Safety and Health  3 credit hours
Safety and health administration, accident prevention, and the control of health requirements. Suitable for industrial education teachers and managers in industry.

Safety Education (SFED)
SFED 850P – Driver Performance Measurement  3 credit hours
This course teaches principles designed to develop and administer a valid and reliable road test.

SFED 860P – Organization and Administration of Safety Programs  1 credit hour
This course examines the organizational and administrative, theory, structure, and practices of safety programs. Students will evaluate, plan, and develop a safety program.

SFED 899P – Individual Research in Safety  1-3 credit hours
Independent investigation of safety problems. Topics may be tailored to meet the needs of the student.
Department Consent Required
Total Credits Allowed: 3.00

Social Work (SOWK)

SOWK 800P – Human Behavior in the Social Environment  3 credit hours
This course is required foundation course for enrollment in the Masters of Social Work at the University of Nebraska at Omaha. It provides a crucial foundation for understanding the systems framework, which underlies generalist social work curriculum and practice.

SOWK 810P – Social Policy & Programs  3 credit hours
The course provides students who are enrolled in the Masters of Social Work Foundation Program at UNO with the necessary foundation for understanding social welfare policy and programs. Social welfare refers to all organized efforts by governmental and voluntary institutions aimed at the preventing, reducing, and problem-solving social problems, as well as promoting the well-being of all citizens. The course’s focus is on the fundamental concepts and theories of social welfare policy, the competing values and beliefs that influence the formation and implementation process, and the context of the social problems they address.

SOWK 820P – Diversity & Social Justice  3 credit hours
This course is required of all students admitted into the Foundation Masters of Social Work at UNO School of Social Work. It provides the theoretical foundation for understanding the structure and function of the greater social environment as it impacts the human experience. It explores various areas of cultural, social and economic diversity within society. Further, it examines the role of social institutions and social, political, and cultural processes as they relate to discrimination and oppression based on race, ethnicity, gender, sexual orientation, social class and disability status.

SOWK 841P – Social Work Practice with Individuals and Families  3 credit hours
This course is required of all students admitted into the Foundation Masters of Social Work at UNO School of Social Work and to allow them to develop beginning skills in interviewing and the helping process. This course will develop a foundation for generalist social work practice using a problem solving approach within a general systems framework.

SOWK 842P – Social Work Practice with Groups  3 credit hours
This course employs evidence-based curriculum to prepare students for entry-level generalist social work practice with groups and families. Students will be armed with knowledge, skills, values and ethics to serve families and groups in a culturally sensitive manner.

SOWK 843P – Social work Practice with Organizations & Communities  3 credit hours
This course is required of students who are admitted into the UNO MSW Foundation Program. It focuses on the macro area of social work which includes working with organizations, communities, state, and federal entities.

SOWK 871P – Aging Services  3 credit hours
The common problems of the aged and their families are studied, knowledge of existing services is provided, and students are exposed to the initial theory and practice of delivering services to the aged in both the outpatient and inpatient setting.

Sociology (SOC)

SOC 820P – Race and Minority Relations  3 credit hours
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.
Prerequisite: SOC 100 or SOC 250 or permission

SOC 830P – Sociology of Family  3 credit hours
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.
Prerequisite: SOC 100 or SOC 250 or permission

SOC 842P – Sociology of Religion  3 credit hours
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.
Prerequisite: SOC 100 or SOC 250 or permission

SOC 850P – Driver Performance Measurement  3 credit hours
This course teaches principles designed to develop and administer a valid and reliable road test.

SOC 860P – Organization and Administration of Safety Programs  1 credit hour
This course examines the organizational and administrative, theory, structure, and practices of safety programs. Students will evaluate, plan, and develop a safety program.

SOC 899P – Individual Research in Safety  1-3 credit hours
Independent investigation of safety problems. Topics may be tailored to meet the needs of the student.
Department Consent Required
Total Credits Allowed: 3.00

SOC 876 – Seminar in Social Psychology  3 credit 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 credit hours
Independent original research of a selected topic in sociology under the direction of a sociology graduate faculty member.
Total Credits Allowed: 3.00
Prerequisite: SOC 237 or permission

SOC 896 – Thesis 3-6 credit hours
Total Credits Allowed: 6.00

SOC 899 – Directed Readings 1-3 credit hours
Independent readings on advanced sociological topics. Readings are to be selected and directed by a sociology graduate faculty member.
Total Credits Allowed: 3.00
Prerequisite: Two 300 or 400 level Sociology courses or permission

Spanish (SPAN)

SPAN 800P – Golden Age Drama 3 credit hours
A study of the dramatists of the Golden Age in Spain.

SPAN 804 – Early Spanish Literature 3 credit hours
Studies of representative works of Spanish literature from its beginning to 1680.

SPAN 805 – Structure of the Spanish Language 3 credit hours
A review of advanced Spanish grammar with special emphasis on applied and/or socio-linguistics and issues related to Spanish instruction.
Prerequisite: Admission into the MAE in Spanish program

SPAN 808P – Comparative Grammar 3 credit hours
A comparative and contrastive study of the structures of Spanish and English.

SPAN 814 – Oral, Written & Cultural Fluency 3 credit hours
Designed to raise the students' level of cultural knowledge and of proficiency in oral and written form to that of fluency.
Prerequisite: SPAN 304 and graduate status and SPAN 305 or SPAN 360

SPAN 815 – Seminar in Contemporary Spanish Thought 3 credit hours
Main literary (and in part philosophical) figures and trends in twentieth and twenty-first century Spain and Latin America.

SPAN 816 – Seminar in Contemporary Latin American Prose Writings 3 credit hours
Main literary trends and most important prose writers of Latin America in the twentieth and twenty-first centuries.

SPAN 818 – Seminar in Contemporary Drama 3 credit hours
Study of the most important present-day dramatists writing in Spanish.

SPAN 820P – Spanish Novel 3 credit hours
The novels of Spain from the generation of 1898 to present.

SPAN 825P – Modern Spanish Poetry 3 credit hours
Survey of Spanish and Latin American poetry of the present day.

SPAN 830P – Latin American Literature 3 credit hours
Survey of representative works of Latin American literature from its beginning to the present period.

SPAN 835P – Cervantes 3 credit hours
The principal works of Cervantes with special emphasis on Don Quixote.

SPAN 840 – Topics in Peninsular Literature and Culture 3 credit hours
In this course, students will have the opportunity to explore various genres of texts by Spanish artists and authors. Topic to be selected and announced in schedule of courses. May be taken more than once.
Total Credits Allowed: 9.00
Prerequisite: Admission into the MAE in Spanish program

SPAN 845 – Topics in Latin American Literature and Culture 3 credit hours
The study of selected works in Latin American literature and culture. Topic to be selected and announced in schedule of courses. May be taken more than once.
Total Credits Allowed: 9.00
Prerequisite: Admission into the MAE in Spanish program

SPAN 850 – Topics in U.S. Latino/Chicano Literature and Culture 3 credit hours
The study of selected works in U.S. Latino/Chicano literature and culture. Topic to be selected and announced in schedule of courses. May be taken more than once.
Total Credits Allowed: 9.00

SPAN 860P – History of the Spanish Language 3 credit 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 credit 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.
Total Credits Allowed: 6.00

SPAN 875 – Graduate Study Abroad 3 credit hours
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.
Prerequisite: SPAN 814 or permission of graduate chair

SPAN 876 – Graduate Study Abroad 3 credit hours
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.
Prerequisite: SPAN 814 or permission of graduate chair

SPAN 877 – Directed Research in Spanish 1-3 credit hours
Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies or research approved by the graduate faculty in the specific language.
Total Credits Allowed: 3.00
Prerequisite: Any 800 level course in Spanish or Spanish-American literature

SPAN 880 – Professional Development 3 credit hours
Spanish professional development sequence.
Prerequisite: Any 800-level course in Spanish.

SPAN 896 – Thesis 6 credit hours

SPAN 897 – Directed Readings in Spanish 1-3 credit 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.
Total Credits Allowed: 3.00
Prerequisite: Any 800 level course in Spanish or Spanish-American literature

SPAN 898 – Special Topics 1-3 credit hours
Special topics to be determined by the Department of Modern Languages. May be taken more than once.
Total Credits Allowed: 18.00
Prerequisite: Admission into the MAE in Spanish program

SPAN 899 – Independent Studies in Spanish 1-3 credit hours
Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies or research in Spanish.
Total Credits Allowed: 6.00
Speech (SPCH)

SPCH 800 – Philosophy of Communication  3 credit hours
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. Prerequisite: SPCH 890P or SPCH 899P or permission

SPCH 801P – Special Topics in Speech Communications  1-3 credit hours
Course work on a specific topic of communication designed by the instructor. Topics vary per offering.
Total Credits Allowed: 3.00

SPCH 802 – Introduction to Graduate Study in Speech  3 credit 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 803 – Strategic Communication  3 credit hours
This course will analyze and explore the multifaceted world of public relations and strategic communication. It will focus on the general characteristics and functions of the industry along with the specific responsibilities of PR and Communication professionals.

SPCH 804 – Health Communication  3 credit hours
This course will give students a foundation in health communication research, exposing them to the breadth of the field. Through course readings and assignments students will explore health communication based on the five levels of the Social Ecological Model (Intrapersonal, Interpersonal, Organizational, Community, and Societal).

SPCH 805 – Administration and Direction of Forensic Programs  3 credit 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 826 – Social Movements and International Media  3 credit hours
An exploration of theories and principles essential to understanding the communicative function and process of social movements. Special attention will be paid to understanding and learning how to construct persuasive messages intended to produce social change.

SPCH 830 – The Teaching of Speech/Theatre  3 credit 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 841 – Science Communication  3 credit hours
Course examines science communication from multiple perspectives, including the exchange of ideas by science professionals; cross-disciplinary approaches for communicating science to broad audiences; perceptions of science as conveyed by mass media; and roles of science communication in society.

SPCH 845P – Diffusion of Innovations  3 credit hours
Diffusion of innovations examines the adoption of innovations by individuals in a social system from the perspective of a communication based model. Examples of innovations include fashion trends, campaign slogans, communication technologies, hygiene practices, birth control, farming practices, hybrid powered automobiles, types of government rule (democracy) and genetically engineered foods. The diffusion phenomenon is examined emphasizing social and individual points of view. Class sessions are mostly based on lecture, with some discussion. Assessment tools include exams, case studies, and a final semester project. The final project will be presented to the class.

SPCH 850 – Philosophy of Communication  3 credit hours
A study of the characteristics, styles, roles, and motivation of successful leaders. Includes study and practice in parliamentary process.

SPCH 851P – Leadership Communication  3 credit hours
A study of how people use language to exchange meaning, influence one another, and accomplish goals as a fundamental aspect of social interaction in any context. The focus of the course is on different theoretical perspectives used to understand language and different methods of examining social interaction.

SPCH 853P – Interviewing  3 credit hours
Theories and techniques of interviewing, including information gathering, employment, appraisal, and persuasive interviewing.

SPCH 854P – Intercultural Communication  3 credit hours
Study of communication across cultures.

SPCH 855P – Communication Training and Consulting  3 credit hours
A study of how to plan, conduct, and evaluate communication training and development programs within the organization.

SPCH 856 – Quantitative Research Methods  3 credit hours
Introductory statistics course for entering graduate students. Includes data presentation and normalization, types of variables and levels of measurement, descriptive statistics, and hypothesis testing using both nonparametric and parametric procedures. Introduction to statistical computer software.

SPCH 856P – Rhetorical Theory  3 credit 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 credit hours
A study of modern rhetorical theories of intervention, human knowing, ethics of communication, and media effects.

SPCH 860 – Directed Studies  1-4 credit hours
Independent research or special assignment in the student's major field. Total Credits Allowed: 4.00
SPCH 875 – Public Communication Practicum 1-6 credit hours
Students will connect their graduate curriculum to professional experience in an effort to demonstrate an ability to apply coursework within an organization. Students will develop a completion paper that explains accomplishments in the practicum experience and connects these accomplishments to the graduate curriculum. Students will present their practicum findings to faculty.
Total Credits Allowed: 6.00
Prerequisite: SPCH 899P and SPCH 883 or SPCH 881.

SPCH 876 – Public Communication Thesis 1-6 credit hours
In conjunction with their advisor, students will prepare a research project based on graduate coursework. The student's advisor and two additional graduate faculty will serve as the student's thesis committee. The committee will assemble for an oral defense of the thesis.
Total Credits Allowed: 6.00
Prerequisite: SPCH 899 and SPCH 882 or SPCH 856.

SPCH 881 – Quantitative Research 3 credit hours
This class focuses on the introductory statistical techniques used in social science research. Students will be introduced to concepts such as reliability, validity, measures of central tendency, variability, probability, and statistical techniques including: t-tests (independent & dependent samples), Analysis of variance, Chi-square, correlation, and regression. Students are expected to take the material/concepts presented in class and apply them through a series of homework assignments and quizzes. The overall goal of the course is to help students understand the mathematical/statistical concepts presented and to assist in the application of these procedures.

SPCH 882 – Rhetorical Criticism 3 credit hours
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.
Prerequisite: SPCH 856P or permission

SPCH 883 – Qualitative Research Methodology 3 credit hours
This course is focused on teaching students how to understand and conduct qualitative communication research. Special attention will be given to the philosophical assumptions behind qualitative research as well as the tools necessary to conduct. The class will also focus not only on the tools necessary to conduct research, but also on the epistemological questions of how knowledge is generated through research.

SPCH 890P – Theories of Interpersonal Communication 3 credit hours
A survey of major theories and research in interpersonal communication.

SPCH 892 – Seminar in Speech 3 credit hours
Concentrated study of selected topics in speech communication. (May be repeated for a total of 6 hours.)

SPCH 896 – Thesis 3-6 credit hours
Total Credits Allowed: 6.00

SPCH 899 – Communication Theory 3 credit hours
This course is a survey of influential communication theories in the recent decades. This course examines the often taken for granted aspects of human experience. By exploring different theories of communication, students are encouraged to reflect theory our own communication practices as well as the role that theory plays in understanding the world. Special focus is given to understanding how communication theory is formed and how theories are tested.

SPCH 899P – Communication Theory 3 credit hours
A study of social and scientific theories of interpersonal, group, organizational, and mass communication.

Statistics (STAT)

STAT 840 – Stochastic Modeling 3 credit hours
Methods quantifying the dynamic relationships of sequences of random events. Methods studied include Markov chains, Poisson processes, renewal, branching, and queuing, and their applications.
Prerequisite: MATH 305 and MATH 440 and STAT 441

STAT 841P – Probability and Statistics 3 credit hours
Elementary probability theory and statistical applications.
Prerequisite: MATH 260

STAT 842P – Mathematical Statistics 3 credit hours
A continuation of 441/841P. The further mathematical development of special probability densities, functions of random variables, sampling distributions, decision theory, point and interval estimators, hypotheses testing, and covariance.
Department Consent Required
Prerequisite: STAT 241 and permission of instructor

STAT 881 – Statistical Inference I 3 credit hours
A continuation of STAT 441/841P. The further development of probability and distributions, multivariate distributions, some special distributions, and limiting distributions.
Prerequisite: STAT 441 or 841P or equivalent

STAT 882 – Statistical Inference II 3 credit hours
A continuation of STAT 881. The further development of statistical inference, maximum likelihood method, sufficiency, optimal test of hypothesis, noncentral chi-square, multiple comparisons, regression problem, and test of independence.
Prerequisite: STAT 881 or equivalent

STAT 895P – Independent Study 1-3 credit hours
Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies.
Department Consent Required
Total Credits Allowed: 3.00

Science, Technology, Engineering, and Mathematics (STEM)

STEM 888 – STEM Education Capstone 3 credit hours
This course is designed to culminate the student's experience in the STEM Education program. Students will complete the comprehensive exam and a capstone project that integrates educational research, curriculum design, science/math content application, and assessment. Based on a literature evaluation of a specific concept or problem in science/math teaching, the student will develop a new curricular unit, or redesign an existing one, to be implemented in a high school or middle school science/math course that the student is teaching that semester. This unit must apply science/math content from their degree program courses and the student must assess the impact of the new/revised unit on student learning.
Prerequisite: Admission into STEM Education Program Recommended completion of TE 800 and at least 24 hrs of STEM Education degree program including 6 or more hours in Major Emphasis category.
Teacher Education (TE)

TE 800 – Education Research 3 credit 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 credit 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 credit 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 credit 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 credit hours
Students learn to evaluate, create, and implement multicultural lesson plans, unit plans, textbooks, curriculum guides, classroom rules and regulations, and school policies. In addition, students study diverse learning and teaching styles as well as explore the meaning and the reality of creating an environment that is conducive to and supportive of infused multicultural education.

TE 805P – Overview of Assistive Technology 3 credit 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 credit 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 credit 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.

Total Credits Allowed: 3.00

TE 809P – Curriculum Implementation 3 credit hours
This course addresses the curriculum implementation process, theoretical concepts associated with the implementation process, and related implementation issues, including the contested nature of the curriculum and the relationship between curriculum and equity issues. This information is used to critique current curriculum implementation efforts in the public school setting and to develop curriculum for use in the classroom. The course includes a writing component.

TE 810 – Design and Development of Instruction 3 credit hours
This course focuses on the principles of instructional design and how to apply these principles in instructional development projects. The course utilizes a systems approach to the instructional design process by focusing on a series of interrelated procedures and techniques to design, develop, implement, and evaluate instruction for diverse learners. Formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching will be emphasized.

TE 812P – Alternative Assessments of Student Performance: Theory into Practice 3 credit 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 credit 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 credit hours
This class will provide very useful and well researched strategies and concepts which will help educators assist children and teenagers to perceive themselves as more capable and significant as they improve their self-discipline, self-control, judgment, and their interpersonal skills. Improved results will be seen in classroom and/or family management, discipline, motivation, and achievement.

TE 815P – The Effective Teacher: Enhancing Classroom Instruction 3 credit hours
This course is designed to provide participants with research and experience based information, strategies, techniques and hands-on activities they can use to improve and enrich the quality of their teaching and to increase the probability of learning and success of their students.

TE 816A – Practicum: Education 1-6 credit hours
This practicum course requires, depending on the number of credit hours desired, between 40 and 240 clock hours of participation by the student in an educational setting. The specific experiences to be gained and the setting will be determined by the supervising professor and the student.

Total Credits Allowed: 6.00

TE 816B – Practicum: Reading 3 credit hours
Students participate in supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. Prerequisite: TE 845 and TE 846 or department permission
TE 816C – Practicum: Reading-Primary K-3 1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of primary school children (K-3) and to select materials for remediation.
Prerequisite: TE 845 and TE 846

TE 816D – Practicum: Reading-Intermediate 4-6 1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of intermediate school children (4-6) and to select materials for remediation.
Prerequisite: TE 845 and TE 846

TE 816E – Practicum: Reading-Middle/Secondary 7-12 1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of middle school/secondary students and to select materials for remediation.
Prerequisite: TE 845 and TE 846

TE 816G – Practicum: Curriculum & Instruction Graduate Practicum 3 credit hours
This course focuses on the application of the knowledge and skills in the student’s Curriculum and Instruction Graduate Program and Concentration Area. The course includes the development of an instructional project involving the collection and analysis of P-12 student learning data and also includes supervised teaching.

TE 817P – Foundations of Effective Instruction 2-3 credit 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.
Total Credits Allowed: 3.00

TE 818P – Teacher Development: Developing Independent Learners 3 credit hours
This course builds on a basic knowledge of the Instructional Theory into Practice Program to develop additional teaching skills in teaching for independent learning. The skills developed are appropriate for elementary and secondary teachers.
Prerequisite: TE 817P

TE 819P – Teacher Development Training in Service Learning 3 credit 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 820 – Teacher Leadership 3 credit hours
Effective leaders are needed in our communities, businesses, and schools, as well as in our government agencies and our social institutions if our democratic society is to meet the economic and social challenges generated from a constantly changing world. As schools continue to change and evolve to address a variety of learning, human, and community needs teachers have become instrumental in leading and managing changes in their classrooms, in their schools, and in their communities; consequently, the demands associated with teacher leadership will continue to change as well. Accordingly, the preparation of teacher leaders should focus on the development of a broadly applicable base of knowledge and skills for those serving in a variety of roles. This class is designed to assist graduate students in developing the knowledge and skills that will enable them to provide the teacher leadership our classrooms, our schools, and our communities need and deserve.

TE 824 – Language Development for English Language Learners 3 credit hours
This course explores language development with a focus on phonology, dialects, multilingualism, and the connection between language and culture. It introduces the major domains of language with a focus on form (morphology), content (semantics), and use (pragmatics). Spoken and written language development will be covered with a focus on bilingual language development. This course requires careful reading and students are expected to develop clear analytical thinking and competence in written communication.

TE 825 – English Language Learners (ELL): Culture, Civil Rights, and Advocacy 3 credit hours
The purpose of this course is to provide graduate students seeking the English as a Second Language Endorsement the opportunity to explore the changing demographics underlying the presence of language minority students in the public schools, the acculturation process, the terminology of second language education, immigration issues for English Language Learners students (ELLs), and the federal and state laws that impact ELLs and their families. Special attention is given to identifying the attitudes, skills, and behaviors which the teacher needs to develop a welcoming classroom and school climate in which ELLs can learn and become a part of the community. This course will hopefully transform graduate students to act as effective advocates for ELLs in K-12 schools.

TE 826 – Content Methods & Strategies for Teaching English As A Second Language 3 credit hours
This course has been designed to present content methods and teaching strategies to promote inclusion of English Language Learners (ELLs) in regular K-12 classrooms. As a result of the No Child Left Behind Act (2001) and the school assessments which include English Language Learners, mainstream and ESL teachers face increasingly demanding accountability standards. In most cases, ELLs are tested on content areas after one year in school. In other words, ELLs can no longer be treated as invisible students. The issue of access to knowledge, one of the bedrocks in the renewed teacher education program at UNK, critical for schools facing these accountability standards. This course will also focus on the twin goals of helping ELLs learn social (BICS) and academic (CALPS) English while providing content instruction. These are daunting tasks and as any ESL teacher will tell you, these goals are not always achieved because of the many compromises forced upon students and teachers by an educational system that has traditionally not had to deal with linguistic diversity.
TE 827 – Teaching English to Speakers of Other Languages (TESOL) 3 credit hours
This course addresses the foundations of Teaching English as a Second Language, including the historical origins, theories, professional practices, and current trends both in the United States and around the world.

TE 828 – Infusing STEM in the K-8 Classroom 3 credit hours
The Infusing STEM in the K-8 Classroom course is designed to help graduate students develop their knowledge and ability to teach using STEM practices at the elementary or middle school level. The course will emphasize the rationale and techniques used to develop and implement STEM practices in grades K-8. Assignments will involve reading literature, evaluation of curricula, development of teaching activities and involvement in educational technology and its application to teaching and learning. Prerequisite: TE 853D or TE 853F or TE 853G Recommended (one technology course) TE 866 or TE 867

TE 829 – Implementing Universal Design for Learning in School Settings 3 credit hours
Focus on understanding Universal Design for Learning (UDL) and how to implement it effectively in school settings to address needs associated with learner variability.

TE 831 – Professional Skills & Knowledge I 6 credit hours
This is the first course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional planning and assessment, with special attention to the manner in which these are informed by equity, inclusion, technology, and diversity issues. This course requires a subject-specific field experience with instructional application in an approved secondary classroom. Department Consent Required

TE 832 – Professional Skills and Knowledge II 6 credit hours
This is the second course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional models, validated instructional practices, and issues related to exceptionality and diversity. This course requires a subject-specific field experience in an approved secondary classroom. Department Consent Required

TE 833 – Context of Education 6 credit hours
This is the third course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course addresses the historical context of education in the U.S., including class/race/gender/access issues; key legal decisions and contemporary reform agendas; adolescent development, relationships, and culture in contemporary context. This course requires a school-based field experience in an approved secondary classroom. Prerequisite: TE 832 and admission to Teacher Education Program

TE 834 – Clinical Practice 1: Introduction to Transitional Student Teaching 3 credit hours
TE834 is the first of two 3-hour student teaching experiences for transitional permit teachers which, together with TE835: Clinical Practice 2: Transitional Student Teaching, comprise the student teaching requirement for the completion of the professional education sequence in UNK’s Teacher Education Program transitional pathway to teacher certification in Nebraska in selected endorsement areas. TE834 and TE835 students are teachers who work under a transitional permit in approved Prek-12 schools, and as such function as paid interns. Department Consent Required

TE 835 – Clinical Practice 2: Transitional Student Teaching 3 credit hours
This is the culminating student teaching experience for candidates who are enrolled in UNK’s Transitional Certification Program and are teaching under a Transitional Permit in approved Prek-12 schools. Prerequisite: TE 833 and TE 834 and admission to student teaching

TE 836 – Clinical Practice: Student Teaching 6 credit hours
TE836 is student teaching experience for Transitional Certification Program participants to complete the professional education sequence in UNK’s Teacher Education Program transitional pathway to teacher certification in Nebraska in selected disciplines. Prerequisite: TE 833 and admission to student teaching.

TE 845 – Contemporary Theory & Practice in Reading 3 credit 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 credit hours
This course focuses on the development of an understanding of the relationship of the psychological factors and individual remedial instruction in reading. A comprehensive study is made of selected diagnostic tests and remedial procedures.

TE 847P – History and Philosophy of the Middle School 3 credit 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 – Formative Assessment & Successful Acad Interventions for Elem School Math 3 credit hours
This class will emphasize various formative assessment methods for math, diagnosis of common computational errors, and interventions for errors. Types of errors will be illustrated and suggested corrective procedures will be explored utilizing conceptual teaching with appropriate concrete models. Error patterns based on faulty learned mathematical concepts, the corrective procedures for developing or redeveloping those basic mathematical concepts and development of remediation materials will be illustrated. References to the National Council of Teachers of Mathematics will be discussed and emphasized throughout the course.

TE 849P – Problem Solving in the Elementary and Middle School Classroom 3 credit 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 credit hours
This class focuses on the principles and trends in elementary curriculum development and a study of the various types of curricula in the elementary school as related to organization patterns. Procedures for continuous evaluation and improvement of local elementary curricula are stressed, including administration and supervision factors and relationship to the affected areas of curriculum.

TE 851 – Principles of Early Childhood Education 3 credit hours
Acquaints students with the knowledge and skills required to develop, administer and supervise early education, childcare, and early intervention programs, serving children with and without disabilities, birth to age 8. Students will implement a strengths-based approach and apply cultural sensitivity to support families from diverse cultural, linguistic, and economic backgrounds and situations.
TE 852 – Issues and Trends in Early Childhood Education 3 credit hours
This course is designed to provide graduate students with an understanding of the political and social issues facing the early childhood field, how these are effecting systemic change, and ways to respond to those changes. Students will also examine a number of historical and current early initiatives and their effect upon young children and families, and evaluate the strengths and weaknesses of various models of early childhood programs.

TE 853A – Improvement of Instruction in Early Childhood Education 3 credit hours
This course is designed to present the most recent research literature and teaching strategies as they relate to the curriculum content advocated for young children, with and without exceptionalities, including those from low-income families or who are linguistically or culturally diverse. Students will learn to evaluate curriculum, and to design, adapt, and implement quality instruction for young children with diverse educational needs.

TE 853C – Improvement of Instruction in Elementary School Language Arts 3 credit hours
Attention is directed to the newest innovations in language arts instruction, (reading, writing, listening, speaking) 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, (Reading, writing, listening, speaking).

TE 853D – Improvement of Instruction in Elementary School Science 3 credit 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 credit hours
Students completing this course will have an opportunity to examine current literature and programs in elementary social studies and to reevaluate their teaching of the social studies.

TE 853F – Improvement of Instruction in Mathematics for Grades PK-3 3 credit hours
This course will focus on improving classroom instruction beginning in the primary grades up to grade 3 as advocated by the National Council of the Teachers of Mathematics (NCTM). Students will be provided with the opportunity to become familiar with many of the resources available to mathematics teachers as they broaden their understanding of developmentally appropriate learning experiences for your students (which utilize the latest research-based teaching and assessment methods). Students will also examine and revise their personal philosophy of teaching mathematics in a classroom in this supportive, interactive and collaborative course.

TE 853G – Improvement of Mathematics Instruction for Grades 4-8 3 credit hours
This course will focus on improving classroom instruction in the Intermediate and Middle School grades (4th-8th) as advocated by the National Council of the Teachers of Mathematics (NCTM). Students will be provided with the opportunity to become familiar with many of the resources available to intermediate and middle school mathematics teachers as they broaden their understanding of developmentally appropriate learning experiences for their students (which utilize the latest research-based teaching and assessment methods). Students will also examine and revise their personal philosophy of teaching mathematics in a Intermediate classroom in this supportive, interactive and collaborative course.

TE 854 – Reading in the Content Areas 3 credit hours
Students completing this course will have an opportunity to examine the nature of the reading process and the kinds of particular problems teachers in content areas of middle and secondary school face daily. It will also provide the teacher with the ability to apply specific strategies in helping those students having difficulty reading the materials necessary for specific content areas.

TE 855P – Improving the Reading Program 3 credit hours
The department will provide an in-service course upon the request of a school system for the purpose of assisting local staff in the evaluation and improvement of the school's reading program. The course is designed to develop an analytical approach to reading program evaluation and improvement. This course is not applicable to the program for endorsement as a special reading teacher.

TE 857 – Early Communication, Language and Literacy 3 credit hours
Students will gain an understanding of early speech and language development and related emergent language and literacy skills, and how these may be influenced by cultural, linguistic, or exceptionality factors. Students will learn how to develop, evaluate, and implement early literacy materials and assessments for children with diverse educational needs ages 0-5 in program, school, and clinical settings.

TE 860 – Introduction to Gaming in Education 3 credit hours
This course will introduce fundamental theories of game design and their application in education. Students will learn how to select and evaluate educational games for specific learning objectives and subject matters; design engaging educational games with appropriate goals, challenges, rewards, and feedback; rapidly prototype game ideas for testing and promotion; and create simple educational games/simulations that can be used in classroom.

TE 864 – Digital Storytelling 3 credit hours
This course focuses on storytelling as an oral tradition and as a powerful tool for differentiating instruction. Students will design curriculum-based instruction using digital storytelling strategies for use with students in the school library or classroom setting, as well as learn to create personal and persuasive digital stories.
Prerequisite: Graduate status

TE 866 – Motivating the 21st Century Learner 3 credit hours
This course focuses on exploring research-based principles for motivating PK-12 students with the aim of fostering in them a disposition of lifelong learning. Topics include: strategies for fostering intrinsic motivation, using technology to stimulate learning, strategies for motivating the reluctant learner, and maintaining your own motivation as an educator. The course emphasis is on the practical application of strategies customized to the graduate student’s own field of educational interest.
Prerequisite: Graduate status

TE 867 – Traditional Storytelling 3 credit hours
This course focuses on storytelling as an oral tradition and as a powerful tool for differentiating instruction. Students will design curriculum-based instruction using storytelling strategies for use with students in the school library or classroom setting, as well as with special needs audiences. Additionally, students will have the opportunity to learn traditional storytelling techniques in a friendly, low-key environment.
Prerequisite: Graduate status

TE 868 – Copyright, Fair Use, and Ethics 3 credit hours
This course focuses on the ethical use of copyrighted material and Fair Use Guidelines as they relate to education and business training.
This course will focus on producing effective electronic presentations. The focus will be on using currently available classroom equipment for video production, editing, and related concepts.

TE 884 – Online Teaching Methodology  3 credit hours
This course will focus on online engagement, online course development, and online teaching strategies. Research-based structural, ethical, legal, and social issues of teaching online will be examined.

TE 885 – Instructional Video Production  3 credit hours
This course will prepare the student to design, create, produce and edit instructional videos. The focus will be on using currently available classroom equipment for video production, editing, and related concepts.

TE 886P – Technology Tools for Teachers  3 credit hours
This course will focus on using technologies in an instructional environment with an emphasis on ethical, human, legal and social issues, methods and skills appropriate to planning and designing learning environments, and instructional management methodologies using appropriate materials, methods, resources, and curricula for integrating technology.

TE 887 – Electronic Media Production  3 credit hours
This course will focus on producing effective electronic presentations. Topics will include: computer graphics; the psychology of color usage; hypertext linkages; screen design and layout; and integrating video, sound, clip art and animation into presentations.
TE 888 – Enhancing Classroom Instruction Using Imaging Tools  3 credit hours
Students will plan, design, develop and manage major instructional video projects for use in their classrooms or training environments.

TE 889 – Creating Instructional Videos to Enhance Classroom Instruction  3 credit hours
Students will plan, design, develop and manage major instructional video projects for use in their classrooms or training environments.

TE 891 – Field Experiences in Instructional Technology  3 credit hours
This course will provide field experiences for students pursuing the instructional technology program. Basis of the experience will be decided upon between the student and the advisor.

TE 892 – Internship in Instructional Technology  1-6 credit 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 intern 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.

Total Credits Allowed: 6.00

TE 893 – Field Experiences in School Library  3 credit hours
This course is the capstone experience for students in the MSED-Instructional Technology (School Library) or School Library Endorsement programs. Students will gain experiences in school library settings. Prerequisite: TE 869 and TE 871 and TE 872 and TE 873 and TE 875

TE 895 – Seminar in Student Teaching Supervision  3 credit hours
This class is designed to aid present and prospective supervisory teachers. The student will review current literature, become acquainted with techniques, plans and procedures for supervising student teachers, analyze current practices in supervision, and develop materials for use with student teachers.

TE 896 – Thesis  3-6 credit hours
Student investigates a research problem related to education, following APA style of reporting the research. The student enrolls with the faculty member directing the thesis. Three to 6 credit hours per semester, with a total of 6 hours.

Total Credits Allowed: 6.00

TE 897 – Seminar in Reading  3 credit hours
This course is designed to specifically meet the content and program needs of a specific audience, institution, agency, or public school setting. The content is designed and developed to meet the in-depth needs of the participants involved in the area of reading and related fields.

TE 898 – Independent Study  1-3 credit hours
The focus of this course is an independent investigation into a topic selected by the student and approved by the instructor.

Total Credits Allowed: 3.00

TE 899P – Special Topics  1-3 credit hours
This course serves identified needs and interests of specific target groups. Content of the course, dates, and time arrangements are determined by the Department of Teacher Education.

Total Credits Allowed: 24.00

---

**Teacher Education Montessori (TEMO)**

TEMO 803P – Montessori-Philosophy and Child Development  3 credit hours
Students will study the basic theories, stages and areas of child development according to the major contemporaries. Students will become knowledgeable about the complex interaction between heredity and environmental factors (including school, home and neighborhoods). An introduction to the philosophical ideas (i.e., absorbent mind, sensitive periods, social-mathematical mind, spiritual and moral development) of Dr. Maria Montessori as they relate to the child, material, teacher and environment are presented. A background of the history of the Montessori Method, comparing and contrasting with alternate educational approaches is studied. An overview of the Early Childhood curriculum as the foundation of understanding for the previous and following levels of Montessori’s curriculum, pedagogy and methodology are presented.

TEMO 804P – Montessori Elementary I-Core Applications I  3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of Biology/Physical Science, and Math/Geometry at the Elementary I level and develop appropriate curriculum for these areas. Students will also support the development of Practical Life skills. Students will further refine their ability to observe, record and analyze a child’s physical, motor, social-emotional and cognitive development for the child from 6-9 years of age, and address the needs of the exceptional child in the Montessori classroom.

Prerequisite: TEMO 806P and TEMO 810P.
Corequisite: TEMO 808P.

TEMO 806P – Montessori Elementary I - Physical Science/Biology  3 credit hours
The primary goal of this course is to acquaint the student with the Montessori Physical Science/Biology methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Physical Science/Biology.

Prerequisite: TEMO 803P.

TEMO 807P – Montessori Elementary I - History/Geography  3 credit hours
The primary goal of this course is to acquaint the student with the Montessori Geography/History methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Geography/History.

Corequisite: TEMO 803P.
TEM0 808P – Montessori Elementary I- Core Applications II 3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of History/Geography, and Language and Grammar, at the Elementary I level and develop appropriate curriculum for these areas. Students will also be prepared to design, lead, and prepare art, music, and movement within the Elementary Montessori classroom so children can express themselves through these modalities. Students will be introduced to Montessori’s peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEM0 807P and TEM0 809P
Corequisite: TEM0 804P.

TEM0 809P – Montessori Elementary I - Language/Grammar 3 credit hours
The primary goal of this course is to acquaint the student with the Montessori language/grammar methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori language/grammar.
Prerequisite: TEM0 803P.

TEM0 810P – Montessori Elementary I - Mathematics/Geometry 3 credit hours
The primary goal of this course is to acquaint the student with the Montessori mathematics/geometry methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori mathematics/geometry.
Prerequisite: TEM0 803P.

TEM0 811P – Montessori Early Childhood-Practical Life 3 credit hours
This course is designed to prepare the student to present and facilitate the role of concentration, coordination, and independence as they relate to problem solving, choice, decision-making, and responsibility for learning on the part of the child in a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori practical life curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life development a the Early Childhood level.
Corequisite: TEM0 803P.

TEM0 812P – Montessori Early Childhood-Math and Sensorial 3 credit hours
This course is designed to prepare the student to identify and present materials aiding the education and refinement of the senses and to present and facilitate the Montessori Math and Sensorial philosophy for the child from 2.5 to 6 years, use of the Montessori didactic Math and Sensorial materials, and the sequential order of the Montessori curriculum as part of the environmental design for a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori Math and Sensorial curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of mathematical and sensorial development at the Early Childhood level.
Prerequisite: TEM0 803P and TEM0 811P

TEM0 813P – Montessori Early Childhood-Language and Grammar 3 credit hours
This course is designed to prepare the student to identify and present materials aiding in the development of language arts skills for the child in a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori language curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of language development at the Early Childhood level.
Prerequisite: TEM0 803P and TEM0 811P.

TEM0 814P – Montessori Early Childhood-Core Applications I 3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life, math, and sensorial development at the Early Childhood level. Students will also refine their ability to observe, record and analyze a child’s physical, motor, social-emotional and cognitive development for the child from 2.5-6 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEM0 811P and TEM0 812P.
Corequisite: TEM0 815P.

TEM0 815P – Montessori Early Childhood-Core Applications II 3 credit hours
Students will develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of language, science, social studies at the Early Childhood Level. Students will also be prepared to design, lead, and prepare art, music, and movement within the Montessori classroom so children can express themselves through these modalities. Students will also become knowledgeable in designing and implementing effective communication and collaboration with Montessori families. Students will be introduced to Montessori’s peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEM0 811P and TEM0 812P.
Corequisite: TEM0 814P.

TEM0 816P – Montessori Practicum: Early Childhood 3 credit hours
The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience for children 2.5-6 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori early childhood education.
Prerequisite: TEM0 814P and TEM0 815P.

TEM0 817P – Montessori Elementary I - Practicum 3 credit hours
The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience for children 6-9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori Elementary I education.
Prerequisite: TEM0 804P and TEM0 808P.

TEM0 831 – Montessori Early Childhood Core Applications I 3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life, math, and sensorial development at the Early Childhood level. Students will also refine their ability to observe, record and analyze a child’s physical, motor, social-emotional and cognitive development for the child from 2.5 to 6 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEM0 811P and TEM0 812P.
Corequisite: TEM0 832.
TEMO 832 – Montessori Early Childhood Core Applications II  3 credit hours
Students will develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of language, science, social studies at the Early Childhood level. Students will also be prepared to design, lead, and prepare art, music, and movement within the Montessori classroom so children can express themselves through these modalities. Students will also become knowledgeable in designing and implementing effective communication and collaboration with Montessori families. Students will be introduced to Montessori’s peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEMO 811P and TEMO 813P
Corequisite: TEMO 831

TEMO 833 – Montessori Practicum 1: Early Childhood  1 credit hour
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 2.5 to 6 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 831 and TEMO 832.

TEMO 834 – Montessori Practicum 2: Early Childhood  2 credit hours
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 833

TEMO 841 – Montessori Elementary I Core Applications I  3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of Biology/Physical Science, and Math/Geometry at the Elementary I level and develop appropriate curriculum for these areas. Students will also support the development of Practical Life skills. Students will further refine their ability to observe, record and analyze a child’s physical, motor, social-emotional and cognitive development for the child from 6 to 9 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEMO 806P and TEMO 810P
Corequisite: TEMO 842.

TEMO 842 – Montessori Elementary I Core Applications II  3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of History/Geography and Language and Grammar, at the Elementary I level and develop appropriate curriculum for these areas. Students will also be prepared to design, lead, and prepare art, music, and movement within the Elementary Montessori classroom so children can express themselves through these modalities. Students will be introduced to Montessori’s peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEMO 807P and TEMO 809P
Corequisite: TEMO 841.

TEMO 843 – Montessori Practicum 1: Elementary I  1 credit hour
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 841 and TEMO 842.

TEMO 844 – Montessori Practicum 2: Elementary I  2 credit hours
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 843

Teacher Education Special Education (TESE)

TESE 816C – Practicum in Gifted/Talented Education  3 credit hours
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.
Prerequisite: TESE 822P and TESE 823P and TESE 824 and TESE 825 and TESE 826 or department permission

TESE 816D – Practicum in Special Education  3-6 credit hours
This course is designed to provide practicum experience in the Special Education programs of Mild/Moderate Disabilities K-6, Mild/Moderate Disabilities 7-12, or Advanced Practitioner. Teachers are supervised by university faculty who may also contact an individual’s principal. Students are expected to document 210 hours of direct contact with students of the appropriate grade level and disability for the endorsement they are seeking. This course is a semester course.
Total Credits Allowed: 24.00

TESE 821P – Nature and Needs of Exceptionalities  3 credit 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 – Psychology & Education of Gifted & Talented Learners  3 credit 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 knowledgebase. Emphasis will be placed on characteristics and differentiated instructional strategies.

TESE 823P – Guiding the Social & Emotional Development of Gifted/ Talented Learners  3 credit 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, & Evaluation of High Ability Learners 3 credit hours
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 high ability 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 high ability 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 & Development for High Ability Education 3 credit hours
This course focuses on program planning, exemplary program models, and development of appropriately differentiated curricula for high ability learners.

TESE 826 – Program Design for High Ability Education 3 credit hours
This course is concerned with the development, implementation, and evaluation of programs for high ability learners, including procedures utilized when developing a district definition of high ability, philosophy and goals for high ability education, staff hiring and development, service delivery options, and public relations.

TESE 827P – Introduction to Early Childhood Special Education 3 credit hours
Philosophical and legal bases for early intervention, and current trends, issues, policies and procedures are examined. Factors related to developmental risk or delay and to atypical developmental processes are presented, along with intervention models and curricular adaptations. Prior completion of PSY 853 is recommended.

TESE 828A – Intervention Methods: Birth to Two Years 3-6 credit hours
This course provides knowledge and skills to intervene with infants and toddlers. Included are medical and physical aspects of developmental delay and the influences of these conditions on developmental processes. Family focused intervention strategies are planned and implemented by the student in field experiences.
Prerequisite: TESE 827P or department permission

TESE 828B – Intervention Methods: Three to Five Years 3-6 credit hours
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.
Prerequisite: TESE 827P or department permission

TESE 829P – Assessment of Young Children: Birth to Five 3 credit hours
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.
Prerequisite: TESE 827P or departmental permission
Additional Course Fee Required

TESE 830 – Consult & Collaboration with Families & Agencies Serv Individuals with Disabilities 3 credit hours
This course provides students with the theory basis of collaboration. Students will learn to work with families and other professionals from all cultural and economic backgrounds, gain knowledge concerning family systems, the impact of having a child with special needs, and legal and procedural safeguards.

TESE 837P – Medical Aspects of Individuals with Disabilities 3 credit hours
This course provides students with a general knowledge of the medical conditions seen in children with disabilities. It will familiarize students with terminology, medications, procedures, equipment, and interventions used for children with medical complications. Teacher responsibilities in regards to medical conditions will be covered.

TESE 840 – Bilingual Special Education 3 credit hours
Students will be exposed to the latest research into the education of English language learners with disabilities, their identification, assessment, and instruction. Particular attention will be paid to the development of Appropriate Individualized Education Plans that reflect culturally responsive instruction in both segregated and inclusive environments.

TESE 861 – Legal Issues in Special Education 3 credit hours
This course provides students with the knowledge and understanding of the history and federal regulations in the field of special education. Professional ethics and code of conduct will be emphasized. Students will explore the foundations for various mandated activities such as parents’ rights, IEP components and monitoring, special education placement procedures and mandated timelines. This course will emphasize the processes and procedures required to meet the State and Federal guidelines for providing appropriate Special Education Services to children with disabilities. The main focus will center on understanding the connection between the legal background and history and mandated requirements within the field.

TESE 862 – Formal and Informal Assessment in Special Education 3 credit 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.
Additional Course Fee Required

TESE 863 – Research-Based Instructional Strategies for Students with Disabilities 3 credit hours
This course is designed to address the wide range of instructional needs of students with disabilities. Students will learn to synthesize and evaluate research on instructional techniques for classroom application. Academic instructional interventions will be emphasized. Students will apply their knowledge of lesson development and classroom management strategies. Contains a field component.

TESE 864P – Field Experience in Special Education 1 credit hour
This course is designed to provide practical application of learned skills. Students will be placed in a K-8 special education setting for a total of forty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will complete five additional hours in the classroom or at events benefiting individuals with disabilities.
TESE 867 – Functional Behavior Assessment and Behavior Intervention Planning 3 credit hours
The course is designed for graduate level students to examine function-based behavior intervention strategies for individuals with disabilities who engage in challenging behavior. Students will be taught basic elements of functional analysis that includes: defining, observing, and recording behaviors as well as the creation of graphic displays for analysis. Ethical standards for behavior management, crisis intervention, and positive behavioral support will be highlighted. This course contains a functional assessment/intervention field component.

TESE 872 – Strategies for Teaching Students with Intellectual Disabilities 3 credit hours
The course is designed to prepare future educators to provide services for individuals with intellectual disabilities. Emphasis will be placed on interventions for life skills, communication, vocational, and functional academics. Additional interventions will include community-based instruction, study skills, and assessment of alternate curriculum. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored.

TESE 873 – Teaching Students with Multiple Disabilities 3 credit hours
The course is designed to prepare future educators to provide services for individuals with multiple disabilities. Emphasis will be placed on interventions for life skills, communication, and academics. In addition, future educators will gain knowledge on issues of mobility and positioning which will enhance a child’s ability to reach their full potential. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored.

TESE 875P – Preparing Adolescents for the Post-Secondary World 3 credit hours
This course is designed to address the instructional needs of secondary students with disabilities to prepare them for life after high school graduation. Alternative secondary placements will be discussed as well as post-secondary options such as Technical Schools and College. Students will also learn how to develop self-advocacy skills and post-secondary accommodation plans.

TESE 876P – Transitional Issues for Individuals with Disabilities 3 credit 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 877P – Teaching Social Skills to Students with Autism Spectrum Disorder 3 credit hours
This course is designed to provide students with the knowledge and skills to teach Social and Personal Skills for students with disabilities. Students will be exposed to various Social and Personal Skills programs and strategies that are presently available that have been designed for students with special needs. The development of role play, problem solving, social story, and social script techniques will be emphasized. In addition, students will be able to develop individualized instruction for students based on needs assessment data. Students will also apply their knowledge of age appropriateness in the development of social and personal skills lessons.

TESE 880 – Critical Issues in Special Education 3 credit hours
This course provides students with the knowledge and understanding of the critical issues facing the field of Special education. Professional ethics and code of conduct will be emphasized.
TESE 887P – Teaching Functional Academics to Individuals with Exceptional Needs 3 credit hours
This course is designed to provide students with strategies and interventions to enable the instruction of functional academics for students with exceptional needs. Students will be exposed to techniques for initial instruction in reading, math, and written language emphasizing real-life application. Experiences will include adapting general standards and curriculum and applying them to meet IEP functional goals and objectives.

TESE 888 – Positive Behavior Intervention and Supports 3 credit hours
This course presents the latest in practices and research in the field of Positive Behavior Intervention and Supports (PBIS). Students will be exposed to strategies and interventions to change challenging behavior and effectively maintain appropriate behaviors of students through positive behavior interventions and supports.

TESE 891 – Assistive Technology Assessment 3 credit hours
This course is a requirement for the Assistive Technology emphasis in the Masters degree in Special Education/Advanced Practitioner. Prerequisite: TE 805P

TESE 892 – Augmentative Alternative Communication 3 credit hours
Provides an overview of alternative and augmentative communication devices and strategies. Discussion about AAC assessment, management, implementation, and evaluation of effectiveness will be discussed. Prerequisite: TE 805P

TESE 893 – Program Development in Assistive Technology 3 credit hours
Provides strategies to develop assistive technology programs for individual students and at a systems level. Professional development as well as acquisition and integration of assistive technology will be covered. Prerequisite: TSE 891

TESE 894 – Research in Assistive Technology 3 credit hours
This course will examine current research utilizing assistive technology with students with disabilities. Prerequisite: TE 800 or instructor approval

TESE 895 – Integration of Assistive Technology Across the Lifespan 3 credit hours
Focus is on best practices for integrating assistive technology across the lifespan. Issues of long term goal development, social issues, and transition will be addressed. Prerequisite: TE 805P

Theatre (THEA)

THEA 801P – Special Topics 1-3 credit hours
Study in a specific area of theatre which will vary each time the course is offered. Topics of study may include performance, drama therapy, history, play development, technical theatre, theatrical design, as well as others.

THEA 802 – Expressive Arts and the Creative Teacher 3 credit hours
This completely online course has been designed to further enrich the graduate level teacher’s growth by introducing “the creative connection” (Natalie Rogers). The modules take the student through a firsthand experiential exploration of incorporating the expressive arts, such as movement/dance, art, theatre and music as they go down the rabbit hole into understanding oneself as an educator and how to use the arts in the classroom. An emphasis will be placed on solving creative problems through 3 MAIN UNITS of learning through 6 modules.

Vocational Education (VOED)

VOED 801 – Seminar in Vocational Education 3 credit hours
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. Prerequisite: Graduate standing or permission of instructor

VOED 802 – Practicum in Vocational Education 3-6 credit hours
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. Total Credits Allowed: 6.00 Prerequisite: Graduate standing or permission of instructor

VOED 810 – Individual Studies in Vocational Education 1-3 credit 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. Total Credits Allowed: 3.00

VOED 832P – Foundations and Contemporary Issues in Vocational Education 1-3 credit hours
Origins and philosophy of vocational education and its relationship to the school curriculum. Required for vocational endorsement and recommended as an elective for school administrators. Total Credits Allowed: 3.00

VOED 834P – Introduction to Student with Special Needs 3 credit hours
*(meets the Human Relations requirement for teachers) This course is designed to assist teachers in understanding some of the causative factors for students’ failure in the regular classroom. Emphasis is placed upon issues and concerns in providing education in a multicultural society. Attention is directed towards state and federal legislation regarding disadvantaged and handicapped students and discrimination as it relates to the classroom. The effect of teacher attitude and behavior upon student learning is surveyed.

VOED 848 – Equity in Today’s Society 3 credit hours
To increase awareness of the Equal Opportunity Legislation, the equity emphasis in the Vocational Education Legislation, and to survey the underlying attitudes and values of society that make it so difficult to achieve the full implementation of equal opportunity.

VOED 896 – Thesis 3-6 credit hours
Total Credits Allowed: 6.00

VOED 899 – Special Topics in Vocational Education 1-3 credit hours
This course is designed to enable students to become knowledgeable of recent trends and issues in vocational education. Total Credits Allowed: 3.00
DEPARTMENTS AND
PROGRAMS

Graduate Masters or Specialist programs are available in all of the departments listed below. Select departments listed to the left offer graduate coursework, but do not offer a full graduate program.

- Department of Art and Design (p. 84)
- Department of Biology (p. 87)
- Department of Business Administration (p. 94)
- Department of Communication (p. 104)
- Department of Communication Disorders (p. 107)
- Department of Counseling and School Psychology (p. 110)
- Department of Educational Administration (p. 130)
- Department of English (p. 138)
- Department of History (p. 143)
- Department of Kinesiology and Sport Sciences (p. 148)
- Department of Modern Languages (p. 157)
- Department of Music, Theatre and Dance (p. 159)
- Department of Teacher Education (p. 164)
- STEM Education Program (p. 186)

Department of Accounting, Finance and Economics

College of Business and Technology

Frank Tenkorang, Ph.D., Chair · (308) 865-8573

This department offers degrees at the undergraduate level (http://catalog.unk.edu/undergraduate/departments-programs/accounting-finance-economics/) only.

Department of Art and Design

College of Arts and Sciences

Richard Schuessler, M.F.A., Chair · (308) 627-7116

Richard Schuessler, M.F.A., Graduate Program Committee Co-Chair · (308) 865-8353, schuesslerr@unk.edu

Bill Cavill, M.A.Ed., Graduate Program Committee Co-Chair · (308) 865-8351, cavillwd@unk.edu

Debby Maire, Secretary · (308) 865-8353

Master of Arts in Education

- Art Education (p. 87) · Master of Arts in Education Degree
  - Classroom Education Emphasis (p. 87)
  - Museum Education Emphasis (p. 87)

Graduate Faculty

Graduate Program Committee

Schuessler (Chair), Burbul, Crow (COE), Goro-Rapoport, May, Ramsey, Schuessler, Waterfield, Wetherell

Art (ART)

ART 800P – Drawing 3 credit hours
Experimentation in form, value, line, color, and pictorial composition is encouraged as a means toward individual expression. Open to students who have completed basic courses in drawing composition.

ART 803 – Art Education Research Methods 3 credit hours
This is a required Arts Based Educational Research (ABER) class. This course prepares the student for coursework and the final research paper within the ABER rationale. This class includes the development of research and writing skills and becoming proficient in APA style. In addition to Arts Based Education Research, other methodologies include case studies, action research and qualitative and quantitative research.

ART 805P – History of 19th Century Art 3 credit hours

ART 807P – Art Methods for Young Children 3 credit hours
This interactive course is designed to give you a new perspective on planning and implementing developmentally appropriate art programs for children from birth through age eight. Topics include curriculum, assessment, evaluation, and program planning in addition to several historical perspectives and theories of child development and best practices for early childhood art education. We will examine key concepts as they relate to specific art activities. Graduate students will conduct research on a selected topic. Recommended prerequisite of a basic or advanced design course which provides fundamental training in art elements and principles with an emphasis on art materials, processes and the development of a basic art vocabulary.

ART 812 – Curriculum Development & Assessment in PK-12 Classrooms 3 credit hours
This course is an exploration of the many aspects involved in developing an art curriculum. Included is curriculum as a body of knowledge to be transmitted, as a product, as a process, and as praxis. Students will choose their grade level focus and will write a yearly curriculum. Tied to curriculum is assessment. Assessment is considered difficult to accomplish in art. Drawing on current theories and visible practices in the qualitative assessment of art, strategies will be presented which address criteria for authentic assessment in art using transparent, logical, and intuitive methods.

ART 820 – Graduate Art History Survey I for Art Educators 3 credit hours
This is a required graduate art history course which covers material from Pre-history through the Renaissance and incorporates classroom projects that the student will then have as an option to introduce the material into their classrooms.

ART 821 – Art History Survey II for Art Educators 3 credit hours
This is a graduate level art history course which covers material from Renaissance through Contemporary Art and incorporates classroom projects that the student will then have as an option to introduce the material into their classrooms.

ART 825 – Intercultural Aesthetics & Pedagogical Practice 3 credit hours
This course explores the history and theories of the development of aesthetics in art. Course requirements include directed reading and special investigation of traditional and current trends in aesthetic theories in relationship to diverse world cultures. Appropriate application to the K-12 art classroom will be explored.
ART 826 – Non-Western Art History: Selected Topics  3 credit hours
This course is a graduate level survey of the art and architecture of various cultural regions around the world. Areas of the world will be selected by the professor teaching the course according to his/her area of expertise. The goal of this course is to consider the interrelationship between the visual properties of art objects and the social and cultural contexts of their production.

ART 828 – Creative Photography  3 credit hours
The primary goal of this course will be to explore photography technically, visually, and conceptually. This course will explore the artistic potential of photography via digital technologies. We will start with an overview on the basics of photography as they pertain to using digital cameras and digital output and move onto exploring some of the major concepts and visual theories on photography. This course will culminate into an original body of photographic work.

ART 830 – Art Education Processes: Glass Fusing  3 credit hours
This course introduces glass fusing techniques and processes into the art education program structure. Participants will design and execute projects involving the craft of fusing and slumping glass to create objects of functional, decorative and/or sculptural application that can be integrated into the art curriculum for a variety of age levels. Student are expected to be independently driven to both meet and exceed the goals and outcomes as relative to their experience and ability.

ART 840P – Special Problems in Art History  1-3 credit hours
Course by appointment. Research on specific problems which may involve historical, philosophical, aesthetic or critical aspects of art. Total Credits Allowed: 3.00

ART 843P – Independent Study in Art  1-4 credit 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. Total Credits Allowed: 4.00

ART 844 – History, Theories and Philosophies of Art Education  3 credit hours
Students will learn about the development of American art education by examining historical ideas and practices and current theories and philosophies. Influences of society on art education and the impact of art and art education in a democratic society will be explored.

ART 845 – Multicultural Art in the Elementary and Secondary Curriculum  3 credit hours
This course explores the art of many cultures and enhances the teaching of art to a culturally diverse student body. Problems and issues of teaching art from cultures other than one’s own will be addressed. Multiple aesthetic perspectives will be examined and debated.

ART 846 – Seminar in Art Education  3 credit hours
A study of the philosophies of art education; investigation of current practices and techniques used.

ART 848 – Art for Students with Diverse Needs  3 credit 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 credit hours
This class explores the methods for incorporating art into other subjects and other subjects into art. Students in this class will learn how to develop interdisciplinary (integrated) lessons which address multiple intelligences, are intellectually stimulating and help develop children's problem-solving skills.

ART 850A – Painting  1 credit hour
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

ART 850B – Painting  2 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

ART 850C – Painting  3 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F. Total Credits Allowed: 3.00

ART 850D – Painting  4 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

ART 850E – Painting  5 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

ART 850F – Painting  6 credit hours
Research in advanced problems in painting. A student may take a total of nine hours of ART 850A through ART 850F.

ART 855 – Art Education in American Culture  3 credit hours
This course will explore questions about American culture and the historical impact visual art education has had on culture and how culture has impacted art education. Students will examine art education's current cultural role in a pluralistic society.

ART 856 – Visual Culture & Studio Practice  3 credit hours
The primary goal of this course will be to explore what Visual Culture means. Students will create expressive works of art using contemporary art practices which reflect the ideas of Visual Culture. This work will be disseminated using the internet and its resources like Flickr, Facebook, and YouTube.

ART 857 – Digital Art  3 credit hours
Exploration into digital image making and visual story telling with an emphasis in digital technology. Students are expected to have a working knowledge of the computer os as well as photoshop and/or painter.

ART 860 – Seminar in Art Criticism and Philosophy  3 credit hours
Aesthetics and philosophy of art criticism for advanced students.

ART 865 – Directed Reading  3 credit hours
Supervised study and research in an area approved by the instructor. By permission of instructor only.

ART 870A – Independent Study  1 credit hour
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed. By permission of instructor only. Total Credits Allowed: 1.00

ART 870B – Independent Study  2 credit hours
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed. By permission of instructor only. Total Credits Allowed: 2.00

ART 870C – Independent Study  3 credit hours
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed. By permission of instructor only.
ART 870D – Independent Study 4 credit hours
Advanced individual research pursued at the approval of the Department of Art. Special materials fee will be assessed as needed. By permission of instructor only.

ART 872P – Women in Art 3 credit hours
This course analyzes women's artistic role in their societies and highlights pertinent issues in each individual period. It is a chronological survey from the prehistoric era through the end of the twentieth century.

ART 873 – Modern Art History 3 credit hours
Survey of art in the western world from 1900 to the present. The course revisits the questions: What is art? How can we define modernity? Is there “progress” in the visual arts? And what is modern art? Additionally, this course asks, what is Post Modern art and is it different from modern art? If so, how? Overarching themes, such as modernism, progress, the concept of the avant-garde and its uneasy relation with the general public, vision and reality, and the functions of the artist in society, are explored through time. Three main units will be outlined: European Art from 1900-1945, American Art from 1945-1980, and Post Modern and Contemporary Art from 1980-Present. Works of individual artists and movements will be examined within their social, religious, intellectual, and historical contexts.

ART 875P – Cultural Studies Through Art 3 credit hours
The study of the visual arts and culture of a region or country through travel and research.

ART 895 – Art Education Research Paper 3 credit hours
The development of a problem, written or creative, in Art to be developed under the supervision of the major Professor in the discipline. By permission of graduate advisor. Prerequisite: Completion of 27 hours of the program and ART 803.

ART 899P – Special Topics in Art 3-6 credit hours
Designed to meet special needs for students in Art Education, Art History, Graphic Design, and Studio Art. By permission of instructor only. Total Credits Allowed: 6.00

Art Education, Master of Arts in Education

Offered by Department of Art and Design (p. 84)

Program Information and Admission Requirements

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 credit hours of art/art history/art education courses. (Students with an undergraduate degree in a related discipline, such as Museum Studies or Art History, will be considered by the graduate committee based upon the relevancy of the student’s transcript and the strength of the written statement).

2. All applicants must submit two letters of recommendation from individuals (not related to the applicant) who are familiar with and can attest to the student’s professional qualities and academic potential.

3. A current resume.

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

Application Deadlines are as Follows

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

Upon acceptance into the program the Graduate Committee will appoint a major professor. Upon completion of six credit hours of course work the student’s status will be evaluated and again at the completion of twelve credit hours. Based upon satisfactory performance at twelve credit 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.

Program Information

All students are required to enroll in ART 803: Art Education Research Methods in their first semester. This course provides basic research, writing, and programmatic expectations that will be crucial to successful completion of all courses in this program.

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

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

The student must complete a “change of program” form because all transfer classes will require a review by the graduate office. Any studio courses which the student wishes to transfer to UNK for credit will have the same requirements as the review of the undergraduate studio work. Slides must represent only the work completed in those graduate studios. A copy of the course syllabus is recommended.

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

Online Program: Art Education Research Paper

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

This program is offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

### Classroom Education Emphasis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 812</td>
<td>Curriculum Development &amp; Assessment in PK-12 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ART 844</td>
<td>History, Theories and Philosophies of Art Education</td>
<td>3</td>
</tr>
<tr>
<td>ART 845</td>
<td>Multicultural Art in the Elementary and Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ART 848</td>
<td>Art for Students with Diverse Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Classroom Core Elective Courses

Select 18 credit hours from the following:

- Select at least 3 credit hours of Art History electives:
  - ART 820: Graduate Art History Survey I for Art Educators
  - ART 821: Art History Survey II for Art Educators
  - ART 826: Non-Western Art History: Selected Topics
  - ART 872P: Women in Art
  - ART 873: Modern Art History
  - ART 875P: Cultural Studies Through Art

Select any of the following:

- ART 825: Intercultural Aesthetics & Pedagogical Practice
- ART 828: Creative Photography
- ART 844: History, Theories and Philosophies of Art Education
- ART 845: Multicultural Art in the Elementary and Secondary Curriculum
- ART 846: Seminar in Art Education
- ART 848: Art for Students with Diverse Needs
- ART 850C: Painting
- ART 855: Art Education in American Culture
- ART 860: Seminar in Art Criticism and Philosophy
- ART 865: Directed Reading

### Museum Education Emphasis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 807P</td>
<td>Art Methods for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ART 812</td>
<td>Curriculum Development &amp; Assessment in PK-12 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ART 849</td>
<td>Art Across the Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Museum Core Required Research

ART 803: Art Education Research Methods
ART 895: Art Education Research Paper

Total Credit Hours: 36

---

### Department of Biology

**College of Arts and Sciences**

Julie Shaffer, Ph.D., Chair - (308) 865-8661
Paul Twigg, Ph.D., Graduate Program Committee Chair - (308) 865-8315
Letty Reichart, Ph.D., Director of Biology Distance (Non-thesis) Program - (308) 865-8568
Brian Peterson, M.S., Coordinator Biology Distance (Non-thesis) Program - (308) 865-1589
msbiology@unk.edu

Biology is part of the Master of Science in Education Degree in STEM Education (p. 186).

