

How to Enroll at Wayne State College

Write, phone, or visit the College. We suggest you contact the Admissions Office.

Admissions Office
Hahn 107
Wayne State College
1111 Main Street
Wayne, Nebraska 68787
Phone: 1-800-228-9972 or 402-375-7234
admit1@wsc.edu

The Admissions Office can supply the information you will need, or direct you to your area of interest where faculty will assist you.

Academic Schools and Departments

School of Arts & Humanities

Art & Design
Communication Arts
Language & Literature
Music

School of Business & Technology

Business & Economics
Computer Technology &
Information Systems
Technology & Applied Sciences

School of Education & Counseling

Counseling & Special Education
Educational Foundations & Leadership

School of Natural & Social Sciences

Health, Human Performance & Sport
History, Politics & Geography
Life Sciences
Physical Sciences & Math
Sociology, Psychology &
Criminal Justice

Call 1-800-228-9972 or 402-375-7000 and ask for a school or department.

You may also want to visit the Financial Aid Office, located in Hahn 102.
The phone number is 1-800-228-9972 or 402-375-7230.

Visit the Wayne State web site at www.wsc.edu

Wayne State College is a member of the Nebraska State College System.

2005-2006 GENERAL & GRADUATE CATALOG

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Wayne State College is an open institution committed to providing access and opportunity for all students to fulfill essential educational needs regardless of race, creed, disability, marital status, national origin, gender, sexual orientation, culture, and/or socioeconomic conditions. The programs and instruction have a commitment to multi-cultural education from which students can gain respect and appreciation for the total culture of ethnic and minority groups in American society.

Wayne State College makes every effort to provide facilities and academic programs that are accessible to individuals with disabilities. Wayne State College ensures that no employment or educational policy is discriminatory on the basis of individual characteristics other than qualifications for employment, quality of performance of duties, and conduct in regard to their employment in accord with Board policies and rules and applicable law.

Every effort is made to ensure the accuracy of information in this catalog, but Wayne State College reserves the right to make changes without prior notice. Wayne State College also reserves the right to cancel programs or courses due to low enrollment or budget constraints. Wayne State College provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability, which may otherwise be incurred. The words “he” or “she” refers to any member of the College community.

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2005-2006 ACADEMIC CALENDAR

First Semester, August-December 2005

Classes Begin - Monday, August 22, 8:00 a.m.
 Late Registration/Drop-Add -
 Mon.-Fri., August 23-26
 Labor Day Recess - Monday, September 5
 Mid-Term Break - Thur.-Fri., October 20-21
 Fall Break - Wed.-Fri., November 23-25
 Study Week - Tue.-Mon., December 6-12
 Last Class/Final Exam Week -
 Tue.-Fri., Dec. 13-16
 Commencement - Friday, December 16, 2:00 p.m.

Second Semester, January-May 2006

Classes Begin - Monday, January 9, 8:00 a.m.
 Late Registration/Drop-Add -
 Mon.-Fri., January 9-13
 Martin Luther King Jr. Recess - Monday,
 January 16
 Mid-Term Break - Monday-Friday, March 6-10
 Study Week - Tue.-Mon., Apr 25-May 1
 Last Classes/Final Exam Week -
 Tue.-Fri., May 2-5
 Commencement - Saturday, May 6, 2:00 p.m.

May Session 2006

Monday, May 9 - Friday, May 26, 2006

June Session 2006

Monday, June 5 - Friday, July 7, 2006

July Session 2006

Monday, July 10 - Wednesday, August 9, 2006

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GENERAL INFORMATION

Effective Dates of This Catalog

Revisions in degree requirements and academic regulations take effect on the first day of the fall semester of the year designated in the catalog. Students at WSC will normally follow the degree requirements and academic regulations of the catalog in force at the time of their admission. However, a student who changes majors or fails to earn at least 12 semester credit hours in every two academic years will be governed by the current catalog. The student may exercise the option of changing to a later catalog, but in such a case the student must fulfill all of the degree requirements and academic regulations.

Nebraska State Department of Education regulations may change and affect teacher education requirements immediately, without first appearing in a WSC general & graduate catalog.

Student's Responsibility

Students are expected to read the regulations of the College and to conform to them. The student, not the College or a member of the faculty, is primarily responsible for meeting requirements for a degree.

Registration and payment of fees imply an agreement by the student to conform to regulations of the College. Students failing to meet current obligations to the College, financial or otherwise, may be denied a degree or transcript.

The Student Handbook contains conduct regulations and disciplinary procedures. The Handbook also gives useful information about campus living, policies, services, and activities. Handbooks are available in the Student Center for off campus students.

Family Educational Right and Privacy Act of 1974

It is the policy of Wayne State College to provide students the right to inspect and review official records as provided in the Family Education Rights and Privacy Act of 1974 as amended by Public Law 93-568, also known as the Buckley Amendment.

The Family Education Rights and Privacy Act allows the College to release designated information without prior consent of a student unless the student has notified the Office of Records and Registration that he/she desires this information be restricted from release without consent. Any student wishing to have directory information withheld from reporting must provide a notarized request (available in the Office of Records and Registration) to the Office of Records and Registration.

Directory information at WSC includes: student name, local address and telephone listing, permanent address and telephone listing, e-mail addresses, date and place of birth, enrollment status (full/part time), major field of study, dates of attendance, year in college, degrees and awards received and dates, most recent previous educational agency or institution attended, participation in officially recognized activities and sports, and weight and height of athletic team members.

The College

History of Wayne State College

Wayne State College is located in Wayne, Nebraska, a city of about 5,500 in northeastern Nebraska. Omaha, Lincoln and Sioux City, Iowa, are within easy driving distance of Wayne. These three cities and Norfolk, Nebraska, 30 miles from Wayne, are served by scheduled airlines.

The College was established as the Nebraska Normal College at Wayne in 1891, and was founded and operated by Professor James M. Pile until his death in 1909. In that year, the Nebraska State Legislature authorized the purchase of the property, buildings and equipment of the Nebraska Normal College and renamed it the State Normal College. It opened under that name in September 1910, with Dr. U.S. Conn as president.

In 1921, by act of the State Legislature, the school became a State Normal School and Teachers College with legal authority to grant baccalaureate degrees in education. In 1949, the Legislature changed the name of the institution to Nebraska State Teachers College at Wayne and granted authority to confer the baccalaureate degree for study in liberal arts. The graduate program leading to a master's degree was authorized in 1955, and in 1963 the Legislature changed the name of the college to Wayne State College.

WSC has an average enrollment of about 3,500 students during the regular session. Summer enrollment totals about 2,200 in the May, June, and July sessions.

Overview of the Current Role and Mission

WSC is a regional public college and is a part of a three-school state college system geographically positioned to serve rural Nebraska.

The College's basic mission is twofold: it strives to develop students of a wide range of academic abilities through quality teaching and support, and it strives to assist with the development of its service region through the delivery of public service programs and activities.

The College is primarily an undergraduate institution offering a comprehensive curriculum with equal emphasis on the arts and sciences, business and teacher education. Graduate programs are offered at the master's level in Education and Business Administration and at the Education Specialist level in Education. Additional master's level programs will be developed in other fields as regional demand requires and as authorization is provided.

The College has built upon its rich tradition as a teachers college by emphasizing strong teaching and helpful out-of-class support in a personalized setting. A comprehensive co-curricular program of student activities offered in a manageable residential setting provides students with opportunities to enhance personal characteristics and leadership abilities. In addition, the College has extended its tradition of helping by becoming a regional service center enhancing the quality of life and fostering development in its rural service region. The public service programs and activities provided are in large part a product of the applied research and community service activities of the College's faculty and staff.

As a regional public college functioning as one of many public agencies of the State of Nebraska, WSC's mission is driven by the social and economic utility of its work. The themes, which guide the College's work, are:

Student Development

By reaching and educating more of the traditional and non-traditional students in our service region, we will have a major impact on the essence of rural development—educated citizens.

- Students are human capital, our most precious resource for the future.
- In order to reach, educate and graduate more of the potential students in our service region we must remain affordable and accessible.
- Our emphasis on teaching and support services in a personalized setting increases our students' likelihood for success.

Regional Development

We are a center, a focal point, and a catalyst in northeast Nebraska, not only for education but also for the arts, cultural activity and community and economic development assistance.

- Our challenge is to increase the availability of a well-educated labor pool while helping our rural communities enhance the quality of life they offer.
- Rural revitalization can be enhanced significantly by aggressively delivering the college's public service programs to communities in our service region.
- We are a public agency carrying out a regional agenda for the benefit of statewide development.

In all WSC does, it strives to remember that it is not the end product; its students and its region are the end products. The College is an investment vehicle, a public agency, carrying out a regional agenda on behalf of statewide development.

Degrees Authorized

WSC is authorized to grant the following degrees: bachelor of arts (1949), bachelor of science (1949), master of business administration (1984), master of science in education (1955), and education specialist in school administration (1981).

Students planning to teach will find the minimum requirements for a beginning teacher listed in the descriptions of teaching endorsements (in the section on Undergraduate Programs). Each candidate for a teaching certificate must be recommended by the College.

The College offers a variety of pre-professional programs, in addition to the degree programs. These programs are for students preparing to enter professional schools or for students who wish a two-year program. By proper selection of courses, the student may qualify for admission to professional schools. See the Pre-Professional Programs section.

Accreditation and Affiliations

Wayne State College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; 1-800-621-7440). The baccalaureate degrees have been approved since 1933, the master's degrees since 1962, and the education specialist degree since 1983. The National Council for Accreditation of Teacher Education has accredited all of the College's undergraduate education programs since 1954 and all graduate programs since 1962. Bachelor of Science in Business Administration and Master of Science in Business Administration have been accredited by the International Assembly of Collegiate Business Education (IACBE), a professional business accrediting institution. The College is approved at both undergraduate and graduate levels by the Nebraska Board of Education.

WSC is a member of the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, the Association of State Colleges and Universities, the American Association of Colleges for Teacher Education, The College Board, the Council of Graduate Schools in the United States, the National Association of Student Financial Aid Administrators, the National Commission on Accrediting, the Nebraska Association for Teacher Education, the Nebraska Council for Teacher Education, the National Collegiate Athletic Association, and the North American Society of Sport Management. Women graduates are eligible for membership in the American Association of University Women.

Use of Human Subjects in Research

Federal laws require that research projects involving human subjects be designed as much as possible to protect the rights of these subjects. This pertains to projects for classes, thesis research, or problems in lieu of the thesis. Each proposal involving human subjects and the provision for their protection must be reviewed and approved by the advisor/instructor, appropriate department chair, and the Institutional Review Board (IRB).

Use of Animals in Research

Federal laws require that research projects involving vertebrate animals be designed as much as possible to assure humane treatment. The research protocol also needs to follow established procedures for the proper care and use of animals. This pertains to research projects for classes, independent study, or any other research activities conducted at Wayne State College. Each proposal involving animals in research must be reviewed and approved by the advisor/instructor, department chair, and the Institutional Animal Care and Use Committee (IACUC).

Schools of the College

For administrative purposes, as of the Fall of 2001 the fields of study at the College are divided into four schools as follows: Arts & Humanities, Business & Technology, Education & Counseling, and Natural & Social Sciences.

Objectives of the College

In fulfilling the assignment made by the State Legislature in establishing state colleges, WSC endeavors to educate successful teachers and citizens by means of the following objectives:

General Objectives: To prepare students to accept the privileges, duties, and responsibilities of citizens in a democracy; to develop moral and ethical values; to encourage a well-integrated personality and behavior practices which are consistent, tolerant, cooperative, and stable; to encourage creative ability; to develop aesthetic judgments; to promote the competence in and understanding of fields of knowledge which are required of educated people, especially of teachers.

Objectives of General Education: General Education provides students opportunities to develop a will and capacity for lifelong learning and encourages the development of creative thinking and intellectual curiosity.

The General Education courses at WSC have the following goals. Students will:

1. Demonstrate the ability to communicate effectively in both oral and written forms.
2. Describe the individual's role in the national and global society and show how that role is shaped by various cultures, influences, and lifestyles.
3. Demonstrate the ability to reason logically, think critically, collect, analyze and interpret data.
4. Make and defend informed decisions exhibiting a variety of perspectives as reflected by the General Education categories.
5. Use a variety of resources, including current technology, to gain knowledge and continue learning as a lifelong process.

Objectives for Professional Education: To provide the experiences and courses that will serve teachers in improving education; to develop within the student an increasing understanding of children and adolescents as growing and developing personalities; to make available to the student the varied interpretations of the place of the school in society and its present organization and administration; to develop within the student a thorough understanding of the nature of the learning process as revealed by educational psychology; to develop within the student an appreciation of the importance of method and technique in guiding learning activities to acquaint students with tenable principles of teaching as established by research and to acquaint students with the materials now available for instructional purposes; to encourage students to develop a philosophy that will be useful in teaching and living in our society; to develop within the student a wholesome attitude toward the ethics of the teaching profession.

Objectives for Pre-Professional Programs: To provide competent and appropriate preparatory education for those students who intend to pursue a degree program in a specialized professional area not offered for completion at WSC; to make available for students who do not desire to complete a WSC degree program, a competent educational basis for limited vocational pursuits; and to incorporate within the pre-professional preparation, areas of study which tend to extend the professional person's general knowledge and appreciation.

The Campus

WSC's campus dwells on 128 acres at the north edge of Wayne. Its 22 buildings are notable for a continuity of architecture. Half of them were built in the past 30 years, and the older buildings have been extensively modernized. The campus is designated as a Nebraska State Arboretum, recognizing the variety and number of trees and shrubs. A distinctive feature of the campus is its Willow Bowl, a picturesque amphitheater that is the traditional site of spring commencement and many programs. Open land to the north and east of clustered buildings gives ample space for athletic fields and a popular new jogging trail that winds through hundreds of recently planted trees and shrubs. The 18-hole Wayne Country Club golf course is adjacent to campus and is available for student use.

Major buildings on the campus:

Benthack Hall of Applied Science contains classrooms and laboratories for industrial technology, family and consumer sciences, and vocational education. The building was named for Dr. Walter Benthack, a member of the college governing board (1939-45) and a Wayne physician for more than half a century.

Brandenburg Education Building is home for the School of Education & Counseling and the Dorothy and Henry Ley Theatre. The building was completely renovated in 1981 and named for former President W.A. Brandenburg (1956-73).

Carhart Science Building houses life sciences, physical sciences, and mathematics. A popular attraction is the Fred G. Dale Planetarium, which presents interesting, informative programs weekly for the public during first and second semesters. Also

found in Carhart Science is the A. Jewell Schock Museum of Natural History which features a preservation of animal and plant specimens and archeological artifacts that serve as educational resources. The building is named for Ralph M. Carhart, member of the state college governing board (1945-57) and a Wayne businessperson.

Carlson Natatorium houses a competitive-size swimming pool, rooms for dance and aerobics, locker rooms, and saunas. The building, attached to Rice auditorium, was named for Esther Dewitz Carlson, physical education instructor at the college from 1925 to 1962.

Conn Library provides informational and instructional resources for the College and for northeast Nebraska. The collection includes 221,000 volumes, 36,000 government documents, access to over 10,000 journals full text on-line, 650,000 microforms, 6,500 audiovisual items, and about 700 periodicals in print. The library has seats for 550 people at tables, study carrels, lounge areas, and group study rooms. The library uses the Innovative Interfaces' integrated library automation system, sharing an electronic holding catalog with libraries of the other Nebraska State Colleges. Information and instructional resources are provided to support undergraduate programs and to improve the intellectual environment of the College. Conn Library contains: print and nonprint media; state and federal documents; audio visual materials and equipment; computer labs; microforms; photocopying equipment; music scores and recordings (cassette, CD's and DVD's); study, conference, and classroom spaces; a special children's and young adult resource library; a popular reading collection of new and current fiction and non-fiction; and media production facilities (overhead transparencies, posters, Ellison letters and art, laminating equipment, conversions from cassette to CD's, color printing, color photocopying, etc.) The library bears the name of the college's first president, U.S. Conn (1910-1935), and was built in 1956.

Connell Hall, renovated in 1999, houses the Department of History, Politics, and Geography (HPOG) and the Department of Sociology, Psychology, and Criminal Justice (SPCJ). Connell contains offices, classrooms, distance-learning rooms, technology labs, a GIS lab, and the Social Sciences Research Center.

Gardner Hall, opened in 1994, contains the offices and classrooms of business and incorporates the latest in computer technology. It is WSC's newest academic building and is named in honor of Daniel W. and Jeanne M. Gardner for their years of service and support.

Hahn Administration Building houses most of the general administrative offices, the college post office, administrative computing center, and the network and technology services. It was named for Dean Henry H. Hahn, head of the college's education department and founder of the campus training school (1910-46).

Humanities Building houses classrooms and faculty offices for English, modern languages, communication arts, broadcasting, and journalism. This facility also houses all of the College's student media (the Wayne Stater newspaper, the KWSC-FM radio station, and the KWSC-TV cable television station). The College media operations are supported with a computer laboratory, editing suite, production rooms with digital audition workstations, state-of-the-art lighting, non-linear editing systems, and an integrated wireless newsroom system for teleprompting and closed captioning.

Memorial Stadium/Cunningham Field/Bebee Plaza seats about 3,500 for football and track and field events. The newly-renovated stadium includes a press box, concession stand, and a new 400 meter all weather track with eight lanes. Honoring their years of service and support, Cunningham Field is named for Bob Cunningham, and Bebee Plaza is named for Tim and Leslie Bebee.

Peterson Fine Arts Center houses performance venues, the College's exhibition space, classrooms and faculty studios for the Department of Music and for the Department of Art and Design, a music technology laboratory, practice rooms, and rehearsal rooms for bands, choirs, strings, and percussion. The primary musical and theatrical performance venue for the College, The Lied Performance Arts Center, is housed in this facility and includes the recently-renovated Ramsey Theatre, seating 680, a "black-box theatre," scene shop, green room, design studio, and costume shop. Also housed in this facility is the College's primary art exhibition space, the Nordstrand Visual Arts Gallery. This gallery presents exhibits from a series of guest artists throughout each year, serves the primary exhibition space for student and faculty shows, and serves as a major cultural resource for northeast Nebraska. The building's name honors Val Peterson, governor of Nebraska, U.S. ambassador to Denmark and Finland, founder of the Wayne State Foundation, journalist, teacher, and alumnus of the college.

Recreation Center houses an indoor track and court areas for basketball, volleyball, and tennis; handball and racquetball courts; a weight room; and offices.

Rice Physical Activity Center houses the Department of Health, Human Performance, and Sport (HHPS), a combination gymnasium-auditorium, classrooms, weight room, and other health, human performance and sport areas. The gymnasium-auditorium seats about 1,500 for sport activities and 2,000 for auditorium functions. The building was named for John D. Rice, College President from 1951 to 1956.

Student Center expanded and remodeled in 1995, contains a cafeteria and a food court. In addition, there are rooms for meetings and banquets, recreation rooms, the college bookstore, Student Activities Office, and Student Senate Office. Other offices in this building include the Dean of Students, Director of Housing, Learning Center, Counseling Center, Testing Services, Student Health, and Career Services and Cooperative Education.

Studio Arts Building contains the offices and classrooms of the Art department. This structure was completely renovated in 1998-99 to provide new classroom, studio, and office space.

HOUSING/MEALS

Residence Halls

Freshman students under 20 years of age are required to live in a campus residence hall unless they (1) are married or (2) are living with their parents or legal guardian, or (3) have already lived in a campus residence hall for one full academic year.

The College operates seven residence halls, each under the supervision of an Assistant Director of Residence Life assisted by student resident assistants. The halls offer a variety of attractive living accommodations for students and contribute to the academic and social life of the campus. More than 1,550 students can be housed in the seven halls.

Rooms in the residence halls accommodate from one to four students, and are furnished with single beds, mattresses, chairs, dressers, study tables, closets, and storage space. Students are expected to furnish their own blankets, sheets, pillow, towels, curtains, study lights, rugs, and personal articles.

Small refrigerators are available on a lease basis through the College for students who live in the residence halls.

The residence halls are wired for network access. Students bringing a computer to campus must complete a computer network contract to obtain 24-hour access to the campus computer network from their residence hall.

Residence Life Deposit

A deposit of \$100 must be submitted with the residence life application in order to reserve a room in a residence hall. The deposit will be refunded, less any deductions for unnecessary wear or damage to the hall or furnishings, under the following conditions:

1. The student vacates the residence hall at the end of the contract period and does not submit a contract for the next semester.
2. The student cancels the housing contract by written notice to the Housing Office at least 15 days prior to the beginning of the term for which the contract was made.
3. The student officially withdraws from WSC or is suspended.
4. The student vacates the residence hall room after the last day of fee payment but after following proper checkout procedures.
5. The contract is terminated at the request of or with approval of the Director of Residence Life or the Dean of Students.

Food Service

All students living in the residence halls must participate in the food service program of the College. Students who believe that individual circumstances warrant an exemption to this requirement should contact the Residence Life Office located in the Student Center.

All meals are served in the Student Center, under the food service program. Students may select from a plan of 10 meals, 15 meals, or 19 meals per week. Students selecting the 10-meal plan may eat any 10 meals, students selecting the 15-meal plan may eat any 15 meals, and the 19 meal plan any 19 meals Sunday through Saturday. Students may indicate their choice of meal plan at the time of registration.

Meal plan contracts are made for a period of one academic year. Changes in the type of meal plan (10, 15, or 19 meals a week) may be made through the last day for enrollment each semester. Meal plan changes may not be made thereafter during the semester.

Students living off campus may buy meals two ways: buy the meal any time the cafeteria is serving; or buy the five-meal plan which is good for any five meals Sunday through Saturday for a full semester.

Additional money may be added to a student's meal plan through a declining balance (DCB) program available at the Food Service Office (located in the student cafeteria, upper level.)

The cafeteria serves three meals a day Monday through Friday and two on both Saturday and Sunday.

STUDENT/CAREER SERVICES

Learning Center

The Learning Center provides a variety of academic services for WSC students. Credit courses are offered and listed under General Studies (GST) in the college catalog and class schedule/registration booklets. A student is allowed to take up to five hours of GST credits to be applied as general electives to a degree program. No more than three GST credits can be taken in one semester. Other services include individualized assistance from learning skills specialists as well as peer tutors, and study skills assistance covering such areas as time management, note-taking and test-taking, test anxiety and improvement of memory and concentration. The Learning Center also offers Myers-Briggs (personality) indicator workshops.

Early Alert Program: The Early Alert Program is implemented when a student is having academic difficulty and is referred by faculty and in turn contacted by the Learning Center for an academic counseling session. An additional goal of the program is to enhance communication among faculty/staff, students, and their advisors.

Tutor Program: Students enrolled in General Education courses and in some lower level courses may receive free academic assistance through the Learning Center's peer tutor program. Nationally certified tutors, available to all departments, provide free academic assistance in specific subject areas-accounting, biology, chemistry, computer science, English literature, history,

industrial education, mathematics, music, physical education, psychology, social science, languages, PPST (Pre-Professional Skills Test) preparation and others.

Tutors can help to clarify homework assignments, improve study methods, and provide test-taking tips. They are trained to work closely with students in individual tutoring, and may provide group review sessions before major tests and quizzes. Tutors are juniors and seniors with a minimum GPA of 3.0. They are compensated for their services with a double occupancy room in a residence hall and/or ten-meal plan.

Athletic Academic Program: This program (AAP), co-sponsored by the Learning Center and the Athletic Department, is dedicated to helping the student athlete succeed both in the classroom and on the playing field. Mentors work with at-risk student athletes several times per week.

STRIDE Program

STRIDE is an acronym for Students Taking Responsibility in Development and Education, and is an established, federally-funded TRIO program promoting equal access to higher education.

STRIDE offers individualized and intensive academic and personal support services designed to enhance learning, increase satisfaction with the college experience and promote completion of requirements for graduation.

Students are encouraged to take advantage of program offerings such as one-on-one peer tutoring; peer mentoring; small study groups; study skills assistance in time management and note taking; assistance with building core skills in writing, critical thinking, math and science; and private consultations with a STRIDE advisor regarding personal academic progress. STRIDE staff members also assist students with academic advising, career planning, disability accommodations (if needed), and personal and financial counseling.

STRIDE services are effective. Students who are participants in STRIDE earn higher grades and graduate at a higher rate than the campus average.

To be eligible for STRIDE, a student must meet the following criteria:

- 1) be a U.S. citizen or national or meet federal financial aid requirements;
- 2) have a demonstrated need for academic assistance;
- 3) be at least one of the following:
 - a) a first generation college student or
 - b) low income (according to federal guidelines) or
 - c) have a documented disability.

There is an application process to be accepted in STRIDE. For more information, visit the STRIDE office located on the lower level of the Student Center, or phone the Director of STRIDE at 375-7500.

Counseling Center

The Counseling Center provides services to students to assist in their personal growth and adjustment to college. Students may drop by in person or call to make an appointment. Emergency assistance is also available.

Personal Counseling: Confidential counseling services are available, free of charge, to all WSC Students. Personal counseling may emphasize such areas as self-growth, values clarification, stress management, human sexuality, and interpersonal relations. Other topics that may concern students include alcohol and drug abuse, eating disorders, and a variety of possible crisis situations, such as rape, relationship breakups, or threat of suicide. Referral assistance is also provided to other resources such as Student Health, hometown mental health centers, Campus Ministry, Vocational Rehabilitation, and Alcoholics Anonymous.

Nutrition Information: Nutritional counseling is available in the Counseling Center to assist students with concerns about healthy eating, weight management, eating disorders, and other nutritional concerns.

Testing Services: WSC participates in the national education testing programs listed below. Information on registration and testing dates for the following exams may be obtained from the Counseling Center.

American College Testing Program (ACT): Completion of the ACT assessment is required for all entering freshman students who have graduated from high school within the past three years. The ACT profile (test results) helps students in making decisions about college and career planning, and is used in academic advising and course placement, as appropriate. Entering students should take the ACT assessment during their junior or senior year of high school.

College Level Examination Program (CLEP): This program is designed to allow students to receive college credit through the examination process without actually taking certain college courses. CLEP examinations are administered at WSC several times during the academic year. Detailed descriptions of the CLEP program, the Advanced Placement Program and Credit by Institutional Examination are given elsewhere in this catalog.

Graduate Record Examination (GRE): Students seeking admission to some graduate programs at WSC (and many other colleges and universities) must complete the Graduate Record Examination (GRE) General Test. The GRE General test is available at Computerized Testing Centers. Students can register by calling 1-800-473-2255 or contact a test center directly. The GRE subject tests are offered on the WSC campus. Contact the Counseling Center or the Graduate Office for a GRE bulletin, which contains test center information.

Graduate Management Admission Test (GMAT): Students seeking admissions to the MBA at WSC (and many other colleges and universities) must complete the Graduate Management Admission Test (GMAT). The GMAT is available at Computerized Training Centers. Students can register by calling 1-800-462-8669 or contacting a test center directly. Contact the Graduate Office or the Business and Economics department office for a GMAT bulletin, which contains test center information.

Teacher Education: A competency exam is available to meet teacher education competency requirements. The Pre-Professional Skills Test (PPST) meets the initial competency requirement to enter the teaching field. This test is administered through the Counseling Center.

Academic Advising is a process through which advisors assist students in developing life plans and career goals and in clarifying institutional requirements, policies, procedures, resources and educational options. Students with declared majors are assigned to academic advisors in their academic program. Undeclared students are assigned to academic advisors in the Counseling Center and other Student Service areas. New students will be offered academic support, career planning, and assistance adjusting to college.

International Student Advising: International student advising is available to students with F-1 or other visas that allow participation in college degree programs. The International Student Advisor is available in the Counseling Center to assist students with questions about INS regulations, adjustment to college, assistance with initial class selection or other concerns related to working in the United States.

Career Planning: Assistance is available to help students explore career avenues and develop career goals through individual and group sessions. This is accomplished through an assessment process that includes evaluation of a student's interest, abilities, values and personality characteristics. Upon selecting major and career options, students have the opportunity to research job opportunities through computerized career exploration programs, printed career materials and video presentations.

Health Services

Each new student, freshman or transfer, is required to submit a self-reporting Student Health and Immunization Record upon entering the College. A health form for this purpose is provided in the Admissions packet. All students born after January 1957 must submit verification of two (2) measles (rubeola) or MMR immunizations after the age of 12 months. Immunizations histories should be date specific (day, month, year). In addition to the measles requirement, international students and anyone assessed to be at risk are required to have a recent Mantoux T.B. test.

International students attending WSC must be continually enrolled in a WSC approved health insurance policy that includes medical evaluation and treatment as well as repatriation benefits. If the student does not have such coverage the institution will help him/her obtain the proper insurance.

The services of a part-time physician's assistant and a full-time college nurse are available to students. Included in the college health services are provisions for consultation and such treatment by the college P.A. as may be administered in the college student health center located in the Providence Medical Center. The College **does not pay hospitalization costs or physician's fees** other than the foregoing.

While the college exerts every effort to protect the physical and mental health of students, it cannot assume responsibility for expenses of students incurred by sickness or accidents.

Career Services

The Career Services Office offers a variety of services and programs to assist with the career development, job search and employment needs of WSC students, graduating seniors and alumni. Career search assistance is offered in developing career search techniques and strategies and in assisting with resumes, cover letters and interviewing techniques.

The Cooperative Education and Employment Services staff are housed in this office. Employment information and opportunities are available for part-time and summer jobs, Cooperative Education experiences, and full-time positions for graduating seniors and alumni.

Cooperative Education is a program designed to assist students in locating paid work experiences related to a student's major. The CO-OP experience can be completed for credit hours or for transcript notation. Any student who is enrolled at least half-time and has completed 24 credit hours with a GPA of 2.0 or better may be eligible to participate, subject to approval by the academic department governing his/her major. (Eligibility requirements may vary by department.)

Employment Services staff assist graduating seniors and alumni in making connections with employers offering full-time employment opportunities. Resume and credential files are maintained for registered seniors and alumni who wish to participate in employer referral services. In addition, students may have the opportunity to interview with employers interviewing on campus. Career Services also hosts several Career Fairs on and off campus. These events provide all students opportunities to learn about a significant number of career opportunities and, in many instances, opportunities to interview directly for summer jobs, Cooperative Education experiences, Internships, or full-time employment.

CO-CURRICULAR ACTIVITIES

Extracurricular activities are promoted at WSC because they can make a significant contribution to the education and satisfaction of students. Some activities are co-curricular, related to classes, but open to any student interested in participating.

Among them:

Athletics The intercollegiate athletic program at WSC includes football, basketball, baseball, track, golf and cross-country for men and volleyball, basketball, softball, track, golf, soccer and cross-country for women. All sports are governed by the National Collegiate Athletic Association (NCAA) at the Division II level. WSC is a member of the Northern Sun Intercollegiate Conference (NSIC).

Broadcast Stereo FM radio station on the air daily through first and second semesters, television station airing several nights a week on a city cable channel.

Concerts, speakers, drama The College's Black & Gold Series brings renowned speakers, musicians, and other interesting performers to campus. In addition, the Student Senate and Student Activities Board arrange many entertainment programs, financed by the student activity fee, which students have voted to levy on themselves.

Dramatics Five to seven plays and musicals a year, including several one-acts that are student-directed.

Forensics Intercollegiate competition in forensic events.

Intramural sports These attract a large percentage of WSC students, both men and women. Team sports include flag football, basketball, volleyball, co-ed volleyball, softball, co-ed softball, and bowling. In addition, there are about two dozen other sports for individuals.

Music Marching and concert band, chorus, orchestra, madrigal singers, jazz band, small ensembles.

Social activities Students may find opportunities for pleasure at formal and informal dances, parties, and programs sponsored by campus organizations.

Student publications Weekly newspaper rated All-American, annual literary magazine.

Student Organizations

Opportunities abound for students to participate in organizations to develop their talents and their social and personal qualities. The college encourages all students to join and be active in organizations fitting their interests. The Coordinator of Student Activities (located in the Student Center) maintains a roster of organizations and officers whom students may contact for information.

Three organizations are concerned with student government. The **Student Senate** has a president and vice president elected by the whole student body and senators elected to represent the residence halls and off-campus students. The **Student Activities Board**, with volunteer members, plans many special events. **Residence Hall Councils** govern each residence hall, with a council elected by residents and operating under the hall's constitution. All three bodies have major responsibilities to represent their student constituents in relations with each other, with organizations, and with the college administration and faculty.

Other organizations include:

- honoraries in academic disciplines—dramatics, English, forensics, broadcast, business, business education, teaching, band men and band women, mathematics, physical sciences, industrial education, and social sciences.
- national service honoraries, for men and women, and a scholastic honorary for high-ranking freshmen.
- a national professional fraternity in business.
- religious clubs.
- about two dozen special interest clubs.
- social sororities and fraternities.

A list of these organizations appears in the Student Activities Handbook.

CONTINUING EDUCATION

Through a cooperative effort between the academic schools and the Office of Continuing Education, WSC is able to offer classes at off-campus locations and through alternative delivery methods.

Courses offered through the Continuing Education office range from traditional face-to-face delivery to flexible internet-based courses and interactive courses delivered through local distance learning consortiums. WSC is an educational partner with many northeast Nebraska community school districts in supporting a regional, interactive, distance learning network. Continuing education courses are scheduled and organized to be responsive to the needs of non-traditional students and may meet weekends, evenings, once a week, or in other flexible formats.

WSC has partnered with Northeast Community College (NECC) to offer a joint Elementary Education degree program for Norfolk students. Students attend NECC for the first two years, attend WSC courses in Norfolk for one semester, and then complete the final three semesters of course work in Wayne.

WSC's continuing education programs also serve the graduate student population. Each year a large number of courses are offered for graduate students in master's level programs and workshops throughout the region. Students interested in the Master of Science in Education (MSE) degree are served in our off-campus programs through classes held in such communities as Oakland, Columbus, Norfolk, Neligh, and South Sioux City. In addition, the Education Specialist degree is offered online. Programs such as the Master of Business Administration (MBA) degree are scheduled with the busy working student in mind. Students may complete an MBA degree in Norfolk, Columbus, Wayne, or South Sioux City by attending flexible evening and/

or technology-delivered courses. Graduate level students interested in courses for personal and professional enrichment will also find many opportunities for continuing their education and lifelong learning through WSC continuing education course offerings.

Dual-credit courses may be available in cooperating high schools through WSC. These courses, offered in the high school during the regular school day, provide a mechanism for qualified high school juniors and seniors to take entry-level college courses. High school graduates in the community may also find these courses to be a convenient option.

Students interested in learning more about WSC off-campus/distance learning programs should contact the Office of Continuing Education by e-mail at extcampus@wsc.edu or by phone (1-800-228-9972, ext. 7217). The information is also available on our website: www.wsc.edu.

FOUNDATION / ALUMNI

Wayne State Foundation

The Wayne State Foundation is a non-profit corporation organized by alumni and friends of the College “to operate as a charitable and educational foundation exclusively for the promotion and support of Wayne State College.” With funds derived from grants, gifts, bequests, and a reserve endowment fund, the Foundation supports programs of student loans, scholarships, awards, and other educational activities for which tax funds may not be used.

Wayne State Alumni Association

The Wayne State Alumni Association promotes fraternal and social relations among its members and furthers the welfare of the College and its alumni in every way possible. All WSC graduates become members. Local chapters of the Alumni Association have been established in a number of communities.

ADMISSION PROCEDURES

Applying For Admission

WSC is an open institution committed to providing access and opportunity for all students to fulfill essential educational needs regardless of race, culture, disability, and/or socioeconomic conditions. The programs and instruction have a commitment to multi-cultural education from which students can gain respect and appreciation for the total culture of ethnic and minority groups in American society.

Students seeking admission to the college can obtain an official application from several sources:

1. high school guidance counselor;
2. contacting the WSC Office of Admissions;
3. downloading from the WSC website;
4. clicking on the “Apply Now” icon on the WSC website.

The completed application should be submitted to the Office of Admissions. The application and any transcripts of credit become the property of WSC and will not be returned or forwarded.

Based on Nebraska State College Board Policy, WSC reserves the right to deny or restrict the admission of anyone who has ever been convicted of, or is currently under indictment for, a criminal offense involving physical injury to persons or property. This also applies to anyone institutionalized for conduct causing physical injury to persons or property.

Admission Fee

The admission application processing fee is required at the time the student first submits the application for admission. The admission fee for domestic students is \$30.00 and the admission fee for international students is \$50.00. This fee does not apply toward tuition or any other fees and is valid for up to one year after the time of initial application. The application processing fee is refundable if the student is denied admission.