### Master of Science

- Biology (p. 93) - Master of Science Degree (thesis and non-thesis)

### Graduate Faculty

Professor: Kimberly Carlson, Keith Geluso, Julie Shaffer, Dawn Simon, Janet Steele, Paul Twigg
Associate Professor: Marc Albrecht, Nathaniel Bickford, Surabhi Chandra, Bryan Drew, Thomas Freeman, Mary Harner, Letitia Reichart, Melissa Wuelinder
Assistant Professor: Joseph Dolence, Nicholas Hobbs, Brandon Luedtke, Austin Nuxoll, Gregory Pec, Dustin Ranglack

Graduate Program Committee
Twigg (Chair), Bickford, Chandra, Freeman, Luedtke, Simon

Biology (BIOL)

BIOL 801 – Principles of Immunology  3 credit hours
An in-depth discussion of the principles of modern immunology. Major topics of discussion will include: cellular components of the immune system; antibody structure, function and synthesis; function of cytokines and complement; MHC structure and function; and the immune system and disease. A competent background in cell biology and/or biochemistry and microbiology is strongly recommended. Offered online, Spring of even-numbered years.

BIOL 801P – Principles of Immunology  4 credit hours
In this course, we will cover basic and advanced principles of immunology. Topics to be covered include: 1. structural and functional aspects of the immune system; 2. structure and function of antigen receptors (TCR and BCR) and antibody molecules; 3. antigen-antibody interaction; 4. antigen recognition and response; 5. development of T and B cells; 6. disorders of the immune system including allergies and hypersensitivities, immunodeficiencies, tolerance, and autoimmunity; 7. immunobiology of tissue transplants; and 8. basic aspects of cancer and cancer therapy that relate to immunology. Lab required. Offered on-campus Fall only.
Prerequisite: BIOL 309 or CHEM 351 and CHEM 351L or instructor’s permission.
Additional Course Fee Required

BIOL 802 – Organic Evolution  3 credit hours
This course is an overview of the basic concepts in evolutionary biology with a focus on pattern and process through the use of examples. Molecular and organismal data will be examined. Offered online, every Fall and Spring.

BIOL 803P – Plant Physiology  3 credit hours
Life processes of plants with an emphasis on water relations and hormonal and stress physiology. Three hours of laboratory each week. Offered online, Fall of even-numbered years and on-campus on demand.
Additional Course Fee Required

BIOL 804 – Evolution of Epidemics  3 credit hours
Through videotaped lectures, reading and writing assignments, and online discussions, students will develop an understanding of the origin and the evolution of plagues. We will illustrate the techniques humans have to defend against epidemics and will speculate about their role in shaping humanity and our futures. Offered online, Spring of odd-numbered years.

BIOL 804P – Developmental Biology  3 credit hours
Principles of developmental processes with emphasis on the physiological and genetic events occurring during the growth and maturation of living organisms. Three hours of laboratory each week. Offered on-campus, Spring of odd-numbered years.
Additional Course Fee Required

BIOL 805P – Range and Wildlife Management  3 credit hours
Basic principles of range and pasture management for use by domestic livestock and wildlife. Course includes three hours of field or laboratory work each week. Offered on-campus, Spring of even-numbered years.
Additional Course Fee Required

BIOL 806P – Plant Ecology  3 credit hours
A study of plants in relation to their environment. Three hours of laboratory or field work each week. Offered on-campus, Fall of even-numbered years.
Additional Course Fee Required

BIOL 809P – Biological Studies using GIS  3 credit hours
This course is an introduction to many aspects of using Geographic Information Systems as a natural resources tool. The class introduces cartographic concepts, tools such as Global Positioning System tools, and natural resource databases at the state and federal levels. In addition to lectures and labs where the software and tools are used, students also have the opportunity to complete projects using GIS and data of their own choosing. The main objective of the class is to give students enough familiarity with GIS software, data resources, and project design to be able to effectively produce their own projects. Offered on-campus, Fall of odd-numbered years.

Prerequisite: BIOL 307 and General Biology II

BIOL 810P – Fire Ecology and Management in Grasslands  1 credit hour
Familiarizes students with the role of fire as a major ecosystem process in grasslands and its use as a management tool. Provides the opportunity for certification for prescribed burning and wildland firefighting at federal, state, or private agency levels. Offered “in the field” on demand.

BIOL 811 – Scientific Illustration  3 credit hours
An introduction to the discipline of scientific illustration. Students will learn the fundamental principles of creating effective illustrations for the purpose of communicating science. A limited set of media types, both traditional and digital, will be explored. The main focus will be on creating the best images for use in research, teaching, journal publications, presentations, and other applications. Copyright and other legal issues will also be discussed. A basic knowledge of biological concepts is useful; artistic ability not required. Offered online, Spring of even-numbered years.

BIOL 812 – Microbial Diversity  3 credit hours
Microbes are the most abundant and diverse organisms on Earth. Collectively, they play critical roles in biogeochemical cycling, human health, and food production. This course will explore the evolutionary and ecological processes that generate and maintain microbial diversity. Students will also be exposed to molecular and bioinformatic approaches that are used to study microorganisms in a variety of habitats, including freshwater, marine and terrestrial. Offered online.

BIOL 813 – Issues in Bioethics  3 credit hours
Bioethics is the study of ethical controversies in both biology and medicine. Science has progressed significantly in the last century and with this progress has come ethical questions. The intent of this course is to focus on a variety of issues that have arisen, including, but not limited to, assisted reproductive technologies, sex selection, cloning, and stem cell research to name a few. Offered online, Spring of even-numbered years.
**BIOL 814 – Plant Pathology 3 credit hours**
The course focuses on the biology of plant pathogen interactions. Students will gain an in depth knowledge of the disease processes of a large variety of plant diseases at both the whole plant and the molecular level. Emphasis is also placed on current issues and topics in plant pathology in independent research review projects. Offered online, Spring of even-numbered years.

**BIOL 815 – Great Plains Heritage 3 credit hours**
This course will provide an overview of the natural history, ecology, and culture of the Great Plains region from a scientific and a historical perspective. Great Plains literature will also be incorporated into the course in order to enhance the knowledge, understanding, and appreciation of the Great Plains by each participant. Offered online on demand.

**BIOL 816P – Plant Diversity and Evolution 4 credit hours**
Morphology of each group of the plant kingdom. Three hours of laboratory each week. Offered on-campus, Spring of odd-numbered years. Additional Course Fee Required

**BIOL 818P – Plant Taxonomy 3 credit hours**
Collection and identification of vascular plants with emphasis on the prairies and plains. A family approach is utilized. Three hours of laboratory or fieldwork each week. Offered on-campus, Fall only. Additional Course Fee Required

**BIOL 819 – Bioethics of HeLa Cells 3 credit hours**
HeLa cells are one of the oldest and most commonly used human cell line. Even though the utility of this cell line is vast and important, the history behind how the cells were isolated and used is a bioethical conundrum. Science, medicine, and technology have progressed significantly because of the use of HeLa cells and with this progress have come ethical questions. The intent of this course is to focus on the biological, medical, technological, and ethical issues surrounding HeLa cells. Offered online, Summer of odd-numbered years.

**BIOL 820 – Introduction to Graduate Study 3 credit hours**
An introduction to graduate study and requirements at UNK with emphasis on research methods and biological techniques for the professional teacher and biologist. Students will gain an appreciation for the scientific method by formulating good scientific questions including sound null and alternative hypotheses, design experimental methods addressing the hypotheses and propose appropriate statistical tests for evaluation of results. Students will practice the art of locating and understanding scientific literature. In addition, students will engage in scientific writing which will include the submission of a research proposal. Offered online, every semester and on-campus, Fall and Spring. Prerequisite: Biology majors or permission

**BIOL 821 – Directed Readings 1-3 credit hours**
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 Department Consent Required
Total Credits Allowed: 6.00

**BIOL 822 – Advances in Biology 1-3 credit hours**
Recent advances in biological topics will be covered. A maximum of 6 hours credit may be counted toward a degree. Total Credits Allowed: 6.00

**BIOL 823 – Environmental Biology 3 credit hours**
Environmental biology focuses on the interface of human activity and the natural biological world. The impacts of humans on biogeochemical cycles, ecosystems, and individual species are examined. The role of governmental policies and politics is a part of this discipline and is reviewed. Recent scientific research and reports are used to predict what the future challenges are to humans and organisms in the face of the rapid changes brought about by human activity. Offered online, Fall of even-numbered years.

**BIOL 824 – Principles of Ecology 3 credit hours**
Ecology is the study of how species interact with each other and with their abiotic environment. There are many disciplines within ecology that we will touch on, including marine ecology, ecological physiology, population biology, and community ecology. This class will summarize current ecological knowledge, and students will read a number of classic papers in the field. Offered online, Spring of odd-numbered years.

**BIOL 825 – Tropical Island Biology 2 credit hours**
This course uses Hawaii as a case study in biology. Most classes in biology programs focus on a discipline (or sub-discipline) and the class works through the various aspects of that area of study. This class will take a different approach. Here the focus will be on this one area of the Earth and the class will explore various scientific aspects of this island chain. The class will investigate the geology, biogeography, biological evolution, invasive species, and current conservation efforts of the biological diversity of the Hawaiian islands. Offered online on demand.

**BIOL 827 – Biological Statistics 3 credit hours**
This class is divided into two main areas. The first is biological statistics: the collection and analysis of scientific data. The second area is experimental design: how an experimental hypothesis is built and what are the pieces and procedures needed to conduct a successful experiment. The class is not mathematically intensive and relies on the power of computers beyond a few examples done by hand. The class includes both parametric and non-parametric statistics with continuous and categorical variables. Offered online, every Fall and Spring.

**BIOL 828 – Human Evolution 3 credit hours**
Human evolution has been an interest of humans probably ever since people could think about the idea. This course examines the current state of scientific knowledge of human origins. The class will focus primarily on anthropological evidence, but also include genetic and behavioral information. The class is primarily a reading and discussion course. Offered online, Spring of even-numbered years.

**BIOL 829 – Ecological Anthropology 2 credit hours**
This course is a study of human civilization through the lens of biology. Readings specifically examine the role of biogeography, domesticable species distribution, and how the distribution of other natural resources has affected which human societies have been the most successful. The class also focuses on why certain civilizations have failed. This is a reading course with an emphasis on discussion. Offered online, Summer of odd-numbered years.

**BIOL 830P – Special Topics in Biology 1-3 credit hours**
Topics are studied which are not assigned or covered in other courses in the department. The format of this course will vary depending on the topic of instruction and the needs of students. Topics in Botany Topics in Fresh Water Biology Topics in Vertebrate Biology Topics in Invertebrate Biology Topics in Nebraska Flora Topics in Physiology
Total Credits Allowed: 15.00
BIOL 831 – Biological Research  1-3 credit hours
Independent investigation of biological problems. A maximum of three hours credit may count toward the 36 hours required for the thesis option. Offered on-campus, every semester.
Total Credits Allowed: 6.00

BIOL 831A – Biological Research: Hypotheses and Justification  1 credit hour
Students will identify a research project and, with the help of a faculty mentor, develop testable hypotheses and write a referenced justification for the research. Credit 1 of the 6 credits of BIOL 831; all 6 credits must be completed to count toward the degree program. It is recommended that students have taken six graduate Biology credit hours in addition to BIOL 820 before enrolling in this class. Offered online, every semester.
Department Consent Required
Prerequisite: BIOL 820 and permission.

BIOL 831B – Biological Research: Methodology  1 credit hour
Students will develop detailed methodology, statistical analysis, and budget to investigate the hypotheses identified in BIOL 831A. If possible, preliminary trials will be conducted. Credit 2 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester.
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831A.

BIOL 831C – Biological Research: Annotated Bibliography  1 credit hour
Students will conduct a complete literature review (annotated bibliography) of their topic and obtain a minimum of 50 peer-reviewed references related to their research identified in BIOL 831A. Credit 3 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester.
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831A.

BIOL 831D – Biological Research: Data Collection  1 credit hour
Students will gather data according to the methodology developed in BIOL 831B. IRB and/or IACUC approval, if required, must be obtained prior to enrollment. Credit 4 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester.
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831C.

BIOL 831E – Biological Research: Statistical Analysis  1 credit hour
Students will use appropriate statistics to analyze their results, construct appropriate tables and figures to visually present the results, and use text to verbally describe the results. Students will evaluate their results in the framework of the hypotheses developed in BIOL 831A. Credit 5 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester.
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831D.

BIOL 831F – Biological Research: Manuscript  1 credit hour
Students will submit a final manuscript summarizing their work done in BIOL 831A-E. The manuscript will be prepared in a manner consistent with submission to a professional journal in their field of study. Credit 6 of the 6 credits of BIOL 831; all 6 credits must be completed to count towards the degree program. Offered online, every semester.
Prerequisite: BIOL 820 and permission and completion of or concurrent enrollment in BIOL 831E.

BIOL 832 – Crane Ecology  1 credit hour
This course is an in-depth study of the behavior and ecology of cranes. Assigned readings from the scientific literature, one writing assignment and online discussions will be used to explore a variety of topics including: reproductive biology, wintering ecology, migratory behavior, conservation and management of cranes. Plan to spend at least several hours each week on reading, writing, and responding to topic discussions. Offered online, Fall of odd-numbered years.

BIOL 833P – Invertebrate Zoology  3 credit hours
This course provides an introduction to the biology of specific phyla, classes, and orders of invertebrates with an emphasis on classification, morphology, structure and function of their internal anatomy, ecology and evolution, and fundamental concepts characteristic of this diverse animal group. Laboratory stresses anatomy, natural history and ecology of invertebrates. Three hours of laboratory every week.
Prerequisite: BIOL 105 and BIOL 106 or permission of instructor Additional Course Fee Required

BIOL 834 – Conservation Biology  3 credit hours
An overview of conservation biology and its importance. Special emphasis is placed on ecological, economic, and social issues relevant to biological rarity. Offered online, Spring of odd-numbered years.

BIOL 835P – Herpetology  3 credit hours
Herpetology provides an introduction to reptiles and amphibians with an emphasis placed on morphology, taxonomy, life history, and ecology of the major groups. Together, reptiles and amphibians are more diverse, numerous, and important to many terrestrial ecosystems than any other organism. You will learn life histories, their role in the ecosystem, reasons for the decline of many species and increase in other species and their importance to humans. Offered on-campus, Fall of odd-numbered years and online on demand.
Additional Course Fee Required

BIOL 836 – Biology of Size  3 credit hours
This class examines the importance of size for biological organisms from bacteria to blue whales, microcosms to large-scale communities. Often in biology we fail to consider the importance of physical laws which determine rates of diffusion and heat transfer, transfer of force and momentum, the strength of structures, the dynamics of locomotion and more. This class attempts to rectify this oversight with readings and lectures examining the impacts of being a given size. Offered online, Summer of odd-numbered years.

BIOL 838 – Essential Human Anatomy  3 credit hours
Human anatomy including essential aspects of functional morphology will be covered. Topics covered may include the integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, urinary, digestive and reproductive systems. Detailed discussion of specific anatomical regions will be required. Offered online, Fall only.

BIOL 839 – Human Physiological Systems  3 credit hours
General human physiology will be studied with an emphasis on systems. The integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, urinary, digestive, immune and reproductive systems will be discussed. Salient mechanical, physical and biochemical processes of organs, tissues and cells will be covered. Anatomy will be included at a level necessary to make sense of the system's function.
Offered online, Spring only.
BIOL 840 – Infectious Diseases 3 credit hours
This course is an introduction to medical microbiology with coverage of viral, bacterial, fungal, and protozoan disease causing microorganisms. It will cover the basic mechanisms of infection, disease progression, and immune response. It is strongly suggested that students have taken an introductory microbiology course before taking this class. Offered online, Fall only.

BIOL 840P – Infectious Diseases 3 credit hours
This course focuses on the medical aspects of microbiology. The course will cover viruses, bacteria, fungi, and parasitic protists. We will study the mechanisms of infection, disease progression, and immune response. Offered on-campus, Fall of odd-numbered years.

BIOL 841 – Virology 3 credit hours
An in-depth discussion of the principles of modern virology. Major topics of discussion will include: virus replication strategies, virus structure, virus infection and disease, and host resistance to disease. A course in genetics and a course in cell biology or biochemistry is strongly recommended. Offered online, Spring only.

BIOL 843 – Cell Structure and Function 3 credit hours
This course will cover current topics in eukaryotic cell Biology including functions of the membrane, cell organelle functions, cell signaling, cell cycle, and cell movement. This course will also cover the involvement of specific cell organelles and cell functions in human diseases.

BIOL 844 – Molecular Biotechnology 3 credit hours
The course will consist of a short review of pertinent principles in protein structure and function, enzyme mechanisms and kinetics, and the basics of the genetic dogma and recombinant DNA technology. The bulk of the course will be made up of a topical consideration of subjects in biotechnology such as: the production of protein pharmaceuticals, genetic engineering of animals and plants, and cloning of organisms. Special consideration will be given to the molecular mechanisms behind the processes discussed. Offered online, Spring of odd-numbered years.

BIOL 845 – Forensic Biology 3 credit hours
This course will be a wide consideration of all aspects of Forensic Biology ranging from general considerations to the latest in molecular techniques. We will also review current literature, discuss case studies, and look at some mass-market publications on crime scene investigation. Offered online, Summer only.

BIOL 846 – Cancer Biology 3 credit hours
This course is designed as a survey of the current state of knowledge in the cellular and molecular biology of cancer processes. The students will also review current literature in cancer biology by analyzing and critiquing current articles. Offered online, Fall of odd-numbered years.

BIOL 850P – Advanced Molecular Biology 4 credit hours
The course is an in-depth discussion of the principles and techniques of modern molecular biology. Specifically, this course covers the central dogma processes (replication, transcription and translation) as they occur in both prokaryotic and eukaryotic organisms. Students will be exposed to a number of techniques including isolating DNA, RNA, and proteins, polymerase chain reaction, gel electrophoresis, genetic cloning, flow cytometry, ELISA, and immunoblotting. This course will emphasize design and interpretation of scientific experiments specific to molecular biology in coursework completed in lecture and lab. Students should have completed an advanced cell biology or genetics course prior to enrolling in this course.

BIOL 853 – Genome Evolution 3 credit hours
This course is a survey of current research in genome evolution with an emphasis on understanding the unifying evolutionary principles. Topics include gene duplication, polyploidy, mobile elements and comparative genomics. Offered online on demand.

BIOL 854 – Biological Application of GIS 3 credit hours
This class introduces students to Geographical Information Systems (GIS) and associated concepts and technologies. The class curriculum includes an introduction to (and temporary license for) the ArcGIS GIS software package, cartographic principles, online GIS data sources, and the functioning of Global Positioning System (GPS). Particular attention will be paid to organizing GIS data into appropriate data structures and the completion of independent research projects. The independent projects have been found to be a crucial component for becoming familiar with much of the material covered in the class. No prior experience with GIS or GPS software or GPS receivers is expected. Offered online, Fall of odd-numbered years.

BIOL 856P – Regional Field Study 1-4 credit hours
This course is designed to introduce students to detailed biological studies of specific regions. Regions studied may vary depending upon instructor availability and student needs. Topics may include but are not limited to: Tropical and Marine Island Biology Natural History of Nebraska Natural History of the Southwest

Total Credits Allowed: 4.00

BIOL 857 – Human Histology 3 credit hours
Histology is also called micro-anatomy. This course examines animal bodies on the tissue and cellular level. Most examples will be from the human anatomy. Basic tissue types will be studied as well as organ structure and function. As a distance class, micropictographs will be used (not glass slides) from the web, as well as from an assigned textbook. No prior experience with histology is expected. Offered online, Summer only.

BIOL 858 – Physiology of Stress 3 credit hours
An examination of how living organisms cope with short- and long-term exposure to extreme environmental conditions related to nutrient and water availability, temperature, and pressure. A basic understanding of organismal physiology is required. Offered online, Summer only.

BIOL 859 – Biology of the Brain 3 credit hours
This course will focus on the central nervous system (brain and spinal cord) and will include gross anatomical features and landmarks of the cerebral hemispheres, diencephalons, brainstem, cerebellum and spinal cord. Physiological aspects will include the generation and modification of action potentials as well as normal functions of the specific regions of the central nervous system. Selected abnormal functions will also be studied. The interdependency of the central nervous system to itself (various pathways between the spinal cord and within the brain) as well as to the peripheral nervous system and select organ systems will complete the focus of the course. It is recommended that students have taken anatomy and physiology before enrolling in this course.

BIOL 860 – Concepts of Genetics 3 credit hours
Application based course covering the classical and molecular principles of inheritance. Concepts covered include various historical concepts surrounding transmission, molecular, and population genetics; current state of the discipline, and the future outlook for the field. Students are required to demonstrate their knowledge and critical thinking skills through quizzes, tests, and writing assignments. Offered online, Fall of odd-numbered years.

Additional Course Fee Required
BIOL 861P – Human Genetics 3 credit hours
The course focuses on contemporary human genetics with emphasis on genetic diseases. A study of the genetic basis and frequency of genetic defects in man and genetic counseling. Offered on-campus, Spring of even-numbered years and online, Fall of even-numbered years.

BIOL 862P – Animal Behavior 3 credit hours
An introduction to the science of ethology. The course will examine behavior genetics, physiology of behavior, ecology of behavior, and the evolution of behavior. Three hours of laboratory each week. Offered on-campus, Spring of odd-numbered years and online, Summer of odd-numbered years.
Additional Course Fee Required

BIOL 863 – Biological Perspectives 3 credit hours
A review of the major advances in biology from the ancients to the present, with emphasis on paradigm shifts and science as a human endeavor. Offered online, Spring and Summer.

BIOL 865P – Physiology 3 credit hours
The structure and function of the systems of the vertebrate body. Three hours of laboratory each week. Offered on-campus, Spring only.
Additional Course Fee Required

BIOL 866 – Functional Morphology 3 credit hours
A study of the structure, form, and function of morphological adaptations in plants and animals as examined through mechanical, ecological, and evolutionary perspectives. This course will investigate the form and functions of organisms largely by examination of the scientific literature. Offered online, Spring of odd-numbered years.

BIOL 868L – Parasitology Laboratory 1 credit hour
The basic concepts of parasitology with emphasis on the major types of medically and economically important parasites (protozoan, helminth and arthropods) will be covered, including life cycle, diagnosis, treatment, immunity, pathology, control, and ecology and evolution. Laboratory stresses identification of the various developmental stages of these parasites.
Prerequisite: BIOL 105 and BIOL 106.
Corequisite: BIOL 868P.

BIOL 868P – Parasitology 2 credit hours
The basic concepts of parasitology with emphasis on the major types of medically and economically important parasites (protozoan, helminth and arthropods) will be covered, including life cycle, diagnosis, treatment, immunity, pathology, control, and ecology and evolution.
Prerequisite: BIOL 105 and BIOL 106 or permission of instructor.
Corequisite: BIOL 868L.
Additional Course Fee Required

BIOL 869 – Conservation of Birds and Mammals 3 credit hours
Wildlife is defined as wild birds and wild mammals. It does not include other vertebrates (fish, amphibians, or reptiles), nor does it include invertebrate animals. This is a course about the Principles of Wildlife Conservation, and is not specifically about wildlife management, or even wildlife ecology. However, both these latter subjects will be examined briefly. Wildlife conservation usually involves as much if not more of the following disciplines than it involves biology: history, sociology, and politics. It is recommended that you have taken a course in ecology and statistics before enrolling in this course. Offered online, Summer of even-numbered years.

BIOL 870 – Insect Biology 3 credit hours
An introduction to insects and related arthropods. Emphasis is placed on morphology, physiology, taxonomy and ecology of insects. Offered online on demand.

BIOL 870P – Insect Biology 3 credit hours
An introduction to insects and related arthropods. Emphasis is placed on morphology, physiology, taxonomy and ecology of insects. Three hours of laboratory or field work each week. Offered on-campus, Spring of even-numbered years.
Additional Course Fee Required

BIOL 871P – Methods in Secondary Science Teaching 3 credit hours
An examination of current developments in curricula, methods, and materials. Laboratory time arranged. Offered on-campus, Fall only.
Additional Course Fee Required

BIOL 872P – Ichthyology 3 credit hours
The study of fish with a focus on classification, anatomy, distribution, ecology, physiology and management of fishes. Three hours of laboratory or field work each week. Offered on-campus, Fall of odd-numbered years.
Additional Course Fee Required

BIOL 873P – Ornithology 3 credit hours
An introduction to birds: emphasis on bird identification skills, behavior, classification, ecology, and physiology. Three hours of laboratory or field work each week. Offered on-campus, Spring of even-numbered years.
Additional Course Fee Required

BIOL 874P – Mammalogy 3 credit hours
Introduction to mammals: ecology, classification, physiology, and behavior. Three-hour laboratory per week for preparation and identification of specimens. Offered on-campus, Fall of even-numbered years.
Additional Course Fee Required

BIOL 875 – Internship in Biology 1-9 credit hours
Internship is taken as part of the professional semester, and it emphasizes the professional development of the individual. Students may apply to participate in an internship to receive credit in their degree seeking programs. To sign up for internships, the internship must have clearly defined learning objectives, have an agreed upon number of contact hours which will coincide with the credit hours, and a letter of support from the internship supervisor. Students will be required to keep a weekly journal of their activities and will submit a written assignment at the end of the semester.
Total Credits Allowed: 9.00

BIOL 876 – Natural Science Curriculum 3 credit hours
For practicing science teachers. Emphasis on scientific literacy and the alignment of K-12 science curricula with state and national standards and benchmarks. Offered online on demand.

BIOL 877 – Writing in the Sciences 2 credit hours
Academic writing in the sciences can be a daunting solitary endeavor. It is the hope of this course to take away the fear of the blank page and help to engage the class with a sense of community that is inherently beneficial to the writing process. This course is particularly geared towards students who have been away from academic writing for many years, or perhaps decades. This will be an introduction into this type of writing, complete with an overview of the materials available to you as a distance student. The primary purpose of this course is to improve your written communications skills. We will focus on your ability to prepare and write technical papers in a professional scientific format. A crucial part of learning to write technical papers is reading them and practicing writing them yourself. Plan to spend at least several hours each week on reading, writing, and practicing the skills we cover in this course. Offered online, Fall of even-numbered years.
BIOL 880 – Seminar in Graduate Studies 1 credit hour
An in-depth discussion of current topics in biology. Students will give presentations of various kinds weekly. Some presentations will consist of the students reading peer-reviewed, published research papers followed by an oral presentation of their contents. Others will be designed to improve oral skills in communicating with non-scientific audiences. Student participants are expected to read all journal articles presented, whether they are presenting or not.
Total Credits Allowed: 3.00

BIOL 881 – Current Issues in Biology 1 credit hour
This course will expose the student to many different biological research topics, stimulate discussion on these topics, promote awareness of current issues in biology help students critically analyze relevant and contemporary primary literature and ensure students are able to prepare appropriate presentations for scientific meetings. This course is repeatable for up to 3 credit hours. Offered online, every semester.
Total Credits Allowed: 3.00

BIOL 882 – Seminar in Molecular Biology 1 credit hour
An in-depth discussion of current topics in molecular biology. Presentations will be given weekly by guest speakers, faculty and students. Seminar is designed to help students analyze, understand and present current research within the field of Science, enhance critical thinking through question and answer sessions, and develop the skill set, both verbal and written, needed to present research and/or data in future careers. Offered on-campus, every semester.
Total Credits Allowed: 5.00

BIOL 882P – Seminar in Molecular Biology 1 credit hour
An in depth discussion of current topics in molecular biology. Guest speakers, faculty and students will give presentations weekly. Some presentations will consist of the students reading an assigned paper followed by an oral presentation of its contents. Student participants are expected to read all journal articles presented, whether they are presenting or not. This course does not serve as a substitute for BIOL 880 Seminar. Offered on-campus, every semester.
Total Credits Allowed: 2.00
Prerequisite: BIOL 360 or permission of instructor

BIOL 883 – Aquatic Trophic Ecology 3 credit hours
This course was developed to provide a thorough examination of the interactions between abiotic and biotic components of freshwater ecosystems incorporating both theoretical and applied aspects of aquatic food web management. Major themes of the course will include nutrient cycling, trophic state and eutrophication, predation and food webs, and fisheries ecology. Selected scientific literature and text readings will stress professional differences of opinion during discussion of topics, which is intended to guide students toward an understanding that ecological principles rarely are simple and that current dogma can at times be incorrect or incomplete. Finally, this course is directed at improving student communication (written and electronic information/technology based) and critical thinking skills. Offered online, Summer of odd-numbered years.

BIOL 884 – Freshwater Management Techniques 3 credit hours
Through videotaped lectures, reading and writing assignments, and on-line discussions, students will be introduced to both freshwater ecosystems and fishery management. Students will learn to analyze freshwater management problems using multiple techniques, to suggest alternative approaches, and to identify consequences of those approaches. Offered online, Fall of even-numbered years.

BIOL 885P – Molecular Genetics 3 credit hours
An in-depth study of gene structure and replication in prokaryotes and eukaryotes. Gene function in developing and differentiated cells will also be studied in detail.

BIOL 886 – Sexual Selection 1 credit hour
Small group discussions will be used to discuss readings on the role of sexual selection in evolution. Offered online, Spring of odd-numbered years.

BIOL 887 – Fisheries Ecology 3 credit hours
This course was developed to provide a thorough examination of both theoretical and applied aspects of fisheries ecology. Major themes of the course will include individual ecology (feeding, growth, and reproduction), population ecology, and community ecology (predation and competition). Selected scientific literature and text readings will stress professional differences of opinion during discussion of topics, which is intended to guide students toward an understanding that ecological principles rarely are simple and that current dogma can at times be incorrect or incomplete. Finally, this course is directed at improving student communication (written and electronic information/technology based) and critical thinking skills. Offered online, Summer of odd-numbered years.

BIOL 896 – Thesis 1-6 credit hours
Offered on-campus, every semester.
Total Credits Allowed: 6.00

Biology, Master of Science
Offered by Department of Biology (p. 87)

Program Information and Admission Requirements

Master of Science in Biology
• Option A: Thesis Option (on-campus program)
• Option B: Non-Thesis Option (online program)

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

A letter of intent outlining professional goals must be uploaded during the application process. The letter should be a concise essay concerning career goals and identification of the means by which the student proposes to achieve these goals. Accomplishments toward these goals should be included, but personal information should not be included in this letter.

Students interested in a thesis option must first contact the Graduate Program Committee Chair and receive support from a faculty member for acceptance into the program.

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

• Both Option A and Option B
  • GRE: Prospective non-thesis students with an undergraduate GPA less than 2.75 on a 4.00 scale and thesis students wishing to be considered for a teaching or research assistantship must take the GRE. A minimum acceptable score for combined Verbal and Quantitative sections on the GRE is 290 (or 800 if taken prior to August 2011).
• Undergraduate Coursework Requirements: The candidate for admission must have a B.S. or B.A. degree and have completed a minimum of 24 semester credit hours in biology. A minimum GPA of 3.00 on a 4.00 scale is required for unconditional admission.
• Policy on Conditional Admission: If a student is conditionally admitted, the student must complete 6 credit hours with grades of B or better in all courses to gain full admittance. Failure to do so will result in dismissal from the program.

Graduation Requirements

Option A: Thesis Option Requirements (on-campus program)
• Course Requirements: Complete 36 credit hours of committee approved level coursework.
• Grade Point Average: A minimum 3.0 GPA is required to graduate. Grades of C and above are acceptable but grades of C- and below are unacceptable.
• Research Requirement: Complete thesis on committee approved original research. Complete an oral defense of the thesis before the degree will be granted. (A preliminary copy of the thesis is to be submitted to the Graduate Dean one month prior to the expected date of graduation.)

Option B: Non-Thesis Option Requirements - (online program)
• Course Requirements: Complete 36 credit hours of committee approved level coursework. Students are highly encouraged to take BIOL 820, Introduction to Graduate Study, during their first 9 credit hours of graduate work in Biology.
• Grade Point Average: A minimum 3.0 GPA is required to graduate. Grades of C and above are acceptable but grades of C- and below are unacceptable.
• Final Examination: A satisfactory score must be received on the comprehensive examination, taken during the final session of enrollment, before the degree will be granted.

Transfer Credit Hours
Students are allowed to transfer up to 9 credit hours into their degree path. These credit hours must fall into the following parameters:

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

This program is offered on campus and online.

Option A: Thesis Option (on-campus program)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 802</td>
<td>Organic Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 820</td>
<td>Introduction to Graduate Study</td>
<td>3</td>
</tr>
</tbody>
</table>

Take 3 hours from the following seminars:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 831</td>
<td>Biological Research</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 880</td>
<td>Seminar in Graduate Studies</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 882</td>
<td>Seminar in Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 896</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives
Select 18 credit hours of graduate level Biology courses

Total Credit Hours: 36

Option B: Non-Thesis Option (online program)

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 802</td>
<td>Organic Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 820</td>
<td>Introduction to Graduate Study</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 827</td>
<td>Biological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 881</td>
<td>Current Issues in Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select 24 credit hours of graduate level Biology courses

Total Credit Hours: 36

1. BIOL 831 is 1-3 credit hours and must be taken for a total of 3 credit hours.
2. Seminar is one credit hour and must be taken for a total of 3 credit hours.
3. Thesis is 1-6 credit hours and must be taken for a total of 6 credit hours.
4. As approved by the student’s graduate advisor, all graduate level Biology courses (BIOL) will fulfill the elective requirements for the degree. This includes courses with a P designation (have an undergraduate counterpart).
5. Students are highly encouraged to take Introduction to Graduate Study during their first 9 credit hours of graduate work.
6. Current Issues is one credit hour and must be taken three separate semesters for a total of 3 credit hours.

Department of Business Administration

College of Business and Technology

Noel Palmer (http://aaunk.unk.edu/gradcatalogs/current/fac/facultyp.asp#palmernf), Ph.D., Director and Graduate Program Committee Chair - (308) 865-8346, unkmba@unk.edu (palmernf@unk.edu)

Master of Business Administration
• Business Administration (p. 100) - Master of Business Administration Degree
  • Generalist Track (p. 102)
  • Accounting Track (p. 102)
University of Nebraska at Kearney

• Marketing Track (p. 102)
• Human Resources Track (p. 102)
• Business Administration- Long-Term Management, Master of Science Degree (p. 103)

Department of Accounting, Finance and Economics Graduate Faculty
Frank Tenkorang, Ph.D., Chair

Professor: Karl Borden, Larry Carstenson, Bruce Elder, Steve Hall, Allan Jenkins, Kathleen Smith, Laurie Swinney, Janet Trewin

Associate Professor: Bree Dority, Brenda Eschenbrenner, Suzanne Hayes

Assistant Professor: Matthew Bjornsen

Department of Family Studies Graduate Faculty
Sylvia Asay, Ph.D., Chair

Professor: Sylvia Asay, Tami Moore, Jeanne Stolzer

Associate Professor: Toni Hill

Assistant Professor: Sharon Obasi, Dana Vaux

Department of Management Graduate Faculty
Kyle Luthans, Ph.D., Chair

Professor: Susan Jensen, Ron Konecny, Kyle Luthans

Associate Professor: Brooke Envick, Michelle Fleig-Palmer, Noel Palmer

Assistant Professor: Daniel Chaffin, Jeong Hoon Choi

Department of Marketing, Agribusiness and Supply Chain Management Graduate Faculty
Greg Broekemier, Ph.D., Chair

Professor: Deborah Bridges, Gregory Broekemier, Timothy Burkink, Srivatsa Seshadri, Frank Tenkorang

Associate Professor: Greg Benson, Ngan Chau, Heather Meyer

Assistant Professor: Ye Su

Graduate Program Committee
N. Palmer, Chair (Mgt), Carstenson (Acct/Fin/Econ), Dority (Acct/Fin/Econ), G. Benson (Mkt/Agbr/Scm), Chaffin (Mgt)

Accounting (ACCT)
ACCT 803 – Independent Study of Accounting 1-3 credit hours
The focus of this course is an independent investigation into a topic in Accounting selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Accounting. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.
Total Credits Allowed: 6.00
Prerequisite: 6 Hours of ACCT 800 level classes.

ACCT 812 – Employment Law 3 credit hours
A study of the law governing the employment relationship. Topics covered include employment discrimination (race, gender, sexual harassment, pregnancy, national origin, age, disability), affirmative action, hiring, testing and promotion practices and procedures, employee privacy, OSHA, ERISA, Fair Labor Standards Act, employment at will, wrongful discharge, and current topics in the field of employment law.

ACCT 812P – Employment Law 3 credit hours
A study of the law governing the employment relationship. Topics covered include employment discrimination (race, gender, sexual harassment, pregnancy, national origin, age, disability), affirmative action, hiring, testing and promotion practices and procedures, employee privacy, OSHA, ERISA, Fair Labor Standards Act, employment at will, wrongful discharge, and current topics in the field of employment law.

ACCT 813P – Entrepreneurial Law 3 credit hours
A study of the legal issues faced by entrepreneurs and new ventures including choosing a business entity, franchising, contracts and non-compete agreements, leases, e-commerce, intellectual property, operational liabilities and insurance, and going public.

ACCT 851 – Tax Accounting 3 credit hours
Background of income tax law and acquaintanceship with individual income tax law, regulations and filing procedures for individuals.
Prerequisite: ACCT 251

ACCT 851P – Tax Accounting 3 credit hours
Background of income tax law and acquaintanceship with individual income tax law, regulations and filing procedures for individuals.
Prerequisite: ACCT 251

ACCT 852 – Advanced Tax Accounting 3 credit hours
Taxation of partnerships, corporations, and advanced topics in individual income taxation.
Prerequisite: ACCT 451 or ACCT 851 or ACCT 851P

ACCT 852P – Advanced Tax Accounting 3 credit hours
Taxation of partnerships, corporations, and advanced topics in individual income taxation.
Prerequisite: ACCT 451 or ACCT 851 or ACCT 851P

ACCT 853 – Advanced Accounting I 3 credit hours
Special accounting topics relating primarily to the preparation of consolidated financial statements for accounting entities in a parent subsidiary relationship. Other topics include branch accounting, interim reporting and segmental data, and the Securities and Exchange Commission. ACCT 351* is a recommended prerequisite.
Prerequisite: ACCT 350
ACCT 853P – Advanced Accounting I  3 credit hours
Special accounting topics relating primarily to the preparation of consolidated financial statements for accounting entities in a parent subsidiary relationship. Other topics include branch accounting, interim reporting and segmental data, and the Securities and Exchange Commission. ACCT 351* is a recommended prerequisite.
Prerequisite: ACCT 350

ACCT 858 – Managerial Accounting Systems  3 credit 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.
Prerequisite: ACCT 801 or ACCT 250 or equivalent.

ACCT 860 – Financial Accounting Seminar  3 credit hours
This course examines the latest standards and literature in financial accounting. Students will become familiar with and understand the most recent and pressing financial accounting issues.
Prerequisite: ACCT 351 and ACCT 470

ACCT 865 – Governmental/Non-Profit Accounting  3 credit hours
Accounting and financial reporting for local governments, colleges, and universities, health care organizations, voluntary health and welfare organizations, and certain other nonprofit organizations.
Prerequisite: ACCT 351

ACCT 865P – Government/Non-Profit Accounting  3 credit hours
Accounting and financial reporting for local governments, colleges, and universities, health care organizations, voluntary health and welfare organizations, and certain other nonprofit organizations.
Prerequisite: ACCT 350

ACCT 870 – Auditing  3 credit hours
Duties and responsibilities of auditors, how to conduct audits, preparation of audit reports and special auditing problems. ACCT 351* is a recommended prerequisite.
Prerequisite: ACCT 350

ACCT 870P – Auditing  3 credit hours
Duties and responsibilities of auditors, how to conduct audits, preparation of audit reports and special auditing problems. ACCT 351* is a recommended prerequisite.
Prerequisite: ACCT 350

ACCT 871 – Advanced Auditing  3 credit hours
The practical application of auditing standards and procedures, and procedures in examining financial statements and verifying underlying data. A practice set is required.
Prerequisite: ACCT 470 or ACCT 870 or ACCT 870P

ACCT 871P – Advanced Auditing  3 credit hours
The practical application of auditing standards and procedures, and procedures in examining financial statements and verifying underlying data. A practice set is required.
Prerequisite: ACCT 470 or ACCT 870 or ACCT 870P

ACCT 875 – Accounting Internship  1-3 credit hours
Professional experience and development of the student in a managerial capacity in the area of Accounting in a for-profit or non-profit organization or a government agency. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied setting. Objectives, content, duration, expected outcomes and credit hours of internship will be determined by the MBA Director (or the Chair of the Accounting & Finance Department) and the Internship Director. 1 credit hour = 100 clock hours logged within the setting.

ACCT 891P – Advanced Accounting Information Systems  3 credit hours
This course provides an in-depth analysis of accounting information systems, including the flow of data from source documents through the accounting cycle into reports for decision makers. Special emphasis is placed on the analysis and design of accounting systems, internal controls, as well as applications in financial planning, controlling, and reporting.
Prerequisite: ACCT 391

ACCT 899 – Accounting Topics  3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Accounting which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Accounting topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering. Open to students in Accounting track only.
Prerequisite: ACCT 351 and Accounting track

Business Administration (BSAD)
The P designation indicates an undergraduate equivalent.

BSAD 895 – Integrative Capstone Experience  3 credit hours
This is a required experiential capstone graduate-level project in the MBA program that entails integrating business and organizational principles, concepts, and theories from multiple functional areas. Students will acquire advanced skills in assessing a significant and substantial business problem, gauging the data requirements, collecting information, applying the principles, concepts, and theories from various disciplines in the program, and developing a feasible solution. This multi-modal, hands-on practicum involves the application of the skills, methods, knowledge, and competencies acquired in the MBA program to solve a complex business problem. Students are given the choice of (1) developing a business plan or (2) conducting an organizational audit of an existing organization. Generally, a 3-credit hour course in a Graduate program requires about 150 hours of student work.
Total Credits Allowed: 9.00
Prerequisite: ACCT 858 or ACCT 860 AND FIN 809 and MGT 890 and MKT 856 and MGT 892.

Economics (ECON)
The P designation indicates an undergraduate equivalent.

ECON 803 – Independent Study of Economics  1-3 credit hours
The focus of this course is an independent investigation into a topic in Economics selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Economics. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.
Total Credits Allowed: 3.00
Prerequisite: ECON 850

ECON 830 – International Economics  3 credit hours
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.
Prerequisite: ECON 100 or ECON 270 or ECON 271 and graduate standing.
**Finance (FIN)**

The P designation indicates an undergraduate equivalent.

**ECON 830P – International Economics** 3 credit hours
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.
Prerequisite: ECON 100 or ECON 270 or ECON 271 and graduate standing

**ECON 845 – Industrial Organization** 3 credit hours
This course is concerned with the behavior of firms and the resulting effects on market outcomes and welfare. As such it analyzes firm behavior and market structure within a single industry and discusses the challenges associated with regulation/deregulation of industries and the implementation of antitrust policy.
Prerequisite: ECON 271 and graduate standing

**ECON 845P – Industrial Organization** 3 credit hours
This course is concerned with the behavior of firms and the resulting effects on market outcomes and welfare. As such it analyzes firm behavior and market structure within a single industry and discusses the challenges associated with regulation/deregulation of industries and the implementation of antitrust policy.
Prerequisite: ECON 271 and graduate standing

**ECON 850 – Managerial Economics** 3 credit hours
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.
Prerequisite: Graduate standing and 3 hours of ECON

**ECON 865 – Economics of Transportation** 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

**ECON 865P – Economics of Transportation** 3 credit hours
This course is concerned with the nature, role and regulation of transportation, and current economic, legal and policy problems in the field of transportation.
Prerequisite: ECON 271 and graduate standing

**ECON 899P – Special Topics in Economics** 1-3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Economics which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Economics topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Total Credits Allowed: 3.00
Prerequisite: ECON 850

**FIN 803 – Independent Study of Finance** 1-3 credit hours
The focus of this course is an independent investigation into a topic in Finance selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Finance. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.
Total Credits Allowed: 6.00
Prerequisite: FIN 809

**FIN 809 – Financial Administration** 3 credit hours
The in-depth study of financial management concepts with an emphasis on the practical application of financial theories.
Prerequisite: ACCT 858 and ACCT 801 or FIN 308 or equivalent

**FIN 876 – Short-Term Financial Management** 3 credit hours
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.
Prerequisite: FIN 308 or ACCT 801 or equivalent

**FIN 876P – Short-Term Financial Management** 3 credit hours
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.
Prerequisite: FIN 308 or ACCT 801 or equivalent

**FIN 880 – Investments** 3 credit hours
Theory and analysis of investment vehicles including stocks, bonds and money market investments. Analysis of portfolio construction.
Prerequisite: FIN 308 and ACCT 801 or equivalent

**FIN 880P – Investments** 3 credit hours
Theory and analysis of investment vehicles including stocks, bonds and money market investments. Analysis of portfolio construction.
Prerequisite: FIN 308 or ACCT 801 or equivalent

**FIN 882 – Case Studies in Financial Management** 3 credit hours
Financial analysis and decision-making using advanced case studies of business and some specialized organizations.
Prerequisite: FIN 408 and FIN 476 and FIN 880 or FIN 880P

**FIN 882P – Case Studies-Financial Management** 3 credit hours
Financial analysis and decision-making using advanced case studies of business and some specialized organizations.
Prerequisite: FIN 408 and FIN 476 and FIN 880 or 880P

**FIN 899 – Finance Topics** 3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Finance which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Finance topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Prerequisite: FIN 809

**Management (MGT)**

The P designation indicates an undergraduate equivalent.
MGT 800 – Entrepreneurship 3 credit hours
This course explores the phenomena of entrepreneurship, including the myths, realities, and impact of entrepreneurial activity. Students assess their own entrepreneurial aptitude and interests, meet a variety of entrepreneurs, and investigate the processes of generating promising ideas, evaluating the viability of those ideas, finding capital, considering franchise opportunities, and developing a new venture management team. The class is project oriented with each student participating in the development of a feasibility plan for a new venture.

MGT 801P – Leadership: Skills, Applications, Research 3 credit hours
This course is designed to give students preparing for careers in business, government, and the nonprofit sector a working knowledge of leadership styles, principles, models, and practical applications. Students will learn to engage critically in analytical and intellectual examination and reflection of certain core issues in the practice of leadership. Topics covered include history of leadership, leadership traits and behaviors, motivation and communication patterns, teamwork, use of power, development of trust, effective group facilitation, negotiation and persuasion, effective change, and ethics.

MGT 810 – Compensation Management 3 credit 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.

MGT 810P – Compensation Management 3 credit hours
A study of the basic forms of financial compensation, including benefits packages. Principles of internal, external, and individual equity as determined by job evaluation, salary surveys, and performance evaluation comprise the core of this course. Suggested prerequisite: MGT 380.

MGT 811 – Labor Relations 3 credit hours
A study of labor-management relations as defined by negotiated labor contracts. Topics include history of the labor movement, union structure and function, the negotiation process, and issues in labor relations.

MGT 811P – Labor Relations 3 credit hours
A study of labor-management relations as defined by negotiated labor contracts. Topics include history of the labor movement, union structure and function, the negotiation process, and issues in labor relations.

MGT 814 – Operations Management 3 credit hours
This course explores the transformation of materials, land, labor and capital into goods and services. Quantitative Management Systems are applied to the manufacturing process. Prerequisite: MGT 233 or equivalent

MGT 815P – Quality Management Concepts & Practice 3 credit hours
Overview of the concepts and techniques of quality management, including statistical tools, people element of quality management, and philosophies and practices of six sigma. Students are expected to be computer literate. Prerequisite: MGT 314 or permission

MGT 820 – Managerial Communications 3 credit hours
Application of principles of communication to the managerial setting. The course investigates the influence of organizational climate, manager's style and use of motivation in the communication process.

MGT 825 – Decision Science 3 credit hours
Recent developments relating to business application of linear programming, simplex method, transportation method, post optimality analysis, game theory, utility theory, PERT-CPM, queuing theory, dynamics programming, Markov chains, Decision tree analysis, time series analysis and forecasting. Prerequisite: MATH 115 or MATH 123

MGT 840P – Health Care Management I - Managing People Effectively 3 credit hours
Health care managers are responsible for getting things done through other people. This course focuses on giving students the tools (theory and practice) to become an effective manager in health care settings. Topics include leadership, ethics, staffing, teamwork, communication, performance management, and effectively managing change in health care organizations.

MGT 841P – Health Care Management II - Managing Processes Effectively 3 credit hours
Health care managers are responsible for effectively coordinating, planning, and managing business processes. These processes include scheduling, waiting line assessment, quality, budgeting, financial planning and forecasting.

MGT 845 – Cultural Responsiveness: Building Clinical and Institutional Trust 2 credit hours
Current and future health care providers will analyze the critical issues of cultural responsiveness and building trust when treating patients from different backgrounds. Students will be mentored in writing a case report that critically assesses cultural responsiveness in the case of an individual patient.

MGT 850P – Health Care Delivery: Systems and Policies 3 credit hours
This course is for health sciences students and students interested in health care management. Topics include: 1) the organization, delivery, and financing of health care, 2) the business side of health care including workforce issues, payment systems, and cost control, 3) issues in the health care industry including the effect of government policies, and 4) the opportunity for students to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care.
MGT 875 – Management Internship 1-3 credit hours
Professional experience and development of the student in a managerial capacity. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied setting. Objectives, content, duration, expected outcomes and credit hours of the internship will be determined by the MBA Director (or Chair of the Management Department) and the Internship Director. One credit hour = 100 clock hours logged within the setting.

MGT 880 – Human Resource Management 3 credit hours
This course is designed to introduce the student to human resource management areas as well as job analysis, staffing and selection, training and development, performance appraisal, employee relations, compensation, labor relations, and international HR. The strategic implications of HR will be explored with integrated applications for all managers. The focus of the course will be both conceptual and applied, including discussions of current issues and controversies confronting the field.

MGT 885 – Seminar in Human Resource Management 3 credit hours
Provides the student with an opportunity to study and research current issues in human resource management; course stresses an informal setting and open communications approach.
Prerequisite: MGT 380 or MGT 880

MGT 885P – Sem Human Res Mgt 3 credit hours
Provides the student with an opportunity to study and research current issues in human resource management; course stresses an informal setting and open communications approach.
Prerequisite: MGT 380 or MGT 880

MGT 889 – Business Consultantship 3 credit hours
Consent of the Department Chair is required. This course affords the student an opportunity to serve in a consultant capacity for an area business. In-depth business analysis is conducted by the student, and specific recommendations are reported to the management of the firm.

MGT 889P – Business Consultantship 3 credit 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. Department Consent Required

MGT 890 – Leadership & Organizational Behavior 3 credit hours
Focuses on leadership and human behavior in organizations, with emphasis on how group dynamics, decision making, team building, culture, and conflict impact individual and organizational performance.

MGT 891 – Seminar in Organizational Behavior 3 credit hours
This course explores current issues in organizational behavior. Students research, analyze, and discuss issues in order to develop a futuristic philosophy of organizational management.
Prerequisite: MGT 890

MGT 892 – Strategic Analysis & Decision Making 3 credit hours
A course designed to integrate the knowledge acquired in other courses in business administration and to emphasize strategic analysis and decision making. This course is to be taken after 9 hours of MBA core courses are completed.
Department Consent Required

MGT 893 – Social Responsibility of Business - Issues & Ethics 3 credit hours
A study of the societal challenge of business; how business and society interface; the micro and macro publics of business; ecology, consumerism, and technology as societal problems; the ethics of business.

MGT 893P – Soc Res/Iss & Ethics 3 credit hours
MGT 899 – Management Topics 3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Management which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study contemporary Management topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Prerequisite: MGT 890 or MGT 814

MGT 899P – Management Topics 3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Management which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study contemporary Management topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Prerequisite: MGT 890 or MGT 814

Management Information Systems (MIS)
The P designation indicates an undergraduate equivalent.

MIS 881P – Systems Analysis and Design II 3 credit hours
Students use several software packages as they work through the steps of systems development life cycle with business cases.
Prerequisite: MIS 380 and MIS 381 or proficiency in Systems Analysis and Design I and Programming using ASP

Marketing (MKT)
The P designation indicates an undergraduate equivalent.

MKT 803 – Independent Study of Marketing 1-3 credit hours
The focus of this course is an independent investigation into a Marketing topic selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Marketing. Permission of the MBA director is required for the independent study to count toward the MBA program course requirements.
Total Credits Allowed: 3.00
Prerequisite: 3 hours of 800 level Marketing courses

MKT 830 – International Marketing 3 credit hours
A comprehensive overview of existing international marketing systems, history and development.
Prerequisite: MKT 300 or equivalent

MKT 830P – International Marketing 3 credit hours
A comprehensive overview of existing international marketing systems, history and development.
Prerequisite: MKT 300 or equivalent
MKT 833 – Marketing Channels Management 3 credit hours
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.
Prerequisite: MKT 300 or permission of instructor

MKT 833P – Marketing Channels Management 3 credit hours
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.
Prerequisite: MKT 300 or permission of instructor

MKT 834 – Industrial Marketing 3 credit hours
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.
Prerequisite: MKT 300 and MKT 438

MKT 834P – Industrial Marketing 3 credit hours
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.
Prerequisite: MKT 300 and MKT 438

MKT 835 – Marketing Research 3 credit hours
To structure research procedures for solving managerial problems. Course emphasis is on development of a complete marketing research project.
Prerequisite: MKT 300 and MGT 233

MKT 835P – Marketing Research 3 credit hours
To structure research procedures for solving managerial problems. Course emphasis is on development of a complete marketing research project.
Prerequisite: MKT 300 and MGT 233

MKT 837 – Sales Management 3 credit hours
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.
Prerequisite: MKT 300 and MKT 438

MKT 837P – Sales Management 3 credit hours
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.
Prerequisite: MKT 300 and MKT 438

MKT 838 – Consumer Behavior 3 credit hours
A detailed and in-depth analysis of why and how people buy, based upon an understanding of the nature of consumer behavior on both the micro and macro levels; includes the effects of internal and external influences on decision making.
Prerequisite: MKT 300

MKT 838P – Consumer Behavior 3 credit hours
A detailed and in-depth analysis of why and how people buy, based upon an understanding of the nature of consumer behavior on both the micro and macro levels; includes the effects of internal and external influences on decision making.
Prerequisite: MKT 300

MKT 840 – Advertising Management 3 credit hours
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.
Prerequisite: MKT 300

MKT 840P – Advertising Management 3 credit hours
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.
Prerequisite: MKT 300

MKT 854 – Marketing Management Seminar 3 credit hours
This course is concerned with managing the marketing function including market and environmental analysis and strategy development and implementation. The seminar-format course employs a mixture of case discussions, readings, lectures, written and oral assignments, and a consultancy project.
Prerequisite: FIN 809

MKT 857P – E-Marketing 3 credit hours
The pragmatic and theoretical aspects of E-marketing, including E-mail orders and direct response advertising, reassurability and accountability, E-mail lists and data, plus the integration of E-marketing programs into total marketing efforts and into overall organization goals and functions. On demand.

MKT 860P – Strategic Product Management 3 credit hours
To develop an awareness and understanding of the issues, tools and techniques used from inception to launch of a product.

MKT 883 – Marketing Dynamics Seminar 3 credit hours
Marketing theory is briefly reviewed to provide a background for intensive analysis of contemporary and sometimes controversial marketing issues. Course content necessarily changes each semester to reflect the changing marketing scene.

MKT 896 – Thesis 3-6 credit hours
Total Credits Allowed: 6.00

MKT 899 – Marketing Topics 3 credit hours
In-depth coverage of selected subjects, problems, and current topics in Marketing which are not covered elsewhere in the MBA program. Course consists of class discussion and/or special projects. The purpose of the course is to offer an opportunity for students to study fresh Marketing topics of particular timeliness in more depth than appropriate in other existing courses. Topics vary per offering.
Prerequisite: MKT 856

Business Administration, Master of Business Administration

Offered by College of Business and Technology (http://www.unk.edu/academics/bt/)
Program Information and Admission Requirements

Master of Business Administration Degree

The College of Business and Technology at the University of Nebraska at Kearney (UNK) offers an AACSB International (The Association to Advance Collegiate Schools of Business) accredited, 33 credit hour, Master of Business Administration degree. UNK’s MBA is a professional graduate program designed to provide a challenging educational experience for graduate students who desire to assume positions of increasing scope and responsibility in business, nonprofit, or public service sectors. Required courses are offered online to accommodate students who work during traditional business hours.

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

Admission Considerations

Applicants may choose to be considered for admission through any one of the following five options:

1. **Unconditional Admission**: An applicant may be considered for full unconditional admission if one of the four following sets of requirements are met:
   - A baccalaureate degree from an AACSB (The Association to Advance Collegiate Schools of Business) accredited program with a 3.50 GPA or higher on a standardized 4.0 scale (GMAT/GRE is waived)
   - A baccalaureate degree with less than 3 years of full-time, post-baccalaureate work experience with
     - Undergraduate GPA: Minimum 2.75 overall on a standardized 4.0 scale
     - GMAT: Minimum 480 or equivalent GRE
   - Meet a minimum score of 1100 on the following formula: 
     \[(200\times\text{Undergraduate GPA}) + \text{GMAT}\]
     (If applicant taking the GRE, the equivalent GMAT score will be used)
   - A baccalaureate degree and at least 3 years of post-baccalaureate full time work experience with meaningful managerial responsibilities with an undergraduate GPA: 3.0 overall on a standardized 4.0 scale

4. Completed another U.S. equivalent Master’s, Ph.D., or a terminal degree

5. Three or more years of post-baccalaureate, full-time work experience.

**NOTE**: Students admitted conditionally must complete 9 credit hours of MBA graduate level courses at UNK, with at least 3 credit hours in a quantitative course, and maintain a 3.0 Graduate GPA or higher. Upon successful completion of these 9 credit hours, the student is then considered unconditionally admitted.

Applicants interested in the MBA program must have a foundation of business. Applicants who do not hold a U.S. equivalent baccalaureate degree in business should apply as a Pre-MBA student and complete the Foundational Core courses with a minimum grade of "C" in each course. This option is not available for international applicants not residing in the U.S.

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

Additional Notes:

- **International students:**
  - In addition to the admission requirements stated in the International Students section (p. 21) of this catalog, applicants must meet the following criteria:
    - Those with a baccalaureate degree from a country where English is not the native language must take the TOEFL and receive a minimum score of 550 on the paper TOEFL exam or a score of 79 on the IBT (Internet based TOEFL), or a minimum score of 6.5 on IELTS.
    - Applicants whose baccalaureate degrees were earned outside the United States are required to have their transcripts evaluated by a credential evaluation firm to verify the degree is equivalent to a U.S. baccalaureate. Refer to the international graduate application form for additional information.
    - Students with only a baccalaureate degree from countries that award three-year baccalaureate degrees may not be eligible to be admitted to the Master's program. To be eligible for option 4 of unconditional admission into the MBA program, international students must hold a Master's degree equivalent to a U.S. Master's degree.

To apply to the MBA Program:

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

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

MBA Office
West Center 300C
MBA Program Policies

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

1. Students may need to complete up to 18 credit hours of MBA Foundational Core courses with a minimum grade of "C" in each.
2. Students must be fully admitted to the program to take more than 9 credit hours of required "MBA core" courses or graduate level electives.
3. Students shall maintain an average grade of at least "B" (3.0) in all graduate courses completed at the end of each semester or summer session. No more than two Cs, and no grades below C, will be accepted in the MBA graduate program. Students who receive a third "C" or below a "C" (C- or lower) will have to retake one of the courses to improve to a C+ or better.
4. All academic policies of the Graduate School stated in this catalog (p. 7) and the MBA Student Policy Handbook will apply.

MBA Foundational Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate economics course equivalent to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 270</td>
<td>Principles of Economics, Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 271</td>
<td>Principles of Economics, Microeconomics</td>
<td></td>
</tr>
<tr>
<td>Statistics course equivalent to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 233</td>
<td>Business Statistics</td>
<td>3-4</td>
</tr>
<tr>
<td>or STAT 241</td>
<td>Elementary Statistics</td>
<td></td>
</tr>
<tr>
<td>or PSY 250</td>
<td>Behavioral Statistics</td>
<td></td>
</tr>
<tr>
<td>Accounting/Finance Sequence equivalent to the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 250</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 251</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>FIN 308</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>In addition, the Accounting Track requires the following prerequisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 350</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 351</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 352</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

MBA Essential Core

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 858</td>
<td>Managerial Accounting Systems</td>
<td>3</td>
</tr>
<tr>
<td>FIN 809</td>
<td>Financial Administration</td>
<td>3</td>
</tr>
<tr>
<td>MGT 890</td>
<td>Leadership &amp; Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 892</td>
<td>Strategic Analysis &amp; Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

Generalist Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 850</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 814</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 802</td>
<td>Management Information Systems Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Select two elective courses approved by the MBA Director</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Accounting Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYBR 802</td>
<td>Management Information Systems Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Select 12 credit hours of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 850</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 814</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>Select at least two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 851P</td>
<td>Tax Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 852P</td>
<td>Advanced Tax Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 853P</td>
<td>Advanced Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACCT 865P</td>
<td>Government/Non-Profit Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 870P</td>
<td>Auditing</td>
<td></td>
</tr>
<tr>
<td>ACCT 871P</td>
<td>Advanced Auditing</td>
<td></td>
</tr>
<tr>
<td>ACCT 891P</td>
<td>Advanced Accounting Information Systems</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Marketing Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 830P/830</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 835P/835</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 838P/838</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Select two elective courses in Marketing or related subjects to be approved of by the MBA Director/Chair of the Department</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
Human Resources Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 15 credit hours of the following:</td>
<td></td>
</tr>
<tr>
<td>ACCT</td>
<td>Employment Law</td>
<td>15</td>
</tr>
<tr>
<td>812P/812</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>Compensation Management</td>
<td></td>
</tr>
<tr>
<td>810P/810</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>Labor Relations</td>
<td></td>
</tr>
<tr>
<td>811P/811</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>880</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>Sem Human Res Mgt</td>
<td></td>
</tr>
<tr>
<td>885P/885</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>Soc Res/Iss &amp; Ethics</td>
<td></td>
</tr>
<tr>
<td>893P/893</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>Management Topics</td>
<td></td>
</tr>
<tr>
<td>899</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

Human Services Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FAMS 830P</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Grantwriting and Fundraising for Human Service Programs</td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Employment Law</td>
<td></td>
</tr>
<tr>
<td>812P/812</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>Soc Res/Iss &amp; Ethics</td>
<td></td>
</tr>
<tr>
<td>893P/893</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select two elective courses of Human Services Electives to be approved by the MBA Director/Chair of the Department: 6

Total Credit Hours: 15

1. Students may take FIN 490 in lieu of ACCT 250, ACCT 251, and FIN 308.
2. Accounting Track students shall take ACCT 860 Financial Accounting Seminar (3 s.h.) in lieu of ACCT 858.
3. In all the paired courses, which are designed with the suffix ‘P’ in their course-numbering, graduate students are expected to involve themselves in much deeper scholarly activities by demonstrating thorough research of the subject matter, and should assume a leadership role in the class, culminating in an educational experience far beyond that of their fellow undergraduate students.

Business Administration, Long-Term Care Management, Master of Science

Program Information and Admission Requirements

Long-Term Care Management, Master of Science Degree

The M.S. in Long-Term Care Management is a fully online graduate program that provides an interdisciplinary foundation for a career in administration for a variety of health-care facilities including nursing homes, hospice care, home-health facilities, assisted-living centers, and veteran's homes. This program is ideal for students currently majoring in one of the health-care related fields and business students also interested in health-care who are wanting to pursue a graduate degree that is focused on a non-clinical health-care related administrative career. Current health practitioners interested in earning a graduate degree will also find this degree an attractive option to provide opportunities for advancement and to increase their competitiveness in the job market. The M.S. in Long-Term Care Management will allow a current health practitioner to utilize their workplace skills and couple them with the management skills they will acquire in this degree program and the health science-related courses that academically prepare them to advance their position.

Students will be able to complete the online coursework in 2 years. This 37-credit hour program equips students for management from any field hoping to pursue a non-clinical healthcare related administrative career. In addition to the 34 credit hours in the online classroom, this program also provides students with an experiential learning opportunity in the form of an internship. This internship will be flexible in that students will work with faculty to set up an internship in or near their community and can be tailored toward the needs of the student's career goals.

Admission Considerations

An applicant may be considered for admission if the following requirements are met:

1. Meet the requirements for admission set forth by the Office of Graduate Studies and Research,
2. Have completed an undergraduate program containing the following prerequisites:
   - Nutrition
   - General Psychology
   - Introduction to Sociology
   - Medical Terminology
   - Statistics course
   - Accounting I
   - Abnormal psychology/behavior
3. Have a 3.00 undergraduate GPA or submit GRE scores.

To apply to the Long-Term Care Management, Master of Science Program:

2. Fill out the application.
3. Submit a resume.
4. Provide a personal essay that describes the applicant's interests and goals in obtaining a degree in Long-Term Care Management.
5. Submit at least two letters of recommendation.

An application must be complete in all respects to be considered for admission to the program. Meeting the minimum criteria only assures applicants the consideration of their application for admission to the Long-Term Care Management Master’s Program.

For information regarding the requirements for admission to the Long-Term Care Management Master’s Program, please contact:

Dr. Theresa Wadkins
COPH 320
University of Nebraska at Kearney
Kearney, NE 68849-5140
Telephone: (308)865-8240
E-mail: wadkinst@unk.edu
LTCM Foundational Core
Undergraduate nutrition course equivalent
Undergraduate psychology course equivalent
Undergraduate sociology course equivalent
Undergraduate statistics course equivalent
Undergraduate accounting course equivalent
Undergraduate abnormal psychology or behavior course equivalent
A course in medical terminology is recommended

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 858</td>
<td>Managerial Accounting Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGT 840P</td>
<td>Health Care Management I - Managing People Effectively</td>
<td>3</td>
</tr>
<tr>
<td>MGT 841P</td>
<td>Health Care Management II - Managing Processes Effectively</td>
<td>3</td>
</tr>
<tr>
<td>MGT 845</td>
<td>Cultural Responsiveness: Building Clinical and Institutional Trust</td>
<td>2</td>
</tr>
<tr>
<td>MGT 850P</td>
<td>Health Care Delivery: Systems and Policies</td>
<td>3</td>
</tr>
<tr>
<td>MGT 875</td>
<td>Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>MGT 890</td>
<td>Leadership &amp; Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 892</td>
<td>Strategic Analysis &amp; Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 833</td>
<td>The Politics and Policy of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PSY 804</td>
<td>Healthcare Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PSY 840P</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 862P</td>
<td>Adult Development and Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 871P</td>
<td>Aging Services</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

Paired courses, those with the suffix "P" in their course number, require graduate students to involve themselves in much deeper scholarly activities through research of the subject matter and by assuming a leadership role in class, culminating in an educational experience far beyond that of their fellow undergraduate students.

**Department of Chemistry**

**College of Arts and Sciences**

Scott Darveau (http://aaunk.unk.edu/gradcatalogs/16-17cat/fac/facultyd.asp#darveauc), Ph.D., Chair - (308) 865-8490

Chemistry is part of the Master of Science in Education Degree in STEM Education (p. 186).

**Department of Communication**

**College of Arts and Sciences**

Ralph Hanson, Ph.D., Interim Chair (308) 865-8737 hansonre@unk.edu

**Master of Arts in Public Communication**

Public Communication (p. 106) - Master of Arts

**JMC 801 – Social and Emerging Media**  3 credit hours
History of media leading to the development of web based social media. Includes focus on critical analysis of new media technologies and strategies for using social media for public relations for corporate, social, or nonprofit purposes.

**JMC 802 – Media Technology and Narrative**  3 credit hours
Storytellers and media professionals in the digital age have more tools at their disposal than ever before to create and distribute content. Today's professional communicators, whether involved in news/editorial, public relations, advertising, or related fields, need to tell stories in many ways, use many different media technologies, and engage with many different audiences. With emphasis on content, students in this course will create and maintain a blog about a specific topic and produce stories and supplemental content using the qualities of reflective thinking, analysis, and organization of ideas to best communicate with an audience from many perspectives.

**JMC 825P – Public Policy and the Media**  3 credit 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 831 – Critical Approaches to Media**  3 credit hours
This advanced course provides an exhaustive survey of the major concepts, methods, theories, scholars, debates, and changes in critical media studies. Students will work on developing questions that can provide insight into media texts, foregrounding an agenda that does the following: (1) fosters an understanding of contemporary media theory; and (2) allows students to think critically about the power and influence of the media as well as the construction and negotiation of social meanings therein. Students will produce a conference-ready paper that questions how a mediated phenomenon of their choice comes to make sense in a particular context at a given time.

**JMC 835 – International Media and Society**  3 credit hours
This course is focused on helping students understand how global media functions in our world today. Around the globe media is used as both a source of resistance and an ideological tool of regimes. By understanding media as an artifact, we can often learn about a culture by studying its popular media. Also, as our world becomes more connected, global media becomes more accessible. This often leads to cultural influence across borders. Global media literacy will only become increasingly more important for communication professionals in the future. This class will train students in the skills necessary to gain that literacy.

**JMC 860P – Mass Media & Society**  3 credit 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 credit hours
Selected topics and problems of current interest considered in-depth. Classroom or on-line discussions, course projects or research problems. Topics vary each semester depending on instructor; however, the purpose of the course is to offer an opportunity for students to study either fresh topics of particular timeliness or standard topics in more theoretical depth than appropriate in other existing courses.

Total Credits Allowed: 6.00
SPCH 800 – Philosophy of Communication 3 credit hours
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. Prerequisite: SPCH 890P or SPCH 899P or permission

SPCH 801P – Special Topics in Speech Communications 1-3 credit hours
Course work on a specific topic of communication designed by the instructor. Topics vary per offering. Total Credits Allowed: 3.00

SPCH 802 – Introduction to Graduate Study in Speech 3 credit 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 803 – Strategic Communication 3 credit hours
This course will analyze and explore the multifaceted world of public relations and strategic communication. It will focus on the general characteristics and functions of the industry along with the specific responsibilities of PR and Communication professionals.

SPCH 804 – Health Communication 3 credit hours
This course will give students a foundation in health communication research, exposing them to the breadth of the field. Through course readings and assignments students will explore health communication based on the five levels of the Social Ecological Model (Intrapersonal, Interpersonal, Organizational, Community, and Societal).

SPCH 805 – Administration and Direction of Forensic Programs 3 credit 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 806 – Social Movements and International Media 3 credit hours
An exploration of theories and principles essential to understanding the communicative function and process of social movements. Special attention will be paid to understanding and learning how to construct persuasive messages intended to produce social change.

SPCH 830 – The Teaching of Speech/Theatre 3 credit 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 841 – Science Communication 3 credit hours
Course examines science communication from multiple perspectives, including the exchange of ideas by science professionals; cross-disciplinary approaches for communicating science to broad audiences; perceptions of science as conveyed by mass media; and roles of science communication in society.

SPCH 845P – Diffusion of Innovations 3 credit hours
Diffusion of Innovations examines the adoption of innovations by individuals in a social system from the perspective of a communication based model. Examples of innovations include fashion trends, campaign slogans, communication technologies, hygiene practices, birth control, farming practices, hybrid powered automobiles, types of government rule (democracy) and genetically engineered foods. The diffusion phenomenon is examined emphasizing social and individual points of view. Class sessions are mostly based on lecture, with some discussion. Assessment tools include exams, case studies, and a final semester project. The final project will be presented to the class.

SPCH 850P – Language, Thought & Action 3 credit hours
Students will study how people use language to exchange meaning, influence one another, and accomplish goals as a fundamental aspect of social interaction in any context. The focus of the course is on different theoretical perspectives used to understand language and different methods of examining social interaction.

SPCH 851P – Leadership Communication 3 credit hours
A study of the characteristics, styles, roles, and motivation of successful leaders. Includes study and practice in parliamentary process.

SPCH 852P – Advanced Organizational Communication 3 credit hours
Students in this course will investigate a variety of significant organizational communication issues that contribute to the development and maintenance of the organizational workplace. Students will apply theories through case studies and projects.

SPCH 853P – Interviewing 3 credit hours
Theories and techniques of interviewing, including information gathering, employment, appraisal, and persuasive interviewing.

SPCH 854P – Intercultural Communication 3 credit hours
Study of communication across cultures.

SPCH 855P – Communication Training and Consulting 3 credit hours
A study of how to plan, conduct, and evaluate communication training and development programs within the organization.

SPCH 856P – Quantitative Research Methods 3 credit hours
Introductory statistics course for entering graduate students. Includes data presentation and normalization, types of variables and levels of measurement, descriptive statistics, and hypothesis testing using both nonparametric and parametric procedures. Introduction to statistical computer software.

SPCH 856P – Rhetorical Theory 3 credit 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 credit hours
A study of modern rhetorical theories of intervention, human knowing, ethics of communication, and media effects.

SPCH 860 – Directed Studies 1-4 credit hours
Independent research or special assignment in the student's major field. Total Credits Allowed: 4.00
SPCH 875 – Internship  1-6 credit hours
Students will connect their graduate curriculum to professional experience in an effort to demonstrate an ability to apply coursework within an organization. Students will develop a completion paper that explains accomplishments in the practicum experience and connects these accomplishments to the graduate curriculum. Students will present their practicum findings to faculty.
Total Credits Allowed: 6.00
Prerequisite: SPCH 899P and SPCH 883 or SPCH 881.
SPCH 876 – Public Communication Thesis  1-6 credit hours
In conjunction with their advisor, students will prepare a research project based on graduate coursework. The student’s advisor and two additional graduate faculty will serve as the student’s thesis committee. The committee will assemble for an oral defense of the thesis.
Total Credits Allowed: 6.00
Prerequisite: SPCH 899 and SPCH 882 or SPCH 856.
SPCH 881 – Quantitative Research  3 credit hours
This course focuses on the introductory statistical techniques used in social science research. Students will be introduced to concepts such as reliability, validity, measures of central tendency, variability, probability, and statistical techniques including: t-tests (independent & dependent samples), Analysis of variance, Chi-square, correlation, and regression. Students are expected to take the material/concepts presented in class and apply them through a series of homework assignments and quizzes. The overall goal of the course is to help students understand the mathematical/statistical concepts presented and to assist in the application of these procedures.
SPCH 882 – Rhetorical Criticism  3 credit hours
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.
Prerequisite: SPCH 856P or permission
SPCH 883 – Qualitative Research Methodology  3 credit hours
This course is focused on teaching students how to understand and conduct qualitative communication research. Special attention will be given to the philosophical assumptions behind qualitative research as well as the tools necessary to conduct. The class will also focus not only on the tools necessary to conduct research, but also on the epistemological questions of how knowledge is generated through research.
SPCH 890P – Theories of Interpersonal Communication  3 credit hours
A survey of major theories and research in interpersonal communication.
SPCH 892 – Seminar in Speech  3 credit hours
Concentrated study of selected topics in speech communication. (May be repeated for a total of 6 hours.)
SPCH 896 – Thesis  3-6 credit hours
Total Credits Allowed: 6.00
SPCH 899 – Communication Theory  3 credit hours
This course is a survey of influential communication theories in the recent decades. This course examines the often taken for granted aspects of human experience. By exploring different theories of communication, students are encouraged to reflect theory our own communication practices as well as the role that theory plays in understanding the world. Special focus is given to understanding how communication theory is formed and how theories are tested.
SPCH 899P – Communication Theory  3 credit hours
A study of social and scientific theories of interpersonal, group, organizational, and mass communication.

Public Communication, Master of Arts

Offered by the Department of Communication (p. 104)

Program Information and Admission Requirements

Admission to the Public Communication MA program is based on undergraduate GPA, resume, letter of intent, and letters of recommendation. An applicant interested in pursuing an MA in Public Communication should:

1. Meet the requirements for admission set forth by the Office of Graduate Studies
2. Submit official college/university transcript showing the conferment of a Bachelor’s degree with an overall GPA of 2.75* or higher on a 4.0 GPA scale
3. Submit two letters of recommendation
4. Submit a letter of intent that describes the applicant’s interests and goals in obtaining a degree in Public Communication
5. Submit a professional resume

*Students with an undergraduate GPA lower than 2.75 may still be considered for the program based on their other strengths. These students will be conditionally admitted for the first semester and must achieve a 3.0 GPA to be fully admitted to the program. Conditional approval will be considered for students who have especially strong work history, letters of recommendation, and/or students whose undergraduate GPA in the major is markedly higher than their overall GPA.

International students will be required to meet the minimum TOEFL score of 213 on the computerized test and 550 on the paper test.

Public Communication, Master of Arts

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 860P</td>
<td>Mass Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 899P</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choice of one research methods course</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPCH 881</td>
<td>Quantitative Research</td>
<td></td>
</tr>
<tr>
<td>SPCH 883</td>
<td>Qualitative Research Methodology</td>
<td></td>
</tr>
<tr>
<td><strong>Specialization</strong></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History</td>
<td></td>
</tr>
<tr>
<td>JMC 831</td>
<td>Critical Approaches to Media</td>
<td></td>
</tr>
<tr>
<td>JMC 835</td>
<td>International Media and Society</td>
<td></td>
</tr>
<tr>
<td>PSCI 883P</td>
<td>Political Communication</td>
<td></td>
</tr>
<tr>
<td>PSCI 884P</td>
<td>Media and Public Policy</td>
<td></td>
</tr>
<tr>
<td>SPCH 804</td>
<td>Health Communication</td>
<td></td>
</tr>
<tr>
<td>SPCH 826</td>
<td>Social Movements and International Media</td>
<td></td>
</tr>
<tr>
<td>SPCH 841</td>
<td>Science Communication</td>
<td></td>
</tr>
</tbody>
</table>
Communication Disorders (CDIS)

CDIS 817 – Speech Science Instrumentation  2 credit hours
This course is intended to provide a practical guide to instrumentation for graduate students in speech-language pathology. Clinical use and application will be reviewed.

CDIS 818P – Diagnostic Methods  3 credit hours
Diagnostic principles, procedures, and materials used in assessment of individuals with communication disorders.

CDIS 820 – Research in Communication Disorders  3 credit hours
This course is designed to help students of communication disorders become critical readers of research in the field and to demonstrate the relevance of basic and applied research for evaluation and therapy in speech-language pathology and audiology. The course will include research strategies and research design in communication disorders in addition to measurement issues and organization and analysis of data.

CDIS 828P – Advanced Audiology  3 credit 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 830P – Pediatric Swallowing Disorders  1 credit hour
This course is designed to study the unique aspects of pediatric swallowing and feeding with regard to assessment, diagnosis, prognosis, and rehabilitation of children from birth to 21 years of age with dysphagia and/or related feeding disorders.
Prerequisite: CDIS 857 or CDIS 815.

CDIS 832 – Independent Study in Audiology  1-3 credit hours
Independent research or special assignments in the area of audiology. Total Credits Allowed: 3.00

CDIS 833 – Practicum in Audiology  1-3 credit hours
Observation and participation in hearing testing, rehabilitation and patient counseling, and report writing. Total Credits Allowed: 3.00

CDIS 835P – Neurological Foundations of Speech and Language  3 credit 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 840P – Augmentative Alternative Communication  3 credit 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 credit hours
Nature, etiology, assessment and treatment of phonological disorders; comparison to articulation assessment and treatment; remediation approaches.
CDIS 852 – Read & Writ Strat for SLP: Serving Students w/Lang Based Literacy Disorders 3 credit hours
This course explores theory and research concerning language and literacy development and disorders in children and adolescents. Topics will include home and school influences on literacy acquisition, roles and responsibilities of the speech-language pathologist in reading and writing assessment and intervention, and predictors of reading and writing acquisition and improvement.

CDIS 856P – Adolescent Communication and Language Disorders 2 credit 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. Prerequisite: Graduate standing

CDIS 857 – Dysphagia 2 credit hours
Rehabilitation of individuals with eating and swallowing disorders. Basic science, evaluation, and treatment issues of dysphagia are explored with emphasis on management of adults in the context of the rehabilitation team in a medical setting. Adaptations and special needs of pediatric dysphagia are overviewed. It is recommended that students complete CDIS 252 or approved equivalent and CDIS 815 prior to enrolling in CDIS 857.

CDIS 861 – Practicum in Speech/Language Pathology 1-3 credit hours
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files. Total Credits Allowed: 3.00 Prerequisite: Graduate standing Additional Course Fee Required

CDIS 862 – Practicum in Speech/Language Pathology 1-3 credit hours
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance. Total Credits Allowed: 3.00 Prerequisite: Graduate standing Additional Course Fee Required

CDIS 863 – Practicum in Speech/Language Pathology 1-3 credit hours
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance. Total Credits Allowed: 3.00 Prerequisite: Graduate standing Additional Course Fee Required

CDIS 864 – Practicum in Speech/Language Pathology 1-3 credit hours
Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files. Total Credits Allowed: 3.00 Prerequisite: Graduate status Additional Course Fee Required

CDIS 865 – Voice and Resonance Disorders 3 credit hours
Symptomatology, etiology, assessment and remediation of functional and organic voice disorders; prevention issues. Classification of cleft lip and palate and related anomalies; medical approaches to cleft lip and palate; and assessment and intervention of communication disorders related to cleft lip and palate.

CDIS 868 – Motor Speech Disorders 3 credit hours
Nature, etiology, assessment, and treatment of motor speech disorders including dysarthria; acquired brain injury; verbal apraxia; and augmentative/alternative communication systems.

CDIS 869 – Clinical Competencies in Speech-Language Pathology 3 credit hours
Clinical Competencies in Speech/Language Pathology provides instructional and application-based experiences in clinical evaluations, interventions, interactions, and the professional responsibilities of a practicing Speech-Language Pathologist. This is a concentrated, supervised experience in demonstrating clinical competencies with populations varying in age and communication disorder. Professional writing skills are addressed with opportunities to produce clinical documentation relevant for client assignments. Total Credits Allowed: 6.00

CDIS 870P – Professional Issues 3 credit hours
This course is designed to prepare students for employment as speech language pathologists. It provides information relative to professional, federal and state guidelines by which the practice of speech-language pathology is governed. Rights and responsibilities of speech-language pathologists are addressed. Information is given about various work settings including public schools, hospitals and other clinical facilities.

CDIS 876 – Cognitive Communication Disorders 3 credit 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. Prerequisite: CDIS 815

CDIS 877P – Aging and Cognition 3 credit hours
Aging and Cognition is a multidisciplinary course that can interest/benefit/address students in different undergraduate or graduate programs including communication disorders, physical therapy, occupational therapy, psychology, nursing, family studies, kinesiology, sociology, social work, and education. Cognitive change as a normal process of aging as well as pathological aging including neurodegenerative diseases such as different types of dementia, Alzheimer’s disease, and Parkinson’s disease will be discussed. The concept of cognitive reserve will be elaborated and the factors that contribute to building a better reserve for healthy aging and prevention of neurodegenerative diseases will be studied.

CDIS 881 – Seminar in Speech-Language Pathology 3 credit hours
Advanced study and research in topics of current concern and interest in Speech/Language Pathology. Total Credits Allowed: 6.00

CDIS 885P – Fluency Disorders 3 credit hours
Causes and treatment of fluency disorders; major theories of the nature of stuttering; the various treatment approaches; roles as clinicians. Prerequisite: Graduate standing

CDIS 886 – Infant-Preschool Assessment and Intervention 3 credit 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. Prerequisite: Graduate standing
some other area will be required to take those undergraduate courses deemed necessary by the Communication Disorders faculty to make up deficiencies. An applicant who has obtained a Bachelor's Degree in Speech/Language Pathology must have completed an undergraduate degree in Speech/Language Pathology and possibly in related areas necessary to complete the equivalent requirements for the undergraduate major. Applications are accepted for the fall term only and are due by January 15th.

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

1. Competitive Graduate Record Examination (GRE) scores,
2. Undergraduate overall grade point average of B or better,
3. Undergraduate Communication Disorders major grade point average of B+ or better,
4. Graduate grade point average of B+,
5. Three letters of recommendation, and
6. Written communication skills assessed with submission of a personal statement for the on-line application.
7. International students must meet the Graduate School minimum TOEFL score and all of the above minimum admission criteria.
8. When all application materials have been received by the Office of Graduate Studies and Research, completed files will be forwarded to the CDIS Department for consideration and recommendation.
9. Top candidates for admission will be contacted regarding the next phase of the admission process, a CDIS Department interview/intake to be completed via video conferencing. Selected applicants will receive a confirmation notice via e-mail detailing the date and time of the interview/intake and the questions required for the interview.

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

**Advising**

In consultation with an advisor, the graduate student will develop a program of study/degree audit after acceptance into the degree program. This program will be approved by the department and the Office of Graduate Studies and Research. The program of study requires a minimum of 47 semester credit hours of course work to be selected with the advisor’s approval. In some cases the graduate committee may require additional credit hours in Communication Disorders or in related areas if a student has a significant weakness in a specific area. A student may elect to take more than a minimum 47 credit hours. In special cases, alternate courses may be substituted for required courses, with the approval of the Communication Disorders faculty.

**Speech/Language Pathology, Master of Science in Education**

Offered by Department of Communication Disorders (p. 107)

**Program Information and Admission Requirements**

**Admission Requirements**

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

Applications are accepted for the fall term only and are due by January 15th.

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

1. Competitive Graduate Record Examination (GRE) scores,
2. Undergraduate overall grade point average of B or better,
3. Undergraduate Communication Disorders major grade point average of B+ or better,
4. Graduate grade point average of B+,
5. Three letters of recommendation, and
6. Written communication skills assessed with submission of a personal statement for the on-line application.
7. International students must meet the Graduate School minimum TOEFL score and all of the above minimum admission criteria.
8. When all application materials have been received by the Office of Graduate Studies and Research, completed files will be forwarded to the CDIS Department for consideration and recommendation.
9. Top candidates for admission will be contacted regarding the next phase of the admission process, a CDIS Department interview/intake to be completed via video conferencing. Selected applicants will receive a confirmation notice via e-mail detailing the date and time of the interview/intake and the questions required for the interview.

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

**Advising**

In consultation with an advisor, the graduate student will develop a program of study/degree audit after acceptance into the degree program. This program will be approved by the department and the Office of Graduate Studies and Research. The program of study requires a minimum of 47 semester credit hours of course work to be selected with the advisor’s approval. In some cases the graduate committee may require additional credit hours in Communication Disorders or in related areas if a student has a significant weakness in a specific area. A student may elect to take more than a minimum 47 credit hours. In special cases, alternate courses may be substituted for required courses, with the approval of the Communication Disorders faculty.

**UNK Non-Discrimination Policy Statement**


The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based on race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status.
Comprehensive Exams or Thesis Options
In addition to successful completion of all required course work, students must pass a comprehensive exam. Students who complete a thesis do not write comprehensive exams. Students can register for up to six credit hours of thesis for completion of the degree. Thesis credit hours can be counted toward the requirement of 47 credit hours of course work as elective credit hours.

Professional Certification
Enrollment in CDIS 893P for 5 credit hours, and CDIS 894P for 4 credit hours, enables students to meet the American Speech-Language-Hearing Association (ASHA) certification requirements, Nebraska licensure requirements, and Nebraska teacher certification requirements. Such certification applications include both academic and clinical requirements. Additional course work may be added to a program of study to meet teacher certification requirements.

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

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

This program is offered on campus only.

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 830P</td>
<td>Pediatric Swallowing Disorders</td>
<td>1</td>
</tr>
<tr>
<td>CDIS 840P</td>
<td>Augmentative Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 851</td>
<td>Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 852</td>
<td>Read &amp; Writ Strat for SLP. Serving Students w/Lang Based Literacy Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 857</td>
<td>Dysphagia</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 861</td>
<td>Practicum in Speech/Language Pathology</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 862</td>
<td>Practicum in Speech/Language Pathology</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 863</td>
<td>Practicum in Speech/Language Pathology</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 864</td>
<td>Practicum in Speech/Language Pathology</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 865</td>
<td>Voice and Resonance Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 868</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 876</td>
<td>Cognitive Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 881</td>
<td>Seminar in Speech-Language Pathology</td>
<td>3</td>
</tr>
</tbody>
</table>

CDIS 885P | Fluency Disorders                                      | 3 |
CDIS 887   | Aphasia Rehabilitation                                 | 3 |
CDIS 894P  | Internship (Clinical)                                  | 4 |
CDIS 892P  | Internship (Pediatric)                                 | 5 |
CDIS 893P  | or CDIS 893P Internship (Schools)                     |    |

Electives
Select 3 credit hours of electives: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 818P</td>
<td>Diagnostic Methods</td>
<td></td>
</tr>
<tr>
<td>CDIS 820</td>
<td>Research in Communication Disorders</td>
<td></td>
</tr>
<tr>
<td>CDIS 828P</td>
<td>Advanced Audiology</td>
<td></td>
</tr>
<tr>
<td>CDIS 832</td>
<td>Independent Study in Audiology</td>
<td></td>
</tr>
<tr>
<td>CDIS 835P</td>
<td>Neurological Foundations of Speech and Language</td>
<td></td>
</tr>
<tr>
<td>CDIS 856P</td>
<td>Adolescent Communication and Language Disorders</td>
<td></td>
</tr>
<tr>
<td>CDIS 870P</td>
<td>Professional Issues</td>
<td></td>
</tr>
<tr>
<td>CDIS 879P</td>
<td>Aging and Cognition</td>
<td></td>
</tr>
<tr>
<td>CDIS 886</td>
<td>Infant-Preschool Assessment and Intervention</td>
<td></td>
</tr>
<tr>
<td>CDIS 895</td>
<td>Independent Study in Speech-Language Pathology</td>
<td></td>
</tr>
<tr>
<td>CDIS 896</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>CDIS 899P</td>
<td>Special Topics in Speech-Language Pathology</td>
<td></td>
</tr>
<tr>
<td>CSP 801P</td>
<td>Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>or CSP 850P</td>
<td>Introduction to Counseling and Social Advocacy</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 50

Department of Counseling and School Psychology

College of Education

David Hof Ph.D., Chair - (308) 865-8320

Tammi Ohmstede, Ph.D., School Psychology Graduate Program Committee Chair

Doug Tillman, Ph.D., Clinical Mental Health Counseling Graduate Program Committee Chair

Matthew Mims, Ed.D., Higher Education Student Affairs Online Graduate Program Committee Chair

Marissa Fye, Ph.D., School Counseling Graduate Program Committee Chair

Tina Chasek, Ph.D., Alcohol and Drug Counseling Graduate Certificate Program Committee Chair

Master of Science in Education

- School Counseling-Elementary (p. 119) (PK-8) - Master of Science in Education Degree
- School Counseling-Secondary (p. 121) (7-12) - Master of Science in Education Degree
- Higher Education Student Affairs (p. 125) - Master of Science in Education Degree
• Clinical Mental Health Counseling (p. 116) - Master of Science in Education Degree

**Education Specialist**
• Counseling (p. 118) - Education Specialist Degree
• School Psychology (p. 123) - Education Specialist Degree

**Graduate Faculty**
Professor: David Hof, Grace Mims, Matthew Mims, Tammi Ohmstede
Associate Professor: Christine Chasek, Douglas Tillman
Assistant Professor: Marissa Fye, Jennifer Joy
Lecturer: Danielle Nguyen

**School Psychology Graduate Program Committee**
Ohmstede (Chair), Joy, Nguyen

**Clinical Mental Health Counseling Graduate Program Committee**
Tillman (Chair), Chasek, Hof, G. Mims

**Higher Education Student Affairs Online Graduate Program Committee**
M. Mims (Chair), Chasek, G. Mims

**School Counseling (PK-6; 7-12) Graduate Program Committee**
Fye (Chair), Hof, M. Mims

**Alcohol & Drug Counseling Certificate Program Committee**
Chasek (Chair), G. Mims, Tillman

**Counseling and School Psychology (CSP)**

**CSP 800 – Advanced Educational Psychology** 3 credit 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 credit hours
This class is for those entering or already in one of the helping professions. It focuses on understanding and applying a broad range of listening and communication skills in one-to-one interactions as well as in small group settings. Students actively practice building skills in class and out of class.

**CSP 802 – Research Methods In Psychology and Education** 3 credit hours
A survey of the techniques of research with emphasis on counseling and educational applications. Content includes knowledge of: (a) scientific knowledge and research; (b) research questions and hypotheses; (c) reviewing research literature; (d) types of variables and operational definition; (e) types of research; (f) data collection; (g) date entry and analysis using a variety of statistical techniques; and (h) models of program evaluation.

**CSP 804P – Counseling and Mental Disorders** 2 credit hours
This course provides an orientation to the various abnormal behaviors and mental disorders that may be encountered in students/clients by counselors, athletic trainers, school psychologists, and student affairs personnel. It introduces medical model terminology, symptomology of disorders, and current treatments associated with the various disorders.

**CSP 805 – Child and Adolescent Development and Interventions** 3 credit hours
This course provides an opportunity for persons in helping professions to better understand children and adolescents by exploring factors that contribute to their development. An ecological perspective will be taken to study behavior to include biological, cognitive, affective, and social influences. Specific childhood disorders will be examined, focusing on etiology, behavioral characteristics, and treatment/intervention.

**CSP 806P – Learning from Children** 3 credit hours
This course provides opportunity to study teaching/learning interactions in which the teacher is a child and the learner is an adult. There is direct observation of child/adult interaction, a brief study of class members’ recollections of their own childhoods, and a study of neotenous (childlike) adults. The course is graded credit/no credit at both the undergraduate and graduate levels.

**CSP 807P – Clinical Treatment Issues in Addictions Counseling** 3 credit hours
This course addresses the study of treatment issues specific to chemical dependency/addictions including screening/assessment, diagnosis, denial, resistance, minimization, family dynamics, disease concept, relapse, cross-addiction, non-chemical dependencies, co-occurring disorders, spirituality, and influences of self-help groups. Also included are strategies for prevention, intervention, and treatment of chemical dependency, taking into consideration gender, culture, and lifestyle. This course is intended to meet the requirements for licensure as a Licensed Alcohol and Drug Counselor as 45 hours of clinical treatment issues in chemical dependency.
CSP 808P – Assessment, Case Planning & Management of Addiction 3 credit hours
This course addresses the process of collecting pertinent data about client or client systems and their environment and appraising the data as a basis for making decisions regarding alcohol/drug disorder diagnosis and treatment and/or referral. Instruction on coordinating and prioritizing client treatment goals and working with other services, agencies and resources to achieve those treatment goals are included. The course addresses practice in assessing and managing a case including the development of sample case records and utilizing the written client record to guide and monitor services with emphasis on the development of the social history and intake, initial assessment, individual treatment plan with measurable goals and objectives, documentation of progress and ongoing assessment. Confidentiality of client information and records as defined in 42 CFR Part 2 shall be addressed. The strengths and weaknesses of various levels of care and the selection of an appropriate level for clients are studied. Basic information on two or more objective assessment instruments are studied for alcohol/drug disorders including the Substance Abuse Subtle Screening Inventory (SASSI), Addiction Severity Index (ASI), and the Western Personality Inventory. This course meets the requirements for licensure as a Licensed Drug and Alcohol Counselor as 30 hours of alcohol/drug assessment, case planning and management.

CSP 809P – Medical & Psychosocial Aspects of Addictions 3 credit hours
This course addresses the physiological, psychological and sociological aspects of alcohol/drug use, abuse and dependence. The classifications and basic pharmacology of drugs, basic physiology and the effects of drug use on the systems of the human body and alcohol and drug tolerance are discussed. The course also includes the etiological, behavioral, cultural and demographical aspects and belief systems about alcohol/drug use along with the processes of dependence and addiction including signs, symptoms and behavior patterns. This course meets the requirements for licensure as a Licensed Drug and Alcohol Counselor as 45 hours of medical and psychosocial aspects of alcohol/drug use, abuse and addiction.

CSP 810 – Legal and Ethical Issues in Clinical Mental Health Counseling 1 credit hour
This course explores the legal, ethical and professional choices faced by clinical mental health counselors. A wide variety of ethical issues and topics are covered. Topics include ethical principles, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, client rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, individual counseling, and group work.

CSP 815 – Ethical, Legal and Professional Issues in Counseling 3 credit hours
This course explores the legal, ethical and professional issues faced by practicing counselors in mental health and school settings including ethical principals, decision-making, professional standards, counselor values and attitudes, multicultural perspectives and diversity, counselor competence, client rights and confidentiality, managing boundaries and multiple relationships, and ethical issues in research and testing, supervision and consultation, theory, research and practice, couples and family therapy, and group work. Professional identity with specific considerations related to counselor work setting in either school or mental health will be promoted. Interagency referral, collaboration, and evidence-based practice concerning clinical issues such as physical and sexual abuse, self-harm, grief and loss, eating disorders, school violence/ bullying prevention, special population mental health needs (e.g., children, adolescents, incarcerated, elderly, rural, etc.), crisis intervention and management, suicide assessment and prevention, trauma informed care, and so on will be examined.

CSP 830 – Professional Issues in Clinical Mental Health Counseling 2 credit hours
The seminar provides special investigation into the core elements and issues of mental health counseling including the role of theory in practice, assessment, multicultural counseling, professional identity, credentialing and ethics, work settings, the variety of roles mental health counselors play as practitioners, consultants, researchers and political activists, recovery and treatment of victims of terrorism and disasters. Specific professional topics such as gerontology, domestic violence, disaster/trauma response, terrorism, addictions and substance abuse, sexual abuse, psychopharmacology, conflict mediation, consultation, legal and ethical issues, expert witness, establishment of a mental health practice, technology literacy, client assessment and evaluation, needs assessment and program evaluation will also be examined. Total Credits Allowed: 6.00 Prerequisite: CSP 885

CSP 831 – Seminar: Professional Issues/Ethics in School Counseling 1-6 credit hours
Total Credits Allowed: 6.00 Prerequisite: CSP 885

CSP 835 – Independent Study 1-6 credit hours
The student develops and implements a plan of study with the help of a member of the graduate faculty in the CSP Department. Department Consent Required Total Credits Allowed: 6.00

CSP 840 – Adult Development 3 credit hours
The course is designed to provide a broad knowledge base concerning adult/human development as it affects the counseling process. A knowledge base in the areas of physical, cognitive, social, emotional, moral, and spiritual development is essential to the counseling process. The classical and contemporary theories of development will be studied and their applicability to the counseling process. Counseling strategies/interventions for developmental needs will be studied and a systemic approach to self, family, and career will be used for assessment of the adult. Societal and cultural factors influencing human development will be explored as well.
CSP 845 – Global Perspectives in Higher Education Student Affairs  3 credit hours
This course explores a broad spectrum of global perspectives and internationalization efforts in the field of higher education and student affairs (HESA) through various lenses including context of international education, outcomes of internationalized higher education, global student mobility, recruitment and admission, international student services, study abroad and global learning opportunities, international partnership and global engagement, internationalizing curriculum, future models and outlooks in the field of international education.

CSP 850P – Introduction to Counseling and Social Advocacy  3 credit hours
This course is designed to introduce the student to the broad field of counseling and to provide an orientation to counseling as a helping profession. A knowledge base related to the characteristics and training of effective counselors as well as a description of clients who enter counseling is the content foundation of this course. This involves both information and experience focused on the nature of helping relationship and the skills, attitudes, and beliefs involved in developing and maintaining this relationship. Finally, the therapeutic benefits to the client are explored.

CSP 855 – Techniques of Counseling  3 credit hours
Techniques of Counseling provides an understanding of the philosophic bases of the helping process, with an emphasis on helper self-understanding and self-development. The purpose of the course is to provide a laboratory experience to enable you to learn and practice in a culturally responsive way the skills basic to the counseling process, to integrate and structure skills to meet client needs, and to gain an understanding of the ethical standards of the profession. Attention is given to understanding the psychological significance of the counseling relationship and to the development of the specific skills of counseling. This course is a pre-practicum experience. Additional Course Fee Required

CSP 856 – Multicultural Counseling  3 credit hours
This course addresses trends, issues, theories, concepts and professional practice in multicultural counseling by building awareness of one’s assumptions, values and biases regarding cultural diversity, promoting understanding of the worldview and sociopolitical history of culturally diverse clients, and developing appropriate intervention strategies and techniques for working with and/or advocating for culturally diverse clients. The philosophical basis for reflective thinking suggests that it begins with uncertainty and requires that we suspend conclusions until we have looked inward at our thoughts as well as outward to the situations at hand. This reflection requires active, careful consideration as we work with clients/students. The purpose of the course is to assist students to develop knowledge regarding psycho-social trends and changes in society that influence client’s perceptions of self and society regarding work in a pluralistic world.

CSP 858 – Theory of Counseling  3 credit hours
Theories of Counseling will provide students with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptomologic perspective as presented in the DSM-IV-TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and socio-cultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with various diagnostic categories. Moreover, the student will learn how to develop goals and objectives toward effective treatment outcomes. Prerequisite: CSP 804P or course in abnormal psychology.

CSP 859 – Diagnosis and Treatment of Mental and Emotional Disorders  3 credit hours
This course addresses individual diagnosis from a variety of perspectives: biologic, developmental, cultural and interpersonal. It will provide students with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptomologic perspective as presented in the DSM-IV-TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and socio-cultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with various diagnostic categories. Moreover, the student will learn how to develop goals and objectives toward effective treatment outcomes. Prerequisite: CSP 804P or course in abnormal psychology.

CSP 860 – Theories of Counseling  3 credit hours
The purpose of this course is to study the classical and contemporary theories of counseling. Students will be exposed to models of counseling including historical and philosophical background that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling. These models will be the foundation for students to conceptualize client presentation and select appropriate counseling interventions. Students will understand and apply theories of human behavior, ways to bring about change. Texts, class discussion and assignments encourage the learner to examine counseling and development theories, research, and socio-cultural issues critically and comparatively. Socio-cultural diversity is examined focusing on counseling methods and consciousness-raising regarding stereotypes that infringe on the helping process. Through various experiences students will be introduced to counseling theories in a way that offers personal and thought provoking challenges to conceptualize human behavior, cognition, affect, and the process of change.

CSP 861P – School Counseling Organization and Practice  3 credit hours
The focus of this course is on organization and structure of the comprehensive K-12, developmental counseling/guidance programs.

CSP 862 – Administration and Consultation in Clinical Mental Health Counseling  3 credit hours
The course will orient students to the concept of change as it directly impacts the community. For the purposes of this course a broader view of community counseling is taken with regard to prevention, intervention and community reach-out in a variety of practice settings. Although organization and practice with individuals, groups/families will be covered, greater attention will be placed on the macro level (i.e., working with organizations and communities) of community agency practice. Professional identity, licensure, and best practices will be discussed.

CSP 864 – Student Affairs Organization & Practice  3 credit 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 credit hours
Designed to enable the counselor to (1) gain understanding concerning the theory of group dynamics as it relates to counseling; (2) form a point of view concerning the process and function of counseling in groups; (3) gain competency in the use of effective group counseling techniques. It is designed to foster knowledge of skills and ethical considerations in group leadership. The course combines the use of lectures, discussion, experiential exercises, readings, journaling, and videos to advance students’ knowledge and skills. Students will also explore group leader and member roles through participation in an experiential group laboratory experience.
Department Consent Required
Prerequisite: CSP 855 and advisor approval

CSP 867P – Psychodrama  3 credit hours
This course is an introduction to psychodramatic techniques. Psychodrama is an action therapy that uses movement, motion, and action as part of the therapeutic process. It integrates verbal and action techniques into a holistic process that produces insight and learning for the client. Learning in this course is primarily experiential.

CSP 868 – Student Development Theory  3 credit hours
Student Development is viewed as a life-long process that has impact on self as a person develops their intellectual, ethical, and operational maturity. The course will cover the development of a human from Birth to Death and discuss the issues which arise with each stage in a person’s life. The course focuses on theories, strategies, assessment and case demonstrations to prepare the student affairs and/or professional counselor to work with students or clients in a wide variety of settings. One focus of this course is to provide a comprehensive introduction to post-secondary student development theory. The course will cover a multitude of aspects concerning student development theory. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized. This course will utilize the internet to a high degree for research, presentation of materials, group interaction, and testing.

CSP 869P – Foundations of Student Affairs  3 credit hours
The goal of this course is to provide a comprehensive introduction to the organization and structure of student affairs programs in American higher education setting. The course will cover the history of the students affairs profession, the development of specific functions within the field of student affairs, and the relation to and integration of those functions into the educational mission of higher education institutions. Scholarly skills in the areas of research, critical evaluation, and writing will also be emphasized.

CSP 870 – Marriage and Family Counseling  3 credit hours
The purpose of the course is to orient students to the theories of family counseling and the interrelationship of development to the dynamics of the family system. The purpose of this course is to provide future counselors the history, process, and theoretical constructs of systemic therapeutic approaches to working with families. Students will be able to identify various theories (i.e., Structural, Strategic, Milan, Psychodynamic, Experiential, Solution Focused, Social Construction, and Narrative Family Therapy). The challenges of working with families in a therapeutic manner are considered whether in the role as a school counselor, community counselor, or student affairs personnel. Gender roles as well as consideration for multicultural patterns and larger society concerns that impact normal family development are studied.
Prerequisite: CSP 855 or by permission of the department

CSP 875 – Career and Lifestyle Development  3 credit hours
Career development is viewed as a life-long process that has impact on self, significant others, career choice, leisure pursuits and geographical location. The course focuses on theories, strategies, assessment and case demonstrations to prepare the professional counselor to work with clients in school, agency, college settings and business. This course is also designed to emphasize the interrelationship of career counseling with other types of mental health counseling. This course will utilize the internet to a high degree for research, presentation of materials, group interaction, and testing.
Additional Course Fee Required

CSP 880 – Appraisal and Evaluation of Individuals and Systems  3 credit hours
This course deals with fundamental principles in appraisal of individuals and systems. Students examine purposes of appraisal, historical and current issues that affect purposes and principles of appraisal, typical means of assessment and their interpretation, use of standardized and nonstandardized appraisal techniques, sociometric and environmental assessment, responsible use of appraisal information, professional issues and standards, and current trends in the appraisal process.

CSP 885 – Practicum in Counseling and Guidance  3 credit hours
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.
Total Credits Allowed: 6.00
Prerequisite: CSP 855 and CSP 865 and admission to candidacy and advisor approval or by special permission of the Counselor Education Committee.
Additional Course Fee Required

CSP 886 – Advanced Practicum in Clinical Mental Health Counseling  3 credit hours
Advanced Practicum in Clinical Mental Health Counseling is an advanced clinical experience from a broad counseling modality (i.e., individual, group, couples, and/or families) within a live (in vivo) team model of supervision. The prerequisite is completion of CSP 885: Practicum with a grade of “B” or better and permission of the instructor. All sessions are supervised in vivo and require students to video tape all clinical work. Advanced Practicum in Clinical Mental Health Counseling is provided from a multi-modal counseling approach to increase counselor trainee expertise in the modality of student choice (i.e. individual, child/adolescent, group, couples, and/or families). Supervision will provide advanced skill training to conceptualize, interview, assess, diagnose, and intervene from a developmental, systemic, or group modality.
Department Consent Required
Prerequisite: CSP 885 with a grade of B or above and by permission of the instructor
Additional Course Fee Required

CSP 892 – Internship in Clinical Mental Health Counseling  1-6 credit hours
Direct experience in a counselor work setting under the supervision by a qualified mental health professional and a Department of Counseling and School Psychology faculty member. 1 credit hour = 100 clock hours logged within the setting.
Total Credits Allowed: 7.00
Prerequisite: CSP 885 and by permission only
CSP 906 – Infant/Preschool Assessment 3 credit hours
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 credit hours
One of the primary roles of the school psychologist is that of facilitator of data based decision making in schools. This course will focus upon usage of the Problem Solving model of data collection and student progress monitoring regarding the area of academic achievement. This course is designed to familiarize the student with the basic skills and experience necessary to utilize traditional academic data collection as well as Curriculum Based Measurement approaches to assess student skills, create intervention plans, monitor student progress, and measure student outcome. This approach to Problem Solving Assessment will be presented as procedures that can be used to supplement and/or supplant traditional approaches to psychoeducational assessment.

Additional Course Fee Required

CSP 908 – Orientation to School Psychology 3 credit hours
This course provides students with an overview and introduction to the field of school psychology. The goal of the course is to orient students to the history and foundations of the profession, current trends and issues, and future directions of the field of school psychology; additionally, students will be oriented to the school psychology program and requirements of the University of Nebraska at Kearney and become Certified in Crisis Prevention/Intervention by NASP.

CSP 920 – Cognitive Problem Solving Assessment 3 credit hours
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.

Department Consent Required

Additional Course Fee Required

CSP 921 – School Psychology Interventions Practicum 3 credit hours
The purpose of this practicum course is to augment skills and knowledge relevant to the development and delivery of therapeutic interventions with children and/or adolescents in diverse educational and/or clinical settings. Utilizing a scientist-practitioner model, the focus will be on theoretical issues, application, and evaluation of major empirically-validated therapeutic approaches that represent best practices in developing, implementing, and evaluating therapeutic interventions to address behavioral, social, emotional, and academic concerns in children and adolescents. Multicultural, legal, and ethical issues pertaining to treatment selection and the provision of mental health, academic, and related services will be discussed. Participants will also have the opportunity to facilitate communication and collaboration with children and youth and among teams of school personnel, families, community professionals, and/or other diverse audiences in a variety of contexts.

Total Credits Allowed: 6.00
Prerequisite: CSP 885 and CSP 957
CSP 922 – Problem Solving Assessment Practicum  3 credit hours
Students will develop understanding and skill in diagnostic testing, ecological evaluation, and prescriptive intervention, team problem solving, and consultation by completing a minimum of four comprehensive case evaluations for presentation involving approximately 100 hours of field experience.
Department Consent Required
Total Credits Allowed: 6.00
Prerequisite: CSP 905 and CSP 906 and CSP 907 and CSP 920 and open by permission of the department

CSP 957 – Problem Solving Consultation  3 credit hours
Consultation, an important component of the roles of both school counselors and school psychologists, is an indirect service delivery model through which expertise and services of school counselors and school psychologists can be delivered within the schools. Emphasis will be placed on the role of school counselor and school psychologist as an ally to general education who provides pre-referral intervention as well as post-referral support through consultation. Historical context, major models of consultation, and legal and ethical issues related to consultation are addressed as well as skill development in this intervention.

CSP 960 – Globalization of School Psychology  3 credit hours
The purpose of this course is to increase graduate student awareness of issues that have international impact upon children and the profession of School Psychology around the world. Issues to be examined will include status of School Psychology in countries around the globe, professional practice/ethics, children’s rights, children’s health, impact of poverty and impact of war. Foci of the course will be upon making global connections and how the School Psychology is addressing these worldwide challenges.

CSP 990 – Pre-Internship Seminar  3 credit hours
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.
Department Consent Required

CSP 991 – Scholarly Study  1-6 credit hours
A seminar designed to provide knowledge and skills in the design and formulation of a scholarly study project. Students will have the opportunity to investigate a scholarly inquiry through the development of a literature review, methodology, data collection and analysis, and dissemination of results.
Total Credits Allowed: 6.00

CSP 992 – Internship in School Psychology  1-12 credit hours
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.
Department Consent Required
Total Credits Allowed: 12.00
Prerequisite: CSP 921 and CSP 922 and by permission only

Alcohol and Drug Counseling Graduate Certificate
The Alcohol and Drug Counseling (ADC) graduate certificate offers courses required for the Licensed Alcohol and Drug Counselor (LADC) credential allowing clinical mental health counseling students and licensed mental health practitioners (LMHP’s) already in the field to gain the education necessary to hold this specialty license in Nebraska. After completing the graduate certificate, students will have the knowledge and ability to apply ethical standards of the profession. Students will develop a culturally diverse population perspective of addiction counseling including interventions to treat various client populations, understanding of theories of addiction and addictive behaviors, and be able to demonstrate application of individual and group counseling theories, assessments, and interview skills, to address client concerns.

Offered by Department of Counseling and School Psychology (p. 110)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 807P</td>
<td>Clinical Treatment Issues in Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 808P</td>
<td>Assessment, Case Planning &amp; Management of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>CSP 809P</td>
<td>Medical &amp; Psychosocial Aspects of Addictions</td>
<td>3</td>
</tr>
<tr>
<td>CSP 885</td>
<td>Practicum in Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>CSP 892</td>
<td>Internship in Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

For more information on the graduate certificate, please contact the Alcohol and Drug Counseling Graduate Certificate Program Coordinator, Dr. Christine Chasek: Email: chasekc1@unk.edu Phone: (308) 865-8361

For detailed information, guidelines, and requirements of UNK’s Certificate Programs, please visit the Academic Affairs (http://www.unk.edu/academic_affairs/certificate-programs.php) page.

Clinical Mental Health Counseling, Master of Science in Education

Program Information and Admission Requirements

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

Advising
All students are assigned an academic advisor within the department upon admission.
Admission to Pursue a Degree

Those planning to be full-time students in the Clinical Mental Health Counseling program should obtain full admission the semester prior to their enrollment by completing the following steps:

1. Complete the UNK Department of Graduate Studies online application. All materials listed below are uploaded with the online application:
   a. $45 non-refundable application fee.
   b. Academic history-official transcripts of all previous academic work. If your GPA falls below the UNK Graduate Studies minimum expectation of 2.75, please upload a Low GPA Statement with explanation for your past academic performance, how you have been successful academically at the graduate level (minimum 3.0 GPA), and why you should be admitted as an exception to the GPA requirement.
   c. Resume with requested information.
   d. “Motivation for becoming a clinical mental health counselor professional” essay.
   e. Three electronic professional references. Forms are automatically sent to recommenders when application is submitted.

2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicants meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.

3. Applicants must participate in the CSP Department admission interview/intake process which occurs each semester. When the application is complete, the CSP Department Office Associate will send the applicant a confirmation of this meeting via electronic mail to the preferred email address indicated on the application.

4. Department recommendations for admissions are submitted to the Dean of Graduate Studies.

5. Letters with admission decisions (i.e. an unconditional/full status, conditional/provisional status, or denial) are mailed from the Office of the Dean of Graduate Studies.

Application for Candidacy

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

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

Failure to meet any of these conditions can result in denial of the Application for Candidacy.

Comprehensive Examinations

All students seeking degrees and/or endorsements are required to complete comprehensive examinations. The examinations may be written, oral or both. Additionally, in order to successfully complete a degree program, students must meet the expectations outlined in department academic progress and ethical conduct policies (see respective Program Handbook for more detailed information).

Clinical Mental Health Counseling Program Mission and Objectives

Counselor Education Program Mission Statement

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

The general objective of the Clinical Mental Health Counseling major prepares graduates to meet the highest standards for delivering effective counseling in a wide variety of community and agency settings. Employment of mental health counselors is expected to grow by 20 percent between 2014 to 2024, which is much faster than the average for all occupations. Employment of substance abuse and behavioral disorder counselors is expected to grow by 21 percent.

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

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

Counseling and School Psychology Mission Statement

The Department of Counseling and School Psychology (CSP) promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in clinical mental health counseling. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively...
use the research base within their profession in order to make decisions and guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and CACREP’s international affiliate, the International Registry of Counselor Education Programs (IRCEP).

See Clinical Mental Health Counseling Program Mission and Objectives on the Overview tab for more information specifically related to this program.

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

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

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 802</td>
<td>Research Methods In Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>CSP 805</td>
<td>Child and Adolescent Development and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CSP 807P</td>
<td>Clinical Treatment Issues in Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 815</td>
<td>Ethical, Legal and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 840</td>
<td>Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>CSP 850P</td>
<td>Introduction to Counseling and Social Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CSP 855</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 856</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 859</td>
<td>Diagnosis and Treatment of Mental and Emotional Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSP 860</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 862</td>
<td>Administration and Consultation in Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 865</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 870</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 875</td>
<td>Career and Lifestyle Development</td>
<td>3</td>
</tr>
<tr>
<td>CSP 880</td>
<td>Appraisal and Evaluation of Individuals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSP 885</td>
<td>Practicum in Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>CSP 886</td>
<td>Advanced Practicum in Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 892</td>
<td>Internship in Clinical Mental Health Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

Appropriate electives will be selected in consultation with the advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 808P</td>
<td>Assessment, Case Planning &amp; Management of Addiction</td>
<td></td>
</tr>
<tr>
<td>CSP 809P</td>
<td>Medical &amp; Psychosocial Aspects of Addictions</td>
<td></td>
</tr>
</tbody>
</table>

These electives meet Nebraska Licensed Alcohol and Drug Counseling (LADC) eligibility.

| Total Credit Hours | 60 |

1. Blended courses
2. On-line courses

### Counseling, Education Specialist

**Offered by Department of Counseling and School Psychology (p. 110)**

#### Program Information and Admission Requirements

**Counseling and School Psychology Mission Statement**

The Department of Counseling and School Psychology (CSP) promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in school psychology, clinical mental health counseling, school counseling and student affairs. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively use the research base within their profession in order to make decisions and guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

**Admission Requirements**

The Education Specialist (Ed.S) degree in Counseling is designed to help students with a master’s degree obtain the necessary coursework and requirements for an additional endorsement or specialty area (e.g., a LMHP who wants to become a School Counselor or a Higher Education Student Affairs professional who wants to become a Clinical Mental Health Counselor, etc.). Those planning to obtain full admission to the Education Specialist Degree in Counseling should apply as an exception to the GPA requirement. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

1. Complete the UNK Department of Graduate Studies online application. All materials listed below are uploaded with the online application:
   a. $45 non-refundable application fee.
   b. Academic history-official transcripts of all previous academic work. If your GPA falls below the UNK Graduate Studies minimum expectation of 2.75, please upload a Low GPA Statement with explanation for your past academic performance, how you be successful academically at the graduate level (minimum 3.0 GPA), and why you should be admitted as an exception to the GPA requirement.
   c. Resume with requested information.
   d. “Motivation for obtaining the Educational Specialist Degree in Counseling” essay.
   e. Three electronic professional references. Forms are automatically sent to recommenders when application is submitted.
2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicants meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.

3. Applicants must participate in the CSP Department admission interview/intake process which occurs each semester. When the application is complete, the CSP Department Office Associate will send the applicant a confirmation of this meeting via electronic mail to the preferred email address indicated on the application. Applicants to the Student Affairs program do not participate in the interview/intake process.

4. Department recommendations for admissions are submitted to the Dean of Graduate Studies.

5. Letters with admission decisions (i.e. an unconditional/full status, conditional/provisional status, or denial) are mailed from the Office of the Dean of Graduate Studies.

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

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

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

Failure to meet any of these conditions can result in denial of the Application for Candidacy.

Comprehensive Examinations
All students seeking degrees and/or endorsements are required to complete comprehensive examinations. The examinations may be written, oral or both. Additionally, in order to successfully complete a degree program, students must meet the expectations outlined in department academic progress and ethical conduct policies (see respective Program Handbook for more detailed information).

This program is offered on campus only.

The student and assigned advisor will create a Program of Study. This degree requires a minimum of 66 credit hours beyond the baccalaureate degree. Contact the Department (p. 110) for information related to this degree option.

School Counseling - Elementary (PK-8), Master of Science in Education
Offered by Department of Counseling and School Psychology (p. 110)

Program Information and Admission Requirements

Accreditation
The school psychology and school counseling programs are accredited by Nebraska State Department of Education and the Council for the Accreditation of Educator Preparation (CAEP).

Admission Requirements
Those planning to be full-time students in School Counseling programs should obtain full admission to their chosen program of study the semester prior to their enrollment by completing the following steps:

1. Complete the UNK Department of Graduate Studies online application. All materials listed below are uploaded with the online application:
   a. $45 non-refundable application fee.
   b. Academic history-official transcripts of all previous academic work. If your GPA falls below the UNK Graduate Studies minimum expectation of 2.75, please upload a Low GPA Statement with explanation for your past academic performance, how you be successful academically at the graduate level (minimum 3.0 GPA), and why you should be admitted as an exception to the GPA requirement.
   c. Resume with requested information.
   d. "Motivation for becoming a school counselor" essay.
   e. Three electronic professional references. Forms are automatically sent to recommenders when application is submitted.

2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicants meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.

3. Applicants must participate in the CSP Department admission interview/intake process which occurs each semester. When the application is complete, the CSP Department secretary will send the applicant a confirmation of this meeting via electronic mail to the preferred email address indicated on the application.

4. Department recommendations for admissions are submitted to the Dean of Graduate Studies.

5. Letters with admission decisions (i.e. an unconditional/full status, conditional/provisional status, or denial) are mailed from the Office of the Dean of Graduate Studies.

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

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

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

Failure to meet any of these conditions can result in denial of the Application for Candidacy.

Comprehensive Examinations
All students seeking degrees and/or endorsements are required to complete comprehensive examinations. The examinations may be written, oral or both. Additionally, in order to successfully complete a degree program, students must meet the expectations outlined in department academic progress and ethical conduct policies (see respective Program Handbook for more detailed information).

NDE School Counselor Endorsement
Non-Teacher Pathway
(School Counseling Endorsement +12)

The Nebraska Department of Education changed Rule 24 requirements Fall 2017 allowing professionals with any undergraduate degree (no longer limited to teacher education degrees) to become school counselors by taking 12 credit hours of online, teacher educator field-based training in addition to completing a master’s degree in School Counseling.

Provisional School Counselor Endorsement
With Nebraska Teaching Certificate:
Students with a Nebraska teaching certificate must complete 50% of the UNK School Counseling Master’s Degree coursework to qualify for provisional endorsement.

Without Nebraska Teaching Certificate:
Students without a Nebraska teaching certificate must complete 75% of the UNK School Counseling Master’s Degree program (i.e., minimum 33 credit hours) and TE 831 (6 credit hours of Transitional Certification Program) to qualify for provisional endorsement.

School Counseling Program Mission and Objectives
Elementary and Secondary

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

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

The School Counseling major will:
1. Possess knowledge of the historical background of school counseling programs.  
2. Understand the philosophy and functioning of school counseling programs.  
3. Possess the ability to design and implement a program evaluation.  
4. Know the roles, duties, and responsibilities of a school counselor.  
5. Possess the knowledge to make referrals inside and outside the school system.  
6. Possess the knowledge to function on a child study team.  
7. Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.  
8. Be able to function as a consultant to other school personnel.  
9. Be familiar with the legislation and policies relevant to school counseling.  
10. Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.  
11. Know how to function as an advocate for the students.  
12. Know how to present guidance-related programs to school personnel and parents.  
13. Understand and be able to implement the Nebraska Comprehensive Guidance and Counseling Program Model.  
14. Possess knowledge of standardized tests commonly utilized by school personnel.  
15. Possess knowledge of career exploration and decision-making.  
16. Be able to work with families on a therapeutic and educational level.  
17. Possess skills to provide group guidance and group counseling in the schools.  
18. Understand the legal and ethical issues of the school counseling profession.

Counseling and School Psychology Mission Statement

The Department of Counseling and School Psychology (CSP) promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in school counseling. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively use the research base within their profession in order to make decisions and guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

The school counseling program is accredited by Nebraska State Department of Education and the Council for the Accreditation of Educator Preparation (CAEP).

The Nebraska Department of Education Rule 24 Requirements allows professionals with any undergraduate degree (no longer limited to teacher education degrees) to become school counselors by completing 12 online credit hours (TE 831 and TE 832) of teacher education field-based training in addition to the UNK master’s degree in School Counseling.

The following program meets the academic requirements for endorsement by the State Department of Education.
All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 802</td>
<td>Research Methods in Psychology and Education ²</td>
<td>3</td>
</tr>
<tr>
<td>CSP 805</td>
<td>Child and Adolescent Development and Interventions ¹</td>
<td>3</td>
</tr>
<tr>
<td>CSP 855</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 856</td>
<td>Multicultural Counseling ²</td>
<td>3</td>
</tr>
<tr>
<td>CSP 860</td>
<td>Theories of Counseling ²</td>
<td>3</td>
</tr>
<tr>
<td>CSP 861P</td>
<td>School Counseling Organization and Practice ²</td>
<td>3</td>
</tr>
<tr>
<td>CSP 865</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 870</td>
<td>Marriage and Family Counseling ¹</td>
<td>3</td>
</tr>
<tr>
<td>CSP 875</td>
<td>Career and Lifestyle Development ²</td>
<td>3</td>
</tr>
<tr>
<td>CSP 885</td>
<td>Practicum in Counseling and Guidance ¹</td>
<td>3</td>
</tr>
<tr>
<td>CSP 893</td>
<td>Internship in School Counseling I ²</td>
<td>2</td>
</tr>
<tr>
<td>CSP 894</td>
<td>Internship in School Counseling II ²</td>
<td>2</td>
</tr>
<tr>
<td>CSP 901</td>
<td>Ethical, Legal and Professional Practice in Schools ²</td>
<td>3</td>
</tr>
<tr>
<td>CSP 905</td>
<td>Behavioral Problem Solving Assessment ¹</td>
<td>3</td>
</tr>
<tr>
<td>CSP 957</td>
<td>Problem Solving Consultation ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 43

¹ Blended courses  
² On-line courses

School Counseling - Secondary (7-12), Master of Science in Education

Offered by Department of Counseling and School Psychology (p. 110)

Program Information and Admission Requirements

Accreditation

The school psychology and school counseling programs are accredited by Nebraska State Department of Education and the Council for the Accreditation of Educator Preparation (CAEP).

Admission Requirements

Those planning to be full-time students in School Counseling programs should obtain full admission to their chosen program of study the semester prior to their enrollment by completing the following steps:

1. Complete the UNK Department of Graduate Studies online application. All materials listed below are uploaded with the online application:
   a. $45 non-refundable application fee.
   b. Academic history-official transcripts of all previous academic work. If your GPA falls below the UNK Graduate Studies minimum expectation of 2.75, please upload a Low GPA Statement with explanation for your past academic performance, how you be successful academically at the graduate level (minimum 3.0 GPA), and why you should be admitted as an exception to the GPA requirement.
   c. Resume with requested information.
   d. “Motivation for becoming a counselor, school psychologist or student affairs professional” essay.
   e. Three electronic professional references. Forms are automatically sent to recommenders when application is submitted.

2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicants meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.

3. Applicants must participate in the CSP Department admission interview/intake process which occurs each semester. When the application is complete, the CSP Department secretary will send the applicant a confirmation of this meeting via electronic mail to the preferred email address indicated on the application. Applicants to the Higher Education Student Affairs program do not participate in the interview/intake process.