ADMISSION REQUIREMENTS

Freshmen -- High School Graduates

WSC will admit, as first-time freshmen, those students who have graduated from an accredited high school. High school seniors may submit their applications for admission, the application fee, and transcript any time after completion of the sixth semester of high school. Seniors must have their high schools submit at least a six-semester transcript, which includes class rank. A final high school transcript documenting official graduation from that high school must be submitted to WSC prior to the start of the semester for which admission is being sought.

Upon review by the Dean of Admissions, conditional admission acceptance may be granted to high school students prior to completion of the sixth semester of high school.

All freshman applicants under the age of 21 are required to submit test scores from either the American College Testing

Program (ACT) or the Scholastic Aptitude Test (SAT). The ACT Assessment is preferred. Students should take one of these tests prior to April of their senior year in high school. The scores are not generally used in an admission evaluation, but rather to help to determine which college courses students should take in their first year. The ACT/SAT scores are also used to determine academic scholarship eligibility and/or academic eligibility for intercollegiate athletics to meet NCAA requirements.

Students with low scores may be required to enroll in transitional courses to prepare the student for academic success at WSC.

Each new student, freshman or transfer, is required to submit a self-reporting Student Health and Immunization Record upon entering the College. A health form for this purpose is provided in the Admissions packet.

While students meeting the minimum state requirement for graduation from high school will be admitted, such students will be better prepared to succeed at WSC if they take a college preparatory curriculum in high school. For this reason we strongly recommend the following high school curriculum.

RECOMMENDED HIGH SCHOOL CURRICULUM

ENGLISH 4 UNITS (years)

MATHEMATICS 3 UNITS (years)

(including Algebra)

SOCIAL STUDIES 3 UNITS (years)

SCIENCES 2 UNITS (years)

We also recommend additional courses in:

FOREIGN LANGUAGE

FINE AND PERFORMING ARTS

COMPUTER LITERACY

Early Entry Students

This program provides an opportunity for high school students, prior to graduation, to take WSC freshmen-level courses in a field of interest not offered by the high school. These courses may be applied toward a WSC degree program or they may be used for transfer to another college. Regular college credit would be earned upon the successful completion of courses. Early entry students should attempt no more than six credit hours per semester.

The standard application for admission must be submitted, along with the application processing fee and a written authorization from the high school counselor or principal before enrollment. Enrollment will not be permitted prior to receipt of these documents.

GED Diploma Students

Mature persons desiring admission who do not hold a high school diploma are advised to complete graduation requirements, through equivalency examination or other means, in the district of their residence. The High School Equivalency Certificate also known as the General Education Development diploma (GED) will be accepted in lieu of a high school diploma for the purpose of admission. To be considered for admission, the student must submit the following items to the WSC Office of Admissions:

1. the completed application for admission and the application processing fee;
2. an official copy of the GED scores, sent directly from the testing center, and a copy of the diploma certificate;
3. high school transcripts from all high schools (grades 9-12) attended;
4. an official ACT/SAT assessment score report.

GED completion students admitted to WSC may be required to enroll in transitional courses to prepare the student for academic success at WSC.

Home Schooled Students

A freshman applicant who obtains his or her high school education through home schooling is eligible for admission to WSC. To be considered for admission, the student must submit the following items to the WSC Office of Admissions:

1. the completed application for admission and the application processing fee;
2. an official copy of GED scores, sent directly from the testing center, and a copy of the diploma certificate;
3. high school transcripts from all high schools (grades 9-12) attended;
4. an official ACT/SAT assessment score report.

Home schooled students with low scores may be required to enroll in transitional courses to prepare the student for academic success at WSC.

International Students

Wayne State College offers international student admission through the F-1 student or the Exchange Visitor J-1 Program. International students wishing to be admitted to WSC must submit the following: the completed international application for admission form, the application processing fee of \$50.00 (U.S. currency), one passport-size photograph, academic records with official English translation, official evidence of required English language skills (i.e., TOEFL, IELTS, or comparable test score

reports, an official score report for any required standardized test for graduate study (GRE or GMAT), letter of recommendation, 300-500 word handwritten statement of educational intent, statement of educational interests, and evidence of financial support. Completed application for admission deadlines for international students applying for admission to WSC are as follows:

Fall term	June 1
Spring term	October 1
Any summer term:	March 1

All required application materials must be received by the WSC Office of Admissions by the appropriate deadline, as noted above in order to allow mailed materials to reach the proper destination for timely visa applications.

International students attending WSC must be continually enrolled in a WSC approved health insurance policy that includes medical evaluation and treatment as well as repatriation benefits. If the student does not have such coverage the institution will help him/her obtain the proper insurance.

International students accepted by WSC may enter the United States with a student F-1 or J-1 Exchange Visitor Visa. In accordance with U.S. Immigration Law, I-20 or DS-2019 forms (certificate of eligibility) for F-1 or J-1 visas can be issued only to persons who are pursuing a full-time course of study at an American college or university or are participating in an exchange program. Visa inquiries should be addressed to: International Student Advisor, Wayne State College, 1111 Main Street, Wayne, NE 68787.

International students entering WSC as first-time freshmen may be required to enroll in transitional courses to prepare the student for academic success at WSC. Although a student has a bachelor's degree from a foreign country, the student may not be considered a graduate student, based on the recommendations/reports of professional and certified evaluation services (i.e., Educational Credential Evaluators (ECE), World Education Services (WES), etc.).

Transfer Students

Transfer students not on current academic suspension from their previous institution(s) are eligible for admission to WSC, provided they have maintained a minimum grade point average of 2.0 or higher (on a 4.0 point scale). Such students are advised to submit the completed application for admission and the application processing fee to the Office of Admissions at WSC three months prior to enrollment. Students must request an official academic transcript from each institution attended. The transcripts must be sent directly to WSC, transcripts submitted by the student are not official and will not be used for final admission or for evaluation of transfer credit. Appropriate arrangements must be made with the Office of Admissions if this requirement is not met at the time of expected enrollment.

Students currently enrolled in another institution should have an official transcript sent to WSC. This transcript should show work attempted and completed for all terms attended up to that point. The student must also request that the institution send a final official transcript after the current term is completed.

Transfer Students Admitted on Probation

When deemed appropriate, the Dean of Admissions may admit a transfer student with less than a 2.0 transfer GPA. In addition to the official application for admission, such students must also submit a letter describing their plan of action for success upon admission to WSC. The Dean of Admissions can request a personal interview to review the plan of action. Full time transfer students admitted on probation must enroll in either GST 110 Succeeding in College or 196 Choosing Academic Success and may take no more than 14 semester hours in the first term of attendance (any exceptions to this policy require advisor approval). The Dean of Admissions does not have the authority to waive these conditions. Transfer student applicants with less than a 2.0 transfer GPA who do not agree to these conditions will be denied admission.

Transfer students admitted on probation must complete at least six hours and earn a semester GPA of 2.0 or better in their first term of attendance or they will be academically suspended for one semester.

WSC honors all rules and regulations pertaining to academic suspension at a previously attended institution. Decisions regarding attendance for suspended transfer students who request exceptions will rest with the Student Admission and Retention Committee.

FINANCIAL INFORMATION

Tuition and Fees are subject to change by the Board of Trustees of Nebraska State Colleges at any time. The costs listed below are those in effect for the 2004-2005 academic year **and are subject to change effective with the Fall semester of 2005.** All payments are due in full at the designated fee payment time each term, unless a student chooses a payment plan option. If payment of tuition and fees is not made as required, the College reserves the right to administratively withdraw the student from all classes for the term in question. Should an appeal for reinstatement be granted before the end of the next regular semester, the student will be assessed an additional \$100 reinstatement penalty. Students who are not Nebraska residents should read the section on residency status or inquire at the Office of Admissions. **Effective the Fall semester of 2004, tuition will be assessed**

by the level of the course rather than by the undergraduate or graduate classification of the student. Courses numbered 500-799 will be charged at the graduate tuition rate.

Tuition
2004-2005 tuition per credit hour

Undergraduate Resident	\$95.00
Undergraduate Non-Resident	\$190.00
Graduate Resident	\$120.25
Graduate Non-Resident	\$240.50

Fees Per Semester

General Fees	
Per credit hour	\$33.00
Late payment Fee	5% to 15% of Total Charges
Parking Permit Fee (optional) per year	\$30.00
Career Services Basic Service Fee (optional) - annual	\$30.00
Graduation Fee	
Bachelor's degree	\$30.00
Master's degree	\$50.00
Room (minimum to maximum)	\$1,000-1,500
Board (minimum to maximum)	\$990-1,060

Typical Undergraduate Student Expenses

The summary below gives a general idea of typical expenses for an academic year. It assumes a student enrolls for 15 credit hours in each of two semesters at the tuition in effect for the 2004-2005 academic year: \$95.00 per credit hour for undergraduate Nebraska residents, \$190.00 for non-residents. The summary shows minimum and maximum charges available for students who live in residence halls and, therefore, are required to participate in a college meal plan.

Expenses

The cost of attending WSC varies for each student each semester. Variables include:

- the number of credit hours for which a student enrolls.
- the residence hall accommodations and food services that a student chooses.
- the number and cost of textbooks required.
- the cost of materials for some courses in the fine arts and applied sciences.
- possible changes in tuition, fees, or other charges.

In addition, there are costs that occur once, occasionally, or optionally, such as the admission application processing fee, graduation fee, Career Services basic service fee (\$30 a year if a Career Services file is maintained), vehicle permit (\$30 a year if parking on campus), late payment fee (5% to 15% of total charges).

The following is a summary of the annual expenses for a typical undergraduate student at WSC.

Expenses	Resident	Non-Resident
Tuition (30 credit hours/year)	\$2,850.00	\$5,700.00
Student Fees	\$822.00	\$822.00
Room & Board (15 meals/week)	\$4,050.00	\$4,050.00
Direct Costs	\$7,722.00	\$10,572.00
Parking	\$30.00	\$30.00
Residence Life Deposit (1)	\$100.00	\$100.00
Books (2)	\$600.00	\$600.00
Living Expenses (3)	\$1,210.50	\$1,293.00
Indirect Costs	\$1,940.50	\$2,023.00
Total Cost For One Year	\$9,662.00	\$12,595.00

- (1) The Residence Life Deposit is refundable and payable one time.
- (2) Books – Estimated cost, varies based on courses attempted and academic subjects.
- (3) Living expenses may include vehicle (insurance/gas), entertainment, hygiene (laundry, toiletries, etc.), clothing, and telephone bills.

These room and board figures will vary between minimum and maximum depending on which residence hall accommodation and which meal plan a student chooses. Students living off campus should budget for their individual room and meal expenses. The amount a student spends on laundry, entertainment, travel, clothing, and incidentals will vary by individual.

Refund Schedule

Refunds are made according to the following schedule for complete withdrawal from college (not for each individual course)

First and Second Semesters	Tuition	Fees
During weeks 1 and 2	100%	100%
During weeks 3 and 4	50%	No Refund
During weeks 5 through 8	25%	No Refund
After the 8th week	No Refund	No Refund
May Session (3 weeks)	Tuition	Fees
During days 1 and 2	100%	100%
During day 3	50%	No Refund
During days 4 through 7	25%	No Refund
After the 7th day	No Refund	No Refund
June and July Sessions (5 weeks)	Tuition	Fees
During days 1 and 2	100%	100%
During days 3 and 4	50%	No Refund
During days 5 through 9	25%	No Refund
After the 9th day	No Refund	No Refund

Special refund provisions may apply to students in their first semester of attendance who receive federal financial assistance. Contact the Financial Aid Office for further information.

During the official period when classes may be added or changed, all tuition and fees for hours dropped will be refunded. The final date of this period is published in the class schedule each semester and is strictly followed. After this period, the refund schedule applies only in the event of complete withdrawal from college.

After fee payment, room charges normally will not be refunded to a student who relinquishes a residence hall room before the end of a contract period. If a student withdraws from the College, however, room and board will be charged through the last day of the week in which the student officially checks out of the dorm. A student who relinquishes a room in a college residence hall prior to the end of his contract period at the request of the college will receive a pro-rated refund of the room fees. In all cases, board charges will be prorated through the last day of the week in which the student formally ceases to participate in the board plan.

Textbooks

New and used textbooks may be purchased from the college bookstore, located in the Student Center. The cost of new textbooks will average about \$300 per semester. The bookstore buys back used textbooks which are in good condition and which are to be used in courses the next semester. The used books, when available, can reduce significantly the total cost of textbooks.

RESIDENCY CLASSIFICATION

WSC students must meet one of the following criteria to qualify for resident tuition. Documentary proof is required.

1. A graduate of an accredited Nebraska high school or have formerly attended a Nebraska postsecondary institution as a resident.
2. Of legal age (19 or older), or an emancipated minor, and have resided in Nebraska for a period of at least 180 days immediately prior to applying for resident status for tuition purposes. Individuals in this category must document proof of intent to make Nebraska their permanent home.
3. Of legal age and a dependent, for federal income tax purposes, of parents/guardian living in Nebraska.
4. Less than 19 and be a dependent of parents/guardians living in Nebraska.
5. Married to a Nebraska resident.
6. Permanent full-time employee of a Nebraska postsecondary institution (or his/her dependent/spouse).
7. Active duty military service member assigned a permanent duty station in Nebraska (or his/her legal dependent).

8. Non-U.S. citizen who has established a home in Nebraska for a period of at least 180 days immediately prior to applying for resident status for tuition purposes. Individuals in this category must document proof of intent to become a permanent resident alien and to make Nebraska their permanent home.
9. Employees working full time in Nebraska, who reside out-of-state but within states contiguous Nebraska and file Nebraska non-resident income taxes may, at the discretion of the individual State Colleges, be charged in-state tuition rates. Verification of employment is required each semester.

Further qualification information and application forms are available from the Office of Admissions in Hahn 107. The residency application must be completed and approved before the last day of registration if residency status is to apply for that term.

STUDENT FINANCIAL AID

To be considered for financial aid at WSC, students are required to file the Free Application for Federal Student Aid (FAFSA) each academic year. Students are encouraged to complete the FAFSA online at www.FAFSA.ed.gov. Priority deadline is May 1.

WSC participates in these federal aid programs: Federal Pell Grant, Federal Work-Study, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Stafford Loan and Federal Parent Loan for Undergraduate Students. WSC also participates in the Nebraska State Grant Program through the State of Nebraska. Because Federal regulations are constantly changing, official financial aid information is available through the WSC Financial Aid Office or on our website: www.wsc.edu/financial_aid/.

The undergraduate WSC Financial Aid Satisfactory Academic Progress Policy is published annually in the WSC Student Handbook. Students should become familiar with the policy and review it annually as revisions do occur.

The satisfactory academic progress policy, which allows a student to remain in school, differs from the policy that allows a student to remain on financial aid. See the academic probation/suspension policy in the undergraduate studies section of the catalog.

Summer Aid

Financial assistance is primarily designed to help the student attend college during the regular academic year from August to May. There is limited money available for summer study. To be considered for summer aid you must be eligible for aid based on the preceding year's FAFSA and submit a WSC Financial Aid Information Sheet for summer to the Financial Aid Office by April 15th of the current year. The information sheet will be available in the Financial Aid Office after February 15th.

Scholarships

Scholarships administered by WSC are available in limited number to those students judged by the schools and/or the Scholarship Committee to be best qualified. The awards are based on past achievement and promise of future academic success. The entire listing of scholarships and the application can be accessed from our website at www.wsc.edu/financial_aid/.

Graduate Financial Assistance

Federal Stafford Loans are available to graduate students at WSC. Students are required to file the Free Application for Federal Student Aid (FAFSA) and must be enrolled at least half-time (5 credit hours per semester). The FAFSA can be completed online at www.FAFSA.ed.gov. A very limited number of scholarships are also available. For a listing and an application, visit our website at: www.wsc.edu/financial_aid/.

Graduate Assistantships

WSC is authorized to award Graduate Assistantships in each graduate major field. These assistantships provide a teaching stipend for the academic year, plus tuition, and permit the holder to enroll for no more than nine hours of graduate work while teaching the equivalent of six hours at the undergraduate level.

Consideration for Graduate Assistantships is given only to applicants who plan to earn the graduate degree at WSC. Candidates must have a scholastic record above average, teaching experience, and appropriate recommendations.

Applications for the Assistantships must be submitted to the Graduate Office at the College by April 1 for the following school year. The assistantships awarded for the following year will be announced during the spring semester.

UNDERGRADUATE STUDIES

WSC offers programs of study which lead to a Bachelor of Arts or Bachelor of Science degree. With the assistance of an advisor, students select a program of study and complete General Education requirements. Students who wish to teach work with an advisor to select either one field endorsement or two subject endorsements (only one subject endorsement, English, stands alone) and complete General Education requirements.

Students who are unsure of which program of study they are interested in should seek the assistance of advisors in the Advising Center.

On the following pages students will find information on graduation requirements, programs of study, definitions, and rules regarding academic programs of study.

General Education Requirements

General Education represents a distinct body of knowledge, perspectives, and intellectual abilities within the baccalaureate curriculum and serves two broad goals. It provides educational experiences through which educated men and women develop the attitudes, values, and competencies needed to foster adaptability and growth throughout their lives and to contribute to the enhancement of civilization. It further serves an essential function as the basis for pursuit and application of an academic specialty.

General Education provides students opportunities to develop a will and capacity for lifelong learning and encourages the development of creative thinking and intellectual curiosity.

The General Education courses at WSC have the following goals. Students will:

1. Demonstrate the ability to communicate effectively in both oral and written forms.
2. Describe the individual's role in the national and global society and show how that role is shaped by various cultures, influences, and lifestyles.
3. Demonstrate the ability to reason logically, think critically, collect, analyze and interpret data.
4. Make and defend informed decisions exhibiting a variety of perspectives as reflected by the General Education categories.
5. Use a variety of resources, including current technology, to gain knowledge and continue learning as a lifelong process.

Course Sequence/Special Requirements

1. During their first 30 hours at WSC, all full-time students are advised to take ENG 102 and CNA 100, and complete a minimum of 12 hours of General Education requirements (pre-professional and transfer students are excused from this requirement, but still need to complete the courses).
2. Students must complete 60 hours (at least 30 hours of General Education courses) before registering for either ITE 320 or PHI 300.
3. Students with advanced preparation may substitute a higher-level course in the same discipline for a listed 100-level course, when space is available, with the approval of the department chair and the course instructor. The registrar must be notified of any such approved substitutions.
4. **Several majors and/or endorsements require course work of higher level or designated course number to meet specific General Education requirements. Refer to the specific program descriptions elsewhere in this catalog for identification of these courses.**

Communication—Minimum 6 sem. hrs.

English Composition ENG 102 Composition Skills (3)	3 hours req.
Speech CNA 100 Principles of Human Communication (3)	3 hours req.

Mathematics and Sciences—Minimum 9 sem. hrs.

Mathematics MAT 110 Topics & Ideas in Math (3) or any other math course with a MAT prefix and a higher number	3 hours req.
Life Sciences (lab) BIO 102 Biology for Gen. Ed. (3) or BIO 104 Environmental Concerns for Gen. Ed. (3) or any other lab oriented Biological Science course.	3 hours req.

Physical Sciences (lab)

CHE 102 Chemistry for Gen. Ed. (3) **or**
 PHS 102 Physical Science for Gen. Ed (3) **or**
 PHY 102 Physics for Gen. Ed. (3) **or** any other lab oriented
 Chemistry, Physics, Earth Science, **or** Physical Science course. 3 hours req.

Fine Arts and Literature—Minimum 7 sem. hrs.**Art**

ART 100 Introduction to Visual Arts (2) 2 hours req.

Music

MUS 100 Introduction to Music (2) 2 hours req.

Literature

CNA 101 Introduction to Theatre (3) **or**
 ENG 150 Topics in Literature (3) (prerequisite ENG 102) 3 hours req.

Understanding World Heritage—Minimum 12 sem. hrs.**World History**

HIS 120 World History (3) **or**
 HIS 220 Slavery & Anti Slavery in the Western Tradition-Honors (4)
 (Meets both HIS Gen Ed requirements) 3 hours req.

American History

HIS 150 History of the U.S. (3) **or**
 HIS 220 Slavery & Anti Slavery in the Western Tradition-Honors (4)
 (Meets both HIS Gen Ed requirements) 3 hours req.

World Cultures/Social Institutions

ECO 202 Princ of the National Economic System (3) **or**
 GEO 120 World Regional Geography (3) **or**
 POS 100 American National Government (3) **or**
 POS 110 Introduction to World Politics (3) **or**
 SOC 110 Introduction to Anthropology (3) 3 hours req.

Foreign Language and World Literature

**ENG 384 World Literature (3)
 (prerequisite ENG 150 or CNA 101) **or**
 CNA/ENG 386 Modern World Drama (3) **or**
 Foreign Language
 FRE 110, GER 110, SPA 110, or 119 (3),
 (or any advanced 3 hr language class) 3 hours req.

Living in the Modern World—Minimum 12 sem. hrs.**Technology in Society**

**ITE 320 Technology and Society (3) 3 hours req.

Health and Fitness

PED 103 Lifestyle Assessment (2)
 PED 203 Lifestyle Management (1)
 (or any activity course)
 Qualified veterans who file their DD 214 will be granted
 credit for PED 103 and 203. 3 hours req.

Individual and Society

FCS 110 Family and Personal Relationships (3) **or**
 PSY 101 General Psychology (3) **or**
 SOC 101 Introduction to Sociology (3) 3 hours req.

Ethics and Values

**PHI 300 Ethics and Values (3) 3 hours req.

**Denotes that students must have 60 hours (at least 30 hours of General Education courses) completed before taking these courses.

TOTAL HOURS OF GENERAL EDUCATION CREDIT REQUIRED: 46 CREDIT HOURS

In addition to the 46 hours above, students will achieve a level of computer literacy as determined by the School of the student's major.

Programs of Study**Non-Teaching Programs**

The majors and minors listed below lead to vocations in business, industry, professions, and public service. Students earning majors and minors will elect one of the two undergraduate degrees offered at WSC: the bachelor of arts (BA) or the bachelor of science (BS). The combination of a major and minor, or two majors, must provide the student with at least 48 hours of unduplicated course work to meet graduation requirements. Numbers in parentheses below indicate the following:

1. available only as a 48-57 hour program
2. offered as both a 30-36 hour program or 48-57 hour program
3. offered only as a 30-40 hour program; must complete another major or minor to graduate

Majors

Applied Human and Sport Physiology (1)	Early Childhood (1)	Journalism (2)
Art	English	Mathematics
Art (2)	English Literature (BA only) (3)	Applied Mathematics (1)
Graphic Design (2)	English Writing (3)	Theoretical Mathematics (1)
Business Administration	English Writing & Literature (1)	Modern Language & Culture (3)
Accounting (1)	Exercise Science (1)	Music (BA only)
Advertising (1)	Family and Consumer Sciences	Applied Music (3)
Advisor Approved (1)	Family and Consumer Sci. (1)	History, Composition, Theory (3)
Agri-Business (1)	Fashion Merchandising (1)	Music Merchandising (1)
Economics (1)	Foods and Nutrition (1)	Political Science (3)
Finance (1)	Interior Design (1)	Psychology (3)
Human Res. Management (1)	Geography (3)	Social Sciences (1)
International Business (1)	History (3)	Sociology (3)
Management (1)	Human Service Counseling (1)	Spanish (3)
Marketing (1)	Industrial Technology	Speech Communication
Office Administration (1)	Construction Management (1)	Communication Studies (2)
Public Accounting (1)	Manufacturing Management (1)	Organizational Leadership and
Chemistry	Planning & Design (1)	Public Relations (2)
Chemical Sciences (1)	Safety Management (1)	Sport Management (1)
Health Sciences (1)	Interdisciplinary Studies (1)	Technology
Computer Information Systems	Life Sciences	Agricultural Occupations (1)
Applied E-Commerce (1)	Biology (1)	Computer Occupations (1)
Networking (1)	Biology / Food Science (1)	Construction Occupations (1)
Programmer/Analyst (1)	Health Sciences (1)	Drafting Occupations (1)
Web Analyst (1)	Medical Technology (1)	Industrial Management Occupations (1)
Computer Science (1)	Mortuary Science (1)	Industrial Trades Occupations (1)
Criminal Justice	Respiratory Therapy (1)	Management Services Occupations (1)
Corrections (1)	Mass Communication	Theatre (2)
Law Enforcement (1)	Broadcast Communication (2)	

Minors

Advertising	English	Philosophy
Anthropology	Environmental Studies	Physics
Art	Exercise Science	Political Science
Art: Advanced Studio	Family Life Studies	Pre-Law
Biology	French	Psychology
Broadcast Communications	Geography	Public Administration
Business Administration	History	Safety
Chemistry	Human Res. Management	Social Sciences
Coaching	Industrial Technology	Sociology
Computer Info. Systems	Interdisciplinary Studies	Spanish
Computer Science	Journalism	Speech Communication
Criminal Justice	Management Info Systems	Sport Management
Earth Science	Mathematics	Theatre
Economics	Music	
Editing and Publishing	Online Media	

For a listing of Pre-Professional programs, see that section of the catalog.

Teaching Programs

Students preparing to teach in accredited schools will earn either one field endorsement or two subject endorsements (except the English subject endorsement which stands alone) while working toward the bachelor of arts (BA) or the bachelor of science (BS) degree. Field and subject endorsements are for teaching in grades 7 to 12 unless otherwise indicated.

The bachelor's degree with college endorsement to teach is required for the Initial Nebraska Teaching Certificate, which is valid for five years.

The Standard Nebraska Teacher's Certificate is based on the Initial Certificate plus two years of successful teaching in the same school in the endorsed field. This certificate is valid for seven years.

Teachers who have qualified for the Standard Nebraska Certificate may receive the Professional Nebraska Certificate by earning a master's degree (in the same area as their Standard Certificate) or the equivalent except in the areas of counseling and administration. The Professional Certificate is valid for ten years.

Teacher Education Programs at WSC lead to State of Nebraska Teacher Certification only. In those states having reciprocity with the state of Nebraska, students must apply for teacher certification to that respective state to be issued a teaching certificate. WSC does not assume responsibility for teacher certification by states other than Nebraska, but will provide institutional verification that graduates have completed an approved Teacher Education Program. Further, it is the responsibility of the student to complete all state of Nebraska teacher certification requirements before institutional verification of approved program completion will be provided by the WSC Certification Officer. State of Nebraska teacher certification requirements change by legislative or executive actions and may be different than degree program requirements stated in the catalog. Students should contact the WSC Certification Officer directly with all questions or concerns.

FIELD ENDORSEMENTS

Art K-12	Industrial Technology Education	Natural Science
Business Education	Language Arts	Physical Sciences
Elementary Education K-8	Marketing Education	Social Sciences
Family and Consumer Sciences/ Family and Consumer Sciences Education	Mathematics	Special Ed.-Mild/Mod Handicapped K-12
Health & Physical Education K-12	Middle Level Education 4-9	Trade & Industrial Education
	Music—Vocal & Instrumental K-12	

SUBJECT ENDORSEMENTS

Art K-6	History	Physical Education 7-12
Basic Business	Journalism & Mass Communication	Political Science
Chemistry	Life Sciences/Biology	Psychology
#English	Music, Instrumental—K-8	Sociology
Early Childhood Education Birth - Grade 3 (only w/El. Ed.)	Music, Instrumental—7-12	Spanish
French	Music, Vocal—K-8	Speech Communication
Geography	Music, Vocal—7-12	Theatre
	Physical Education K-6	

Students may graduate with a single subject endorsement in English.

Special endorsements available in addition to a field endorsement or two subject endorsements:

- Coaching — 18 hours
- Diversified Occupations (see Vocational Education section)
- Driver Education — 9 hours
- English as a Second Language K-12 — 15 hours (undergraduate and graduate)
- Family and Consumer Sciences/Related Occupations (only with completion of Family / Consumer Sci Ed.)
- High Ability Education K-12 — 18-21 hours (graduate endorsement only)
- Information Technology - 15 hours (undergraduate and graduate)

Academic Definitions & Procedures

Registration and Academic Advising

Dates for student registration are specified in the official Schedule of Classes for each term.

An advisor is assigned to each student for assistance in explaining academic requirements and planning the course of study. Final responsibility for meeting all requirements, however, rests with the student. Students, therefore, should study this catalog carefully, for it is the official source of all requirements and regulations.

WebCat Online

Effective November 2001, students register and drop/add via WebCat Online from any internet-accessible PC using their student ID and PIN. Students also access their grades (grade reports are no longer mailed), degree audit, Business Office account

summary, financial aid information, 1098T and unofficial transcript. New features include an online admission application and accept/reject financial aid award letters. With this system, faculty enter mid-term and final grades online.

Credit Hours

The unit of credit is the semester hour. It is defined as one 50-minute class per week (or its equivalent) for one semester. For example, most three-hour classes meet for three 50-minute periods each week, but some meet for two 75-minute periods a week. Some courses require a laboratory session, where a minimum of two to three hours of laboratory activity is the equivalent of one hour of lecture-discussion.

Classification of Students

The classification of students is as follows:

Freshmen:	Less than 30 semester hours.
Sophomores:	30-59 semester hours.
Juniors:	60-89 semester hours.
Seniors:	90 semester hours and above.
Graduates:	Students who have earned a bachelor's or higher degree from an accredited institution.

Undergraduate Returning Students

Undergraduate students returning to WSC after an absence of 12 calendar months or more will be required to submit a completed Returning Student Data Form prior to being allowed to enroll for classes. If other postsecondary institutions were attended during the period of absence from WSC, official copies of all transcripts must be submitted to the WSC Office of Records and Registration by the beginning of the third week of classes of the term of re-entry.

Returning undergraduate students who left WSC on probation will re-enter on probation. Students who left WSC in good standing may be placed on academic probation upon return if the GPA in college course work attempted from all other institutions is less than a 2.00. Returning undergraduate students must meet the academic standards in effect for current WSC students concerning periods of suspension from their transfer school or from WSC.

Acceptance of College Level Credit

College or University Transfer Credit

Students entering WSC with college credit earned elsewhere are given advanced standing classification with ranking determined after an evaluation of such credit by the Office of Records & Registration. Transfer grades are not included in the WSC cumulative grade point calculation. Transfer students are expected to meet all academic requirements of WSC.

A transfer student must have an official transcript of credit sent directly to the Office of Admissions from the Registrar's Office at each collegiate institution previously attended. Official transcripts are required for an accurate evaluation of transfer credit. Transcripts presented directly by the student are not official and will not be used for evaluation of transfer credit. Appropriate arrangements must be made with the Office of Admissions if this requirement is not met at the time of expected enrollment.

Lower level (100, 200) transfer courses which meet upper level (300, 400) requirements do not count toward the 40-hour upper level requirement at WSC.

Credit for a course in which the student earned a grade of "D" is not accepted except as provided in the policies of the State College Board of Trustees or when accepted as part of an associate degree program (AA, AS, or pre-approved AAS degree) and is needed in order for the student to be admitted with "junior standing (60 hrs.)." Credit for non-college level courses, such as continuing education units, experiential learning, etc., will not be accepted. Developmental/transitional courses (non-college level) will not be accepted toward any WSC degree. Credits by institutional exam from other schools are not accepted for transfer at WSC. No more than two (2) hours of each athletic squad participation can be accepted.

The maximum number of credits accepted in transfer toward the major and/or minor varies, depending on the chosen program of study, and the school. The decision as to applicability of courses will be made by the department chair and approved by the Dean. All students, including transfers, are responsible for fulfilling all degree requirements as outlined in the WSC Catalog.

Transcripts from non-accredited institutions, technical-trade schools, proprietary schools, industry-sponsored schools, etc., are reviewed by the department offering courses similar to the courses stated on the transcripts. The department chair recommends to the Office of Records & Registration which courses or combination of courses to accept in transfer, the semester credit hours to award, and the course equivalency. WSC reserves the right to require successful completion of specific courses and/or up to two semesters of course work at WSC before considering/granting transfer credit from such institutions.

WSC currently has articulation agreements with the following schools: Central Community College, Little Priest Tribal College, Metropolitan Community College, Nebraska Christian College, Nebraska Indian Community College, Northeast Community College, South Dakota School of Mines & Technology and Western Iowa Tech Community College.

Community and Junior College Graduates

Transfer students who have completed the associate degree program (AA, AS, or pre-approved AAS degree) at an accredited institution are generally admitted with junior standing. A maximum of 66 semester hours of academic credit may be accepted from all previously attended accredited community colleges. An examination may be required before credit is accepted for a course defined by WSC as upper level if it has been taken in a community college.

Students who have completed an unarticulated associate of applied science degree may (if they so desire) enter under the regulations governing the Technology or Trade and Industrial Education programs. These are described in the section on Industrial Technology.

Academic Load

The average load for undergraduate students is 15 or 16 hours each semester. The maximum without special permission is 18. A student who wishes to register for more than 18 hours should make application to the Office of Records & Registration. A full-time undergraduate student is a person who is enrolled in 12 hours of coursework. A graduate student pursuing an undergraduate program must be enrolled in 12 undergraduate credits or a combination of 12 hours of undergraduate and graduate credits to be considered full-time. A full-time graduate student pursuing a graduate level program of study is one who is enrolled in 9 graduate hours. All summer sessions, combined, are considered a single term in determining enrollment status and financial aid eligibility. The only exception relates to student eligibility for Veteran's benefits.

Class Attendance

It is expected a student enrolled in a course will attend class regularly. Failure to do so may adversely affect financial aid eligibility and the final grade received.

Changes in Majors or Degree Programs

The student who transfers from one major field to another, from one field of endorsement to another or from one degree to another must have his/her entire degree program reviewed by the Office of Records & Registration. Changing any part of a student's program (majors, minors, endorsements) to a new catalog will cause the student's entire program (majors, minors, endorsements) to be changed to the new catalog. A student's program (majors, minors, endorsements) must all be from the same catalog. The student must meet all degree requirements and academic regulations of the catalog in force at the time of the change. However, a student who adds an additional major(s) and keeps his/her existing major need not change to the current catalog unless the added major is only available in the current catalog.

Students must earn 12 hours in each two-year period to retain the privilege of continuing on their present programs. Students who fail to earn 12 hours in any two-year period will have to meet the graduation requirements and academic regulations current at the time they re-enroll.

Students who graduate from WSC will follow the catalog in force at the time they return to complete another program.

Course Changes

Once a student has registered online, he/she is free to drop/add online until the end of the registration period. It is recommended that students consult with their academic advisor prior to dropping and adding classes. Adding closed classes requires signatures from the instructor and Department Chair. Normally, courses cannot be changed after the time period designated in each term's calendar.

Withdrawal from Class

"CW" (on-campus class withdrawal) or "EW" (continuing education class withdrawal) will be recorded on the student's record if she/he withdraws from class with official permission of the Office of Records & Registration. Official withdrawal from a class can be made up to two weeks after mid-semester grades are issued. After this time, official withdrawal will be permitted only if special circumstances beyond the student's control, such as extended illness verified by a physician's statement, make it necessary for a student to lighten her/his load. Any unofficial withdrawal will result in a grade of "F". Check the current class schedule for specific dates.

A student is not considered officially withdrawn from a course until a Change of Schedule form, filled out by the student and carrying the appropriate signatures, is filed in the Office of Records & Registration. Date of filing in that office represents the official date of withdrawal.

Change of Schedule forms may be obtained in the Office of Records & Registration.

Withdrawal from College

All withdrawals from college must be made officially through the Office of Student Services (see Refund Schedule). Grades of "W" (withdraw) will be recorded for all students who officially withdraw from college prior to the beginning of the final

examination period. Official withdrawal from college after this time will be permitted only with the approval of the Vice President for Student Life. Grades of “F” will be given to any student who leaves without officially withdrawing, and a refund will be denied. An application form for withdrawal may be obtained from the Office of Student Services.

Directed Study Courses

A directed study course is designed primarily to meet special scheduling problems. The objectives and requirements, including examinations, are precisely those of the formal course, as listed in this catalog. The established course outline will be followed as closely as possible. A student may enroll in a directed study course under the following conditions:

1. The student must demonstrate that the need for a particular course is genuine. That is, the student must show that she/he has not evaded the course when it was offered and that his/her normal academic progress will be affected if the course is not immediately offered by directed study.
2. A suitable instructor must be available.
3. The Dean, the appropriate department chair, and the instructor concerned must approve of the arrangement.

The appropriate registration approval card may be obtained at the Office of Records & Registration, Hahn 105 and must be returned to that office with the required signatures in order to be enrolled in the course.

Special Project Courses

A special project course is designed for the purpose of studying a topic in a special area of interest. A maximum of twelve hours may apply toward a major or endorsement as determined by the appropriate department chair and approved by the Dean. The appropriate card is obtained at the Office of Records & Registration and then returned to that office for enrollment with the required signatures.

Correspondence Courses

Not more than 16 hours of correspondence study will be allowed toward graduation. Questions about correspondence study will be answered by the Office of Records & Registration. The grade for a correspondence course must be “C” or above to be accepted.