4. Department recommendations for admissions are submitted to the Dean of Graduate Studies.

5. Letters with admission decisions (i.e. an unconditional/full status, conditional/provisional status, or denial) are mailed from the Office of the Dean of Graduate Studies.

Advising

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

Application for Candidacy

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

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

Failure to meet any of these conditions can result in denial of the Application for Candidacy.

Comprehensive Examinations

NDE School Counselor Endorsement

Non-Teacher Pathway

(School Counseling Endorsement +12)

The Nebraska Department of Education changed Rule 24 requirements Fall 2017 allowing professionals with any undergraduate degree (no longer limited to teacher education degrees) to become school counselors by taking 12 credit hours of online, teacher educator field-based training in addition to completing a master's degree in School Counseling.
Provisional School Counselor Endorsement
With Nebraska Teaching Certificate:
Students with a Nebraska teaching certificate must complete 50% of the UNK School Counseling Master’s Degree coursework to qualify for provisional endorsement.

Without Nebraska Teaching Certificate:
Students without a Nebraska teaching certificate must complete 75% of the UNK School Counseling Master’s Degree program (i.e., minimum 33 credit hours) and TE 831 (6 credit hours of Transitional Certification Program) to qualify for provisional endorsement.

School Counseling Program Mission and Objectives

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

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

The School Counseling major will:

1. Possess knowledge of the historical background of school counseling programs.
2. Understand the philosophy and functioning of school counseling programs.
3. Possess the ability to design and implement a program evaluation.
4. Know the roles, duties, and responsibilities of a school counselor.
5. Possess the knowledge to make referrals inside and outside the school system.
6. Possess the knowledge to function on a child study team.
7. Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.
8. Be able to function as a consultant to other school personnel.
9. Be familiar with the legislation and policies relevant to school counseling.
10. Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.
11. Know how to function as an advocate for the students.
12. Know how to present guidance-related programs to school personnel and parents.
13. Understand and be able to implement the Nebraska Comprehensive Guidance and Counseling Program Model.
14. Possess knowledge of standardized tests commonly utilized by school personnel.
15. Possess knowledge of career exploration and decision-making.
16. Be able to work with families on a therapeutic and educational level.
17. Possess skills to provide group guidance and group counseling in the schools.
18. Understand the legal and ethical issues of the school counseling profession.

Counseling and School Psychology Mission Statement

The Department of Counseling and School Psychology (CSP) promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in school counseling. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively use the research base within their profession in order to make decisions and guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

The school counseling program is accredited by Nebraska State Department of Education and the Council for the Accreditation of Educator Preparation (CAEP).

The Nebraska Department of Education Rule 24 requirements allows professionals with any undergraduate degree (no longer limited to teacher education degrees) to become school counselors by completing 12 online credit hours (TE 831 and TE 832) of teacher education field-based training in addition to the UNK master’s degree in School Counseling.

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

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 802</td>
<td>Research Methods In Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>CSP 805</td>
<td>Child and Adolescent Development and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CSP 855</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 856</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 860</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 861P</td>
<td>School Counseling Organization and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CSP 865</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 870</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 875</td>
<td>Career and Lifestyle Development</td>
<td>3</td>
</tr>
<tr>
<td>CSP 885</td>
<td>Practicum in Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>CSP 893</td>
<td>Internship in School Counseling I</td>
<td>2</td>
</tr>
<tr>
<td>CSP 894</td>
<td>Internship in School Counseling II</td>
<td>2</td>
</tr>
<tr>
<td>CSP 901</td>
<td>Ethical, Legal and Professional Practice in Schools</td>
<td>3</td>
</tr>
</tbody>
</table>
to their enrollment by completing the following steps:

1. Complete the UNK Department of Graduate Studies online application. All materials listed below are uploaded with the online application:
   a. $45 non-refundable application fee
   b. Academic history-official transcripts of all previous academic work. If your GPA falls below the UNK Graduate Studies minimum expectation of 2.75, please upload a Low GPA Statement with explanation for your past academic performance, how you be successful academically at the graduate level (minimum 3.0 GPA), and why you should be admitted as an exception to the GPA requirement.
   c. Resume with requested information
   d. "Motivation for becoming a counselor, school psychologist or student affairs professional" essay
   e. Three Professional Electronic References (Forms are automatically sent to recommenders when application is submitted).

2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicants meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.

3. Applicants must participate in the CSP Department admission interview/intake process which occurs each semester. When the application is complete, the CSP Department secretary will send the applicant a confirmation of this meeting via electronic mail to the preferred email address indicated on the application.

4. Department recommendations for admissions are submitted to the Dean of Graduate Studies.

5. Letters with admission decisions (i.e. an unconditional/full status, conditional/provisional status, or denial) are mailed from the Office of the Dean of Graduate Studies.

Advising

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

Application for Candidacy

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

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

Failure to meet any of these conditions can result in denial of the Application for Candidacy.

Comprehensive Examinations

All students seeking degrees and/or endorsements are required to complete comprehensive examinations. The examinations may be written, oral or both. Additionally, in order to successfully complete a degree program, students must meet the expectations outlined in department academic progress and ethical conduct policies (see respective Program Handbook for more detailed information).

School Psychology Information

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

School Psychology was rated second best Social Service job by 2019 US News and World Report and will have strong growth over the next decade. It has been projected by The Labor Department that the number of jobs held by school psychologists is likely to increase by 20 percent between 2014 and 2024.

School Psychology is one of the fastest growing areas of professional psychology. School Psychologists bring psychological perspectives to individual, group and system issues in schools; that is, they deliver mental health services in educational systems. The framework of the UNK School Psychology Program is an ecological and developmental approach, which focuses upon human strengths to maximize positive outcomes. Human diversity is recognized as a strength. If the school psychology student attends full time, the student takes two years of academic coursework and related field experiences, followed by a year long, 1200-hour internship. Upon successful completion of degree requirements, the student is eligible for endorsement as a School Psychologist in Nebraska.
To provide the student with the knowledge, skills, and experiences necessary to meet the demands of the profession, the School Psychology Program has adopted an ecological training approach. In the ecological approach, the student practitioner learns to collect and interpret data from a variety of sources in order to meet the needs of the individual within the school system. As a component of this approach, students are taught to be skilled at problem solving, consultation, interviewing, observation, assessment, and intervention development.

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

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

"It is the responsibility of graduate training programs in school psychology to provide students with the building blocks for 'effective practice'" (Ysseldyke, Dawson, Lehr, Reschley, Reynolds & Telzrow, 1997, p. 6). Therefore, the program of preparation for endorsement shall include training in practices that permeate all aspects of service delivery in the following areas:

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

Counseling and School Psychology Mission Statement

The Department of Counseling and School Psychology (CSP) promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in school psychology. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively use the research base within their profession in order to make decisions and guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 800</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSP 802</td>
<td>Research Methods In Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>CSP 805</td>
<td>Child and Adolescent Development and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CSP 855</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 856</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 901</td>
<td>Ethical, Legal and Professional Practice in Schools</td>
<td>3</td>
</tr>
<tr>
<td>CSP 905</td>
<td>Behavioral Problem Solving Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSP 906</td>
<td>Infant/Preschool Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSP 907</td>
<td>Academic Problem Solving Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSP 908</td>
<td>Orientation to School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSP 920</td>
<td>Cognitive Problem Solving Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSP 957</td>
<td>Problem Solving Consultation</td>
<td>3</td>
</tr>
<tr>
<td>CSP 960</td>
<td>Globalization of School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSP 990</td>
<td>Pre-Internship Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CSP 921</td>
<td>School Psychology Interventions Practicum</td>
<td>6</td>
</tr>
<tr>
<td>CSP 922</td>
<td>Problem Solving Assessment Practicum</td>
<td>6</td>
</tr>
<tr>
<td>CSP 991</td>
<td>Scholarly Study</td>
<td>3</td>
</tr>
<tr>
<td>CSP 992</td>
<td>Internship in School Psychology</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 72

1. Blended courses
2. On-line courses

Prerequisites

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

Endorsements

Upon the completion of the Program and the recommendation of its faculty, students will be eligible for a Nebraska teaching certificate with the endorsement of School Psychologist PK-12.

Residency Requirements

The Department has established a residency requirement for the purpose of ensuring that the Education Specialist degree reflects continuity while allowing continued employment of the students in their major field. The preferred option is Option I. In Option I, students must accrue eighteen (18) credit 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...
Higher Education Student Affairs, Master of Science in Education
Offered by Department of Counseling and School Psychology (p. 110)

Program Information and Admission Requirements

Counseling and School Psychology Mission Statement
The Department of Counseling and School Psychology (CSP) promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in student affairs. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively use the research base within their profession in order to make decisions and guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

Admission Requirements
Those planning to be full-time students in the Higher Education Student Affairs programs should obtain full admission to their chosen program of study the semester prior to their enrollment by completing the following steps:

1. Complete the UNK Department of Graduate Studies online application. All materials listed below are uploaded with the online application:
   a. $45 non-refundable application fee.
   b. Academic history-official transcripts of all previous academic work. If your GPA falls below the UNK Graduate Studies minimum expectation of 2.75, please upload a Low GPA Statement with explanation for your past academic performance, how you were successful academically at the graduate level (minimum 3.0 GPA), and why you should be admitted as an exception to the GPA requirement.
   c. Resume with requested information.
   d. "Motivation for becoming a higher education student affairs professional" essay.
   e. Three electronic professional references. Forms are automatically sent to recommenders when application is submitted.
2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicants meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.
3. Applicants must participate in the CSP Department admission interview/intake process which occurs each semester. When the application is complete, the CSP Department secretary will send the applicant a confirmation of this meeting via electronic mail to the preferred email address indicated on the application. Applicants to the Higher Education Student Affairs program do not participate in the interview/intake process.
4. Department recommendations for admissions are submitted to the Dean of Graduate Studies.
5. Letters with admission decisions (i.e. an unconditional/full status, conditional/provisional status, or denial) are mailed from the Office of the Dean of Graduate Studies.

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

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

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

Failure to meet any of these conditions can result in denial of the Application for Candidacy.

Comprehensive Examinations
All students seeking degrees and/or endorsements are required to complete comprehensive examinations. The examinations may be written, oral or both. Additionally, in order to successfully complete a degree program, students must meet the expectations outlined in department academic progress and ethical conduct policies (see respective Program Handbook for more detailed information).

Higher Education Student Affairs Program Mission and Objectives

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

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

1. Be aware of significant events and relationships in the development of higher education and student affairs.
2. Understand the role of student affairs in higher education and be aware of the student personnel point of view.
3. Develop a personal position and rationale for student affairs practice and be able to justify the student services field to other university personnel and the public.
4. Know the major professional associations in higher education student affairs and their role in the development of the profession.
5. Possess an understanding of the current challenges and trends in higher education student affairs.
6. Be familiar with higher education student affairs services and should develop a rationale for each of these services.
7. Be familiar with the current literature and research in higher education student affairs practice.
8. Understand legal and ethical practice in higher education student affairs.
9. Be able to conceptualize, administer, and evaluate a higher education student affairs program.
10. Be familiar with student development theories.
11. Be familiar with the characteristics of college students, the diversity of the college population, and higher education environments.
12. Be familiar with procedures for assessing the needs of college students and the atmosphere of the college environment.
13. Develop knowledge and skills in working with the students leaders, at-risk students, diversity and inclusion, and other specific college populations.

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 802</td>
<td>Research Methods in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>CSP 855</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 856</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 860</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 864</td>
<td>Student Affairs Organization &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>CSP 865</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 868</td>
<td>Student Development Theory</td>
<td>3</td>
</tr>
<tr>
<td>CSP 869P</td>
<td>Foundations of Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>CSP 870</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSP 875</td>
<td>Career and Lifestyle Development</td>
<td>3</td>
</tr>
<tr>
<td>CSP 885</td>
<td>Practicum in Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>CSP 895</td>
<td>Internship in Student Affairs</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

### Cyber Systems (CYBR)

**CYBR 801 – Operating Systems** 3 credit hours
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 and threads. Students are expected to have had a college-level Data Structures and Algorithms course prior to enrollment in this class.

**CYBR 801P – Operating Systems** 3 credit hours
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 and threads. Students are expected to have had a college-level Data Structures and Algorithms course prior to enrollment in this class.

**CYBR 802 – Management Information Systems Seminar** 3 credit hours
The course provides the application of principles of management of information systems (MIS) in various organizational functions. This course will familiarize students with the techniques for evaluating the critical roles of information and information systems in support of organizational operations, decision-making processes, quality management, and strategic activities. It also covers management of information systems functions and professionals, as well as relevant global, ethical, societal and legal/regulatory issues. Focus is placed on the impact of rapidly changing technologies, such as the Internet, on organizations leading to new paradigms, like e-commerce and business-to-business applications, and the subsequent reengineering of organizations.

**CYBR 803 – Independent Study** 3 credit hours
The focus of this course is an independent investigation into a topic related to Cyber Systems selected by the student. Students work individually with an appropriate faculty mentor in selecting and developing a project or research study of particular interest and significance to them in the field of Cyber Systems. Permission of the Master-level program director is required for the independent study to count toward the Master-level program course requirements. A written contract specifying the topic and requirements must be submitted and approved by the department before registering for the course.

Department Consent Required
Total Credits Allowed: 6.00

### Cyber Systems

Liaquat Hossain, Ph.D., Chair · (308) 865-8370

This department offers degrees at the undergraduate level (https://catalog.unk.edu/undergraduate/departments-programs/cyber-systems/) only.

The department participates in the Master of Science in Education Degree with a specialization in Instructional Technology (https://catalog.unk.edu/graduate/departments/teacher-education/#programstext).
**CYBR 805P – Interactive Web Application Development**  
This course covers the wide range of state-of-the-art computer technologies for interactive web application development. Students will learn how to write both static web pages and dynamic web pages. This is a programming-intensive course.  
Prerequisite: CYBR 834 or CYBR 834P

**CYBR 806P – Enterprise Web Application Development**  
This course is designed to assist students in learning the skills necessary to design and build enterprise-level web applications. Skills and knowledge gained in this course can be applied in the development of interactive web sites, electronic commerce systems, cloud-based applications and other service-based architectures. Security of internet based information systems will also be covered. This is a programming intensive course. Students are expected to have had two college-level programming courses with depth in a single language prior to enrollment in this class.

**CYBR 807P – Intro to Automata, Formal Languages, & Computability**  
A survey of the fundamental concepts and conclusions in the theory of computation. Topics cover regular languages and finite automata, context-free languages and pushdown automata, formal grammars, Chomsky hierarchy, Turing machine and computability, computational complexity. Students are expected to have had college-level calculus or a college-level discrete math course prior to enrollment in this class.

**CYBR 810 – Big Data I**  
This course provides an understanding of data analytics advanced techniques to extract intelligence about organizational activities from big data sources. Managing, governing, extracting, merging, and preparing large data sets for analysis using real data are covered extensively. Students are expected to have had a college-level course in predictive modeling prior to enrollment in this class.

**CYBR 810P – Big Data I**  
This course provides an understanding of data analytics advanced techniques to extract intelligence about organizational activities from big data sources. Managing, governing, extracting, merging, and preparing large data sets for analysis using real data are covered extensively. Students are expected to have had a college-level course in predictive modeling prior to enrollment in this class.

**CYBR 811 – Big Data II**  
This course provides a set of practical and powerful tools to enhance the understanding of big data. Exposure to computerized tools facilitating the loading and cleansing of data for analysis provides an experiential learning approach to understanding big data concepts.  
Prerequisite: CYBR 810

**CYBR 811P – Big Data II**  
This course provides a set of practical and powerful tools to enhance the understanding of big data. Exposure to computerized tools facilitating the loading and cleansing of data for analysis provides an experiential learning approach to understanding big data concepts.  
Prerequisite: CYBR 810

**CYBR 818P – E-Commerce Information Systems**  
This course will present, develop, explore, and illustrate the nature and use of E-commerce Information System development methodologies in an inter-organizational setting, and discuss responsibilities at all life cycle stages. It is a comprehensive study of electronic commerce, with in-depth coverage of e-commerce technologies and e-commerce business models including business-to-consumer models, business-to-business models, consumer-to-consumer models, peer-to-peer models, and mobile commerce. It introduces global e-commerce, security and encryption issues, and ethical, social and political issues related to e-commerce. E-commerce interface designs for electronic storefronts, malls, catalogs, shopping carts, search engines, auctions, e-payment systems, e-learning, and e-government will be covered. Consumer interactions with payment processing mechanisms and relationships to information technology development and support will be studied.  
Prerequisite: CYBR 802 or CYBR 834P or TE 870 or TE 877

**CYBR 821P – Business Process Redesign and ERP Systems**  
This course provides an understanding of business processes and usage of various methods and computerized tools to redesign these processes. The redesigned processes will assist organizations in providing cost-effective quality products and services to consumers. Further, this course provides an overview of the Enterprise Resource Planning (ERP) Systems which are widely used by corporations for automation of their processes.

**CYBR 825 – Database Systems**  
This course is a comprehensive study of multi-user database concepts. The relational model and relational database management systems along with proper database design will be emphasized. The normalization process and the various normal forms will be covered. Internet database applications are introduced. SQL will serve as the standard language for database manipulation. Several current database management systems will be introduced and will serve as the sample DBMSs for implementation of the course.

**CYBR 825P – Database Systems**  
This course is a comprehensive study of multi-user database concepts. The relational model and relational database management systems along with proper database design will be emphasized. The normalization process and the various normal forms will be covered. Internet database applications are introduced. SQL will serve as the standard language for database manipulation. Several current database management systems will be introduced and will serve as the sample DBMSs for implementation of the course material.

**CYBR 810**  
Prerequisite: CYBR 834 or CYBR 834P

**CYBR 821P**  
Prerequisite: CYBR 802 or CYBR 834P or TE 870 or TE 877

**CYBR 825P**  
Prerequisite: CYBR 101 or CYBR 102 or CYBR 103 or CYBR 834 or CYBR 834P
This course will cover all the concepts necessary to play offense against different types of enterprise networks and systems (red team). Different scenarios will be "played out" utilizing a series of hands-on labs with the idea that students will learn the concept of "thinking like an adversary". In this manner, the students will learn how to better defend networks by understanding the offensive playbook. Students are expected to have had a college-level course in Advanced Networks and Systems prior to enrollment in this class. Students are also expected to either complete CYBR 858 or have had a college-level course in Computer Security prior to enrollment in this class.

This course will cover all the concepts necessary for defense-in-depth of an enterprise network and system (blue team). A case study will be incorporated to achieve a strong understanding of the design, implementation and overall security of a large network. Hands-on labs will be conducted using a variety of networking and systems equipment. Students with a strong command of the concepts presented will be prepared to sit for specific industry certification exams. This course presents a comprehensive study of needs and characteristics of a global internetwork and the issues encountered on such a network. Topics studied will include security, servers, user identity, and wireless. Hands-on labs will be conducted using a variety of network equipment. Students are expected to have had a college-level course in Advanced Networks & Systems prior to enrollment in this class. Students are also expected to either complete CYBR 858 or have had a college-level course in Computer Security prior to enrollment in this class.

This course will include information technology curriculum development and instruction, with a focus on applying programming concepts to education. Intended only for students in a Master of Science in Education program.
Prerequisite: TE 810 or TE 870 or TE 886P

This course will include information technology curriculum development and instruction, with a focus on applying programming concepts to education. Intended only for students in a Master of Science in Education program.
Prerequisite: TE 810 or TE 870 or TE 886P

This course will cover all the concepts necessary to play offense against different types of enterprise networks and systems (red team). Different scenarios will be "played out" utilizing a series of hands-on labs with the idea that students will learn the concept of "thinking like an adversary". In this manner, the students will learn how to better defend networks by understanding the offensive playbook. Students are expected to have had a college-level course in Advanced Networks & Systems prior to enrollment in this class. Students are also expected to either complete CYBR 858 or have had a college-level course in Computer Security prior to enrollment in this class.
CYBR 850P – Software Quality Assurance  3 credit hours
This course will provide students with the knowledge and skills to define and implement software quality management. We will explore ways to develop a quantifiably effective software quality management function and measure the success of QA plans, teams and tools. The course will explore the latest industry standards, tools and approaches, and will explore the challenges of managing the QA function for modern software application environments. Students are expected to have had a college-level course in Systems Analysis & Design prior to enrollment in this class.

CYBR 858 – Computer Security  3 credit hours
This course provides an overview of security issues associated with the development and deployment of information systems. Topics include authentication, encryption, firewalls, security standards and protocols, attack prevention, detection, and recovery. Prior to enrollment in this class, students are expected to have had one of the following: two college-level programming courses with depth in a single language, a college-level networking course, or a course in System Administration, such as CYBR 848P.

CYBR 858P – Computer Security  3 credit hours
This course provides an overview of security issues associated with the development and deployment of information systems. Topics include authentication, encryption, firewalls, security standards and protocols, attack prevention, detection, and recovery. Prior to enrollment in this class, students are expected to have had one of the following: two college-level programming courses with depth in a single language, a college-level networking course, or a course in System Administration, such as CYBR 848P.

CYBR 860 – Virtualization Essentials  3 credit hours
Examining the new world of virtualization, this technical essentials course looks at concepts such as cloud computing, virtualized hardware, networks, storage and data center concepts. Although the focus will be virtualization at the data center, these fundamentals are easily transferrable and highly needed in small to large enterprise. Topics such as hypervisors, software-defined networking and cloud architectures are discussed in-depth.

CYBR 860P – Virtualization Essentials  3 credit hours
Examining the new world of virtualization, this technical essentials course looks at concepts such as cloud computing, virtualized hardware, networks, storage and data center concepts. Although the focus will be virtualization at the data center, these fundamentals are easily transferrable and highly needed in small to large enterprise. Topics such as hypervisors, software-defined networking and cloud architectures are discussed in-depth.

CYBR 868 – Advanced Security: Playing Both Sides  3 credit hours
This course provides an introduction to advanced security topics associated with the development and deployment of information systems. Topics include WiFi and cellular networks, fuzzing, software vulnerabilities, secure development practices. Prerequisite: CYBR 835P

CYBR 868P – Advanced Security: Playing Both Sides  3 credit hours
This course provides an introduction to advanced security topics associated with the development and deployment of information systems. Topics include WiFi and cellular networks, fuzzing, software vulnerabilities, secure development practices. Prerequisite: CYBR 835P

CYBR 875 – Graduate Internship in Cyber Systems  1-6 credit hours
An internship is a professional or technical position in a professional environment that provides a student with sufficient practical work experience for a limited period of time, allows for career decision-making, and provides the employer valuable skills to accelerate business objectives. Internships are mutually beneficial for all involved. The student gains the opportunity to apply classroom learning to a workplace environment; the employer has the chance to work with students eager to learn and apply skills; and the university benefits from connections with business and industry, which provide potential for program development and enhancement. The learning experience is organized and supervised by the academic department, the CBT Career Center, and personnel of selected industries. All internships must be approved by the CBT Career Center. Offered in Fall, Spring, and Summer semesters. The course will be evaluated on a credit/no credit basis. One to six credits, depending on the length of the internship. May be repeated twice, for a total of 6 credits. Prior to enrollment, a student should have an overall graduate GPA 3.00; completed nine hours of 800-level core courses; completed the Intent to Intern Form, Internship Position Approval Form, and any required orientation sessions; and received department consent.

Department Consent Required
Total Credits Allowed: 6.00

CYBR 885P – Information Systems Strategy and Management  3 credit hours
To provide 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.

CYBR 890 – Information Networking Law and Public Policy  3 credit hours
This course provides a current and historical review of statutes, regulations, and municipal ordinances in telecommunications and information network security. Fundamental cybersecurity requirements are examined for several industry sectors. Topics also include network breach notification requirements, the NIST Risk Management Framework and NIST Cybersecurity Framework.

CYBR 890P – Information Networking Law and Public Policy  3 credit hours
This course provides a current and historical review of statutes, regulations, and municipal ordinances in telecommunications and information network security. Fundamental cybersecurity requirements are examined for several industry sectors. Topics also include network breach notification requirements, the NIST Risk Management Framework and NIST Cybersecurity Framework.

CYBR 894 – Graduate Thesis  3-6 credit hours
Independent original research in Cyber Systems under the direction of a Cyber Systems faculty member. A written contract specifying topic and requirements is required before registering for the course.

Department Consent Required
Total Credits Allowed: 6.00
Masters of Arts in Education

- School Principalship PK-8 (p. 134) - Master of Arts in Education Degree
- School Principalship 7-12 (p. 132) - Master of Arts in Education Degree
- Supervisor of Special Education (p. 136) - Master of Arts in Education Degree

Education Specialist

- School Superintendent (p. 135) - Education Specialist Degree

Graduate Faculty

Professor: Patricia Hoehner
Associate Professor: Thomas Jacobson, Ken Nelson
Graduate Program Committee
Teahon (Chair), Hoehner, Jacobson, Nelson

Educational Administration (EDAD)

EDAD 831 – Social Foundations of Education 3 credit hours
This course provides insight into the relationship of education to the social order, a rationale for the underlying philosophy of education, and an understanding of how political theory and social forces provide for school organization and authority.

EDAD 832 – Current Issues in Education 3 credit hours
This course is designed to provide the educational administrator with a view of the contemporary educational issues for focused investigation. Topics will include but not be exclusive to current curriculum issues and trends, diversity in the classroom, global education, assessment, change and reform.

EDAD 833 – EDAD Assessment Leadership 3 credit hours
This course provides educators with the knowledge base and skills required to provide leadership with regards to assessment issues which include but are not exclusive to analysis of data to improve instruction; utilization of assessment instruments for guiding instruction to determine best practices for improved student learning; engagement in continuous evaluation of curriculum and instruction; development of criteria for evaluating data. Using basic knowledge, students will identify an assessment issue of individual significance and develop background information, data, and materials needed to provide leadership with regards to this topic.
Prerequisite: Enrollment in Masters or Educational Specialist degree programs

EDAD 842 – Administration of Special Education 3 credit 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 students with handicaps.

Department of Educational Administration

College of Education

Mike Teahon, Ed.D., Chair- (308) 865-8844
EDAD 843 – Practicum in Educational Administration   3 credit hours
This course, graded as credit-no credit, is designed to provide practical learning experience inherent to school principals. Experiences will include discussion of current topics, involvement of presentation of current topics as preparation for conducting staff development, use of resource personnel from education and/or other fields, the completion of 80 hour internship, a visitation to a school district with over 25,000 students, preparation for the administrative job search.
Prerequisite: EDAD 869 or permission of instructor

EDAD 846 – The Junior High/Middle School   3 credit 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 credit 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 credit 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 credit 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 credit 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 credit hours
This course is designed to assist students in obtaining entry-level understandings and skills relating to the supervision of instruction.

EDAD 859 – Legal Basis of Education   3 credit 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 credit hours
This is a foundation course in school administration that places emphasis on the responsibilities of the principal. It is designed to serve the interests and needs of certificated personnel who plan to become principals.
Prerequisite: EDAD 854 or permission of instructor

EDAD 870 – The Principal as Instructional Leader   3 credit hours
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.
Prerequisite: EDAD 869 or permission of instructor

EDAD 875 – Activities Director   3 credit hours
This course deals with the roles and responsibilities of the interscholastic Activities Director. Emphasis will be placed on the philosophies that are required for the Activities Director in the educational setting. The course will cover the skills and prerequisites for the school activities administrator, as well as legal issues, activities policies, finances, sportsmanship initiatives, and the “nuts and bolts” tasks of the school Activities Director.

EDAD 890 – Introduction to Educational Research   3 credit hours
This course is designed to explore the attributes of educational research and the roles of the educator in appraising and conducting reliable and valid research studies. Students will not only explore the attributes of effective research and learn to evaluate the quality, efficacy, and validity of research studies, but also learn how to do meaningful research inquiry so that they can design effective research studies and collect, analyze, and interpret data effectively in the study of educational questions at the classroom, building, or district level.

EDAD 895 – School Improvement   3 credit hours
School Improvement is designed to provide students of educational administration an understanding of issues related to the school improvement process and its role in the school reformation movement.

EDAD 896 – Independent Study   1-6 credit 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.
Total Credits Allowed: 6.00

EDAD 898 – Endorsement Internship   3 credit hours
This Endorsement Internship is designed for those students who already hold a principal Master’s degree and seek the complementary principal endorsement.

EDAD 899 – Thesis   3-6 credit 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.
Total Credits Allowed: 6.00

EDAD 899P – Special Topics in Education   1-3 credit 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.
Total Credits Allowed: 6.00
EDAD 940 – Administrative Theory  3 credit 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 credit hours
This course is graded on a credit-no credit basis, and is a requirement for the Educational Specialist Degree. The student will read and submit written critiques on several contemporary writings related to education and participate in a three-day, summer field trip to Lincoln, which will involve visits at the Nebraska Department of Education, the Lincoln Public Schools, and the quarters of various professional education organizations.

EDAD 945 – Independent Readings  1-6 credit hours
Independent reading on Educational Administration topics. Readings to be selected and directed by the student's advisor and may be tied to field study literature review.
Total Credits Allowed: 3.00

EDAD 955 – The School Administrator and the Law  3 credit 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 credit 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 credit hours
The primary objectives of this course are to provide the student with (1) the background of school finance, (2) a background of public school financing in the United States, (3) an understanding of the various governmental levels of financing in public schools, (4) judicial decisions and their effects, and (5) finance of schools in the future.

EDAD 958 – Educational Facility Plan  3 credit 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 credit 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.
Total Credits Allowed: 6.00

EDAD 991 – Field Study  3 credit hours
The field study provides an opportunity for an educational administration candidate to prepare a proposal for a research project or a grant relevant to the candidate’s school settings. The minimum credit for the proposal is three hours. If the candidate elects to complete a research project going beyond the proposal stage, an additional 3 credit hours may be applied towards the candidate’s plan of study. This course is required of all Specialist Degree candidates. A written product is the outcome of the course. Enrollment by permission of the instructor.
Total Credits Allowed: 6.00

EDAD 992 – Executive Administrator  3 credit hours
This is a capstone course that focuses upon the executive administrator’s role as leader in an educational setting. It is designed to provide both theoretical and practical approach thru discussions, problem solving, and case studies to allow students to demonstrate administrative skills that are relevant to today's educational leader. The focus of this course is on administrative leadership and its relevance to student achievement. Areas to be addressed may include board- administrator relations, human resource management, problem solving, communication, legal issues, financial planning and board policy development. This is an elective class in educational administration program.
Prerequisite: Enrollment in Educational Specialist degree program

EDAD 998 – Internship  3-6 credit 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.
Total Credits Allowed: 6.00

School Principalship 7-12, Master of Arts in Education
Offered by Department of Educational Administration (p. 130)

Program Information and Admission Requirements

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

Program Objectives
Educational Administration Program objectives are aligned with the College of Education 9 Desired Outcomes (DO) for graduates, Nebraska Department of Education (NDE), Administrator Certification Rule 24, and the standards for Educational Leadership Program Recognition adopted by the National Policy Board for Educational Administration (NPBEA) in November 2011.

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

Special Education Requirement: Nebraska certification requires the completion of a Special Education course covering the identification
of handicapping conditions and the various alternatives to providing educational opportunities for handicapped students. This requirement is a prerequisite for administrative certification and must have been met prior to a graduate degree in EDAD or taken as an elective within the graduate program of study. Program applicants who received their initial teaching certificate prior to September 1, 1992 will be required to take TESE 821P in place of one of their program electives.

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

**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 and one other individual who can comment on your potential to do graduate study and for educational leadership. (Appropriate forms online.);
3. Submit a resume and an essay on why you wish to pursue a career in school administration. (Appropriate format information online.);
4. Faculty review of all applications to the programs.
5. Members of the Educational Administration Department will evaluate each applicant following the completion of 12 semester credit 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 credit hours of coursework. Any deviation from the above requirements is by departmental approval only.

**Time Limitation**
The coursework for this 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 credit 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 credit 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-credit-hour registration which includes participation in the monthly research seminars and fulfills the elective requirement. The thesis is written under the direct supervision and guidance of the advisor. Thesis acceptance by the student’s committee follows an oral examination over the study. The oral examination is in lieu of the comprehensive written examination required of Master’s Degree Candidates.

**Comprehensive Examination**
A comprehensive examination is administered prior to, or during, the session in which the student is expected to receive the degree. Departmental procedures require that all EDAD coursework, except arranged courses, be completed or in progress before comprehensive examinations may be taken. Master’s Degree Candidates will take a written comprehensive examination.

**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 teaching endorsement may opt for either a PK-8 or 7-12 program. The University of Nebraska at Kearney offers a non-degree administrative endorsement in School Principalship 7-12 for those who have a previous Master’s Degree in education. For those candidates with a PK-8 principalship endorsement, who wish to qualify for the 7-12 principalship endorsement, 9 credit hours are required in addition to the basic 36-credit-hour program. For more information about these endorsements, please contact the Department of Educational Administration.

This program is offered online only.

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

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

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 831</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 890</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 843</td>
<td>Practicum in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 848</td>
<td>Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 851</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>
School Principalship PK-8, Master of Arts in Education

Offered by Department of Educational Administration (p. 130)

Program Information and Admission Requirements

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

Program Objectives
Educational Administration Program objectives are aligned with the College of Education 9 Desired Outcomes (DO) for graduates, Nebraska Department of Education (NDE), Administrator Certification Rule 24, and the standards for Educational Leadership Program Recognition adopted by the National Policy Board for Educational Administration (NPBEA) in November 2011.

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

Special Education Requirement: Nebraska certification requires the completion of a Special Education course covering the identification of handicapping conditions and the various alternatives to providing educational opportunities for handicapped students. This requirement is a prerequisite for administrative certification and must have been met prior to a graduate degree in EDAD or taken as an elective within the graduate program of study. Program applicants who received their initial teaching certificate prior to September 1, 1992 will be required to take TESE 821P in place of one of their program electives.

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

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 and one other individual who can comment on your potential to do graduate study and for educational leadership. (Appropriate forms online);
3. Submit a resume and an essay on why you wish to pursue a career in school administration. (Appropriate format information online);
4. Faculty review of all applications to the programs.
5. Members of the Educational Administration Department will evaluate each applicant following the completion of 12 semester credit 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 credit hours of coursework. Any deviation from the above requirements is by departmental approval only.

Time Limitation
The coursework for this 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 credit 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 credit 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-credit-hour registration which includes participation in the monthly research seminars and fulfills the elective requirement. The thesis is written under the direct supervision and guidance of the advisor. Thesis acceptance by the student’s committee follows an oral examination over the study. The oral examination is in lieu of
the comprehensive written examination required of Master's Degree Candidates.

**Comprehensive Examination**
A comprehensive examination is administered prior to, or during, the session in which the student is expected to receive the degree. Departmental procedures require that all EDAD coursework, except arranged courses, be completed or in progress before comprehensive examinations may be taken. Master's Degree Candidates will take a written comprehensive examination.

**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 teaching endorsement may opt for either a PK-8 or 7-12 program. The University of Nebraska at Kearney offers a non-degree administrative endorsement in School Principalship PK-8 for those who have a previous Master's Degree in education. For those candidates with a 7-12 principalship endorsement, who wish to qualify for the PK-8 principalship endorsement, 9 credit hours are required in addition to the basic 36-credit-hour program. For more information about these endorsements, please contact the Department of Educational Administration.

This program is offered online only.

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

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

All students are required to complete an exit survey during the semester of graduation or program completion.
Nebraska Certification Requirements

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

Special Education Requirement: Nebraska certification requires the completion of a Special Education course covering the identification of handicapping conditions and the various alternatives to providing educational opportunities for handicapped students. This requirement is a prerequisite for administrative certification and must have been met prior to a graduate degree in EDAD or taken as an elective within the graduate program of study. Program applicants who received their initial teaching certificate prior to September 1, 1992 will be required to take TESE 821P in place of one of their program electives.

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

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

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

Admission

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

1. A Master’s Degree in an education related field from an accredited institution, an administrative certificate and at least two years of teaching.
2. Submit a professional biography including why you seek the superintendency (On-line format)
3. A satisfactory undergraduate and graduate scholastic record;
4. Submit written recommendations from two school administrators and one other individual who can comment on your potential to do graduate study and for educational leadership. (On-line format);
5. Faculty review of all applications to the programs.
6. Members of the Educational Administration Department will evaluate each applicant following the completion of 12 semester credit hours of coursework. At this point the department will make a decision relating to Approval of the Candidacy Application.

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

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

Degree Program

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

Time Limitation

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

Comprehensive Examination

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

This program is offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 940</td>
<td>Administrative Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 944</td>
<td>Seminar in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 955</td>
<td>The School Administrator and the Law</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 956</td>
<td>School/Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 957</td>
<td>Public School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 958</td>
<td>Educational Facility Plan</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 991</td>
<td>Field Study 1</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 992</td>
<td>Executive Administrator</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 998</td>
<td>Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>EDAD 945</td>
<td>Independent Readings</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Required Courses

Electives

Select appropriate courses with the consent of the advisor. 3-6

The following may apply:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 832</td>
<td>Current Issues in Education</td>
</tr>
<tr>
<td>EDAD 833</td>
<td>EDAD Assessment Leadership</td>
</tr>
<tr>
<td>EDAD 842</td>
<td>Administration of Special Education</td>
</tr>
<tr>
<td>EDAD 895</td>
<td>School Improvement</td>
</tr>
<tr>
<td>EDAD 945</td>
<td>Independent Readings</td>
</tr>
</tbody>
</table>

Total Credit Hours 33

1 May enroll for an additional 3 credit hours for extended research.

Supervisor of Special Education, Master of Arts in Education

Offered by Department of Educational Administration (p. 130)
Program Information and Admission Requirements

Admission to the Program

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

Departmental Objectives

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

Program Objectives

Educational Administration Program objectives are aligned with the College of Education 9 Desired Outcomes (DO) for graduates, Nebraska Department of Education (NDE), Administrator Certification Rule 24, and the standards for Educational Leadership Program Recognition adopted by the National Policy Board for Educational Administration (NPBEA) in November 2011.

Nebraska Certification Requirements

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

Special Education Requirement: Nebraska certification requires the completion of a Special Education course covering the identification of handicapping conditions and the various alternatives to providing educational opportunities for handicapped students. This requirement is a prerequisite for administrative certification and must have been met prior to a graduate degree in EDAD or taken as an elective within the graduate program of study. Program applicants who received their initial teaching certificate prior to September 1, 1992 will be required to take TESE 821P in place of one of their program electives.

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

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 and one other individual who can comment on your potential to do graduate study and for educational leadership. (Appropriate forms online.);
3. Submit a resume and an essay on why you wish to pursue a career in school administration. (Appropriate format information online.);
4. Faculty review of all applications to the programs.
5. Members of the Educational Administration Department will evaluate each applicant following the completion of 12 semester credit 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 credit 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 credit 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 credit 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-credit-hour registration which includes participation in the monthly research seminars and fulfills the elective requirement. The thesis is written under the direct supervision and guidance of the advisor. Thesis acceptance by the student’s committee follows an oral examination over the study. The oral examination is in lieu of the comprehensive written examination required of Master’s Degree Candidates.

Comprehensive Examination

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

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 University of Nebraska at Kearney offers a non-degree program to obtain an administrative certificate with the Supervisor of Special Education endorsement for those who have a previous Master's or Education Specialist Degree in education. For more information about the endorsement program, please contact the Department of Educational Administration.

This program is offered online only.

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

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>TESE 876P</td>
<td>Transitional Issues for Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 831</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 890</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 833</td>
<td>EDAD Assessment Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 842</td>
<td>Administration of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 848</td>
<td>Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 851</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 854</td>
<td>Introduction to Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 855</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 940</td>
<td>Administrative Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 956</td>
<td>School/Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 998</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>CSP 800</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

Master of Arts

- English (p. 141) - Master of Arts Degree

Graduate Faculty

Professor: Michelle Beissel Heath, Susan Honeyman, Marguerite Tassi, Rebecca Umland

Associate Professor: Megan Hartman, Jessica Hollander, Seth Long, Maria O’Malley, Denys Van Renen

Assistant Professor: Brad Modlin, Amanda Sladek, Annarose Steinke

Graduate Program Committee

Krone (Chair), R. Umland, S. Umland

English (ENGL)

ENG 803 – Descriptive Linguistics 3 credit 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 credit 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 credit 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 credit hours
An application of literary theories to selected literary works.

ENG 807 – History of Literary Criticism 3 credit 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 a part of larger intellectual and cultural history.

ENG 808 – English around the Globe 3 credit hours
An exploration of the role of English as the dominant language of international business, politics, and communication. Topics to be covered include: the factors that led to the establishment of English as a “global language,” the social and political implications of global English, the development and features of unique world “Englishes,” and the future of English on a global scale.

ENG 809 – Theory of Rhetoric and Composition 3 credit hours
An overview of the history and major theories of the related disciplines of rhetoric and composition studies.

ENG 814 – Writing Tutorial 3 credit 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.

Total Credits Allowed: 6.00

ENG 822 – Poetry Writing 3 credit hours
ENG 822P – Poetry Writing 3 credit hours
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.
Department Consent Required
Total Credits Allowed: 6.00

ENG 823 – Fiction Writing 3 credit hours
Department Consent Required

ENG 823P – Fiction Writing 3 credit hours
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.
Department Consent Required
Total Credits Allowed: 6.00

ENG 824 – Drama Writing 3 credit 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 credit hours
This course examines the concept and contemporary forms of creative nonfiction, including memoir, biography, essay, letter, journal, prose poetry, and combined forms, as well as crossover with fiction in both writing techniques and content shaping. Students will be expected both to critically examine and to write nonfiction.

ENG 826 – Prosody: The Music of Poetic Form 3 credit 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 credit hours

ENG 832 – Colloquium: World Literature 3 credit hours

ENG 841P – Language for the Elementary Teacher 3 credit 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 credit 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 credit 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 credit hours
This course will emphasize the teaching of creative writing and the basic craft of writing poetry and short stories. Prospective and practicing teachers will examine selections from contemporary literature as creative writing models.

ENG 847 – Children's Literature 3 credit hours
Establishing criteria for selecting, evaluating, and reading a wide range of literature for children.

ENG 847P – Children's Literature 3 credit hours

ENG 848 – Literature for Adolescents 3 credit hours
An exposure to and evaluation of the literature genres appropriate for study in secondary schools.

ENG 848P – Literature for Adolescents 3 credit hours

ENG 849 – Children's Adolescent Lit 3 credit hours
Study and analysis of Children and Adolescent Literature from grades preK12. Students examine primary texts and scholarly commentary in the context of prevailing assumptions and ideologies over conceptions of childhood and adolescence. The class also offers strategies for increasing children and adolescents engagement with literature and their understanding of literary techniques.

ENG 851P – Literature of Puritanism and Early American Nationalism 3 credit 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 – Literature of the American Renaissance 3 credit 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 – Literature of American Realism 3 credit 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 credit 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 credit hours
The seminar examines the literature from World War II to the present, focusing on the later development of modernism and the rise of postmodern literature. Authors, genres, and approaches may vary from term to term.

ENG 856 – Literature of the American West 3 credit 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: US Literature through 1855 3 credit hours

ENG 858P – Great Plains Studies 1-3 credit 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.
Total Credits Allowed: 3.00

ENG 859 – Colloquium: US Literature 1855-Present 3 credit hours
ENG 860 – American Political Rhetoric 3 credit hours
Course surveys major works in American political history, including sermons, pamphlets, founding documents, letters, addresses, and essays. Students will critically examine and compose original material that participates in or challenges U.S. rhetorical traditions.

ENG 861 – Fairy Tales & Folklore 3 credit hours
This course will cover popular culture historically associated with young people, including fairy tales (from oral, written, and pictorial sources), nursery rhymes, legend, ethnography, childlore, and games.

ENG 863 – The Graphic Novel 3 credit hours
Course will focus on the broad genre of art-writing known as "visual narrative" in comic strips, art books, collage novel, silent film, graphic journalism, single-panel cartoons, comic books, picture books, and graphic novels, including heroic, saga, adaptation, and memoir.

ENG 864 – Critical Approaches to Children's Literature & Culture 3 credit hours
This class explores the unique critical and methodological questions that scholars of literature for juvenile readerships grapple with, in both classic theoretical texts and contemporary criticism.

ENG 865 – American Environmental Literature and Theory 3 credit hours
Course explores questions such as, What is environmental literature in the Western canon? How can the study of environmental literature forge relationships with other disciplines? In order to answer these questions, students will study major trends in environmental literature. The course focuses on literature and scholarship on the environment humanities and on ecological criticism. Prerequisite: Admission to MA program in English or department permission.

ENG 866 – Global Environmental Literature and Theory 3 credit hours
Course will focus on major trends in global environmental literature. In addition, the course will focus on ecological criticism and environmental humanities with a particular focus on global environmental problems. Readings may include primary texts in biology, history, and literature. Prerequisite: Admission to MA program in English or department permission.

ENG 871P – Language and Composition in the Secondary School 3 credit 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 credit 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 – Literature of the English Renaissance 3 credit 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 credit 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 875P – The Romantic Period 3 credit 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 876P – Literature of the Victorian Period 3 credit 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 880P – Literature of the Victorian Period 3 credit 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 credit 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 credit 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 credit hours

ENG 884 – Colloquium: British Literature: 1700-Present 3 credit hours

ENG 885 – Narrative Strategies 3 credit hours
Study of language, structure, point of view, imagery, dialogue, setting, character, and plot in works of fiction, including fiction written by class members. Aim is for students to demonstrate mastery of techniques and identify them in the literary works of others.

ENG 886 – Poetic Strategies 3 credit hours
Understanding the poetry writing process as a series of choices with consequences, this course encourages students to expand and develop their skills with a variety of poetic techniques. While courses such as ENG 822, Poetry Writing encourage students to write in their preferred styles, this course requires students to study and apply a range of (perhaps unfamiliar) methods to develop particular skills.

ENG 887 – Theory and Practice of Digital Rhetoric 3 credit hours
This course explores the theoretical and pedagogical implications of digital media for writing, reading, and communicative action. Print is no longer the standard medium of literacy. The majority of reading and writing now occurs on networked multimedia interfaces that facilitate new literate practices just as they complicate traditional ones. The course re-theorizes literacy and communicative action in light of the nearly universal shift from print to screen.

ENG 888 – Creative Writing Thesis Workshop 3 credit hours
Plan and compose the beginning of a creative writing thesis in prose or poetry while reading and analyzing selected texts and class members' writing. Aim is for students to develop a cohesive plan for a longer manuscript of literary quality, define their artistic goals in the context of the larger literary landscape, and gain constructive feedback from the instructor and a small group of writing students on their writing. This class is a prerequisite for the six thesis hours required for students pursuing a creative thesis. Students must submit a creative writing sample for admittance into this course. Department Consent Required

ENG 889 – Ft. Kearny Writers' Workshop 1-3 credit 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. Total Credits Allowed: 10.00
ENG 892 – Plains Literature  3 credit 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 credit 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.
Total Credits Allowed: 3.00

ENG 896 – Thesis  3-6 credit hours
Total Credits Allowed: 6.00

ENG 897P – Film Institute  1-3 credit 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.
Total Credits Allowed: 3.00

ENG 899 – Special Topics  1-3 credit 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.
Total Credits Allowed: 6.00

English, Master of Arts
Degree Options available for Master of Arts in English

• Option A: Thesis Option (36 Hours)

• Option B: Examination Option (36 Hours)

Master of Arts in English

The Master of Arts (M.A.) in English at UNK offers students the opportunity to study literature; composition, rhetoric, and language; childhood and youth studies; and creative writing. Graduate courses are offered as seminars, workshops, and directed readings. Our M.A. serves active, in-service teachers who seek graduate credit or a graduate degree to deepen their knowledge and advance their careers; students who wish to pursue a Ph.D. in English; creative writers sharpening and refining their skills for publication or for an MFA program; and students planning careers in editing, publication, professional and technical writing, and business.

Admission Process

Departmental admission to the Graduate program is based on transcripts, a 1-2 page letter of interest, a 10 page 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,
2. Submit an official undergraduate transcript to the Office of Graduate Studies showing at least 18 semester hours in upper division (300-400 level) courses in English Studies (literature, writing, linguistics, etc.).
3. Submit an application to the Office of Graduate Studies,
4. Submit a writing sample: the writing sample should be related to an aspect of English studies and 10 pages in length (for creative writing, 5 pages creative writing and 5 pages critical/analytical writing; for all other interest areas, 10 pages critical/analytical writing).
5. Submit three letters of recommendation,
6. Submit a 1-2 page letter of interest outlining motivation for post-graduate study at UNK, previous work in the discipline, particular English studies and/or literary interests, and educational goals.

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. Only 6 hours of credit/no credit courses may be applied toward a Master of Arts degree.
3. Students must either complete a comprehensive examination or write a thesis, and the results must be filed with the Office of Graduate Studies at least four weeks before graduation date.

English Department Degree Requirements

At least half of the course work must be completed in non-P courses.

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

Offered by Department of English (p. 138)

MA in English (36 credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 805</td>
<td>Colloquium: US Literature through 1855</td>
<td>9-12</td>
</tr>
<tr>
<td>ENG 859</td>
<td>Colloquium: US Literature 1855-Present</td>
<td></td>
</tr>
<tr>
<td>Select 3 credit hours of British Literature Colloquium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 883</td>
<td>Colloquium: British Literature through 1855</td>
<td></td>
</tr>
<tr>
<td>ENG 884</td>
<td>Colloquium: British Literature: 1700-Present</td>
<td></td>
</tr>
<tr>
<td>Select 3 credit hours of theory courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 806</td>
<td>Principles of Literary Criticism</td>
<td></td>
</tr>
<tr>
<td>ENG 807</td>
<td>History of Literary Criticism</td>
<td></td>
</tr>
<tr>
<td>ENG 809</td>
<td>Theory of Rhetoric and Composition</td>
<td></td>
</tr>
<tr>
<td>ENG 864</td>
<td>Critical Approaches to Children’s Literature &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>ENG 885</td>
<td>Narrative Strategies</td>
<td></td>
</tr>
<tr>
<td>ENG 886</td>
<td>Poetic Strategies</td>
<td></td>
</tr>
<tr>
<td>Select 0-3 credit hours of ENG 805 (required if GA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 805</td>
<td>The Teaching of Composition</td>
<td></td>
</tr>
<tr>
<td>Focus 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 12 credit hours from ONE of the following focus areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 851P</td>
<td>Literature of Puritanism and Early American Nationalism</td>
<td></td>
</tr>
<tr>
<td>ENG 852P</td>
<td>Literature of the American Renaissance</td>
<td></td>
</tr>
<tr>
<td>ENG 853P</td>
<td>Literature of American Realism</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ENG 854P</td>
<td>Modern American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 855P</td>
<td>Contemporary American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 872P</td>
<td>English Literature to 1500</td>
<td></td>
</tr>
<tr>
<td>ENG 873P</td>
<td>Literature of the English Renaissance</td>
<td></td>
</tr>
<tr>
<td>ENG 874P</td>
<td>The Literature of the Restoration and Eighteenth Century</td>
<td></td>
</tr>
<tr>
<td>ENG 879P</td>
<td>Literature of the Romantic Period</td>
<td></td>
</tr>
<tr>
<td>ENG 880P</td>
<td>Literature of the Victorian Period</td>
<td></td>
</tr>
<tr>
<td>ENG 881P</td>
<td>Modern British and Commonwealth Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 882P</td>
<td>Contemporary British and Commonwealth Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 895</td>
<td>Directed Readings</td>
<td></td>
</tr>
<tr>
<td>ENG 899</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

**Creative Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 822</td>
<td>Poetry Writing</td>
</tr>
<tr>
<td>ENG 822P</td>
<td>Poetry Writing</td>
</tr>
<tr>
<td>ENG 823</td>
<td>Fiction Writing</td>
</tr>
<tr>
<td>ENG 823P</td>
<td>Fiction Writing</td>
</tr>
<tr>
<td>ENG 824</td>
<td>Drama Writing</td>
</tr>
<tr>
<td>ENG 825</td>
<td>Creative Nonfiction</td>
</tr>
<tr>
<td>ENG 826</td>
<td>Prosody: The Music of Poetic Form</td>
</tr>
<tr>
<td>ENG 827</td>
<td>Colloquium: Creative Writing</td>
</tr>
<tr>
<td>ENG 885</td>
<td>Narrative Strategies</td>
</tr>
<tr>
<td>ENG 886</td>
<td>Poetic Strategies</td>
</tr>
<tr>
<td>ENG 888</td>
<td>Creative Writing Thesis Workshop</td>
</tr>
<tr>
<td>ENG 895</td>
<td>Directed Readings</td>
</tr>
<tr>
<td>ENG 899</td>
<td>Special Topics</td>
</tr>
</tbody>
</table>

**Childhood Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 847</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>ENG 847P</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>ENG 848</td>
<td>Literature for Adolescents</td>
</tr>
<tr>
<td>ENG 848P</td>
<td>Literature for Adolescents</td>
</tr>
<tr>
<td>ENG 849</td>
<td>Children's Adolescent Lit</td>
</tr>
<tr>
<td>ENG 861</td>
<td>Fairy Tales &amp; Folklore</td>
</tr>
<tr>
<td>ENG 863</td>
<td>The Graphic Novel</td>
</tr>
<tr>
<td>ENG 864</td>
<td>Critical Approaches to Children's Literature</td>
</tr>
<tr>
<td>ENG 895</td>
<td>Directed Readings</td>
</tr>
<tr>
<td>ENG 899</td>
<td>Special Topics</td>
</tr>
</tbody>
</table>

**Composition, Rhetoric, and Language**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 803</td>
<td>Descriptive Linguistics</td>
</tr>
<tr>
<td>ENG 804P</td>
<td>History of the English Language</td>
</tr>
<tr>
<td>ENG 805</td>
<td>The Teaching of Composition</td>
</tr>
<tr>
<td>ENG 806</td>
<td>Principles of Literary Criticism</td>
</tr>
<tr>
<td>ENG 807</td>
<td>History of Literary Criticism</td>
</tr>
<tr>
<td>ENG 808</td>
<td>English around the Globe</td>
</tr>
<tr>
<td>ENG 809</td>
<td>Theory of Rhetoric and Composition</td>
</tr>
<tr>
<td>ENG 822</td>
<td>Poetry Writing</td>
</tr>
<tr>
<td>ENG 822P</td>
<td>Poetry Writing</td>
</tr>
<tr>
<td>ENG 823</td>
<td>Fiction Writing</td>
</tr>
<tr>
<td>ENG 823P</td>
<td>Fiction Writing</td>
</tr>
<tr>
<td>ENG 824</td>
<td>Drama Writing</td>
</tr>
<tr>
<td>ENG 825</td>
<td>Creative Nonfiction</td>
</tr>
<tr>
<td>ENG 826</td>
<td>Prosody: The Music of Poetic Form</td>
</tr>
<tr>
<td>ENG 827</td>
<td>Colloquium: Creative Writing</td>
</tr>
<tr>
<td>ENG 832</td>
<td>Colloquium: World Literature</td>
</tr>
<tr>
<td>ENG 847</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>ENG 847P</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>ENG 848</td>
<td>Literature for Adolescents</td>
</tr>
<tr>
<td>ENG 848P</td>
<td>Literature for Adolescents</td>
</tr>
<tr>
<td>ENG 849</td>
<td>Children's Adolescent Lit</td>
</tr>
<tr>
<td>ENG 851P</td>
<td>Literature of Puritanism and Early American Nationalism</td>
</tr>
<tr>
<td>ENG 852P</td>
<td>Literature of the American Renaissance</td>
</tr>
<tr>
<td>ENG 853P</td>
<td>Literature of American Realism</td>
</tr>
<tr>
<td>ENG 854P</td>
<td>Modern American Literature</td>
</tr>
<tr>
<td>ENG 855P</td>
<td>Contemporary American Literature</td>
</tr>
<tr>
<td>ENG 856</td>
<td>Literature of the American West</td>
</tr>
<tr>
<td>ENG 857</td>
<td>Colloquium: US Literature through 1855</td>
</tr>
<tr>
<td>ENG 859</td>
<td>Colloquium: US Literature 1855-Present</td>
</tr>
<tr>
<td>ENG 860</td>
<td>American Political Rhetoric</td>
</tr>
<tr>
<td>ENG 861</td>
<td>Fairy Tales &amp; Folklore</td>
</tr>
<tr>
<td>ENG 863</td>
<td>The Graphic Novel</td>
</tr>
<tr>
<td>ENG 864</td>
<td>Critical Approaches to Children's Literature</td>
</tr>
<tr>
<td>ENG 865</td>
<td>American Environmental Literature and Theory</td>
</tr>
<tr>
<td>ENG 866</td>
<td>Global Environmental Literature and Theory</td>
</tr>
<tr>
<td>ENG 871P</td>
<td>Language and Composition in the Secondary School</td>
</tr>
<tr>
<td>ENG 872P</td>
<td>English Literature to 1500</td>
</tr>
<tr>
<td>ENG 873P</td>
<td>Literature of the English Renaissance</td>
</tr>
<tr>
<td>ENG 874P</td>
<td>The Literature of the Restoration and Eighteenth Century</td>
</tr>
<tr>
<td>ENG 879P</td>
<td>Literature of the Romantic Period</td>
</tr>
<tr>
<td>ENG 880P</td>
<td>Literature of the Victorian Period</td>
</tr>
<tr>
<td>ENG 881P</td>
<td>Modern British and Commonwealth Literature</td>
</tr>
<tr>
<td>ENG 882P</td>
<td>Contemporary British and Commonwealth Literature</td>
</tr>
<tr>
<td>ENG 883</td>
<td>Colloquium: British Literature through 1700</td>
</tr>
<tr>
<td>ENG 884</td>
<td>Colloquium: British Literature: 1700-Present</td>
</tr>
<tr>
<td>ENG 885</td>
<td>Narrative Strategies</td>
</tr>
</tbody>
</table>
Total Credits Allowed: 15.00

**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 800 – New Perspectives in History** 3 credit 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.

**Total Credits Allowed: 15.00**

---

**Department of Family Studies**

**College of Business and Technology**

David Hof, Ph.D., Chair - (308) 865-8320

This department offers degrees at the undergraduate level (http://catalog.unk.edu/undergraduate/departments-programs/family-studies/) only.

**Department of Geography**

**College of Arts and Sciences**

H. Jason Combs, Ph.D., Chair of Geography, (308) 865-8355

This department offers degrees at the undergraduate level (http://catalog.unk.edu/undergraduate/departments-programs/geography/) only.

**Department of History**

**College of Arts and Sciences**

Jeff Wells, Ph.D., Chair - (308) 865-8898

Doug Biggs, Ph.D., Graduate Program Committee Chair

**Master of Arts**

- History (p. 146) - Master of Arts Degree

Graduate Certificate in Public History (p. 147)

**Graduate Faculty**

Professor: Mary Ailes, Pradeep Barua, Douglas Biggs, Roger Davis, Mark Ellis, Carol Lilly, James Rohrer, Linda Van Ingen

Associate Professor: Chris Steinke, David Vail, Robert (Jeff) Wells

Assistant Professor: William Stoutamire, Nathan Tye

**Graduate Program Committee**

Volpe (Chair), Ailes, Barua, Biggs, Davis, Ellis, Koepp, Lilly, Rohrer, Steinke, Turman, Vail, Van Ingen, Wells

**History (HIST)**

HIST 800 – New Perspectives in History 3 credit hours

Recent trends in the field of the instructor’s specialty, to assist teachers and to improve teaching. May be repeated with each new offering.

**HIST 801 – America Interpreted** 3 credit hours

An introductory (required) graduate readings course in American historiography. The class examines the leading schools of historical opinion from the founding of American society through the modern era.

HIST 802P – Age of Alexander the Great 3 credit hours

This course will focus on the change between the Classical age and the Hellenistic age. The course will cover the period from the end of the Peloponnesian war to the Jewish independence of the Maccabees. This time period is crucial to Western Civilization since we witness the collapse of the independent Greek city states and the rise of the great national monarchies.

HIST 803 – Historical Methods 3 credit hours

This required course will introduce graduate students to the history profession and to the tools and methods used by historians.

HIST 805P – The Plains Indians 3 credit hours

A history of those Indians who call the Great Plains their home.

HIST 806P – History and Film 3 credit 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 credit 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 credit 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 credit 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 credit hours

Writers of history, their works and philosophies; theories of historical development and research.

HIST 811P – Saints and Sinners 3 credit hours

This course examines the social organization and cultural institutions that shaped the western world between late antiquity and the Renaissance, focusing on the interaction between major institutions, such as family and religion, and the lives of medieval women and men.

HIST 812P – Society and Gender in the Middle Ages 3 credit hours

This course is designed to introduce students to the ways that gender and sexuality were defined, understood, and enacted in medieval society. The course examines both accepted and deviant sexual behaviors as well as notions of masculinity and femininity. Attitudes toward these ideas and behaviors are considered within the social, political, and religious contexts of the Middle Ages.

HIST 816 – Colloquium: Colonial and Revolutionary America 3 credit hours

This course will introduce advanced students to the most important interpretations of colonial and revolutionary America.
HIST 816P – History of Christianity 3 credit hours
A broad overview of Christian history from antiquity to the present, with special emphasis upon the complex social, economic, and political forces which have made Christianity a global religion of incredible diversity. Special attention will be given to Christianity in the non-Western world, as well as the central role of women in Christian tradition.

HIST 817 – Colloquium: Nineteenth Century US 3 credit hours
This course focuses on developing an in-depth knowledge of the US between 1800-1899, including the methodological and historiographical trends in recent American history.

HIST 820P – Women in Europe 3 credit 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 credit hours
A history of American women from the Colonial Period to the present.

HIST 822 – Colloquium: Twentieth Century US 3 credit hours
This course focuses on developing an in-depth knowledge of the US since 1900, including the methodological and historiographical trends in recent American history.

HIST 823 – Colloquium: English History 3 credit hours
This course will look at the development of English history starting in 1900, including the methodological and historiographical trends.

HIST 824 – Colloquium: Latin American History 3 credit hours
This is an intensive reading and writing course that will focus on the history, historiography, and historiographical issues of Latin America.

HIST 828 – Colloquium: Soviet Union 3 credit hours
This course will look at the development of Soviet Russia, focusing on the history and historiography of the subject.

HIST 829P – Religion in America 3 credit hours
A historical introduction to the various religious communities of the United States from Pre-Columbian times to the present. The course gives special attention to religious influences upon social and political institutions, changing patterns of church-state relations, and the challenges posed by religious pluralism throughout American history.

HIST 830 – Colloquium: Modern China and Japan 3 credit hours
This course will look at the development of Modern China and Japan, focusing on the history and historiography of the subject.

HIST 831P – Colonial America 1492-1750 3 credit 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 credit 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 credit 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 credit 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 credit hours
This course will familiarize students with the major historiographical trends (since the 1890s) and the most important historians and their works on the American West.

HIST 841P – Modern Latin America 3 credit 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 credit hours
This course is designed to introduce students to recent trends and research methodologies in the history of the revolutionary period and to guide them through the completion of a major research and writing project.

HIST 843 – Seminar: The American Indian 3 credit hours
This seminar examines recent Native American history focusing on the themes and topics in the historiography.

HIST 844 – Seminar: Nineteenth Century US 3 credit hours
A research seminar in nineteenth-century American history. Special attention will be devoted to the development of the characteristics of modern US society.

HIST 845P – The Civil War and Reconstruction 3 credit 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 credit hours
This seminar allows students to pursue research in a topic dealing with the political, cultural, intellectual, or social history of the United States.

HIST 847 – Seminar: Contemporary Europe 3 credit hours
This seminar allows students to pursue research in a topic dealing with the political, cultural, intellectual, or social history of Modern Europe.