Private Study

No college credit is allowed for academic work taken by private study or under a tutor. This restriction does not apply to private lessons in music under the direction of the College staff.

Degree Audit

Students have online access to their degree audit through their WebCat screens. Advisors can also view advisee’s degree audits through their Web for Faculty screens. An official degree audit may still be obtained from the Office of Records and Registration.

Nebraska Semester Abroad

In cooperation with Nebraska’s state universities and colleges, WSC participates in the Nebraska Semester Abroad program in Europe. Students are able to take 12 semester hours in the Spring semester (March-May). This program is designed to provide an international living experience as well as being affordable. The classes are taught by professors from Nebraska.

Advanced Placement/Credit by Examination

Advanced Placement Program of the College Entrance Examination Board—A student may be awarded advanced placement and college credit on the basis of scores on the College Entrance Examination Board tests. Students who earn grades of 3, 4, or 5 may receive credit for corresponding college courses, which are most nearly equivalent to the test, as approved by the department chair of the area concerned, the Dean of the School and the Office of Records & Registration. Contact your high school counselor for further information about enrolling in Advanced Placement (AP) courses and sending official AP scores to WSC.

CLEP - In accordance with the recommendations of the American Council on Education, WSC accepts the results of the College Level Examination Program (CLEP) for specific exams. If credit is earned after a student has achieved senior class status at WSC, only 6 of the last 30 baccalaureate hours may be completed through the use of such CLEP credit. WSC grants CLEP credit within these limitations:

General Examinations (College Mathematics, Humanities or Natural Sciences examination only)

1. The examinee must meet the minimum A.C.E. recommended score equivalent to a grade of “C”.
2. Seven hours of credit normally will be granted for successful completion of the test.

Subject Examinations

1. The examinee must meet the A.C.E. recommended score equivalent to a grade of “C” on all recognized subject examinations. The subject examination in English will require an essay. To earn credit in biology and chemistry the

student must achieve the minimum scores and meet with the appropriate department chair or Dean concerning lab requirements.

2. The credit hours granted shall be the same amount granted for the completion of a similar course at WSC. Students interested in CLEP examinations are advised to contact the Counseling Center for additional information and registration materials regarding CLEP.

DANTES (Defense Activity for Non-Traditional Education Support) – Service personnel may receive credit for the same CLEP exams through DANTES as we accept through The College Board and Educational Testing Service. In order to be granted the appropriate CLEP credits, service personnel must meet all regulations as listed above including earning the minimum A.C.E. recommended scores as listed in our CLEP informational brochure. WSC academic departments have not evaluated the various DANTES Subject Standardized Tests (DSST's), so those tests are not currently accepted as credit.

Departmental Advanced Placement Credit An academic department of WSC may allow advanced placement credit for a course in that department. The student must pay a \$10 per credit hour fee.

Credit by Institutional Examination A student who is currently enrolled in a WSC course may challenge a course in which he/she feels he/she has the competency equivalent to having taken the course. The student must complete the exam within the semester for which it is requested. The fee for the Credit by Exam is \$10 per credit hour attempted.

A student may not take an examination for credit in any course which (1) is a prerequisite for a course already completed, (2) has a lower level of required proficiency than a course completed or (3) involves content significantly similar to a course completed. Credit earned by examination is applicable toward degree requirements and is entered on the student's record. If a student challenges a course unsuccessfully, he/she may not repeat the challenge for at least 12 months.

The department chair must approve the exam. The appropriate forms and instructions are available from the Office of Records & Registration.

Credits by institutional exam from other schools are not accepted for transfer at WSC.

WSC/USD Joint ROTC Program Credit

WSC students are eligible to participate in the University of South Dakota ROTC program, upon approval of appropriate USD personnel. WSC has agreed to accept in transfer from the University of South Dakota, up to 22 credit hours of ROTC instruction for qualified students. This credit may be used as general elective credit in any WSC undergraduate degree program. Specific ROTC course descriptions may be found in the "Special Undergraduate Courses" section of this catalog. For further information contact the Office of Records & Registration at WSC (402-375-7239) or contact the University of South Dakota Department of Military Science (605-677-6059).

Credit for Prior Military Experience

Veterans may receive appropriate credit for education preparation and experience acquired while in the armed forces. A veteran with an honorable discharge from active duty can receive such credit in accordance with the recommendations of the American Council on Education. Veterans should contact the Office of Records & Registration for assistance. An AARTS transcript (where available) or DD 214 is required.

Grading System

Grade points are allocated for each credit hour earned to provide numerical evaluation of a student's scholastic record.

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0

- F Failure. Recorded if a student fails a course, or the student does not complete the course and does not officially withdraw.
- S Satisfactory. (non-punitive) Recorded in courses where conventional grades are not given and the work is satisfactory, or the student has elected to take a class under the satisfactory-no credit (S-NC) option, and the grade earned was "A" through "C". Not applicable to Master's or Specialist degree programs and not counted in Dean's List decisions.
- NC No Credit. (non-punitive) Recorded in courses where conventional grades are not given and the work is unsatisfactory, or if work is "C-" through "F" under the satisfactory-no credit option.
- I Incomplete. Computed in the GPA as "F" until removed. Incomplete is given only if the student cannot complete the course work because of clearly unavoidable circumstances. The instructor will submit a statement of the reasons for the Incomplete and the requirements for removing it, to the Dean's Office and to the Office of Records and Registration. The work of the course must be completed and a grade reported to the Office of Records & Registration before the end of the sixth week of the next regular semester following the semester or session in which the Incomplete was incurred, except for the semester of

graduation when the grade must be submitted within two weeks after the graduation date. Unless a grade has been reported within the specified period or an extension of time submitted in writing to the Office of Records & Registration by the faculty member of record or his/her Dean, the “I” grade will be changed to an “F.” That grade may not be changed to a passing grade at a future time.

- IP In Progress. (non-punitive) Normally used for graduate students and Honors courses (395 & 499). The instructor will submit a statement of the reasons for the In Progress and the requirements for removing it to the Dean’s Office and to the Office of Records and Registration. The work in a course graded “IP” must be completed within six months of the end of the term in which the grade was initially awarded except for graduating students who must have all previous “IP’s” removed by the end of the sixth week of the semester of graduation. “IP’s” received in the semester of graduation must be removed within two weeks after the graduation date. Unless a new grade has been reported within the specified period or an extension of the time submitted in writing to the Office of Records & Registration by the faculty member of record or his/her Dean, the “IP” grade will be changed to “NC”. That grade may not be changed to a passing grade at a future time.
- W Withdrew. Recorded if a student officially withdrew from college.
- CW Withdrew. Recorded if a student officially withdrew from an on-campus class.
- EW Withdrew. Recorded if a student officially withdrew from a continuing education class.
- AU Audit. No academic credit is earned (so it’s not a repeat). See section on Auditing of Courses.

Grade Appeals

If a student feels an error was made concerning a semester grade, the student should contact the instructor immediately. Initiation of a grade appeal must happen within the first six weeks of the academic semester following award of the grade under appeal.

Grade Changes

Grade changes requested by faculty members six months or more after the term in which the original grade was recorded must be submitted to the Vice President for Academic Affairs for approval before the change is made to the student’s permanent record by the Office of Records & Registration. This does not apply to the removal of In Progress grades and Incomplete grades.

Grade Point Calculation

To calculate a GPA for courses completed by the student, the total number of grade points accumulated is divided by the total number of quality hours. “Quality hours” are all attempted hours except those graded S, NC, IP, W, CW, EW. When a course is repeated, only the grade earned in repetition will be used in computing the GPA.

The cumulative GPA is calculated only on work taken at WSC, which includes Criminal Justice courses offered at WSC through the cooperative program with Northeast Community College. All grades, including transferred grades, are used in figuring the major/minor/endorsement GPA.

Dean’s List

At the end of each semester, after grades have been recorded, the Registrar publishes a Dean’s List of all undergraduate students who have earned a minimum GPA of 3.5 during the previous semester, without an “I” or “NC” or “F” and with at least 12 hours of regular letter grades (S/NC hours not included).

Repeating Courses

Courses repeated to raise any grades at WSC must be taken at WSC. This requirement may be waived with specific written approval of the Vice President for Academic Affairs. A student may repeat a course to raise a grade of “C” or above only with the consent of the instructor and the department chair. The grade earned in repetition will stand.

Some courses may be taken more than once for credit as required in the student’s program. This will be indicated in the course description.

Satisfactory-No Credit Option

The Satisfactory-No Credit grading option encourages students to attempt courses in areas they might avoid because of lack of background. This grading option, therefore, extends the concept of the General Education curriculum.

Students are permitted to enroll for any course on a Satisfactory-No Credit basis within the normal college regulations and the limitations stated below. If a student passes the course with at least a “C”, the student receives credit and a grade of “S”. If the work is “C-” or below, the student receives no credit and a grade of “NC”. Hours attempted (either pass or fail) are not calculated in the GPA.

A student’s instructor will not be informed that the student is enrolled under Satisfactory-No Credit. Following current procedures, final regular letter grades will be submitted by the instructor. The student’s grade will then be converted to Satisfactory-No Credit.

Rules governing the program:

1. Any student may elect Satisfactory-No Credit by notifying the Office of Records & Registration in writing within 30 calendar days following the first day of the semester or a comparable time period in the short sessions.
2. No student may accumulate more than 12 semester hours of Satisfactory-No Credit.
3. No more than six semester hours may be accumulated in any one academic year.
4. No student will be permitted to receive Satisfactory-No Credit in the minimum requirements in the student’s major, minor, endorsement or professional education.
5. No student will be permitted to receive Satisfactory-No Credit in more than two required General Education courses.
6. Honors courses cannot be taken on a pass/fail basis.
7. After a course is designated Satisfactory-No Credit, it may not be changed back to regular letter grading.
8. A course receiving an S/NC grade cannot be used in a Master’s or Specialist degree program.
9. S/NC grades are not counted in Dean’s List decisions.

Auditing of Courses

Students may audit courses only on a space-available basis and only with signed approval of the instructor. No academic credit is earned in an audited course so it is not considered a repeat of a previously passed course. Course requirements do not apply in the case of an auditor.

A change from audit to credit or credit to audit must be made within the first 30 calendar days of the semester or the comparable time period in a short session. A completed drop-add slip with instructor signature is required for such a change.

Students register for audited courses at the Office of Records & Registration and pay the regular tuition and fees.

Probation/Suspension Academic Action

Academic Probation

Any undergraduate student not currently on academic probation or suspension, whose cumulative Grade Point Average (GPA) falls below 2.0 will be placed on academic probation. This includes first time freshmen. Probationary status will remain in effect as long as the student’s cumulative GPA remains below 2.0. Probation constitutes a period of formal warning that the student is doing unsatisfactory work. A student is removed from probation when their cumulative GPA is 2.0 or above.

Transfer students admitted on probation must complete at least six hours and earn a semester GPA of 2.0 or better in their first term of attendance or they will be academically suspended for one semester. See Admission section for more information.

Returning undergraduate students who left WSC on probation will re-enter on probation. Students who left WSC in good standing may be placed on academic probation upon return if the GPA in college course work attempted from all other institutions is less than a 2.0. Returning undergraduate students must meet the academic standards in effect for current WSC students concerning periods of suspension from their transfer school or from WSC.

The student is encouraged to use every opportunity during time on probation to seek counsel and guidance from various college support services, which have been established to offer assistance in study and academic planning. For information on such planning the student should consult with his or her academic advisor, the college Counseling Center, or the Vice President for Student Life.

Academic Suspension

Students who are on probation will be suspended by the College at the end of any fall or spring semester during which their current semester GPA is lower than 2.0 and the cumulative GPA falls below the following standards:

Student Classification	Cumulative GPA
first semester freshmen	no suspension
continuing freshmen & sophomores	1.75
juniors & seniors	2.00

Suspension under these conditions will be automatic, and the student will be notified accordingly. Pre-enrollment for any future terms will be automatically canceled. The first academic suspension will be for one semester (fall or spring). The second suspension will be permanent. All students returning from a period of academic suspension will be continued on academic probation. For removal of probation refer to the earlier section entitled “Academic Probation.”

Reinstatement Following First Suspension

Fall semester suspensions: A student who has been placed on his or her first academic suspension at the end of the fall semester may appeal to the Student Admission and Retention Committee (SAR) for permission to enroll on probation for courses the subsequent spring term. Such written appeal must be submitted to the Office of Records and Registration by the stated deadline and shall be based solely upon an error or extenuating circumstance that the student believes affected his or her academic performance and warrants immediate return to WSC. The SAR Committee reserves the right to require a personal

interview with the student prior to ruling on the suspension appeal. In cases where the appeal is approved, such approval does not remove the academic suspension from the permanent record.

Spring semester suspensions: A student who has been placed on his or her first academic suspension at the end of the spring semester may appeal to the Student Admission and Retention Committee for permission to enroll on probation for courses the subsequent fall term. An appeal shall be based solely upon an error or extenuating circumstances that the student believes affected his or her academic performance and warrants retention at WSC. The SAR Committee reserves the right to require a personal interview with the student prior to ruling on the suspension appeal. In cases where the appeal is approved, such approval does not remove the academic suspension from the permanent record.

Students suspended at the end of the spring semester will be allowed to enroll in any summer school sessions that may assist them in immediate reinstatement for the ensuing fall term. Reinstatement will be based upon the cumulative GPA. Changes in suspension status will not be made for any student until final July session grades have been processed. All summer coursework will be considered in determining fall semester academic standing. In order to ensure due process prior to the fall term, students must appeal the spring suspension by the appropriate early summer deadline.

Reinstatement Following Second Suspension

No student will be allowed to return to WSC after a second suspension (except to attend one or all of the summer sessions immediately following a spring semester exclusion) without approval of the Student Admission and Retention Committee. An appeal to this committee shall be based solely upon an error or extenuating circumstances that the student believes affected his or her academic performance and warrants retention at WSC. If an appeal for reinstatement is granted after a second suspension, but the student officially withdraws from that term of reinstatement, the student must go through the appeal process again to request any future readmission.

Error shall mean an error in the posting of a grade(s) or a miscalculation of a student's GPA or academic standing.

Extenuating circumstance shall mean conditions which are more than ordinary such as an accident, unusual factors, or the occurrence of an event or set of events beyond the student's control that directly contributed to the student being placed on academic suspension by WSC.

For information concerning the filing of an appeal contact the Office of Records and Registration, Hahn 105.

Graduate Students Satisfactory Progress

Graduate students working on a graduate degree must maintain an overall GPA of 3.0 to continue in good standing. Graduate students who do not maintain an overall GPA of 3.0 will be placed on probation for the next 6 credit hours. If they fail to raise their GPA to a 3.0, they will be removed from their program. Appeals may be made to the Graduate Council through the Graduate Office. See Student Appeals Process in the Graduate section of this catalog.

International Student Satisfactory Progress Policy

International students attending WSC must meet the same institutional academic satisfactory progress standards as other WSC students. International students should contact the International Student Advisor for information concerning INS regulations pertaining to study in the United States.

Academic Amnesty

Undergraduate students may remove one (1) or two (2) complete terms of undergraduate course work from their cumulative GPA and undergraduate degree consideration. Application for academic amnesty must be made in the Office of Records & Registration, with approval also needed from the Financial Aid Officer, the Veteran's Officer, the Athletic Director, the Academic Advisor, and the Dean of Students. Final approval must be granted by the Student Admission and Retention Committee a minimum of one term prior to the student's term of graduation.

To qualify, a student must have completed a minimum of twenty-four (24) semester credit hours at WSC (following the most recent term(s) for which the student desires academic amnesty), within which; (1) all hours attempted are counted, (2) only sequential terms are used, (3) a minimum 2.75 cumulative GPA has been earned. Transfer students to WSC may not declare academic amnesty for any term(s) completed at any other institution of higher education.

In declaring academic amnesty, all courses, credit hours, grades, and grade points, taken during the identified academic amnesty term(s), including any courses successfully completed, will be removed from the cumulative GPA and undergraduate degree requirements. The academic amnesty term(s) listing course work and grades received shall remain on the student's permanent official WSC record with an academic amnesty notation. A revised cumulative GPA will be calculated and listed on the record, excluding the term(s) in which academic amnesty was declared.

Any academic amnesty initiated by the student resulting in action taken by WSC shall be final. Academic amnesty may be applied for and received by a student only one time.

Effective date of the WSC Academic Amnesty policy is May, 1993.

Graduation Requirements

It is the student's responsibility to understand and fulfill all requirements of his or her academic program.

General Requirements

1. Students need to apply for graduation through the Office of Records & Registration one semester prior to their intended graduation date. Failure to comply may extend their intended graduation date one additional semester.
2. A minimum of "C" in English 102, Composition Skills, is required of all students for graduation. A grade of "C-" is not sufficient.
3. A minimum of 125 semester hours of credit must be earned, of which at least 40 hours must be in upper level courses numbered 300 or above. It may take more than 125 hours to complete some degree programs.
4. A minimum of 30 hours of credit must be earned at WSC.
5. At least 24 of the final 30 hours must be earned through WSC, unless approved by the Vice President for Academic Affairs. Students in the cooperative program with Northeast Community College will be exempt from this requirement, except that 24 of the last 30 hours of upper level credit must be taken at WSC.
6. Achievement of minimum grade-point requirements is required. Students preparing to teach must earn a 2.5 overall GPA, a 2.5 average in field or subject endorsements, and a 2.5 average in the professional education requirements. Students not preparing to teach must earn a 2.0 overall GPA and a 2.0 GPA in their major area unless higher requirements are listed in their major.
7. Graduation is conditional, contingent upon completion of all college requirements. See the WSC Student Handbook for details.

Commencement Ceremonies

Commencement ceremonies are held each academic year in December and May.

All graduating students are expected to attend commencement, which is ceremonial in nature. Actual diplomas will not be issued until completion of all degree requirements has been verified. Generally diplomas are mailed within six weeks after the end of the term of degree completion.

Summer graduates with no more than six credit hours of coursework and/or an internship, fieldwork, or Co-op remaining to complete their degree during the summer are eligible to participate in May commencement ceremonies.

Degree Requirements

Bachelor of Arts

1. Completion of General Requirements listed above.
2. Completion of the General Education Requirements.
3. Completion of at least five hours of study in one foreign language at (or above) the intermediate (200) college level.
4. Completion of at least one of the following: a major and minor, two majors, a comprehensive major (minimum 48 hours), one field endorsement, or two* subject endorsements. The combination of a major and a minor, or two majors, or 2 subject endorsements must provide the student with at least 48 hours of unduplicated course work to meet graduation requirements.

*Students may graduate with a single subject endorsement in English.

Bachelor of Science

1. Completion of the General Requirements listed above.
2. Completion of the General Education Requirements.
3. Completion of at least one of the following: a major and minor, two majors, comprehensive major (minimum 48 hours), one field endorsement, or two* subject endorsements. The combination of a major and a minor, or two majors, or 2 subject endorsements must provide the student with at least 48 hours of unduplicated course work to meet graduation requirements.

*Students may graduate with a single subject endorsement in English.

Effective with the 1993-94 catalog WSC will no longer offer the BAE, BFAE, or BSE degrees. Students completing a teacher education program will have that indicated on their transcript in the title of the major. Admission to Teacher Education and completion of the Professional Education Requirements are necessary for students in teacher education programs, including graduate students working on initial endorsements/certification.

NOTE: WSC program requirements may vary from State of Nebraska Teacher Certification Licensing Requirements. It is the responsibility of the student to insure that all certification requirements are met. Contact the WSC Teacher Certification Office directly.

Second Undergraduate Degree

A student may not earn more than one Bachelor of Science or Bachelor of Arts degree from WSC. Students wishing to pursue an additional undergraduate program may do so as defined below:

Second Degree

When the first Baccalaureate degree is earned from an institution other than WSC the student must:

Complete a minimum of 30 additional hours at WSC, at least 15 of which is in the major and 15 of which is upper level.

Satisfy all current major/endorsement requirements.

When the first baccalaureate degree is earned from WSC the student must:

Earn the second (different) degree in a different major.

Complete an additional 30 hours at WSC, at least 15 of which is in the major and 15 of which is upper level.

Satisfy all current major/endorsement requirements.

Second Major/Endorsement

To complete an additional program (excluding special endorsements) under a degree already awarded, the student must:

Complete a minimum of 15 additional credits at WSC, as approved by the appropriate Dean.

Complete all required courses within the major/endorsement.

Satisfy all other requirements for that major/endorsement.

For students who have completed the BA or BS degree from WSC within two years immediately prior to completing the additional endorsement, the additional endorsement may be earned with the completion of student teaching requirements only, provided all other endorsement requirements are satisfied.

When an additional major/endorsement is completed, a notation to that effect will be placed on the official transcript by the Office of Records & Registration. No change will be made in the original diploma and the student will not be eligible to participate in commencement. (Note: no financial aid is available unless a student is seeking a second degree or certificate.)

Simultaneous Majors/Endorsements

A student may apply for and receive multiple majors/endorsements within the same degree in the same term, beyond the minimum major/minor/endorsement combination required for graduation. In this instance, the following criteria must be met:

Complete a minimum of 15 additional credits for each additional major/endorsement (excluding special endorsements), as approved by the appropriate Dean.

Satisfy all other degree requirements for that major/endorsement.

Minors

Minors must be completed in conjunction with a major or endorsement. A minor must include a minimum of 12 hours unduplicated by the student's major(s).

All completed degrees, majors, endorsements, and minors will be posted to the official transcript.

Transcripts

Official transcripts may be obtained in the Office of Records and Registration. There is a \$4.00 charge per copy. Transcripts must be ordered in person or in writing with the student's signature. Telephone requests will not be accepted. Transcripts will not be issued if any Business Office holds are in place. Unofficial transcripts may be accessed through WebCat Online with the student's ID and PIN numbers.

Honors Program

Honors Program Philosophy

The purpose of the Honors Program at WSC is to identify motivated and talented students and to offer a challenging curriculum, including the opportunity for interdisciplinary study. The intent of the curriculum is to provide students a more in-depth learning environment, where discussion, exploration and experimentation are encouraged. In order to train individuals to be contributors and caretakers of our society, an innovative General Education core is offered, one that will offer the student an opportunity to understand the world around them, and the impact their actions have on that world. The program consists of a collection of specialized General Education courses, taught by faculty who are especially interested in working with honors students. Smaller class sizes will contribute to a better learning environment, and a more positive and productive experience for both student and faculty.

Honors Program Goals

The honors program at WSC seeks to achieve the following goals:

1. To attract a motivated, talented student, and provide a stimulating educational program that will help promote student retention.
2. To develop a closer working relationship between the faculty from all departments and the students.
3. To implement a curriculum that reaches across all disciplines, thus providing the students a perspective outside their major area of study.
4. To promote the image of WSC as a student oriented, high quality academic institution.
5. To provide faculty opportunities to challenge their own teaching styles and to improve their instruction in an environment of talented and motivated students.

Student Selection Criteria

Students applying to participate in the honors program in their major must meet the application criteria. Application is open to qualified freshmen, transfer and continuing students. Students interested in the Honors Program can contact Dr. James

O'Donnell, Dean of the School of Arts and Humanities and Director of the WSC Honors Program, Humanities 209 (375-7394) for information.

Eligible Students: Freshmen

Applicants must meet one of the following criteria:

1. A GPA of 3.5 /4.0 or rank in the upper ¼ of their graduating class as well as an ACT score of 25 or SAT score of 1100.
2. Rank in the upper ¼ of their graduating class, provide a sample of their written work, and have a strong recommendation from a high school instructor.

Continuing Students

Continuing students wishing to apply to the honors program may do so if they meet the following criteria:

1. Have a cumulative GPA of 3.3 at WSC.
2. Submit an application for honors, provide a sample of their written work, and provide a letter of recommendation from a faculty member and their academic advisor (a staff member of the counseling center may serve as advisor).

Non-honors students are allowed to take selected honors classes as space allows without formally entering the honors program. Instructor permission is required. Courses that may be taken include only the honors courses that directly substitute for non-honors General Education Courses, and Interdisciplinary courses that can be taken as an elective. These courses will be denoted as honors on the student's transcript. Honors courses cannot be taken on a pass/fail basis.

Transfer Students

Transfer students will be allowed to apply for the honors program as a continuing student, and must meet the same eligibility requirements as a continuing WSC student. Students who graduate from a community college under an articulated agreement with WSC will be eligible for graduation with honors at WSC under the following circumstances: completed all of the transfer work at the partner community college; earned a minimum community college cumulative GPA of 3.5; completed no less than 59 credits at WSC; earned a cumulative GPA of no less than 3.5 at WSC.

Continuing in the Honors Program

In order to continue in the honors program, students must maintain a 3.3 cumulative GPA or greater, and a 3.3 GPA or better in honors courses. If a student falls below these criteria, he/ she will be placed on a one semester probation. If the GPA criteria are not met by the following semester, the student will be dropped from the honors program. The student may apply for reinstatement into the honors program at a later date, but must meet the criteria set forth for a non-honors student.

Neihardt Scholars

John G. Neihardt Scholars must participate in the Honors Program as a part of their scholarship agreement. Neihardt Scholars are required to take 12 hours of their General Education courses in Honors sections, Independent Study (395) during their junior year and Senior Honors Colloquium (499) during their senior year, and at least 3 hours of IDS 110 Shapers of the Modern Mind.

Junior Year: Neihardt Scholars should take at least 3 hours of 395 Independent Study during their junior year. Either semester or both is fine. They need at least 3 hours of 395 in their major to enter 499 Senior Honors Colloquium during their senior year. Up to 6 hours of 395 can count as elective credit towards their major.

Senior Year: Honor students who have completed at least 3 hours of 395 must enroll in 499 Senior Honors Colloquium. This is usually done the semester of their graduation, but can be done in either semester of their senior year to complete the Honors Program.

Junior Honors (Junior Honors Project)

Students are required to participate in at least 3 hours of Independent Study (395) to be eligible for the Senior Honors Colloquium (499). Participation in Independent Study (395) will be limited to one independent study of 1 to 3 hours per semester with 6 credit hours being the maximum allowable over any number of years.

Senior Honors (Senior Honors Project)

The Senior Honors Colloquium (499) is open to students who have earned at least 3 credit hours in Independent Study (395), and who have an overall GPA of 3.3 and a minimum of 3.3 GPA in their major field. The Honors Colloquium is required for graduation with honors in the major field.

Graduation with Honors in the Major

Students may receive different degrees of Honors recognition in their major, depending on the number of honors courses they have completed. Honors courses cannot be taken on a pass/fail basis:

High Honors in the Major

This honors recognition is given to the student who has completed a minimum of 12 hours of general education honors credit as well as 6 hours in a junior/senior honors project (395/499) for a total of 18 hours of honors credit. The student must meet the GPA criteria for a continuing honors student (3.3 cumulative, 3.3 within the major).

Honors in the Major

This honors recognition is given to the student who has completed a minimum of 6 hours of general education honors credit as well as 6 hours in a junior/senior honors project (395/499) for a total of 12 hours of honors credit. The student must meet the GPA criteria for a continuing honors student (3.3 cumulative, 3.3 within the major).

Scholar in the Major

Scholar recognition will be given to the student who does not complete the required number of general education honors courses to qualify for honors or high honors, but does complete a junior/senior honors project. Scholars should be identified by the advising coordinator or the department chair of the student's major field or endorsement no later than the beginning of the student's junior year (no more than 60 hours) or for transfer students after their first semester in residence. To qualify for the junior/senior honors project (395/499) the student must meet the following criteria:

- A. Cumulative GPA of 3.3 or above and a major field GPA of 3.3 or above; OR
- B. A GPA below 3.3 and major field GPA of 3.5 or above; AND
- C. Strong recommendation from an Instructor and the department chair.

Graduation with Honors

Undergraduate students with no less than 63 hours earned at WSC (see the exceptions under Transfer Students above), who accumulate a GPA between 3.5 and 4.0, qualify for scholastic honors at commencement, based on their cumulative GPA at the end of the semester prior to the semester of graduation. The exact honor is noted on the diploma and official transcript based on the final cumulative GPA as follows:

- Honorable mention: 3.50 to 3.69
- Cum Laude: 3.70 to 3.79
- Magna cum Laude: 3.80 to 3.89
- Summa cum Laude: 3.90 to 4.0

UNDERGRADUATE PROGRAMS

Descriptions Of Courses

Course Numbering

Courses numbered 100-199 ordinarily are for freshmen and sophomores; courses numbered 200-499 are for sophomores, juniors and seniors; courses numbered 300-499 are upper level courses; 500-599 are for either senior (will be charged graduate tuition) or post-graduate students; and 600-699 for post-graduate students only; 700-level for education specialists primarily; however, graduate students may be admitted with the permission of the advisor and the Dean of the School of Education & Counseling.

Semester credit hours for courses are indicated in parentheses following course titles.

Prerequisites, if any, for enrolling in a course are indicated at the beginning of the course description.

NOTE: A course failing to enroll a sufficient number of students may be withdrawn from the offerings at the discretion of the Vice President for Academic Affairs.

Endorsements, Majors, Minors

Three words describe programs of study listed on following pages. "Endorsement" refers to a block of courses for students preparing to teach a certain discipline. There are two kinds of endorsements—field and subject. "Major" and "minor" refer to non-teaching programs of study. In some disciplines, an endorsement and a major are identical.

On following pages, the headlines for each major and endorsement show (in parenthesis) the degrees that are possible in that discipline, e.g., (BA, BS).

Special Undergraduate Courses

In addition to the courses listed for each department, the courses below apply to each department.

113 American Culture for Nonnative English Speakers (3).

This course introduces various aspects of American culture to students whose first language is not English. Course content and activities will vary by instructor and department, but may include readings, films, and field trips. This course does not count for General Education credit.

196-496 Special Courses (.5-12). Prerequisite: Approval of the department chair. Special topical or regional studies to be offered when justified by student demand or the presence of qualified faculty. Special assignments will be required for graduate credit. May be repeated for credit if no duplication exists.

199-399 International Travel Credit (1-12). Prerequisite: Approval of the department chair.

294-494 Cooperative Education Program (1-12). Prerequisite: Approval of the department chair. Cooperative Education is a credit bearing program providing undergraduate students with the opportunity to integrate paid, career-related work experience with classroom learning. Employment occurs in positions that are relevant to a student's major. Cooperative Education requires a minimum of 50 work hours for each 1 hour of credit. Contact the Cooperative Education Office or the appropriate department chair for further details.

297-497 Internship (1-12). Prerequisite: Approval of department chair. An actual work experience related to the student's field of study. The Internship requires a minimum of 45 work hours for each 1 hour of credit. See the appropriate academic department for additional requirements.

368/468 Workshop (.5-3)

391/491 Special Project (1-3) Prerequisite: Approval of the instructor and department chair. Study of a topic, or a presentation in a special area of interest. Title of the project will be entered on the permanent record. A maximum of 12 hours to apply toward a major or endorsement is determined by the appropriate department chair.

498 Clinical Programs. Academic credit completed at an affiliated professional institution.

Special Courses limited to Honors Students and Neihardt Scholars

195 Independent Study (1-3) The student must be accepted for and participating in the "Neihardt Scholars" program, and must have the consent of advisor, appropriate department chair and the Director of the Honors Program. Advanced reading and research in a special topic will be completed.

395 Independent Study (1-3) Prerequisites: 3.3 cumulative GPA (see Honors Program) and consent of instructor, department chair and Director of the Honors Program. Advanced reading and research in special problems, resulting in written evidence of quality work completed. Limit of 6 hours of 395 credit.

499 Senior Honors Colloquium (3) Prerequisites: 3 hours of 395 and a GPA of 3.3 or better in the major field and at least a 3.3 cumulative average. Seminar presentations. May be applied to the major or minor or endorsement.

Special Graduate Courses

In addition to the courses listed for each department, the following graduate course designations apply to each department:

568 Workshop (.5-3) Only 3 hours of 568 workshop credit may be included in a Master's degree program.

591 Special Project (1-3) Prerequisite: Approval of the instructor and department chair. Study of a topic, or a presentation in a special area of interest. Title of the project will be entered on the permanent record. A maximum of 12 Special Project credits may apply toward a major or endorsement as determined by appropriate department chairs.

596/696 Special Course (.5-12). Prerequisite: Approval of the department chair. Special topical or regional studies to be offered when justified by student demand and the presence of qualified faculty. May be repeated for credit if no duplication exists.

597/697 Internship (1-12) Prerequisite: Approval of

department chair. An actual work experience related to the student's field of study. See the appropriate academic department for additional requirements.

695 Independent Study (1-6) Advanced readings and research in selected problem areas to meet the special needs of the graduate student. Approval of instructor, department chair, and school dean is required. Six credits are the maximum number a student may apply to a graduate degree program through Independent Study.

699 Thesis (up to 6) Approval of instructor, department chair, and school dean.

General Studies

General Studies courses are available through the Learning Center under the direction of the appropriate academic department for credit towards graduation. A total of 5 credits from GST courses may be applied to a degree. These courses are listed under General Studies in the course schedule/registration booklets each semester. General Studies course descriptions may be found in the alphabetical listing of courses.

USD Military Science Courses

The following courses are available to WSC students under a special agreement with the University of South Dakota Department of Military Science, Army Reserve Officers' Training Corps (ROTC). Currently classes are held in the late afternoon at the USD Vermillion, SD, campus. Enrollment must be approved, in advance, by the USD ROTC Professor of Military Science who can be contacted at (605) 677-5284 or www.usd.edu/msc. The first two years of Military Science Courses (MSL 101, 102, 201, 202), called the Basic Courses, are open to all students and no military service obligation is incurred. The junior and senior years of Military Science Courses (MSL 301, 302, 401, 402), called the Advanced Courses, have as a prerequisite to enrollment one of the following:

- completion of all Basic Courses; **or**
- attendance at a four-week Leader's Training Course at Fort Knox, KY, (for which pay is received as well as 4 credit hours); **or**
- if currently in the Army National Guard or Army Reserve and have completed both Basic Training and Advanced Individual Training; **or**
- prior active duty military service with the completion of both Basic Training and Advanced Individual Training.

Advanced course participants may incur an active, Reserve or National Guard service obligation. There are many options; interested students should discuss obligations and career plans thoroughly with the Professor of Military Science prior to enrollment. There are also may financial aid options available with ROTC for all students. All courses are tuition free.

MSL 101 Foundations of Officership (1) Make your first peer group at college one committed to performing well and

enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. One hour and a required leadership lab, MSL 101L, plus optional participation in one-hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

MSL 102 Basic Leadership (1) Learn and apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. One hour and a required leadership lab, MSL 102L, plus optional participation in a one-hour session for physical fitness. Participation in a weekend exercise is optional, but highly recommended.

MSL 201 Individual Leadership Skills (2) Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning events, coordination of group efforts, advanced first aid, land navigation, and basic military tactics. Learn fundamentals of ROTC's Leadership Assessment Program. Two hours and a required lab, MSL 201L, plus required participation in two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

MSL 202 Leadership and Teamwork (2) Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, MSL 202L, plus required participation in two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

MSL 294 Leader's Training Course (4) Fort Knox, Kentucky, 4 credit hours earned.

MSL 301 Leadership and Problem Solving (3) Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit tactics and opportunities to plan and conduct training for lower division students both to develop such skills as vehicles for practicing leadership. Three hours and a required leadership lab, MSL 301L, plus required participation in

three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

MSL 302 Leadership and Ethics (3) Continues methodology of MSL 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab, MSL 302L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

MSL 401 Leadership and Management (3) Plan, conduct, and evaluate activities of the ROTC cadet organization. Articulate goals and implement plans to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab, MSL 401L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

MSL 402 Ethical Decision-Making for Leaders/Officership (3) Continues the methodology from MSL 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab, MSL 402L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

MSL 494 National Advanced Leadership Camp (4) Fort Lewis, Washington, 4 credit hours earned.

Art (ART)
Art & Design Department
School of Arts & Humanities
Studio Arts Building

Objectives: The Art program has been developed to meet the needs of several types of students. Basic preparation is offered as well as technical and professional education for students who desire to enter the fields of elementary and secondary education and for supervisors of art. Pre-professional education and graphic design programs are provided for students who plan to study for professional work in fields of art other than teaching. A number of courses are designed for students who do not plan to specialize in art, but who want an understanding of art and a fundamental grounding in the techniques of the arts.

Each student's progress will be assessed through sophomore and senior reviews. Transfer students will submit a portfolio to the art faculty at the end of their first semester in the art program at WSC.

The 25-hour concentration in Graphic Design and the 15-hour concentration in Art cannot be combined to satisfy the requirement of two majors for the Bachelor of Arts or Bachelor of Science degrees.

Reservation of Work. The College reserves the right to retain two examples of each student's art in each class of instruction for exhibit purposes. These become the property of the College for one year. All additional work will be returned to the student after the annual art exhibitions of the art department.

Field Trip. A field trip to a nearby museum (i.e., Omaha or Lincoln) may be required of each art student each semester. The cost of transportation and meals is paid by each student.

Art Major (BA or BS) 30-57 hours

Art Core Classes: 16 hours

ART	101 Design	3
	105 Electronic Media for Art	1
	110 Drawing Fundamentals	3
	221 Painting I	3
	271 Sculpture I	3
	281 Printmaking I	3

Plus one of the following concentrations:

Field Endorsement in Art Concentration: 41 hours

ART	111 Advanced Drawing	3
	251 Pottery & Ceramics I	3
	314 K-8 Art Curriculum	2
	316 Secondary School Art	3
	321 Painting II	3
	325 Watercolor	3
	344 Art History I	3
	345 Art History II	3
	346 Art History III	3
	351 Pottery & Ceramics II	3
	362 Art Metals	2
	371 Sculpture II	3
	381 Printmaking II	3
	440 Multicultural Arts	3

	490 Senior Exhibit	1
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EDU 409 Art Content Area Methods and Materials must be taken as part of the professional requirements.

Subject Endorsement in General Art, K-6

Concentration: 14 hours

ART	251 Pottery and Ceramics I	3
	314 K-8 Art Curriculum	2
	325 Watercolor	3
	345 Art History II or	
	346 Art History III	3
	440 Multicultural Arts	3

EDU 409 Art Content Area Methods and Materials must be taken as part of the professional requirements.

Graphic Design Concentration: 25 hours

ART	111 Advanced Drawing	3
	202 Typography	2
	204 Digital Imaging/Graphic Des	2
	330 Graphic Design I	3
	331 Graphic Design II	3
	344 Art History I	3
	345 Art History II	3
	346 Art History III	3
	402 Production/Media Problems	3

Graphic Design Concentration: 41 hours

Same specific course requirements as 25-hour Graphic Design concentration plus the following:

ART	325 Watercolor	3
	410 Illustration	3
	411 Senior Portfolio	1
	494 Art Coop or 497 Art Internship	3

6 hours of electives by advisement from:

CNA 426, ITE 351, 361, 451, BUS 370, 374, or any other Art course except ART 100, 314, 315 or 316. Students selecting the Advanced Studio Minor cannot apply those hours as part of this major's requirement.

Art Concentration: 15 hours

ART	251 Pottery and Ceramics I	3
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6 hours from

	344 Art History I or	
	345 Art History II or	
	346 Art History III	6

Upper division ART electives by advisement

Art Concentration: 39 hours

ART	111 Advanced Drawing	3
	251 Pottery and Ceramics I	3
	321 Painting II	3
	325 Watercolor	3
	344 Art History I	3
	345 Art History II	3
	346 Art History III	3
	351 Pottery and Ceramics II	3
	362 Art Metals	2
	371 Sculpture II	3
	381 Printmaking II	3
	490 Senior Exhibit	1

Upper division electives taken from one or two advanced

problems studio (ART 421, 451, 471 or 481) 6

Minor in Art: 19 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

ART 101 Design	3
105 Electronic Media for Art	1
110 Drawing Fundamentals	3
221 Painting I or	
271 Sculpture I or	
281 Printmaking I	3
344 Art History I or	
345 Art History II or	
346 Art History III	3
Upper division Art electives by advisement	6

Minor in Art: Advanced Studio: 18 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s). (Recommended for Graphic Design majors. All ART prerequisites must be met.)

ART 251 Pottery and Ceramics I	3
321 Painting II	3
371 Sculpture II	3
381 Printmaking II	3

6 hours Advanced Problems in Studio selected from ART 421, 451, 471, and 481 6

Undergraduate Courses

ART 100 Introduction to the Visual Arts (2) Designed to enhance the student's awareness, knowledge, and appreciation for the visual arts. Includes an art historical overview of the continuity and role of art in human society. Particular emphasis will be placed upon the nature of perception and creativity, the visual language of art, and its processes. Does not apply to an endorsement, major, or minor in Art.

ART 101 Design (3) Awareness and application of the design elements and principles and their effects as applied to two-dimensional and three-dimensional concepts. Exploration in composition and basic color theory. (6 hours studio)

ART 105 Electronic Media for Art (1) Required Freshman course for access, awareness, procedures and use of the art Macintosh computer lab. The course is to familiarize students with computer programs that can be integrated throughout all art courses. Programs introduced will include: design application, digital imaging, scanning, etc. Students will begin the process of keeping a digital portfolio in preparation for the Sophomore and Senior Reviews. (Lecture)

ART 110 Drawing Fundamentals (3) An introduction to foundational concepts and techniques in the study of line, shape and form, light and shadow, linear and atmospheric perspective. Formal concerns regarding composition will be explored and selection of subject matter will be from the figure, still life, landscape and nature. (6 hours studio)

ART 111 Advanced Drawing (3) Prerequisites: ART 105, 110. A continuation of drawing techniques as delineated in ART 110. Students will expand upon their background in various drawing media and be challenged by a more intense study of the human figure. (6 hours studio)

ART 202 Typography (2) Prerequisites: ART 101, 105, 110. (Requirements are waived for the declared Minor in Online Media). A graphic design course involving the study of type as a visual form of communication. The course involves a comprehensive study that begins with the letter as a basic unit and its evolution as type. Emphasis placed on selection, purpose and function to typefaces. Corporate image and logo design will be included. (4 hours studio)

ART 204 Digital Imaging for Graphic Design (2) Prerequisite: ART 202. Students will explore photography as a medium for the graphic designer. Building on the basic art core requirements, aesthetic content in the production, manipulation and presentation of digital images will be covered. Creative and exploratory use of digital cameras, scanners, and computer software in the creation of graphic design works will be emphasized. (4 hours studio)

ART 221 Painting I (3) Prerequisites: ART 101, 105, 110. Practice in acrylic, oil, and various media. Experimentation with natural forms composition, surface, space, and colors. (6 hours studio)

ART 251 Pottery and Ceramics I (3) The study of pottery, handling of clay, evolution of form, methods of decoration, glazes, and kiln-firing. (6 hours studio)

ART 271 Sculpture I (3) Prerequisites: ART 101, 105, 110. An introductory course in three-dimensional design; problems and techniques basic to the art of sculpture. (6 hours studio)

ART 281 Printmaking I (3) Prerequisites: ART 101, 105, 110. Fundamental techniques of printmaking in linoleum, wood, silkscreen, copper and zinc etching, engraving, and dry point. (6 hours studio)

ART 314 K-8 Art Curriculum (2) Prerequisites: ART 101, 105, 110, Sophomore/Junior. Preparation to teach art and organize appropriate art experiences for students K-8. The course includes: history and philosophy of art education as it relates to creative experiences for K-8 students, skills in teaching major concepts reflected in art disciplines, service and community learning, interdisciplinary lesson development, art hazards and safety, and assessment. Current trends and research will be covered. (4 hours studio)

ART 315 Art and Creative Processes in Education (2) (Designed for Elementary Ed, Special Ed, and Early Childhood majors.) This course will examine how the visual arts play a crucial role in improving students' ability to use higher-order thinking skills as they draw on a range of intelligences and learning styles for non-verbal literacy.

Course content includes creative exploration of art concepts, media and skill development and art hazards awareness through lecture/studio experience. Pedagogical methods will include Discipline-Based Art Education components of criticism, aesthetics, production and history and the integration of Art across the curriculum. (3 hours lecture-laboratory)

ART 316 Secondary School Art (3) Prerequisite: ART 314, Junior/Senior. Preparation to teach art and organize appropriate art experiences for the secondary level student, grades 9-12. Includes history and philosophy of art education as it relates to secondary level teaching. Topics to be covered include: teaching art, art hazards, curriculum planning and assessment, studio, lesson plans, current trends, community and service learning, advocacy, developing resource materials, and demonstrated teaching. (6 hours studio)

ART 321 Painting II (3) Prerequisite: ART 221. Continuation of ART 221. (6 hours studio)

ART 325 Watercolor (3) Prerequisite: ART 101. Introduction to materials and techniques of watercolor painting. Exploration of basic and mixed media. (6 hours studio)

ART 330 Graphic Design I (3) Prerequisite: Junior/Senior, ART 204. (ART 204 prerequisite waived for students declaring a minor in Online Media or the CIS major with Applied E-Commerce Paths concentration) Develop problem-solving skills for creating visual images on a two-dimensional surface in order to communicate a specific message to a specific audience. Students will learn how to present current information with up-to-date tools. Assignments will be executed using Macintosh computer programs including typography, illustration, imaging, logo design, corporate design, and advertising techniques. (6 hours studio)

ART 331 Graphic Design II (3) Prerequisite: ART 330, Junior/Senior. A continuation of ART 330. (6 hours studio)

ART 344 Art History I (3) A survey of painting, sculpture, and architecture from Prehistoric to Gothic. (Lecture)

ART 345 Art History II (3) A survey of painting, sculpture, and architecture from Early Renaissance through the 19th Century. (Lecture)

ART 346 Art History III (3) History of Modern Art. A study of 20th Century Art, beginning with Post Impressionism, surveying the wide range of movements that resulted from the modernist experience. This course will also concern itself with Post-Modernism and begin to explore its manifestations in the 21st Century. (Lecture)

ART 351 Pottery and Ceramics II (3) Prerequisite: ART 350. Advanced work in pottery and ceramics to include tool

making, primitive and raku firing, and kiln building. (6 hours studio)

ART 362 Art Metals (2) Introduction to basic metal working techniques as applied to jewelry and small three-dimensional art forms. Metal processes may include the projects such as rings, necklaces, bracelets, pendants, etc. (4 hours studio)

ART 371 Sculpture II (3) Prerequisite: ART 271. Advanced application of basic sculpture techniques with emphasis on materials. (6 hours studio)

ART 381 Printmaking II (3) Prerequisite: ART 281. Continuation of ART 281. (6 hours studio)

ART 402 Production and Media Problems (3) Prerequisite: ART 331, Senior. Advanced graphic design course involving assignments in desktop publishing, printing, paper, inks, color reproduction methods, four-color process printing, electronic color imaging, and preparing mechanicals for printing. (6 hours studio)

ART 410 Illustration (3) Prerequisite: ART 402, Senior. Study of basic concepts and ideas involved in illustration in general and technical illustration. Emphasis on creativity. Suitable for magazine, book, newspaper, and other related graphic design fields. (6 hours studio)

ART 411 Senior Portfolio (1) Prerequisite: Senior. This course is designed to concentrate on preparing the student to compete in the job market. Topics include: 1) Portfolio development, 2) Practical considerations in interviewing skills, 3) Self promotion and developing contacts. Students will make arrangements, advertise and present their individual portfolios at a Senior Portfolio public presentation.

ART 421 Advanced Problems in Painting (3-6) Prerequisite: ART 321. Advanced painting and experiments in various media. (6 hours studio) Signature of instructor required for enrollment. May be repeated for additional credit with permission of instructor.

ART 440 Multicultural Arts (3) Prerequisite: Junior/Senior. The student will become more aware of the arts in global cultures from ancient to modern times for purposes of identity, understanding, and expression of our inheritance as world citizens. The cultural and ethnic differences will be stressed enough through readings, discussions, and studio experiences emphasizing the arts as the expressions of these eras. (6 hours studio)

ART 451 Advanced Problems in Pottery and Ceramics (3-6) Prerequisite: ART 450. Advanced work in pottery and ceramics to include toolmaking, primitive and raku firing, and kiln building. (6 hours studio) Signature of instructor required for enrollment. May be repeated for additional credit with permission of instructor.

ART 471 Advanced Problems in Sculpture (3-6) Prerequisite: ART 371. Significant problems in the realization of sculpture based on special interests and skills. (6 hours studio) Signature of instructor required for enrollment. May be repeated for additional credit with permission of instructor.

ART 481 Advanced Problems in Printmaking (3-6) Prerequisite: ART 381. Continuation of ART 381. (6 hours studio) Signature of instructor required for enrollment. May be repeated for additional credit with permission of instructor.

ART 490 Senior Exhibit (1) Students will read appropriate

materials, assist in mounting exhibits, design fliers, write press releases and coordinate publicity. The experience will culminate in the student's senior exhibition. Students with a significant number of upper-level studio courses can register with instructor's permission following art department's approval.

ART 497 Art Internship (1-12) Prerequisite: Approval of department chair. An actual work experience related to the student's field of study. The Internship requires a minimum of 45 work hours for each 1 hour of credit. Art students may take ART 494 Art Coop to meet this requirement. See the Department Chair.

Life Sciences / Biology (BIO)
Life Sciences Department
School of Natural & Social Sciences
Carhart Science Building

Objectives: The Biology/Life Sciences major provides students with career choices in biotechnology, organismal biology, environmental biology, or biology education. The Biology/ Life Sciences program also offers courses to students preparing for further study in Mortuary Science, Medical Technology, Respiratory Therapy, other health science fields, Agriculture, Forestry, or Wildlife Management. Courses in Biology offer non-majors the background required to excel in critical thinking and to understand the role of the living world in their lives.

Life Sciences Major (BA or BS) 43-55 hours

Life Sciences Core: 13 hours

BIO	110 Biology Concepts	4
CHE	106 General Chemistry I	4
NAT	112 Intro to Personal Computers	1
PHY	201 General Physics I	3
	321 Physics Laboratory I	1

Plus one of the following concentrations:

Biology Concentration: 42 hours + 13 hour core

Biology concentration majors must complete MAT 137 Applied Calculus (3) or MAT 180 Applied Probability and Statistics (3) or an equivalent to satisfy the Mathematics General Education requirement. Students graduating with a biology concentration major must maintain a 2.3 or better GPA in the biology core classes of BIO 110, 200, 210, 320, and 325.

BIO	200 Zoology	4
	210 Botany	4
	320 Molecular Genetics	4
	325 Ecology	4
	370 Introduction to Research	1
	393 Lab Techniques	1
	465 Continuing Research	1
	470 Research Project	1

Biology elective courses numbered 300 or above

CHE 326 Biochemistry I (4) may be taken in lieu of one Biology elective course.

CHE	107 General Chemistry II	4
	208 Intro Organic Chem or	
	314 Organic Chem I	4

Biology/Food Science Concentration: 39 hours + 13 hour core

Students graduating with a biology/food science concentration major must maintain a GPA of 2.3 or better in the biology core classes of BIO 110, 200, 320, 325 and complete MAT 180 Applied Probability and Statistics (3) to satisfy the Mathematics General Education requirement.

BIO	200 Zoology	4
	210 Botany	4
	320 Molecular Genetics	4
	325 Ecology	4
	370 Introduction to Research	1
	385 Microbiology	4
	393 Lab Techniques	1
	465 Continuing Research	1
	470 Research Project	1
CHE	107 General Chemistry II	4
	314 Organic Chemistry	4
FDST	405 Food Microbiology	3**
	406 Food Micro Lab	2**
	451 Seminar	2**

UNL classes ()**

Students completing this major are strongly encouraged to take CHE 315 Organic Chemistry II (4), CHE 326 Biochemistry I (4) and MAT 140 Calculus I (5) before transferring to UNL.

In addition to the required courses above, students must complete a minimum of 40 credit hours of 300 level or above course work and a minimum of 125 credit hours for a biology degree from WSC. WSC will waive the requirement that 24 of the last 30 hours be completed at WSC, as long as the student completes 95 credit hours* prior to transferring to the University of Nebraska-Lincoln to complete the Biology/Food Science Major. *Note: 30 of the 95 credit hours must be taken at WSC.

The courses listed below are required of the Food Science program at the University of Nebraska-Lincoln and will be accepted by WSC toward the appropriate minimum credit hour requirements.

FDST	203 Food Composition	2
	207 Food Analysis	3
	403 Quality Assurance	2
	448 Food Chemistry	3
	449 Food Chem Lab	1
	464 Heat/Mass Tran	2
	465 Unit Operations	3
CHE	221 Quantitative Analysis	4

In addition to these courses, students must complete 6 credit hours of course work in any of the following 3 credit hour Food Science Commodities courses offered at UNL only (FDST 412 Cereal Science (3), 418 Eggs (3), 429 Dairy Prod. Technology (3), 420 Post-Harvest Physiology (3), 455 Bioprocessing of Foods (3), ASCI 310 Fresh Meats (3) or 410 Processed Meats (3). And take either NUTR 445 or ASCI 421.

Subject Endorsement-Life Sciences/Biology Education

Concentration: 30 hours + 13 hour core

MAT 137 Applied Calculus (3) must be taken as the Mathematics General Education requirement.

BIO	200 Zoology	4
	210 Botany	4
	220 Human Anatomy	4
	325 Ecology	4
	340 Human Physiology	4
	385 Microbiology	4
	393 Laboratory Techniques	2
EAS	110 Intro to Meteorology	4

EDU 409 Science Content Area Methods and Materials is required. A second subject endorsement is required for a Nebraska teaching certificate.

(Life Sciences) Health Sciences Programs

I. RHOP: must successfully complete 95 hours at WSC plus 1 Professional year at UNMC College of Dentistry to earn a BS degree in Health Sciences at WSC.

Rural Health Opportunities Program: The Rural Health Opportunities Program, or RHOP, is a cooperative program between Wayne State College (WSC) and the University of Nebraska Medical Center (UNMC). The purpose of the program is to recruit and educate traditional students from rural Nebraska who will return to practice in rural communities in the state. The Rural Health Opportunities Program currently has options in dentistry, medical technology, and dental hygiene.

Admission to the RHOP Program

1. Participants in this program will be selected by a committee of faculty members from WSC, and UNMC’s College of Dentistry or UNMC’s Division of Medical Technology.
2. Participants in this program must maintain a specified minimum GPA to be “in good standing” and remain in the program.
3. Participants “in good standing” will be automatically admitted to the UNMC’s College of Dentistry or UNMC’s Division of Medical Technology upon the completion of the special 95-hour/3-year curriculum.

II. MARHOP: Physical Therapy participants must successfully complete 95 hours at WSC plus 1 professional year at Creighton University School of Pharmacy and Allied Health Professions to earn a degree in Health Sciences at WSC.

Occupational Therapy participants must successfully complete a 63 hour prescribed curriculum at WSC and then must complete two years at Creighton University School of Pharmacy and Allied Health Professions to earn a degree in Health Sciences at WSC.

Mid-America Rural Health Opportunities Program: The Mid-America Rural Health Opportunities Program, or MARHOP, is a cooperative program between Wayne State College (WSC) and Creighton University (CU). The purpose is to recruit students from rural areas that wish to return to practice in rural communities. MARHOP currently has opportunities in Physical Therapy and Occupational Therapy.

Admission to the MARHOP Program

1. Participants in this program will be selected by a committee of faculty members from WSC and CU’s School of Pharmacy and Allied Health Professions.
2. Participants in this program must maintain a specified minimum GPA to be “in good standing” and remain in the program.
3. Physical Therapy participants “in good standing” will be automatically admitted to CU’s School of Pharmacy and Allied Health Professions upon the completion of the special 95-hour/3-year curriculum.
4. Occupational Therapy participants “in good standing” will be automatically admitted to CU’s School of Pharmacy and Allied Health Professions upon the completion of the prescribed two-year program.

The B.S. in Health Sciences will be awarded by completing either of the following options:

(Life Sciences) Health Sciences 3+1 Concentration: 13 hours core + hours by advisement to total 95 hours + 30 hours of HSC 498

This 3+1 concentration requires students to complete 95 semester hours of a prescribed pre-professional curriculum including the above courses at WSC and successfully complete the first year of the approved professional program at a professional school awarding Master’s or Doctoral degrees. Students register at WSC for HSC 498 (no tuition requirement) for 30 hours and complete one year of course work in an approved professional program.

(Life Sciences) Health Sciences 2+2 Concentration: 63 hours by advisement + 62 hours of HSC 498

This 2+2 concentration requires students to complete a minimum of 63 hours of a prescribed pre-professional curriculum at WSC and successfully complete the first two years of the approved professional program at a professional school awarding Master’s or Doctoral degrees, where a Master’s or Doctorate is the sole professional degree offered. Students register at WSC for 31 hours of HSC 498 (no tuition requirement) in both their junior and senior years and complete two years of course work in an approved professional program.

Students in these programs are exempted from the requirement that the last 30 hours be taken at WSC.

Medical Technology Concentration: 13 hour core + 41 hours + Clinical year

MAT 116 College Algebra with Trig (3) must be taken as the Mathematics General Education requirement.

BIO	220 Human Anatomy	4
	330 Histology	4
	385 Microbiology	4
	486 Immunology	2
CHE	107 General Chemistry II	4
	208 Intro Organic Chem	4
	301 Introduction to Clinical Chemistry	1
	305 Analytical Chemistry	4
	326 Biochemistry I	4
	380 Instrumental Analysis	4
	Elective courses numbered 300 or above from any department	6
HSC	498 Professional Clinical Year Experience at an Affiliated Hospital	30

A minimum of 95 semester hours is required prior to the clinical year. No minor is required.

The Medical Technology Program satisfies the requirements and standards established by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Sequence of Medical Technology Program:

1. Freshman year: Declare the major and begin taking the required courses with counsel of advisor.
2. Sophomore year: Continue courses in the required sequence.
3. Junior year: With authorized approval from the School of Natural and Social Sciences, make application to the affiliated hospital (hospitals) of your choice and keep the school informed relative to your acceptance (non-acceptance) at an affiliated hospital.
4. Senior year: Register at WSC for HSC 498 (no tuition requirements) and complete the course work at one of our affiliates.
5. Make application for graduation to the Records & Registration Office at WSC a semester before the expected date of graduation.

Mortuary Science Concentration: 13 hour core + 41 hours + Clinical year:

MAT 116 College Algebra with Trig (3) must be taken as the Mathematics General Education requirement.

PSY 101 General Psychology (3) must be taken as the Individual and Society General Education requirement.

SOC 110 Introduction to Anthropology (3) must be taken as the World Cultures/Social Institutions General Education requirement.

BIO	220 Human Anatomy	4
	340 Human Physiology	4
BUS	222 Business Law I	3
	240 Accounting I	3
	241 Accounting II	3
CHE	107 General Chemistry II	4
	208 Intro Organic Chem	4
PSY	316 Social Psychology	3
	Elective courses numbered 300 or above from any department	13
HSC	498 Clinical Year at an affiliated Mortuary Science School	30

A minimum of 95 semester hours is required prior to the Professional Clinical Year at an affiliated Mortuary Science School.

Sequence of Mortuary Science Program:

1. Freshman year: Declare the major and begin taking the required courses with the counsel of advisor.
2. Sophomore year: Continue courses in the required sequence. Make application to an affiliate in the Professional Training Schools Inc.
3. Junior year: Complete all necessary courses both those in General Education and those required by the affiliate. Complete the application to the affiliate and secure approval from the department chair.
4. Senior year: Register at WSC for HSC 498 and complete the courses at one of our affiliates.
5. Make application for graduation to the Records & Registration Office at WSC at least three months before the expected date of graduation.

Respiratory Therapy Concentration: 13 hour core + 41 hours + Clinical year at an approved Respiratory Therapist program.

MAT 116 College Algebra with Trig (3) must be taken as the Mathematics General Education requirement.

BIO	220 Human Anatomy	4
	340 Human Physiology	4
	385 Microbiology	4
	486 Immunology	2
BUS	360 Management Theory and Practice	3
CHE	107 General Chemistry II	4
	208 Intro Organic Chem	4
FCS	207 Nutrition	3
HSC	345 CPR-Healthcare Provider	1
PSY	230 Lifespan Development	3
	Elective courses numbered 300 or above from any department	9
HSC	498 Professional Clinical Year	35

Minor in Biology: 20 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

BIO	110 Biology Concepts	4
	16 hours of Biology electives	16

At least 12 of the additional 16 hours of Biology electives must be numbered 300 or above.

Minor in Environmental Studies: 20 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

BIO	145 Environmental Studies Seminar	1
	345 Conservation Biology	3
GEO	430 Geographic Information Systems	3
POS	380 Public Policy	3
SOC	420 Environmental Sociology	3
	Plus 7 hours of electives from the following:	7
BIO	104 Environmental Concerns (3) 325 Ecology (4)	
BUS	418 Legal Environment of Business (3)	
CHE	400 Environmental Chemistry (3)	
EAS	110 Introduction to Meteorology (4)	

EAS	120 Introduction to Geology (4)
ECO	360 Global Economics (3)
GEO	315 World Economic Geography (3)
PSY	316 Social Psychology (3)
SOC	355 Human Populations (3)

Undergraduate Courses

- BIO 102 Biology for General Education (3)** Selected topics in Biology to be presented by the laboratory oriented approach, and in compliance with the requirements of General Education. Does not apply to any major, minor, or endorsement in any science area (BIO, CHE, EAS, NAT) unless specified. (4 hours lecture-lab combined)
- BIO 104 Environmental Concerns for General Education (3)** Selected topics of Environmental Concerns to be presented by the laboratory-oriented approach, and in compliance with the requirements of General Education. Does not apply to any major, minor, or endorsement in any science area (BIO, CHE, EAS, NAT) unless specified. (4 hours lecture-lab combined)
- BIO 110 Biology Concepts (4)** Prerequisite: One year of high school Biology or BIO 102. The first course for biology majors. A grade of C- or better in this course is a prerequisite for all biology courses numbered 200 and above. A study of the microscope, basic cell structure and function, DNA replication, mitosis, meiosis, genetics, evolution, population biology, and diversity. (3 hours lecture, 3 hours lab)
- BIO 145 Environmental Studies Seminar (1)** A discourse on environmental problems and opportunities through research, discussion and guest lectures. May be repeated up to two (2) hours.
- BIO 200 Zoology (4)** Prerequisite: A grade of C- or better in BIO 110. A study of the principles of biology as they apply to the uniformity, diversity and organization of the animal kingdom. (3 hours lecture, 3 hours lab)
- BIO 210 Botany (4)** Prerequisite: A grade of C- or better in BIO 110. A study of the biological principles applicable to the diversity, form and function, evolution, and ecology of plants and plant-like organisms. (3 hours lecture, 3 hours lab)
- BIO 220 Human Anatomy (4)** Prerequisite: BIO 110. Study of the anatomic structure of the human organism. The 11 organ systems of the human and representative quadrupeds will be examined in detail with lecture, dissection and other laboratory exercises. Dissection is required of all students taking this course. An understanding of human anatomy is beneficial for students that will ultimately enroll in advanced courses of cell biology, histology, comparative vertebrate embryology and anatomy, and parasitology. Having training in human anatomy is also beneficial for students interested in health-related and biomedical careers. (3 hours lecture and one 3 hour lab)
- BIO 280 Biology in Society – Honors (3).** An investigation of biological principles, as well as their applications and impacts in society. Discussion and laboratory topics include evolution, biodiversity, and recombinant DNA technology. (4 hours lecture-lab combined)
- BIO 300 Invertebrate Zoology (4)** Prerequisite: BIO 200. The morphology, anatomy, paleontology, evolution and distribution of representative invertebrate groups. (3 hours lecture, 3 hours lab)
- BIO 301 Biology Seminar (1)** Lecture and discussion of topics relevant to the science and practice of biology. Topics vary based on the faculty member leading the course. The course may be repeated for credit, by advisement, when no duplication of topics exists. A maximum of two (2) hours credit can be used to fulfill Biology elective requirements for any Life Sciences major.
- BIO 305 Vertebrate Zoology (4)** Prerequisite: BIO 200. The morphology, anatomy, paleontology, evolution, physiology, and distribution of representative vertebrate groups. (3 hours lecture, 3 hours lab)
- BIO 320 Molecular Genetics (4)** Prerequisites: A grade of C- or better in BIO 110, CHE 106. A study of the mechanisms of inheritance, the molecular basis of gene action and the use of molecular techniques and molecular technology in biomedical, agricultural, and industrial research. The lab component of this course focuses on hands-on use of molecular equipment and technologies used in graduate and industrial molecular based research. (3 hours lecture, 3 hours lab)
- BIO 325 Ecology (4)** Prerequisite: 8 hours of Biology. An evolution-based study of the interrelationships of organisms and their environment. (3 hours lecture, 3 hours lab)
- BIO 330 Histology (4)** Prerequisite: BIO 110. Study of the structure and function of cells, tissues, and organs of organisms. Prepared slides of human and other vertebrate organs and tissues will be studied with light microscopy. Students will also learn techniques associated with slide preparation and slide organization. An understanding of human anatomy would be beneficial to students taking this course. Histology is highly recommended for students interested in health-related, biomedical, and biological careers. (3 hours lecture, 3 hours lab)
- BIO 340 Human Physiology (4)** Prerequisites: BIO 220, CHE 106. A study of the fundamental physiological processes of the human body. Functions of the 11 organ systems will be studied. (3 hours lecture and one 3-hour lab)
- BIO 345 Conservation Biology (3)** Prerequisite: Junior Standing. A study of habitat assessment, ecosystem management and ecological restoration. Students will integrate knowledge gained from various disciplines to develop conservation management plans.
- BIO 370 Introduction to Research (1)** Prerequisite: 8 hours of Biology. This course is designed for Biology majors as an introduction to scientific writing, library research, data collection and data analysis. The student will be expected

- to use the skills learned in this course to establish a proposal for a research project for BIO 470.
- BIO 385 Microbiology (4) Prerequisites: A grade of C- or better in BIO 110, CHE 106. Topics of study detail the structure and physiology of microorganisms including mechanisms of pathogenesis. Beneficial aspects of microorganisms are also discussed with regard to both the human body and the environment. Lab techniques include microbial identification, enumeration procedures and student designed research. (3 hours lecture, 3 hours lab)
- BIO 393 Laboratory Techniques (1) Prerequisite: Junior standing. Assisting in the preparation and evaluation of laboratory activities. This course may be taken a second time for additional credit, subject to department chair approval.
- BIO 400/500 Advanced Zoology (3) Prerequisite: BIO 200. A laboratory and field course oriented on the morphology, taxonomy, and ecology of selected animal groups such as insects, fish, reptiles and amphibians, mammals, or other groups. (3 hours lecture-lab combined)
- BIO 405/505 Advanced Plant Biology (3) Prerequisite: BIO 210. Classification, structure, and/or physiology of plants and plant-like organisms. (3 hours lecture-lab combined)
- BIO 410 Vertebrate Embryology (4) Prerequisite: Junior standing. A study of normal vertebrate developmental processes, with emphasis on organ system morphogenesis. This course also includes a discussion of the fundamental mechanisms involved in cellular differentiation. (3 hours lecture, 3 hours lab)
- BIO 430/530 Parasitology (3) Prerequisite: BIO 110. Study of animal parasites and the effects they have on their hosts. Studies in this course center on parasites of humans, other vertebrates and invertebrates. Taxonomy, morphology, development, physiology, identification, epidemiology and pathogenesis are emphasized. An understanding of human anatomy and histology would be beneficial to students taking this courses. Parasitology is highly recommended for students interested in health-related, biomedical and biological careers. (3 hours lecture-lab combined)
- BIO 434 Advanced Cellular Biology (3) Prerequisites: BIO 320, CHE 107. An advanced study of the structure and function of the eukaryotic cell. Topics will include the basics of modern cell biology including signal transduction, cell cycle regulation, and gene expression. (3 hours lecture-lab combined)
- BIO 440 Comparative Anatomy (4) Prerequisite: Junior standing. A comparative study of vertebrate organ systems and their evolution. This course also includes discussion of vertebrate phylogeny and the basic processes of evolution. (3 hours lecture, 3 hours lab)
- BIO 445 Molecular Biology (3) Prerequisite: BIO 320. This course is designed to give students a working knowledge in the field of molecular biology. It will introduce cloning techniques, DNA sequencing, site directed mutagenesis, electrophoresis and the polymerase chain reaction. A discussion of these techniques and current developments in gene therapy, forensic analysis and molecular systematics will be included. (3 hours lecture/lab combined)
- BIO 451/551 Advanced Ecology (3) Prerequisite: BIO 325. The study of interrelationships of organisms to their environment in terrestrial and freshwater habitats. (3 hours lecture-lab combined)
- BIO 465 Continuing Research (1) Prerequisite: BIO 370. This course is a continuation of BIO 370. Students taking this course will be actively involved in research under their chosen advisor. This course is to be taken after BIO 370 but prior to BIO 470.
- BIO 470 Research Project (1) Prerequisite: BIO 370 and 465. This course is a continuation of BIO 370 and 465. Students will take this course as a means of completing their individual research project under the direction of a chosen instructor. A presentation of this research in both oral and written form is required at the conclusion of the course.
- BIO 486/586 Immunology (2) The topics for this course will include the biological, physical and chemical properties of antigens and antibodies, host-antigen interaction, humoral and cellular response mechanisms, serologic reactions, mechanisms of antibody formation, hypersensitivity. (3 hours lecture-lab combined) Graduate students will be required to do an additional project and write a paper.
- Eligible seniors may enroll in 500 level graduate courses.**
- Graduate Courses**
- BIO 500 Advanced Zoology (3) See BIO 400. Students registering for BIO 500, a graduate level, dual numbered course will be assigned an additional project that focuses on the application of the course materials to the secondary education classroom.
- BIO 505 Advanced Plant Biology (3) See BIO 405. Students registering for BIO 505, a graduate level, dual numbered course will be assigned an additional project that focuses on the application of the course materials to the secondary education classroom.
- BIO 530 Parasitology (3) See BIO 430. Students registering for BIO 530, a graduate level, dual numbered course will be assigned an additional project that focuses on the application of the course materials to the secondary education classroom.
- BIO 551 Advanced Ecology (3) See BIO 451. Use of field collecting methods by group participation to analyze and compare ecological systems. Simulations and published data will be used to study effects of local conditions on ecosystems. Students registering for BIO 551, a graduate level, dual numbered course will be assigned an additional project that focuses on the application of the course materials to the secondary education classroom.
- BIO 586 Immunology (2) See BIO 486. Students registering for BIO 586, a graduate level, dual numbered course will be assigned an additional project that focuses on the application of the course materials to the secondary education classroom.

Business (BUS)
Business & Economics Department
School of Business & Technology
Gardner Hall

Objectives: The programs in business administration are designed: (1) to develop/enhance a foundational knowledge of the common professional component; (2) to develop/enhance breadth and depth of knowledge beyond the common professional component in an area of specialization; (3) to develop a set of desirable cognitive learning skills; (4) to develop professional behavioral characteristics; (5) to develop professional attitudinal characteristics.

For teaching careers: Students planning to teach business subjects in secondary schools should work toward the bachelor's degree with either a field endorsement in Business or Marketing Education or a subject endorsement in Basic Business Education. Students wishing to meet the requirements for vocational certification to teach in reimbursable business education programs must enroll in the vocational field endorsement in either Business or Marketing Education. The objective is to provide prospective business teachers with a background, which will enable them to develop the desirable knowledge, skills, and attitudes necessary to teach business subjects.

For careers in business: Students planning careers in business should work toward the Bachelor of Science degree in Business Administration. Students may concentrate in one of the following: Accounting, Public Accounting, Advertising, Agri-Business, Economics, Finance, Human Resource Management, Management, Marketing, Office Administration, International Business, or Advisor Approved. The objective of the degree program is to provide a solid foundation in business practices and policies. This foundation will enable men and women to secure and advance more rapidly in positions of responsibility and leadership in business, industry, and government.

Students planning for other careers in industrial management or fashion merchandising should work toward the Bachelor of Science degree in Industrial Management or Fashion Merchandising (Technology and Applied Science Department)

Students planning a career in computer information systems should work toward the Bachelor of Science degree in Computer Information Systems.

General Education/Computer Literacy Requirement:
Business Administration

Advertising, Agri-Business, Economics, Human Resource Management, Management, Marketing, Office Administration, International Business Studies, and Advisor Approved concentrations: CIS 130 Introduction to Computer/Information Technology (3).

Accounting, Public Accounting, and Finance concentrations: CIS 130 Introduction to Computer/Information Technology (3) and CIS 232 Spreadsheet Software (1).

Business Education

Field and Subject Endorsements: CIS 130 Introduction to Computer/Information Technology (3).

Nebraska Certified Public Accountant Requirements

Students wishing to sit for the Certified Public

Accountants exam in Nebraska after January 1998 need to have a college degree and must have completed 150 semester hours prior to application. See Public Accounting Concentration section for more information.