HIST 848 – Readings in American History 3 credit hours
A graduate readings course examining major historiographic issues in key periods and topics in American history. Topics will include (but are not limited to) Colonial America, the Early Republic, Civil War and Reconstruction, Gilded Age/Progressive America, Western and Native American history, the Great Depression, World War II, Environmental history, the Cold War, Civil Rights, and Recent America. May be repeated with each new offering.

HIST 849 – Readings in World History 3 credit hours
A graduate readings course examining major historiographic issues in key periods and topics in European and World history. Topics will include (but are not limited to) ancient/medieval history, Renaissance/Reformation, early modern Europe, nineteenth and twentieth century Europe, Latin American history, African and Asian history. May be repeated with each new offering.

HIST 850P – Variable Topics in Latin American History 3 credit 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 credit 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 credit 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 853P –</td>
<td>Modern India</td>
<td>3</td>
</tr>
<tr>
<td>HIST 855P –</td>
<td>Comparative Studies in Ethnic Conflict</td>
<td>3</td>
</tr>
<tr>
<td>HIST 856P –</td>
<td>Regional Field Study</td>
<td>1-4</td>
</tr>
<tr>
<td>HIST 857P –</td>
<td>British Empire</td>
<td>3</td>
</tr>
<tr>
<td>HIST 858P –</td>
<td>Great Plains Studies</td>
<td>1-3</td>
</tr>
<tr>
<td>HIST 859P –</td>
<td>European Expansion and Exploration</td>
<td>3</td>
</tr>
<tr>
<td>HIST 860 –</td>
<td>Seminar: English History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 861P –</td>
<td>Renaissance and Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HIST 862P –</td>
<td>Seventeenth and Eighteenth Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 863P –</td>
<td>French Revolution and Napoleon</td>
<td>3</td>
</tr>
<tr>
<td>HIST 866P –</td>
<td>Digital History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 871P –</td>
<td>History of the Pacific Rim</td>
<td>3</td>
</tr>
<tr>
<td>HIST 873P –</td>
<td>American Constitutional History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 874P –</td>
<td>American Constitutional History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 875 –</td>
<td>Internship in History</td>
<td>1-9</td>
</tr>
<tr>
<td>HIST 877P –</td>
<td>American Thought and Culture, 1620-1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 878P –</td>
<td>American Thought and Culture, 1865-1990</td>
<td>3</td>
</tr>
<tr>
<td>HIST 879P –</td>
<td>Nebraska and the Great Plains History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 880P –</td>
<td>Great Plains Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIST 881P –</td>
<td>Regional Field Study</td>
<td>1-4</td>
</tr>
<tr>
<td>HIST 882P –</td>
<td>North American Frontiers 1500-1850</td>
<td>3</td>
</tr>
<tr>
<td>HIST 883P –</td>
<td>The Gilded Age 1870-1898</td>
<td>3</td>
</tr>
<tr>
<td>HIST 884P –</td>
<td>The United States 1898-1941</td>
<td>3</td>
</tr>
<tr>
<td>HIST 885P –</td>
<td>The United States Since 1941</td>
<td>3</td>
</tr>
<tr>
<td>HIST 886P –</td>
<td>Fascism and Communism in Twentieth Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 887P –</td>
<td>Twentieth Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 888P –</td>
<td>The United States 1898-1941</td>
<td>3</td>
</tr>
<tr>
<td>HIST 889P –</td>
<td>The United States Since 1941</td>
<td>3</td>
</tr>
<tr>
<td>HIST 890P –</td>
<td>American Thought and Culture, 1865-1990</td>
<td>3</td>
</tr>
<tr>
<td>HIST 891 –</td>
<td>Directed Research</td>
<td>1-3</td>
</tr>
<tr>
<td>HIST 892P –</td>
<td>Soviet Russia</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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.

Designed to provide students with travel experiences to contribute to their understanding of the history of a particular area of the world. Total Credits Allowed: 4.00

The rise and expansion of the British Empire from its earliest beginnings to the present.

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. Total Credits Allowed: 3.00

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.

This seminar allows students to pursue research in a topic dealing with the political, cultural, intellectual, or social history of English history.

The political, economic, religious and social development of Europe from the Crusades through the era of the European Reformation.

History of Europe from the Thirty Years’ War to the French Revolution with special emphasis on the Enlightenment.

The causes of the French Revolution and the political, social, and intellectual impact of the Revolution upon western Europe.

This course explores the use of digital tools and sources in historical research and the sharing of historical information with public and scholarly audiences.

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.

Tracing the development of the American Constitution from its European antecedents to the Civil War Period.

Continuation of HIST 873P. Period covered is from Civil War Period to present.

Emphasizes the professional development of the student in the area of the student's professional interest. Grade will be recorded as credit/no credit. Total Credits Allowed: 9.00

Examines the origins and development of American social, political, and religious ideas through the Civil War.

Examines the origins and development of American social, political, and religious ideas after the Civil War.

History of natural environment and human settlement of Plains and role of Nebraska and Great Plains in United States history.

European and U.S. frontier expansion and interaction between Whites and Indians and use of natural resources.

Development and transformation of U.S. west in terms of ethnic interaction, resource exploitation, and industrialization from midnineteenth century to present.

An analysis of the transformation of an agrarian America into an urban-industrial society.

The rise of America as a world power, and the problems of reform and industrial expansion in early twentieth century America.

A study of United States history since World War II with special emphasis on the problems arising as a world power.

A general survey of the political, social, economic, diplomatic and cultural developments of Russian civilization from 800 A.D. to 1917.

The period from the French Revolution and Napoleon to World War I.

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.

A treatment of the history of Europe since the Treaty of Versailles with special reference to international relations.

Independent original research of a selected topic in history under the direction of a history graduate faculty member. Total Credits Allowed: 3.00

The 1917 revolution and the development of the Soviet state in the twentieth century.
HIST 893P – Modern Eastern Europe   3 credit hours
This course examines the development of Eastern Europe in the nineteenth and twentieth centuries. It pays particular attention to the collapse of the Ottoman and Austro-Hungarian Empires, the rise of nationalism, the efforts to create and preserve nation states, the rise and collapse of Communism, and the impact of World War I, World War II, and the Cold War.

HIST 894 – Introduction to Thesis   3 credit hours
A required course for graduate students pursuing the thesis option. Prepares students to conduct primary research, construct historical arguments, identify historiographical patterns, and begin the writing process.
Prerequisite: HIST 801 and HIST 803 and admission to the MA History program.

HIST 895P – Topical Studies   3 credit 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.
Total Credits Allowed: 9.00

HIST 896 – Thesis   1-6 credit hours
Total Credits Allowed: 6.00

HIST 898 – Historical Themes: Special Topics   3 credit hours
A variable themed graduate level course. Topics in American, European, or World history will include both key issues or periods in history as well as historiographic disputes. May be repeated for credit.
Total Credits Allowed: 36.00

HIST 899 – Directed Readings   1-3 credit hours
Independent readings on advanced history topics. Readings to be selected and directed by a history graduate faculty member.
Total Credits Allowed: 6.00

History, Master of Arts
Offered by Department of History (p. 143)

History Program Information and Admission Requirements

Master of Arts Degree
• Option A: Thesis Option
• Option B: Non-Thesis Option
• Option C: Public History

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

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

Program Requirements
• At least half of the course work in each program (excluding thesis credit hours) must be completed in non-P courses.
• Students must maintain a 3.0 GPA in all graduate credit hours to graduate.

Academic Portfolio for Non-Thesis Students
Students pursuing the non-thesis option must do the following:

1. Complete all coursework with a cumulative GPA of 3.0.
2. Students will compile a comprehensive academic portfolio that includes work completed in the program and comprehensive essays in the major and minor fields. Students must submit their portfolio to the History Department during the last semester of course work. A supervisory committee consisting of the graduate program chair and one faculty member each from the major and minor fields will evaluate the portfolio. If the portfolio is not approved, students may revise and resubmit it the following semester.

Thesis and Thesis Committee for Thesis Students
Students interested in pursuing the thesis option must do the following:

1. Complete at least 12 credit hours of course work with a 3.5 GPA including HIST 801 and HIST 803.
2. Complete HIST 894 with a grade of B or better, and maintain an overall GPA of 3.5 or better.
3. Obtain a Letter of Agreement from a history faculty member who agrees to serve as thesis advisor.
4. Submit to the graduate chair and receive approval of a Thesis Prospectus that outlines the proposed thesis topic.
5. Submit "Proposed Supervisory Committee for Thesis" form.
6. Successfully defend their completed thesis in an oral defense to be conducted by the student's 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 Department's Graduate Committee.

The thesis committee shall consist of a minimum of three members:

1. The candidate's thesis advisor who will serve as chair;
2. a member representing the candidate's major discipline (generally from the degree granting institution); and
3. a third member representing a related field selected at large from the University of Nebraska Graduate Faculty.

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

1 In the absence of any of the above, admission may be granted on a conditional basis. http://www.unk.edu/

This program is offered on campus and online.
Option A: Thesis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 801</td>
<td>America Interpreted</td>
<td>3</td>
</tr>
<tr>
<td>HIST 803</td>
<td>Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HIST 894</td>
<td>Introduction to Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 credit hours of Public or Digital History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select 6 credit hours of U.S. History courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select 6 credit hours of Non-U.S. History courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select 6 credit hours of Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>HIST 896</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours: 36

Option B: Non-Thesis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 801</td>
<td>America Interpreted</td>
<td>3</td>
</tr>
<tr>
<td>HIST 803</td>
<td>Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 credit hours in Public or Digital History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Major Field</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Minor Field</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

At least 6 hours must be in US History and 6 hours in Non-US History.

Total Credit Hours: 36

Option C: Public History

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses (15 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 801</td>
<td>America Interpreted</td>
<td>3</td>
</tr>
<tr>
<td>HIST 803</td>
<td>Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 868P</td>
<td>Digital History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 875</td>
<td>Internship in History</td>
<td>3</td>
</tr>
</tbody>
</table>

Public History Electives

Take 6 credit hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 848</td>
<td>Readings in American History (Museums and Historic Site Interpretation)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History (Public History Administration)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History (Oral History)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History (Community History)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History (National Parks)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History (Historical Memory)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 21

Complete One of the Following Options

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Option (15 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History Electives (6 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 894</td>
<td>Introduction to Thesis</td>
<td>3</td>
</tr>
<tr>
<td>HIST 896</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

OR

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Thesis Option (15 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History Electives (9 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 875</td>
<td>Internship in History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 891</td>
<td>Directed Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

Public History Graduate Certificate

Offered by Department of History (p. 143)

The Public History Certificate program would require a writing sample demonstrating the applicant’s research ability in history. If the student has previously been, or is at the time of application, enrolled at UNK, the department would accept a letter of recommendation from a UNK History Department Faculty.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required (9 hours):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History (Public History)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 868P</td>
<td>Digital History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 875</td>
<td>Internship in History</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (6 hours):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 848</td>
<td>Readings in American History (Museum and Historic Site Interpretation)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History (Public History Administration)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 848</td>
<td>Readings in American History (History and Memory)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

Department of Industrial Technology

College of Business and Technology

James Vaux, Ph.D., Chair (308) 865-8504

This department offers degrees at the undergraduate level (http://catalog.unl.edu/undergraduate/departments-programs/industrial-technology/) only.
Safety Center

The primary purpose of the Nebraska Safety Center at the University of Nebraska at Kearney is to help meet the growing need for Safety Education. Graduate courses are provided for those who plan teaching, administrative or supervisory careers in traffic safety and industrial safety.

The Graduate courses administered through the Nebraska Safety Center may be used in the following manner:

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

Department of Kinesiology and Sport Sciences

College of Education

Nita Unruh, Ed.D., Chair
Kazuma Akehi, Graduate Program Committee Chair

Master of Arts in Education

- Physical Education Exercise Science (p. 154) - Master of Arts in Education Degree
- General Kinesiology and Sport Sciences (p. 153) - Master of Arts in Education Degree
  - Sports Administration Specialization
  - Recreation and Leisure Specialization
  - Coaching Specialization
- Physical Education Master Teacher (p. 156) - Master of Arts in Education Degree
  - Pedagogy Emphasis (p. 156)
  - Special Populations Emphasis (p. 156)

Master of Athletic Training

- A (p. 154)Athletic Training (p. 151) - Master of Athletic Training Degree

Graduate Faculty

Professor: Nita Arellano-Unruh, Todd Bartee, Gregory Brown, Kate Heelan, Marta Moorman, Ed Scantling, Scott Unruh

Associate Professor: Bryce Abbey, Megan Adkins, Matthew Bice

Assistant Professor: Kazuma Akehi

Graduate Program Committee

Akehi (Chair), Abbey, Adkins, Bartee, Bice, Brown, Heelan, Moorman, N. Unruh, S. Unruh

Physical Education (PE)

PE 800 – Philosophy of PE, Sports, Recreation and Coaching  3 credit hours
Will look at the historical backgrounds and philosophic bases from which contemporary physical education, recreation, sports and coaching has evolved. Students will also explore current issues in the areas of physical education, recreation, sport and coaching.

PE 801 – Psychology of Sport  3 credit hours
Psychology of Sport and Exercise is the study of the interaction between psychological variables and performance. Psychological constructs and theories will be examined in a variety of contexts related to sport and physical activity. Practical skills and applications that are consistent with gold standards in the field will be utilized.

PE 802P – Sociology of Sports Activities  3 credit hours
The impact of sports and recreation on society, community and the individual, and the impact of these institutions on sports.

PE 803P – Financing Sport  3 credit hours
Techniques in the application of financing sport including budgeting and grantwriting.

PE 806 – Seminar: Physical Education  1-3 credit 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. Total Credits Allowed: 3.00

PE 807 – Governance and Ethics in Sport  3 credit hours
This course is designed to give sports management students understanding and background in compliance and its relationship to amateurism, gender equity, fair competition, and the legislative process within the sport governance structure. This course will provide an understanding of the principles, applications and techniques of formulating policy, rules interpretations, and enforcement.

PE 808 – Therapeutic Modalities in Athletic Injury  3 credit hours
This course is a comprehensive study of therapeutic modalities used by certified athletic trainers for the care of common injuries sustained by athletes. The class includes the physical principles, physiological effects, indications, contraindications, safety precautions, standard operating procedures, as well as rationale for use of such modalities. Additional Course Fee Required

PE 809 – Rehabilitation Techniques in Athletic Training  4 credit hours
This course is designed to provide the student with an introduction to the theory and practice of a variety of rehabilitation techniques. The student will be provided a basis for understanding when to apply various techniques as they can be integrated into a variety of rehabilitation protocols. This course will provide a technique approach to the rehabilitation of athletes. The student will be taught to critically evaluate appropriate treatment for rehabilitation. The student will be expected to globally retain the subject matter in this course. The student should be able to integrate all of the information presented in this course in such a way that they can adapt the rehabilitation process and apply any of the techniques to wide variety of situations.

PE 810 – Sport Coaching Methods/Techniques  3 credit hours
This course is designed to assist the prospective coach with gaining competence in applying competitive tactics and strategies appropriate to the sport environment. Particular emphasis will be placed on developing effective scouting procedures, conducting efficient practice sessions, utilizing game management strategies and skill analysis.
PE 815P – Athletic Orthopedic Assessment I -- LE 3 credit hours
A comprehensive study of the commonly accepted techniques used to clinically evaluate athletic injuries/conditions of the lower extremity, for the purpose of determining the type and severity so that appropriate injury management and referral may occur. Typical symptoms and common clinical signs associated with athletic injuries/conditions will be investigated as well as common contributing etiological factors. The injury assessment process will be presented as a science and an art, therefore, cognitive and psychomotor skills will be taught. The course is intended to allow the student to master the basic skills of a thoughtful, thorough, and relevant athletic injury evaluation necessary to function in the field of athletic training.

PE 816P – Athletic Orthopedic Assessment II -- UE 3 credit hours
A comprehensive study of the commonly accepted techniques used to clinically evaluate athletic injuries/conditions of the upper extremity, for the purpose of determining the type and severity so that appropriate injury management and referral may occur. Typical symptoms and common clinical signs associated with athletic injuries/conditions will be investigated as well as common contributing etiological factors. The injury assessment process will be presented as a science and an art, therefore, cognitive and psychomotor skills will be taught. The course is intended to allow the student to master the basic skills of a thoughtful, thorough, and relevant athletic injury evaluation necessary to function in the field of athletic training.

PE 819P – Pathology of Sports Injury 1 credit hour
This course is intended to provide and develop fundamental knowledge related to clinical pathology in sports related injury. Primary emphasis will be placed upon the orthopedic aspects of injury and/or pathology related to each tissue structure such as bone, ligament, tendon, muscle, and nerve. Various properties of tissue structures and tissue response will also be analyzed. Prerequisite: PE 310 or equivalent courses

PE 820 – General Medical Conditions in Sport and Exercise 2 credit hours
This course will offer students an opportunity to learn about pathological factors that are involved in general medical conditions that affect athletes and performance. Use of prescription and over-the-counter medications by the sports medicine professionals in treating a wide variety of conditions will also be presented. This course is intended to build upon a sound knowledge of exercise physiology and injury/illness conditions. Prerequisite: PE 461 and PE 467 or equivalent courses

PE 821 – Administrative Problems in Physical Education 3 credit 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 credit hours
Principles for planning indoor and outdoor facilities, materials, standards, programs, liability, and maintenance will be discussed. Visits to modern facilities will be arranged.

PE 825P – Sport and Recreation Law 3 credit hours
Survey course on the principles and application of legal issues in the areas of sport and recreation.

PE 828 – Secondary School Physical Education 3 credit hours
Curriculum organization and techniques of teaching physical education in the secondary school.

PE 829P – Marketing in Sport and Recreation 3 credit hours
Application and techniques of marketing and promotion in the sport and recreation setting.

PE 830 – Management and Leadership in Athletics and Coaching 3 credit hours
This course is designed to emphasize the desirable skills needed for an administrator in the areas of sport, athletic training, recreation, and coaching. Topics to be covered will include management, leadership, organizational development, administration principles, policies and procedures, communication and legal aspects.

PE 831 – Curriculum Design in Physical Education 3 credit 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 832 – Applied Biomechanics of Sport Motion 3 credit hours
The course is designed to provide the student with an ability to subjectively evaluate human sport movement. Specific attention will be paid to the ability or lack of ability for a person to perform movement associated with common sport activities.

PE 835 – Program Design: Strength Training & Conditioning 3 credit hours
This course is designed to provide an advanced overview of programming for strength training and conditioning. Emphasis is placed on program development for collegiate level athletes with and emphasis on exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Prerequisite: PE 832 or PE 861 or permission of the instructor

PE 840 – Essentials of Sports Nutrition 3 credit hours
This course, designed primarily for those who do not have extensive background in nutrition and physiology, focuses on the basic dietary practices necessary to facilitate optimal exercise & sport performance.

PE 841 – Elementary School Physical Education 3 credit hours
Curriculum organization, methods and techniques for developing elementary school physical education curriculum.

PE 844 – Foundations of Injury Care and Prevention 3 credit hours
This course will provide basic and advanced information regarding prevention and management of injuries that typically occur in a physically active population. The course is intended for students who are currently in or are going to enter the field of coaching, physical education, recreation and fitness management. For these students, some knowledge and understanding of the many aspects of health care for both recreational and competitive athletes is “essential” for them to effectively perform the associated responsibility of their job. The information gained in this course provides guidance, suggestions and recommendations for handling athletic health care situations when an athletic trainer or physician is not available.
PE 845 – Motor Development and Learning  3 credit hours
This course addresses the study of changes in motor behavior from infancy through adolescence influenced by physical growth, neurological maturation, and information processing on motor performance. In addition, the course will expand upon how various constraints impact motor performance. Students will demonstrate an understanding of the process of development, how motor skills are acquired, as well as, best instructional practice to facilitate correct movement patterns through a life span.

PE 850 – Research Method in Kinesiology & Sport Sciences  3 credit hours
Knowledge of research terminology, methodology and applications in research for the areas of Kinesiology and sport.

PE 852P – Exercise Prescription for Special Populations  3 credit hours
Advanced course in clinical exercise testing and prescription relative to disease of the cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, and immunologic systems. The course is designed to provide students a basic understanding of the pathophysiology and exercise response in these populations while following the American College of Sports Medicine guidelines. Further, part of the course will focus on understanding diagnostic techniques and treatments practiced in each subcategory. Special attention will be given to applicable exercise assessment techniques used in exercise settings.

PE 854 – Leisure Behavior  3 credit hours
Overview of Social Science research and theories concerning behavior of leisure participants.

PE 858P – Recreation for the Aged  3 credit hours
Characteristics and needs, development of recreational programs and legislation for senior citizens.

PE 860P – Gross Anatomy of Movement  3 credit hours
Designed for in-depth understanding of anatomy as it relates to movement or work. Student will utilize human cadavers and assist with undergraduate laboratories.

Additional Course Fee Required

PE 861 – Physiology of Exercise  3 credit 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 credit hours
Diagnostic, evaluative, and therapy techniques, therapeutic and rehabilitative exercises, legal aspects of sports medicine, professional procedures and ethics in sports training.

PE 863P – Health Safety Elementary School  3 credit hours
Curriculum development, teaching methods and selection of learning materials for health instruction in the elementary schools.

PE 864P – School Health Methods  3 credit hours
Developing a curriculum in secondary school health. Health services and environment for health in the secondary school are discussed.

PE 866P – Sports Nutrition  3 credit hours
Metabolism and metabolic regulation, the influence of dietary practices on health and human performance, and mechanisms and consequences of weight loss and gain.

PE 867P – Fitness Testing  3 credit 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 credit 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 credit 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 credit 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 credit 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 Physical Education  3 credit hours
This course addresses physical education instruction. The role of the physical educator in planning and delivery of instruction.

PE 875 – Analysis of Physical Education Teaching  3 credit hours
Course will assist student in developing theoretical and practical understanding of the role of physical educator in an educational setting.

PE 876P – Special Topics in Exercise Nutrition  3 credit hours
The format of this course will vary depending on the topic and instructor, yet all courses will focus on the role of nutrition in health, wellness, or sports performance. (This course is repeatable for credit when a different topic is covered)

Total Credits Allowed: 6.00
Prerequisite: FAMS 110 and a grade of C or above in PE 461 or permission of instructor

PE 878 – Issues in PE Sports and Recreation  3 credit 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 credit hours
Directed readings concerning a specific topic under direction of a member of the graduate faculty.

Total Credits Allowed: 6.00

PE 881 – Applied Project in PE Sports & Recreation  1-3 credit hours
Total Credits Allowed: 3.00

PE 885 – Clinical I  2 credit hours
This course will provide the athletic training student with a structured clinical learning experience. It is the intent of this course to bridge the gap between the didactic (lecture) material and the clinical field experiences. The course content is primarily organized toward attainment of clinical integration proficiencies (CIPs) and skill in the psychomotor domain as defined in the NATA Educational Competency Manual, 5th ed.

Additional Course Fee Required
PE 886 – Clinical II  2 credit hours
This course will provide the athletic training student with a structured clinical learning experience. It is the intent of this course to bridge the gap between the didactic (lecture) material and the clinical field experiences. The course content is primarily organized toward attainment of proficiency in the psychomotor domain and teaching outcomes objectives as defined in the NATA Educational Competency Manual. Prerequisite: PE 885
Additional Course Fee Required

PE 887 – Clinical III  3 credit hours
The student intern will be expected to complete a clinical internship assignment. The setting selected for enrollment for the athletic training intern is the clinical practice environment. Exposure to this area of the profession, provides the student within the field practice opportunities that extend beyond the experiences they had within the UNK athletic department. Also, gaining exposure to work within the professional clinical environment offers the student the experience of working in a variety of professional settings where certified and licensed athletic trainers are employed. Each student will be expected to enroll and complete an off-campus experience within the setting. The off-campus experience is the primary component of the student’s clinical three clinical education experience and is subject to supervision by the student’s clinical instructor. Additional Course Fee Required

PE 888 – Clinical IV  4 credit hours
This course will provide the athletic training student with a structured clinical learning experience. It is the intent of this course to bridge the gap between the didactic (lecture) material and the clinical field experiences. The course content is primarily organized toward attainment of proficiency in the psychomotor domain and teaching outcomes objectives as defined in the NATA Educational Competency Manual 5th Edition. This practicum section is specifically designed to direct the learner through the clinical competencies designated for the University of Nebraska at Kearney (UNK) Athletic Training Education Program (ATEP) Clinical Level IV student. The course instructor will provide guidance and ensure that the material being taught and the clinical experiences provided relate to the student’s level of competence and experience. Many of the topics addressed in the course will be expanded upon in the field experience portion of the degree program. Additional Course Fee Required

PE 889 – Clinical V  3 credit hours
This course will provide the athletic training student with a structured clinical learning experience. It is the intent of this course to bridge the gap between the didactic (lecture) material and the clinical field experiences. The course content is primarily organized toward attainment of proficiency in the psychomotor domain and teaching outcomes objectives as defined in the NATA Educational Competency Manual 5th Edition. This practicum section is specifically designed to direct the learner through the clinical competencies designated for the University of Nebraska at Kearney (UNK) Athletic Training Education Program (ATEP) Clinical Level V student. The course instructor will provide guidance and ensure that the material being taught and the clinical experiences provided relate to the student’s level of competence and experience. Many of the topics addressed in the course will be expanded upon in the field experience portion of the degree program. Additional Course Fee Required

PE 890 – Clinical VI  3 credit hours
The off-campus component of the clinical education progression is designed to be the final culminating experience for preparing the student to enter the field of athletic training. The student intern will be expected to complete two separate internship assignments. The two settings selected for enrollment for the athletic training intern are; 1) the clinical practice environment, and 2) the high school interscholastic environment. Exposure to these two areas of the profession, provides the student with field practice opportunities that extend beyond the experiences they had within the UNK athletic department. Also, gaining exposure to work within the professional clinic and public school environment offers the student the experience of working in a variety of professional settings where certified and licensed athletic trainers are employed. Each student will be expected to enroll and complete an internship experience within each of the two settings. The internship is the primary component of the students level three clinical education experience and is subject to supervision by the student’s clinical instructor. Additional Course Fee Required

PE 895 – Internship  3-15 credit hours
Total Credits Allowed: 15.00

PE 896 – Thesis  3-6 credit hours
Total Credits Allowed: 6.00

PE 898 – Graduate Seminar  1 credit hour
This course is designed to provide the student, who is in their final completion of the professional program in Athletic Training, with a review of all program studies. The review will be guided toward rounding out the broad spectrum of completion for your professional preparation as well as preparing to challenge the BOC certification examination. Specific assigned readings and projects will be conducted in order to reach a level of pre-test readiness.

PE 899P – Special Topics Courses  1-3 credit hours
Total Credits Allowed: 3.00

Athletic Training, Master of Athletic Training
Offered by Department of Kinesiology and Sport Sciences (p. 148)

Program Information and Admission Requirements
3+2 and Traditional Post-Baccalaureate Application and Acceptance Requirements
The Master of Athletic Training program offers two separate avenues for entry and matriculation through one graduate professional program. Students will have the opportunity to either complete a 3-year undergraduate plus a 2-year professional (3+2) program pathway or complete a traditional post-baccalaureate 2-year professional program pathway.

The five-year or 3+2 graduate (professional) degree pathway allows a student to enter UNK as a freshman and obtain a Bachelor of Science degree in Exercise Science or other related area of study with a minor in Athletic Training Foundations. The minor in Athletic Training Foundations will provide students the opportunity to acquire pre-requisite and professional coursework that will enable them to apply for entry into the Master of Athletic Training professional program. Students may apply for entrance into the professional sequence at the conclusion of the 6th semester. Once accepted into the program, students can begin the
professional sequence in the fall of the seventh semester (4th UG year) allowing them to complete the undergraduate degree while beginning the professional graduate program. Upon completion of the undergraduate degree, students will then complete their professional program over the following summer, a fall and spring term of one traditional academic year and an additional summer.

Students applying for the traditional two-year post baccalaureate pathway will be required to obtain pre-requisites for application to the program. Upon acceptance into the traditional two-year model, students will be afforded the opportunity to complete the professional program over the following two calendar years.

Admission to degree work is contingent upon:

1. Evaluation of the candidate's undergraduate transcript
   • Cumulative undergraduate GPA (4 point scale) of 3.0 or higher
   • Successful completion of all Athletic Training prerequisite courses.
     • General Physics
     • General Chemistry
     • Human Anatomy and Physiology
     • Anatomical Biomechanics
     • Exercise Physiology
     • Fitness Testing
     • Sports Nutrition
     • Foundations of Athletic Training

2. Certification in Professional Rescuer CPR
   • Front and back copy of current certification card from either the American Red Cross or American Heart Association

3. Certification in First Aid
   • Front and back copy of First Aid Certification Card

4. Completion of 40 hours of clinical observation under a certified athletic trainer
   • Signed letter confirming observation hours. Letter should be signed by a BOC Certified Athletic Trainer.

5. Recommendations
   • Three letters of recommendation

6. TOEFL or IELTS score (International Students only)
   • Minimum TOEFL score of 550 for the paper version and 79 for the internet version. The minimum IELTS score is 6.5. Applicants completing a bachelor’s degree from a college/university in the U.S. may be exempt from this requirement.

7. Complete a scheduled interview
   • The ATEP faculty will schedule candidates for interviews once review of applications is complete.

An individual who wishes to pursue formal admission into the Athletic Training Program must submit the application according to university graduate application deadlines. Acceptance is contingent upon the applicant meeting all application requirements. Acceptance is not guaranteed and all applications will be reviewed on an individual basis.

Upon submission of required materials to the office of Graduate Admissions, all applicant files will be reviewed by the Athletic Training Education Program faculty and an interview will be scheduled. Each student will be required, as part of the application process, to complete an interview with the Athletic Training Education Program Committee. The program committee will ultimately grant acceptance. Interviews will be scheduled during the spring semester for all students who qualify. Notification of full acceptance into the program will be provided once all qualified applications are reviewed. Each applicant will be notified, in writing, of his or her status. All applicants will have their candidacy individually evaluated. An established number of positions will be available each year for qualified applicants. The number of available positions is dictated by the number of clinical educators currently present in the program. Ranked cumulative GPA & successful completion of entrance requirements will contribute to the evaluation process that the program committee will use to consider granting acceptance to any applicant. The program committee may utilize all aspects of the student’s observation experiences, the results of the interview, TOEFL scores, GPA and grades in pre-requisite courses to assist them in granting acceptance to any qualified applicant. Those students with the highest GPA and who qualify for acceptance as well as demonstrate excellence in each component of their observation, interview and pre-requisite work will be given first consideration.

Transfer Applicants

Students wishing to transfer from another CAATE accredited graduate program or students wishing to transfer as an undergraduate through the 3+2 pathway will have their transcripts evaluated on an individual basis for proper placement in the program sequence. All transfer students wishing to be immediately accepted into the MAT must apply for admission and provide proof of certification in Red Cross or American Heart Association CPR for the Professional Rescuer, certification in First Aid and a minimum of a 3.0 cumulative graduate grade point average.

Retention Requirements

A student in good standing will:

• Maintain a 3.0 cumulative GPA.

• Maintain current certification in CPR for the Professional Rescuer.

• Complete each semester practicum enrollment with a B or better. Completion of each practicum course includes aspects of clinical instruction, field assignment requirements, field experience evaluations, written and practical promotion examinations, & other specific practicum course requirements.

• Successfully complete (70% composite score) clinical level advancement examinations.

• Maintain a longitudinal score of 70% or higher on each of the program measures (Written scores, practical scores & clinical evaluations).

• Receive program recommendation for advancement to each clinical level.

A student falling short of a 3.0 cumulative GPA after being fully accepted into the program, will be placed on probation in accordance with university policy. A student who is not reinstated after 2 semesters of probation may be removed from the program. All course grades below a C (2.0) will not be accepted for application to the program of study and the student is subject to university policy on course completion and GPA requirements for graduate work. Students who are placed on probation, will work with their advisor and/or program director to develop a remediation plan in accordance with university graduate school policy. The supervisor will also outline the types of voluntary clinical experiences or practice that the student will engage in. These activities will be conducted so as to maintain skill sets while serving the suspension period.
Requirements for graduation & challenging the Board of Certification (BOC) examination

Each student must complete all of the ATEP required courses, program requirements and complete all university graduate requirements in order to be eligible to challenge the BOC exam and to apply for graduation.

A. Traditional (post-baccalaureate) degree Requirements (42 hours required)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 815P</td>
<td>Athletic Orthopedic Assessment I – LE</td>
<td>3</td>
</tr>
<tr>
<td>PE 816P</td>
<td>Athletic Orthopedic Assessment II – UE</td>
<td>3</td>
</tr>
<tr>
<td>PE 808</td>
<td>Therapeutic Modalities in Athletic Injury</td>
<td>3</td>
</tr>
<tr>
<td>PE 809</td>
<td>Rehabilitation Techniques in Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>PE 819P</td>
<td>Pathology of Sports Injury</td>
<td>1</td>
</tr>
<tr>
<td>PE 860P</td>
<td>Gross Anatomy of Movement</td>
<td>3</td>
</tr>
<tr>
<td>PE 820</td>
<td>General Medical Conditions in Sport and Exercise</td>
<td>2</td>
</tr>
<tr>
<td>PE 850</td>
<td>Research Method in Kinesiology &amp; Sport Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PE 806</td>
<td>Seminar: Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 885</td>
<td>Clinical I</td>
<td>2</td>
</tr>
<tr>
<td>PE 886</td>
<td>Clinical II</td>
<td>2</td>
</tr>
<tr>
<td>PE 887</td>
<td>Clinical III</td>
<td>3</td>
</tr>
<tr>
<td>PE 888</td>
<td>Clinical IV</td>
<td>4</td>
</tr>
<tr>
<td>PE 889</td>
<td>Clinical V</td>
<td>3</td>
</tr>
<tr>
<td>PE 890</td>
<td>Clinical VI</td>
<td>3</td>
</tr>
<tr>
<td>CSP 804P</td>
<td>Counseling and Mental Disorders</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 42

B. Non-Traditional (dual enrolled undergraduate and graduate) - (36 hours required)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 808</td>
<td>Therapeutic Modalities in Athletic Injury</td>
<td>3</td>
</tr>
<tr>
<td>PE 809</td>
<td>Rehabilitation Techniques in Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>PE 819P</td>
<td>Pathology of Sports Injury</td>
<td>1</td>
</tr>
<tr>
<td>PE 820</td>
<td>General Medical Conditions in Sport and Exercise</td>
<td>2</td>
</tr>
<tr>
<td>PE 850</td>
<td>Research Method in Kinesiology &amp; Sport Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PE 806</td>
<td>Seminar: Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 860P</td>
<td>Gross Anatomy of Movement</td>
<td>3</td>
</tr>
<tr>
<td>CSP 804P</td>
<td>Counseling and Mental Disorders</td>
<td>2</td>
</tr>
<tr>
<td>PE 885</td>
<td>Clinical I</td>
<td>2</td>
</tr>
<tr>
<td>PE 886</td>
<td>Clinical II</td>
<td>2</td>
</tr>
<tr>
<td>PE 887</td>
<td>Clinical III</td>
<td>3</td>
</tr>
<tr>
<td>PE 888</td>
<td>Clinical IV</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours: 36

Formal application and acceptance is a requirement for completion of either Master of Athletic Training track programs.

General Kinesiology and Sport Sciences, Master of Arts in Education

Offered by Department of Kinesiology and Sport Sciences (p. 148)

Program Information and Admission Requirements

Admission to degree work is contingent on

1. Evaluation of the candidate’s undergraduate transcript.
2. These criteria are supplemented by Submission of a personal essay regarding the student’s career goals directly related to the specific program of study (and emphasis area of appropriate).

Graduate students in the department of Kinesiology and Sport Sciences (p. 148) must select either a thesis or a non-thesis option.

Thesis Option

In addition to academic coursework, students must complete a 6 hour thesis project (PE 896) under the direction of a thesis advisor. At the time a student elects to write a thesis, the advisor and the Chair of the KSS Graduate Program Committee shall obtain approval from the Dean of Graduate Studies on the composition of the committee by submitting a “Proposed Supervisory Committee” form. This committee will approve a thesis proposal and guide the student in the writing of the thesis. The committee will also examine the student in the required oral examination at the completion of the project. The time and place of the examination will be determined by the Chair of the Committee.

Thesis and Thesis Committee

A completed thesis must be submitted for the approval of the thesis committee within two years from the completion of the course work. This time requirement may be waived at the discretion of the majority of the Department’s Graduate Committee. The thesis committee shall consist of a minimum of three members:

- The candidate’s thesis professor who will serve as chair,
- A member representing the candidate’s major discipline (generally from the degree granting institution),
- A third member representing a related field selected at large from the University of Nebraska Graduate Faculty. This member cannot be a member of the candidate’s department.

Non-Thesis Option

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

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

Scoring of the comprehensive written exam will be scored as

- Pass - no further examination is required
- Conditional Pass with an oral examination required - Following the oral exam the student can then be granted a Pass or No Pass with remediation required. Students earning a No Pass must then take another written comprehensive examination within a time period specified by the examination committee.
- No Pass - the committee will then recommend to the Dean of Graduate Studies that the candidate be reexamined after a specified interval. Means for improvement shall be recommended to the candidate by the committee.

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

Comprehensive Examination Committee

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

This program is offered on campus and/or online. A total of 36 credit hours is required to complete the graduate program.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 800</td>
<td>Philosophy of PE, Sports, Recreation and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PE 801</td>
<td>Psychology of Sport</td>
<td>3</td>
</tr>
<tr>
<td>PE 807</td>
<td>Governance and Ethics in Sport</td>
<td>3</td>
</tr>
<tr>
<td>PE 830</td>
<td>Management and Leadership in Athletics and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PE 850</td>
<td>Research Method in Kinesiology &amp; Sport Sciences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Specializations (21 hours)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following options:</td>
<td></td>
</tr>
</tbody>
</table>

**Sports Administration**

- PE 802P Sociology of Sports Activities 3
- PE 803P Financing Sport 3
- PE 822P Facilities for Sports and Recreation 3
- PE 825P Sport and Recreation Law 3
- PE 829P Marketing in Sport and Recreation 3
- EDAD 875 Activities Director 3

**Coaching**

- PE 810 Sport Coaching Methods/Techniques 3
- PE 832 Applied Biomechanics of Sport Motion 3
- PE 835 Program Design: Strength Training & Conditioning 3
- PE 844 Foundations of Injury Care and Prevention 3
- PE 840 Essentials of Sports Nutrition 3
- PE 845 Motor Development and Learning 3
- PE 861 Physiology of Exercise 3

**Recreation and Leisure**

- PE 822P Facilities for Sports and Recreation 3
- PE 825P Sport and Recreation Law 3
- PE 829P Marketing in Sport and Recreation 3
- PE 854 Leisure Behavior 3
- PE 878 Issues in PE Sports and Recreation 3

Students may choose one of the following:

Option 1: 6
- PE 880 Readings in PE Sports and Recreation
- PE 881 Applied Project in PE Sports & Recreation

Option 2: 6
- PE 895 Internship (6 credit hours)

Option 3: 6
- PE 896 Thesis (6 credit hours)

Physical Education Exercise Science, Master of Arts in Education

Offered by Department of Kinesiology and Sport Sciences (p. 148)

Program Information and Admission Requirements

Admission to degree work is contingent on

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

Graduate students in the department of Kinesiology and Sport Sciences (p. 148) must select either a thesis or a non-thesis option.

Thesis Option

In addition to academic coursework, students must complete a 6 hour thesis project (PE 896) under the direction of a thesis advisor. At the time a student elects to write a thesis, the advisor and the Chair of the KSS Graduate Program Committee shall obtain approval from the Dean of Graduate Studies and Research on the composition of the committee by submitting a “Proposed Supervisory Committee” form. This committee will approve a thesis proposal and guide the student in the writing of the thesis. The committee will also examine the student in the required oral
examination at the completion of the project. The time and place of the examination will be determined by the Chair of the Committee.

**Thesis and Thesis Committee**

A completed thesis must be submitted for the approval of the thesis committee within two years from the completion of the course work. This time requirement may be waived at the discretion of the majority of the Department’s Graduate Committee. The thesis committee shall consist of a minimum of three members:

- The candidate’s thesis professor who will serve as chair,
- A member representing the candidate’s major discipline (generally from the degree granting institution),
- A third member representing a related field selected at large from the University of Nebraska Graduate Faculty. This member cannot be a member of the candidate’s department.

**Non-Thesis Option**

In addition to their coursework, students pursuing Non-Thesis Option must successfully complete a comprehensive examination prior to graduation. Comprehensive examinations are to be taken on the campus of the University of Nebraska at Kearney unless an off campus site and a waiver for the on campus requirement are approved by a majority vote of the KSS graduate faculty. Comprehensive examinations will be offered the last week of March, June, and October. The comprehensive written examination will consist of at least three questions:

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

Scoring of the comprehensive written exam will be scored as

- Pass - no further examination is required
- Conditional Pass with an oral examination required - Following the oral exam the student can then be granted a Pass or No Pass with remediation required. Students earning a No Pass must then take another written comprehensive examination within a time period specified by the examination committee.
- No Pass - the committee will then recommend to the Dean of Graduate Studies and Research that the candidate be reexamined after a specified interval. Means for improvement shall be recommended to the candidate by the committee.

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

**Comprehensive Examination Committee**

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

This program is offered on campus only.
Physical Education Master Teacher, Master of Arts in Education

Offered by Department of Kinesiology and Sport Sciences (p. 148)

Program Information and Admission Requirements

Admission to degree work is contingent on

1. Evaluation of the candidate’s undergraduate transcript.
2. Applicants are to submit a one (1) page personal statement as to why they would like to pursue a master’s in Physical Education pedagogy/special populations. In addition to the one page statement, develop a presentation using an interactive technology item, such as Prezi, or iBook, to demonstrate your teaching philosophy in Physical Education (or education in general) and the relationship between today's technology and teaching students of today. Please submit a link/QR code to the presentation as part of your (1) page statement.

Graduation Requirements

In addition to their coursework, students must successfully complete a comprehensive examination prior to graduation or may choose to complete a Thesis.

Comprehensive examinations are to be taken on the campus of the University of Nebraska at Kearney unless an off campus site and a waiver for the on campus requirement are approved by a majority vote of the KSS graduate faculty. Comprehensive examinations will be offered the last week of March, June, and October. The comprehensive written examination will consist of at least three questions.

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

Scoring of the comprehensive written exam will be scored as

- Pass - no further examination is required
- Conditional Pass with an oral examination required - Following the oral exam the student can then be granted a Pass or No Pass with remediation required. Students earning a No Pass must then take another written comprehensive examination within a time period specified by the examination committee.
- No Pass - the committee will then recommend to the Dean of Graduate Studies and Research that the candidate be reexamined after a specified interval. Means for improvement shall be recommended to the candidate by the committee.

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

Comprehensive Examination Committee

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

Thesis: In lieu of a comprehensive exam, a student may elect to complete a Thesis. A 6 hour thesis project (PE 896) is to be completed under the direction of a thesis advisor. At the time a student elects to write a thesis, the advisor and the Chair of the KSS Graduate Program Committee shall obtain approval from the Dean of Graduate Studies and Research on the composition of the committee by submitting a "Proposed Supervisory Committee" form. This committee will approve a thesis proposal and guide the student in the writing of the thesis. The committee will also examine the student in the required oral examination at the completion of the project. The time and place of the examination will be determined by the Chair of the Committee.

Thesis and Thesis Committee

A completed thesis must be submitted for the approval of the thesis committee within two years from the completion of the course work. This time requirement may be waived at the discretion of the majority of the Department’s Graduate Committee. The thesis committee shall consist of a minimum of three members:

- The candidate’s thesis professor who will serve as chair,
- A member representing the candidate’s major discipline (generally from the degree granting institution),
- A third member representing a related field selected at large from the University of Nebraska Graduate Faculty. This member cannot be a member of the candidate’s department.

This program is offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

Pedagogy Emphasis

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 800</td>
<td>Philosophy of PE, Sports, Recreation and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PE 828</td>
<td>Secondary School Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 831</td>
<td>Curriculum Design in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 841</td>
<td>Elementary School Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 861</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PE 871</td>
<td>Physical Education for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PE 874</td>
<td>Seminar and Practicum in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 875</td>
<td>Analysis of Physical Education Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>PE 845</td>
<td>Motor Development and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 6 credit hours of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 805</td>
<td>Child and Adolescent Development and Interventions</td>
</tr>
<tr>
<td>EDAD 956</td>
<td>School/Community Relations</td>
</tr>
<tr>
<td>EDAD 875</td>
<td>Activities Director</td>
</tr>
<tr>
<td>PE 801P</td>
<td></td>
</tr>
</tbody>
</table>
Special Populations Emphasis
This program is designed for persons interested in the physical activity of individuals with disabilities, particularly school-age students, and leads to the endorsement in Adapted Physical Education issued by the Nebraska Department of Education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 800</td>
<td>Philosophy of PE, Sports, Recreation and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PE 831</td>
<td>Curriculum Design in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 861</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PE 871</td>
<td>Physical Education for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PE 872</td>
<td>Physical Education for Students with Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PE 873</td>
<td>Physical Education for Persons with Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PE 874</td>
<td>Seminar and Practicum in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 875</td>
<td>Analysis of Physical Education Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TESE 821P</td>
<td>Nature and Needs of Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 867</td>
<td>Functional Behavior Assessment and Behavior Intervention Planning</td>
<td>3</td>
</tr>
<tr>
<td>PE 845</td>
<td>Motor Development and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

1 See advisor for approved topic.

Department of Mathematics and Statistics
College of Arts and Sciences
Katherine Kime, Ph.D., Chair - (308) 865-8532
Mathematics and Statistics is part of the (p. 185) Master of Science in Education Degree in STEM Education (p. 186).

Department of Modern Languages
College of Arts and Sciences
Jonathan Dettman, Chair - (308) 865-8493, dettmanjc@unk.edu
Michelle Warren, Graduate Committee Chair, warrenm2@unk.edu

Master of Arts in Education
• Spanish Education (p. 158) - Master of Arts in Education Degree
Graduate Certificate in Spanish (p. 159)

Spanish Graduate Faculty
Graduate Program Committee
J. Dettman (Chair), T. Johnson, S. Kropp, G. Tracy (COE), M. Warren

German (GERM)
GERM 899 – Independent Study-German 1-3 credit hours
Individual studies and research under the guidance of a faculty member. May be taken twice for two separate studies or research in German. Total Credits Allowed: 6.00

Spanish (SPAN)
SPAN 800P – Golden Age Drama 3 credit hours
A study of the dramatists of the Golden Age in Spain.
SPAN 804 – Early Spanish Literature 3 credit hours
Studies of representative works of Spanish literature from its beginning to 1680.
SPAN 805 – Structure of the Spanish Language 3 credit hours
A review of advanced Spanish grammar with special emphasis on applied and/or socio-linguistics and issues related to Spanish instruction. Prerequisite: Admission into the MAE in Spanish program
SPAN 808P – Comparative Grammar 3 credit hours
A comparative and contrastive study of the structures of Spanish and English.

SPAN 814 – Oral, Written & Cultural Fluency 3 credit hours
Designed to raise the students’ level of cultural knowledge and of proficiency in oral and written form to that of fluency.
Prerequisite: SPAN 304 and graduate status and SPAN 305 or SPAN 360

SPAN 815 – Seminar in Contemporary Spanish Thought 3 credit hours
Main literary (and in part philosophical) figures and trends in twentieth and twenty-first century Spain and Latin America.

SPAN 816 – Seminar in Contemporary Latin American Prose Writings 3 credit hours
Main literary trends and most important prose writers of Latin America in the twentieth and twenty-first centuries.

SPAN 818 – Seminar in Contemporary Drama 3 credit hours
Study of the most important present-day dramatists writing in Spanish.

SPAN 820P – Spanish Novel 3 credit hours
The novels of Spain from the generation of 1898 to present.

SPAN 825P – Modern Spanish Poetry 3 credit hours
Survey of Spanish and Latin American poetry of the present day.

SPAN 830P – Latin American Literature 3 credit hours
Survey of representative works of Latin American literature from its beginning to the present period.

SPAN 835P – Cervantes 3 credit hours
The principal works of Cervantes with special emphasis on Don Quixote.

SPAN 840 – Topics in Peninsular Literature and Culture 3 credit hours
In this course, students will have the opportunity to explore various genres of texts by Spanish artists and authors. Topic to be selected and announced in schedule of courses. May be taken more than once.
Total Credits Allowed: 9.00
Prerequisite: Admission into the MAE in Spanish program

SPAN 845 – Topics in Latin American Literature and Culture 3 credit hours
The study of selected works in Latin American literature and culture. Topic to be selected and announced in schedule of courses. May be taken more than once.
Total Credits Allowed: 9.00
Prerequisite: Admission into the MAE in Spanish program

SPAN 850 – Topics in U.S. Latino/Chicano Literature and Culture 3 credit hours
The study of selected works in U.S. Latino/Chicano literature and culture. Topic to be selected and announced in schedule of courses. May be taken more than once.
Total Credits Allowed: 9.00

SPAN 860P – History of the Spanish Language 3 credit 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 credit 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.
Total Credits Allowed: 6.00

SPAN 875 – Graduate Study Abroad 3 credit hours
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.
Prerequisite: SPAN 814 or permission of graduate chair

SPAN 876 – Graduate Study Abroad 3 credit hours
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.
Prerequisite: SPAN 814 or permission of graduate chair

SPAN 880 – Professional Development 3 credit hours
Spanish professional development sequence.
Prerequisite: Any 800-level course in Spanish.

SPAN 896 – Thesis 6 credit hours

SPAN 897 – Directed Readings in Spanish 1-3 credit 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.
Total Credits Allowed: 3.00
Prerequisite: Any 800-level course in Spanish or Spanish-American literature

SPAN 898 – Special Topics 1-3 credit hours
Special topics to be determined by the Department of Modern Languages. May be taken more than once.
Total Credits Allowed: 18.00
Prerequisite: Admission into the MAE in Spanish program

SPAN 899 – Independent Studies in Spanish 1-3 credit hours
Individual studies and research under the guidance of a graduate faculty member. May be taken twice for two separate studies or research in Spanish.
Total Credits Allowed: 6.00

Spanish Education, Master of Arts in Education

Offered by Department of Modern Languages (p. 157)

Program Information and Admission Requirements

Spanish Education
Admission to a Master’s Degree program in Modern Languages will require the following:

1. A completed graduate application form (and fee);
2. Completion of the bachelor’s degree in Spanish, Spanish Education or other major (21 credit hours of upper-level Spanish coursework preferred), with a minimum overall G.P.A. of 3.00;
3. Minimum Spanish proficiency of Advanced-Low (contact Modern Language for assessment);
4. Submission of two letters of recommendation from professionals with knowledge of the candidate’s aptitude;
5. Statement of purpose in English. The statement must address the following areas:
   - The candidate's qualifications for graduate study in Spanish Education.
   - The candidate's long-term professional goals.
• The candidate's expectations of the MAE in Spanish degree at UNK in terms of his/her professional development.

6. Academic Writing Sample in Spanish (minimum of 4 pages):
• The sample may be a paper from an upper-level undergraduate course, but it should showcase the candidate's analytical reasoning and argumentative writing. It should not be a summary of existing research or reporting on a given topic.
• If the candidate does not have an existing writing sample, he/she may provide an original critical analysis of an approved text.

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

The Department of Modern Languages also offers a Graduate Certificate in Spanish (p. 159).

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

This program is offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORL 810</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>FORL 820</td>
<td>Methods of Foreign Language Instruction</td>
<td>3</td>
</tr>
<tr>
<td>FORL 850</td>
<td>Spanish Heritage Language Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>FORL 800</td>
<td>Curriculum Development &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Spanish Graduate Certificate

Offered by the Department of Modern Languages (p. 157)

Admission requirements for the Spanish Certificate are similar to those of the Spanish MAE: Bachelor’s degree in Spanish, Spanish Education or other major with upper-level Spanish coursework; Minimum UG GPA of 3.00; Minimum OPIc rating of Advanced-Low (Contact Modern Languages Department for test administration); Two letters of recommendation; and Academic writing sample in Spanish.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 805</td>
<td>Structure of the Spanish Language</td>
<td></td>
</tr>
<tr>
<td>SPAN 815</td>
<td>Seminar in Contemporary Spanish Thought</td>
<td></td>
</tr>
<tr>
<td>SPAN 816</td>
<td>Seminar in Contemporary Latin American Prose Writings</td>
<td></td>
</tr>
<tr>
<td>SPAN 818</td>
<td>Seminar in Contemporary Drama</td>
<td></td>
</tr>
<tr>
<td>SPAN 840</td>
<td>Topics in Peninsular Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>SPAN 845</td>
<td>Topics in Latin American Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>SPAN 850</td>
<td>Topics in U.S. Latino/Chicano Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>SPAN 875</td>
<td>Graduate Study Abroad</td>
<td></td>
</tr>
<tr>
<td>SPAN 876</td>
<td>Graduate Study Abroad</td>
<td></td>
</tr>
<tr>
<td>SPAN 880</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>SPAN 897</td>
<td>Directed Readings in Spanish</td>
<td></td>
</tr>
<tr>
<td>SPAN 898</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>SPAN 899</td>
<td>Independent Studies in Spanish</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Department of Music, Theatre and Dance

College of Arts and Sciences

Paul Twigg, Ph.D., Interim Chair (308) 865-8315

Brian Alber, Graduate Program Committee Chair (308) 865-8607

Master of Arts in Education

• Music Education (p. 162) • Master of Arts in Education Degree

Music, Theatre and Dance Graduate Faculty

Music, Theatre and Dance (Theatre) Graduate Faculty

Graduate Program Committee

Alber (COE) (Chair), Donofrio, Farrell, Foradori, Nabb, White
**Music (MUS)**

**MUS 800 – Foundations of Music Education  3 credit hours**
The purposes of this course are (1) for students to gain an overview of the historical, cultural, and philosophical foundations that have shaped and directed music education and (2) to build upon this foundational perspective to develop a vision of music education for the future. Topics include philosophical principles of music education, psychological theories relevant to music teaching, and practical application of these principles through the National Standards for Music. Prerequisite: Graduate status or permission of instructor.

**MUS 801 – Music Analysis  3 credit hours**
A study of the architecture of music, and will include analysis of harmonic, melodic, rhythmic, and formal elements in the works of representative composers and styles. The objective of the course is to acquire the ability to approach a piece of music unencumbered by preconceived notions and to discover the structure of music. Department Consent Required.

**MUS 802P – Music Theory Through an Historical Perspective  3 credit hours**
An overview of the history and theory of music, focusing on musical styles and form in each era and basic theoretical concepts and techniques of music in historical perspectives. The course includes the basic structure and materials of music, and the major periods of Western music. Coursework includes written theory assignments and analysis, including early twentieth century, and an overview of historical periods and musical literature through readings, score study and recorded examples. Department Consent Required.

**MUS 803P – Music Technology in the Classroom  3 credit 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 804 – Introduction to Music Research  3 credit hours**
The purposes of this course are for students to gain an overview of online research tools available through the UNK library, applying these tools towards: a class research project; preparation for other graduate level courses; and ultimately the graduate Capstone, and gain familiarity with various style manuals (MLA, APA, and Chicago). Prerequisite: Admission to Music graduate program.

**MUS 805 – Teaching of Jazz Bands  3 credit 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 credit hours**
Detailed study of conducting problems and band/orchestral literature.

**MUS 807P – Advanced Choral Conducting and Literature  2 credit hours**
Detailed study of conducting problems and choral literature.

**MUS 809P – Vocal Pedagogy  3 credit hours**
A study of the problems confronted in dealing with the voice of the beginning and the advanced singer, and an analysis and compilation of suitable literature.

**MUS 811P – Woodwind Pedagogy  3 credit hours**
An opportunity to study the problems and techniques peculiar to the woodwind instruments; to gain additional proficiency in playing; and to study teaching methods suitable for both individual and group instruction.

**MUS 812P – Brass Pedagogy  3 credit hours**
A course designed to study the pedagogy, performance, and literature of the brass instruments through lecture, discussion, demonstration, and performance.

**MUS 813P – Percussion Pedagogy  3 credit 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 of Music  3 credit 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 815 – Graduate Secondary Applied Instruction Studio  1 credit hour**
Applied study in a secondary area in music composition, piano, vocal or instrumental areas. A jury examination is required at the end of each semester of study. A private lesson fee will be assessed. Total Credits Allowed: 5.00.

**MUS 816P – Special Topics in Piano Pedagogy  2-3 credit hours**
Topical studies of various teaching techniques and materials used in individual and/or group piano instruction at elementary, intermediate or advanced levels. Total Credits Allowed: 9.00.

**MUS 820P – String Pedagogy  3 credit hours**
A course designed to study techniques and performance issues specific to string instruments, and to explore teaching methods suitable for beginning to advanced levels in string playing.

**MUS 822 – Administration and Supervision of the Music Program  3 credit 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 831P – Independent Music Studio  2 credit hours**
This course is designed to provide guidelines for developing a successful independent music studio including professional qualifications, ethical standards, and effective studio management (instrumental, piano, or vocal). Prerequisite: Admission to the MAED Music Education program or permission of instructor.

**MUS 832P – Fundamentals of Piano Pedagogy  3 credit hours**
An introduction to the basic concepts necessary for successful teaching at the elementary level.
MUS 833P – Fundamentals of Piano Pedagogy II 2 credit hours
A continuation of Piano Pedagogy I with emphasis on group teaching, third year and intermediate students.

MUS 834P – Advanced Piano Pedagogy I-History 2 credit hours
Advanced studies in teaching philosophies and principles of piano pedagogy.
Department Consent Required

MUS 835P – Advanced Piano Pedagogy II-Keyboard Literature 2 credit hours
Advanced studies in pedagogical approaches to keyboard literature, musicianship and performance.
Department Consent Required

MUS 836P – Internship in Piano Teaching 2 credit hours
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.
Department Consent Required

MUS 846 – Survey of Choral Literature 3 credit hours
This course examines significant and noted sacred and secular choral literature from the Renaissance to 21st century through general characteristics and development of form, style, and performance practice considering specific examples of representative works.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" and permission of instructor.

MUS 848 – History of Baroque Music 3 credit hours
This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Baroque Era, and explores relationships between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" and permission of instructor.

MUS 849 – History of Classical Music 3 credit hours
This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Classical Era, and explores relationship between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" and permission of instructor.

MUS 850 – Graduate Applied Instruction 2 credit hours
Applied study in graduate music composition, piano, vocal or instrumental areas. A jury examination is usually required at the end of each semester.
Department Consent Required
Total Credits Allowed: 4.00
Additional Course Fee Required

MUS 851 – History of Romantic Music 3 credit hours
This course develops an in depth understanding of fundamental compositional style elements and performance practices utilized in the Romantic Era, and explores relationships between major philosophical, sociological, and political currents and their relationship to musical developments. The course further acquaints students with landmark composers and compositions that may serve as reference points in their professional musical development.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" and permission of instructor.

MUS 852 – History of Twentieth Century Music 3 credit hours
This course is designed to increase the depth of the student's knowledge of the music of our own time. It will include an overview of the major currents and composers in 20th century music and will focus on a few specific composers and ideas.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" and permission of instructor.

MUS 853 – A History of Women Composers 3 credit hours
This course will study women composers and their music throughout history, from the Ancient/Middle Ages to the present. The focus of the course will be the actual music, in written and/or recorded form, current research on women composers, historical and sociological contexts and psychological factors affecting women composers.
Department Consent Required
Prerequisite: Completion of Graduate Music Entrance Assessment with a minimum score of 80% or completion of MUS 402 with a minimum grade of "B" and permission of instructor.

MUS 855P – Elementary School Music 3 credit hours
Current trends in curriculum planning, assessment, and effective teaching strategies at the elementary level.

MUS 860 – Independent Study and Research 1-3 credit hours
Independent research or special assignment in the student's major field.
Department Consent Required
Total Credits Allowed: 3.00
Prerequisite: Graduate standing and 9 hours of Music classes

MUS 880 – Marching Band Technique 3 credit 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 credit hours
A study of available operas with regard to casting, rehearsal techniques, staging, managing, and performance.

MUS 891P – Expanded Campus Workshop 1-3 credit hours
Total Credits Allowed: 3.00
Music Education, Master of Arts in Education

Offered by Department of Music (p. 159)

Program Information and Admission Requirements

Music Education

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

1. Provide a comprehensive course of academic study for those students who seek the Master of Arts in Education—Music Education degree;
2. Make available relevant and engaging graduate courses for those students who do not wish to pursue an advanced degree; and
3. Provide for graduate students experiences which will serve their cultural and professional needs.

Admission Requirements

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

1. Fulfillment of the requirements for admission as set forth by the Office of Graduate Studies and Research (p. 20);
2. Completion of graduate application: www.unk.edu/admissions/apply.php (http://www.unk.edu/admissions/apply.php);
3. Completion of the baccalaureate degree with a major in music from a fully accredited institution, with a minimum GPA of 3.0 (an official transcript must be sent directly from the undergraduate institution);\(^1\)
4. Satisfactory completion of departmental entrance requirements:
   - Submit a Philosophy of Teaching (300-500 words. Include your ideas about the teaching and learning process, a description of how you teach, and why you teach in a particular way based on your beliefs, values, and/or objectives as related to music education.)
   - Submit a Professional Résumé
   - Submit three letters of recommendation from individuals who have knowledge of the applicant's capabilities/professional musical experience

MAE - Music Education Policies

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

1. Students must be fully admitted to the program to take more than 9 credit hours of required/elective graduate level program courses.
2. Students shall maintain a GPA of at least a "B" (3.0); grades below a "B" will not apply to a degree program.
3. To receive credit for transfer credit hours, a student must complete a Change in Program of Study form and submit official transcripts to the Office of Graduate Studies and Research.
4. Course work over ten years old at the completion of the program may not be used for the degree.

Course Prerequisite Considerations

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

Admission to Candidacy

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

Program Completion

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

UNK is an accredited institutional member of the National Association of Schools of Music.
Students who do not meet minimum music GPA requirements may be admitted Conditionally:

- Students must pass the Graduate Music Entrance Assessment (music history and theory) with a minimum score of 80% or enroll in MUS 402 (http://aaunk.unk.edu/catalogs/current/crs/crsmus.asp#MUS402) and earn a minimum grade of "B" and
- Students must complete a minimum of 9 graduate credits with a minimum grade of "B" to meet this admission requirement.

This program is offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Music Core Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 801</td>
<td>Music Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Music History/Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 6 credit hours of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUS 846</td>
<td>Survey of Choral Literature</td>
<td></td>
</tr>
<tr>
<td>MUS 848</td>
<td>History of Baroque Music</td>
<td></td>
</tr>
<tr>
<td>MUS 849</td>
<td>History of Classical Music</td>
<td></td>
</tr>
<tr>
<td>MUS 851</td>
<td>History of Romantic Music</td>
<td></td>
</tr>
<tr>
<td>MUS 852</td>
<td>History of Twentieth Century Music</td>
<td></td>
</tr>
<tr>
<td>MUS 899P</td>
<td>Music Special Topics</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 804</td>
<td>Introduction to Music Research</td>
<td>3</td>
</tr>
<tr>
<td>Music Education Support Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 800</td>
<td>Foundations of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Select 6 credit hours of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUS 814</td>
<td>Aesthetics of Music</td>
<td></td>
</tr>
<tr>
<td>CSP 800</td>
<td>Advanced Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>EDAD 831</td>
<td>Social Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>Performance/Pedagogy Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 6 credit hours of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUS 809P</td>
<td>Vocal Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUS 811P</td>
<td>Woodwind Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUS 812P</td>
<td>Brass Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUS 813P</td>
<td>Percussion Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUS 815</td>
<td>Graduate Secondary Applied Instruction</td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 816P</td>
<td>Special Topics in Piano Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUS 820P</td>
<td>String Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUS 850</td>
<td>Graduate Applied Instruction</td>
<td></td>
</tr>
<tr>
<td>MUS 857P</td>
<td>Elementary School Music</td>
<td></td>
</tr>
<tr>
<td>MUS 894P</td>
<td>Wind Band Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUS 895P</td>
<td>Choral Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUS 899P</td>
<td>Music Special Topics</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 897</td>
<td>Graduate Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Total Credit Hours 36

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

- Students must pass the Graduate Music Entrance Assessment (music history and theory) with a minimum score of 80% or enroll in MUS 402, Music History and Theory Review, and earn a minimum grade of "B" and
- Students must complete a minimum of 9 graduate credit hours with a minimum grade of "B" to meet this admission requirement.