Field Endorsement-Business Education

7-12 (BA or BS) 54 hours

Business Administration	36
BUS 122 Personal Finance in Modern Society	3
214 Information Management	3
222 Business Law I	3
240 Accounting I	3
241 Accounting II	3
308 Strategic Communications	3
360 Management Theory and Practice	3
370 Principles of Marketing	3
CIS 130 Intro to Comp/Info Technology	3
ECO 202 Principles of the Natl Econ Sys	3
203 Principles of the Market System	3
Electives to be selected from the following	3
BUS 223 Business Law II (3)	
226 Business Statistics (3)	
325 Principles of Insurance (3)	
327 Principles of Real Estate (3)	
450 International Business (3)	
ECO 360 Global Economics (3)	
Information Technology Systems	9
BUS 216 Office Information Processing	3
307 Office Systems and Technologies	3
Electives to be selected from the following	3
CIS 231 Microcomputer Software (1)	
232 Spreadsheet Software (1)	
233 Advanced Spreadsheet Software (1)	
Vocational Education	9
VED 415 Org/Ad of Career &Tech Education	3
423 Coordinating Techniques	3
463 Intro to Voc Special Needs	3

PLUS Work Experience:

The endorsement is available to those who have (a) 1,000 verified hours of paid work experience in business, or (b) at least 300 hours of supervised work experience in business under the direction of the college or university recommending the endorsement.

Field Endorsement-Marketing

Education 7-12 (BA or BS) 54 hours

Marketing	15
BUS 370 Principles of Marketing	3
372 Selling and Sales Management	3
374 Principles of Advertising	3
475 Consumer Purchasing & Motivation	3
476 Retail Management	3
Business Administration	30
BUS 222 Business Law I	3
226 Business Statistics	3
240 Accounting I	3
241 Accounting II	3
360 Management Theory and Practice	3
460 Human Behavior in Organizations	3

CIS	130 Intro to Comp/Info Tech	3
ECO	202 Principles of National System	3
	203 Principles of Market System	3
	Electives to be selected from the following	3
BUS	308 Strategic Communications (3)	
	470 Marketing Management (3)	
	479 Advertising Plans/Campaigns (3)	
	Vocational Education	9
VED	415 Org/Ad of Career & Tech Education	3
	423 Coordinating Techniques	3
	463 Intro to Vocat Special Needs	3

PLUS Work Experience:

This endorsement is available only to those persons who have 1,000 verified hours of paid work experience in any combination of marketing, management, or entrepreneurial activities.

Basic Business Subject Endorsement 7-12

(BA or BS) 33 hours

	Business Administration	30
BUS	122 Personal Finance in Modern Society	3
	222 Business Law I	3
	240 Accounting I	3
	241 Accounting II	3
	308 Strategic Communications	3
	360 Management Theory and Practice	3
	370 Principles of Marketing	3
CIS	130 Intro to Comp / Info Tech	3
ECO	202 Prin of the Nat Econ Sys	3
	Electives to be selected from the following	3
BUS	223 Business Law II (3)	
	226 Business Statistics (3)	
	325 Principles of Insurance (3)	
	327 Principles of Real Estate (3)	
	450 International Business (3)	
CIS	231 Microcomputer Software (1)	
	232 Spreadsheet Software (1)	
	233 Advanced Spreadsheet Software (1)	
ECO	360 Global Economics (3)	
	Information Technology Systems (3 hours)	
BUS	216 Office Information Processing	3

Major in Business Administration

(BA or BS) 57 or 82 hours

Business administration majors should meet with their advisor to determine the appropriate math course to satisfy the General Education, Mathematics requirement. ECO 202 Principles of the National Economic System (3) will satisfy the General Education, World Culture/Social Institutions, requirement.

Core: 33 hours

BUS	222 Business Law I	3
	226 Business Statistics	3
	240 Accounting I	3
	241 Accounting II	3
	308 Strategic Communications	3
	322 Managerial Finance	3
	360 Management Theory and Practice	3
	370 Principles of Marketing	3

	420 Strategic Management	3
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CIS	130 Intro to Comp / Info Tech	3
ECO	203 Principles of the Market System	3

Plus one of the following Concentrations:

Accounting: 24 hours

BUS	223 Business Law II	3
	340 Cost Accounting	3
	342 Accounting Information Systems	3
	345 Intermediate Accounting I	3
	346 Intermediate Accounting II	3
	440 Assurance Services	3
	445 Federal Tax Accounting I	3
	447 Accounting Analysis and Forecasting & Decision Making	3

Advertising: 24 hours

BUS	374 Principles of Advertising	3
	418 Legal Environment in Business	3
	475 Consumer Purchasing & Motivation	3
	479 Advertising Plans / Campaign	3
CNA	301 Advertising Copywriting	3
	374 Public Relations	3
	379 Broadcast Management or 453 Integrated Marketing Communication	3
ITE	425 Desktop Publishing	3

Advisor Approved: 24 hours

BUS	343 Managerial Accounting	3
	418 Legal Environment of Business	3

Plus 18 hours approved by the student's advisor(s), approved by the department chair, the Advisor-Approved Curriculum committee, and sent to the Records & Registration Office where the 24 hours will be formally entered as part of the student's program. (Includes Norfolk and South Sioux City continuing education programs.)

Agri-Business: 24 hours

24 hours of agricultural course work completed at an appropriate college or university approved by the student's advisor(s), department chair, and the Agri-Business Curriculum Committee.

Economics: 24 hours

BUS	418 Legal Environment of Business	3
ECO	302 Intermediate Macroeconomics	3
	303 Intermediate Microeconomics	3
	310 Money and Banking	3
	320 Labor Economics	3
	470 Industrial Organization	3
	6 hours of electives selected from the following	6

BUS	427 Bank Management (3)	
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ECO	360 Global Economics (3)	
	430 International Economics (3)	
GEO	315 World Economic Geography (3)	

Finance: 24 hours

BUS	223 Business Law II	3
	324 Intermediate Managerial Finance	3
	344 Financial Accounting & Analysis or 346 Intermediate Accounting II	3
	424 Investments	3
ECO	310 Money and Banking	3

Electives selected from the following 9

BUS 325 Principles of Insurance (3)
 327 Principles of Real Estate (3)
 423 Advanced Managerial Finance (3)

ECO 302 Intermediate Macroeconomics (3)
 303 Intermediate Microeconomics (3)
 430 International Economics (3)

Human Resource Management: 24 hours

BUS 418 Legal Environment of Business 3
 460 Human Behavior in Organizations 3
 461 Wage and Benefit Plans 3
 463 Diversity in the Workplace 3
 464 Human Resource Management 3
 467 Issues in Human Resource Mgt 3

Electives selected from the following 6

BUS 466 Labor Law Management (3)
 ECO 320 Labor Economics(3)
 471 Principles of Supervision (3)
 CJA 425 Substance Abuse Management (3)
 PSY 435 Industrial/Organizational Psychology (3)

International Business Studies: 24 hours

BUS 418 Legal Environment of Business 3
 450 International Business 3
 457 Topics in Globalization 3

ECO 430 International Economics 3
 GEO 120 World Regional Geography 3

Electives: 9 hours of advisor approved upper level course work from the following areas: ECO, GEO, POS, or credit earned from an approved study abroad program 9

Management: 24 hours

BUS 343 Managerial Accounting 3
 366 Quantitative Decision Making 3
 418 Legal Environment of Business 3
 460 Human Behavior in Organizations 3
 462 Operations Management 3
 464 Human Resource Management 3
 480 Business Research 3

CIS 430 Management Information Systems 3

Marketing: 24 hours

BUS 343 Managerial Accounting 3
 372 Selling and Sales Management 3
 374 Principles of Advertising 3
 418 Legal Environment of Business 3
 470 Marketing Management 3
 475 Consumer Purchasing and Motivation 3
 476 Retail Management 3
 480 Business Research 3

Office Administration: 24 hours

BUS 214 Information Management 3
 216 Office Information Processing 3
 307 Office Systems and Technologies 3
 461 Wage and Benefit Plans 3
 464 Human Resource Management 3

CIS 231 Microcomputer Software 3
 CNA 426 World Wide Web Development **or**
 450 Computer Layout/Presentation 3

3 hours selected from the following: 3

BUS 418 Legal Environment of Business (3)
 460 Human Behavior in Organizations (3)
 463 Diversity in the Workplace (3)

Public Accounting: 49 hours

The Nebraska accountancy law requires a candidate for licensure to have completed a college degree and have a minimum of 150 semester hours prior to applying to sit for the CPA exam. This 150 semester hour program must include 30 semester hours in accounting beyond principles, 36 semester hours in general business, 60 semester hours in general education, and 24 hours of electives. Completion of the public accountancy concentration, when taken as a part of the business administration major and with proper advisement will allow the student to meet the statutory requirements of the Nebraska accountancy law.

BUS 223 Business Law II 3
 340 Cost Accounting 3
 342 Accounting Information Systems 3
 345 Intermediate Accounting I 3
 346 Intermediate Accounting II 3
 366 Quantitative Decision Making 3
 408 Business Ethics 3
 440 Assurance Services 3
 444 Governmental Accounting 3
 445 Federal Tax Accounting I 3
 446 Federal Tax Accounting II 3
 447 Accounting Analysis, Forecasting and Decision Making 3
 449 Risk Analysis and Accounting Controls 3

Electives 10

Elective hours taken from courses with non-BUS prefixes

Minor in Advertising: 21 hours

Not available to Business Administration majors
 A minor must include a minimum of 12 hours unduplicated by the student's major(s). Also listed in Communication Arts section.

BUS 370 Principles of Marketing 3
 374 Principles of Advertising 3
 475 Consumer Purchasing and Motivation 3
 479 Advertising Plans/Campaign 3

CNA 301 Advertising Copywriting 3
 374 Public Relations 3

Electives selected from the following: 3

CNA 379 Broadcast Management (3)
 453 Integrated Marketing Communication (3)

ITE 425 Desktop Publishing (3)

Minor in Business Administration: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

BUS 226 Business Statistics 3
 240 Accounting I 3
 241 Accounting II 3
 322 Managerial Finance 3
 360 Management Theory and Practice 3
 370 Principles of Marketing 3
 418 Legal Environment of Business 3

Minor in Human Resource Management: 21 hours

Not available to Business Administration majors.

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

BUS	308 Strategic Communications	3
	360 Management Theory & Practice	3
	460 Human Behavior in Organizations	3
	461 Wage and Benefit Plans	3
	463 Diversity in the Workplace	3
	464 Human Resource Management	3
3 hours selected from the following:		3
BUS	418 Legal Environment of Business (3)	
	466 Labor Law Management (3)	
	467 Issues in Human Resource Management (3)	
	471 Principles of Supervision (3)	

ECO 320 Labor Economics (3)

Minor in Management Information Systems: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

BUS	360 Management Theory and Practice	3
CIS	132 Prin of Computing & Info. Systems	3
	(may substitute CIS 130 if required in student's major)	
	360 Comp Info Sys: Analysis & Design	3
	366 Introduction to Data Base	3
	375 Intro to E-Commerce	3
	430 Management Information Systems	3
CSC	165 Intro to Web Design	3

Endorsement in Information Technology. See Computer Science section of the catalog.

Undergraduate Courses

BUS 122 Personal Finance in Modern Society (3) A study of how the interconnected socioeconomic, business, financial, and informational systems affect our personal lives as well as the culture in which we live. Students will be encouraged to develop and articulate a personal perspective on the financial aspects of their lives.

BUS 124 Introduction to Business (3) Limited to freshman Business majors. An introductory study of the supporting theory, principles, and practices of the various business disciplines. Disciplines include accounting, management, marketing, and finance. In addition, topics of current interest (business ethics, regulation, etc.) will be covered.

BUS 142 Survey of Accounting (3) A course for non-business majors to study the role of accounting as an information development and communication function that supports economic decision-making. This restricted overview of accounting emphasizes development of knowledge and skills to perform basic financial analysis, derive financial information for personal or organizational decisions, and utilize information for better understanding of business, governmental, and other organizational entities.

BUS 214 Information Management (3) Study of the systematic analysis and technological control of business records through the records life cycle. Management considerations for records program development, records creation and

forms control, classification systems, active and inactive records control, retention and disposition scheduling, and cost analysis of records maintenance. Includes computer applications.

BUS 216 Office Information Processing (3) Development of proficiency in the use of various software packages as tools in today's automated office. "Hands on" office applications utilize current word processing, database, graphics, desktop publishing, and ten-key calculator software in a networked environment.

BUS 218 Office Internship (1-3) Prerequisite: Instructor approval. Satisfactory completion of work typically performed in educational and business office environments through an office internship. Use of office machines, reprographic and word processing equipment in the development of skills in document preparation, duplication, transcription, record keeping, filing, and office etiquette. May be repeated up to three (3) hours.

BUS 222 Business Law I (3) Introduction to the study of law, the law of contracts, agency and employment, negotiable instruments, personal property and bailments, and the laws governing the sale of goods.

BUS 223 Business Law II (3) The law of partnerships and corporations, real property and leases, insurance and security devices, bankruptcy, trusts and estates, and government regulations.

BUS 226 Business Statistics (3) Prerequisite: General Education Math requirement and CIS 130 or equivalent. A study of the following statistical tools as applied to the business and economic milieu: collection and presentation of data, distributional measurements, probability and sampling, statistical inferences, linear regression and correlation, analysis of variance, and selected nonparametric statistics.

BUS 240 Accounting I (3) A study of the role of accounting in the business environment. Emphasis is on applying basic terminology, concepts, processes, and outputs of the modern accounting system; development of an understanding of the nature and purpose of the major financial statements; and development of the ability to evaluate financial accounting information in problem solving and decision making.

BUS 241 Accounting II (3) Prerequisite: BUS 240. Continuation of BUS 240. Emphasis is on further study of items reported within major financial statements and development of the ability to evaluate managerial accounting information in problem solving and decision making.

NOTE: All business majors and business education endorsements enrolling in a 300-level course offered by the School of Business & Technology should have completed

the following courses: ECO 202, ECO 203, BUS 222, BUS 226, BUS 240, BUS 241, and CIS 130.

BUS 307 Office Systems and Technologies (3) Business procedures applicable to the secretarial, office management, and/or business education professions. Emphasizes practical application of office skills and knowledge, including responsibilities pertaining to mail, communication, travel, meeting arrangements, parliamentary procedure, office equipment and supplies, etc.

BUS 308 Strategic Communications (3) Prerequisites: ENG 102, CIS 130 or equivalent knowledge of word processing software. Development of critical communication skills used in business and industry. Emphasis on assisting Business students to become more effective and efficient writers. Includes instructions, reports, memos, and letters.

BUS 322 Managerial Finance (3) Prerequisites: BUS 226, 241, and junior standing. A study of the financial function within a business enterprise. Areas addressed include financial analysis, working capital management, capital budgeting, sources and forms of long-term financing, financial structure, and cost of capital.

BUS 324 Intermediate Managerial Finance (3) Prerequisites: BUS 322. Students who have completed introductory studies in accounting, economics, business law, statistics, and managerial finance will apply these concepts to the problems of financing business organizations. The following topics will be covered: theory of capital budgeting, cost of capital, capital structure, working capital, and such special topics as mergers, leasing, and multinational finance.

BUS 325 Principles of Insurance (3) A study of the field of insurance, insurance practices, insurable risk, and the basic provisions of various types of insurance—casualty, accident, health, and life.

BUS 327 Principles of Real Estate (3) A study of the character of land, real estate markets, ownership, interests, legal instruments, contracts, closing transfers, financing, brokerage, and management.

BUS 340 Cost Accounting (3) Prerequisites: BUS 241 and CIS 232. Further study of cost management systems and how accounting information is used within organizations to solve problems, make decisions, and define organizational strategies. Topics include cost determination for products, services, processes, departments, and activities; budgeting; performance evaluation; situational analysis and decision making; and professional ethics.

BUS 342 Accounting Information Systems (3) Prerequisites: CIS 130 or 132, BUS 340 or 343. An analysis of the modern accounting system with emphasis on design, documentation, and implementation of an appropriate

accounting system for a firm. The course includes a study of a firm's information needs and internal control requirements, the use of microcomputer software packages, and the use of the case (or project) technique requiring both written and oral presentation of results.

BUS 343 Managerial Accounting (3) Prerequisite: BUS 241. Emphasizes the analysis of accounting information. Examines the information developed in accounting systems and how this information is utilized in the decision-making process.

BUS 344 Financial Accounting and Analysis (3) Prerequisite: BUS 241. Further study of accounting measurement and reporting practices underlying financial statements. Topics include measurement and reporting of financial statements' components, usefulness and limitations of financial statements, adjustment of financial statements to enhance their economic content for analysis, procedures for analysis, use of financial disclosures in analysis, and interpretation of analysis results.

BUS 345 Intermediate Accounting I (3) Prerequisite: BUS 241. Designed to weave into a unified pattern the functions, theory and practice of general financial accounting. Topics include a thorough presentation of cash and temporary investments, receivables, inventories, investments, plant and equipment, intangibles, and deferred charges.

BUS 346 Intermediate Accounting II (3) Prerequisite: BUS 345. Continuation of BUS 345. Topics include liabilities both current and long-term, paid-in capital and retained earnings, statements from incomplete records, errors and their correction, statement of application of funds.

BUS 360 Management Theory and Practice (3) Prerequisite: Junior standing or by instructor approval. Develops the management art and science of planning, organizing, actuating, and controlling through people to make ideas materialize within economic constraints of a business enterprise. Develops ability to construct policy, to make scientifically-sound decisions within that policy, and to establish ethical procedures to insure organized productive effort to intended objectives. Develops a management attitude, outlook, and ability.

BUS 366 Quantitative Decision Making (3) Prerequisites: BUS 226. Application of quantitative and analytical approaches to management problems within a theoretical framework and behavioral background developed.

BUS 370 Principles of Marketing (3) Prerequisite: Junior standing or by instructor approval. A study of the distribution of manufactured goods, the field of marketing, people as markets, classification of goods, markets and services, wholesale, manufacturer's selling policies, marketing research, and trends in marketing.

- BUS 372 Selling and Sales Management (3) Prerequisite: BUS 370. An examination of sales as a career and the practical application of the principles and practices of professional selling. Topics include an examination of the sales executive's role as a participant in the marketing management team; the sales executive's duties and responsibilities; and the planning and implementation of sales and marketing programs.
- BUS 374 Principles of Advertising (3) Prerequisite: BUS 370 or consent of instructor. A study of advertising as a communications strategy and a function of marketing. Focus is on consumer psychology and the various media approaches to advertising and promotion.
- BUS 408/508 Business Ethics (3) This course will examine theoretical structures that shape or influence Western thought and review specific professional codes of ethics relevant to business majors. Students will learn a decision-making framework for examining and articulating well-reasoned positions on ethical issues in business.
- BUS 418/518 Legal Environment of Business (3) This course focuses on public, administrative, and regulatory law, and the relationship of business to the legal structure. Topics include employee and consumer protection, environmental regulation, labor law, monopolies, price-fixing, and the regulation of domestic and international trade.
- BUS 420/520 Strategic Management (3) Prerequisites: BUS 322, 360, 370, or instructor approval, and completion of 105 semester credit hours. Involves analysis of cases in which knowledge from basic courses in marketing, accounting, finance, management, and economics is integrated and applied. Demonstrated interrelationship between the functions of business, complexities of business problems, and strategic management models are addressed.
- BUS 423/523 Advanced Managerial Finance (3) Prerequisites: BUS 324 and CIS 232. Advanced development of the finance specialization with major emphasis on the theoretical issues. Topics include risk and return, forecasting techniques, capital budgeting, and financial structure. Theory will be combined with application through the use of case analysis.
- BUS 424/524 Investments (3) Prerequisite: BUS 322. Topics include types of securities, security prices and markets, economics of personal selection of securities, outlook for specific industries.
- BUS 427/527 Bank Management (3) Prerequisite: BUS 322. This course studies banking from a commercial bank perspective. Topics include bank asset-liability management; policies and practices for reserves, loans, and investments; new problems and innovations; and internal factors.
- BUS 435/535 Student to Business Consulting (3) Prerequisite: Approval of department chair. Provides intensive management counseling for small businesses utilizing qualified college students in business disciplines under faculty guidance. The students meet frequently over the course of a full semester (or more) with the small business owner to identify and solve management problems. A detailed case report is written and given to the client. May be taken once at the undergraduate level and repeated once at the graduate level.
- BUS 440/540 Assurance Services (3) Prerequisite: BUS 346. Introduction to the concepts and practice of accounting professional services including audits, other attestation services, and other assurance services. Topics include professional ethics and responsibilities, legal liability, professional standards, risk assessment, engagement planning, sampling and other evidence accumulation, evidence evaluation, and results reporting.
- BUS 444/544 Governmental Accounting (3) Prerequisite: BUS 241. A study of the accounting techniques and methodology utilized for government and other non-profit organizations. Coverage includes state and local governments, colleges and universities, hospitals, voluntary health and welfare agents, and other non-profit organizations.
- BUS 445/545 Federal Tax Accounting I (3) General knowledge of the principles of income tax laws and sufficient knowledge of the technical aspects thereof to acquire competency in the preparation of individual income tax returns.
- BUS 446/546 Federal Tax Accounting II (3) Prerequisite: BUS 445/545. General overview of income tax laws as they relate to partnerships, corporations, fiduciaries, estates and trusts, gifts, and tax research and planning.
- BUS 447/547 Accounting Analysis, Forecasting, and Decision Making (3) Prerequisites: BUS 223, BUS 340, and BUS 346. Focus is on further developing accounting and business skills that will add value to organizations. These include financial analysis skills, financial forecasting skills, research (or professional standards) skills, decision modeling skills, decision-making skills, communication skills, teamwork skills, and strategic thinking skills. Involves analysis of case situations in which knowledge from courses in law, financial accounting, and cost accounting are integrated and applied.
- BUS 449/549 Risk Analysis and Accounting Controls (3) Prerequisites: BUS 340, BUS 342, and BUS 346. Study of business risk identification, accounting internal controls evaluation, and response to control deficiencies development. Involves analysis of cases in which knowledge from courses in financial accounting, cost accounting, and accounting information systems is integrated and applied.

- BUS 450/550 International Business (3) Prerequisites: ECO 202 and 203. Survey of the problems and opportunities involved in conducting business operations across national boundaries. Analysis of the concepts, tools, institutions, and environmental factors controlling international flows of money, personnel, information, goods and services.
- BUS 457/557 Topics in Globalization (3) Current or special issues in a changing global economy will be examined in a multi-disciplinary approach. The course offers students the opportunity to research and discuss current issues facing society and the impact on functional areas of international business, such as marketing, finance, banking, economics, management, and human resources. Course may not be repeated.
- BUS 460/560 Human Behavior in Organizations (3) Prerequisite: BUS 360. An analysis of organizations from the behavioral science viewpoint. Emphasis is placed on the following areas: theories of motivation, social exchange, interaction, leadership, political behavior in organization, and organization change.
- BUS 461/561 Wage and Benefit Plans (3) This course focuses on the development and management of compensation plans, including both wages and benefits. The course examines both the internal consistency and external competitiveness of wage structures and how firms assign pay rates to various job categories. The course also provides an overview of commonly offered benefits, such as health insurance and pensions as well as legally-mandated benefits.
- BUS 462/562 Operations Management (3) Prerequisites: BUS 226 and 360. Analysis of the production function through the study of models of specific problem areas including inventory control, quality control, job scheduling, plant layout, plant location, maintenance, work methods analysis, and capital budgeting.
- BUS 463/563 Diversity in the Workplace (3) This course addresses problems in the workplace resulting from language barriers, differences in appearance, values, culture, race, ethnic background, religion, gender, age, education and attitude differences, etc. Emphasis is on reducing cultural misunderstandings that lead to a dysfunctional workplace.
- BUS 464/564 Human Resource Management (3) Prerequisite: BUS 360. Develops an understanding of policies and procedures used in the recruitment, selection, training, supervision, and remuneration of employees. A behavioral science view is combined and balanced with an economic management science view to gain the utmost productiveness through good human relations. Personnel management is developed from the professional personnel manager's viewpoint, the first-line supervisor's viewpoint, and the non-manager's viewpoint.
- BUS 466/566 Labor Law Management (3) A study of the legal issues surrounding the employer/employee relationship. Topics include interviewing and avoiding discrimination, sexual harassment policies and case law, the Americans with Disabilities Act, termination of employment litigation, collective bargaining and labor unions, etc.
- BUS 467/567 Issues in Human Resource Management (3) Selected readings and discussion of specific issues in human resource management. The issues covered will include the following: absenteeism, leaves of absence, abusive discharge, age discrimination, negligent hiring, overtime, performance appraisals, promotion, employee handbooks, hiring and termination, etc.
- BUS 470/570 Marketing Management (3) Prerequisite: BUS 370. The capstone marketing course designed to help the student with the transition to the marketing world. Included in the course will be current literature and research, in-depth study of marketing plans and strategies, and/or marketing cases/marketing simulations.
- BUS 471/571 Principles of Supervision (3) This course concentrates on the skills needed by first-line supervisors. Issues covered include the following: supervisor's job description, organizing an effective department, acquiring employees, motivation, effective leadership, communication skills, supervising groups and work teams, labor relations and supervisory challenges in the 21st century.
- BUS 475/575 Consumer Purchasing and Motivation (3) Prerequisite: BUS 370. The consumer's role in the marketing structure. Patterns of consumer expenditure and the psychological and controlling activities involved in the administration of a marketing program.
- BUS 476/576 Retail Management (3) Prerequisites: BUS 360, 370. Retail store organization and operation. Topics include location and layout, retail buying techniques, human relations, and employee supervision. Pricing and merchandising are explored.
- BUS 479/579 Advertising Plans/Campaign (3) Prerequisite: BUS 374. The student will develop an advertising plan for a product, service, or business complete with objectives, positioning statement, media plan, budget, and creative work.
- BUS 480/580 Business Research (3) Prerequisite: BUS 226 or instructor approval. Survey of research procedures and techniques including information sources, designs, instrumentation, analysis, interpretation and presentation of research findings.

Eligible seniors may enroll in 500 level graduate courses. Students who intend to apply 500 level courses toward a graduate program need to make that request to the Dean of the School of Business and Technology.

Graduate Courses

- BUS 508 Business Ethics (3) See BUS 408
- BUS 518 Legal Environment of Bus. (3) See BUS 418
- BUS 520 Strategic Management (3) See BUS 420
- BUS 523 Advanced Managerial Finance (3) See BUS 423
- BUS 524 Investments (3) See BUS 424
- BUS 527 Bank Management (3) See BUS 427
- BUS 535 Student to Bus. Consulting (3) See BUS 435
- BUS 540 Assurance Services (3) See BUS 440
- BUS 544 Governmental Accounting (3) See BUS 444
- BUS 545 Federal Tax Accounting I (3) See BUS 445
- BUS 546 Federal Tax Accounting II (3) See BUS 446
- BUS 547 Accounting Analysis, Forecasting & Decision Making (3) See BUS 447
- BUS 549 Risk Analysis & Accounting Controls (3)
See BUS 449
- BUS 550 International Business (3) See BUS 450
- BUS 557 Topics in Globalization (3) See BUS 457
- BUS 560 Human Behavior in Org. (3) See BUS 460
- BUS 561 Wage and Benefit Plans (3) See BUS 461
- BUS 562 Operations Management (3) See BUS 462
- BUS 563 Diversity in the Workplace (3) See BUS 463
- BUS 564 Human Resource Management (3) See BUS 464
- BUS 565 Foundations of Quantitative Techniques (3)
Prerequisite: Approval of MBA director. This course is designed as a review of quantitative techniques for MBA students. Topics include statistical tools, quantitative methods, and mathematical modeling.
- BUS 566 Labor Law Management (3) See BUS 466
- BUS 567 Issues in Human Resource Management (3)
See BUS 467
- BUS 570 Marketing Management (3) See BUS 470
- BUS 571 Principles of Supervision (3) See BUS 471
- BUS 575 Consumer Purchasing & Motivation (3)
See BUS 475
- BUS 576 Retail Management (3) See BUS 476
- BUS 579 Advertising Plans / Campaign (3) See BUS 479
- BUS 580 Business Research (3) See BUS 480
- BUS 602 Issues in Business Education (3) Analysis of current issues in secondary and post-secondary business education. Emphasis is on topics such as the business curriculum, curriculum evaluation, analysis of current literature, program funding, facilities development, and other business education theories and practices.
- BUS 603 Foundations of Accounting and Finance (3)
Prerequisite: Approval of MBA Director. This course is designed to provide the student with a working knowledge of the fundamentals of accounting and finance from a decision maker's perspective. (MBA foundation course)
- BUS 604 Foundations of Management and Marketing (3)
Prerequisite: Approval of MBA Director. This course is designed to provide the student with a working knowledge of the fundamentals of management and marketing from a decision maker's perspective. (MBA foundation course)
- BUS 608 Financial Administration (3) Prerequisites: CBK accounting, CBK business finance or BUS 603. A study of financial decision making in the firm; development of a decision-making framework for determining the most efficient allocation of resources within the firm; emphasis placed on the analysis of capital investment projects, long-term sources of funds and short-term financing problems.
- BUS 610 Managing in Turbulent Times (3) This course integrates concepts from General Systems Theory, systems dynamics, and management to present a comprehensive picture of adapting an organization to a turbulent environment. Included will be concepts from demographics, diversity, political and social arenas.
- BUS 620 Managerial Communications (3) Application of principles of communication to the managerial setting. The course investigates the influence of organizational climate, manager's style and use of motivation on the communication process. Communication strategies appropriate to business reports, speeches, interviews, and conferences are explored along with emphasis on managerial problems with employee communication and conflict management. The course includes a focus on methods of analyzing and resolving communication problems.

- BUS 621 Seminar in Office Occupations Instruction (1-3) A study of the methods used in teaching courses in the basic business and office occupations/technology areas. Course activities include evaluation and development of teaching materials, study of various teaching methodologies, student/teacher presentations, and discussions of instructional issues in the field of Business Education.
- BUS 625 Decision Science (3) Prerequisites: CBK statistics or ECO 605. Underlying structure of quantitative business decisions and their solution. The course emphasizes problem recognition, formulation, and analysis, using software to perform necessary calculations. Topics may include linear programming, goal programming, simulation, queuing and other MS/OR techniques.
- BUS 627 Ethics in Leadership (3) This course will examine classic cases of business and industry. As part of through analysis, the course considers firm actions within an ethical framework. The class will also discuss what we can learn about the traits of ethical leadership. The development and implementation of an ethical code and the need for continual ethical training is explored. As a backdrop to this discussion, the student will complete and assessment of his/her ethical character traits.
- BUS 630 Workshop in Business Education (1-3) Presentations dealing with current subjects, trends or problems in business education. The course emphasizes free discussion, exchange of ideas, demonstration of methods and practical application of skills and principles. May be repeated up to six (6) hours.
- BUS 632 Information Systems Technology and Management (3) Prerequisite: CBK management or BUS 604. A course that addresses the operational, tactical, and strategic considerations associated with information systems within organization subunits, within an organization, and between organizations. Emphasis is placed on the relationship between organizations and their information systems. Cross-listed as CIS 632.
- BUS 640 Research in Business Education (3) Application of educational research techniques developed in EDU 650. Emphasis will be placed on development of research methods and procedures, literature review, and data gathering, analysis and interpretation. Non-thesis option students will complete their file paper requirement in this course.
- BUS 651 International Business (3) The course addresses the following topics: international business trends; the cultural, political, legal, financial, and economic environment of international business; managing business functions in an international setting; the impacts governments can have on international business.
- BUS 652 Management Accounting (3) Prerequisite: CBK accounting or BUS 603. An examination of management uses of accounting data with particular reference to decision-oriented cost classification, methods of cost estimation, data appropriate for decision models, standards and controls, and special problems.
- BUS 656 Marketing Administration (3) Prerequisite: CBK marketing or BUS 604. A study of concepts useful in understanding marketing systems and buyer behavior and developing skills in making marketing decisions. Topics include marketing strategy, decision models, market segmentation, promotional strategy and product management.
- BUS 665 Leadership Seminar (3) This course provides students with context and background for the consideration of leadership from multiple perspectives. The course explores leadership theory and practice. Special emphasis is placed on the translation of theory into practice. The evolution of leadership thought, situational leadership, and the future of leadership are also explored.
- BUS 690 Seminar in Organizational Behavior (3) Prerequisite: CBK management or BUS 604. Examination and analysis of the organization as a social system and the impact of its various components on work attitudes and behavior; topics include the development of organizational structures, organizational effectiveness, decision making and policy formulation, leadership and change.
- BUS 692 Administrative Policy (3) Prerequisites: All CBK courses and/or foundation courses and satisfactory completion of 24 credit hours in the MBA program or approval of MBA Director. Analysis of policy formulation and implementation from a company-wide standpoint; emphasis on integration of knowledge and approaches across functional areas; both endogenous and exogenous factors that affect company policies; and the role of the firm in society.

Chemistry (CHE)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
Carhart Science Building

Objectives: The offerings in Chemistry are for those students desiring a combination of scientific and professional knowledge that will assist them in rendering a service to the world in which science is of fundamental importance. The courses are basic to pre-professional areas and to careers in science.

Major in Chemistry (BA or BS) 39-55 hours

Chemistry Core: 17-18 hours

BIO 110 must be taken as the General Education requirement.

CHE	106 General Chemistry I	4
	107 General Chemistry II	4
	305 Analytical Chemistry	4
NAT	112 Intro to Personal Computers	1
PHY	201 General Physics I (3) or	
	301 University Physics I (4)	3-4
	321 Physics Laboratory I	1

Plus one of the following concentrations:

Subject Endorsement-Chemistry Education

Concentration: 22 hours + core

MAT 137 Applied Calculus (3) must be taken as the Mathematics General Education requirement.

CHE	208 Intro Organic Chem or	
	314 Organic Chem I	4
	326 Biochemistry I	4
	393 Laboratory Techniques	1
	456 Physical Chemistry I	3
	493 Laboratory Management	1
EAS	110 Introduction to Meteorology or	
	120 Intro to Geology	4

BIO, CHE, NAT, PHY elective courses numbered 300 or above

EDU 409 Science Content Area Methods and Materials is required. A second subject endorsement is required for Nebraska state certification.

Chemical Sciences Concentration: 36-37 hours + core

MAT 140 Calculus I (5) must be taken as the Mathematics General Education requirement.

CHE	314 Organic Chemistry I	4
	315 Organic Chemistry II	4
	370 Introduction to Research	1
	380 Instrumental Analysis	4
	390 Inorganic Chemistry	3
	393 Laboratory Techniques	1
	456 Physical Chemistry I	3
	457 Physical Chemistry II	3
	458 Physical Chemistry Lab	1
	470 Research Project	1
	493 Laboratory Management	1
PHY	202 General Physics II or (3)	
	302 University Physics II (4)	3-4
	322 Physics Laboratory II	1
	Chemistry electives numbered 300 or above	6

Chemistry Health Sciences Concentration:

33-35 hours + core

Medicine must earn a BS degree at WSC before transferring to UNMC College of Medicine.

Rural Health Opportunities Program: The Rural Health Opportunities Program, or RHOP, is a cooperative program between Wayne State College (WSC) and the University of Nebraska Medical Center (UNMC). The purpose of the program is to recruit and educate traditional students from rural Nebraska who will return to practice in rural communities in the state. The Rural Health Opportunities Program currently has options in medicine, dentistry, pharmacy, and dental hygiene.

MAT 140 Calculus I (5) must be taken as the Mathematics General Education requirement.

BIO	220 Human Anatomy	4
	320 Molecular Genetics	4
	340 Human Physiology	4
CHE	314 Organic Chemistry I	4
	315 Organic Chemistry II	4
	326 Biochemistry	4
MAT	180 Applied Probability & Stat	3
PHY	202 General Physics II or	
	302 University Physics II	3-4
	322 Physics Laboratory II	1

Research

The research hours can be met by taking either the Chemistry sequence CHE 370/470 or the Biology sequence BIO 370/465/470.

Admission to the Program

1. Participants in this program will be selected by a committee of faculty members from WSC, Chadron State College and UNMC's Colleges of Medicine.
2. Participants in this program must maintain a specified minimum GPA to be "in good standing" and remain in the program.
3. Participants in "good standing" will be automatically admitted to the UNMC's School of Medicine when they earn a Bachelor of Science degree at WSC

The B.S. in Health Sciences will also be awarded when a student:

- a. Completes 95 semester hours of a prescribed pre-professional curriculum at WSC and successfully completes the first year of the approved professional program at a professional school awarding Master's or Doctoral degrees. (3+1 degree) Students register at WSC for HSC 498 (no tuition requirement) for 30 hours and complete one year of course work in an approved professional program.

OR

- b. Completes a minimum of 63 hours of a prescribed pre-professional curriculum at WSC and successfully completes the first two years of the approved professional program at a professional school awarding Master's or Doctoral degrees (2+2 degree), where MS or Doctorate is the sole professional degree offered. Students register at WSC for 31 hours of HSC 498 (no tuition requirement) in both their junior and senior years and complete two year of course work in an approved professional program.

Students in these programs are exempted from the requirement that the last 30 hours be taken at WSC.

Minor in Chemistry: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

CHE 106 General Chemistry I	4
107 General Chemistry II	4
305 Analytical Chemistry	4
Electives	9

9 hours of Chemistry electives selected by advisement.

In addition to General Education requirements, students must meet the computer literacy requirements of the Math and Sciences departments. NAT 112 Introduction to Personal Computers or any course with a CSC prefix meets this requirement.

Undergraduate Courses

CHE 102 Chemistry for General Education (3) Selected topics of chemistry to be presented by laboratory-oriented approach and in compliance with requirements of General Education. Does not apply to any major, minor, or endorsement in any science area (BIO, CHE, EAS, NAT, PHS, PHY) unless specified. (4 hours of laboratory-lecture combined)

CHE 106 General Chemistry I (4) Prerequisite: High school chemistry or CHE 102. Emphasis on nomenclature, atomic structure, bonding, gaseous and liquid states, equilibrium, and stoichiometry. (3 hours of lecture and 3 hours of laboratory)

CHE 107 General Chemistry II (4) Prerequisite: C- or better in CHE 106 or by consent of instructor. A continuation of CHE 106 with emphasis on kinetics, redox reactions, molecular geometry, hydrolysis, electrochemistry, and solubility products. Qualitative analysis included. (3 hours of lecture and 3 hours of laboratory)

CHE 208 Introductory Organic Chemistry (4) Prerequisite: C- or better in CHE 107. Emphasis on nomenclature, functional groups, and organic structures as related to living matter. (3 hours of lecture and 3 hours of laboratory)

CHE 301 Introduction to Clinical Chemistry (1) Prerequisite: Three semesters of college chemistry. Introduction to Medical Laboratory, including visitations and observation in a hospital laboratory. Does not apply to subject endorsement.

CHE 305 Analytical Chemistry (4) Prerequisite: CHE 107. Emphasis on theories and application of quantitative analysis including gravimetric and volumetric procedures. (3 hours of lecture and 3 hours of laboratory)

CHE 314 Organic Chemistry I (4) Prerequisite: C- or better in CHE 107. The chemistry of carbon compounds, type reactions, mechanisms and applications. (3 hours of lecture and 3 hours of laboratory)

CHE 315 Organic Chemistry II (4) Prerequisite: C- or better in CHE 314. A continuation of CHE 314. (3 hours of lecture and 3 hours of laboratory)

CHE 326 Biochemistry I (4) Prerequisite: C- or better in CHE 208 or 315. Study of proteins, lipids, nucleic acids, and carbohydrates with emphasis on their structure, function, and metabolism. (3 hours of lecture and 3 hours of laboratory)

CHE 370 Introduction to Research (1) Prerequisite: 8 hours of Chemistry. This course is designed for Chemistry majors as an introduction to scientific writing, library research, data collection and data analysis. The student will be expected to use the skills learned in this course to establish a proposal for a research project for CHE 470.

CHE 380 Instrumental Analysis (4) Prerequisite: C- or better in CHE 305. Instrumental analysis in qualitative and quantitative procedures employing IR, UV, visible and atomic absorption spectrometers as well as other modern instruments such as gas chromatographs and electroanalytical system. (3 hours of lecture and 3 hours of laboratory)

CHE 390 Inorganic Chemistry (3) Prerequisites: C- or better in CHE 107. Principles and theories of inorganic chemistry.

CHE 393 Laboratory Techniques (1) Prerequisite: C- or better in CHE 107. Introduction to the direction of students in freshman or sophomore laboratories. Preparation of solutions, supervision of laboratory activities, evaluation of laboratory reports and instruction in the principles of laboratory safety. (3 to 6 hours a week) Cannot be repeated.

CHE 400 Environmental Chemistry (3) Prerequisite: C- or better in CHE 107. A combined lecture-laboratory course with emphasis on man's intrusion into the natural chemical processes of the biosphere. Topics in industrial effluence, energy sources, plastics, detergents, fertilizers, biocides, trace metals, human waste, etc., which lead to pollution of the air and water.

CHE 426 Biochemistry II (3) Prerequisite: C- or better in CHE 326. Bioenergetics, membrane transport, enzymes, mechanisms, and special topics in intermediary metabolism.

CHE 456 Physical Chemistry I (3) Prerequisite: CHE107. Investigations into the properties of ideal and real gases, the first and second laws of thermodynamics, the thermodynamics of pure substances, simple mixtures, chemical equilibrium, and equilibrium electrochemistry.

CHE 457 Physical Chemistry II (3) Prerequisite: C- or better in CHE 456. Investigations into special relativity, quantum theory, atomic structure, atomic spectra, molecular structure, molecular spectroscopy: including rotational, vibrational, electronic, and magnetic resonance spectroscopy. Cross-listed as PHY 457 Modern Physics.

CHE 458 Physical Chemistry Lab (1) Prerequisite or co-requisite: CHE 456. Laboratory investigations of physical chemistry concepts including: the properties of gases, thermochemistry, chemical equilibrium, quantum chemistry, and spectroscopy. (3 hours lab)

CHE 470 Research Project (1) Prerequisite: CHE 370. This course is a continuation of CHE 370. Students will take this course as a means of completing their individual research project under the direction of a chosen instructor. A presentation of this research in both oral and written form is required at the conclusion of the course. This course may be repeated up to three hours.

CHE 490 Chemistry Seminar (1-2 maximum of 2 hours) Prerequisite: Department approval. An advanced course of study for chemistry majors. Research and advanced reading in an area chosen by the student and the instructor in charge.

CHE 493 Laboratory Management (1-2 maximum of 2 hours) Prerequisite: C- or better in CHE 393. Management of advanced laboratories. Preparation of reagents, maintenance of equipment, laboratory supervision, evaluation of student performance, grading of laboratory notebooks, instructions in experimental design. (6-12 hours a week)

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

CHE 500 Environmental Chemistry (3) A study of natural chemical processes in the biosphere. Special emphasis on topics in industrial effluents, air and water pollution, and the safe disposal, treatment and storage of waste.

CHE 610 Modern Inorganic Chemistry (3) Selected inorganic topics of special interest to secondary science teachers. Emphasis will be placed on the development of new laboratory and demonstration material.

CHE 616 Organic and Biological Chemistry for Teachers (3) A review of Organic Chemistry and functional groups important in biological molecules. Selected topics dealing with the role and suitability of biomolecules as they relate to living processes. Emphasis will be placed on current developments in both Biochemistry and Biotechnology.

CHE 650 Computer Applications in Chemistry and Science Education (3) The use of computers for classroom instruction activities including data collection, analysis and presentation. Interfacing computers with simple laboratory apparatus including spectrophotometers, pH meters, balances and other common laboratory equipment. The use of computer networks for transferring data between students, teachers and scientists at remote locations as well as using the Internet for locating scientific information will be presented.

Communication Arts (CNA) Communication Arts Department School of Arts & Humanities Humanities Building

The Department of Communication Arts consists of the Speech Communication, Mass Communication, and Theatre programs. The department is an interdisciplinary unit that offers students the opportunity to develop practical communication skills through application in oratory and rhetoric, the performing arts, technology and media, as well as understanding of the theories and ethical tenets that are the cornerstone of the study of communication. Students are encouraged to complete internships, co-ops, honors projects, and service learning opportunities as part of their undergraduate experience.

The Bachelor of Arts degree is preferred for all Communication Arts Majors. See B.A. degree requirements.

In accordance with the college's policy on assessment of student work, each student is required to compile a portfolio of work examples from courses taken in the major. The portfolio is intended to act as additional evidence of student accomplishment and skills. Items can include, but are not limited to: tapes of student performances and speeches, resume tapes, video and audio production tapes, research reports, design projects, articles published, etc.

A student's portfolio will be developed with the student's advisor to reflect each area of student competence.

Students seeking the 48-hour major must complete a 36-hour major in Mass Communication, Speech Communication, or Theatre and select additional advisor approved course work to a total of 48 hours.

Major in Mass Communication (BA or BS) 36 hours

The Mass Communication program instills knowledge of professional standards and social responsibilities for careers in the areas of print, broadcast, and online communications.

The Mass Communication program area has two concentrations: Broadcasting and Journalism. All students in the Mass Communication program must complete the fifteen hour core and a twenty-one hour concentration area. If the student selects the 48 hour major option for either concentration the student with their advisor will need to choose twelve hours from the list of electives that does not duplicate courses in their concentration area.

Mass Communication Core Courses: 15 hours

CNA	262 Writing for the Mass Media	3
	263 Introduction to Mass Communication	3
	372 Journalism Ethics	3
	471 Mass Media and Society	3
	475 Communication Law	3

Plus one of the following concentrations:

Broadcasting Communication Concentration: 21 hours + 15 hour core

CNA	162 Radio Production I	3
	R,V220/320/420 Comm Arts Workshop	6

373 Video Production I	3
379 Broadcast Management	3
390 Broadcast Journalism	3
473 Video Production II	3

Choose 12 hours of electives for the Broadcast Communication Concentration 48 hour major: 12

CNA	223 Acting I (3)	
	240/440 Intercollegiate Forensics (1-3)	
	252 Public Address (3)	
	297/397/497 Internship in Broadcasting (3)	
	301 Advertising Copywriting (3)	
	374 Public Relations (3)	
	375 Intercultural Communication (3)	
	378 Television Performance (3)	
	387 Lighting (3)	
	389 Photojournalism (3)	
	391/491 Special Project in Comm. (3)	
	426 Worldwide Web Development (3)	
	450 Computer Layout & Presentation (3)	
	454 Advanced Web Development (3)	
	457 Special Topics in Mass Comm. (3)	
BUS	370 Principles of Marketing (3)	
	374 Principles of Advertising (3)	
ENG	200 Expository Writing (3)	
GEO	305 Political Geography (3)	
ITE	362 Digital Photography (3)	
POS	300 State and Local Politics (3)	
	350 The American Presidency (3)	
	380 Public Policy (3)	

Broadcast concentration students may take up to four additional hours of workshop classes as electives in the 48 hour major.

Journalism Concentration: 21 hours + 15 hour core

CNA	J220/320/420 Comm. Arts Workshop	6
	280 News Writing	3
	290 Editing and Copy Editing or	
	450 Comp Layout & Presentation	3
	458 Adv News Writing and Reporting	3
	463 Advanced Media Writing	3
	497 Journalism Internship	3

Choose 12 hours of electives for the Journalism Concentration 48 hour major: 12

CNA	301 Advertising Copywriting (3)	
	374 Public Relations (3)	
	375 Intercultural Communication (3)	
	391/491 Special Project in Comm. (3)	
	426 Worldwide Web Development (3)	
	453 Integrated Marketing Communication (3)	
	454 Advanced Web Development (3)	
	457 Special Topics in Mass Comm. (3)	
BUS	370 Principles of Marketing (3)	
	374 Principles of Advertising (3)	
ENG	200 Expository Writing (3)	
	321 Literary Editing (3)	
	325 Structure of English (3)	
	326 Linguistic Theory & Apps (3)	
GEO	305 Political Geography (3)	
ITE	361 Photography (3)	

363 Digital Photography (3)

425 Desktop Publishing (3)

POS 300 State and Local Politics (3)

350 The American Presidency (3)

380 Public Policy (3)

Journalism concentration students may take up to three additional hours of Workshop classes as electives in the 48 hour major.

Minor in Broadcast Communication: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

CNA	162 Radio Production I.....	3
	R,V220/320/420 Comm. Arts Wksps	3
	262 Writing for the Mass Media	3
	263 Introduction to Mass Comm.	3
	373 Video Production I	3
	390 Broadcast Journalism	3
	471 Mass Media and Society	3

Minor in Editing and Publishing: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s). Complete at least 50% of the hours in the minor at the 300-400 level. Also listed in the English section.

BUS	370 Principles of Marketing	3
CNA	450 Computer Layout & Presentation or	
ITE	425 Desktop Publishing	3
ENG	321 Literary Editing	3
	Writing courses (at least 3 hrs upper level) selected from: 12	
CNA	262 Writing for the Mass Media (3) or	
	280 News Writing (3)	
	290 Editing and Copy Editing (3)	
	430 Playwriting (3)	
	458 Adv News Writing and Reporting (3)	
ENG	200 Expository Writing (3)	
	202 Poetry Workshop (3)	
	203 Fiction Workshop (3)	
	402 Adv Poetry Workshop (3)	
	403 Adv Fiction Workshop (3)	

Minor in Journalism: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

CNA	J220/320/420 Journalism Wksp	3
	262 Writing for the Mass Media	3
	263 Introduction to Mass Comm.	3
	280 News Writing	3
	290 Editing and Copy Editing or	
	450 Comp Layout & Presentation	3
	458 Adv News Writing and Reporting	3
	471 Mass Media and Society	3

Minor in Online Media: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

CNA	426 Worldwide Web Development	3
	Plus 18 hours from the following:	18
ART	202 Typography (2)	
	330 Graphic Design I (3)	
BUS	370 Principles of Marketing (3)	
CIS	130 Intro to Computer/Info Tech (3)	
	140 Intro to Microcmpt Oper Sys (3)	

- CNA 263 Intro to Mass Communication (3)
- 301 Advertising Copywriting (3)
- 450 Computer Layout & Presentation (3)
- 454 Advanced Web Development (3)
- 462 Communication Research (3)
- 471 Mass Media and Society (3)
- 475 Communication Law (3)
- CSC 150 Programming Fundamentals I (3)
- 160 Programming Fundamentals II (3)

Major in Speech Communication(BA or BS): 36 hours

The Speech Communication program prepares students for careers in corporate, community, and public relations, organizational leadership, organizational consulting, law, ministry, politics, and public service.

The Speech Communication program area has two concentrations: Communication Studies, and Organizational Leadership and Public Relations. All students in the Speech Communication program must complete the eighteen hour core and an eighteen hour concentration area. If the student selects the 48 hour major option for either concentration the student with their advisor will need to choose twelve hours from the list of electives that does not duplicate courses in their concentration area.

Speech Communication Core Classes: 18 hours

- CNA 201 Small Group Communication **or**
- 210 Interpersonal Communication 3
- 252 Public Address 3
- 317 Argumentation 3
- 346 Organizational Comm I*
- CNA 442 Comm and Rhetorical Theory 3
- 455 Senior Seminar in Communication Arts 3

**BUS 460 may be substituted for CNA 346 for students in the Organizational Leadership and Public Relations concentration.*

Plus one of the following concentrations

Communications Studies Concentration: 18 hours + 18 hour core

Choose 18 hours from the following: 18

- CNA 240/440 Intercollegiate Forensics (1-3)
- 302 Language and Human Behavior (3)
- 342 Persuasion (3)
- 352 Organizational Presentations (3)
- 375 Intercultural Communication (3)
- 448 Organizational Communications II (3)
- 459 Organizational Leadership (3)
- 462 Communications Research Methods (3)
- 470 Family Communication (3)
- 471 Mass Media & Society (3)

Organizational Leadership and Public Relations Concentration: 18 hours + 18 hour core

Choose 18 hours from the following: 18

- CNA 262 Writing for the Mass Media (3)
- 342 Persuasion (3)
- 352 Organizational Presentations (3)
- 374 Public Relations (3)
- 375 Intercultural Communication (3)
- 377 Public Relations Writing (3)
- 448 Organizational Communication II (3)
- 450 Computer Layout & Presentation (3)

- 452 Public Relations Case Studies (3)
- 453 Integrated Marketing Communication (3)
- 458 Advanced News Writing and Reporting (3)
- 459 Organizational Leadership (3)
- 470 Family Communication (3)
- 478 Communication Ethics (3)

Other courses by advisement for the 48-hour Communication Studies & the Organizational Leadership and Public Relations concentration areas. Choose 12 hours unduplicated in the concentration: 12

- BUS 308 Strategic Communications (3)
- 360 Management Theory and Practice (3)
- 370 Principles of Marketing (3)
- 374 Principles of Advertising (3)
- 464 Human Resource Management (3)
- CNA 240/440 Intercollegiate Forensics (1-3)
- 263 Introduction to Mass Communication (3)
- 280 News Writing (3)
- 318 Play Directing (3)
- 374 Public Relations (3)
- 426 Worldwide Web Development (3)
- 450 Computer Layout & Presentation (3)
- 452 Public Relations Case Studies (3)
- 453 Integrated Marketing Communication (3)
- 457 Special Topics in Communication (3)
- 470 Family Communication (3)
- 471 Mass Media and Society (3)
- 475 Communication Law (3)
- PSY 435 Industrial/Organizational Psychology (3)
- SSC 300 Social Science Research Methods (3)
- 319 Statistics for the Social Sciences (3)

Minor in Speech Communication: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

Select 21 hours from the following: 21

- CNA 201 Small Group Communication (3)
- 210 Interpersonal Communication (3)
- 252 Public Address (3)
- 302 Language and Human Behavior (3)
- 317 Argumentation (3)
- 346 Organizational Communication I (3)
- 375 Intercultural Communication (3)
- 442 Comm and Rhetorical Theory (3)
- 470 Family Communication (3)
- 471 Mass Media & Society (3)

Major in Theatre (BA or BS): 36 hours

The Theatre program prepares individuals for careers in stage and film and television performance, theatre facilities and arts management, costume, lighting and scenic design, play and screen writing, and directing.

- CNA T220/320/420 Theatre Wksp (repeatable) 2-3
- 223 Acting I 3
- 224 Acting II 3
- 232 Stagecraft 3
- 331 Scene Design **or**
- 337 Costumes for the Stage **or**
- 387 Lighting 3
- 318 Play Directing 3
- 333 American Theatre **or**

	386 Modern World Drama	3
	335 History of Theatre I	3
	336 History of Theatre II	3
	455 Senior Sem in Comm Arts (Theatre sec)	3
6-8 hours of electives selected from the following:		6-8
CNA	322 Children's Theatre (3)	
	338 Makeup for the Stage (2)	
	339/439 Musical Theatre (3)	
	378 Television Performance (3)	
	380 Shakespeare (3)	
	419 Advanced Play Directing (3)	
Choose 12 hours of electives for the Theater 48 hour major:		12
CNA	201 Small Group Communications (3)	
	240/440 Intercollegiate Forensics (1-3)	
	252 Public Address (3)	
	322 Children's Theatre (3)	
	331 Scene Design* (3)	
	337 Costumes for the Stage* (3)	
	338 Makeup for the Stage (3)	
	339/439 Musical Theatre (3)	
	373 Video Production I (3)	
	375 Intercultural Communication (3)	
	378 Television Performance (3)	
	380 Shakespeare (3)	
	383 Film and Literature (3)	
	387 Lighting * (3)	
	419 Advanced Play Directing (3)	
	430 Playwriting (3)	
	431 Advanced Design (3)	
	432 Play Production in Secondary Schools (3)	
	457 Special Topics in Communication (3)	
ART	110 Drawing Fundamentals (3)	
	325 Watercolor (3)	
FCS	103 Clothing Construction (3)	
	403 Fittings and Alteration (3)	
ITE	109 Drafting and Design (3)	

Non-course requirement: participation in college play productions. Or other advisor-approved course work

*Can count as an elective if the course is not used for the Theatre core

Minor in Theatre: 20 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

CNA	101 Introduction to Theatre	3
	223 Acting I	3
	232 Stagecraft	3
	337 Costumes for the Stage or	
	338 Makeup for the Stage or	
	387 Lighting	2-3
	318 Play Directing	3
	333 American Theatre or	
	386 Modern World Drama	3
	335 History of Theatre I or	
	336 History of Theatre II	3

CNA 220/320/420/520 and the 300 level Special Courses for the Honors Program/Neihardt Scholars may be applied to any Communication Arts major.

Journalism and Mass Communication Subject Endorsement (BA or BS) 30 hours

CNA	262 Writing for the Mass Media	3
	263 Introduction to Mass Comm.	3
	280 News Writing	3
	290 Editing and Copy Editing or	
	450 Comp Layout & Presentation	3
	301 Advertising Copywriting or	
BUS	374 Principles of Advertising	3
	346 Organizational Communication I or	
	458 Adv. News Writing and Reporting	3
	389 Photojournalism or	
ITE	361 Photography	3
CNA	390 Broadcast Journalism	3
	J420 Journalism Workshop	3
	426 Worldwide Web Development	3

EDU 409 CNA Content Area Methods and Materials must be taken as part of the professional education requirements.

Speech Communication Subject Endorsement (BA or BS): 36 hours

CNA	201 Small Group Communication	3
	210 Interpersonal Communication	3
	252 Public Address	3
	240/440 Intercollegiate Forensics	3
	317 Argumentation	3
	342 Persuasion	3
	346 Organizational Communication I	3
	375 Intercultural Communication	3
	442 Comm and Rhetorical Theory	3
	447 Directing Communication Activities	3
	455 Senior Seminar in Communication Arts	3
	470 Family Communication	3

EDU 409 CNA Content Area Methods and Materials must be taken as part of the professional education requirements.

Subject Endorsement in Theatre (BA or BS): 30 hours

CNA	101 Introduction to Theatre	3
	T220 Theatre Workshop	1
	223 Acting I	3
	232 Stagecraft	3
	318 Play Directing	3
	333 American Theatre or	
	386 Modern World Drama	3
	335 History of Theatre I or	
	336 History of Theatre II	3
	338 Makeup for the Stage	2
	432 Play Production in Secondary Schools	3
	455 Senior Sem in Comm Arts (theatre sec)	3

CNA Electives by advisement

EDU 409 CNA Content Area Methods and Materials must be taken as part of the professional education requirements.

Field Endorsement in Lang. Arts (BA or BS) 66 hours

A person with this endorsement may teach and direct curricular and co-curricular activities in composition, language, literature, speech, theatre, mass communication, journalism, and reading in grades 7 through 12. This endorsement requires 66 semester credit hours in journalism, language, literature, mass communication, reading, speech, theatre, and writing. Also listed under the English section.

Reading	
ENG	443 Young Adult Lit 2
	444 Dev Rdg-Middle/Sec Sch 2
Language	
ENG	325 Structure of English 3
	326 Linguistic Theory & App or
CNA	302 Language & Human Behavior 3
Composition	
ENG	200 Expository Writing or
	CNA 442 Comm & Rhetorical Theory 3
	202 Poetry Workshop or
	203 Fiction Workshop or
	430 Playwriting 3
	442 Teaching Writing 2
Speech	
CNA	201 Small Group Communication or
	210 Interpersonal Communication 3
	240/440 Intercollegiate Forensics 3
	447 Directing Communication Activities 3
Literature	
ENG	270 Critical Approaches to Literature 3
	361 American Literature I 3
	362 American Literature II 3
	371 British Literature I 3
	372 British Literature II 3
	380 Shakespeare 3
	381 Classical Epic and Drama or
	382 The Bible as Literature 3
Mass Media	
CNA	263 Introduction to Mass Comm. or
	ENG/CNA 383 Film & Literature 3
Dramatic Arts	
CNA	223 Acting I* 3
	232 Stagecraft* 3
	432 Play Prod for Secondary Schools 3
*Participation in college productions also required.	
Journalism	
CNA	280 News Writing 3
	290 Editing and Copywriting or
	450 Computer Layout & Present 3
EDU 409	English Content Area Methods and Materials and
EDU 409	CNA Content Area Methods and Materials must be
	taken as part of the professional education requirements.

CNA 100 is a prerequisite to all other speech courses except by permission of the department chair.

Undergraduate Courses

CNA 100 Principles of Human Communication (3) Students will acquire knowledge of the elements and models of communication in a variety of situations. In particular, students will learn about the nature of interpersonal, small group, public speaking, and organizational communication. Beyond this, the student will prepare and present speeches and public presentations in interpersonal, small group, organizational, and public speaking settings and contexts. "C" or above required for teacher education students.

CNA 101 Introduction to Theatre (3) Understanding and appreciation of the art of theatre, including dramatic literature, technical theatre, production process, and critical evaluation. (2 hours laboratory)

CNA 162 Radio Production I (3) Radio production techniques including analog and digital recording, broadcast writing, announcing, remote recording, and digital editing software. This course will also introduce students to broadcast vocabulary and radio station management structures.

CNA 201 Small Group Communication (3) Explores the functions of discussion in our society, problem solving, group dynamics, and analysis of the operative forces within the group. Emphasis on skills of group discussion, participation in decision-making groups, leadership, organization, and evaluation.

CNA 210 Interpersonal Communication (3) Prerequisite: CNA 100. The study of theories and models of interpersonal communication that enhance understanding and development of interpersonal relationships. Skills are developed in listening behavior, dyadic interaction, relationship and conflict management, verbal and nonverbal communication, and intrapersonal processing.

CNA (J,R,T,V) 220/320/420/520 Communication Arts Workshop (.5-3) Prerequisite: Approval of instructor and advisor. Practical application of skills to direct, produce, and coordinate curricular and co-curricular activities in theatre, broadcasting, and journalism. Title varies with major area. Workshop hours beyond those required in CNA majors may be taken as electives in the CNA majors but only with the permission of the advisor and department chair.

CNA 223 Acting I (3) Exploration of basic acting techniques and performance theory through object exercises, monologues, and scene work. (3 hours lab)

CNA 224 Acting II (3) Prerequisite: CNA 223 or approval of instructor. Concentration on scene study and characterization with emphasis on advanced vocal and physical exercises. (3 hours lab)

CNA 232 Stagecraft (3) Fundamentals of scenic construction and painting techniques, sound, properties, and stage management. (4 hours laboratory)

CNA 240/440 Intercollegiate Forensics (1-3) Participation in intercollegiate forensics as well as other public appearances. May be repeated for up to six semester hours.

CNA 252 Public Address (3) Prerequisite: CNA 100. The course builds upon the public speaking skills developed in CNA 100. Students will learn different styles of delivery of speeches, further learn about the development of arguments, how to adapt to audiences of different cultures, and how to be a critical audience member when others are giving speeches.

- CNA 262 Writing for the Mass Media (3) An introduction to writing for print, electronic media and corporate communications. Writing skills will be emphasized and differences in writing for various avenues of mass communication writing will be explored. The course will give students the writing fundamentals on which other courses in broadcasting and journalism will expound.
- CNA 263 Introduction to Mass Communication (3) An overview of the historical development, technological evolution, current status, and future direction of mass communication. Differences between mass communication systems will be explored, as well as mass communication effects on its audiences.
- CNA 280 News Writing (3) An introduction to journalism and journalistic writing. Students in this course work as beginning reporters for the college newspaper.
- CNA 290 Editing and Copy Editing (3) Prerequisites: ENG 102, CNA 280. Various copy editing activities—learning proofreading symbols, reviewing grammar formation, writing headlines, and study type specifications, the use of graphics, and the ideological effects of editorial decisions—will be pursued to develop aggressiveness, memory, curiosity, imagination, discretion and skepticism.
- CNA 301 Advertising Copywriting (3) An introduction to the strategies of writing and speaking for journalism and mass communications, as well as an introduction to the purposes of advertising, sales, and marketing.
- CNA 302 Language and Human Behavior (3) Examines in depth the relationship among language, thought, and behavior, emphasizing the role linguistic communication plays in culture and society.
- CNA 317 Argumentation (3) Prerequisite: CNA 252 or instructor approval. Introduces students to the art of collaborative inquiry, deliberation, and decision-making. The course explores diverse approaches to ethical and effective inquiry, deliberation, and advocacy, as well as developing the skills necessary to their practice. The course focuses particularly on development of critical thinking and reasoning abilities, self-reflexivity, empathic listening, reading, viewing, and speaking skills, dialogic inquiry, and ethical and effective advocacy skills.
- CNA 318 Play Directing (3) Prerequisites: CNA 223, 224, 232, or approval of instructor. Study and practice of basic directing theory starting with play-analysis and proceeding to director-actor-designer relationships in the production process. (3-hour lab)
- CNA 322 Children's Theatre (3) Study of all aspects of children's theatre including adaptations of suitable material for performance, acting and designing for young audiences, and participation in the scheduled children's play productions.
- CNA 331 Scene Design (3) Prerequisite: CNA 232. Principles and styles of scenic design, drafting, and rendering techniques. (4 hours laboratory)
- CNA 333 American Theatre (3) Study of plays, players, places, and events in American theatre history from the 17th century beginnings to the present. Also cross-listed as ENG 333.
- CNA 335 History of the Theatre I (3) Theatre from earliest days through the 17th century with supplemental readings in dramatic literature reflecting the times.
- CNA 336 History of the Theatre II (3) Theatre from the 18th century to the present with selected supplemental readings in dramatic literature.
- CNA 337 Costumes for the Stage (3) Principles and methods of design, planning, and execution of costumes for the theatre. (4 hours laboratory required)
- CNA 338 Makeup for the Stage (2) Principles and methods of design and execution of makeup for the stage.
- CNA 339/439 Musical Theatre (3) Problems and techniques of musical theatre in production. May be repeated once for credit.
- CNA 342 Persuasion (3) Prerequisites: CNA 201 or 210, 252, 442. The study of contemporary theories of persuasion and their applications. Persuasive appeals in political campaigns, social movements, and advertising are examined.
- CNA 346 Organizational Communication I (3) Explores the nature and function of communication in organizations. Emphasis on concepts, skills for effective management of communication, analysis and evaluation of formal and informal patterns of communication in organizations.
- CNA 352 Organizational Presentations (3) Develop expertise, poise and confidence in presenting professional informative, persuasive, and small group presentations for public, private, or business organizations.
- CNA 372 Journalism Ethics (3) An in-depth investigation of the ethical foundations underlying journalistic conduct.
- CNA 373 Video Production I (3) Prerequisite: CNA 162, or permission of instructor. Production and direction techniques of studio and remote production. (Laboratory hours required)
- CNA 374 Public Relations (3) A study of the principles and practices of effective public relations with exercises and projects emphasizing application of media skills for business, educational, and political communication.

- CNA 375 Intercultural Communication (3) Prerequisite: CNA 263, waived for ESL and MLC students. A course aimed at developing a thorough understanding of communication and culture, in both global and community settings, and the way members of diverse cultures and subcultures utilize unique systems, symbols and media representation to communicate among themselves and other groups. Emphasis on media representation of minority groups and U.S. sponsored health/public welfare campaigns in developing nations will enable students to critically assess the communication process in a cultural context.
- CNA 377 Public Relations Writing (3) This course emphasizes writing skills needed in Public Relations work, awareness of Public Relations as a management strategy, the role of Public Relations in generating social awareness and responsibility, and the study of ethics in Public Relations.
- CNA 378 Television Performance (3) This course focuses on basic performance techniques that are used in work as a newscaster, an interviewer or a talk show host, and an actor in commercials. Special emphasis will be placed on developing roles for dramatic or comedic scenes.
- CNA 379 Broadcast Management (3) This course will focus on management practices in radio and television operations: budgeting, staff, audience research, programming, promotions, sales, labor relations, government regulations, and community responsibility.
- CNA 380 Shakespeare (3) Directed reading of Shakespeare's plays and poetry against the background of Renaissance culture. Cross-listed as ENG 380.
- CNA 383 Film and Literature (3) An on-going series of courses concerned with the relationship (thematic, generic, social-historical, etc.) between cinema and literature. CNA/ENG/FRE 383 repeatable once for credit. This course is cross-listed as ENG 383 and FRE 383.
- CNA 386 Modern World Drama (3) Readings of representative global dramatists in translations from Ibsen to the Post-Moderns. Cross-listed as ENG 386.
- CNA 387 Lighting (3) Principles and practices of stage lighting, electricity, color, and effective use of lighting equipment. (4 hours laboratory)
- CNA 389 Photojournalism (3) Prerequisite: CNA 280. An introduction to planning, shooting, and processing still photographs for newspapers, magazines, and other print media. Designed for the student with little or no background in news photography. Laboratory experience on the college newspaper.
- CNA 390 Broadcast Journalism (3) Prerequisites: CNA 162, 262, 373. An overview of broadcast journalism from newsroom organization to basic broadcast news writing skill development including the complexities of covering stories in the field, compressing news stories to time limits, rewriting news stories from wire services, and compiling weekly newscasts and feature presentations.
- CNA 419 Advanced Play Directing (3) Prerequisite: CNA 318. Advanced study of directing theories and required directing of short plays for public performance. (3 hours laboratory)
- CNA 426/526 Worldwide Web Development (3). This course is designed to introduce students to software, design elements and practices related to creating and maintaining web sites on the Worldwide Web. Students will work with software to build web pages as well as to create and edit graphics and photos. Equally important is a focus on professional, legal and ethical issues that accompany publishing on the Web, and on the role of the web as a part of the mass media.
- CNA 430 Playwriting (3) Theory and practice of writing one-act and full length plays. Also cross-listed as ENG 430.
- CNA 431 Advanced Design (3) Prerequisites: CNA 289, 337, 331, or approval of instructor. Advanced problems in scenic, costume, lighting, or sound design. (4 hours laboratory)
- CNA 432/532 Play Production for Secondary Schools (3) The study of principles and methods of play selection for, and directing design and execution of theatre production in high schools.
- CNA 442/542 Communication and Rhetorical Theory (3) Prerequisites: CNA 201 or 210, 252. The study of various theories and models typically employed in communication studies today. Students explore the central assumptions, questions, and approaches in the study of human communication.
- CNA 447/547 Directing Communication Activities (3) A study and application of directing, coaching, and judging communication activities. The course will focus on the development of informative and persuasive speaking events, oral interpretation of literature and one-act play presentation.
- CNA 448/548 Organizational Communication II (3) Prerequisite: CNA 346. Explores the networks, roles, rules, systems, communication climates, and superior-subordinate communication. Group process facilitation, and organizational intervention skills are developed.
- CNA 450/550 Computer Layout & Presentation (3) Prerequisite: By advisement. A practical introduction to elements of design, layout and typography. Students will utilize these elements in computer lab to create publications such as brochures, newsletters, yearbooks, magazine and newspaper pages, and visual aids for professional presentations.

- CNA 451/551 Speech Pathology (3) Characteristics, causes, and treatment of speech and hearing disorders. Designed for teachers to aid in recognizing speech and language disorders in the classroom.
- CNA 452 Public Relations Case Studies (3) Prerequisite: CNA 374. The study of the role of communication theory in Public Relations as it applies in business, politics, and non-profit organizations through the case study method. The management role in Public Relations will be studied, as well as the ethical responsibility of PR professionals. This course presumes prior knowledge of Public Relations principles and presumes effectiveness in public speaking.
- CNA 453/553 Integrated Marketing Communication (3) Prerequisite: Junior standing or by approval. An exploration of strategic communication combining advertising, public relations, sales promotions, direct marketing, and other marketing communication functions to build relationships with constituents for business, organizations, and other groups. Includes case studies and hands-on projects.
- CNA 454/554 Advanced Web Development (3) Prerequisite: CNA 426. Advanced web applications, animation, and database/active-server pages. Includes focus on the function of the worldwide web in professional settings.
- CNA 455/555 Senior/Graduate Seminar in Communication Arts (3) Capstone course that involves the investigation of recent and ongoing research and theory in major field and their implications for continued research and field applications. Extensive training in listening, interviewing, and research skills. Completion of program portfolio required. Topics will vary from offering to offering. Cannot be repeated.
- CNA 457 Special Topics in Communication (3) A detailed study of a particular aspect of communication, such as but not limited to political communication, gender and communication, communication and aging. Topic varies and the course can be repeated up to 3 times for credit covering a different topic.
- CNA 458 Advanced News Writing and Reporting (3) Prerequisites: CNA 280, one course in Social Sciences. Course deals with major political, social, and economic developments that have local news interest. Complex, off-campus reporting on judicial system and court reporting, environmental, criminal justice, budgets, labor and employment, housing, poverty, etc. Will examine how bias and ideological framing arise from news routines.
- CNA 459 Organizational Leadership (3) Prerequisite: CNA 346. An introduction to the study and practice of leadership from a communication perspective. Particular focus on the relationship between communicating and leading. Examination of leadership concepts and theories in organizational group and public contexts. Students will analyze leadership styles and develop leadership skills through team projects and classroom activities.
- CNA 462 Communication Research Methods (3) Focuses on methodologies and designs used in Communication and Mass Communication studies. Students will evaluate the research of others as well as design their own studies. Although quantitative research methods and designs will be highlighted, students will also be expected to recognize the usefulness of qualitative methodologies. Junior standing.
- CNA 463 Advanced Media Writing (3) Prerequisite: CNA 262. A writing-intensive class that focuses on such areas as editorial, feature, and sports writing, as well as writing for magazines. Students will write in-depth articles and submit them for publication in appropriate magazines and other publications.
- CNA 470/570 Family Communication (3) An in-depth study of family communication concepts including family systems, roles, networks, power, intimacy, and decision-making. Special attention will be given to research affecting family communication in such areas as gender, culture, race, and age.
- CNA 471/571 Mass Media and Society (3) Prerequisite: CNA 263. In-depth critical perspective of mass communication theoretical development and audience effects, including short and long term media socialization, political propaganda, advertising, social control, and characteristics shared by all media.
- CNA 472 Radio Production II (3) Prerequisite: CNA 162. Study of advanced techniques in preparation, production, and presentation of program materials.
- CNA 473 Video Production II (3) Prerequisites: CNA 162, 263, 373, 390. Study of advanced techniques for program and non-program content in standard, cable, and specialized television. Includes videotape editing. (Laboratory hours required)
- CNA 475/575 Communication Law (3) An overview of the function of the judicial system with special emphasis on broadcast and print media, interpretation and administration of the law. Important for news, advertising, public relations, and management. Appropriate for pre-law.
- CNA 477 Remote TV Production (3) Prerequisites: CNA 162, 263, 373 plus 473 as prerequisite or co-requisite with permission of instructor. The art of electronic field production, logging, videotape editing. Training in specialized videotaping of sports, on-the-spot interviews, hard news, and features. May be repeated to maximum of 6 hours.
- CNA 478 Communication Ethics (3) Explores ethical issues in interpersonal, small group, organizational, public speaking, and political communication. It will provide models of ethical decision-making and will increase ethical awareness through actual and hypothetical case studies.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

- CNA 520 Communication Arts Workshop (1-3) See CNA 220
- CNA 526 Worldwide Web Development (3). See CNA 426
- CNA 532 Play Production for Secondary Schools (3)
See CNA 432
- CNA 542 Communication and Rhetorical Theory (3)
See CNA 442
- CNA 547 Directing Communication Activities (3)
See CNA 447
- CNA 548 Organizational Communication II (3) See CNA 448
- CNA 550 Comp Layout & Presentation (3) See CNA 450
- CNA 551 Speech Pathology (3) See CNA 451
- CNA 553 Integrated Marketing Communication (3)
See CNA 453
- CNA 554 Advanced Web Development (3) See CNA 454
- CNA 555 Graduate Seminar in Comm Arts (3) See CNA 455

- CNA 570 Family Communication (3) See CNA 470
- CNA 571 Mass Media and Society (3) See CNA 471
- CNA 575 Communication Law (3) See CNA 475
- CNA 617 Topics in Argumentation and Persuasion (3) The focus of the course will alternate between argumentation and persuasion with special attention given to the intricacies in argument structure and logic and/or to the analysis of persuasive campaigns.
- CNA 643 School and Community Theatre Management (3) Examination of challenges and problems in nonprofit organizations. Emphasis on curriculum, budgeting, fund-raising and collaboration between high schools and community theatres.
- CNA 675 Intercultural Communication (3) An advanced course in which students will develop an understanding of culture and communication, in both global and community settings, and the way members of diverse cultures and subcultures utilize unique systems, symbols and media to communicate among themselves and with other groups.