Department of Physics and Astronomy

College of Arts and Sciences
Janet Steele, Ph.D., Acting Chair (308) 865-8325

The Department of Physics and Physical Science does not offer a graduate degree. The courses that are offered are requirements or electives in other graduate degree programs.

Physics and Physical Science is part of the Master of Science in Education Degree in STEM Education (p. 186).

Department of Political Science

College of Arts and Sciences
William Aviles, Ph.D., Chair - (308) 865-8776

This department offers degrees at the undergraduate level (http://catalog.unk.edu/undergraduate/departments-programs/political-science/) only.

Department of Psychology

College of Arts and Sciences
Krista Forrest, Ph.D., Chair - (308) 865-8192

This department offers degrees at the undergraduate level (http://catalog.unk.edu/undergraduate/departments-programs/psychology/) only.

Graduate courses in Psychology support other departments offering Master’s Degrees. Students should have a basic understanding of psychology before attempting psychology courses at the graduate level. Graduate students should have had courses in General Psychology, Statistics, and Experimental Psychology.

Graduate students may qualify for a teaching endorsement in psychology by taking undergraduate courses required by the State Department of Education. For further information, see the Department Chair.

Department of Social Work

College of Arts and Sciences
Jody Van Laningham, Ph.D., Chair (308) 865-8753
This department offers degrees at the undergraduate level (http://catalog.unl.edu/undergraduate/departments-programs/social-work/) only.

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

Department of Sociology

College of Arts and Sciences

Suzanne Maughan, Ph.D., Chair of Sociology (308) 865-8763

This department offers degrees at the undergraduate level (http://catalog.unl.edu/undergraduate/departments-programs/sociology/) only.

Department of Teacher Education

College of Education

Jane Strawhecker, Ph.D., Department Co-Chair - strawheckeje@unk.edu
Carrie Kracl, Ph.D., Department Co-Chair - kracclcl@unk.edu
Glenn Tracy, Ph.D., Graduate Program Committee Chair - tracyge@unk.edu
Sarah Bartling, Online Program Coordinator for Teacher Education - (308) 865-8513, teacheredonline@unk.edu
Wendy McCarty, Transitional Certification Program Office Associate - (308) 865-8074

Teacher Education is part of the Master of Science in Education Degree in STEM Education (p. 186).

Master of Arts in Education

Master of Science in Education

- Curriculum and Instruction - (p. 175) Master of Arts in Education Degree
  - Early Childhood Education Concentration (p. 175)
  - Elementary Education Concentration (p. 175)
  - Reading/Special Education Concentration (p. 175)
  - English as a Second Language Concentration (p. 175)
  - Secondary Education Concentration (p. 175)
  - Instructional Effectiveness Concentration (p. 175)
  - Transitional Certification Concentration (p. 175)
  - STEM (Science, Technology, Engineering and Math) (p. 178) Concentration
  - Montessori - Early Childhood Concentration (p. 179)
  - Montessori - Elementary I Concentration (p. 179)
  - School Librarian Concentration (p. 179)
  - Reading for International Educators (p. 179)
  - Reading PK-12 (p. 182) - Master of Arts in Education Degree
- Special Education (p. 183) - Master of Arts in Education Degree
  - Gifted Emphasis (p. 183)
  - Advanced Practitioner Emphasis (p. 183)
  - Special Education Emphasis (p. 183)

- Instructional Technology (p. 179) - Master of Science in Education Degree
  - Instructional Technology Concentration (p. 179)
  - Leadership in Instructional Technology Concentration (p. 179)
  - School Librarian Concentration (p. 179)
  - Information Technology Concentration (p. 179)

Post-Baccalaureate Transitional Certification Program (p. 181)

Graduate Faculty

Professor: Susan Catapano, Sherry Crow, Christopher Knoell, Carrie Kracl, Jane Strawhecker
Associate Professor: Natalie Danner, Dena Harshbarger, Jeff Kritzer, Linda Lilienthal, Jude Matyo-Cepero, Wendy McCarty, Dawn Mollenkopf, Glenn Tracy, Phu Vu, Jane Ziebarth-Bovill
Assistant Professor: Martonia Gaskill

Graduate Program Committee

Tracy (Chair), Gaskill (Program Director of Instructional Technology), Kracl (Program Director of Curriculum & Instruction), Lilienthal (Program Director of Reading PK-12), Krtizer (Program Director of Special Education).

Additional Committee Members - Crow, Harshbarger, Knoell, Kracl, Kritzer, Matyo-Cepero, McCarty, Strawhecker, Vu, Ziebarth-Bovill

Teacher Education (TE)

TE 800 – Education Research 3 credit 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 credit 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 credit 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 credit hours
Survey of the philosophical foundations of western culture and their relation to the development of earlier and contemporary educational philosophies.
These strands are 15 specific teacher competencies.

TE 805P – Overview of Assistive Technology  3 credit 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 credit 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 credit 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.

Total Credits Allowed: 3.00

TE 809P – Curriculum Implementation  3 credit hours
This course addresses the curriculum implementation process, theoretical concepts associated with the implementation process, and related implementation issues, including the contested nature of the curriculum and the relationship between curriculum and equity issues. This information is used to critique current curriculum implementation efforts in the public school setting and to develop curriculum for use in the classroom. The course includes a writing component.

TE 810 – Design and Development of Instruction  3 credit hours
This course focuses on the principles of instructional design and how to apply these principles in instructional development projects. The course utilizes a systems approach to the instructional design process by focusing on a series of interrelated procedures and techniques to design, develop, implement, and evaluate instruction for diverse learners. Formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching will be emphasized.

TE 812P – Alternative Assessments of Student Performance: Theory into Practice  3 credit 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 credit 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 credit 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.

Total Credits Allowed: 6.00

TE 816A – Practicum: Education  1-6 credit hours
This practicum course requires, depending on the number of credit hours desired, between 40 and 240 clock hours of participation by the student in an educational setting. The specific experiences to be gained and the setting will be determined by the supervising professor and the student.

TE 816B – Practicum: Reading  3 credit hours
Students participate in supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. Prerequisite: TE 845 and TE 846 or department permission

TE 816C – Practicum: Reading-Primary K-3  1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of primary school children (K-3) and to select materials for remediation. Prerequisite: TE 845 and TE 846

TE 816D – Practicum: Reading-Intermediate 4-6  1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of intermediate school children (4-6) and to select materials for remediation. Prerequisite: TE 845 and TE 846

TE 816E – Practicum: Reading-Middle/Secondary 7-12  1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of middle school/secondary students and to select materials for remediation. Prerequisite: TE 845 and TE 846

TE 816G – Practicum: Curriculum & Instruction Graduate Practicum  3 credit hours
This course focuses on the application of the knowledge and skills in the student's Curriculum and Instruction Graduate Program and Concentration Area. The course includes the development of an instructional project involving the collection and analysis of P-12 student learning data and also includes supervised teaching.
TE 817P – Foundations of Effective Instruction  2-3 credit 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.
Total Credits Allowed: 3.00

TE 818P – Teacher Development: Developing Independent Learners  3 credit hours
This course builds on a basic knowledge of the Instructional Theory into Practice Program to develop additional teaching skills in teaching for independent learning. The skills developed are appropriate for elementary and secondary teachers.
Prerequisite: TE 817P

TE 819P – Teacher Development Training in Service Learning  3 credit 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 820 – Teacher Leadership  3 credit hours
Effective leaders are needed in our communities, businesses, and schools, as well as in our government agencies and our social institutions if our democratic society is to meet the economic and social challenges generated from a constantly changing world. As schools continue to change and evolve to address a variety of learning, human, and community needs teachers have become instrumental in leading and managing changes in their classrooms, in their schools, and in their communities; consequently, the demands associated with teacher leadership will continue to change as well. Accordingly, the preparation of teacher leaders should focus on the development of a broadly applicable base of knowledge and skills for those serving in a variety of roles. This class is designed to assist graduate students in developing the knowledge and skills that will enable them to provide the teacher leadership our classrooms, our schools, and our communities need and deserve.

TE 824 – Language Development for English Language Learners  3 credit hours
This course explores language development with a focus on phonology, dialects, multilingualism, and the connection between language and culture. It introduces the major domains of language with a focus on form (morphology), content (semantics), and use (pragmatics). Spoken and written language development will be covered with a focus on bilingual language development. This course requires careful reading and students are expected to develop clear analytical thinking and competence in written communication.

TE 825 – English Language Learners (ELL): Culture, Civil Rights, and Advocacy  3 credit hours
The purpose of this course is to provide graduate students seeking the English as a Second Language Endorsement the opportunity to explore the changing demographics underlying the presence of language minority students in the public schools, the acculturation process, the terminology of second language education, immigration issues for English Language Learners students (ELLs), and the federal and state laws that impact ELLs and their families. Special attention is given to identifying the attitudes, skills, and behaviors which the teacher needs to develop a welcoming classroom and school climate in which ELLs can learn and become a part of the community. This course will hopefully transform graduate students to act as effective advocates for ELLs in K-12 schools.

TE 826 – Content Methods & Strategies for Teaching English As A Second Language  3 credit hours
This course has been designed to present content methods and teaching strategies to promote inclusion of English Language Learners (ELLs) in regular K-12 classrooms. As a result of the No Child Left Behind Act (2001) and the school assessments which include English Language Learners, mainstream and ESL teachers face increasingly demanding accountability standards. In most cases, ELLs are tested on content areas after one year in school. In other words, ELLs can no longer be treated as invisible students. The issue of access to knowledge, one of the bedrocks in the renewed teacher education program at UNK, critical for schools facing these accountability standards. This course will also focus on the twin goals of helping ELLs learn social (BICS) and academic (CALPS) English while providing content instruction. These are daunting tasks and as any ESL teacher will tell you, these goals are not always achieved because of the many compromises forced upon students and teachers by an educational system that has traditionally not had to deal with linguistic diversity.

TE 827 – Teaching English to Speakers of Other Languages (TESOL)  3 credit hours
This course addresses the foundations of Teaching English as a Second Language, including the historical origins, theories, professional practices, and current trends both in the United States and around the world.

TE 828 – Infusing STEM in the K-8 Classroom  3 credit hours
The Infusing STEM in the K-8 Classroom course is designed to help graduate students develop their knowledge and ability to teach using STEM practices at the elementary or middle school level. The course will emphasize the rationale and techniques used to develop and implement STEM practices in grades K-8. Assignments will involve review of literature, evaluation of curricula, development of teaching activities and involvement in educational technology and its application to teaching and learning.
Prerequisite: TE 853D or TE 853F or TE 853G Recommended (one technology course) TE 886 or TE 866 or TE 878

TE 829 – Implementing Universal Design for Learning in School Settings  3 credit hours
Focus on understanding Universal Design for Learning (UDL) and how to implement it effectively in school settings to address needs associated with learner variability.
TE 831 – Professional Skills & Knowledge I 6 credit hours
This is the first course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional planning and assessment, with special attention to the manner in which these are informed by equity, inclusion, technology, and diversity issues. This course requires a subject-specific field experience with instructional application in an approved secondary classroom.
Department Consent Required

TE 832 – Professional Skills and Knowledge II 6 credit hours
This is the second course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional models, validated instructional practices, and issues related to exceptionality and diversity. This course requires a subject-specific field experience in an approved secondary classroom.
Department Consent Required

TE 833 – Context of Education 6 credit hours
This is the third course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course addresses the historical context of education in the U.S., including class/race/gender/access issues; key legal decisions and contemporary reform agendas; adolescent development, relationships, and culture in contemporary context. This course requires a school-based field experience in an approved secondary classroom.
Prerequisite: TE 832 and admission to Teacher Education Program

TE 834 – Clinical Practice 1: Introduction to Transitional Student Teaching 3 credit hours
TE834 is the first of two 3-hour student teaching experiences for transitional permit teachers which, together with TE835. Clinical Practice 2: Transitional Student Teaching, comprise the student teaching requirement for the completion of the professional education sequence in UNK’s Teacher Education Program transitional pathway to teacher certification in Nebraska in selected endorsement areas. TE834 and TE835 students are teachers who work under a transitional permit in approved PreK-12 schools, and as such function as paid interns.
Department Consent Required

TE 835 – Clinical Practice 2: Transitional Student Teaching 3 credit hours
This is the culminating student teaching experience for candidates who are enrolled in UNK’s Transitional Certification Program and are teaching under a Transitional Permit in approved PreK-12 schools.
Prerequisite: TE 833 and TE 834 and admission to student teaching

TE 836 – Clinical Practice: Student Teaching 6 credit hours
TE836 is student teaching experience for Transitional Certification Program participants to complete the professional education sequence in UNK’s Teacher Education Program transitional pathway to teacher certification in Nebraska in selected disciplines.
Prerequisite: TE 833 and admission to student teaching.

TE 845 – Contemporary Theory & Practice in Reading 3 credit 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 credit hours
This course focuses on the development of an understanding of the relationship of the psychological factors and individual remedial instruction in reading. A comprehensive study is made of selected diagnostic tests and remedial procedures.

TE 847P – History and Philosophy of the Middle School 3 credit 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 – Formative Assessment & Successful Acad Interventions for Elem School Math 3 credit hours
This class will emphasize various formative assessment methods for math, diagnosis of common computational errors, and interventions for errors. Types of errors will be illustrated and suggested corrective procedures will be explored utilizing conceptual teaching with appropriate concrete models. Error patterns based on faulty learned mathematical concepts, the corrective procedures for developing or redeveloping those basic mathematical concepts and development of remediation materials will be illustrated. References to the National Council of Teachers of Mathematics will be discussed and emphasized throughout the course.

TE 849P – Problem Solving in the Elementary and Middle School Classroom 3 credit 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 credit hours
This class focuses on the principles and trends in elementary curriculum development and a study of the various types of curricula in the elementary school as related to organization patterns. Procedures for continuous evaluation and improvement of local elementary curricula are stressed, including administration and supervision factors and relationship to the affected areas of curriculum.

TE 851 – Principles of Early Childhood Education 3 credit hours
Acquaints students with the knowledge and skills required to develop, administer and supervise early education, childcare, and early intervention programs, serving children with and without disabilities, birth to age 8. Students will implement a strengths-based approach and apply cultural sensitivity to support families from diverse cultural, linguistic, and economic backgrounds and situations.

TE 852 – Issues and Trends in Early Childhood Education 3 credit hours
This course is designed to provide graduate students with an understanding of the political and social issues facing the early childhood field, how these are effecting systemic change, and ways to respond to those changes. Students will also examine a number of historical and current early initiatives and their effect upon young children and families, and evaluate the strengths and weaknesses of various models of early childhood programs.

TE 853A – Improvement of Instruction in Early Childhood Education 3 credit hours
This course is designed to present the most recent research literature and teaching strategies as they relate to the curriculum content advocated for young children, with and without exceptionalities, including those from low-income families or who are linguistically or culturally diverse. Students will learn to evaluate curriculum, and to design, adapt, and implement quality instruction for young children with diverse educational needs.
TE 83C – Improvement of Instruction in Elementary School Language Arts 3 credit hours
Attention is directed to the newest innovations in language arts instruction, (reading, writing, listening, speaking) 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, (Reading, writing, listening, speaking).

TE 83D – Improvement of Instruction in Elementary School Science 3 credit hours
An examination of current literature and practices is made relative to science content, methods, and materials in elementary school science.

TE 83E – Improvement of Instruction in Elementary School Social Studies 3 credit hours
Students completing this course will have an opportunity to examine current literature and programs in elementary social studies and to reevaluate their teaching of the social studies.

TE 83F – Improvement of Instruction in Mathematics for Grades PK-3 3 credit hours
This course will focus on improving classroom instruction beginning in the primary grades up to grade 3 as advocated by the National Council of the Teachers of Mathematics (NCTM). Students will be provided with the opportunity to become familiar with many of the resources available to mathematics teachers as they broaden their understanding of developmentally appropriate learning experiences for your students (which utilize the latest research-based teaching and assessment methods). Students will also examine and revise their personal philosophy of teaching mathematics in a classroom in this supportive, interactive and collaborative course.

TE 83G – Improvement of Mathematics Instruction for Grades 4-8 3 credit hours
This course will focus on improving classroom instruction in the Intermediate and Middle School grades (4th-8th) as advocated by the National Council of the Teachers of Mathematics (NCTM). Students will be provided with the opportunity to become familiar with many of the resources available to intermediate and middle school mathematics teachers as they broaden their understanding of developmentally appropriate learning experiences for their students (which utilize the latest research-based teaching and assessment methods). Students will also examine and revise their personal philosophy of teaching mathematics in a classroom in this supportive, interactive and collaborative course.

TE 84 – Reading in the Content Areas 3 credit hours
Students completing this course will have an opportunity to examine the nature of the reading process and the kinds of particular problems teachers in content areas of middle and secondary school face daily. It will also provide the teacher with the ability to apply specific strategies in helping those students having difficulty reading the materials necessary for specific content areas.

TE 85P – Improving the Reading Program 3 credit hours
The department will provide an inservice course upon the request of a school system for the purpose of assisting local staff in the evaluation and improvement of the school’s reading program. The course is designed to develop an analytical approach to reading program evaluation and improvement. This course is not applicable to the program for endorsement as a special reading teacher.

TE 85 – Early Communication, Language and Literacy 3 credit hours
Students will gain an understanding of early speech and language development and related emergent language and literacy skills, and how these may be influenced by cultural, linguistic, or exceptionality factors. Students will learn how to develop, evaluate, and implement early literacy materials and assessments for children with diverse educational needs ages 0-5 in program, school, and clinical settings.

TE 86 – Introduction to Gaming in Education 3 credit hours
This course will introduce fundamental theories of game design and their application in education. Students will learn how to select and evaluate educational games for specific learning objectives and subject matters; design engaging educational games with appropriate goals, challenges, rewards, and feedback; rapidly prototype game ideas for testing and promotion; and create simple educational games/simulations that can be used in classroom.

TE 86A – Copyright, Fair Use, and Ethics 3 credit hours
This course focuses on exploring research-based principles for motivating PK-12 students with the aim of fostering in them a disposition of lifelong learning. Topics include: strategies for fostering intrinsic motivation, using technology to stimulate learning, strategies for motivating the reluctant learner, and maintaining your own motivation as an educator. The course emphasis is on the practical application of strategies customized to the graduate student’s own field of educational interest. Prerequisite: Graduate status

TE 86B – Motivating the 21st Century Learner 3 credit hours
This course focuses on exploring research-based principles for motivating PK-12 students with the aim of fostering in them a disposition of lifelong learning. Topics include: strategies for fostering intrinsic motivation, using technology to stimulate learning, strategies for motivating the reluctant learner, and maintaining your own motivation as an educator. The course emphasis is on the practical application of strategies customized to the graduate student’s own field of educational interest. Prerequisite: Graduate status

TE 86C – Traditional Storytelling 3 credit hours
This course focuses on storytelling as an oral tradition and as a powerful tool for differentiating instruction. Students will design curriculum-based instruction using storytelling strategies for use with students in the school library or classroom setting, as well as with special needs audiences. Additionally, students will have the opportunity to learn traditional storytelling techniques in a friendly, low-key environment. Prerequisite: Graduate status

TE 86D – Digital Storytelling 3 credit hours
This course focuses on storytelling as a digital medium; as a powerful strategy for individual, library, and classroom instruction; and as a persuasive tool in educational settings. Students will design curriculum-based instruction using digital storytelling strategies for use with students in the school library or classroom setting, as well as learn to create personal and persuasive digital stories. Prerequisite: Graduate status

TE 86E – Introduction to School Library Program 3 credit hours
This course is an overview of selected school library topics: current trends, genres, issues, and instructional and motivational strategies in children’s and adolescent literature; school library and educational professional ethics including issues concerning the individual, society, and the profession; and an introduction to information literacy.

TE 870 – Developing Web-Based Portfolios 3 credit hours
This course will focus on planning, revising, and developing web-based working and academic portfolios. Tools such as web editors and image editing software will be used. Student will create a working portfolio to use during their academic programs.
TE 871 – Collection Development and Management  3 credit hours
Collection Development and Management is designed to provide the student with the basic competencies needed for print and non-print collection selection, development and evaluation.  
Prerequisite: TE 869

TE 872 – Organization of School Library and Technology Resources  3 credit hours
Students will learn a variety of techniques for providing access to resources, including exploring the types and functions of automation systems and basic methods and procedures of cataloging and classification within a school library program.  
Prerequisite: TE 869

TE 873 – Reference Services and Resources  3 credit hours
This course will focus on the range of reference resources which support the school library media center, including the evaluation and use of print and electronic reference sources, reference procedures, and the instructional role of reference resources in the overall school curriculum.  
Prerequisite: TE 869

TE 874 – Production of Instructional Resources  3 credit hours
This course will focus on instructional design principles and will develop competencies in applying them to specific learning objectives within the overall production process. In addition, students will develop skills in integrating the technology products into the curriculum.

TE 875 – Administration of the School Library  3 credit hours
This course will focus on the administration of the school library program's mission, budgeting, supervision of personnel, planning, resource needs, communication within the school and public communities, the role of the information specialist in the instructional process, and the interrelationships of information agencies.  
Prerequisite: TE 869

TE 876 – Integration of Curriculum, Technology and Media Resources  3 credit hours
This course will focus on the practical application of theories of instruction and technology integration; models of teaching; curriculum design; research paradigms; and, studies and findings related to curriculum integration of technology in teaching effectiveness for P-16 educators.

TE 877 – Developing Web-Based Educational Environments  3 credit hours
This course is for teachers and instructional technologists who wish to design, implement and evaluate learner-centered instructional environments. Students will create, implement and evaluate nonlinear, student-centered interactive web-based projects, based upon their students' assessed learning needs.

TE 878 – Leadership in Instructional Technology  3 credit hours
This course will provide students with the skills and tools necessary to be an effective, innovative instructional leader in the field of instructional technology. The constructivist perspective of building community leadership will be examined. Staff/faculty development, planning, using data-driven decision making, and funding in instructional technology will be emphasized.

TE 879 – Seminar in Instructional Technology  3 credit hours
This is a variable content course which focuses on advanced topics in instructional technology. Students will critically analyze issues and problems in the discipline. Empirically testable research questions related to the topics will be identified. This course may be repeated, but only six hours may count towards a degree.

TE 880 – Management of Educational Technology  3 credit hours
This course is an in-depth study of the administration and leadership of technology in P-16 educational settings. Management of school facilities and resources, modeling and promotion of the effective use of technology for learning, and use of educational technology research and best practices will be examined.

TE 881 – Online Teaching Instructional Design  3 credit hours
This course will focus on preparing to and delivering online instruction, online instructional design, and related teaching strategies.

TE 882 – Teacher Development Training in Instructional Technology  3 credit hours
This course will produce leaders who are able to provide professional development training in instructional technology for P-16 educators. Students will work with contemporary instructional technology in a transcurricular setting. Students will learn how to train classroom teachers to integrate technology into the teachers' disciplines. A variety of learning and teaching strategies will be examined. The course will emphasize modeling and promotion of the effective use of technology for learning, designing appropriate integration learning opportunities for staff, adult learning styles and techniques, and formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching.

TE 884 – Online Teaching Methodology  3 credit hours
This course will focus on online engagement, online course development, and online teaching strategies. Research-based structural, ethical, legal, and social issues of teaching online will be examined.

TE 885 – Instructional Video Production  3 credit hours
This course will prepare the student to design, create, produce and edit instructional videos. The focus will be on using currently available classroom equipment for video production, editing, and related concepts.

TE 886P – Technology Tools for Teachers  3 credit hours
This course will focus on using technologies in an instructional environment with an emphasis on ethical, human, legal and social issues, methods and skills appropriate to planning and designing learning environments, and instructional management methodologies using appropriate materials, methods, resources, and curricula for integrating technology.

TE 887 – Electronic Media Production  3 credit hours
This course will focus on producing effective electronic presentations. Topics will include: computer graphics; the psychology of color usage; hypertext linkages; screen design and layout; and integrating video, sound, clip art and animation into presentations.

TE 888 – Enhancing Classroom Instruction Using Imaging Tools  3 credit hours
Students will plan, design, develop and manage major instructional video projects for use in their classrooms or training environments.

TE 889 – Creating Instructional Videos to Enhance Classroom Instruction  3 credit hours
Students will plan, design, develop and manage major instructional video projects for use in their classrooms or training environments.

TE 891 – Field Experiences in Instructional Technology  3 credit hours
This course will provide field experiences for students pursuing the instructional technology program. Basis of the experience will be decided upon between the student and the advisor.
TE 892 – Internship in Instructional Technology  1-6 credit 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.
Total Credits Allowed: 6.00

TE 893 – Field Experiences in School Library  3 credit hours
This course is the capstone experience for students in the MSED-Instructional Technology (School Library) or School Library Endorsement programs. Students will gain experiences in school library settings. Prerequisite: TE 869 and TE 871 and TE 872 and TE 873 and TE 875

TE 895 – Seminar in Student Teaching Supervision  3 credit hours
This class is designed to aid present and prospective supervisory teachers. The student will review current literature, become acquainted with techniques, plans and procedures for supervising student teachers, analyze current practices in supervision, and develop materials for use with student teachers.

TE 896 – Thesis  3-6 credit hours
Student investigates a research problem related to education, following APA style of reporting the research. The student enrolls with the faculty member directing the thesis. Three to 6 credit hours per semester, with a total of 6 hours.
Total Credits Allowed: 6.00

TE 897 – Seminar in Reading  3 credit hours
This course is designed to specifically meet the content and program needs of a specific audience, institution, agency, or public school setting. The content is designed and developed to meet the in-depth needs of the participants involved in the area of reading and related fields.

TE 898 – Independent Study  1-3 credit hours
The focus of this course is an independent investigation into a topic selected by the student and approved by the instructor.
Total Credits Allowed: 3.00

TE 899P – Special Topics  1-3 credit hours
This course serves identified needs and interests of specific target groups. Content of the course, dates, and time arrangements are determined by the Department of Teacher Education.
Total Credits Allowed: 24.00

Teacher Education Montessori (TEMO)

TEMO 803P – Montessori-Philosophy and Child Development  3 credit hours
Students will study the basic theories, stages and areas of child development according to the major contemporaries. Students will become knowledgeable about the complex interaction between heredity and environmental factors (including school, home and neighborhoods). An introduction to the philosophical ideas (i.e., absorbent mind, sensitive periods, social-mathematical mind, spiritual and moral development) of Dr. Maria Montessori as they relate to the child, material, teacher and environment are presented. A background of the history of the Montessori Method, comparing and contrasting with alternate educational approaches is studied. An overview of the Early Childhood curriculum as the foundation of understanding for the previous and following levels of Montessori’s curriculum, pedagogy and methodology are presented.

TEMO 804P – Montessori Elementary I-Core Applications I  3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of Biology/Physical Science, and Math/Geometry at the Elementary I level and develop appropriate curriculum for these areas. Students will also support the development of Practical Life skills. Students will further refine their ability to observe, record and analyze a child’s physical, motor, social-emotional and cognitive development for the child from 6-9 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEMO 806P and TEMO 810P.
Corequisite: TEMO 808P.

TEMO 806P – Montessori Elementary I - Physical Science/Biology  3 credit hours
The primary goal of this course is to acquaint the student with the Montessori Physical Science/Biology methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Physical Science/Biology.
Prerequisite: TEMO 803P.

TEMO 807P – Montessori Elementary I - History/Geography  3 credit hours
The primary goal of this course is to acquaint the student with the Montessori Geography/History methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Geography/History.
Corequisite: TEMO 803P.

TEMO 808P – Montessori Elementary I-Core Applications II  3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of History/Geography, and Language and Grammar, at the Elementary I level and develop appropriate curriculum for these areas. Students will also be prepared to design, lead, and prepare art, music, and movement within the Elementary Montessori classroom so children can express themselves through these modalities. Students will be introduced to Montessori’s peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEMO 807P and TEMO 809P.
Corequisite: TEMO 804P.

TEMO 809P – Montessori Elementary I - Language/Grammar  3 credit hours
The primary goal of this course is to acquaint the student with the Montessori language/grammar methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori language/grammar.
Prerequisite: TEMO 803P.
TEM0 810P – Montessori Elementary I - Mathematics/Geometry  3 credit hours
The primary goal of this course is to acquaint the student with the Montessori mathematics/geometry methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori mathematics/geometry.
Prerequisite: TEM0 803P.

TEM0 811P – Montessori Early Childhood-Practical Life  3 credit hours
This course is designed to prepare the student to present and facilitate the role of concentration, coordination, and independence as they relate to problem solving, choice, decision-making, and responsibility for learning on the part of the child in a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori practical life curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life development at the Early Childhood level.
Corequisite: TEM0 803P.

TEM0 812P – Montessori Early Childhood-Math and Sensorial  3 credit hours
This course is designed to prepare the student to identify and present materials aiding the education and refinement of the senses and to present and facilitate the Montessori Math and Sensorial philosophy for the child from 2.5 to 6 years, use of the Montessori didactic Math and Sensorial materials, and the sequential order of the Montessori curriculum as part of the environmental design for a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori Math and Sensorial curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of mathematical and sensorial development at the Early Childhood level.
Prerequisite: TEM0 803P and TEM0 811P.

TEM0 813P – Montessori Early Childhood-Language and Grammar  3 credit hours
This course is designed to prepare the student to identify and present materials aiding in the development of language arts skills for the child in a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori language curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of language development at the Early Childhood level.
Prerequisite: TEM0 803P and TEM0 811P.

TEM0 814P – Montessori Early Childhood-Core Applications I  3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life, math, and sensorial development at the Early Childhood level. Students will also refine their ability to observe, record and analyze a child's physical, motor, social-emotional and cognitive development for the child from 2.5 to 6 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEM0 811P and TEM0 812P
Corequisite: TEM0 815P

TEM0 815P – Montessori Early Childhood-Core Applications II  3 credit hours
Students will develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of language, science, social studies at the Early Childhood Level. Students will also be prepared to design, lead, and prepare art, music, and movement within the Montessori classroom so children can express themselves through these modalities. Students will also become knowledgeable in designing and implementing effective communication and collaboration with Montessori families. Students will be introduced to Montessori’s peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEM0 811P and TEM0 813P
Corequisite: TEM0 814P.

TEM0 816P – Montessori Practicum: Early Childhood  3 credit hours
The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience for children 2.5-6 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori early childhood education.
Prerequisite: TEM0 814P and TEM0 815P.

TEM0 817P – Montessori Elementary I - Practicum  3 credit hours
The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience for children 6-9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori Elementary education.
Prerequisite: TEM0 804P and TEM0 808P.

TEM0 831 – Montessori Early Childhood Core Applications I  3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life, math, and sensorial development at the Elementary level. Students will also refine their ability to observe, record and analyze a child’s physical, motor, social-emotional and cognitive development for the child from 2.5 to 6 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEM0 811P and TEM0 812P
Corequisite: TEM0 832.

TEM0 832 – Montessori Early Childhood Core Applications II  3 credit hours
Students will develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of language, science, social studies at the Early Childhood level. Students will also be prepared to design, lead, and prepare art, music, and movement within the Montessori classroom so children can express themselves through these modalities. Students will also become knowledgeable in designing and implementing effective communication and collaboration with Montessori families. Students will be introduced to Montessori’s peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEM0 811P and TEM0 813P
Corequisite: TEM0 831

TEM0 833 – Montessori Practicum 1: Early Childhood  1 credit hour
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 2.5 to 6 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEM0 831 and TEM0 832.
TEMO 834 – Montessori Practicum 2: Early Childhood 2 credit hours
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 833

TEMO 841 – Montessori Elementary I Core Applications I 3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of Biology/Physical Science, and Math/Geometry at the Elementary I level and develop appropriate curriculum for these areas. Students will also support the development of Practical Life skills. Students will further refine their ability to observe, record and analyze a child’s physical, motor, social-emotional and cognitive development for the child from 6 to 9 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEMO 806P and TEMO 810P.
Corequisite: TEMO 842.

TEMO 842 – Montessori Elementary I Core Applications II 3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of History/Geography and Language and Grammar, at the Elementary I level and develop appropriate curriculum for these areas. Students will also be prepared to design, lead, and prepare art, music, and movement within the Elementary Montessori classroom so children can express themselves through these modalities. Students will be introduced to Montessori’s peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEMO 807P and TEMO 809P.
Corequisite: TEMO 841.

TEMO 843 – Montessori Practicum 1: Elementary I 1 credit hour
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 841 and TEMO 842.

TEMO 844 – Montessori Practicum 2: Elementary I 2 credit hours
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 843

**Teacher Education - Special Education (TESE)**

TESE 816C – Practicum in Gifted/Talented Education 3 credit hours
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.
Prerequisite: TESE 822P and TESE 823P and TESE 824 and TESE 825 and TESE 826 or department permission

TESE 816D – Practicum in Special Education 3-6 credit hours
This course is designed to provide practicum experience in the Special Education programs of Mild/Moderate Disabilities K-6, Mild/Moderate Disabilities 7-12, or Advanced Practitioner. Teachers are supervised by university faculty who may also contact an individual’s principal. Students are expected to document 210 hours of direct contact with students of the appropriate grade level and disability for the endorsement they are seeking. This course is a semester course.
Total Credits Allowed: 24.00

TESE 821P – Nature and Needs of Exceptionalities 3 credit 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 – Psychology & Education of Gifted & Talented Learners 3 credit 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 & Emotional Development of Gifted/Talented Learners 3 credit 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, & Evaluation of High Ability Learners 3 credit hours
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 high ability 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 high ability 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 & Development for High Ability Education 3 credit hours
This course focuses on program planning, exemplary program models, and development of appropriately differentiated curricula for high ability learners.

TESE 826 – Program Design for High Ability Education 3 credit hours
This course is concerned with the development, implementation, and evaluation of programs for high ability learners, including procedures utilized when developing a district definition of high ability, philosophy and goals for high ability education, staff hiring and development, service delivery options, and public relations.

TESE 827P – Introduction to Early Childhood Special Education 3 credit hours
Philosophical and legal bases for early intervention, and current trends, issues, policies and procedures are examined. Factors related to developmental risk or delay and to atypical developmental processes are presented, along with intervention models and curricular adaptations. Prior completion of PSY 853 is recommended.
TESE 828A – Intervention Methods: Birth to Two Years 3-6 credit hours
This course provides knowledge and skills to intervene with infants and toddlers. Included are medical and physical aspects of developmental delay and the influences of these conditions on developmental processes. Family focused intervention strategies are planned and implemented by the student in field experiences.
Prerequisite: TESE 827P or department permission

TESE 828B – Intervention Methods: Three to Five Years 3-6 credit hours
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.
Prerequisite: TESE 827P or department permission

TESE 829P – Assessment of Young Children: Birth to Five 3 credit hours
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.
Prerequisite: TESE 827P or departmental permission
Additional Course Fee Required

TESE 830 – Consult & Collaboration with Families & Agencies Serv Individuals with Disabilities 3 credit hours
This course provides students with the theory basis of collaboration. Students will learn to work with families and other professionals from all cultural and economic backgrounds, gain knowledge concerning family systems, the impact of having a child with special needs, and legal and procedural safeguards.

TESE 837P – Medical Aspects of Individuals with Disabilities 3 credit hours
This course provides students with a general knowledge of the medical conditions seen in children with disabilities. It will familiarize students with terminology, medications, procedures, equipment, and interventions used for children with medical complications. Teacher responsibilities in regards to medical conditions will be covered.

TESE 840 – Bilingual Special Education 3 credit hours
Students will be exposed to the latest research into the education of English language learners with disabilities, their identification, assessment, and instruction. Particular attention will be paid to the development of Appropriate Individualized Education Plans that reflect culturally responsive instruction in both segregated and inclusive environments.

TESE 862 – Formal and Informal Assessment in Special Education 3 credit 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.

Additional Course Fee Required

TESE 863 – Research-Based Instructional Strategies for Students with Disabilities 3 credit hours
This course is designed to address the wide range of instructional needs of students with disabilities. Students will learn to synthesize and evaluate research on instructional techniques for classroom application. Academic instructional interventions will be emphasized. Students will apply their knowledge of lesson development and classroom management strategies. Contains a field component.

TESE 864P – Field Experience in Special Education 1 credit hour
This course is designed to provide practical application of learned skills. Students will be placed in a K-8 special education setting for a total of forty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will complete five additional hours in the classroom or at events benefiting individuals with disabilities.

TESE 867 – Functional Behavior Assessment and Behavior Intervention Planning 3 credit hours
The course is designed for graduate level students to examine function-based behavior intervention strategies for individuals with disabilities who engage in challenging behavior. Students will be taught basic elements of functional analysis that includes: defining, observing, and recording behaviors as well as the creation of graphic displays for analysis. Ethical standards for behavior management, crisis intervention, and positive behavioral support will be highlighted. This course contains a functional assessment/intervention field component.

TESE 872 – Strategies for Teaching Students with Intellectual Disabilities 3 credit hours
The course is designed to prepare future educators to provide services for individuals with intellectual disabilities. Emphasis will be placed on interventions for life skills, communication, vocational, and functional academics. Additional interventions will include community-based instruction, study skills, and assessment of alternate curriculum. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored.

TESE 873 – Teaching Students with Multiple Disabilities 3 credit hours
The course is designed to prepare future educators to provide services for individuals with multiple disabilities. Emphasis will be placed on interventions for life skills, communication, and academics. In addition, future educators will gain knowledge on issues of mobility and positioning which will enhance a child’s ability to reach their full potential. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored.

TESE 875P – Preparing Adolescents for the Post-Secondary World 3 credit hours
This course is designed to address the instructional needs of secondary students with disabilities to prepare them for life after high school graduation. Alternative secondary placements will be discussed as well as post-secondary options such as Technical Schools and College. Students will also learn how to develop self-advocacy skills and post-secondary accommodation plans.
TESE 876P – Transitional Issues for Individuals with Disabilities  3 credit hours
Assessment planning and instruction to facilitate educational and employment post-school outcomes will be emphasized. Federal and state laws governing minimum transition practices will be covered. Assessment, transition planning, services, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition.

TESE 879P – Teaching Social Skills to Students with Autism Spectrum Disorder  3 credit hours
This course is designed to provide students with the knowledge and skills to teach Social and Personal Skills for students with disabilities. Students will be exposed to various Social and Personal Skills programs and strategies that are presently available that have been designed for students with special needs. The development of role play, problem solving, social story, and social script techniques will be emphasized. In addition, students will be able to develop individualized instruction for students based on needs assessment data. Students will also apply their knowledge of age appropriateness in the development of social and personal skills lessons.

TESE 880 – Critical Issues in Special Education  3 credit hours
This course provides students with the knowledge and understanding of the critical issues facing the field of Special education. Professional ethics and code of conduct will be emphasized.

TESE 881 – Characteristics and Identification of Behavior and Learning Disabilities  3 credit hours
This course provides an in-depth coverage of the identification process, etiologies and characteristics associated with disorders that are categorized as learning disabilities or behavior disorders. Distinction from Pervasive Developmental Disorders and Severe Emotional Disturbance will be discussed.

TESE 882 – Applied Behavior Analysis  3 credit hours
This course provides an in-depth examination of Applied Behavior Analysis (ABA). Students will examine the history and development of ABA as well as the use of ABA in the education of and research with individuals with disabilities.

TESE 883 – Intervention Strategies for Individuals with Behavioral & Emotional Disabilities  3 credit hours
This course will examine research effective strategies and interventions for working with students that have behavioral and emotional disabilities. Interventions appropriate for the three tiers of intervention will be explored.
Prerequisite: TESE 881

TESE 884 – Research Techniques in Applied Behavior Analysis  3 credit hours
This course will explore research design and techniques in Applied Behavior Analysis. Emphasis will be placed on research conducted with individuals with disabilities. Students will be expected to research the literature on a specific area.
Prerequisite: TESE 882

TESE 885 – Inclusion and Differentiation Strategies for the 21st Century Classroom  3 credit hours
The course addresses the instructional needs of all students with exceptionalities (disabilities and giftedness) as well as those from culturally diverse backgrounds in integrated settings. Special education referral process, Response to Intervention, Section 504, analysis of instruction/environment and its impact on learning, assignment/assessment modification, behavioral issues, and evaluation of student learning will be the emphasis. Research-based intervention strategies to differentiate instruction will also be presented.

TESE 886 – Co-Teaching & Collaborative Services  3 credit hours
The focus of this course addresses the co-teaching instructional model. Co-teaching is a strategy of teaching that is not easily employed by all professionals in the field. The ability to develop a culture of trust with one’s co-teacher is essential to the success of the co-teaching model and classroom. To ensure this success, this course will introduce co-teaching models and strategies that will be able to be implemented in the rural setting as well as the urban setting. Topics will include co-teaching in a wide variety of settings including: charter schools, on-line schools, brick and mortar schools, homeschooled, private and parochial schools, and military based schools both at home and overseas. Additionally, this course will focus on the necessity of professionalism when collaborating with ELL instructors, para-professionals, home instructors, parents, and school support service personnel, etc. Particular focus will be placed on the special educator/support facilitator's relationship with the general educator. This course will also include a wide variety of both national and international collaborative services and agencies available to support co-teachers in their mission to successfully educate all children inclusively.

TESE 887P – Teaching Functional Academics to Individuals with Exceptional Needs  3 credit hours
This course is designed to provide students with strategies and interventions to enable the instruction of functional academics for students with exceptional needs. Students will be exposed to techniques for initial instruction in reading, math, and written language emphasizing real-life application. Experiences will include adapting general standards and curriculum and applying them to meet IEP functional goals and objectives.

TESE 888 – Positive Behavior Intervention and Supports  3 credit hours
This course presents the latest in practices and research in the field of Positive Behavior Intervention and Supports (PBIS). Students will be exposed to strategies and interventions to change challenging behavior and effectively maintain appropriate behaviors of students through positive behavior interventions and supports.

TESE 891 – Assistive Technology Assessment  3 credit hours
This course is a requirement for the Assistive Technology emphasis in the Masters degree in Special Education/Advanced Practitioner.
Prerequisite: TE 805P

TESE 892 – Augmentative Alternative Communication  3 credit hours
Provides an overview of alternative and augmentative communications devices and strategies. Discussion about AAC assessment, management, implementation, and evaluation of effectiveness will be discussed.
Prerequisite: TE 805P

TESE 893 – Program Development in Assistive Technology  3 credit hours
Provides strategies to develop assistive technology programs for individual students and at a systems level. Professional development as well as acquisition and integration of assistive technology will be covered.
Prerequisite: TESE 891
**Curriculum and Instruction, Master of Arts in Education**

Offered by Department of Teacher Education (p. 164)

**Program Information and Admission Requirements**

The Curriculum and Instruction Program requires four core classes covering the areas of research, democracy, diversity, and technology in accordance with the renewed focus of the College of Education. The program is 36 credit hours; however, additional credit hours may be needed for state certification in some endorsement areas.

Admission requirements include GPA and either the Graduate Record Examination or a Professional Biography.

The Curriculum and Instruction program 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.

Successful completion of a comprehensive examination/project is required of students prior to graduation. There are three parts:

1. Program examination/project
2. Departmental examination, and

Contact your adviser at least one semester in advance of your planned graduation. Additionally, you must apply for graduation in the first few weeks of the semester in which you intend to graduate even if you will not attend.

This program is offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Early Childhood Education Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>or TE 886P</td>
<td>Technology Tools for Teachers</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 851</td>
<td>Principles of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 852</td>
<td>Issues and Trends in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 853A</td>
<td>Improvement of Instruction in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 857</td>
<td>Early Communication, Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>TE 816G</td>
<td>Practicum: Curriculum &amp; Instruction Graduate Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 credit hours of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 809P</td>
<td>Curriculum Implementation</td>
<td></td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td></td>
</tr>
<tr>
<td>TE 815P</td>
<td>The Effective Teacher: Enhancing Classroom Instruction</td>
<td></td>
</tr>
<tr>
<td>TE 845</td>
<td>Contemporary Theory &amp; Practice in Reading</td>
<td></td>
</tr>
<tr>
<td>TE 853C</td>
<td>Improvement of Instruction in Elementary School Language Arts</td>
<td></td>
</tr>
<tr>
<td>TE 853F</td>
<td>Improvement of Instruction in Mathematics for Grades PK3</td>
<td></td>
</tr>
<tr>
<td>TE 877</td>
<td>Developing Web-Based Educational Environments</td>
<td></td>
</tr>
</tbody>
</table>
### Elementary Education Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology or TE 886P Technology Tools for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>TE 845</td>
<td>Contemporary Theory &amp; Practice in Reading</td>
<td>3</td>
</tr>
<tr>
<td>TE 853C</td>
<td>Improvement of Instruction in Elementary School Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>TE 816G</td>
<td>Practicum: Curriculum &amp; Instruction Graduate Practicum</td>
<td>3</td>
</tr>
<tr>
<td>TE 853F</td>
<td>Improvement of Instruction in Mathematics for Grades PK3 or TE 853G Improvement of Mathematics Instruction for Grades 4-8 or TE 848 Formative Assessment &amp; Successful Acad Interventions for Elem School Math</td>
<td>3 or 3 or 3</td>
</tr>
</tbody>
</table>

Select 12 credit hours of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 815P</td>
<td>The Effective Teacher: Enhancing Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 826</td>
<td>Content Methods &amp; Strategies for Teaching English As A Second Language</td>
<td>3</td>
</tr>
<tr>
<td>TE 828</td>
<td>Infusing STEM in the K-8 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TE 829</td>
<td>Implementing Universal Design for Learning in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>TE 846</td>
<td>Diagnosis/Correction of Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TE 850</td>
<td>Elementary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>TE 853D</td>
<td>Improvement of Instruction in Elementary School Science</td>
<td>3</td>
</tr>
<tr>
<td>TE 853E</td>
<td>Improvement of Instruction in Elementary School Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>TE 854</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TE 876</td>
<td>Integration of Curriculum, Technology and Media Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 896</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: **36**

### Reading/Special Education Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology or TE 886P Technology Tools for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>TE 845</td>
<td>Contemporary Theory &amp; Practice in Reading</td>
<td>3</td>
</tr>
<tr>
<td>TE 846</td>
<td>Diagnosis/Correction of Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TE 854</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TE 816B</td>
<td>Practicum: Reading</td>
<td>3</td>
</tr>
<tr>
<td>TESE 863</td>
<td>Research-Based Instructional Strategies for Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 credit hours of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 840</td>
<td>Bilingual Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 881</td>
<td>Characteristics and Identification of Behavior and Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 882</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>TESE 883</td>
<td>Intervention Strategies for Individuals with Behavioral &amp; Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 885</td>
<td>Inclusion and Differentiation Strategies for the 21st Century Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TESE 886</td>
<td>Co-Teaching &amp; Collaborative Services or TESE 830 Consult &amp; Collaboration with Families &amp; Agencies Serv Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 887</td>
<td>Consult &amp; Collaboration with Families &amp; Agencies Serv Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 853C</td>
<td>Improvement of Instruction in Elementary School Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: **36**

### English as a Second Language Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology or TE 886P Technology Tools for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 815P</td>
<td>The Effective Teacher: Enhancing Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 826</td>
<td>Content Methods &amp; Strategies for Teaching English As A Second Language</td>
<td>3</td>
</tr>
<tr>
<td>TE 828</td>
<td>Infusing STEM in the K-8 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TE 829</td>
<td>Implementing Universal Design for Learning in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>TE 846</td>
<td>Diagnosis/Correction of Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TE 850</td>
<td>Elementary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>TE 853D</td>
<td>Improvement of Instruction in Elementary School Science</td>
<td>3</td>
</tr>
<tr>
<td>TE 853E</td>
<td>Improvement of Instruction in Elementary School Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>TE 854</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TE 876</td>
<td>Integration of Curriculum, Technology and Media Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 896</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: **36**
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 824</td>
<td>Language Development for English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TE 825</td>
<td>English Language Learners (ELL): Culture, Civil Rights, and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>TE 826</td>
<td>Content Methods &amp; Strategies for Teaching English As A Second Language</td>
<td>3</td>
</tr>
<tr>
<td>TE 827</td>
<td>Teaching English to Speakers of Other Languages (TESOL)</td>
<td>3</td>
</tr>
<tr>
<td>TE 853A</td>
<td>Improvement of Instruction in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 816A</td>
<td>Practicum: Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An additional six credit hours of advisor-approved electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>36</td>
</tr>
</tbody>
</table>

**Secondary Education Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Department Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology or TE 886P Technology Tools for Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration Courses</strong></td>
<td></td>
</tr>
<tr>
<td>TE 816G</td>
<td>Practicum: Curriculum &amp; Instruction Graduate Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3-9 credit hours of the following:</td>
<td>3-9</td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td></td>
</tr>
<tr>
<td>TE 826</td>
<td>Content Methods &amp; Strategies for Teaching English As A Second Language</td>
<td></td>
</tr>
<tr>
<td>TE 829</td>
<td>Implementing Universal Design for Learning in School Settings</td>
<td></td>
</tr>
<tr>
<td>TE 854</td>
<td>Reading in the Content Areas</td>
<td></td>
</tr>
<tr>
<td>TE 876</td>
<td>Integration of Curriculum, Technology and Media Resources</td>
<td></td>
</tr>
<tr>
<td>TE 896</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>TESE 863</td>
<td>Research-Based Instructional Strategies for Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>36</td>
</tr>
</tbody>
</table>

**Transitional Certification Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Department Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology or TE 886P Technology Tools for Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration Courses</strong></td>
<td></td>
</tr>
<tr>
<td>TE 831</td>
<td>Professional Skills &amp; Knowledge I</td>
<td>6</td>
</tr>
<tr>
<td>TE 832</td>
<td>Professional Skills and Knowledge II</td>
<td>6</td>
</tr>
<tr>
<td>TE 833</td>
<td>Context of Education</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select one of the following options:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>For Holders of Transitional Permits</td>
<td></td>
</tr>
<tr>
<td>TE 834 &amp; TE 835</td>
<td>Clinical Practice 1: Introduction to Transitional Student Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Students who do not hold a Transitional Permit</td>
<td></td>
</tr>
<tr>
<td>TE 836</td>
<td>Clinical Practice: Student Teaching</td>
<td>36</td>
</tr>
</tbody>
</table>

**Instructional Effectiveness Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Department Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>36</td>
</tr>
</tbody>
</table>
### STEM (Science, Technology, Engineering and Math) Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>or TE 886P</td>
<td>Technology Tools for Teachers</td>
<td></td>
</tr>
</tbody>
</table>

#### Department Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 816G</td>
<td>Practicum: Curriculum &amp; Instruction Graduate Practicum</td>
</tr>
<tr>
<td>TE 828</td>
<td>Infusing STEM in the K-8 Classroom</td>
</tr>
<tr>
<td>TE 848</td>
<td>Formative Assessment &amp; Successful Acad Interventions for Elem School Math</td>
</tr>
<tr>
<td>TE 853D</td>
<td>Improvement of Instruction in Elementary School Science</td>
</tr>
</tbody>
</table>

#### Concentration Courses

- Take all of the following:
  - TE 816G Practicum: Curriculum & Instruction Graduate Practicum
  - TE 828 Infusing STEM in the K-8 Classroom
  - TE 848 Formative Assessment & Successful Acad Interventions for Elem School Math
  - TE 853D Improvement of Instruction in Elementary School Science

- Take 3 hours from the following:
  - TE 820 Teacher Leadership
  - TE 878 Leadership in Instructional Technology

- Take 6 hours from the following:
  - TE 815P The Effective Teacher: Enhancing Classroom Instruction
  - TE 829 Implementing Universal Design for Learning in School Settings
  - TE 833A Improvement of Instruction in Early Childhood Education
  - TE 866 Motivating the 21st Century Learner
  - TE 876 Integration of Curriculum, Technology and Media Resources
  - TE 879 Seminar in Instructional Technology
  - TESE 826 Program Design for High Ability Education

#### Concentration Courses

- Take all of the following:
  - Temo 803P Montessori-Philosophy and Child Development
  - Temo 811P Montessori Early Childhood-Practical Life
  - Temo 812P Montessori Early Childhood-Math and Sensorial
  - Temo 813P Montessori Early Childhood-Language and Grammar
  - Temo 831 Montessori Early Childhood Core Applications I
  - Temo 832 Montessori Early Childhood Core Applications II
  - Temo 833 Montessori Practicum 1: Early Childhood
  - Temo 834 Montessori Practicum 2: Early Childhood
  - An additional three credit hours of advisor-approved electives

#### Montessori - Elementary I Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>or TE 886P</td>
<td>Technology Tools for Teachers</td>
<td></td>
</tr>
</tbody>
</table>

#### Department Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 816G</td>
<td>Practicum: Curriculum &amp; Instruction Graduate Practicum</td>
</tr>
<tr>
<td>TE 806P</td>
<td>Montessori Elementary I - Physical Science/Biology</td>
</tr>
<tr>
<td>TE 807P</td>
<td>Montessori Elementary I - History/Geography</td>
</tr>
<tr>
<td>TE 809P</td>
<td>Montessori Elementary I - Language/Geography</td>
</tr>
<tr>
<td>TE 810P</td>
<td>Montessori Elementary I - Mathematics/Geometry</td>
</tr>
<tr>
<td>TE 841</td>
<td>Montessori Elementary I Core Applications I</td>
</tr>
<tr>
<td>TE 842</td>
<td>Montessori Elementary I Core Applications II</td>
</tr>
<tr>
<td>TE 843</td>
<td>Montessori Practicum 1: Elementary I</td>
</tr>
<tr>
<td>TE 844</td>
<td>Montessori Practicum 2: Elementary I</td>
</tr>
</tbody>
</table>

#### Montessori - Early Childhood Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### School Librarian Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Reading for International Educators

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology or TE 886P Technology Tools for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Courses**
Take all of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 869</td>
<td>Introduction to School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>TE 870</td>
<td>Developing Web-Based Portfolios</td>
<td>3</td>
</tr>
<tr>
<td>TE 871</td>
<td>Collection Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>TE 872</td>
<td>Organization of School Library and Technology Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 873</td>
<td>Reference Services and Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 875</td>
<td>Administration of the School Library</td>
<td>3</td>
</tr>
<tr>
<td>TE 893</td>
<td>Field Experiences in School Library</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

**Instructional Technology, Master of Science in Education**

**Offered by Department of Teacher Education (p. 164)**

**Program Information and Admission Requirements**

The Instructional Technology program requires four core classes covering the areas of research, democracy, diversity, and technology in accordance with the renewed focus of the College of Education. The program is 36 credit hours.

Admission requirements include GPA and either a Professional Biography or the Graduate Record Examination.

The Instructional Technology program prepares graduates for careers in education, business or similar areas. Instructional technologists can be building, district-wide, or company-wide technology resource personnel who provide or assist with technology-related professional development, planning, and instructional delivery. Education students are able earn teaching endorsements in Leadership in Instructional Technology, Information Technology, and School Library.

Teachers earning the Leadership in Instructional Technology endorsement assist with or facilitate the development of technology programs for students in prekindergarten through grade 12. Teachers with the Information Technology endorsement are approved to teach a variety of courses in areas such as web design, instructional design, as well as development, support, and management of hardware, software, multimedia, and systems integration services for students in prekindergarten through grade 12. School Librarians provide leadership in library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction. Many of the instructional technology degree students do not work on any endorsement, but focus instead on developing their own technology skills and expertise for use in their own classrooms. Instructional technologists in the business world focus on designing and developing instruction, job aids, training aids, consulting, and similar training related issues. Instructional Technologists in any discipline are involved with all instructional aspects of technology and related areas.

Successful completion of a comprehensive examination/project is required of all degree-seeking students prior to graduation. There are three parts:

1. Program examination/project
2. Departmental examination, and

Contact your adviser at least one semester in advance of your planned graduation. Additionally, you must apply for graduation in the first few weeks of the semester in which you intend to graduate even if you will not attend.

This program is offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

---

1. Except for the Reading International Educators concentration. TE 809P is the required instead of TE 804.
2. The ESL Concentration Area will require an individual for adding an ESL PK-12 endorsement to the Nebraska Teaching Certificate. Because of the volume of coursework required, there is NOT a thesis option.
3. Reading for International Educators will not lead to a teaching certificate.
### Instructional Technology, Master of Science in Education

**Department Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 886P</td>
<td>Technology Tools for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 886P</td>
<td>Technology Tools for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Instructional Technology Core Classes**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 870</td>
<td>Developing Web-Based Portfolios</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 866</td>
<td>Motivating the 21st Century Learner</td>
<td>1</td>
</tr>
<tr>
<td>TE 877</td>
<td>Developing Web-Based Educational Environments</td>
<td>1</td>
</tr>
<tr>
<td>CYBR 805P</td>
<td>Interactive Web Application Development</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 891</td>
<td>Field Experiences in Instructional Technology</td>
<td>1</td>
</tr>
<tr>
<td>TE 893</td>
<td>Field Experiences in School Library</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following concentrations:

- Instructional Technology Concentration (p. 180)
- Leadership in Instructional Technology Concentration (p. 180)
- School Librarian Concentration (p. 180)
- Information Technology Concentration (p. 180)

Total Credit Hours: 36

### Instructional Technology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 875</td>
<td>Administration of the School Library</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

### Information Technology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYBR 825P</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 834P</td>
<td>Information Technology Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 848P</td>
<td>System Administration</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 858P</td>
<td>Computer Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credit hours of Approved Electives

Total Credit Hours: 15

### Electives in Teacher Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 866</td>
<td>Motivating the 21st Century Learner</td>
<td>3</td>
</tr>
<tr>
<td>TE 867</td>
<td>Traditional Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 869</td>
<td>Introduction to School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>TE 870</td>
<td>Developing Web-Based Portfolios</td>
<td>3</td>
</tr>
<tr>
<td>TE 871</td>
<td>Collection Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>TE 872</td>
<td>Organization of School Library and Technology Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 873</td>
<td>Reference Services and Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 874</td>
<td>Production of Instructional Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 875</td>
<td>Administration of the School Library</td>
<td>3</td>
</tr>
<tr>
<td>TE 876</td>
<td>Integration of Curriculum, Technology and Media Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 877</td>
<td>Developing Web-Based Educational Environments</td>
<td>3</td>
</tr>
<tr>
<td>TE 878</td>
<td>Leadership in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 879</td>
<td>Seminar in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 880</td>
<td>Management of Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 881</td>
<td>Online Teaching Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>TE 882</td>
<td>Teacher Development Training in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 884</td>
<td>Online Teaching Methodology</td>
<td>3</td>
</tr>
<tr>
<td>TE 885</td>
<td>Instructional Video Production</td>
<td>3</td>
</tr>
<tr>
<td>TE 886P</td>
<td>Technology Tools for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>TE 887</td>
<td>Electronic Media Production</td>
<td>3</td>
</tr>
<tr>
<td>TE 888</td>
<td>Enhancing Classroom Instruction Using Imaging Tools</td>
<td>3</td>
</tr>
<tr>
<td>TE 889</td>
<td>Creating Instructional Videos to Enhance Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 891</td>
<td>Field Experiences in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 892</td>
<td>Internship in Instructional Technology</td>
<td>1-6</td>
</tr>
<tr>
<td>TE 893</td>
<td>Field Experiences in School Library</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 825P</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 834P</td>
<td>Information Technology Teaching Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

### School Librarian Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 869</td>
<td>Introduction to School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>TE 871</td>
<td>Collection Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>TE 872</td>
<td>Organization of School Library and Technology Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 873</td>
<td>Reference Services and Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credit hours of Approved Electives

Total Credit Hours: 15

**Department Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 886P</td>
<td>Technology Tools for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 886P</td>
<td>Technology Tools for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Instructional Technology Core Classes**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 870</td>
<td>Developing Web-Based Portfolios</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 866</td>
<td>Motivating the 21st Century Learner</td>
<td>1</td>
</tr>
<tr>
<td>TE 877</td>
<td>Developing Web-Based Educational Environments</td>
<td>1</td>
</tr>
<tr>
<td>CYBR 805P</td>
<td>Interactive Web Application Development</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 891</td>
<td>Field Experiences in Instructional Technology</td>
<td>1</td>
</tr>
<tr>
<td>TE 893</td>
<td>Field Experiences in School Library</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following concentrations:

- Instructional Technology Concentration (p. 180)
- Leadership in Instructional Technology Concentration (p. 180)
- School Librarian Concentration (p. 180)
- Information Technology Concentration (p. 180)

Total Credit Hours: 36

### Instructional Technology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 875</td>
<td>Administration of the School Library</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

### Information Technology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYBR 825P</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 834P</td>
<td>Information Technology Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 848P</td>
<td>System Administration</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 858P</td>
<td>Computer Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credit hours of Approved Electives

Total Credit Hours: 15

### Electives in Teacher Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 866</td>
<td>Motivating the 21st Century Learner</td>
<td>3</td>
</tr>
<tr>
<td>TE 867</td>
<td>Traditional Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 869</td>
<td>Introduction to School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>TE 870</td>
<td>Developing Web-Based Portfolios</td>
<td>3</td>
</tr>
<tr>
<td>TE 871</td>
<td>Collection Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>TE 872</td>
<td>Organization of School Library and Technology Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 873</td>
<td>Reference Services and Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 874</td>
<td>Production of Instructional Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 875</td>
<td>Administration of the School Library</td>
<td>3</td>
</tr>
<tr>
<td>TE 876</td>
<td>Integration of Curriculum, Technology and Media Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 877</td>
<td>Developing Web-Based Educational Environments</td>
<td>3</td>
</tr>
<tr>
<td>TE 878</td>
<td>Leadership in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 879</td>
<td>Seminar in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 880</td>
<td>Management of Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 881</td>
<td>Online Teaching Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>TE 882</td>
<td>Teacher Development Training in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 884</td>
<td>Online Teaching Methodology</td>
<td>3</td>
</tr>
<tr>
<td>TE 885</td>
<td>Instructional Video Production</td>
<td>3</td>
</tr>
<tr>
<td>TE 886P</td>
<td>Technology Tools for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>TE 887</td>
<td>Electronic Media Production</td>
<td>3</td>
</tr>
<tr>
<td>TE 888</td>
<td>Enhancing Classroom Instruction Using Imaging Tools</td>
<td>3</td>
</tr>
<tr>
<td>TE 889</td>
<td>Creating Instructional Videos to Enhance Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 891</td>
<td>Field Experiences in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 892</td>
<td>Internship in Instructional Technology</td>
<td>1-6</td>
</tr>
<tr>
<td>TE 893</td>
<td>Field Experiences in School Library</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 825P</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 834P</td>
<td>Information Technology Teaching Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

### School Librarian Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 869</td>
<td>Introduction to School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>TE 871</td>
<td>Collection Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>TE 872</td>
<td>Organization of School Library and Technology Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 873</td>
<td>Reference Services and Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credit hours of Approved Electives

Total Credit Hours: 15
In lieu of a comprehensive examination an electronic portfolio will be submitted, evaluated, and approved.