Computer Information Systems (CIS)

**Computer Technology & Information Systems Department
School of Business & Technology
Gardner Hall**

Objectives: The CIS curriculum is designed to: (1) provide students a breadth of knowledge and experiences; (2) allow students to specialize within the curriculum; (3) provide students with pertinent, up-to-date information and experiences; and (4) provide students with skills/knowledge that allow them to be competitive in a broad range of areas of the computer and information systems job market.

See also Computer Science section of the catalog.

**Major in Computer Information Systems
(BA or BS) 57 hours**

Computer Information Systems majors should meet with their advisors to determine the appropriate mathematics courses and science courses to satisfy their General Education Mathematics and Science requirements.

Computing Core Courses: 36 hours

- CIS 132 Prin of Computing & Info Sys 3
- 140 Intro to Microcomputer Operating Sys 3
- 171 Networking I 3
- 360 Comp Info Sys: Analysis & Design 3
- 366 Introduction to Data Base 3
- 372 Computer Hardware 3
- 480 Seminar in Comp Info Systems 3
- CSC 150 Programming Fundamentals I 3
- Plus Business Support Area:
- BUS 142 Survey of Accounting 3
- 308 Strategic Communications 3
- 360 Management Theory and Practice 3
- CIS 352 Structured Business Programming 3

Plus at least ONE of the following Concentrations:

Programmer/Analyst Concentration: 21 hours

- CIS 346 Intro to MVS/JCL 3
- 353 Adv. Structured Programming 3
- 361 CIS Design, Impl., Evaluation 3
- 466 Advanced Data Base 3
- CSC 160 Programming Fundamentals II 3
- Upper Division Committee-Approved Electives 6
- Networking Concentration: 21 hours**
- CIS 271 Networking II 3
- 361 CIS Design, Impl., Evaluation 3
- 390 CIS Practicum 3
- CSC 160 Programming Fundamentals II 3
- Upper Division Committee-Approved Electives 9
- Web Analyst Concentration: 21 hours**
- CIS 361 CIS Design, Impl., Evaluation 3
- 375 Intro to E-Commerce 3
- CSC 160 Programming Fundamentals II 3
- 165 Intro to Web Design 3
- 365 Scripting Languages 3
- 390 Computer Science Practicum 3
- Upper Division Committee-Approved Electives 3
- Applied E-Commerce Concentration: 21 hours**
- CIS 375 Intro to E-Commerce 3
- 390 CIS Practicum 3
- CSC 165 Intro to Web Design 3
- BUS 124 Intro to Business 3
- 418 Legal Environment of Business 3
- ART 330 Graphic Design I 3
- Upper Division Committee-Approved Electives 3
- Minor in Computer Information Systems: 21 hours**
- A minor must include a minimum of 12 hours unduplicated by the student's major(s).
- BUS 360 Management Theory and Practice 3
- CIS 132 Prin of Computing & Info Sys 3
- (may substitute CIS 130 if required in student's major)

140 Intro to Micro Operating Systems	3
352 Structured Business Programming	3
372 Computer Hardware	3

Plus 6 hours selected from the following courses:

CIS 271 Networking II (3)	
346 Intro to MVS/JCL (3)	
350 CICS Application Programming (3)	
353 Advanced Structured Programming (3)	
356 Visual BASIC (3)	
375 Intro to E-Commerce (3)	
430 Management Info Systems (3)	

Minor in Management Information Systems. See Business section of the catalog.

Endorsement in Information Technology. See Computer Science section of the catalog.

Undergraduate Courses

- CIS 130 Introduction to Computer/Information Technology (3)
An introduction to computer technology (hardware and software) including computerized information systems designed to serve personal or business needs for problem solving, decision making, and data communication. Includes hands-on microcomputer applications.
- CIS 132 Principles of Computing and Information Systems (3)
An introduction and overview of modern computer systems, software design, information systems, and related technologies. Topics include computer hardware, software, communications, introductory algorithm design, basic networking concepts, computer ethics, and various other timely topics from the fields of computer science and/or computer information systems.
- CIS 140 Introduction to Microcomputer Operating Systems (3)
Students are introduced to the fundamental and advanced components of operating systems as they relate to microcomputer hardware. Students will gain hands-on knowledge and experience with operating systems that include command-driven, graphical, and menu-oriented environments.
- CIS 171 Networking I (3) An introduction to networking concepts and technologies. Students will be introduced to the theory and practice of networking computers and various other devices.
- CIS 231 Microcomputer Software (1-3) An introduction to the use of the microcomputer as a business tool. Included will be "hands-on" experience with word processor, database, desktop publishing, graphics and presentations, Windows operating system, Internet, Web Page design, and other applications software packages. May be repeated up to nine (9) hours.
- CIS 232 Spreadsheet Software (1-3) An introduction to microcomputer spreadsheet software. Included will be "hands-on" experience with a popular microcomputer spreadsheet application package. Emphasis will be on commonly used concepts and features.
- CIS 233 Advanced Spreadsheet Software (1-3) Prerequisite: CIS 232 or instructor approval. An exploration of advanced

spreadsheet applications software concepts and features. The course will build on the introductory material provided in CIS 232 Spreadsheet Software and will provide coverage of more sophisticated concepts and require "hands-on" experience with features of the spreadsheet software that go beyond the basics.

- CIS 271 Networking II (3) Prerequisite: CIS 171 or instructor approval. This course builds upon the material presented in CIS 171 and provides the students with additional networking theory. In addition, students will work in a variety of "hands-on" settings to apply the theory to modern computer networks and networking equipment.
- CIS 346 Introduction to MVS/JCL (3) A study of Job Control Language (JCL) in the MVS mainframe environment. Topics include: operating systems, MVS/JCL syntax, sequential data sets, utilities, partitioned data sets, generation data groups, system and user-written procedures, sort/merge concepts, advanced JCL features and TSO environment basics. Emphasis is placed on development of single and multi-step JCL jobs operating in the TSO, ISPF/PDF environment.
- CIS 350 CICS Application Programming (3) Prerequisite: CIS 250. A study of Customer Information Control System (CICS) command level COBOL programming. Topics include: interactive systems, CICS concepts and terminology, BMS mapset creation, pseudo-conversational programming, basic CICS subset commands, CICS testing and debugging and expanded command-level CICS application. Emphasis is placed on development of CICS command-level COBOL application programs in the MVS environment that encompass topics/concepts presented in the course. The TSO ISPF/PDF environment will be used for mapset assembly and program compilation.
- CIS 352 Structured Business Programming (3) Prerequisite: CIS 130 or 132. A study of structured computer programming. Topics include: a computer language overview, the program development cycle, the structured programming concept, program documentation, language structure and syntax, and common language commands. Emphasis is placed on development of sequential, batch programs that generate reports. Input to output data transfer, editing, simple and comprehensive arithmetic statement application, single and compound condition testing, sort/merge techniques, single dimensional and multi-dimensional table concepts are some of the processes emphasized in the programs.
- CIS 353 Advanced Structured Programming (3) Prerequisite: CIS 352. A study of advanced topics in structured programming. Topics include: programmer controlled sort/merge concepts, advanced concepts in structured programming techniques, program documentation, multi-image records, master/transaction file concepts and advanced language syntax commands and topics. Emphasis is placed on development of programs that generate, access, and update sequential and random master files. Cohesion, coupling, structured walkthrough, key matching, test data development and editing are some of the concepts/processes emphasized in the programs.

- CIS 356 Visual Basic (3) Prerequisite: CIS 130 or 132. Basic elements of interface design, object use and placement, and coding to operationalize the objects. The course is “hands-on” and project oriented. The student will have to design and submit several Visual Basic projects and a semester project, using structured, standard coding conforming to standard design practices.
- CIS 360 Computer Information Systems: Analysis and Design (3) Prerequisite: CIS 130 or 132. A study of the structured approach to systems development through use of structured analysis methods within an established life cycle. Topics include: the systems development environment and life cycle, information gathering techniques, feasibility studies, cost/benefit analysis, software development alternatives, software selection techniques, modeling tools, data analysis methodologies, communication considerations and new system design. Emphasis is placed on project team assignments that stress activities within the preliminary investigation and systems analysis phases of the systems development cycle.
- CIS 361 Computer Information Systems: Design, Implementation, and Evaluation (3) Prerequisite: CIS 360. A study of the structured approach to systems development through use of structured analysis methods within an established life cycle. Topics include: the systems development environment and life cycle, the systems design process, I/O design activities and strategies, file and database design, project management techniques, foundations and strategies of software design, software testing methods, CASE tools, user training, installation techniques, and evaluation process. Emphasis is placed on project team assignments that stress activities within the system design, implementation and evaluation phases of the system development cycle.
- CIS 366 Introduction to Data Base (3) Prerequisite: CIS 130 or 132. A study of database theory, design and management through application development and implementation. Topics include: database planning and organization, common database models, normalization, the total DBMS concept, logical and physical model design, program database strategies control and recovery, security and integrity, query application, and advanced database topics. Emphasis is placed on application assignments that encompass topics/concepts presented in the course.
- CIS 371 Networking III (3) Prerequisite: CIS 271 or instructor approval. This course builds upon the material presented in CIS 271 and provides the students with additional networking theory. In addition, students will work in a variety of “hands-on” settings to apply the theory to modern computer networks and networking equipment.
- CIS 372 Computer Hardware (3) Prerequisites: CIS 130 or 132 and CIS 140. A study of computer hardware nomenclature from micro to super-computer. The course will review hardware components of the principal computer systems used in industry, education and business. It will also emphasize the relationship of hardware to system management concerns such as connectivity, shared devices, end user interfaces, installation requirements, systems maintenance routines and upgrade procedures, etc.
- CIS 375 Introduction to E-Commerce (3) This course is an introduction to the world of electronic commerce and various other forms of electronic interaction. The course provides an overview of the basic technology of the Internet and World Wide Web. It also discusses strategic, tactical, and operational issues faced by online business firms and various other types of organizations. Marketing, financing, infrastructure, choice of online business model, and many other considerations are explored.
- CIS 390 Computer Information Systems Practicum (3) Prerequisite: approval of instructor. The application of computing and information systems theory to real-world situations via individualized experiences tailored to student interests and backgrounds. Students will participate in supervised and mentored projects and assignments designed to teach them about the realities of translating theory into practice. Course may be repeated for three (3) additional credits of general electives only.
- CIS 430 Management Information Systems (3) Prerequisite: CIS 130 or 132. Emphasis is on providing breadth of knowledge in the organizational concepts and considerations surrounding the use of information systems technologies such as computer systems and communications systems. Topics include role of information systems in managerial functions, general systems theory, design and implementation of Management Information Systems (MIS), decision support systems, expert systems, and artificial intelligence.
- CIS 454/554 Technology Platforms: Hardware and Operating Systems (3) This course provides students with a balance of theory and practice in the areas of selection, installation, management, maintenance, troubleshooting, design, and evaluation of operating systems and computer hardware. Proprietary and open-source systems are considered. Technical research and the use of various forms of documentation will be addressed. The role of ergonomics in hardware selection will be explored. Instructional strategies for teaching hardware and operating systems terminology and concepts will also be presented.
- CIS 457/557 Networking and Technology Management (3) This course provides students with a basic knowledge of computer networks, including network concepts and network operating systems. The areas of network selection, installation, management, maintenance, troubleshooting, design and evaluation are addressed. Instructional strategies for teaching networking and managing the networking instructional environment will also be presented. Special emphasis is placed on issues of security, scalability, and design for maintainability. This course also addressed general methods, skills, and strategies essential for planning and managing authentic and meaningful information

technology learning experiences for students. Strategies for dealing with diverse populations, wide ranges of computer literacy levels, and a variety of learning styles are considered. The topics of assessment, evaluation, and appropriate feedback techniques are explored. In addition the course provides coverage of the general management skills, techniques, and strategies for planning, designing, implementing, evaluating, and managing the learning environment and the various technology components, technical resources, and tools that are a part of it. The basic practice of database design, development, and management is presented and its role in technology management is emphasized. Students will complete a significant technology planning or technology management project in this course. That project will be supported by a database application.

CIS 466/566 Advanced Data Base (3) Prerequisite: CIS 366 or equivalent. An advanced study of data base planning, design, implementation, evaluation, and administration. Topics include: the ANSI/SPARC model for data base development, exploration of advanced considerations related to various types of data base structures, the use of data bases for strategic advantage in the organization, management of all phases of the data base life, query and human factors considerations. Student will apply theory to a data base project.

CIS 471/571 Networking IV (3) Prerequisite: CIS 371 or instructor approval. This course builds upon the material presented in CIS 371 and provides the students with additional networking theory. In addition, students will work in a variety of "hands-on" settings to apply the theory to modern computer networks and networking equipment.

CIS 475/575 Topics in Computer Information Systems (3) Prerequisites: Varies by topic. Study of topics such as simulation, expert systems, and other areas in the forefront of current CIS practices. Designated as a "hands on",

project-oriented course. The student will learn about the techniques, tools and practices of contemporary information systems domains. Topic and title will vary. May be repeated if topic and title are different.

CIS 480/580 Seminar in Computer Information Systems (3) Prerequisite: Completion of 90 credit hours. A capstone course with emphasis on the management of information systems. Emphasis is placed on operational, tactical, and strategic issues related to information systems management. Consideration is given to traditional and emerging information systems issues and topics. Students will work with theoretical and practitioner literature from the information systems field in addressing several cases and/or projects and in preparing and delivering presentations.

Eligible seniors may enroll in 500 level graduate courses.
Graduate Courses

CIS 530 Management Information Systems (3) See CIS 430

CIS 554 Technology Platforms: Hardware and Operating Systems (3) See CIS 454

CIS 557 Networking and Technology Management (3) See CIS 457

CIS 566 Advanced Data Base (3) See CIS 466

CIS 571 Networking IV (3) See CIS 471

CIS 575 Topics in Computer Information Systems (3) See CIS 475

CIS 580 Seminar in Comp Info Systems (3) See CIS 480

CIS 632 Information Systems Technology and Management (3) Prerequisite: CBK management or BUS 604. A course that addresses the operational, tactical, and strategic considerations associated with information systems within organization subunits, within an organization, and between organizations. Emphasis is placed on the relationship between organizations and their information systems. Cross-listed as BUS 632.

Computer Science (CSC)

Computer Technology & Information Systems Department
School of Business & Technology
Gardner Hall

Objectives: The computer science program is designed to provide students with a solid foundation in the general field of computing and its applications in business, industry, government, and education. Students graduating from this program should be well prepared to pursue computer-related careers in these fields or to pursue an advanced degree in computer science or a related field.

See also Computer Information Systems section of the catalog.

Major in Computer Science (BA or BS) 57 hours

PHY 326 Electronics must be taken as the Physical Science General Education requirement and MAT 137 Applied Calculus (or MAT 140 Calculus I) must be taken as the Mathematics General Education requirement.

Computing Core Courses:

CIS	132 Prin of Computing & Info Sys	3
	140 Intro to Microcomputer Operating Sys	3
	171 Networking I	3
	360 Comp Info Sys: Analysis & Design	3
	366 Introduction to Data Base	3
	372 Computer Hardware	3
CSC	150 Programming Fundamentals I	3
	480 Seminar in Computer Science	3
Plus Computer Science Concentration Courses:		
CSC	160 Programming Fundamentals II	3
	310 Data Structures	3
	320 Computer Organization	3
	340 Object-Oriented Progmng: Java	3
	380 Advanced Operating Systems	3
	450 Server Management	3
CIS	361 CIS Design, Impl, Evaluation	3
Upper Division Committee-Approved Electives		6

Plus Mathematics Support Area:

MAT	305 Discrete Mathematics	3
Plus 3 hours selected from:		
MAT	180 Applied Probability and Statistics	3
	320 College Geometry	3
	350 Linear Algebra	3
	410 Probability and Statistics	3

Minor in Computer Science 21 hours

CSC	150 Programming Fundamentals I	3
	160 Programming Fundamentals II	3
	310 Data Structures	3
	320 Computer Organization	3
CIS	132 Prin of Computing & Info Sys	3
Upper Division Committee-Approved Electives		

Minor in Management Information Systems. See Business section of the catalog.

Endorsement in Information Technology 15 hours

Supplemental Endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently. Persons with this endorsement may teach information technology courses in grades K-12. This endorsement requires a minimum of 15 semester hours in Information Technology courses and a minimum of 40 hours of related clinical experiences at elementary and secondary levels.

CSC	442/542 Prgrmg, Design & Documentation	3
	448/548 Web & Multimedia Content, Design & Admin	3
CIS	454/554 Technology Platforms: Hrdwr & Oper Sys	3
	457/557 Networking & Technology Mgmt	3
	475/575 Topics in CIS: Emerging Info Tech	3

Undergraduate Courses

CSC 150 Programming Fundamentals I (3) An introduction to modern programming and problem solving methods using a high-level programming language. Emphasis on algorithm development, top-down design, and structured programming. Topics include data types, files, I/O operations, control structures, functions, arrays, strings, and records. Software documentation and testing will be included as an integral part of the course.

CSC 160 Programming Fundamentals II (3) Prerequisite: CSC 150. A continuation of the modern programming methods started in CSC 150. Emphasis on object-oriented design and data abstraction. Topics include an in-depth treatment of classes, pointers, dynamic data, linked structures, recursion, and computational complexity.

CSC 165 Introduction to Web Design (3) An introduction to the design and implementation of pages for the World Wide Web. Elementary HTML programming and the use of various web creation software tools will be introduced. This course will also deal with issues and considerations in design, layout, functionality, and other aspects of web creation.

CSC 310 Data Structures (3) Prerequisite: CSC 160. A study of common abstract data types (stacks, queues, lists, trees, etc.) and their implementation using a modern object-oriented programming language; techniques for operating on these data structures; and the distinction between specification and implementation. Topics include sorting and searching, analysis of algorithms, and algorithm design techniques.

CSC 320 Computer Organization (3) Prerequisite: CSC 150. An introduction to the internal organization of a computer as a collection of related hardware components and software systems. Topics include representation and storage of digital information; organization and role of various components of a computer; underlying concepts of computer design; and an examination of various computer software systems (interpreters, compilers, assemblers, operating systems, etc.).

CSC 340 Object-Oriented Programming: Java (3) Prerequisite: CSC 160. This course is an exploration of the object-oriented paradigm as a means of creating and maintaining computer applications. In addition to providing instruction in object-oriented programming concepts and methodologies, this course will provide students with syntax and programming techniques for developing programs in the Java Language.

CSC 365 Scripting Languages (3) Prerequisite: CSC 150 or instructor approval. This course is a study of modern scripting languages and their role in traditional and emerging information systems. Focus is in the ability of these server-side languages to extend the capabilities of HTML by providing greater control over content, style, and functionality. In addition, special emphasis will be placed on the integration of these languages with a popular database engine and/or other information systems technologies.

CSC 380 Advanced Operating Systems (3) Prerequisites: CSC 160 and CIS 140. An overview of the structure and design of an operating system—the software interface between the user and the hardware. Topics include process management, memory management, device management, file management, concurrency, distributed systems, and security. Case studies will be emphasized.

CSC 390 Computer Science Practicum (3) Prerequisites: CSC 320 and CIS 372 and instructor approval. An individualized assignment arranged with a campus administrative unit, area business, or other organization to provide supervised experience in computer science, information technology, or a closely related field. Course may be repeated for three (3) additional credits of general electives only.

CSC 425 Computer Architecture (3) Prerequisite: CSC 320. A study of the theoretical basis of modern computer systems. The emphasis is on system design issues such as the structure of the entire system and the function of individual

components within the structure. Topics include digital logic, finite state machines, instruction set architecture, CPU design, control unit design, bus system design, memory organization, I/O organization, reduced instruction set computers, and parallel processing.

CSC 442/542 Programming, Design, and Documentation (3)
An introduction to and an exploration of computer programming, program development approaches, systems analysis and design principles, algorithm development, debugging, programming tools, diagramming, documentation, program testing, program implementation approaches, human-computer interaction, and related topics. Concepts for procedural and object-oriented programs will be explored. Students will create program solutions coded in a common high-level language. Students will also gain familiarity with applications development tools and strategies for testing and debugging code. While exploring these topics, students will also be presented with instructional strategies for teaching such material and managing classroom activities related to the material. Each student will create a written reflection on these topics from the perspective of an educator.

CSC 448/548 Web and Multimedia Content Design and Administration (3) This course is a study of digital media, multimedia, and web-based media and applications. The various forms of digital media will be presented. Approaches to integrating multiple forms of digital media into multimedia presentations of projects will be addressed. Current multimedia tools will be introduced. The creation and management of web-based media and applications will

also be explored. Markup languages and web creation tools will be addressed. Design strategies, content management strategies, security, aesthetics, and related topics will be considered. Students will also be presented with approached to teaching the topics contained in this course and will be asked to create a written reflection, from an educator's perspective, on teaching these topics.

CSC 450 Server Management (3) Prerequisite: CIS 372 or instructor approval. Server management is a comprehensive course that teaches students how to implement mission-critical services on various networking platforms. Students install and configure Web, e-mail, and proxy servers and receive in-depth understanding of how to connect e-commerce databases to Web servers. Additional topics may include system backup, load balancing issues, and Internet security.

CSC 480 Seminar in Computer Science (3) Prerequisite: Completion of 90 semester credit hours and CSC 310. A project-oriented course where students, with the assistance of the instructor, explore one or more areas of current importance in computer science. The students will design and develop a sophisticated software project that will be presented and discussed for critical evaluation.

Eligible seniors may enroll in 500 level graduate courses.
Graduate Courses

CSC 542 Programming, Design, and Documentation (3)
See CSC 442.

CSC 548 Web and Multimedia Content Design and Administration (3) See CSC 448.

Cooperative Education Program

Cooperative Education is a program combining work experience with classroom learning. Employment occurs in positions that are relevant to a student's major and may be either a paid or non-paid experience. To help facilitate a mutually beneficial work experience for the employer and student, each Co-op experience is approved and monitored by the Career Services Office at WSC. College credit may be available for qualifying work experiences.

Cooperative Education is available as either a Parallel or Alternate experience. In a Parallel experience, the student will be enrolled in classes at WSC and working towards filling their Co-op requirements. In an Alternate experience, the student will either work full-time during the summer or may opt to take a semester off and work full-time to fulfill their Co-op requirements (returning to campus in the semester following the alternate experience).

To be eligible for enrollment in Cooperative Education a student must:

1) Have completed 24 credit hours. The Technology and Applied Science department also requires that 18 hours must be completed within the student's major, the Business and Economics department requires 21 hours within the student's major.

- 2) Have a minimum 2.0 GPA and maintain the minimum 2.0 GPA throughout their tenure with the Cooperative Education program. The Technology and Applied Science and Business and Economics departments require a 2.5 GPA within the student's major.
- 3) Be enrolled on at least a half-time basis (6 credit hours) a) during each semester while working a Cooperative Education experience or b) after an Alternate Co-op experience has been completed.
Special circumstances may warrant waiving a requirement. Waivers will be determined by the Vice President for Academic Affairs and the Director of Career Services.

If a student meets the minimum requirements for the Co-op program, the Career Services staff will provide assistance in finding an appropriate employment experience. If the student is successful, the guidelines for receiving credit follow:

- A student may apply for 1-12 credit hours or have the Co-op experience noted on their transcript. The approval of and the amount of credit given for each experience are determined by the advisor/instructor and department chair.
- Credit hours will be billed through the Business Office. There is no charge for the transcript notation option.
- Credit can either be straight elective credit, or may be substituted for an elective, within the major. Each department will make this determination.

- The level of credit will be determined by the department and listed as either a 294, 394, or 494 course number.
- A grade of Satisfactory (S) will be awarded to the student successfully completing their Co-op Experience. No Credit (NC) will be given if the student fails to fulfill the requirements of the program.
- A minimum of 50 clock hours per credit hour must be

worked during each co-op work experience. A total of 50 clock hours are required for the transcription notation option. Students may work more hours than required, however, no extra credit will be given.

Inquiries and application for the Cooperative Education program may be made through the Career Services Office located in the Student Center.

Counseling (CSL)
Counseling & Special Education Department
School of Education & Counseling
Brandenburg Building

Objectives: Human Service Counseling is a baccalaureate degree program designed to prepare students to work in the helping professions. The program is built on a strong foundation of psychology and sociology to develop understanding of individuals and the influence of social interaction. Counseling theory and skills enable students to work with people toward functional ways of meeting their needs.

The program is based on the philosophy of empowerment of clients. Program outcomes include the preparation of counselors who (a) have the skills to attend, listen, reflect, clarify, probe, plan and evaluate, (b) have the ability to understand problems from clients' perspectives, establish mutually acceptable goals, and choose appropriate strategies, and (c) show self-awareness, empathy, and respect for clients.

Admission and Retention in the Human Service Counseling Program:

Admission to WSC does not constitute admission to the Human Service Counseling program. Students will be accepted into the program following completion of requirements for program admission (ordinarily during the Junior Year):

1. File a formal application, completed in CSL 202 Introduction to Human Service Counseling. The application must include the names of two people who would be knowledgeable of personal qualities conducive to success within the counseling profession. Students who transfer credit which includes this course will need to make application during the semester of transfer.
2. Earn at least a "C" grade in CNA 100 Principles of Human Communication and continue to demonstrate the ability to communicate orally in an effective way.
3. Earn at least a "C" grade in ENG 102 Composition Skills and continue to demonstrate the ability to communicate effectively in writing.
4. Earn at least a "C" in CSL 202 Introduction to Human Service Counseling and continue to demonstrate an empathic understanding of people and knowledge of ethical, professional intervention.
5. Earn at least a "C" in CSL 324 Fundamentals of Counseling and continue to demonstrate understanding of counseling theory in assisting people.
6. Achieve and maintain at least a 2.5 GPA in the major.
7. Take the writing section of the Pre-Professional Skills Test prior to completing 60 hours. Those students scoring below

172 (computer form, 318) will be required to prepare and present a plan for remediation to the HSC faculty. Upon approval of the Counseling & Special Education Department, students will need to successfully complete the plan and provide documentation.

8. Demonstrate mental health and personal adjustment commonly expected within the counseling profession and model ethical standards.
9. Receive a favorable recommendation by the Human Service Counseling faculty based on their professional judgment of the student's ability to be of help to others.

The Professional Progress Committee will review completed applications and make recommendation to the Dean of Education and Counseling. Students granted admission will be notified by letter. Students denied admission will also be notified by letter. An appeal may be made to the Dean of Education and Counseling.

Retention in the Human Service Counseling Program is contingent upon maintaining the above requirements. A student may request a review or hearing before the Human Service Counseling faculty at any time.

Admission to the Professional Seminar

The professional seminar is designed to prepare the student for placement in the Human Service Counseling Internship. To be admitted to the seminar, a student must meet the following requirements:

1. Officially admitted into the Human Service Counseling Program.
2. Earn a minimum of 90 hours of credit including 36 hours in the major.
3. Receive at least a "B-" in CSL 342 Interviewing Skills and continue to demonstrate the ability to relate empathically and therapeutically.

Admission to the Human Service Counseling Internship

The internship in human service counseling is designed to integrate the knowledge of theory and techniques with counseling practice. To be admitted to the internship, a student must meet the following requirements:

1. Retention in the Human Service Counseling Program.
2. Complete CSL 490 with a grade of at least a "C".
3. Submission of a completed Internship Agreement by April 1.
4. Approval of the instructor.

Requirements for Graduation

1. Retention in the Human Service Counseling Program
2. Completion of all program requirements.
3. Earned "B-" or higher in CSL 497 Human Service Counseling Internship.

Major in Human Service Counseling (BA or BS) 55 hours

CSL	202 Intro Human Service Counseling	3
	218 Personal Growth Counseling	3
	324 Fundamentals of Counseling	3
	342 Interviewing Skills	3
	403 Group Strategies in Counseling	3
	409 Human Sexuality Counseling	3
	440 Chemical Dependency Counseling	3
	490 Human Services Counseling Seminar	3
	497 Human Service Counseling Internship	10
PSY	101 General Psychology	3
	316 Social Psychology	3
	450 Abnormal Psychology	3
SOC	101 Introduction to Sociology	3
	220 Social Problems	3
	320 Social Welfare	3
	415 The Family	3

Undergraduate Courses

CSL 202 Introduction to Human Service Counseling (3) This course summarizes the personality characteristics, skills, and knowledge that lead to effective human service counseling. Students implement these as volunteers in human service agencies in the community and discuss their experiences in small reflection groups. Students examine practical techniques that are helpful with individuals with mental illnesses, such as depression and schizophrenia.

CSL 218 Personal Growth Counseling (3) An introduction to the study of personal growth counseling with an emphasis upon facilitating self awareness, personal growth, and adjustment. The role of counseling in promoting an understanding of oneself and others will be addressed along with such counseling issues as friendship, stress, motivation, work, decision making, emotions, intimate relationships, sexuality, and others.

CSL 324 Fundamentals of Counseling (3) Introduction to basic counseling theories and their associated assumptions, goals, and strategies to assist client change from a multicultural perspective. (Grade of C or above is required for majors only.)

CSL 342 Interviewing Skills (3) Prerequisite: Admission to HSC program. This course provides the basic concepts for structuring the interview. Select approaches to counseling and case report writing will be considered. Helping skills of attending, responding, and initiating action within interview situations will be emphasized. (Grade of B- is required for majors only.)

CSL 403 Group Strategies in Counseling (3) Prerequisites: Admission to HSC program. The purpose of this course is to facilitate self-awareness and relationship skills in counseling trainees for implementation within group counseling settings. Communication, problem-solving, and leadership skills for group counseling will also be stressed.

CSL 409/509 Human Sexuality Counseling (3) This course is a study of Human Sexuality Counseling from a Bio-Psycho-Social theory of human development. Emphasis is on an individualized perspective; dynamics of psychological, sociological, and physiological predisposition; and a multidimensional approach to intervention. Assessment of individual needs, intervention problem design and implementation, and documentation of progress is also addressed. Etiology, diagnosis, treatment planning and therapeutic interventions are based on contemporary diagnostic descriptions. Diverse intervention strategies will be identified to meet the needs of a multicultural society. Specific protocols will be illustrated for diagnosis, treatment planning, and therapeutic intervention. Counselors will be presented in specific case studies and videotapes of actual counseling sessions. Ethical issues associated with human sexuality counseling will be considered in detail.

CSL 440/540 Chemical Dependency Counseling (3) This course is a study of chemical dependency counseling from a Bio-Psycho-Social theory of human development. Emphasis is on an individualized perspective; dynamics of psychological, sociological, and physiological predisposition; and a multidimensional approach to intervention. Assessment of individual needs, intervention program design and implementation, and documentation of progress is also addressed. Classification of chemicals and their effects on the human body; tolerance, rebound, and withdrawal; and various treatment modalities and settings will be explored. Etiology, diagnosis, treatment planning and therapeutic interventions are based on contemporary diagnostic descriptions. Diverse intervention strategies will be identified to meet the needs of a multicultural society. Specific protocols will be illustrated for diagnosis, treatment planning and therapeutic intervention. Counselors will be presented in specific case studies and videotapes of actual counseling sessions. Ethical issues associated with chemical dependency counseling will be considered in detail.

CSL 445/545 Clinical Issues in Chemical Dependency (2) This course focuses on counseling approaches for chemically dependent persons with special issues including dual diagnoses, relationship(s) with chemically dependent family members, problems associated with a specific drug of choice and problems common to the populations of women, adolescents, and the elderly. Specific counseling approaches will be suggested for each. Suggestions for helping family members of persons with these issues will also be explored.

CSL 447/547 Multicultural Counseling (2) This course explores the special issues involved in working with clients who are impacted by cultural influences of minority groups in America. Special counseling techniques and adaptations of traditional counseling approaches when working with diverse cultural groups will be studied.

CSL 449/549 Alcohol/Drug Assessment, Case Planning and Management (2) This course describes processes involved in collecting self-report and assessment data as a basis for making decisions regarding the diagnosis and selection of appropriate level of care of persons with alcohol and drug disorders.

CSL 490 Human Service Counseling Seminar (3) Prerequisites: 90 hours, 36 hours in major: including CSL 202, 218, 324, 342, 403. This course focuses on refinement of counseling competencies for general and special populations. Attention is given to counseling from initiation to termination. Current issues are addressed in seminar format with each advanced level student conducting and sharing research. Additional activities include (a) internship seeking and placement and (b) political advocacy.

CSL 497 Human Service Counseling Internship (10)
Prerequisites: CSL 490, 36 hours in major: including CSL 202, 218, 324, 342, 403. The internship in human service counseling is designed to integrate the knowledge of theory and techniques with counseling practice.

**Eligible seniors may enroll in 500 level graduate courses.
Graduate Courses**

CSL 509 Human Sexuality Counseling (3) See CSL 409

CSL 540 Chemical Dependency Counseling (3) See CSL 440

CSL 545 Clinical Issues in Chemical Dependency (2)
See CSL 445

CSL 547 Multicultural Counseling (2) See CSL 447

CSL 549 Alcohol/Drug Assessment, Case Planning and Management (2) See CSL 449

CSL 580 Professional Counselors and Ethical Standards of Practice (2) This course is designed to encourage reflection on general ethical principles, recognition of ethical issues raised in practice, and use of an ethical decision-making model. Case studies are used for discussion of ethical issues in developing competent, culturally-sensitive professionals. Professional identity is addressed through awareness of our history, professional roles, professional associations (ACA), credentialing, and advocacy.

CSL 600 Theories of Counseling (3) This course is designed to introduce the major theories of counseling with an initial exposure to the counseling relationship and corresponding theoretical techniques. Psychodynamic, humanistic, and cognitive-behavioral theories are emphasized with brief discussion of systems theories, brief therapy, and feminist therapy models. Each student begins to integrate quintessential elements from these theories with their experiences and beliefs toward a personal model that will provide a way to conceptualize client needs and choose appropriate intervention. Professional orientation and the

ACA Code of Ethics are introduced, particularly in reference to training standards. (Prerequisite for CSL 641, 645, 665, 685, 686, 697; Minimum grade of B- is required.)