Endorsements ONLY

School Librarian Endorsement Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 869</td>
<td>Introduction to School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>TE 870</td>
<td>Developing Web-Based Portfolios</td>
<td>3</td>
</tr>
<tr>
<td>TE 871</td>
<td>Collection Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>TE 872</td>
<td>Organization of School Library and Technology Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 873</td>
<td>Reference Services and Resources</td>
<td>3</td>
</tr>
<tr>
<td>TE 875</td>
<td>Administration of the School Library</td>
<td>3</td>
</tr>
<tr>
<td>TE 893</td>
<td>Field Experiences in School Library</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credit hours of Approved Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

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

Leadership in Instructional Technology Endorsement Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TE 870</td>
<td>Developing Web-Based Portfolios</td>
<td>3</td>
</tr>
<tr>
<td>TE 877</td>
<td>Developing Web-Based Educational Environments</td>
<td>3</td>
</tr>
<tr>
<td>TE 878</td>
<td>Leadership in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 880</td>
<td>Management of Educational Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 882</td>
<td>Teacher Development Training in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 891</td>
<td>Field Experiences in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 876</td>
<td>Integration of Curriculum, Technology and Media Resources</td>
<td>3</td>
</tr>
<tr>
<td>or TE 886P</td>
<td>Technology Tools for Teachers</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 27

Information Technology Endorsement Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 810</td>
<td>Design and Development of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 868</td>
<td>Copyright, Fair Use, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 825P</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 834P</td>
<td>Information Technology Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 848P</td>
<td>System Administration</td>
<td>3</td>
</tr>
<tr>
<td>CYBR 858P</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>TE 877</td>
<td>Developing Web-Based Educational Environments</td>
<td>3</td>
</tr>
<tr>
<td>or CYBR 805P</td>
<td>Interactive Web Application Development</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 21

1. Information Technology concentration/endorsement students may take TE 866 as an elective, but must take TE 877 or CYBR 805P as a requirement. TE 866 is the preferred course for the School Librarian concentration/endorsement students.

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

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

Post-Baccalaureate Transitional Certification Program

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

Potential candidates for this program should contact:

Dr. Wendy McCarty
Program Director
Transitional Certification Program
University of Nebraska at Kearney
Phone: (308) 865-8074
Email: mccartywl@unk.edu

See the Students with a Bachelor’s Degree Now Seeking Initial Certification (p. 22) information in the Graduate Catalog Admissions Information section for details regarding application.

The on-line professional sequence consists of three, 6-credit hour classes and student teaching (depending on previous academic work completed, additional coursework may be required in the specific endorsement subject area of choice):
Successful completion of a comprehensive examination/project is required of all degree-seeking students prior to graduation. There are three parts:

1. Program examination/project
2. Departmental examination, and

Contact your adviser at least one semester in advance of your planned graduation. Additionally, you must apply for graduation in the first few weeks of the semester in which you intend to graduate even if you will not attend.

This program is offered online only.

All students are required to complete the comprehensive exams and the exit survey during the semester of graduation or program completion.

### Code Title Credit Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 831</td>
<td>Professional Skills &amp; Knowledge I</td>
<td>6</td>
</tr>
<tr>
<td>TE 832</td>
<td>Professional Skills and Knowledge II</td>
<td>6</td>
</tr>
<tr>
<td>TE 833</td>
<td>Context of Education</td>
<td>6</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TE 836</td>
<td>Clinical Practice: Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>TE 834</td>
<td>Clinical Practice 1: Introduction to Transitional Student Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 33

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

- Art K-12
- Biology 7-12
- Business, Marketing, and Information Technology 6-12
- Chemistry 7-12
- English Language Arts 7-12
- Health & PE PK-12
- Music Education K-12
- Physical Education 7-12
- Physics 7-12
- Secondary English 7-12
- World Language 7-12: French
- World Language 7-12: German
- World Language 7-12: Spanish

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

### Reading PK-12, Master of Arts in Education

Offered by Department of Teacher Education (p. 164)

### Program Information and Admission Requirements

The Reading PK-12 program requires four core classes covering the areas of research, democracy, diversity, and technology in accordance with the renewed focus of the College of Education. The program is 36 credit hours; however, additional credit hours may be needed for state certification in some endorsement areas.

Admission requirements include GPA and either the Graduate Record Examination or a Professional Biography. The Reading PK-12 program requires teacher certification.

The Reading program satisfies the academic requirements for professional certification and an additional endorsement in reading. The current endorsement track includes PK-12.
Special Education, Master of Arts in Education
Offered by Department of Teacher Education (p. 164)

Program Information and Admission Requirements
The degree in Special Education requires four core classes covering the areas of research, democracy, diversity, and technology in accordance with the renewed focus of the College of Education. The program is 36 credit hours; however, additional credit hours may be needed for state certification in some endorsement areas.

Admission requirements include GPA and either the Graduate Record Examination or a Professional Biography. Teacher certification is required for this master’s program.

The Special Education program offers three emphasis areas described below: Advanced Practitioner, High Ability Education (Gifted), and Special Education.

- **Advanced Practitioner** is designed to extend the expertise of educators with a teaching credential in one or more areas of special education. There are four possible emphasis areas in the Advanced Practitioner program: Behavior Intervention Specialist, Inclusion and Collaboration Specialist, Functional Academic Skills and Independent Living Specialist, and Assistive Technology Specialist. The first three include the required hours necessary for a state Supplementary Endorsement in each area. Assistive Technology does not lead to a supplementary endorsement.

- **High Ability Education (Gifted)** 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 credit hours necessary for the state Supplementary Endorsement in High Ability Education.

- **Special Education Generalist** 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.

Successful completion of a comprehensive examination/project is required prior to graduation. There are three parts:

1. Program examination/project
2. Departmental examination, and

Contact your adviser at least one semester in advance of your planned graduation. Additionally, you must apply for graduation in the first few weeks of the semester in which you intend to graduate even if you will not attend.

High Ability Education (Gifted), Advanced Practitioner, Special Education Emphases
These programs are offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

### Department Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Research Course</strong></td>
<td></td>
</tr>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Democracy</strong></td>
<td></td>
</tr>
<tr>
<td>TE 803</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Diversity</strong></td>
<td></td>
</tr>
<tr>
<td>TE 804</td>
<td>Curriculum Development in Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>TE 805P</td>
<td>Overview of Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>or TE 886P</td>
<td>Technology Tools for Teachers</td>
<td></td>
</tr>
</tbody>
</table>

### Emphasis Areas

Select one of the following:

- **High Ability Education (Gifted)**
  
  This program focuses on developing instruction for high ability (gifted) learners. Students (program completers) may choose to pursue a supplemental teaching endorsement in High Ability Education. This endorsement requires a person to have, or earn concurrently, an endorsement in a subject or field.

- **Advanced Practitioner**

- **Special Education**

### High Ability Education (Gifted) - Non-Thesis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 800</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>TESE 816C</td>
<td>Practicum in Gifted/Talented Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 822P</td>
<td>Psychology &amp; Education of Gifted &amp; Talented Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESE 823P</td>
<td>Guiding the Social &amp; Emotional Development of Gifted/Talented Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESE 824</td>
<td>Identification, Assessment, &amp; Evaluation of High Ability Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESE 825</td>
<td>Curriculum Design &amp; Development for High Ability Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 826</td>
<td>Program Design for High Ability Education</td>
<td>3</td>
</tr>
</tbody>
</table>

| Electives | 3          |

**Total Credit Hours**

24
High Ability Education (Gifted) - Thesis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 896</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>TESE 816C</td>
<td>Practicum in Gifted/Talented Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 822P</td>
<td>Psychology &amp; Education of Gifted &amp; Talented Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESE 823P</td>
<td>Guiding the Social &amp; Emotional Development of Gifted/Talented Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESE 824</td>
<td>Identification, Assessment, &amp; Evaluation of High Ability Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESE 825</td>
<td>Curriculum Design &amp; Development for High Ability Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 826</td>
<td>Program Design for High Ability Education</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

**Advanced Practitioner**

**Advanced Practitioner - Behavior Intervention Specialist Emphasis**

This program focuses on developing programs and instruction related to behavioral intervention. Students may choose to pursue a supplemental teaching endorsement as a Special Education Behavior Intervention Specialist. This endorsement requires to have, or earn concurrently, an endorsement in special education or if certified to teach in another area, take an additional 12 graduate hours of special education coursework.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 816D</td>
<td>Practicum in Special Education (Practicum will concentrate in the area of emphasis chosen for electives)</td>
<td>3</td>
</tr>
<tr>
<td>TESE 880</td>
<td>Critical Issues in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Behavior Intervention Specialist Emphasis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 867</td>
<td>Functional Behavior Assessment and Behavior Intervention Planning</td>
<td>3</td>
</tr>
<tr>
<td>TESE 879P</td>
<td>Teaching Social Skills to Students with Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>TESE 881</td>
<td>Characteristics and Identification of Behavior and Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 882</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>TESE 883</td>
<td>Intervention Strategies for Individuals with Behavioral &amp; Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 888</td>
<td>Positive Behavior Intervention and Supports</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

**Advanced Practitioner - Inclusion and Collaboration Specialist Emphasis**

This program focuses on developing inclusive education practices through collaboration for students with disabilities. Students (program completers) may choose to pursue a supplemental teaching endorsement as a Special Education Inclusion and Collaboration Specialist. This endorsement requires a person to have, or earn concurrently, an endorsement in special education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 816D</td>
<td>Practicum in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Inclusion and Collaboration Specialist Emphasis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 840</td>
<td>Bilingual Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 863</td>
<td>Research-Based Instructional Strategies for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 867</td>
<td>Functional Behavior Assessment and Behavior Intervention Planning</td>
<td>3</td>
</tr>
<tr>
<td>TESE 881</td>
<td>Characteristics and Identification of Behavior and Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 885</td>
<td>Inclusion and Identification of Behavior for the 21st Century Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TESE 886</td>
<td>Co-Teaching &amp; Collaborative Services</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

**Advanced Practitioner - Assistive Technology Specialist Emphasis**

This program focuses on developing effective assistive technology service delivery for persons with disabilities. This program does not require teacher certification and does not lead to a Nebraska Endorsement. Individuals may choose to pursue the Assistive Technology Practitioner credential through RESNA.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 829</td>
<td>Implementing Universal Design for Learning in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>TESE 885</td>
<td>Inclusion and Differentiation Strategies for the 21st Century Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TESE 891</td>
<td>Assistive Technology Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TESE 892</td>
<td>Augmentative Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>TESE 893</td>
<td>Program Development in Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>TESE 894</td>
<td>Research in Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

**Advanced Practitioner - Functional Academic Skills and Independent Living Specialist Emphasis**

This program focuses on developing instructional programs focused on functional academic and independent living skills for students with disabilities. Students (program completers) may choose to pursue a supplemental teaching endorsement as a Special Education Functional Academic Skills and Independent Living Specialist. This endorsement requires a person to have, or earn concurrently, an endorsement in special education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 887P</td>
<td>Teaching Functional Academics to Individuals with Exceptional Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

**Special Education Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 816D</td>
<td>Practicum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 880</td>
<td>Critical Issues in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Assistive Technology Specialist Emphasis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 886</td>
<td>Critical Issues in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Functional Academic Skills and Independent Living Specialist Emphasis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 887P</td>
<td>Teaching Functional Academics to Individuals with Exceptional Needs</td>
<td>3</td>
</tr>
</tbody>
</table>
TESE 876P  Transitional Issues for Individuals with Disabilities  3
TESE 879P  Teaching Social Skills to Students with Autism Spectrum Disorder  3
TESE 882  Applied Behavior Analysis  3
TESE 885  Inclusion and Differentiation Strategies for the 21st Century Classroom  3
TESE 892  Augmentative Alternative Communication  3

Total Credit Hours  24

**Special Education Generalist**  
This program focuses on developing the skills necessary for delivering high-quality K-6 or 7-12 special education instruction. Students (program completers) may choose to pursue an additional teaching endorsement as a Special Education Generalist. This endorsement requires a person to possess previous teaching certification.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Prerequisites</strong></td>
<td></td>
</tr>
<tr>
<td>TESE 330</td>
<td>Collaboration, Consultation, and Co-Teaching</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Consult &amp; Collaboration with Families &amp; Agencies Serv</td>
<td></td>
</tr>
<tr>
<td>TESE 830</td>
<td>Individuals with Disabilities</td>
<td></td>
</tr>
<tr>
<td>TESE 437</td>
<td>Medical Aspects of Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Medical Aspects of Individuals with Disabilities</td>
<td></td>
</tr>
<tr>
<td>TESE 837P</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>TESE 861</td>
<td>Legal Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 862</td>
<td>Formal and Informal Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TESE 863</td>
<td>Research-Based Instructional Strategies for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 867</td>
<td>Functional Behavior Assessment and Behavior Intervention Planning</td>
<td>3</td>
</tr>
<tr>
<td>TESE 879P</td>
<td>Teaching Social Skills to Students with Autism Spectrum Disorder</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following options:

**K-6 Emphasis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 872 &amp; TESE 873</td>
<td>Strategies for Teaching Students with Intellectual Disabilities and Teaching Students with Multiple Disabilities</td>
<td>6</td>
</tr>
</tbody>
</table>

**7-12 Emphasis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESE 875P &amp; TESE 876P</td>
<td>Preparing Adolescents for the Post-Secondary World and Transitional Issues for Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TESE 816D</td>
<td>Practicum in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  24

1. TE 805P is recommended.
2. Prerequisite - Introduction to Exceptionalities or equivalent completed at the undergraduate or graduate level.
3. Students always have the option of completing a thesis. Students will register for TE 896 for six credit hours based on the recommendation of their advisor. These six credit hours will be in lieu of the elective and CSP 800.
4. This emphasis area results in a NDE supplemental endorsement.
5. Practicum will concentrate in the area of emphasis chosen for electives.
6. Students also wishing to pursue an additional endorsement or initial certification should consult with an advisor.

**Philosophy Program**

*College of Arts and Sciences*

David Rozema, Ph.D., Chair (308) 865-8298

This program offers degrees at the undergraduate level [http://catalog.unk.edu/undergraduate/departments-programs/philosophy-program/] only.

**STEM Education Program**

*College of Arts and Sciences*

Janet Steele, Ph.D., STEM Program Director and Graduate Program Committee Chair - (308) 865-8325, steelej@unk.edu

**Master of Science in Education**

- STEM Education (p. 186) - Master of Science in Education Degree

**Graduate Program Committee**

Exstrom (Chair), Freeman, Gaskill (COE), Moser, Nebesniak, Trantham

**Science and Math Education (STEM)**

**STEM 888 – STEM Education Capstone**  3 credit hours

This course is designed to culminate the student’s experience in the STEM Education program. Students will complete the comprehensive exam and a capstone project that integrates educational research, curriculum design, science/math content application, and assessment. Based on a literature evaluation of a specific concept or problem in science/math teaching, the student will develop a new curricular unit, or redesign an existing one, to be implemented in a high school or middle school science/math course that the student is teaching that semester. This unit must apply science/math content from their degree program courses and the student must assess the impact of the new/revised unit on student learning.

Prerequisite: Admission into STEM Education Program Recommended completion of TE 800 and at least 24 hrs of STEM Education degree program including 6 or more hours in Major Emphasis category.
Biology (BIOL) - Major Emphasis Courses, Supporting Coursework, and Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Visit Biology Department Courses page (<a href="https://catalog.unk.edu/graduate/departments/biology/#coursestext">https://catalog.unk.edu/graduate/departments/biology/#coursestext</a>) to view course offerings. Most courses can apply toward the program except for BIOL 820, BIOL 821 and BIOL 831A-F.</em></td>
<td></td>
</tr>
</tbody>
</table>

Chemistry (CHEM) - Major Emphasis Courses, Supporting Coursework, and Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 805</td>
<td>Chemical Management &amp; Safety</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 810</td>
<td>Principles of Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 820</td>
<td>Principles of Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 822</td>
<td>Transition Metal Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 823</td>
<td>Fundamentals of Nanoscience</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 840</td>
<td>Advanced Principles of Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 855</td>
<td>Principles of Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 864</td>
<td>Principles of Analytical Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 866</td>
<td>Analytical Instrumentation</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 883</td>
<td>Chemical Kinetics</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 899</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Math (MATH) - Major Emphasis Courses, Supporting Coursework, Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 862</td>
<td>Mathematical Analysis for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 864</td>
<td>Geometry for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 871</td>
<td>Topics in Math: Current Research in Math Education; Discrete Math for Teachers; Modern Algebra with Geometry; Modern Algebra with Geometry Using Mathematics to Understand Our World; Algebraic Geometry; Mathematical Knowledge for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

Physics/Physical Science (PHYS) - Major Emphasis Courses, Supporting Coursework, Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 800</td>
<td>Advanced Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 801</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 809</td>
<td>Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 810</td>
<td>Mathematical Techniques in the Physical Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 811</td>
<td>Astronomy for High School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 813</td>
<td>Intro to A&amp;D Electronics</td>
<td>4</td>
</tr>
</tbody>
</table>

STEM Education, Master of Science in Education

Offered by STEM Program (p. 185)

Program Information and Admission Requirements

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

The Master of Science in Education Degree in STEM Education is offered for students in science and math teaching professions who wish to deepen their knowledge in science/math content as well as pedagogy, curriculum and research. Students must be certified to teach in an area of science or mathematics and meet the general requirements of the Office of Graduate Studies to be eligible for this program. A student interested in pursuing the M.S.Ed. Degree in STEM Education should contact the program coordinator for specific information concerning admission criteria and degree work. All courses for a program of study should be chosen in consultation with an academic advisor prior to enrollment by the student.

Course Requirements

The program consists of 36 credit-hours of courses: 9 credit hours of teaching professional components (Educational Curriculum, Research,
and Pedagogy courses), 24 credit hours of academic components (Integrated Option or Chemistry Option) and a 3 credit hour capstone course in which the student will develop a new curricular unit, or redesign and existing one, to be implemented in a high school or middle school science/math course that the student is teaching that semester.

Integrated Option consists of a 12 credit-hour major emphasis (Biology, Chemistry, Math, or Physics/Physical Science), 6 credit-hours of content courses in math or science outside the major emphasis area, and 6 credit-hours of advisor-approved electives.

Chemistry Option is more focused on this subject requiring a minimum of 18 credit-hours of chemistry courses. The remaining 6 credit-hours may come from chemistry or the other science or math content courses.

Selection of the course options for a specific program should be made with the advisor before enrollment in the courses in order to develop the most effective and efficient program.

Final Examination
Candidates for the degree must demonstrate proficiency in their field of study via satisfactory performance on a comprehensive examination that is taken during the capstone course.

Admission Information
To qualify for work on this degree, a student must have an endorsement in Biology, Chemistry, Mathematics, Natural Science (including those labeled "Science"), Physics, or Physical Science and meet the general requirements for entrance to graduate studies. Applicants with middle-grades endorsements may be admitted depending on their level of undergraduate science and math preparation. Admission to degree work is contingent upon evaluation of the following:

- Transcripts
- A letter of intent that addresses the following statements: "Describe your current teaching position and discuss how completing the UNK STEM M.S.Ed. program will help you meet your educational and professional goals. Summarize your undergraduate science, math, and education training and how it has prepared you for our program. If your current teaching certificate or license is from a state other than Nebraska, include a brief explanation of the certification/licensing requirements in your state."
- Evidence of current or most recent teaching certification or license

This program is offered online only.

All students are required to complete an exit survey during the semester of graduation or program completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 876</td>
<td>Natural Science Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 872P</td>
<td>Science Curricula</td>
<td></td>
</tr>
<tr>
<td>TE 809P</td>
<td>Curriculum Implementation</td>
<td></td>
</tr>
<tr>
<td>TE 800</td>
<td>Education Research</td>
<td>3</td>
</tr>
</tbody>
</table>
Courses must be taken in at least two disciplines. These courses will be selected to meet student needs as indicated by previous course work and teaching duties.

Electives can be additional major emphasis area courses to meet the new requirement from the Higher Learning Commission that dual-enrollment teachers must possess a master’s degree with at least 18 credit hours in the subject area taught.

If 12 credit hours of Chemistry Core courses are completed, then 6 credit hours of Chemistry Electives are required. If 13 credit hours of Chemistry Core courses are completed, then 5 credit hours of Chemistry are required.
FACULTY

A

**Bryce Abbey**  
Associate Professor of Kinesiology and Sport Sciences, 2013, B.S., M.A.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.  
Research and Teaching Interests: Nutrition, Physical Activity and Wellness; School Nutrition

**Said A Abushamleh**  
Assistant Professor of Physics and Astronomy, 2016, Ph.D., University of Arkansas at Little Rock

**Megan Adkins**  
Associate Professor of Kinesiology and Sport Sciences, 2008, B.S.Ed., Ph.D., University of Nebraska-Lincoln.  
Research and Teaching Interests: Physical Education; Physical Activity; Technology

**Vijay Agrawal**  
Professor of Cyber Systems, 2001, B.E., University of Indore, India; M.B.A, University of Toledo; M.S., Bowling Green State University; Ph.D., University of Millia Islamia, India.  
Research and Teaching Interests: Management Information Systems; Business Analytics; Business Intelligence

**Mary E Ailes**  
Professor of History, 1997, B.A., Pacific Lutheran University; M.A., Ph.D., University of Minnesota.  
Research and Teaching Interests: Early Modern European History; Scandinavia; British Isles; Military and Diplomatic History

**Kazuma Akehi**  
Assistant Professor of Kinesiology and Sport Sciences, 2014, Ph.D., Oklahoma State University.  
Research and Teaching Interests: Athletic Training; Therapeutic Interventions; Musculotendinous Architectural and Mechanical Characteristics

**Brian Alber**  
Associate Professor of Music, Theatre and Dance, 2012, B.A.Ed., University of Nebraska at Kearney; M.M., University of Nebraska-Lincoln; D.A., University of Northern Colorado.  
Research and Teaching Interests: Wind Band History and Repertoire; Early-Twentieth Century American Music; Development of an American Style

**Marc Albrecht**  
Associate Professor of Biology, 1996, B.S., Denison University; M.S., Miami University; Ph.D., University of Oklahoma.  
Research and Teaching Interests: Ecology; Mangrove Ecosystems; GIS; Marine Biology

**Nita Arellano-Unruh**  
Professor of Kinesiology and Sport Sciences and Chair, 1999, B.S., Henderson State University; M.S., Florida State University; Ed.D., University of Arkansas.  
Research and Teaching Interests: Sports Marketing and Sponsorship; Management and Administration of Sport; Sport Law

**Jeremy Armstrong**

**Sylvia Asay**  
Professor of Family Studies and Interior Design, 1991, B.S., M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln.  
Research and Teaching Interests: International Family Strengths; Premarital Preparation

**William Avilés**  
Professor of Political Science and Chair, 2002, B.A., Florida International University; M.A., Ph.D., University of California, Riverside.  
Research and Teaching Interests: Latin American Politics; Drug Policy; Globalization and Politics of the Developing World

B

**Todd Bartee**  
Professor of Kinesiology and Sport Sciences, 2009, B.S.Ed., University of Nebraska-Lincoln M.A., Ph.D., University of Alabama.  
Research and Teaching Interests: Physical Activity and Public Health; School Health Promotion

**Pradeep Barua**  
Professor of History, 1996, B.A., Elphinstone College, India; M.A., University of Bombay, India; Ph.D., University of Illinois at Urbana-Champaign.  
Research and Teaching Interests: South Asia; Africa; Military History; British Empire; Developing World

**John T Bauer**  
Associate Professor of Geography, 2006, B.S., Southwest Missouri State University; M.A., Ph.D., University of Kansas.  
Research and Teaching Interests: Cartography; Cultural Geography; Historical Geography; Great Plains

**Michelle Beissel Heath**  
Research and Teaching Interests: Children’s Literature; British Literature of the Long 19th Century; Cultural Studies

**Greg Benson**  
Associate Professor of Marketing and Management Information Systems, 2009, B.S., Ed.D., University of Nebraska-Lincoln; M.P.A., University of Nebraska at Omaha; Ph.D., University of Nebraska-Lincoln

**Robert Benton**  
Assistant Professor of Music, Theatre and Dance, 2016, B.M., Oakland University; M.M., Michigan State University; D.M.A., University of Michigan

**Joel Berrier**  
Assistant Professor of Physics and Astronomy, 2016, Ph.D., University of California, Irvine

**Matthew R Bice**  
Associate Professor of Kinesiology and Sport Sciences and Associate Dean of Graduate Studies, Director of Undergraduate Research and Creative Activities, Director of Research Compliance, 2013, B.S., M.S., University of Texas of the Permian Basin; Ph.D., Southern Illinois University Carbondale.  
Research and Teaching Interests: Physical Activity and Public Health; School Health Promotion, Behavior (Activity) Motivation

**Nathaniel Bickford**
Associate Professor of Biology, 2015, B.S., Lenoir-Rhyne University; M.S., Appalachian State University; Ph.D., Arkansas State University

Sonja Bickford
Assistant Professor of Communication, 2016, D.B.A., California Intercontinental University

Duane Bierman
Associate Professor of Music, Theatre and Dance, 2010, B.A., Wartburg College; M.M., University of Northern Colorado; D.M.A., North Dakota State University
Research and Teaching Interests: Wind Band Performance Practice; Percussion Performance Practice; Percussion Pedagogy

Douglas Biggs
Professor of History and Associate Dean of Natural and Social Sciences, 2008, B.A., M.A., Iowa State University; Ph.D., University of Minnesota
Research and Teaching Interests: Fellow, Royal Historical Society; Medieval England; Military History

Matthew Bjornsen
Assistant Professor of Accounting/Finance, 2016, B.S., University of Nebraska-Lincoln; Ph.D., University of Nebraska-Lincoln

Joan Blauwkamp
Professor of Political Science, 1997, B.A., Wheaton College; M.A., Ph.D., University of Iowa
Research and Teaching Interests: Political Rhetoric; Public Opinion; Campaigns and Elections

Derek Boeckner
Assistant Professor of Mathematics and Statistics, 2016, B.S., University of Nebraska-Lincoln; Ph.D., University of Nebraska-Lincoln

Vijendra Boken
Professor of Geography, 2007, B.S., Pant University of Agriculture and Technology, India; M.S., Asian Institute of Technology, Thailand; M.S., University of Jodhpur, India; Ph.D., University of Manitoba, Canada
Research and Teaching Interests: Remote Sensing; Water Resources; Agriculture; Natural Disasters

Kurt Borchard
Professor of Sociology, 1998, B.A., University of Alaska; M.A., University of Colorado Colorado Springs; Ph.D., University of Nevada, Las Vegas
Research and Teaching Interests: Qualitative Research Methods; Criminology/Deviance; Homelessness; Cultural Studies; The Holocaust

Gregory M Broekemier
Professor of Marketing and Management Information Systems and Chair, 1987, B.S., M.S.Ed., Kearney State College; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Retail Atmospherics; Rural Retailing Issues; Business Ethics; and College Choice

Gregory A Brown
Professor of Kinesiology and Sport Sciences, 2004, B.S., Utah State University; M.S., Ph.D., Iowa State University
Research and Teaching Interests: Exercise Physiology; Endocrinology and Metabolism; Energy Cost of Physical Activity

Nathan Buckner
Professor of Music, Theatre and Dance, 1997, B.M., The Juilliard School; M.M., Indiana University; D.M.A., University of Maryland
Research and Teaching Interests: Historic and Contemporary American Piano and Chamber Music Performance and Literature

Derrick Burbul
Professor of Art and Design, 2005, B.S., University of Wisconsin-Superior; M.F.A., University of Idaho
Research and Teaching Interests: Relationship Between Environment and Photography; Merging of Contemporary and Historical Photographic Processes; Visual Culture

Paul R Burger
Professor of Geography, 2003, B.S., Northwest Missouri State University; M.A., Kansas State University; Ed.D., Oklahoma State University
Research and Teaching Interests: GIS; Economic; Population; Political

Timothy J Burkink
Professor of Marketing and Management Information Systems, 2001, B.S., M.B.A., Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Consumer Behavior; Interfirm Knowledge Transfer; Food Marketing; Rural Economic Development

Julia N Campbell
Associate Professor of Criminal Justice, 2006, B.A., M.S., Ph.D., University of Southern Mississippi
Research and Teaching Interests: Victimology; Juvenile Justice and Community Reentry; Criminal Justice Education

Sharon Campbell
Associate Professor of Music, Theatre and Dance, 2008, B.M., University of New Mexico; M.M., University of Missouri-Kansas City; D.M.A., University of Kansas
Research and Teaching Interests: Dramatic mezzo-soprano; Performance Analysis; Vocal Pedagogy

Haishi Cao
Professor of Chemistry, 2007, B.S., M.S., Jilin University, China; M.S., Ph.D., New Mexico Institute of Mining and Technology
Research and Teaching Interests: Organic Synthesis; Fluorescence Sensing; Nanoparticles

Joseph R Carlson
Professor of Criminal Justice, 1993, B.A., Brigham Young University; M.B.A., Southern Illinois University Edwardsville; Ph.D., University of Southern Mississippi
Research and Teaching Interests: General Policing; Terrorism; Victimology; Women in Prison; Community Policing

Kimberly A Carlson
Larry Carstenson
Professor of Accounting/Finance, 1991, B.S., J.D, University of Nebraska-Lincoln
Research and Teaching Interests: Law and Law Related Fields; Aviation and Aviation Studies

Susan Catapano
Professor of Teacher Education,

William Cavill
Assistant Professor of Art and Design (Art Education), 2011, B.S., South Dakota State University; M.A.Ed., University of Nebraska at Kearney

Daniel Chaffin
Assistant Professor of Management, 2016, B.S., Brigham Young University; M.B.A., University of Colorado at Colorado Springs

Surabhi Chandra
Associate Professor of Biology, 2013, B.S., M.S., University of Mumbai, India; Ph.D., Tulane University

Christine Chasek
Associate Professor of Counseling and School Psychology, 2012, B.S., M.S., University of Nebraska at Kearney; Ph.D., University of South Dakota
Research and Teaching Interests: Addiction Counseling and Training Preparation; Counselor Education; Clinical Outcomes in Counseling

Ngan Chau
Associate Professor of Marketing and Management Information Systems, 2012, B.B.A., Posts and Telecommunications Institute of Technology, Vietnam; B.S.I.T., Vietnam National University, Vietnam; Ph.D., University of Central Florida
Research and Teaching Interests: Product Introductions; Promotion; Supply Chain Management

Ting-Lan Chen
Professor of Music, Theatre and Dance, 2004, B.F.A., National Institute of the Arts, Taiwan; M.M., D.M.A., College-Conservatory of Music of the University of Cincinnati
Research and Teaching Interests: Violin Performance; Chamber Music; Orchestral Performance

Jeong Hoon Choi
Assistant Professor of Management, 2016, Seoul National University; M.S., Ph.D., The State University of New York at Buffalo

H. Jason Combs
Professor of Geography and Chair, 2007, B.S., Northwest Missouri State University; M.S., Southwest Missouri State University; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Cultural Geography; Urban Geography

Sherry R Crow
Professor of Teacher Education, 2008, B.S.Ed., Fort Hays State University; M.L.S., Brigham Young University; Ph.D., Emporia State University
Research and Teaching Interests: Teaching: School Library Science, 21st Century Learning, Storytelling; Research: Intrinsic Motivation for Information Seeking

Natalie Danner
Associate Professor of Teacher Education,

Scott Darveau
Professor of Chemistry and Chair, 1997, B.S., University of Nebraska-Lincoln; Ph.D., University of Chicago
Research and Teaching Interests: Spectroscopy; Materials Science; Thin Film Photovoltaic

Roger Davis
Professor of History, 1986, B.A., Youngstown State University; M.A., Ph.D., University of Arizona
Research and Teaching Interests: General Latin America; Nineteenth Century South American Andean; State Formation and Nationalism; Gilded Age U.S.; Hispanics on the Great Plains

Jonathan Dettman
Associate Professor of Modern Languages (Spanish) and Chair, 2013, B.A., Arizona State University; M.A.T., Northern Arizona University; Ph.D., University of California, Davis
Research and Teaching Interests: Latin American, Brazilian, and U.S. Latino Literary and Cultural Studies; Cuba; Critical Theory and Marxism

Jeremy S Dillon
Professor of Geography, 2002, B.S., University of Nebraska-Lincoln; M.A., University of Nebraska at Omaha; Ph.D., University of Kansas
Research and Teaching Interests: Quaternary Geology; Holocene alluvium; Soils; Geomorphology; Geoarcheology

Joseph Dolence
Assistant Professor of Biology, 2018, Ph.D., Mayo Clinic College of Medicine and Science

Anthony Donofrio
Assistant Professor of Music, Theatre and Dance, 2014, Ph.D., University of Iowa
Research and Teaching Interests: Music Composition; Music Theory and Analysis; Twentieth and Twenty-First Century Music

Bree Dority
Associate Professor of Accounting/Finance and Associate Dean of Business and Technology, 2010, B.S., Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Health and Public Policy Analysis; Applied Econometrics

Bryan Drew
Associate Professor of Biology, 2014, University of Wisconsin
Research and Teaching Interests: Phylogenetics of the Mint Family (Lamiaceae); Plant Ecology; Plant Taxonomy

Diane Duffin
Associate Professor of Political Science, 1997, B.J., University of Missouri-Columbia; M.A., Ph.D., University of Missouri-St. Louis
Research and Teaching Interests: Political Science; Public Administration

Tasha Dunn
Assistant Professor of Communication, 2017, Ph.D., University of South Florida

Diganta Dutta
Assistant Professor of Physics and Astronomy, 2016, Ph.D., Old Dominion University

Bruce Elder
Professor of Accounting/Finance, 1983, B.S., Kearney State College; J.D., University of Nebraska College of Law
Research and Teaching Interests: Law

Mark R Ellis
Professor of History and Dean of Graduate Studies, 2001, B.A., M.A., California State University, Northridge; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: American West; Plains Indians; Nebraska and the Great Plains; American Legal History; Sports History; History and Film; Great Depression and New Deal; World War II

Brooke Envick
Associate Professor of Management, 2018, Ph.D., University of Nebraska-Lincoln

Brenda Eschenbrenner
Associate Professor of Accounting/Finance, 2010, University of Nebraska at Kearney; M.B.A., University of Nebraska-Lincoln
Research and Teaching Interests: Information Systems Usage; Technology and Education/Training; Emerging Technologies

Christopher L Exstrom
Professor of Chemistry, 1996, B.A., Illinois Wesleyan University; Ph.D., University of Minnesota
Research and Teaching Interests: Synthesis of Metal and Semiconductor Nanoparticles for applications as Sensor Materials and Solar Cell Technology

Timothy Farrell
Professor of Music, Theatre and Dance, 2014, D.M.A., University of Oregon

Gene Fendt
Professor of Philosophy, 1987, B.A., Marquette University; M.A., University of Chicago; Ph.D., University of Texas at Austin
Research and Teaching Interests: Ancient and Medieval Philosophy; Kierkegaard; Kant; Philosophy of Religion; Poetry

Michelle Fleig-Palmer
Associate Professor of Management, 2008, B.S.Ed., State University of New York College at Geneseo; M.B.A., Washington University in St. Louis; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Trust; Healthcare; Mentoring; Leadership; Careers/Job Search

Anne Foradori
Professor of Music, Theatre and Dance, 1994, B.M., Ohio University; M.M., Cleveland Institute of Music; D.M.A, The Ohio State University
Research and Teaching Interests: Vocal Performance; Contemporary American Composers; Musical Theatre; Opera

Krista D Forrest
Professor of Psychology and Chair, 1997, B.S., Old Dominion University; M.S., Ph.D., North Carolina State University
Research and Teaching Interests: Group Dynamics; Procedural Justice; Psychology and Law

Thomas Freeman
Associate Professor of Biology, 2010, B.S., M.S., Ph.D., Texas Tech University

Krista K Frison
Professor of Psychology, 2004, B.S., University of Nebraska at Kearney; M.S., Fort Hays State University; Psy.D., Forest Institute of Professional Psychology
Research and Teaching Interests: Teaching; Clinical Psychology

Janice Fronzczak
Professor of Music, Theatre and Dance (Theatre), 2001, B.A., M.A., University of Houston-Clear Lake; M.F.A., Virginia Commonwealth University
Research and Teaching Interests: Playwriting; Acting; Directing; Feng Shui; Drama Therapy

Marissa Fye
Assistant Professor of Counseling and School Psychology, 2017, Ph.D., Kent State University

Martonia Gaskill
Assistant Professor of Teacher Education, 2012, B.S., Piaui Federal University, Brazil; M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln

Keith Geluso
Professor of Biology, 2006, M.S., University of Nevada, Reno; B.S., Ph.D., University of New Mexico

Ladan Ghazi Saidi
Assistant Professor of Communication Disorders, 2018, Ph.D., University of Montreal

Victoria Goro-Rapoport
Professor of Art and Design, 2004, B.F.A., Moscow Art College, Russia; M.F.A., University of Utah; M.F.A., University of Illinois at Urbana-Champaign
Research and Teaching Interests: N

Steve C Hall
Professor of Accounting/Finance, 2001, B.S., Weber State College; Ph.D., University of Utah; C.P.A.
Research and Teaching Interests: Financial Accounting; Corporate Reporting

Ralph Hanson
Professor of Communication and Chair, 2008, B.S., M.S., Iowa State University; Ph.D., Arizona State University
Research and Teaching Interests: Media Literacy; Mass Media and Society

Sherri K Harms
Professor of Cyber Systems, 2001, B.S., Buena Vista University; M.S., Iowa State University; Ph.D., University of Missouri-Columbia
Research and Teaching Interests: Spatio-Temporal Data Mining; Predictive Modeling for Climatic and Agricultural Decision Support Systems; Computer Science Education; Women in Technology

Mary Harner
Associate Professor of Biology, 2009, B.S., Tulane University; M.S., University of Montana; Ph.D., University of New Mexico
Research and Teaching Interests: Riparian Ecosystem Ecology; Scientific Writing; Biological Statistics

Dena Harshbarger
Associate Professor of Teacher Education, 2010, B.A.Ed., M.A.Ed., University of Nebraska at Kearney

Megan Hartman
Associate Professor of English and Chair, 2011, B.A., University of New Hampshire; M.A., Ph.D., Indiana University
Research and Teaching Interests: English Language Studies; Medieval Literature; Speculative Fiction

John Hastings
Professor of Cyber Systems, 2001, B.S., M.S., Ph.D., University of Wyoming

Suzanne K Hayes
Associate Professor of Accounting/Finance, 2004, B.S., Nebraska Wesleyan University; M.B.A., East Carolina University; Ph.D., University of Texas at Dallas
Research and Teaching Interests: Investments; Personal Finance

Kate Heelan
Professor of Kinesiology and Sport Sciences, 2001, Drury College; M.A.Ed., University of Nebraska at Kearney; Ph.D., University of Kansas
Research and Teaching Interests: Physical Activity and Obesity

Evan Hill
Associate Professor of Psychology, 2014, M.A., Ph.D., University of Toledo

Toni Hill
Associate Professor of Family Studies and Interior Design, 2010, B.S., M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Kinship Caregiving; Child Welfare; Intergenerational Issues; Research Ethics

Darin Himmerich
Assistant Professor of Music, Theatre and Dance (Theatre), 2007, B.S., South Dakota School of Mines and Technology; M.F.A., University of South Dakota

Nicholas Hobbs
Assistant Professor of Biology, 2018, Ph.D., University of Memphis

Patricia Hoehner
Professor of Educational Administration, 1998, B.A., M.S., Ed.S., Kearney State College; Ed.D., University of Nebraska-Lincoln
Research and Teaching Interests: Educational Leadership

David D Hof
Professor of Counseling and School Psychology and Chair, 2000, B.A., M.A., Chadron State College; Ed.D., University of South Dakota
Research and Teaching Interests: High Risk Youth; Sex Offending Behaviors; Advocacy for Underserved Populations

Manette M Hogg
Associate Professor of Communication, 2002, B.S., Kearney State College; M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Communication Technology

Jessica Hollander
Associate Professor of English, 2014, M.F.A., University of Alabama
Research and Teaching Interests: Creative Writing; Fiction; Linked Stories

Angela Hollman
Associate Professor of Cyber Systems, 2011, B.S., M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln

Susan Honeyman
Professor of English, 2002, B.A., M.A., University of Kansas; Ph.D., Wayne State University
Research and Teaching Interests: Children's and Adolescent Literature; Comics

Liaquat Hossain
Professor of Cyber Systems and Chair,

J

Thomas Jacobson
Associate Professor of Educational Administration, 1991, B.S., Bemidji State University; M.S., St. Cloud State University; Ed.S., Ph.D., University of Minnesota
Research and Teaching Interests: Leadership and Organizational Behavior

Akbar Javidi
Associate Professor of Communication, 1986, B.A., College of Translation, Iran; M.A., Oklahoma City University; Ph.D., University of Oklahoma
Research and Teaching Interests: Communication Apprehension; Interpersonal Relations; Intercultural Communication; Communication Education

Allan Jenkins
Professor of Accounting/Finance, 1987, B.A., University of Oklahoma; M.A., Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Public Economics, Health Care Economics

Adam Jensen
Associate Professor of Physics and Astronomy, 2014, M.S., Ph.D., University of Colorado Boulder

Susan M Jensen
Professor of Management, 2003, B.S., University of Kansas; M.B.A., Washington University in St. Louis; Ph.D., University of Nebraska-Lincoln

Timothy Johnson
Assistant Professor of Spanish, 2017, Ph.D., University of California at Davis
Jennifer Joy  
Assistant Professor of Counseling and School Psychology, 2017.

K

Katherine Kime  
Associate Professor of Mathematics and Statistics and Chair, 1997, B.A., University of Colorado Boulder; M.A., Ph.D., University of Wisconsin-Madison  
Research and Teaching Interests: Control Theory of Partial Differential Equations

Christopher Knoell  
Professor of Teacher Education, 2005, B.S.Ed., Ph.D., University of Nebraska-Lincoln; M.A.Ed., University of Nebraska at Kearney  
Research and Teaching Interests: Elementary Education Mathematics Pedagogy; Student-teacher Relationships; Technology Integration in the Elementary Classroom

Ron Konecny  
Professor of Management, 1988, B.S., Northwest Missouri State University; M.A., Ph.D., University of Nebraska-Lincoln  
Research and Teaching Interests: Environmental Economics; Management Science

Kristy Kounovsky-Shafer  
Associate Professor of Chemistry, 2013, B.S., Wayne State College; Ph.D., University of Wisconsin-Madison

Frank A Kovacs  
Professor of Chemistry, 2002, B.S., University of West Florida; Ph.D., Florida State University  
Research and Teaching Interests: Protein Biochemistry with a Focus on Structure/Function Relationships

Carrie Kracl  
Professor of Teacher Education and Co-Chair, 2005, B.S., Nebraska Wesleyan University; M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska-Lincoln  
Research and Teaching Interests: Elementary Education Language Arts Pedagogy; Classroom Management

Jeff Kritzer  
Associate Professor of Teacher Education, 2007, B.S., University of Oregon; M.A., California State University, Dominguez Hills; Ph.D., University of California, Riverside

Hui Liew  
Assistant Professor of Sociology, 2018, Ph.D., Mississippi State University

L

Linda Lilienthal  
Associate Professor of Teacher Education, 2012, B.A.Ed., Kearney State College; M.A.Ed., University of Nebraska at Kearney; Ed.D., University of Northern Colorado.

Carol Lilly  
Professor of History and Director of the International Studies Program, 1992, B.A., University of Colorado Boulder; M.A., Ph.D., Yale University  
Research and Teaching Interests: Former Yugoslavia; Balkans; Central and Eastern Europe; Soviet Union; Cemeteries; Gender, Cultural and Political History

Seth Long  
Associate Professor of English, 2015, B.A., Chapman University; M.A., Ph.D., Syracuse University

Peter J Longo  
Professor of Political Science and Interim Dean of Natural and Social Sciences, 1988, B.A., Creighton University; J.D., University of Nebraska College of Law; Ph.D., University of Nebraska-Lincoln  
Research and Teaching Interests: Environmental Politics and State Constitutionalism

Sandra Loughrin  
Associate Professor of Sociology, 2013, B.A., University of California, Berkeley; M.A., Ph.D., University of California, Riverside

Claude A Louishomme  
Associate Professor of Political Science, 2000, B.A., M.A., Ph.D., University of Missouri-St. Louis

Brandon Luedtke  
Assistant Professor of Biology, 2015, Ph.D., Oklahoma State University

Kyile W Luthans  
Professor of Management and Chair, 1999, B.S., M.A., Ph.D., University of Nebraska-Lincoln  
Research and Teaching Interests: High Performance Work Practices; Positive Psychological Capital

M

Satoshi Machida  
Professor of Political Science, 2007, B.A., Waseda University, Japan; M.A., Ph.D., University of Kentucky

Benjamin Malczyk  
Assistant Professor of Social Work, 2018

Jude Matyo-Cepero  
Associate Professor of Teacher Education, 2011, B.A., Montclair State College; M.A., Nova Southeastern University; Ph.D., Capella University

Suzanne L Maughan  
Associate Professor of Sociology and Chair, 2001, B.S., M.S., Ph.D., Brigham Young University  
Research and Teaching Interests: Family; Social Inequality

Dan May  
Professor of Art and Design, 2013, B.A., University of Missouri-St. Louis; M.F.A., Academy of Art University

Wendy McCarty
Associate Professor of Teacher Education, 2002, B.S.Ed., Concordia College, Seward, Nebraska; M.A.Ed., University of Nebraska at Kearney; Ed.D., University of Nebraska-Lincoln
Research and Teaching Interests:Alternative Teacher Certification; English Language Learners; Substance Abuse Prevention

Miechelle McKelvey
Professor of Communication Disorders and Chair, 2006, B.S., University of Nebraska at Omaha; M.S.Ed., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests:Adults with Acquired Communication Disorders; Augmentative and Alternative Communication

Heather Meyer
Associate Professor of Marketing and Management Information Systems, 2011, B.J., University of Nebraska-Lincoln; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Texas at Austin

Matthew Miller
Assistant Professor of Cyber Systems, 2015, B.S., University of Nebraska at Kearney; M.S., Ph.D., Kansas State University
Research and Teaching Interests:Reverse Engineering, CyberSecurity, and parallel programming

Grace A Mims
Professor of Counseling and School Psychology, 2008, B.A., University of Central Missouri; M.S., Western Illinois University; Ph.D., Southern Illinois University Carbondale
Research and Teaching Interests:Professional and Client Advocacy; Ethics; Family, Group, and Multicultural Counseling

Matthew J Mims
Professor of Counseling and School Psychology, 2008, B.A., Alma College; M.S., Western Illinois University; Ed.D., University of South Dakota
Research and Teaching Interests:School Counseling Identity; Global Curriculum and Education; Professional and Client Advocacy; Ethics; Multicultural Counseling; Student Affairs; Student Development

Richard Mocarski
of and Director of Sponsored Programs and Research Development, 2014, B.A., University of Michigan; M.A., Ph.D., University of Alabama
Research and Teaching Interests:Health Communication; Rhetoric; Critical/Cultural Studies; Transgender Studies; Stigma; Popular Culture Representation and Identity

Brad Modlin
Assistant Professor of English and Reynolds Chair of Poetry, 2018, Ph.D., Ohio University

Dawn L Mollenkopf
Associate Professor of Teacher Education, 2003, B.A., Andrews University; M.S., University of Oregon; Ph.D., University of Kansas
Research and Teaching Interests:Professional Development for Preservice and Inservice Teachers; Early Childhood Policy Issues

Jan Moore
Professor of Communication Disorders, 2008, B.S.E., University of Central Arkansas; M.S., Purdue University; Ph.D., University of Illinois at Urbana-Champaign
Research and Teaching Interests:Cochlear Implantation in Children and Adults; Speech Development in Children Following Cochlear Implantation; Early Intervention of Children with Hearing Loss; Newborn Hearing Screening

Tami James Moore
Professor of Family Studies and Interior Design, 2000, B.S., M.S., Ph.D., University of Nebraska-Lincoln; M.S., Emporia State University

Marta Moorman
Professor of Kinesiology and Sport Sciences, 1996, B.S., University of Oklahoma; M.S., State University of New York College at Cortland; Ed.D., University of Arkansas
Research and Teaching Interests:Community Recreation, Outdoor Recreation and Environmental Education

Annette C Moser
Professor of Chemistry, 2006, B.S., University of Nebraska at Kearney; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests:Bioanalytical Chemistry; Affinity Chromatography; Environmental Chemistry

Yozan Mosig
Professor of Psychology, 1977, B.A., Eastern New Mexico University; M.A., Ph.D., University of Florida
Research and Teaching Interests:Non-Freudian Psychohistory of Hannibal and the Punic Wars; Stress Management Through Zen Meditation; Non-Western Conceptions of the Self

Michael Moxley
Assistant Professor of Chemistry, 2017, Ph.D., University of Nebraska-Lincoln

David B Nabb
Professor of Music, Theatre and Dance, 1994, B.M., M.M., Indiana University; Ph.D., University of North Texas
Research and Teaching Interests:Woodwind Performance and Pedagogy; Music History; Music Education

Amy Nebesniak
Associate Professor of Mathematics and Statistics, 2013, B.S.Ed., University of Nebraska at Kearney; M.A., Ed.D., University of Nebraska-Lincoln
Research and Teaching Interests:Mathematics Education; Development of Effective Mathematics Teachers; Instructional Coaching

Ken Nelson
Associate Professor of Educational Administration, 2001, B.A., Nebraska Wesleyan University; M.S., Wayne State College; Ed.D., University of Nebraska-Lincoln
Research and Teaching Interests:Job Satisfaction of School Administrators; Teacher Knowledge of School Law; Assessment Integrity in Schools

Danielle Nguyen
Lecturer of Counseling and School Psychology, 2015, Ed.S., University of Nebraska at Kearney

Austin Nuxoll
Assistant Professor of Biology, 2016, Ph.D., University of Nebraska Medical Center

Maria O'Malley
Associate Professor of English, 2013, B.A., University of Illinois at Urbana-Champaign; M.A., New York University; Ph.D., University of Colorado Boulder
Research and Teaching Interests: Early American Literature; Poetry and Poetics; Emily Dickinson; Transnational Literature

**Sharon Obasi**
Assistant Professor of Family Studies and Interior Design, 2014, M.A., Wilfrid Laurier University; Ph.D., University of Western Ontario

**Timothy Obermier**
Professor of Industrial Technology, 1996, B.A.Ed., M.S.Ed., Kearney State College; Ph.D., Colorado State University
Research and Teaching Interests: Telecommunication Regulation

**Tammi Ohmstede**
Professor of Counseling and School Psychology, 2008, B.S., Ed.S., University of Nebraska at Kearney; Ph.D., Oklahoma State University
Research and Teaching Interests: Infant/Toddler Mental Health Services; Early Intervention; Problem Solving Consultation in Diverse Settings

**Hector Palencia**
Associate Professor of Chemistry, 2009, B.S., University of Michoacan, Mexico; M.S., Universidad Nacional Autonóma de México (UNAM); Ph.D., University of Nebraska-Lincoln/UNAM
Research and Teaching Interests: Organic Chemistry; Catalysis; Biofuels; Green Chemistry; Organic Synthesis

**Noel Palmer**
Associate Professor of Management and M.B.A. Program Director, 2010, B.S., United States Military Academy, West Point; M.A., Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Leadership; Organizational Behavior; Business Ethics; Ethical Decision-Making; Research Methods

**Mahesh Pattabiraman**
Associate Professor of Chemistry, 2012, University of Madras, India; M.S., Indian Institute of Technology, India; Ph.D., University of Miami.

**Gregory Pec**
Assistant Professor of Biology, B.S., Ramapo College of New Jersey; M.C.L.F.S., University of Maryland; M.S., California State Polytechnic University; Ph.D., University of Alberta

**John Petzet**
Assistant Professor of Music, Theatre and Dance, M.S., University of Kansas; D.M.A., Texas Tech University

**Dale L Porter**
Assistant Professor of Industrial Technology, 2013, B.A., M.S., Colorado State University

**Steven Ramsey**
Assistant Professor of Art and Design, 2014, B.F.A., Cleveland Institute of Art; M.F.A., Illinois State University
Research and Teaching Interests: Glass; Sculpture; Digital Arts

**Dustin Ranglack**
Assistant Professor of Biology, 2016, B.S., Ph.D., Utah State University

**Timothy Reece**
Associate Professor of Physics and Astronomy, 2011, B.A., University of Nebraska at Omaha; M.S., Ph.D., University of Nebraska-Lincoln

**Letitia Reichart**
Associate Professor of Biology, 2009, B.S., Indiana University of Pennsylvania; Ph.D., Washington State University
Research and Teaching Interests: Behavioral Ecology; Ornithology

**Noah Rogoff**
Associate Professor of Music, Theatre and Dance and Chair, 2008, B.M., Northwestern University; M.M., M.A., D.M.A., University of Minnesota
Research and Teaching Interests: Cello Performance; Chamber Music; Music Theory

**James R Rohrer**
Professor of History, 2005, B.A., Kent State University; M.A., Ph.D., The Ohio State University; M.Div., University of Dubuque Theological Seminary
Research and Teaching Interests: Early American History; Religion in Revolutionary and Early National America; American Religious Culture; History of Christian Mission

**Jacob Rosdail**
Assistant Professor of Communication, 2014, M.F.A., Wake Forest University
Research and Teaching Interests: Video Production; Digital Storytelling

**Chuck Rowling**
Associate Professor of Political Science, 2012, B.A., University of Nebraska at Kearney; M.A., Ph.D., University of Washington
Research and Teaching Interests: International Relations; Media and U.S. Foreign Policy; Strategic Political Communication; National Identity and International Conflict

**David Rozema**
Professor of Philosophy and Director, 1992, B.S., Northern Arizona University; Ph.D., University of Utah
Research and Teaching Interests: Philosophy in Literature; Philosophy of Science; Ethics; Plato; and Wittgenstein

**Theodore Rupnow**
Assistant Professor of Mathematics and Statistics, 2016, B.A., 2008, Trinity International University; M.Ed., 2011, Western Governors University; Ph.D., 2016, Illinois State University

**Robert F Rycek**
Professor of Psychology, 1983, B.A., University of Illinois at Chicago; M.A., Ph.D., Northern Illinois University
Research and Teaching Interests: Cognitive Development; Logical Reasoning and Problem Solving; Adolescent Egocentrism

**Ed Scantling**
Professor of Kinesiology and Sport Sciences and Associate Vice Chancellor for Academic Services and Enrollment Management, 1985, A.A., Sierra College; B.A., Humboldt State University; M.A., University of Northern Colorado; Ph.D., University of New Mexico
Research and Teaching Interests: Sport Pedagogy; Fitness Education

**Whitney Schneider-Cline**
Assistant Professor of Communication Disorders, 2009, B.S., M.S.Ed., University of Nebraska at Kearney

**Richard D Schuessler**
Professor of Art and Design and Chair, 1993, A.A.S., Mohawk Community College; B.F.A., State University of New York at Fredonia; M.F.A., Virginia Commonwealth University
Research and Teaching Interests: Graphic Design; Three-dimensional Design; Typographic Design; and Design Theory/Methodology

Srivatsa Seshadri
Professor of Marketing and Management Information Systems, 1993, B.E., University of Mysore, India; Ph.D., University of Arkansas
Research and Teaching Interests: International Marketing; E-Commerce; Competitive Intelligence; Marketing Research; Marketing Strategy; Ethics

Julie J Shaffer
Professor of Biology and Chair, 1999, B.S., Sioux Falls College; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Microbial Ecology

Dawn Simon
Professor of Biology, 2009, B.S., Ph.D., University of Iowa
Research and Teaching Interests: Phylogenetics; Introns; Mobile Elements

Amanda Sladek
Assistant Professor of English, 2017, B.A., Midland University; Ph.D., University of Kansas

Kathleen J Smith
Professor of Accounting/Finance, 1989, B.S., J.D., M.P.A., University of South Dakota; LL.M., University of the Pacific; C.P.A.
Research and Teaching Interests: Uniform Accountancy Act and CPA Licensure Issues; Income Taxation History

Christina Sogar
Associate Professor of Social Work, 2013, B.A., Middlebury College; M.A., University of Chicago

Janet E Steele
Professor of Biology, 1993, B.S., Texas A&M University; M.S., Eastern Illinois University; Ph.D., Miami University
Research and Teaching Interests: Cardiovascular, Exercise and Renal Physiology

Annarose Steinke
Assistant Professor of English, 2016, B.A., Barnard College; M.A., University of Connecticut; Ph.D., University of New Mexico

Chris Steinke
Associate Professor of History, 2015, A.B., Harvard University; M.A., University of Nebraska-Lincoln; Ph.D., University of New Mexico

Jeanne Stolzer
Professor of Family Studies and Interior Design, 2002, B.S., M.S., Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Advisory Board member for the International Center for the Study of Psychiatry and Psychology (ICSP); Advisory Board Member for International Citizen’s Commission on Human Rights (CCHR); Research interests include the biocultural implications of attachment parenting, human lactation, ethnology, neurobiology, the multivariational effects of labeling and drugging children and adolescents, and Attention Deficit Hyperactivity Disorder

William Stoutamire
Assistant Professor of History, 2019,

Megan Strain
Associate Professor of Psychology, 2014, B.A., Nebraska Wesleyan University; M.S., Ph.D., Kansas State University

Jane Strawhecker
Professor of Teacher Education and Co-Chair, 2000, B.A., Kearney State College; M.A., MidAmerica Nazarene University; Ph.D., University of Nebraska-Lincoln.
Research and Teaching Interests: Math Education

Ye Su
Assistant Professor of Marketing and Management Information Systems, 2016, Ph.D., University of Missouri

Laurie Swinney
Professor of Accounting/Finance, 1991, B.S., Nebraska Christian College; M.B.A., University of Cincinnati; Ph.D., University of Nebraska-Lincoln; C.P.A. (inactive)
Research and Teaching Interests: Professionalism; CPA Licensure Issues

T

Marguerite Tassi
Professor of English, 1997, B.A., Columbia University; M.A., University of Virginia; Ph.D., Claremont Graduate School
Research and Teaching Interests: Shakespeare; Renaissance Drama; Ancient Literature; Literature of Revenge

Allen Ross Taylor
Associate Professor of Cyber Systems, 2004, M.B.A., Webster University; B.S., Ph.D., University of Arkansas
Research and Teaching Interests: Computer-Aided Decision Making; Technology and Innovation; Software Quality Assurance

Frank Tenkorang
Professor of Marketing and Management Information Systems and Chair, 2006, B.S., University of Ghana; M.S., University of Wyoming; Ph.D., Purdue University
Research and Teaching Interests: Agriculture Related Issues; Econometric Analysis

Allen Thomas
Associate Professor of Chemistry, 2014, B.S., M.S., Baylor University; Ph.D., Kellogg School of Science and Technology at The Scripps Research Institute
Research and Teaching Interests: Designing Drugs that Utilize Blood-Brain Barrier Transporter Proteins for Alzheimer’s and other Brain Diseases

Douglas Tillman
Associate Professor of Counseling and School Psychology, 2012, B.S., M.S.Ed., University of Nebraska at Kearney; Ph.D., University of South Dakota
Research and Teaching Interests: Spirituality in Counseling; Clinical Supervision; Counseling Theories and Social Media

Glenn E Tracy
Associate Professor of Teacher Education, 1999, B.S.Ed., M.A., Truman State University; Ed.D., Oklahoma State University
Research and Teaching Interests: English as a Second Language; Language Acquisition

Kenneth W Trantham
Professor of Physics and Astronomy and Engineering Program Director, 2009, B.S., Arkansas Tech University; M.S., University of Missouri-Rolla; Ph.D., University of Nebraska Lincoln.

Janet Trewin
Professor of Accounting/Finance, 2004, B.A., M.B.A., Ph.D., Michigan State University
Research and Teaching Interests: Individual, Corporate, and Estate & Trust Taxation; Behavioral Issues in Taxation

Paul Twigg
Professor of Biology, 1992, B.S., Indiana University of Pennsylvania; Ph.D., University of Tennessee
Research and Teaching Interests: Plant Molecular Biology; Genomics of Bioenergy Crops; Gene Expression in Plant-Insect Interactions; Plant Physiology

Nathan Tye
Assistant Professor of History, 2020,

Rebecca Umland
Professor of English and Martin Distinguished Professor, 1989, B.A., M.A., Ph.D., University of Iowa
Research and Teaching Interests: Nineteenth Century British Literature; Arthurian Literature; Continental Literature

Scott Unruh
Professor of Kinesiology and Sport Sciences, 1999, B.S., School of the Ozarks; M.Ed., Ed.D., University of Arkansas
Research and Teaching Interests: Athletic Training Education; Assessment of Student Learning and Program Effectiveness; Athlete Satisfaction of Care

David Vail
Associate Professor of History, 2016, B.A., Southern Oregon University; M.A., Utah State University; Ph.D., Kansas State University

Linda Van Ingen
Professor of History and Director of the Women's, Gender and Ethnic Studies Program, 2001, B.A., University of Iowa; M.A., Ph.D., University of California, Riverside
Research and Teaching Interests: Twentieth-century U.S. History; Women's History; Civil Rights; Race and Gender; Historical Methods

Jody Van Laningham
Associate Professor of Social Work and Chair, 2007, B.A., Doane College; M.A., Ph.D., University of Nebraska at Kearney
Research and Teaching Interests: Child Abuse and Neglect; Child Welfare Policy; Marriage and Family Well-being; Race, Class and Gender

Denys Van Renen
Associate Professor of English, 2012, B.S., B.A., University of Colorado Boulder; M.S., Stanford University; M.A., Ph.D., University of Illinois at Urbana-Champaign
Research and Teaching Interests: John Milton; Restoration and Eighteenth Century British Literature; Ecocriticism

Nathan Vander Werf
Assistant Professor of Mathematics and Statistics, 2013, B.A., Quy Nhon University; M.A., Ph.D., Southern Illinois University Carbondale

Research and Teaching Interests: Online Learning; Game-Based Learning; Gamification; Technology Integration in Education; ESL

W

Theresa A Wadkins
Professor of Psychology, 1990, B.S., Kearney State College; M.S., Fort Hays State University; Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Teaching Issues; Procrastination and Stress of Emergency Responders

Christopher Waples
Assistant Professor of Psychology, 2015, B.S., Nebraska Wesleyan University; M.S., Ph.D., Kansas State University
Research and Teaching Interests: Performance Feedback, Work Motivation, and Job Attitudes

Michelle Warren
Assistant Professor of Spanish, 2013, B.A., University of Nebraska at Kearney; M.A., Ph.D., University of Kansas
Research and Teaching Interests: Theatre; Film; Narrative from Spain, Latin America, and the United States; Themes of Culture, Nationality, and Ethnicity; How Comedy Contributes to the Affirmation and Questioning of Theatre and Performance

Doug Waterfield
Professor of Art and Design, 2010, B.F.A., M.F.A., Louisiana Tech University; M.A., Louisiana State University
Research and Teaching Interests: Mid-Century Art and Culture; Atomic Testing Imagery; Art History; Painting

Jacob Weiss
Associate Professor of Mathematics and Statistics, 2007, B.S., University of Nebraska at Kearney; M.S., Ph.D., University of Nebraska-Lincoln
Research and Teaching Interests: Time Scales; Differential Equations; Difference Equations

Robert (Jeff) Wells
Associate Professor of History and Chair, 2014, B.A., Missouri Southern State University; M.A., Missouri State University; Ph.D., Texas Christian University

Mallory Wetherell
Assistant Professor of Art and Design, 2014, M.F.A., University of Massachusetts-Dartmouth
Research and Teaching Interests: Ceramics; Drawing; Three-Dimensional Design

Andrew White
Professor of Music, Theatre and Dance, 2005, B.M., M.M., A.D., D.M.A., Cleveland Institute of Music/Case Western Reserve University
Research and Teaching Interests: Diction; Contemporary Music; Art Song; Musical Theatre

Beth Wiersma
Professor of Criminal Justice, 2001, B.S., Moorhead State University; M.S., Northern State University; Ph.D., South Dakota State University
Research and Teaching Interests: Sex Offenders; Institutional and Community Based Corrections

Barton Willis
Professor of Mathematics and Statistics, 1992, B.S., Kansas State University; Ph.D., Virginia Polytechnic Institute and State University
Research and Teaching Interests: Mathematical Physics; Functional Analysis; and Computer Algebra Systems

**William Wozniak**  
Professor of Psychology, 1978, A.B., University of Notre Dame; M.A., Ph.D., Miami University  
Research and Teaching Interests: Irrational Belief Systems; Teaching Techniques; Cognitive and Environmental Psychology

**Melissa Wuellner**  
Associate Professor of Biology, 2018, Ph.D., South Dakota State University

**Timbre Wulf-Ludden**  
Assistant Professor of Criminal Justice and Chair, 2014, B.S., M.A., Ph.D., University of Nebraska at Omaha

**Y**

**Maha Younes**  
Professor of Social Work, 1991, B.A., University of Nebraska at Kearney; M.A., Ph.D., University of Kansas  
Research and Teaching Interests: Domestic and International Social Policy; Multicultural and Global Education; Adult Education, Child Welfare, and Advocacy and Social Action

**Z**

**Jane Ziebarth-Bovill**  
Associate Professor of Teacher Education, 1984, B.A., M.A.Ed., Kearney State College; Ph.D., University of Nebraska-Lincoln  
Research and Teaching Interests: Field-based Education; Service-Learning; Democratic Teaching Strategies; Brain-based Learning; Human Relations; Classroom Civility

**Fletcher Ziwoya**  
Associate Professor of Communication, 2013, B.A., African Bible College, Malawi; M.A., M.A., Ph.D., Ohio University
FINANCIAL INFORMATION

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

Fees are subject to change. Please visit the Student Accounts (http://www.unk.edu/offices/student_accounts/) page for current fee amounts.

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application Fee</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Distance Education Fee</strong></td>
<td>The purpose of the fee is to provide the resources needed for developing and supporting both teaching and learning in a course that significantly utilizes learning technologies. Specifically, the costs associated with instructional design and support, faculty development and training in the use of instructional technology, accessibility and other quality standards, course development, and online learner orientation, communication and support. The fee is to be assessed to distance (fully online) and blended (partially online) courses.</td>
</tr>
<tr>
<td><strong>Facilities Fee</strong></td>
<td>The Facilities Fee supports ongoing maintenance, repair and operation of student facilities. This fee is charged to all students enrolled in on-campus courses.</td>
</tr>
<tr>
<td><strong>Health and Counseling Fee</strong></td>
<td>The Health &amp; Counseling Fee is charged to all students enrolled in on-campus courses.</td>
</tr>
<tr>
<td><strong>ID Card Fee</strong></td>
<td>The ID Card Fee is charged to all students enrolled in on-campus courses.</td>
</tr>
<tr>
<td><strong>Late Registration Fee</strong></td>
<td>A student may register late(^1) after Open Registration(^2) has ended and classes have begun. A $15 Late Registration Fee is assessed. All tuition and other fees must be paid at the time of the late registration. Tuition and all fees are due at the time of registration, and failure to pay at that time will result in late charges and prepayment for future term. Note: After the scheduled Open Registration period ends, the instructor’s or department chairperson’s written permission is required for registration/adding a class. A registration, based on extenuating circumstances, beginning the third week of a class requires the written permission of the instructor, the department chairperson, and the dean. Students cannot register for full semester classes following the fourth week of the term.</td>
</tr>
<tr>
<td><strong>Library Fee</strong></td>
<td>The Library Fee supplements book collections, research materials and serial journal collections. This fee is charged to all enrolled students.</td>
</tr>
<tr>
<td><strong>Multicultural Affairs Fee</strong></td>
<td>Multicultural Affairs administers programs and services that foster and develop a supportive environment for students of American ethnic heritage, promotes a multicultural climate conducive to the educational achievement of all students and encourages a global perspective of learning for the campus. This fee supports new programs focused on bringing culturally rich educational events and activities to campus. (No summer charge)</td>
</tr>
<tr>
<td><strong>Special Fees</strong></td>
<td>Contact the Career Center for specific fee information: (308) 865-8501</td>
</tr>
<tr>
<td><strong>Student Event Ticket Fee</strong></td>
<td>The Student Event Ticket Fee permits admission to UNK sponsored events (athletic and fine arts) and supports the intramural program and the Student Talent Development Program. The program enables UNK to participate in opportunities that develop student leadership skills or that provide venues for students to display intellectual talent and other exceptional accomplishment. This fee is charged to all students enrolled in on-campus courses.</td>
</tr>
<tr>
<td><strong>Student Activity Fee</strong></td>
<td>The purpose of the Activity Fee is to help finance student programs. This fee is charged to all students enrolled in on-campus courses.</td>
</tr>
<tr>
<td><strong>Student Parking Permit Fee</strong></td>
<td>The Parking Fee is refundable on a prorated basis during the first six weeks of the semester purchased. The Parking Fee provides for a permit to park in designated areas on campus but does not guarantee a parking space.</td>
</tr>
<tr>
<td><strong>Student Records Fee</strong></td>
<td>The Student Records Fee provides for lifetime copies of paper transcripts. This fee is charged to all enrolled students. Expedited service in the form of an e-transcript is subject to additional cost.</td>
</tr>
<tr>
<td><strong>Student Union Fee</strong></td>
<td>The Student Union Fee supports the Nebraskan Student Union.</td>
</tr>
<tr>
<td><strong>Technology Fee</strong></td>
<td>The Technology Fee supports the Nebraskan Student Union.</td>
</tr>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td>The Tuition and Fees page provides for current fee amounts.</td>
</tr>
<tr>
<td><strong>University Fee</strong></td>
<td>The University Fee supports the Nebraskan Student Union.</td>
</tr>
<tr>
<td><strong>Library Fee</strong></td>
<td>The Library Fee supplements book collections, research materials and serial journal collections. This fee is charged to all enrolled students.</td>
</tr>
<tr>
<td><strong>Multicultural Affairs Fee</strong></td>
<td>Multicultural Affairs administers programs and services that foster and develop a supportive environment for students of American ethnic heritage, promotes a multicultural climate conducive to the educational achievement of all students and encourages a global perspective of learning for the campus. This fee supports new programs focused on bringing culturally rich educational events and activities to campus. (No summer charge)</td>
</tr>
<tr>
<td><strong>Special Fees</strong></td>
<td>Contact the Career Center for specific fee information: (308) 865-8501</td>
</tr>
<tr>
<td><strong>Student Event Ticket Fee</strong></td>
<td>The Student Event Ticket Fee permits admission to UNK sponsored events (athletic and fine arts) and supports the intramural program and the Student Talent Development Program. The program enables UNK to participate in opportunities that develop student leadership skills or that provide venues for students to display intellectual talent and other exceptional accomplishment. This fee is charged to all students enrolled in on-campus courses.</td>
</tr>
<tr>
<td><strong>Student Activity Fee</strong></td>
<td>The purpose of the Activity Fee is to help finance student programs. This fee is charged to all students enrolled in on-campus courses.</td>
</tr>
<tr>
<td><strong>Student Parking Permit Fee</strong></td>
<td>The Parking Fee is refundable on a prorated basis during the first six weeks of the semester purchased. The Parking Fee provides for a permit to park in designated areas on campus but does not guarantee a parking space.</td>
</tr>
<tr>
<td><strong>Student Records Fee</strong></td>
<td>The Student Records Fee provides for lifetime copies of paper transcripts. This fee is charged to all enrolled students. Expedited service in the form of an e-transcript is subject to additional cost.</td>
</tr>
<tr>
<td><strong>Student Union Fee</strong></td>
<td>The Student Union Fee supports the Nebraskan Student Union.</td>
</tr>
<tr>
<td><strong>Technology Fee</strong></td>
<td>The Technology Fee supports the Nebraskan Student Union.</td>
</tr>
</tbody>
</table>
The Technology Fee funds enhance and increase the instructional and informational technology literacy and access for UNK students. This fee is charged to all enrolled students.

**Wellness Center Fee**

- 7 or more credit hours
- 4-6 credit hours
- 1-3 credit hours
- summer per credit hour

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

1. Late Registration (http://catalog.unk.edu/undergraduate/academics/academic-regulations/registration/)
2. Open Registration (http://catalog.unk.edu/undergraduate/academics/academic-regulations/registration/)

**Financial Aid Programs**

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

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

**Registration Requirements for Financial Aid**

### Academic Year or Summer Session

<table>
<thead>
<tr>
<th>Status</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>9 or more credit hours</td>
</tr>
<tr>
<td>3/4 Time</td>
<td>6-8 credit hours</td>
</tr>
<tr>
<td>1/2 Time</td>
<td>4-5 credit hours</td>
</tr>
</tbody>
</table>

**Graduate Assistantships**

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

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

**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.

**Course Load**

Individuals receiving an assistantship must enroll in a minimum of six credit hours per semester/term and are expected to complete a minimum of six (6) graduate credit hours per semester. These credit hours must be applicable to the student’s Program of Study.

**Duties**

The Graduate Assistant reports 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.

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.

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

**Application**

Students can find a list of open Graduate Assistantships, as well as instructions for creating an employment application at unemployement.unk.edu (https://unk.peopleadmin.com/). For questions
about completing the application, call the Human Resources Office at (308) 865-8522.

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

Midwest Student Exchange Program
The Midwest Student Exchange Program (MSEP) was established by the Midwestern Higher Education Commission to increase interstate educational opportunities for students in its member states. The program enables residents of Illinois, Indiana, Kansas, Minnesota, Missouri, North Dakota, Ohio, and Wisconsin to enroll in academic programs at reduced tuition levels. Tuition for MSEP is equal to 150 percent of regular resident tuition. Online programs and online courses are not eligible for the MSEP rate; it is only available for on-campus programs and on-campus courses. Contact the Office of Graduate Admissions for additional information.

Reichenbach Scholarship
The Reichenbach Scholarship is awarded by the Office of Graduate Studies, utilizing resources from the Reichenbach fund of the University of Nebraska Foundation. 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. Nominations of new and returning students are forwarded by the Graduate Program Committee (GPC) of each department to the Graduate Council for consideration. The Graduate Council will then evaluate all candidates and make their recommendation to the Dean of Graduate Studies.

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 credit hours per semester.
2. Award recipients not serving as graduate assistants must complete a minimum of nine (9) graduate credit hours per semester.
3. Recipients must achieve a minimum GPA of 3.00.

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

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

The official date of withdrawal is the date the class(es) are dropped on MyBLUE. Alternatively, a student who remains enrolled but fails to pass any classes will also have the calculation applied in accordance with federal statute. UNK grading policy requires faculty to report the last date a student who failed a class participated in any academic activity. This date then becomes the basis for the withdrawal calculation. Therefore, a student cannot avoid the federally required return of Title IV Financial Aid by stopping out of classes but remaining enrolled and taking failing marks.

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

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

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

Below is an example of the Return of Title IV Funds calculation.

1. Establish the withdrawal date and calculate the percentage of aid the student may retain.
   • John withdraws on 9/24/2018.
   • 9/24/2018 is 29 days into the semester, which is 116 days long. Therefore, he has completed 25% of the semester.
   • This means that he may keep 25% of the aid awarded to him, however 75% must go back to the aid programs. (Once a student has completed 60% or more of the semester, no aid will need to be returned.)

2. Calculate the percentage of unearned aid.
   • John received $3,668 in Title IV aid.
   • 75% of $3,668 in financial aid must be returned: $2,751.

3. Calculate the maximum percentage of aid based on cost that the school will have to return.
   • John’s bill for the Fall of 2018 was $2,276.
   • 75% of the cost, $2,276, is $1,707.

4. Calculate the amount of aid the school must return.
   • The school then returns the lesser of $1,707 (percentage of cost) or $2,751 (percent of unearned financial aid) to the aid programs.
   • The school returns $1,707 as required by the federal calculation.

5. Aid the student must personally return.
   • If any portion of the return is grant assistance John is personally responsible to pay back directly to the Department of Education, the school will initially return this on his behalf. It then becomes part of the bill that must be repaid to the school. Failure to pay this would result in reporting to the Department of Education as an overpayment and ultimately owing the Department of
Standards of Satisfactory Academic Progress Policy for Graduate Students

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

Students must meet both a qualitative requirement (GPA) and a quantitative requirement (Pace) to maintain eligibility. Additionally, students may receive aid for a maximum time frame.

The quantitative requirements for graduate students measure the amount of academic work completed on a cumulative basis. To calculate the quantitative standard (pace) we compare the total hours a student has completed to the total hours attempted.

- Attempted hours are based on enrollment at the end of the first week of classes during the fall and spring semester.
- During the summer semester, the cumulative measure of attempted hours is based on the class start date. If a student drops a class prior to the first day it will not be counted in attempted hours.
- A student becomes ineligible for aid (suspended) when it becomes mathematically impossible to complete the program of the student within the maximum time frame.

Quantitative, Qualitative, and Maximum Time Frame Requirements for Graduate Students are:

Quantitative

- Successfully complete 75% of attempted hours

Qualitative

- Students who already have a bachelor’s degree, and who are admitted to a second bachelor’s degree program, must maintain a cumulative GPA of 2.0 or above.
- Students who are seeking their first teaching certificate must maintain a cumulative GPA of 2.75 or above.
- Students who are seeking an additional subject or field endorsement to their teaching certificate must maintain a cumulative GPA of 2.75 or above.

Maximum Time Frame

- A student becomes ineligible for aid (suspended) when they fail to meet their academic plan.

Successful Completion of Courses

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

If a student fails to meet one or both (qualitative or quantitative) of the minimum standards for one semester the student is placed on financial aid warning for the following semester. The student will maintain financial aid eligibility and continue to receive financial aid during the warning semester. Students are notified via email when placed in warning status.

If the student fails to meet one or both of the standards again in the subsequent semester, the student is no longer eligible for financial aid.

Regaining Financial Aid Eligibility

Students on financial aid suspension can enroll for classes without financial aid in order to meet the minimum standards. The Office of Financial Aid will check academic standing after each semester. The student may also notify the Office of Financial Aid in writing once the minimum standards have been met. Students also have the right to appeal their suspension. The appeal must be submitted in writing to the Office of Financial Aid by the due date indicated in the suspension letter. The decision of the Appeals Committee will be communicated to the student in writing.

Textbooks

Textbooks average $100 to $150 per course, depending on discipline. Many titles are rentable if students choose, saving up to 80% off the new book price. The bookstore also offers a price matching program, visit the Antelope Bookstore in the Nebraskan Student Union, call 308.865.8555 or online at www.unk.bncollege.com (http://unk.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=87923&catalogId=10001&langId=-1/) for additional information.
GENERAL INFORMATION

As a public state-supported institution serving approximately 6,280 students, the University of Nebraska at Kearney provides a broad educational, research and service function to the citizens of the State of Nebraska. It asserts this responsibility by pursuing those aspects of higher education that deal with the preservation of all knowledge as well as the dissemination and the application of knowledge. Thus, the University provides opportunity for enrichment of the individual intellectually, culturally, artistically and emotionally. In light of this, the University continues to evaluate and determine its education, research and services in order to establish criteria and assign priorities as it selects the most suitable activities in these areas for a modern society.

Located in the heart of Nebraska’s Platte River Valley, the community of Kearney is the agricultural, commercial, medical, educational and cultural center of a large mid-state area. It is the fifth largest city in the state with a population of approximately 33,761. 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.

- Accreditations (p. 204)
- Affirmative Action/Equal Opportunity (https://www.unk.edu/about/compliance/aaeo/)
- Alumni Association (p. 204)
- Assessment (p. 205)
- Building Abbreviations (p. 205)
- Tobacco Free Campus Policy (p. 205)
- Computing Policies (p. 205)
- Directory of Graduate Programs (p. 205)
- Facilities (p. 206)
- Governance (p. 208)
- History (p. 209)
- How to Use the Catalog (p. 209)
- Mission (p. 209)
- Discrimination & Harassment (http://unkcms.unk.edu/offices/human_resource/aaeo/policies/nondiscrimination_statement.php)
- Police and Parking Services (p. 210)
- Public Service (p. 210)
- Sexual Misconduct Policies & Procedures (Title IX) (http://www.unk.edu/about/compliance/title-ix-resources/sexual-misconduct-policies-procedures.php)
- Student Health & Counseling (SHC) (p. 210)
- Students with Disabilities/Special Needs (http://www.unk.edu/offices/academic_success/dss/)
- Title IX (https://www.unk.edu/about/compliance/title-ix-resources/)
- University of Nebraska Foundation (p. 212)

Accreditations

The University of Nebraska at Kearney is accredited by the Higher Learning Commission (HLC) and by the Council for the Accreditation of Educator Preparation (CAEP).

Additional discipline specific accreditations and certifications include:

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

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

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

Alumni Association

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

Since the graduation of the first class from the Nebraska State Normal School at Kearney in 1906, the UNK Alumni Association (https://unkalumni.org) has been working to maintain the link between more than 50,000 graduates and the University of Nebraska at Kearney.

The association produces UNK Today (http://unkalumni.org/unktoday/) the alumni magazine published twice yearly, maintains an alumni database, hosts reunions, coordinates alumni homecoming activities, sponsors the Student Alumni Council (https://unkalumni.org/students/student-alumni-council/), and the Gold Torch Mentoring Society (https://unkalumni.org/students/gold-torch-society/) (a women’s mentoring organization). The alumni also facilitate the Distinguished Alumni, Alumni Service, Young Alumni, and Athletic Hall of Fame awards that are given each year during homecoming.

The Alumni House is located at 2222 9th Avenue in Kearney. The facility built in 1907 is on the National Register of Historic Places. It was built to be the residence of Dr. A.O. Thomas, the first president of the Nebraska State Normal School.

In 2012, the UNK Alumni Association partnered with the Nebraska University Foundation to better utilize resources and serve the alumni as
well as the university. The alumni staff offices at 214 West 39th Street in Kearney.

Assessment

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

The Director of Assessment has responsibility for oversight of assessment at UNK. This includes development of a strategic assessment plan and oversight of assessment across campus. The Director of Assessment works closely with faculty, staff, and Department Chairs on assessment planning and implementation. The Director of Assessment also oversees the university's Assessment Committee, which provides guidance and oversight in meeting the goals of the assessment program at UNK.

Visit the website at www.unk.edu/academic_affairs/assessment for more information about assessment at UNK.

Building Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Building Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALUM</td>
<td>Alumni House</td>
</tr>
<tr>
<td>ANTH</td>
<td>Antelope Hall</td>
</tr>
<tr>
<td>BHS</td>
<td>Bruner Hall of Science</td>
</tr>
<tr>
<td>CMCT</td>
<td>Communications Center</td>
</tr>
<tr>
<td>COE</td>
<td>College of Education</td>
</tr>
<tr>
<td>CONH</td>
<td>Conrad Hall</td>
</tr>
<tr>
<td>COPH</td>
<td>Copeland Hall</td>
</tr>
<tr>
<td>CPST</td>
<td>Cope Stadium</td>
</tr>
<tr>
<td>CTW</td>
<td>Centennial Towers West</td>
</tr>
<tr>
<td>CTE</td>
<td>Centennial Towers East</td>
</tr>
<tr>
<td>CUP</td>
<td>Central Utilities Plant</td>
</tr>
<tr>
<td>CUSH</td>
<td>Cushing Coliseum</td>
</tr>
<tr>
<td>FAB</td>
<td>Fine Arts Building</td>
</tr>
<tr>
<td>FABW</td>
<td>Fine Arts Art Wing</td>
</tr>
<tr>
<td>FAC</td>
<td>Facilities Building</td>
</tr>
<tr>
<td>FFB</td>
<td>Foster Field</td>
</tr>
<tr>
<td>FRNK</td>
<td>Frank Museum</td>
</tr>
<tr>
<td>GSB</td>
<td>General Services Building</td>
</tr>
<tr>
<td>GRNH</td>
<td>Greenhouse</td>
</tr>
<tr>
<td>HSC</td>
<td>Health and Sports Center</td>
</tr>
<tr>
<td>HSEC</td>
<td>Health Science Education Complex</td>
</tr>
<tr>
<td>LIBR</td>
<td>Calvin T. Ryan Library</td>
</tr>
<tr>
<td>MANH</td>
<td>Mantor Hall</td>
</tr>
<tr>
<td>MARH</td>
<td>Martin Hall</td>
</tr>
<tr>
<td>MENH</td>
<td>Men's Hall</td>
</tr>
<tr>
<td>MONA</td>
<td>Museum of Nebraska Art</td>
</tr>
<tr>
<td>MSAB</td>
<td>Memorial Student Affairs Building</td>
</tr>
<tr>
<td>NFH</td>
<td>North Field House at Foster Field</td>
</tr>
<tr>
<td>NSH</td>
<td>Nester Hall</td>
</tr>
<tr>
<td>NSU</td>
<td>Nebraskan Student Union</td>
</tr>
<tr>
<td>OCKC</td>
<td>Ockinga Seminar Center</td>
</tr>
<tr>
<td>OTOL</td>
<td>Otto Olsen</td>
</tr>
<tr>
<td>PEC</td>
<td>Plambeck Education Center</td>
</tr>
<tr>
<td>RANH</td>
<td>Randall Hall</td>
</tr>
<tr>
<td>SFTC</td>
<td>Safety Center (Cope Nebraska)</td>
</tr>
<tr>
<td>SFTCA</td>
<td>Safety Center Addition (Cope Nebraska)</td>
</tr>
<tr>
<td>SFTCS</td>
<td>Safety Center South (Cope Nebraska)</td>
</tr>
<tr>
<td>THMH</td>
<td>Thomas Hall</td>
</tr>
<tr>
<td>UF</td>
<td>University of Nebraska Foundation</td>
</tr>
<tr>
<td>URN</td>
<td>University Residence North</td>
</tr>
<tr>
<td>URS</td>
<td>University Residence South</td>
</tr>
<tr>
<td>WRNH</td>
<td>Warner Hall</td>
</tr>
<tr>
<td>WSTC</td>
<td>West Center Building</td>
</tr>
<tr>
<td>VFLT</td>
<td>Village Flats</td>
</tr>
</tbody>
</table>

Tobacco Free Campus Policy

The use of all forms of tobacco products is prohibited on University of Nebraska at Kearney property with the exception of parking lots. The prohibition extends to vehicles and venues owned, operated, leased, occupied or controlled by the University.

“Tobacco products” includes all forms of tobacco, inclusive of but not limited to, cigarettes, cigars, pipes, water pipes (hookah), electronic cigarettes and similar devices, and smokeless tobacco products.

Enforcement of the policy relies on the respect and cooperation of all members of the University community.

For more information, please visit: https://www.unk.edu/about/files/unk-tobacco-free-policy.pdf.

Computing Policies

Guidelines for the Use of Information Technology Resources (http://www.unk.edu/offices/its/its_main_page_tabs-files/Policies/guidelines-for-the-use-of-information-technology-resources.pdf) at the University of Nebraska at Kearney and the University of Nebraska Policy for Responsible Use of University Computers and Information Systems (https://nebraska.edu/-/media/unca/docs/offices-and-policies/policies/executive-memorandum/policy-for-responsible-use-of-university-computers-and-information-systems.pdf?la=en/) detail the University's computer policies. For more information about policies and procedures, please refer to the University of Nebraska at Kearney's Policies and Procedures (https://www.unk.edu/about/compliance/policies.php) page.

Graduate Programs A-Z

A

• Alcohol and Drug Counseling Graduate Certificate (p. 116)
• Art Education, Master of Arts in Education (p. 86)
• Athletic Training, Master of Athletic Training (p. 151)
B
• Biology, Master of Science (p. 93)
• Business Administration, Long-Term Care Management, Master of Science (p. 103)
• Business Administration, Master of Business Administration (p. 100)

C
• Clinical Mental Health Counseling, Master of Science in Education (p. 116)
• Counseling, Education Specialist (p. 118)
• Curriculum and Instruction, Master of Arts in Education (p. 175)

E
• Early Intervention Specialist Supplemental Endorsement (http://catalog.unk.edu/graduate/departments/teacher-education/early-intervention-specialist-supplemental-endorsement/)
• English, Master of Arts (p. 141)

G
• General Kinesiology and Sport Sciences, Master of Arts in Education (p. 153)

H
• Higher Education Student Affairs, Master of Science in Education (p. 125)
• History, Master of Arts (p. 146)

I
• Instructional Technology, Master of Science in Education (p. 179)

M
• Music Education, Master of Arts in Education (p. 162)

P
• Physical Education Exercise Science, Master of Arts in Education (p. 154)
• Physical Education Master Teacher, Master of Arts in Education (p. 156)
• Public Communication, Master of Arts (p. 106)
• Public History Graduate Certificate (p. 147)

R
• Reading PK-12, Master of Arts in Education (p. 182)

S
• School Counseling - Elementary (PK-8), Master of Science in Education (p. 119)
• School Counseling - Secondary (7-12), Master of Science in Education (p. 121)
• School Principalship 7-12, Master of Arts in Education (p. 132)
• School Principalship PK-8, Master of Arts in Education (p. 134)
• School Psychology, Education Specialist (p. 123)
• School Superintendent, Education Specialist (p. 135)
• Spanish Education, Master of Arts in Education (p. 158)
• Spanish Graduate Certificate (p. 159)
• Special Education, Master of Arts in Education (p. 183)
• Speech/Language Pathology, Master of Science in Education (p. 109)
• STEM Education, Master of Science in Education (p. 186)
• Supervisor of Special Education, Master of Arts in Education (p. 136)

Facilities
There are 49 buildings on the 514-acre campus of UNK. The major buildings are:

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

Calvin T. Ryan Library
This building was erected in 1963. An addition in 1983 doubled the size of the facility. The Learning Commons (http://catalog.unk.edu/undergraduate/student-affairs/learning-commons/) (which includes Subject Tutoring and the Writing Center) is housed in the Library. The attached Mitchell Center includes radio and television broadcasting facilities and houses the Communication Department (http://catalog.unk.edu/undergraduate/departments-programs/communication/) and Antelope Newspaper offices.

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

Communications Center Building
Part of the former State Hospital complex acquired in 1972, this renovated building is used by University Communications & Marketing...
on the first level, Video Services on the second level and eCampus on the third level.

**Copeland Hall**

Built and used as the campus gymnasium from 1918 to 1961, this building was used for offices and classes until 1995 when a classroom addition was built. The original building was renovated in 1996 and now houses the Departments of Sociology (http://catalog.unk.edu/undergraduate/departments-programs/sociology/), Geography and Earth Science (http://catalog.unk.edu/undergraduate/departments-programs/geography/), History (http://catalog.unk.edu/undergraduate/departments-programs/history/); and Psychology (http://catalog.unk.edu/undergraduate/departments-programs/psychology/).

**Cushing Health, Physical Education and Recreation Facility**

Originally constructed in 1961, this facility has undergone extensive renovation. The renovated building houses classrooms, offices, laboratories, locker facilities, an indoor running track, racquetball, tennis, basketball and volleyball courts. These facilities service recreation and intramural programs in addition to space for intercollegiate athletic teams and the Department of Kinesiology and Sport Sciences (http://catalog.unk.edu/undergraduate/departments-programs/kinesiology-sport-sciences/).

In August 2014, the $6.5 million Wellness Center opened in the northeast corner of Cushing Coliseum. It is a modern 19,000-square-foot facility that features a Physical Activity and Wellness Lab, a large fitness center and rock climbing wall.

**Facilities Building (http://www.unk.edu/offices/facilities/)**

This brick structure houses offices and work areas for Facilities Management and Planning and UNK Police.

**Fine Arts Building**

This building houses the department of Music, Theatre and Dance (http://catalog.unk.edu/undergraduate/departments-programs/music-theatre-dance/). It opened in January, 1970, and in 1979 a wing was added to house the Department of Art and Design (http://catalog.unk.edu/undergraduate/departments-programs/art-design/) and the Walker Art Gallery. The Fine Arts Recital Hall and Miriam Drake Theatre on the first level and the Studio Theatre on the lower level provide space for student and faculty performances.

**G. W. Frank Museum of History & Culture (http://www.unk.edu/offices/frankhouse/)**

The Frank Museum is located in one of the largest mansions built during Kearney’s 19th century industrial boom. Completed in 1890, the home of George and Phoebe Frank was notable for its opulence and modernity, featuring hand-carved oak woodwork, electric lighting, indoor plumbing, steam heating, large fireplaces, and other modern amenities. Following Kearney’s collapse in the mid-1890s, the building served as both a private sanitarium and the residency for the Nebraska State Hospital for the Tubercular (now the West Campus of UNK). Today, the museum's mission is to engage diverse audiences with the history and culture of Kearney, Nebraska, and the larger Great Plains region through collecting, preserving, and sharing the stories of the many individuals associated with this historic site. Listed on the National Register of Historic Places, the Frank Museum serves as a living institution, interpreting the home and its cultural resources, and is dedicated to exploring our past as a way of better understanding our present and future. Throughout the year, the museum is available for public and private tours, school trips, university functions, and as a resource for class projects.

**General Services Building**

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

**Health and Sports Center**

Dedicated during the fall of 1990, this facility houses UNK’s indoor spectator sports. In addition, offices for the UNK intercollegiate athletics sports teams and the Athletic Director staff, locker facilities, equipment rooms, athletic weight area, athletic training facilities, wrestling and martial arts rooms are located in the building. Concession and restroom facilities serve spectators utilizing the 5,100-seat arena.

**Health Science Education Complex (http://www.unk.edu/academics/nursing/health-science-education-complex.php)**

Dedicated in August 2015, the Health Science Education Complex is a $19 million, 46,000 square feet state-of-the art facility. This complex represents an inter-campus partnership between the University of Nebraska Medical Center and University of Nebraska at Kearney to help address current and projected nursing and allied health workforce shortages in rural Nebraska. The Health Science Education Complex houses seven programs: nursing and graduate nursing, physician assistants, physical therapy, clinical laboratory science, radiography, and diagnostic medical sonography (allied health professions). In addition, the complex building includes seven classrooms, fourteen extensive simulation, and five clinical skills laboratories for pre-clinical education and complex clinical scenarios, learning studio and seminar rooms, health assessment laboratories and simulated primary care spaces, a gross anatomy lab, administrative, faculty and staff office spaces to accommodate current and expanded numbers of faculty and staff members, and secure storage spaces for research and academic records.

**Memorial Student Affairs Building**


**The Museum of Nebraska Art (http://catalog.unk.edu/undergraduate/academics/academic-resources/#mona)**

Located on the Bricks in downtown Kearney, the Museum of Nebraska Art (MONA) is housed in a beautifully renovated 1911 Renaissance revival
has a kitchen, living area and bathroom. Students are able to choose students’ with families or non-traditional age students. Each apartment 4 person suites with kitchenette, living area and bathrooms shared in a bathroom shared between two rooms. Antelope & Nester Hall has 2 & on each floor. CTE & CTW is a semi-suite residence hall with a private room for students residing in the building.

The Nebraskan Student Union
This building was opened in 1964. A major renovation and addition was completed in 2002 adding 25,000 square feet. In 2018, a $6 million renovation was completed to the space creating improved dining and meeting spaces. The Nebraskan houses union administrative offices, the Office of Multicultural Affairs (http://catalog.unk.edu/undergraduate/student-affairs/multicultural-affairs/) as well as student activity offices, UNK food service operations, the campus bookstore and conference space.

Ockinga Seminar Center
This building was built as a gift from the Clara Ockinga estate and provides two seminar rooms used by the University and the public as well as the office of International Education (http://unkcms.unk.edu/academics/international_studies/).

Otto Olsen Building
Built in 1957, this structure houses Industrial Technology (http://catalog.unk.edu/undergraduate/departments-programs/industrial-technology/), Cyber Systems (http://catalog.unk.edu/undergraduate/departments-programs/cyber-systems/), Information Technology Services (http://www.unk.edu/offices/its/) and the UNK Child Development Center (http://www.unk.edu/offices/business_services/child_development_center/).

Plambeck Education Center
The LaVonne Kopecky Plambeck Early Childhood Education Center was completed in the fall of 2019. The 19,900-square-foot facility is located in University Village and features 11 classrooms that serve in the care and educational development of up to 180 children from infant to age 6.

Residence Halls (http://catalog.unk.edu/undergraduate/student-affairs/residence-life/)
UNK has 10 traditional residence halls and Village Flats apartments to accommodate students residing on campus. Mantor, Randall, URN, URS & Men’s hall have traditional double rooms with shared bathrooms on each floor. CTE & CTW is a semi-suite residence hall with a private bathroom shared between two rooms. Antelope & Nester Hall has 2 & 4 person suites with kitchenette, living area and bathrooms shared in a suite environment while allowing students to have individual bedrooms. Village Flats apartments serve as a housing option for married students, students’ with families or non-traditional age students. Each apartment has a kitchen, living area and bathroom. Students are able to choose from a one or two bedroom apartment.

Ron & Carol Cope Center for Safety Education and Research
Constructed in 1981, the area includes a driving range and provides space for services offered by the Nebraska Safety Center (http://catalog.unk.edu/undergraduate/departments-programs/industrial-technology/#safety).

A. O. Thomas Hall
A campus school from 1926-1963, it now houses the Departments of English (http://catalog.unk.edu/undergraduate/departments-programs/english/), Modern Languages (http://catalog.unk.edu/undergraduate/departments-programs/modern-languages/) and Philosophy (http://catalog.unk.edu/undergraduate/departments-programs/philosophy-program/).

Warner Hall
This building was opened in 1977 and named Founders Hall in honor of the original faculty of UNK. It was renamed in March 2016 to the Jerome and Charles Warner Hall in honor of the father and son who were instrumental in the university’s history. Warner Hall now serves as the administrative hub of the University. Offices include the Chancellor and Vice Chancellors, Dean of Graduate Studies, Finance, Student Records and Registration, AA/EEO, Human Resources, Business Services, and Budget, on the first level. Second level includes offices of Academic Resources, Academic Services & Enrollment Management, Institutional Research, Graduate Admissions, Office of Equity and Compliance, Sponsored Programs and Research Development, and faculty offices and classrooms for Departments of Criminal Justice (http://catalog.unk.edu/undergraduate/departments-programs/criminal-justice/), Mathematics and Statistics (http://catalog.unk.edu/undergraduate/departments-programs/mathematics-statistics/), Political Science (http://catalog.unk.edu/undergraduate/departments-programs/political-science/), and Social Work (http://catalog.unk.edu/undergraduate/departments-programs/social-work/) in the College of Arts and Sciences.

West Center
In 1972 UNK acquired the former State Hospital complex. A major renovation was completed in 2001 and now provides facilities for the College of Business and Technology Dean, Departments of Accounting, Finance, and Economics (http://catalog.unk.edu/undergraduate/departments-programs/accounting-finance-economics/), Family Studies (http://catalog.unk.edu/undergraduate/departments-programs/family-studies/), Management (http://catalog.unk.edu/undergraduate/departments-programs/management/), Marketing, Agribusiness, and Supply Chain Management (http://catalog.unk.edu/undergraduate/departments-programs/marketing-agribusiness-supply-chain-management/), and the College of Business and Technology Centers for Economics Education, Rural Research & Development, Nebraska Safety Education and Nebraska Business Development.

Governance
University of Nebraska Board of Regents (https://nebraska.edu/regents/board-members/)
Student Regents (https://nebraska.edu/regents/board-members/)
University of Nebraska Central Administration (http://www.nebraska.edu/administration.html)
University of Nebraska at Kearney
Administration

• Douglas A. Kristensen, J.D., Chancellor
• Charles J. Bicak, Ph.D., Senior Vice Chancellor for Academic and Student Affairs
• Jon Watts, M.A., Vice Chancellor for Business & Finance
• Marc Bauer, M.A.Ed., Director of Intercollegiate Athletics
• Kelly H. Bartling, M.A., Assistant Vice Chancellor for Communications and Community Relations

University of Nebraska at Kearney Deans

• Ryan Teten, Ph.D., Dean of Arts and Sciences
• Tim Jares, Ph.D., Dean of Business and Technology
• Grace Mims, Ph.D., Interim Dean of Education
• Mark Ellis, Ph.D., Dean of Graduate Studies
• Janet Stoeger Wilke, M.S., M.A.L.I.S., Dean of the Library
• Gilbert Hinga, Ph.D., Dean for Student Affairs

History

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

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

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

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

Nine presidents/chancellors have served the institution:

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

How to Use the Catalog

The Calendar (p. 5) in the beginning of this catalog emphasizes noteworthy dates in the academic year.

The General Information (p. 204) section provides a history of UNK, as well as information about the facilities and policies on campus.

The Graduate Studies Information (p. 213) section explains the origin of the graduate programs at UNK, as well as the organization, mission, and objectives of Graduate Studies.

The Admissions Information (p. 20) section outlines the appropriate procedures for applying to UNK as a postgraduate or graduate student.

The Financial Information (p. 200) section provides options to help students plan for expenses, as well as information about how UNK can help qualified students meet educational expenses.

The Academic Information (p. 7) section explains the degrees, academic programs, and opportunities available to students. The Academic Regulations detail the various procedures, requirements and regulations that affect students while at UNK. The institutional academic policies described in the Academic Information section are subject to change. While program-specific requirements are tied to the student's catalog, every student is held to the most current version of the institutional academic policies.

Descriptions of the courses offered by UNK are available in the Graduate Courses (p. 24) section, including the number, title, hours, and a brief summary of the course content.

The Graduate Faculty (p. 189) section lists members of the graduate faculty in alphabetical order, including their special teaching and research interests.

The Departments (p. 84) section lists departments and programs that offer courses at the graduate level. Each listing contains the names of the chair and graduate faculty, as well as graduate program committee members, and a list of programs offered. These are listed in alphabetical order by department. Information and admission requirements unique to each program are included, in addition to the specific requirements for each degree.

Mission

UNK Mission

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

UNK Vision

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

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

General Services Building
(308) 865-8911
www.unk.edu/police/ (http://www.unk.edu/police/)

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


A copy of the Annual Campus Security, Crime Awareness and Fire Report is available upon request at the Police and Parking Services Office.

• Disclosure (http://www.unk.edu/offices/police/annual_security_report.php)
• Authority/ Working Relationship with State and Local Police (http://www.unk.edu/offices/police/)
• Reporting of Criminal Activities and Emergencies (http://www.unk.edu/bf/_files/PoliciesAndProcedures.pdf#nameddest=A_Reporting_Emergencies)
• University Notification/Safety Alerts (http://www.unk.edu/bf/_files/PoliciesAndProcedures.pdf#nameddest=Immediate_Notification_Safety_A)
• Crime Stats (http://www.unk.edu/bf/_files/PoliciesAndProcedures.pdf#nameddest=Crime_Stats_Campus_Local_and_Ha)
• Emergency Response and Evacuation Procedures (http://www.unk.edu/bf/_files/PoliciesAndProcedures.pdf#nameddest=Emergency_Response_Procedures)
• Firearms and Weapons Policy (http://www.unk.edu/bf/_files/PoliciesAndProcedures.pdf#nameddest=Firearms политик)
• Missing Persons Policy (http://www.unk.edu/bf/_files/PoliciesAndProcedures.pdf#nameddest=Missing_Persons_Policy)
• Drug and Alcohol Policy (http://www.unk.edu/bf/_files/PoliciesAndProcedures.pdf#nameddest=Drug and Alcohol_Policy)
• Sexual Misconduct Policy (http://www.unk.edu/offices/human_resources/aaeo/policies/sexual-misconduct-policies-- procedures.php)
• Victim Services (http://www.unk.edu/offices/police/other_resources.php)
• Sex Offender Registry and Access to Related Information (http://www.unk.edu/offices/police/other_resources.php)
• Crime Prevention (http://www.unk.edu/offices/police/crime_prevention/)
• Other Educational Classes (http://www.unk.edu/bf/_files/p_and_p_linked_files/2015clery.pdf)
• Access to Campus Facilities (http://www.unk.edu/bf/_files/PoliciesAndProcedures.pdf#nameddest=Access_to_Campus_Facilities)
• Maintenance and Security of Campus Facilities (http://www.unk.edu/bf/_files/p_and_p_linked_files/2015clery.pdf)
• Preparation of Annual Security Report (http://www.unk.edu/offices/police/annual_security_report.php)

• Fire Policies and Stats (http://www.unk.edu/bf_files/PoliciesAndProcedures.pdf#nameddest=Fire_Policies_for_On_Campus_Stu)


• Drug and Alcohol Policy (http://www.unk.edu/bf_files/PoliciesAndProcedures.pdf#nameddest=Drug_and_Alcohol_Policy)
• Description of applicable legal sanctions under federal, state or local law for unlawful possession or distribution of illicit drugs and alcohol
• Description of health risks associated with use of illicit drugs and alcohol
• Assistance Programs
• University Sanctions
• Drug Charts

Parking Regulations Summary

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

Crisis Management Immediate Resources

The Division of Student Affairs Office assists students, faculty, and staff with any issues or concerns that may affect a student’s ability to succeed at UNK. Concern for a student may require referral to other resources for specific attention. For available resources, refer to the CARE Team web page at www.unk.edu/student_affairs/care-team.php (http://www.unk.edu/student_affairs/care-team.php). For immediate assistance call Police and Parking Services at (308) 627-4811 or 911.

Public Service

It is the purpose of any state-supported institution to serve the needs of its diverse constituency. UNK works cooperatively with other agencies to provide the public with educational services to enhance individual, regional, state, national, and international development. Sponsorship of the James E. Smith Midwest Conference on World Affairs resumed in 1988 with international representatives converging on Kearney to discuss issues of global importance. Through the Museum of Nebraska Art (http://monet.unk.edu/mona/), the Artists and Lecturers series, and the various other artistic and cultural resources of the campus, the institution serves as the cultural hub of Central Nebraska.

Student Health & Counseling (SHC)

Student Health and Counseling (SHC)

Conveniently located, SHC is inside the Memorial Student Affairs Building (MSAB) in the middle of UNK’s campus. The four offices under SHC are Student Health, Counseling, the Women’s Center and Health Promotion office.
Eligibility for Student Health & Counseling Services: Services are available for students who have paid the semester Student Health and Counseling fee. Students are required to present a photo ID to access the services of Student Health & Counseling.

Location: Memorial Student Affairs Building
Website: www.unk.edu/offices/counseling_healthcare/index.php

Student Health
Phone: 865-8218
Walk-In Hours:

<table>
<thead>
<tr>
<th>Days of Week</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Tuesday, Friday</td>
<td>8:30-4:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9:00-4:00</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:30-4:00</td>
</tr>
</tbody>
</table>

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

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

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

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

UNK’s SHC strongly recommends that all students living on campus be vaccinated for bacterial meningitis and influenza. Legislation has passed in the Nebraska Unicameral which requires the University of Nebraska System to provide parents and students with information about the meningitis vaccine.

It is federally required that international students and students determined to be at high risk receive tuberculosis testing at Student Health upon arrival.

Health Insurance: The University offers a student health insurance plan that is available for students who are enrolled in six or more credit hours in a degree-seeking program. Graduate students are eligible if registered for at least one credit hour in a degree-seeking program. For information, go online: uhcsr.com (http://uhcsr.com/) or contact UNK Student Health at 308-865-8218. To enroll in the plan, go to uhcsr.com and enter Kearney for the school name.

International students are required to purchase health insurance while studying in the U.S. To ensure that all international students have adequate coverage while in the U.S., students are required to purchase the UNK Student Health Insurance Plan. Please refer to this website for more information for international student insurance coverage: https://www.unk.edu/international/international-student-services/medical-insurance.php

Counseling
Phone: 865-8248
Emergency Crisis Phone (after business hours): 308-865-8248
Hours: Monday - Friday 8:00 a.m. to 5:00 p.m.
Location: Memorial Student Affairs Building, South Hallway, Room 144
Website: https://www.unk.edu/offices/counseling_healthcare/counseling_care/index.php

UNK Counseling provides professional mental health counseling by licensed mental health practitioners and graduate interns, intended to empower students in making healthy life choices for personal growth and academic success. The American Counseling Association Code of Ethics and Standards of Practice serve as the guide in its provision of services. Strict confidentiality is a core principle. Services include individual mental health counseling sessions, couples counseling, group counseling, substance abuse assessments and outpatient counseling, and referrals to community resources as appropriate.

Women’s Center
Phone: 865-8279
After-Hours Crisis Phone: 865-8248
Location: Memorial Student Affairs Building, South Hallway, Room 158
Website: http://www.unk.edu/offices/counseling_healthcare/womens_center/index.php

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

Health Promotion office
Phone: 865-8092
Location: Memorial Student Affairs Building, South Hallway, Room 130
Website: www.unk.edu/offices/counseling_healthcare/health-promotion/index.php

The Health Promotion Office is dedicated to providing engaging and educational programming on various health topics. We are committed to ensuring that students gain the necessary skills and knowledge to make safe and positive health decisions in the future. This office advises the Peer Health Educators, an official UNK student organization, this group is comprised of motivated students passionate about promoting wellness on campus.
University of Nebraska Foundation

www.nufoundation.org (https://nufoundation.org)

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

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

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

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

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

- Department and Graduate Program Committee (GPC) Chairs (p. 213)
- Directory of Graduate Programs (p. 205)
- Graduate Council (p. 214)
- Objectives of Graduate Studies (p. 215)
- Office of Graduate Studies Role and Mission (p. 215)
- Organization of Graduate Studies (p. 215)
- Origins of the Programs (p. 216)

Department and Graduate Program Committee (GPC) Chairs

Art and Design
Richard Schuessler, Department Chair
schuesslerr@unk.edu

Bill Cavill, GPC Chair
cavillwd@unk.edu

Biology
Julie Shaffer, Department Chair
shafferjj@unk.edu

Paul Twigg, GPC Chair
twiggp@unk.edu

Business Administration
Noel Palmer, Director and GPC chair
palmernf@unk.edu

Communication Disorders
Miechelle McKelvey, Department Chair
mckelveyml@unk.edu

Whitney Schneider-Cline, GPC Chair
schneiderwm@unk.edu

Counseling & School Psychology
David Hof, Department Chair
hofdd@unk.edu

Tammi Ohmstede, School Psychology GPC Chair
beckmantj@unk.edu

Doug Tillman, Clinical Mental Health Counseling GPC Chair
tillmandr@unk.edu

Matthew Mims, Higher Education Student Affairs Online GPC Chair
mimsmj@unk.edu

Marissa Fye, School Counseling GPC Chair
fyema@unk.edu

Tina Chasek, Alcohol and Drug Counseling Certificate GPC Chair
chasekc1@unk.edu

Educational Administration
Mike Teahon, Department Chair and GPC Chair
teahonmd@unk.edu

English
Megan Hartman, Department Chair
hartmanme@unk.edu (umlands@unk.edu)

Michelle Beissel Heath, GPC Chair
beisselheamp@unk.edu

History
Jeff Wells, Department Chair
wellsrjd@unk.edu

Doug Biggs, GPC Chair
biggsdl@unk.edu

Kinesiology and Sport Sciences
Nita Unruh, Department Chair
unruhnc@unk.edu

Kazuma Akehi, GPC Chair
akehik1@unk.edu

Modern Languages
Jonathan Dettman, Department Chair
dettmanjc@unk.edu

Michelle Warren, GPC Chair
warrenm2@unk.edu

Music, Theatre, & Dance
Paul Twigg, Interim Department Chair
twiggp@unk.edu (farrelltp@unk.edu)

Brian Alber, GPC Chair
alberbw@unk.edu

Science/Math Education
Janet Steele, Director and GPC Chair
steelej@unk.edu (exstromc@unk.edu)

Teacher Education
Jane Strawhecker, Co-Department Chair
strawheckeje@unk.edu (knoellcm@unk.edu)

Carrie Kracl, Co-Department Chair
kraclcl@unk.edu (knoellcm@unk.edu)

Glenn Tracy, GPC Chair
tracyge@unk.edu (mollenkopfdl@unk.edu)
Graduate Programs A-Z

A
• Alcohol and Drug Counseling Graduate Certificate (p. 116)
• Art Education, Master of Arts in Education (p. 86)
• Athletic Training, Master of Athletic Training (p. 151)

B
• Biology, Master of Science (p. 93)
• Business Administration, Long-Term Care Management, Master of Science (p. 103)
• Business Administration, Master of Business Administration (p. 100)

C
• Clinical Mental Health Counseling, Master of Science in Education (p. 116)
• Counseling, Education Specialist (p. 118)
• Curriculum and Instruction, Master of Arts in Education (p. 175)

E
• Early Intervention Specialist Supplemental Endorsement (http://catalog.unk.edu/graduate/departments/teacher-education/early-intervention-specialist-supplemental-endorsement/)
• English, Master of Arts (p. 141)

G
• General Kinesiology and Sport Sciences, Master of Arts in Education (p. 153)

H
• Higher Education Student Affairs, Master of Science in Education (p. 125)
• History, Master of Arts (p. 146)

I
• Instructional Technology, Master of Science in Education (p. 179)

M
• Music Education, Master of Arts in Education (p. 162)

P
• Physical Education Exercise Science, Master of Arts in Education (p. 154)
• Physical Education Master Teacher, Master of Arts in Education (p. 156)
• Public Communication, Master of Arts (p. 106)
• Public History Graduate Certificate (p. 147)

R
• Reading PK-12, Master of Arts in Education (p. 182)

S
• School Counseling - Elementary (PK-8), Master of Science in Education (p. 119)
• School Counseling - Secondary (7-12), Master of Science in Education (p. 121)
• School Principalship 7-12, Master of Arts in Education (p. 132)
• School Principalship PK-8, Master of Arts in Education (p. 134)
• School Psychology, Education Specialist (p. 123)
• School Superintendent, Education Specialist (p. 135)
• Spanish Education, Master of Arts in Education (p. 158)
• Spanish Graduate Certificate (p. 159)
• Special Education, Master of Arts in Education (p. 183)
• Speech/Language Pathology, Master of Science in Education (p. 109)
• STEM Education, Master of Science in Education (p. 186)
• Supervisor of Special Education, Master of Arts in Education (p. 136)

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

Mark Ellis (p. 189), Ph.D., Dean

College of Business and Technology

Council Member | Education
--- | ---
Bree Dority | Ph.D., Accounting, Finance and Economics
Noel Palmer | Ph.D., Management
Frank Tenkorang | Ph.D., Marketing/Agribusiness/SCM

College of Education

Council Member | Education
--- | ---
Kazuma Akehi | Ph.D., Kinesiology & Sports Sciences
Dena Harshbarger | Ph.D., Teacher Education
Whitney Schneider-Cline | Ph.D., Communication Disorders

College of Arts and Sciences

Council Member | Education
--- | ---
Said Abushamleh | Ph.D., Physics & Astronomy
Doug Biggs | Ph.D., History
Marguerite Tassi | Ph.D., English
Theresa Wadkins | Ph.D., Psychology
Michelle Warren | Ph.D., Modern Languages
Mallory Wetherell | B.F.A., Art & Design

Executive Graduate Council Representatives

Council Member | Education
--- | ---
Matt Bice | Ph.D., Kinesiology & Sports Sciences
John Bauer, alt. | Ph.D., Geography
Janet Steele | Ph.D., Biology
The mission of the Office of Graduate Studies is to promote, support, and advance an inclusive community of scholars and learners who participate in high quality graduate programs. The Office of Graduate Studies is committed to serving students and faculty through responsive support programs and advocating for excellence in all areas of discovery, creativity, and scholarship. To this end, the Office of Graduate Studies will be responsive and innovative in developing policies, procedures, and activities that support graduate education and student and faculty research at the University of Nebraska at Kearney.

The Office of Graduate Studies has as its central purposes:

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

### At-Large Members

<table>
<thead>
<tr>
<th>Council Member</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Bice</td>
<td>Ph.D., Kinesiology &amp; Sports Sciences</td>
</tr>
<tr>
<td>John Bauer</td>
<td>Ph.D., Geography</td>
</tr>
<tr>
<td>Janet Steele</td>
<td>Ph.D., Biology</td>
</tr>
</tbody>
</table>

### Liaison Representatives

<table>
<thead>
<tr>
<th>Council Member</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ron Wirtz</td>
<td>M.L.I.S., Library</td>
</tr>
</tbody>
</table>

### Objectives of Graduate Studies

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

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

### Organization of Graduate Studies

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

The University of Nebraska at Kearney (UNK) Graduate Faculty shall have all powers of governance of Graduate Studies at UNK, except as otherwise provided herein, or in Graduate College governance procedures approved by the Board of Regents, or in the general statues 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. Graduate Faculty members from different departments will be elected by the Graduate Faculty of each academic College. Terms for elected members of the Council shall be three years and shall commence with the beginning of Fall Semester following election to the Council.

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

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

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

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

3. The graduate student members of the Council shall be selected by the UNK Graduate Student Association. In the absence of an active Graduate Student Association, the UNK Dean of Graduate Studies shall appoint the members from a list of departmental nominees. Graduate student members must be currently enrolled in a minimum of 6 credit 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 or regulations may become effective immediately. All actions become final one month after general publication to the UNK Graduate Faculty unless a petition signed by at least ten members is submitted to the UNK Dean of Graduate Studies requesting a meeting of the Graduate Faculty to discuss the action of the Council. The UNK Graduate Faculty may, after discussion of the matter, request the Dean to conduct a referendum (ballot) of the issue.

IV. Graduate Committees

Each department authorized to offer major work leading to the Master’s or Specialist’s degree shall have a Graduate Committee consisting of at least two 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 supersed the Rules and Regulations or actions of the University-wide Graduate Faculty or the Executive Graduate Council.

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 Higher Learning Commission (HLC) on July 25, 1974. The University of Nebraska at Kearney is accredited by the Higher Learning Commission (HLC) and by the Council for the Accreditation of Educator Preparation (CAEP).

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.
INDEX

A

Academic Calendar .......................................................... 5
Academic Integrity Policy ................................................. 8
Academic Probation/Academic Suspension Policy .................... 7
Academic Regulations ..................................................... 7
Academic Resources ....................................................... 14
Academic Work Standards .............................................. 7
Academics ........................................................................ 7
Accounting (ACCT) .......................................................... 24
Accreditations ................................................................... 204
Admission from Nonaccredited Institutions .......................... 20
Admission to a Second Master’s Degree .............................. 20
Admissions ....................................................................... 20
Alcohol and Drug Counseling Graduate Certificate…………….. 116
Alumni Association .......................................................... 204
Art (ART) ....................................................................... 25
Art Education, Master of Arts in Education .......................... 86
Assessment ....................................................................... 205
Athletic Training, Master of Athletic Training ...................... 151

B

Bill of Rights ...................................................................... 9
Biology (BIOL) .................................................................. 27
Biology, Master of Science ................................................ 93
Building Abbreviations ................................................... 205
Business Administration (BSAD) ....................................... 32
Business Administration, Long-Term Care Management, Master of Science ................................................. 103
Business Administration, Master of Business Administration .......................................................... 100
Business Education (BSED) ............................................. 32

C

Change of Schedule (Drop/Add) .......................................... 7
Chemistry (CHEM) ............................................................ 33
Class Attendance ............................................................. 9
Classroom Behavior ........................................................ 9
Clinical Mental Health Counseling, Master of Science in Education ..................................................... 116
Communication Disorders (CDIS) ..................................... 33
Computer Science and Information Technology (CSIT) ....... 35
Computing Policies .......................................................... 205
Counseling and School Psychology (CSP) ......................... 36
Counseling, Education Specialist .................................... 118
Course Numbering ............................................................ 8
Courses A-Z ..................................................................... 24
Curriculum and Instruction, Master of Arts in Education ........ 175
Cyber Systems (CYBR) .................................................... 41

D

Degree Admission Status .................................................. 20
Degree Requirements ........................................................................ 17
Degree-Seeking Students .................................................. 20
Degrees ............................................................................ 17
Denial of Admission .......................................................... 21
Department and Graduate Program Committee (GPC) Chairs .............................................................. 213
Department of Accounting, Finance and Economics ........... 84
Department of Art and Design .......................................... 84
Department of Biology ..................................................... 87
Department of Business Administration ............................ 94
Department of Chemistry ............................................... 104
Department of Communication ....................................... 104
Department of Communication Disorders ......................... 107
Department of Counseling and School Psychology ............ 110
Department of Cyber Systems ......................................... 126
Department of Educational Administration ........................ 130
Department of English ..................................................... 138
Department of Family Studies .......................................... 143
Department of Geography ............................................... 143
Department of History .................................................... 143
Department of Industrial Technology ................................ 147
Department of Kinesiology and Sport Sciences .................. 148
Department of Management ............................................ 157
Department of Marketing, Agribusiness and Supply Chain Management ........................................... 157
Department of Mathematics and Statistics ......................... 157
Department of Modern Languages ................................... 157
Department of Music, Theatre and Dance ......................... 159
Department of Physics and Astronomy .............................. 163
Department of Political Science ........................................ 163
Department of Psychology .............................................. 163
Department of Social Work .............................................. 163
Department of Sociology ............................................... 164
Department of Teacher Education .................................... 164
Departments and Programs ............................................. 84
Directory of Graduate Programs ...................................... 205
Directory of Graduate Programs ...................................... 205
# Index

**E**
- Economics (ECON) ........................................ 45
- Educational Administration (EDAD) .................. 45
- English (ENG) ............................................. 47
- English, Master of Arts ................................ 141
- Ethical Conduct .......................................... 9
- Expectations in the Classroom .......................... 8

**F**
- Facilities .................................................. 206
- Faculty ..................................................... 189
- Family Studies (FAMS) .................................. 50
- Fees ........................................................ 200
- Final Week Policy ........................................ 10
- Finance (FIN) .............................................. 50
- Financial Aid Programs .................................. 201
- Financial Information .................................... 200
- Foreign Language (FORL) .............................. 51

**G**
- General Information ..................................... 204
- General Kinesiology and Sport Sciences, Master of Arts in Education .. 153
- Geography (GEOG) ...................................... 51
- German (GERM) ......................................... 52
- Governance .............................................. 208
- Grading System .......................................... 10
- Graduate Assistantships ................................. 201
- Graduate Catalog ....................................... 4
- Graduate Council ....................................... 214
- Graduate Student Appeal Policy ....................... 11
- Graduate Student Classification ....................... 21
- Graduate Studies ....................................... 213
- Graduation Procedures ................................ 19

**H**
- Higher Education Student Affairs, Master of Science in Education .... 125
- History ...................................................... 209
- History (HIST) .......................................... 52
- History, Master of Arts ................................ 146
- How to Use the Catalog .................................. 209

**I**
- Incomplete Removal ...................................... 12
- Industrial Technology (ITEC) ........................... 55
- Instructional Technology, Master of Science in Education .............. 179

**J**
- Journalism and Mass Communication (JMC) ................ 56

**M**
- Management Information Systems (MIS) ................ 58
- Management (MGT) ...................................... 57
- Marketing (MKT) ......................................... 58
- Mathematics (MATH) .................................... 59
- Midwest Student Exchange Program .................... 202
- Mission ..................................................... 209
- Music Education, Master of Arts in Education .................. 162
- Music (MUS) .............................................. 60

**N**
- Non-Degree Students .................................... 22

**O**
- Objectives of Graduate Studies .......................... 215
- Office of Graduate Studies Role and Mission ............... 215
- Organization of Graduate Studies ....................... 215
- Origins of the Programs ................................ 216

**P**
- Philosophy (PHIL) ...................................... 63
- Philosophy Program ...................................... 185
- Physical Education Exercise Science, Master of Arts in Education .... 154
- Physical Education Master Teacher, Master of Arts in Education .... 156
- Physical Education (PE) ................................ 63
- Physics (PHYS) .......................................... 66
- Plagiarism ................................................ 10
- Police and Parking Services ............................. 210
- Political Science (PSCI) ................................ 67
- Post-Baccalaureate Transitional Certification Program .............. 181
- Psychology (PSY) ....................................... 68
- Public Communication, Master of Arts .................... 106
- Public History, Graduate Certificate ....................... 147
- Public Service .......................................... 210

**R**
- Reading PK-12, Master of Arts in Education ............. 182
- Readmission of Former Students ........................ 23
- Refunds .................................................... 12
- Registration ............................................. 12
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reichenbach Scholarship</td>
<td>202</td>
</tr>
<tr>
<td>Repeated Courses</td>
<td>13</td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
</tr>
<tr>
<td>Residence Classification for Tuition Purposes</td>
<td>23</td>
</tr>
<tr>
<td>Return of Title IV Funds</td>
<td>202</td>
</tr>
<tr>
<td>Use of Human or Animal Subjects in Research</td>
<td>10</td>
</tr>
<tr>
<td>Vocational Education (VOED)</td>
<td>83</td>
</tr>
<tr>
<td>Withdrawal from the University of Nebraska at Kearney</td>
<td>14</td>
</tr>
<tr>
<td>Safety Education (SFED)</td>
<td>68</td>
</tr>
<tr>
<td>School Counseling - Elementary (PK-8), Master of Science in Education</td>
<td>119</td>
</tr>
<tr>
<td>School Counseling - Secondary (7-12), Master of Science in Education</td>
<td>121</td>
</tr>
<tr>
<td>School Principalship 7-12, Master of Arts in Education</td>
<td>132</td>
</tr>
<tr>
<td>School Principalship PK-8, Master of Arts in Education</td>
<td>134</td>
</tr>
<tr>
<td>School Psychology, Education Specialist</td>
<td>123</td>
</tr>
<tr>
<td>School Superintendent, Education Specialist</td>
<td>135</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Mathematics (STEM)</td>
<td>72</td>
</tr>
<tr>
<td>Simultaneous Matriculation</td>
<td>23</td>
</tr>
<tr>
<td>Social Work (SOWK)</td>
<td>69</td>
</tr>
<tr>
<td>Sociology (SOC)</td>
<td>69</td>
</tr>
<tr>
<td>Spanish Education, Master of Arts in Education</td>
<td>158</td>
</tr>
<tr>
<td>Spanish, Graduate Certificate</td>
<td>159</td>
</tr>
<tr>
<td>Spanish (SPAN)</td>
<td>70</td>
</tr>
<tr>
<td>Special Education, Master of Arts in Education</td>
<td>183</td>
</tr>
<tr>
<td>Speech (SPCH)</td>
<td>71</td>
</tr>
<tr>
<td>Speech-Language Pathology, Master of Science in Education</td>
<td>109</td>
</tr>
<tr>
<td>Standards of Satisfactory Academic Progress Policy for Graduate Students</td>
<td>203</td>
</tr>
<tr>
<td>Statistics (STAT)</td>
<td>72</td>
</tr>
<tr>
<td>STEM Education, Master of Science in Education</td>
<td>186</td>
</tr>
<tr>
<td>STEM Education Program</td>
<td>185</td>
</tr>
<tr>
<td>Student Health &amp; Counseling (SHC)</td>
<td>210</td>
</tr>
<tr>
<td>Student Load</td>
<td>13</td>
</tr>
<tr>
<td>Supervisor of Special Education, Master of Arts in Education</td>
<td>136</td>
</tr>
<tr>
<td>Teacher Education Montessori (TEMO)</td>
<td>78</td>
</tr>
<tr>
<td>Teacher Education Special Education (TESE)</td>
<td>80</td>
</tr>
<tr>
<td>Teacher Education (TE)</td>
<td>73</td>
</tr>
<tr>
<td>Textbooks</td>
<td>203</td>
</tr>
<tr>
<td>Theatre (THEA)</td>
<td>83</td>
</tr>
<tr>
<td>Tobacco Free Campus Policy</td>
<td>205</td>
</tr>
<tr>
<td>University of Nebraska Foundation</td>
<td>212</td>
</tr>
</tbody>
</table>

Vocational Education (VOED) ................................................................................. 83
Withdrawal from the University of Nebraska at Kearney ............................. 14