CSL 615 Career Development and Life Planning (3) This course is designed to prepare graduate level counselor trainees to facilitate career and life planning decisions within an applied professional setting. Typical theoretical perspectives associated with career development and life-planning counseling will be highlighted. An analysis of the psychological, sociological, and physiological aspects of human behavior, which typically impact upon career decisions, will be emphasized. Career development program planning, organization, implementation, administration, and evaluation will be addressed. Assessment instruments and techniques associated with career planning and decision-making will be explored. Technology-based career development applications and strategies, including computer-assisted career guidance information will be utilized. This class will include such topics as foundations and resources, career-counseling programs for special populations, and techniques for career-counseling interviewing. Career development program planning, organization, implementation, administration, and evaluation will be addressed. Ethical issues associated with career counseling will be considered in detail.

CSL 625 Individual and Group Assessment (3) This course is designed to prepare graduate level counselor trainees to apply relevant principles of assessment and evaluation within an applied professional setting. Typical topics for discussion will include theoretical and historical bases for assessment techniques; reliability and validity dimensions in testing; appraisal methods associated with standardized tests; psychometric statistics upon which assessment is based; strategies for selecting, administering, interpreting, and using assessment instruments; and typical human qualities involved in the assessment process. The assumptions, implications, and effects of assessment on minorities and on public policy will also be addressed. Diverse intervention strategies will be identified to meet the needs of a multicultural society within an ever changing social milieu. Ethical issues associated with appraisal counseling will be considered in detail.

CSL 630 Developmental Counseling over the Lifespan (3)
This is a course about basic human growth and development. It is designed to prepare graduate level counselor trainees to apply relevant principles of human transformation over the lifespan to Developmental Counseling Theoretical Perspectives within an applied professional setting. A presentation of personality dynamics and behavioral manifestations at critical stages of development over the lifespan will be provided based on a Bio-Psycho-Social perspective. This class will include such topics as 1) stage wise progression; 2) psychosocial crisis; 3) chemical addiction and dependency; 4) environmental factors impacting on both adaptive and maladaptive

adjustment; and 5) strategies for facilitation positive development over the lifespan. Such factors as age, race, religious preference, physical disability, vulnerability to addiction and dependency; sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability will also be addressed in relationship to attitude formation and behavioral response. Diverse intervention strategies associated with developmental counseling will be considered in detail.

CSL 641 Counseling Children (1) This course is designed to adapt counseling skills to the developmental needs and special problems of children within a cultural context. Appropriate techniques include play therapy, expressive arts, and bibliotherapy. Ethical considerations in counseling children are addressed.

CSL 642 Consultation (2) This course is designed to introduce models of consultation through which counselors collaborate with colleagues, teachers, or parents in problem solving directed toward the needs of a third person. Through practice, students engage in skills facilitating development through the stages of consultation and reflection on their performance.

CSL 643 Elementary School Counseling (1) This course is designed to address the role of the elementary school counselor and services provided through the school: counseling, consulting, and coordination. Emphasis is on organizing and managing developmental guidance activities, career education, coordination of student services, referral services, and collaboration with other professionals in the community.

CSL 644 Secondary School Counseling (1) This course focuses on the role of the secondary school counselor and services provided through the school. Emphasis in this practical course is in resources, procedures, and materials available for the career, academic, personal, and social development of secondary school students.

CSL 645 Marriage and Family Counseling (3) This course is designed to introduce systems theories to include an understanding of (a) family development, issues and concepts, (b) interventions associated with major family therapy models, and (c) social constructivist models, e.g. Solution-Focused Brief Therapy and Narrative Therapy.

CSL 646 Student Affairs in Higher Education Counseling (2) This course surveys the history, purpose, function, legal and ethical issues of student affairs in higher education counseling. Characteristics and developmental issues of college students are described. Needs of students from diverse cultural groups are identified. Models of programs to meet these needs are examined. The essential skills and competencies of student affairs managers are described.

CSL 665 Group Counseling (3) Prerequisites: CSL 600, 685.

This course is designed to provide theoretical and experiential understanding of group counseling with emphasis on types of groups, planning, orientation, stages of group development, group member roles and behaviors, effective leadership skills, theoretical implications for methodology and leadership style, and ethical issues related to a group environment. This course includes supervised practice.

CSL 670 Organization/Administration of Counseling Services (3) This class is an introduction to the historical development of counseling services and significant societal changes impacting on the evolution of the helping profession. The class is designed to prepare graduate level counselor trainees to develop, deliver, and maintain outcome/performance-based counseling service programs that facilitate the academic, personal/social and career development of individuals. An emphasis is placed on the integration of counseling services within either a school or agency setting.

CSL 675 Differential Diagnosis and Treatment Planning in Counseling (3) This course is a study of the most common personality disorders manifested within American society, schools, and community counseling settings. It is designed to facilitate collaboration among school and community counselors and other primary care providers. The primary focus is on contemporary diagnostic descriptions; advances in differential diagnostic procedures; current theoretical perspectives; and prevalent treatment planning strategies that guide the intervention process. Assessment of individual needs, intervention program design and implementation, and documentation of progress is also addressed. Etiology, diagnosis, treatment planning and therapeutic interventions are based on contemporary diagnostic descriptions. Diverse intervention strategies will be identified to meet the needs of a multicultural society. Specific protocols will be illustrated for diagnosis, treatment planning, and therapeutic intervention. Psychological disorders will be presented in specific case studies, counseling transcripts, films, and videotapes of actual counseling sessions. Ethical issues associated with counseling those with psychological disorders will be considered in detail.

CSL 685 Practicum in Counseling (3) Prerequisite: CSL 600. Introduction, practice, and mastery of basic skills for structuring a counseling interview. (Minimum grade of "B-" and the ability to relate empathetically and therapeutically is required.)

CSL 686 Advanced Practicum (3) Prerequisites: CSL 600, 685, and admission to candidacy. Provides for the development of individual and group counseling skills beyond the initial practicum with direct service to clients. This course is designed to model, demonstrate, and train for clinical application. (A minimum grade of "B-" and the ability to relate empathetically, therapeutically, and ethically is required.)

CSL 697 Internship in Counseling (3-12) Prerequisites: CSL 600, 625, 665, 685, admission to candidacy, consent of the instructor, and CSL 641-3 for elementary counseling. Required field experience in a setting appropriate to the student's program. Emphasis will be placed on the development of individual and group counseling skills and competencies. Interns are required to provide videotapes of counseling sessions for on-campus critique sessions with a campus supervisor and other interns. Any exceptions to

videotaping must be approved by the instructor. An intern who cannot be directly observed by the on-site supervisor will provide videotapes of counseling work for the supervisor's feedback. Students employed as counselors and taking Internship will arrange two visitations to other field sites in the area in which they are completing this internship. (Minimum grade of "B-" and modeling ethical and personal behavior articulated in the ACA Code of Ethics and Standards of Practice is required.)

Criminal Justice (CJA)

Sociology, Psychology & Criminal Justice Department School of Natural & Social Sciences Connell Hall

Objectives: The Criminal Justice program is designed to provide students with the necessary practical knowledge and skills for careers in the Criminal Justice field and knowledge of the theoretical basis for understanding the economic, political, and social environments in which the criminal justice process operates. The CJ comprehensive major consists of a total of 57 hours, with available concentrations in Law Enforcement, and Corrections. For students in majors other than Criminal Justice, a minor in Criminal Justice is available. The Criminal Justice program is offered in cooperation between WSC and Northeast Community College in Norfolk, Nebraska, about 30 miles away. Certain courses are offered by Northeast faculty on the WSC campus.

Completion of the Criminal Justice degree program, or portions thereof, is not a guarantee of employment in the career field. Agencies may require background investigations, medical/psychological/physical fitness evaluations, interviews, and additional training.

Major in Criminal Justice (BA or BS) 57 hours

Spanish (3) is required in the General Education (Foreign Language and World Literature section) for all Criminal Justice majors. In addition CJ majors should plan to meet their General Education requirement in the Individual and Society category by taking SOC 101, or PSY 101.

The major requires the Core and at least one of the Concentrations.

Criminal Justice Core 39 hours

CJA	105 Introduction to Criminal Justice	3
	200 Criminal Law	3
	203 Police and Society	3
	235 Security and Loss Prevention	3
	325 Community Based Corrections	3
	365 Juvenile Delinquency	3
	375 Criminal Justice Management	3
	425 Substance Abuse Management	3
	444 Topics in Criminal Justice	3
	488 Criminal Justice Senior Seminar	3
SOC	200 Deviance or	
	220 Social Problems	3
SSC	300 Social Sciences Research Methods	3
	319 Statistics for Social Sciences	3

Criminal Justice Concentrations (choose one)

Corrections Concentration: 18 hours + 39 hour core

CJA	320 Correctional Institutions	3
	475 Issues and Ethics in Criminal Justice	3
SOC	320 Social Welfare	3
	345 Multicultural America or	
	460 Social Stratification	3
	Program Electives	6

Law Enforcement Concentration: 18 hours + 39 hour core

CJA	127 Introduction to Criminalistics	3
	226 Criminal Investigation	3
	405 Family Violence	3
	475 Issues and Ethics in Criminal Justice	3
	Program Electives	6

Criminal Justice Minor: 21 hours

(Not permitted for Criminal Justice Majors)

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

CJA	105 Introduction to Criminal Justice	3
	Plus 3 hours from each of two areas:	

Law Enforcement area:

CJA	203 Police & Society or	
	226 Criminal Investigation	

Corrections area:

CJA	320 Correctional Institutions	3
	325 Community Based Corrections or	
	365 Juvenile Delinquency	3

Program Electives (by advisement Upper Div)

Program Electives for Corrections, and Law Enforcement concentrations or for the minor in Criminal Justice.

Choose hours from the following list, or take additional classes prefixed CJA, but note that at most 3 hours of classes prefixed CJA may count toward the program electives.

Program electives in the minor must be upper level courses.

Business

BUS	222 Business Law (3)	
	308 Strategic Communications (3)	
	322 Managerial Finance (3)	
	401 Office Management (3)	
	418 Legal Environment of Business* (3)	
	463 Diversity in the Workplace (3)	
	464 Human Resource Management* (3)	
	466 Labor Law Management (3)	

Criminal Justice

- CJA 394 Cooperative Education Experience (3)
 395 Independent Study (honors) (3)
 444 Topics in Criminal Justice (cannot count any Topics credit also used in the CJA major) (3)
 497 Internship (6 hours, but only 3 hours will count as Program Electives)
 499 Senior Honors Colloquium (honors) (3)

Communication

- CNA 201 Small Group Communication (3)
 210 Interpersonal Communication (3)
 262 Writing for Mass Media (3)
 346 Organizational Communication I (3)
 374 Public Relations (3)
 470 Family Communication (3)

Counseling

- CSL 324 Fundamentals of Counseling (3)
 342 Interviewing Skills* (3)
 440 Chemical Dependency Counseling (3)

Economics

- ECO 320 Labor Economics* (3)

Geography

- GEO 300 Human Geography* (3)
 320 Urban Geography* (3)
 430 Geographic Information Systems (3)
 435 Computer Mapping (3)

History

- HIS 465 American Civil Rights Movement (3)

Political Science

- POS 300 State and Local Politics* (3)
 355 The Supreme Court (3)
 380 Public Policy* (3)
 420 American Constitutional Law* (3)

Psychology

- PSY 230 Lifespan Development* (3)
 316 Social Psychology* (3)
 401 Theories of Personality* (3)
 440 Psychopharmacology* (3)
 450 Abnormal Psychology* (3)
 or any upper level PSY course* (3)

Sociology

- SOC 315 Rural Sociology* (3)
 320 Social Welfare* (3)
 345 Multicultural America (3)
 410 Community* (3)
 415 The Family* (3)
 420 Environmental Sociology* (3)
 460 Social Stratification* (3)

Social Sciences

- SSC 419 Advanced Social Science Research Methods (8)
 444 Topics in Social Sciences (3)
 (per advisement according to the topic)

*denotes prerequisites exist in these courses. See your advisor.

Note: If a student takes both Sociology of Deviance (SOC 200) and Social Problems (SOC 220) one will count as an elective within the major. SSC courses may count as program electives, by advisement. Also, any other CJA course

from NECC will transfer in as program electives in Criminal Justice.

Undergraduate Courses

CJA 105 Introduction to Criminal Justice (3) This is a survey course designed to acquaint the student with the total field of criminal justice emphasizing the institutions and processes of law enforcement and corrections.

CJA 200 Criminal Law (3) The study of the categories of criminal code, the elements of evidence and proof from the legal standpoint, and how these relate to constitutional rights of the accused.

CJA 320 Correctional Institutions (3) The course focuses on the historical development of prisons, and a discussion of the current structure, philosophy, character and issues of modern correctional institutions.

CJA 325 Community-Based Corrections (3) The study of the correctional processes at the community level including the parole and probationary concepts. Emphasis is on applied techniques.

CJA 365 Juvenile Delinquency (3) The study of the nature and extent of juvenile delinquency in the U.S., theories of cause, and the special police processing and court systems which deal with delinquency, with focus on the role of schools, drugs, gangs, racial groups, and females as special topics in delinquency.

CJA 375 Criminal Justice Management (3) Management of criminal justice agencies is the course focus. Topics include management structure and style, promotion, retention, training, documentation, ADA, EEO, unions, budget administration, grants, other funding, data security, planning and evaluation, impact of technology on administration, and administration law.

CJA 405/505 Family Violence (3) The course examines child abuse, dating violence, domestic violence, sexual assault and elder abuse. Particular topics include theories of abuse, societal responses to abuse, and assistance to victims.

CJA 425/525 Substance Abuse Management (3) The study of substance abuse in the work place from a managerial perspective: union issues, management concerns, legality of intervention, referrals for treatment, drug testing, training supervisors, and other topics. The course also examines the war on drugs, drug sources and distribution systems, and the impact of drug abuse on individuals and society.

CJA 444/544 Topics in Criminal Justice (3) Current or special issues in Criminal Justice will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.

CJA 475 Issues and Ethics in Criminal Justice (3) This course will review classical and modern theories of ethics and their application to criminal justice practice. Topics include: theories of ethics, racism and prejudice, abuse of authority, and corruption.

CJA 488 Criminal Justice Senior Seminar (3) This course is a capstone course wherein students research the career field and job market, conduct original research, focus on issues in the profession and dialog on personal values and skills for the career field.

CJA 497 Internship (1-6) Prerequisites: Instructor permission, junior level or above. Placement in a professional capacity in an agency for a supervised period of at least 250 hours. Weekly meetings, a journal, and a paper are required.

Courses Offered by Northeast Community College on the WSC Campus

CJA 127 Introduction to Criminalistics (3) Introduction to scientific investigation and the use of the crime laboratory. Includes proper methods of collecting, handling, packaging, and mailing of evidence to be analyzed by the crime laboratory. Also covers such scientific techniques as neuroactivation and analysis, toxicology, and questioned document analysis.

CJA 203 Police and Society (3) Examines the role of the police in relationship to law enforcement and American

Society. Topics include, but are not limited to the role and function of police, the nature of police organizations and police work, and the patterns of police-community relations.

CJA 226 Criminal Investigation (3) Introduces criminal investigation procedures. Reviews the historical development and investigative processes related to law enforcement functions. Topics include, but are not limited to the proper collection, organization and preservation of evidence using basic investigative tools; examining the primary sources of information; analyzing the importance of writing skills; and reviewing the constitutional (legal) limitations of the investigation.

CJA 235 Security and Loss Prevention (3) Provides insight into the complex problems of loss prevention in today's society, including security staffing needs, fire protection and control, duties and responsibilities of security personnel, internal controls, emergency and disaster planning, and internal theft.

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

CJA 505 Family Violence (3) See CJA 405

CJA 525 Substance Abuse Management (3) See CJA 425

CJA 544 Topics in Criminal Justice (3) See CJA 444

Driver's Education Endorsement See Safety Education

Earth Science (EAS)

Physical Sciences & Mathematics Department School of Natural & Social Sciences Carhart Science Building

Objectives: Courses in Earth Science are designed to acquaint the student with the planet Earth, its physical make-up and place in the universe. The offerings in Earth Science may be selected by students desiring to major in Geography and those working toward a Natural Science or Physical Science field endorsement to teach. Students majoring in other areas may select Earth Science as a minor field of study. Such a minor is especially beneficial to those students specializing in Biology, Chemistry, Mathematics or Physics.

Minor in Earth Science: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

EAS	110 Introduction to Meteorology	4
	120 Introduction to Geology	4
	320 Rocks and Minerals	2
	401 Astronomy	4
Earth Science Electives		7

Elective hours may be selected by advisement from Earth Science, Geography, Biology, Chemistry or Physics.

Undergraduate Courses

EAS 110 Introduction to Meteorology (4) An introduction to the Earth as planet with special emphasis being placed upon atmospheric and oceanic processes. (3 hours lecture, 3 hours lab)

EAS 120 Introduction to Geology (4) A study of the solid earth in terms of its internal structure and surface landforms. (3 hours lecture, 3 hours lab)

EAS 250 Discover Astronomy (3) A course that examines current or special topics in Astronomy. Emphasis will be placed upon discussions and interactive investigations about astronomical subjects. (4 hours lecture/lab combined) The course may be repeated twice when no duplication of topics exists.

EAS 310 Weather Systems of North America (4) An advanced course in weather analysis, with special emphasis on the various climatic regions. (3 hours lecture, 3 hours lab)

EAS 320 Rocks and Minerals (2) A study of the formation, occurrence and classification of rocks in the earth's crust,

with emphasis on the relationship of minerals to the composition and types of crustal materials. (1½ hours lecture, 1½ hours lab)

EAS 393 Laboratory Techniques (1) Prerequisite: Junior standing. Assisting in the preparation and evaluation of laboratory activities (one lab per week).

EAS 401/501 Astronomy (4) An analytic study of the solar system, our galaxy, and the universe, including a survey of cosmological theory. Graduate students will do a project and write a paper. (3 hours lecture, 3 hours lab)

EAS 420 Geology of North America (2) Prerequisite: EAS 120.

A study of the geologic framework of the North American continent with emphasis on the significant geologic problems of each province. (1½ hours lecture, 1½ lab)

EAS 430/530 Oceanography (3) An analytic study of the ocean floor, inherent motions of water and the chemical properties of the oceans. Graduate students will do an additional project and write a paper.

**Eligible seniors may enroll in 500 level graduate courses.
Graduate Courses**

EAS 501 Astronomy (4) See EAS 401

EAS 530 Oceanography (3) See EAS 430

Economics (ECO)

**Business & Economics Department
School of Business & Technology
Gardner Hall**

Objectives: Economics is the study of how productive resources are allocated in society and what impact this allocation has on the well being of members in society. The program includes courses that focus on economic activity in individual markets, the national economic system or the global economy. The impact of public policy on society is covered. The intention of this course of study is (1) to provide general courses of study of the field, (2) prepare students for careers in business and government, and (3) prepare students for further graduate study in fields such as law, business and economics. Students may choose to pursue an Economics minor, a Business Administration major with a concentration in Economics, or a Social Sciences major with an Economics concentration.

Minor in Economics: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

ECO	202 Princ of the National Econ System	3
	203 Principles of the Market System	3
	302 Intermediate Macroeconomics	3
	303 Intermediate Microeconomics	3
SSC	319 Statistics for the Social Sciences or	
BUS	226 Business Statistics	3
	Upper level economics electives	6

Undergraduate Courses

ECO 202 Principles of the National Economic System (3) In this course the principle macroeconomic measurements of national production; unemployment and inflation will be introduced. Theories of how these measures interact and how they are influenced by activity in households, businesses, the Federal Government and the Federal Reserve System, as well as the impact of international trade, will also be studied.

ECO 203 Principles of the Market System (3) In this course the principle microeconomic market model of supply and demand will be studied. Additional topics introduced to

add to our understanding of the basic model will include resource allocation concepts, production and cost theory, consumer theory and market structure conditions.

ECO 302 Intermediate Macroeconomics (3) Prerequisite: ECO 202. Determination of the level of national income, output and employment according to Classical, Keynesian and Modern theories. The mechanism and evaluation of stabilization policies in a global economy is discussed.

ECO 303 Intermediate Microeconomics (3) Prerequisite: ECO 203 The general framework for economic analysis of activity in a market for a product will be covered. The standard treatment of consumer and producer theory, as well as market structure influences on pricing and output activity, will be presented. Areas of application will include the labor markets, financial markets and the legal environment of business. By employing measures of economic well-being as a policy evaluation tool, particular attention will be paid to how market transactions affect the market participants and society in general.

ECO 310 Money & Banking (3) Prerequisite: ECO 202. A study of the historical evolution of the United States money and financial institutions, their current status, regulation and its impact on the whole economy. Topics include regulatory functions of the Central Bank and their relationships to sectoral, regional and aggregate output, price level and employment, an introduction to monetary theory and policies.

ECO 320 Labor Economics (3) Prerequisite: ECO 203. A study of the labor market focusing on demand for labor, supply of labor, wage determination and occupational wage differential, investment in human capital, discrimination and labor market outcomes, collective bargaining, industrial relations, labor laws, employment, unemployment, and related public policy issues.

ECO 350 Economic Development (3) Prerequisite: 3 hours of Economics. A study of the economic conditions of the Third World Countries analyzing historical and institutional aspects as to why they are underdeveloped.

Modern development theories are introduced and their application to the Third World Countries are discussed.

ECO 360 Global Economics (3) Prerequisite: Sophomore standing. Basic economic concepts and their applications are introduced with the study of the trade links of different countries of the world in a global economy. The theory of international trade, the role of international agencies, World Bank, IMF, GATT and various trade blocks in a global economy are discussed.

ECO 430/530 International Economics (3) Prerequisite: 3 hours of Economics. A study of the principles and theories of international trade, finance, foreign investment, barriers to trade, and international economic cooperation. This course provides the necessary tools to interpret, evaluate and analyze the changing international economy.

ECO 444 Topics in Economics (3) Current or special issues in Economics will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.

ECO 470/570 Industrial Organization (3) Prerequisite: ECO 203. A study of the forces shaping the structure of industries and the way in which the structure of markets influences pricing, advertising, unemployment and income distribution in the economy. The evolution of public policy in relationship with the corporation is discussed.

Cross Listed Courses:

GEO 315 World Economic Geography (3) May be taken as an elective in the Economics minor.

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

ECO 530 International Economics (3) See ECO 430

ECO 570 Industrial Organization (3) See ECO 470

ECO 600 Studies in Economics Education (3) Designed for secondary schoolteachers, this course examines selected themes in economics education. Content and title will vary. May be repeated if topic and title are different.

ECO 605 Foundations of Statistics and Economics (3) Prerequisite: Approval of MBA Director. This course is designed to provide the student with a working knowledge of statistics and economics from a decision maker's perspective. (MBA foundation course)

ECO 650 Managerial Economics (3) Prerequisites: Common Body of Knowledge Economics or ECO 605. See MBA section. Application of microeconomic theories in private and public managerial decision-making including an analysis of market structure and its effect on price and output determination. The course incorporates a global perspective and estimation of econometric models for business, government and non-profit organizations.

Education (EDU)

**Educational Foundations & Leadership Department
School of Education & Counseling
Brandenburg Building**

Objectives: Wayne State College prepares candidates for certification in Special Education, Early Childhood Education, Elementary Education, Middle Grades Education, and Secondary Education. The Department of Educational Foundations & Leadership also offers supplementary endorsements in English as a Second Language and Coaching. Students preparing to teach in secondary schools must elect a field endorsement or two subject endorsements (except that students may graduate with a single subject endorsement in English Education) in addition to coursework in General Education and professional education.

Students preparing to teach in the elementary grades must obtain the field endorsement in elementary education in addition to the required General Education and professional education coursework.

Students preparing for K-12 endorsement in Art, Health and Physical Education, Music, or Special Education-Mildly/Moderately Handicapped must also complete student teaching at both levels as well as the General Education and professional education requirements.

Students preparing for endorsement in two subjects at different instructional levels, e.g. Physical Education K-6 and

Biology 7-12, must also complete student teaching at both levels as well as the General Education and professional education requirements.

The student shall declare a field or subject endorsements at the Office of Records and Registration after making a choice.

Program Entry and Advancement

Admission to WSC does not guarantee entry into its teacher education programs. Students preparing for professional education must meet benchmark criteria at multiple stages in order to pass through established Gateways. It is the student's responsibility to confirm with the Field Experience Office that adequate progress has been made on each benchmark. Copies of programmatic Gateways, with benchmarks, are available in the Office of the Dean of Education & Counseling or on the website.

Gateway #1

The first of four Gateways consists of the following benchmarks that must be accomplished:

1. Completion of a notarized affirmation form as required by Rules 20 and 21. This rule requires affirmation that no convictions for felonies or misdemeanors involving moral turpitude exist. This form must be filed in the Field Experience Office; ANY further convictions must be brought to the attention of the Field Experience Office immediately after being convicted.

2. Completion of at least fifteen credit hours at WSC.
3. Completion of CNA 100, Principles of Human Communication, with a grade of C or better.
4. Completion of ENG 102, Composition Skills, with a grade of C or better.
5. Completion of EDU 201, Introduction to Professional Education, with a grade of C or better.
6. Receive favorable recommendations from classroom teachers in field assignment (EDU 201).
7. The same high moral and personal standards as required of certified teachers by the laws of the State of Nebraska. Violation of institutional and/or Board of Trustees policies or regulations can be sufficient cause for dismissal from the teacher education program.
8. Teacher education students shall be free from those physical, emotional, and mental impairments such as would cause revocation of a teaching certificate by the State Board of Education.
9. Application for Gateway One completed and on file in Field Experience Office.
10. Successful completion of assessment portfolio requirements.

Gateway #2

Students must pass through Gateway #2 in order to enroll in any 300-400 level EDU or SPD course. **Note: No student will be permitted to enroll in any 300 or 400 level EDU and SPD prefix courses until Gateway #2 is passed.** This does not apply to EDU 303 Developmentally Appropriate Practices for the Young child, EDU 367 Human Relations, or to courses with prefixes other than EDU or SPD.

The second of four Gateways consists of the following benchmarks that must be accomplished:

1. Completion of the Pre-Professional Skills Test (PPST) with minimum scores of 170 (Reading), 171 (Mathematics), and 172 (Writing) on the exam. Scores must be on file in the Field Experience Office.
2. Favorable recommendation from each endorsement area on file in Field Experience Office.
3. Favorable recommendation from education faculty on file in Field Experience Office.
4. Favorable recommendation from WSC general faculty outside of the School of Education and Counseling on file in Field Experience Office.
5. Maintain at least a 2.5 overall GPA.
6. Maintain at least a 2.5 GPA in all professional education coursework (when two or more courses have been completed).
7. Maintain at least a 2.5 GPA in all endorsement area coursework (when two or more courses have been completed).
8. Evidence of curriculum development/instruction potential as verified through EDU 275 instructor and evidence of technology proficiency verified through coursework or demonstration. (ELEMENTARY ONLY).
9. Students must earn a C or higher in all 300-400 EDU and SPD coursework and all professional education courses.
10. Earn a C or higher on all SPD endorsement courses.

(SPECIAL EDUCATION ONLY)

11. Approval of the Professional Progress Committee to take required program courses beyond Gateway #2.
12. Successful completion of assessment portfolio requirements.

Approval Process

The names of students who have met the criteria for Gateway #2 will be submitted to the Professional Progress Committee for approval. Applicants will be notified in writing of the action of the Committee. Applicants not approved for Gateway #2 will be notified and may be given the opportunity to meet identified benchmarks to the satisfaction of the Professional Progress Committee.

Students who transfer from other institutions should meet with the Dean of Education or his/her designee regarding their placement relative to the established Gateways. Students who do not complete this process during their first semester at WSC will not be allowed to enroll in subsequent education course work.

Gateway #3

1. Successful completion of all required coursework except student teaching.
2. Maintain at least a 2.5 overall GPA.
3. Maintain at least a 2.5 GPA in professional education coursework (including C or better in all 300/400 level SPD or EDU courses).
4. Maintain at least a 2.5 GPA in endorsement area.
5. Application for student teaching complete.
6. Successful completion of assessment portfolio requirements.

Gateway #4

1. Successful completion of student teaching.
2. Successful completion of all requirements requisite for graduation.
3. Successful completion of assessment portfolio requirements.

It is the responsibility of the student to know these benchmarks and to stay in contact with the Field Experience Office to be sure that adequate progress is being made.

K-8 Elementary Professional Ed. Courses: 33 hours

EDU	201 Intro to Professional Education	3
	211 Child & Adol Growth and Dev	3
	217 Diverse Family Systems	3
	275 Introduction to Instruction	3
	321 Ed Psych: Models & Theories of Learning	3
	367 Human Relations	3
	405 Directed Teaching (Elementary)	12
SPD	151 Introduction to Special Education	3

4-9 Middle Level Professional Education Courses: 43 hours

EDU	201 Intro to Professional Education	3
	211 Child Growth & Development	3
	275 Introduction to Instruction	3
	302 Curric & Assess in Elem Schl	3

	321 Ed Psych: Models & Theories of Learning	3
	323 Content Area Practicum	1
	367 Human Relations	3
	406 Classroom Management	3
	409 Content Area Meth and Mat (both content areas)	4
	412 Student Teaching and Seminar Middle Levels (4-9)	12
	435 Clinical II	2
SPD	151 Introduction to Special Education	3

7-12 Secondary Professional Education Courses:

34-38 hours

EDU	201 Intro to Professional Education	3
	211 Child & Adol Growth and Dev	3
	310 Read & Writ in the Mid/Sec Sch	1
	or	
	ENG 444 Dev Rdg-Middle/Sec Sch	2
	321 Ed Psych: Models and Theories of Learning	3
	322 Secondary Education Practicum	1
	323 Content Area Practicum	1
	367 Human Relations	3
	400 Secondary Schools	2
	409 Content Area Meth and Mat	2-4
	(music majors refer to endorsement requirements)	
	410 Student Teaching and Seminar for the Secondary School	12
SPD	151 Introduction to Special Education	3

K-12 (Art, Music, HPE) Professional Education Courses:

37-41 hours

EDU	201 Intro to Professional Education	3
	211 Child & Adol Growth and Dev	3
	302 Curric & Assess in Elem Schl	3
	310 Read & Writ in the Mid/Sec Sch	1
	321 Ed Psych: Models and Theories of Learning	3
	322 Secondary Education Practicum	1
	323 Content Area Practicum	1
	367 Human Relations	3
	400 Secondary Schools	2
	405 Directed Teaching (Elementary)	6
	409 Content Area Meth and Mat	2-6
	(music majors refer to endorsement requirements)	
	410 Student Teaching and Seminar for the Secondary School	6
SPD	151 Introduction to Special Education	3

K-12 (Special Education) Professional Education Courses:

26 hours

EDU	201 Intro to Professional Education	3
	211 Child & Adol Growth and Dev	3
	321 Ed Psych: Models and Theories of Learning	3
	367 Human Relations	3
	400 Secondary Schools	2
SPD	405 Directed Teaching (Elementary)	6
	410 Directed Teaching (Secondary)	6

K-8 (Art, Music, PE) Professional Education Courses:

31-33 hours

EDU	201 Intro to Professional Education	3
	211 Child & Adol Growth and Dev	3
	275 Introduction to Instruction	3
	302 Curric & Assess in Elem Schl	3
	310 Read & Writ in the Mid/Sec Sch	1
	321 Ed Psych: Models and Theories of Learning	3
	323 Content Area Practicum	1
	367 Human Relations	3
	405 Directed Teaching (Elementary)	6
	409 Content Area Meth and Mat	2-4
	(music majors refer to endorsement requirements)	
SPD	151 Introduction to Special Education	3

If a 7-12 Subject Endorsement is combined with one of the above K-8 Subject Endorsements, these additional professional education courses are required:

EDU	322 Secondary Education Practicum	1
	400 Secondary Schools	2
	409 Content Area Methods and Materials	2
	410 Student Teaching and Seminar for the Secondary School	6

Professional Semester

The professional semester consists of both on campus and off campus courses and experiences taken the semester immediately prior to student teaching.

Professional Semester Courses and Requirements

In addition to meeting the requirements for admission to the professional semester, the student is expected to enroll only for the following courses:

Elementary (K-8)

EDU	406 Classroom Management	3
	430 Literacy Assessment	
	431 Dev of Science in the El/Mid School	3
	432 Dev of Math in the El/Mid School	3
	435 Clinical Experience II	2

Secondary (7-12)

EDU	310 Read & Writing in the Mid/Sec Sch	1
	321 Ed Psych: Models and Theories of Learning	3
	322 Secondary Education Practicum	1
	323 Content Area Practicum	1
	400 Secondary Schools	2
	409 Content Area Methods and Materials	2

K-12 (Art, Music, and HPE)

EDU	310 Read & Writing in the Mid/Sec Sch	1
	321 Ed Psych: Models & Theories of Learning	3
	323 Content Area Practicum	1
	409 Content Area Meth & Mat	2
	(music majors refer to endorsement requirements)	

Each field endorsement requires 12 credit hours of Directed Teaching credit. Each Subject endorsement requires six hours Directed Teaching credit. A student must have one field endorsement or two subject endorsements. A student with

two field endorsements must complete 24 credit hours of Directed Teaching, 12 credit hours for each endorsement. A student with a field endorsement and a subject endorsement must complete 18 credit hours of Directed Teaching, 12 credit hours for the field endorsement and six credit hours for the subject endorsement.

Requirements for Approval to Student Teach:

All eligibility requirements must be met by the deadlines to be considered for acceptance.

1. Completion of at least one semester (12 semester hours) of resident study at WSC.
2. Successful completion of the first three Gateways.
3. Completion of all General Education requirements.
4. Completion of all hours required for each field and/or subject endorsement.
5. A cumulative GPA of 2.5 in all course work, in each field and subject endorsement, and in all professional education courses.
6. Completion of all EDU/SPD 300-400 level and professional education course work with a “C” grade (i.e. 2.0) or better.
7. Completion of all professional education course work to include at least 100 clock hours of pre-student teaching field experience.
8. Completion of all appropriate application forms.
9. Affirmation under oath that the candidate has not been convicted of a felony, nor misdemeanor involving abuse, neglect, or injury to any person, nor has any other conviction involving moral turpitude.

Elementary Education

Objectives: Individuals are provided with opportunities to develop knowledge, understanding, skills, and competencies for teaching kindergarten through grade levels: K-6 (K-8 in self-contained classrooms). On completion of the program, the student is prepared for a teaching position or for graduate level work.

Field Endorsement in Elementary Education K-8 (BA or BS) 42 hours

Elementary Education majors must complete GEO 120 World Regional Geography and MAT 210 or MAT 215 Mathematics for Elementary School Teachers I or II, or their equivalent to satisfy General Education requirements.

ART	315 Art and Creative Process in Ed	2
EDU	110 Overview of Elementary Ed	1
	302 Curric & Assess in Elem Schl	3
	318 Professional Communication	3
	330 Reading & Lit in the El/Mid Sch	6
	331 Develop of Phys Ed and Health in the Elementary School	3
	332 Dev of Lang Arts in the El/Mid Sch	3
	335 Clinical Experience I	2
	406 Classroom Management	3
	423 Dev of Soc Studies in the El/Mid Sch	3
	430 Literacy Assessment	3
	431 Dev of Science in the El/Mid Sch	3
	432 Dev of Math in the El/Mid Sch	3
	435 Clinical Experience II	2

MUS	214 Mus and Creative Process in Ed	2
Subject Endorsement in Early Childhood Birth-Grade 3 (BA or BS): 30 hours		
The Early Childhood subject endorsement must be completed in conjunction with the Elementary K-8 endorsement, including appropriate Directed Teaching.		
EDU	217 Diverse Family Systems	3
	303 Developmentally Appropriate Practices for the Young Child	3
FCS	120 Intro to Early Childhood Education	3
	220 Infants and Toddlers	3
	230 The Pre-School Age Child	3
	325 Health & Safety for the Young Child	3
	330 Org & Ad of ECE Programs	3
	316 Guiding the Young Child	4
	416 Family and Consumer Practicum	2
SPD	251 Char & Meth: Birth through age 8	3

Middle Level Education

Objectives: Individuals are provided with opportunities to develop knowledge, understanding, skills, and competencies for teaching grades four through nine. On completion of the program, the student is prepared for a teaching position grades four through nine.

Field Endorsement in Middle Level Education 4-9 (BA or BS) 57 hours

Core Courses: 21 hours

EDU	330 Reading and Lit in the El/Mid Sch	6
	332 Dev of Lang Arts in El/Mid Sch Schl	3
	350 Middle Level Teacher	3
	423 Dev of Soc Studies in El/Mid Sch	3
	431 Dev of Science in El/Mid Sch	3
	432 Dev of Math in El/Mid Sch	3

Content Area Courses (minimum 36 hours)

Demonstrate competence in two (2) or more of the following Content Areas of Specialization with a minimum of 18 semester hours in each for a total of 36 semester hours. An exception is that a full endorsement in any Special Education area, which includes any portion of grades 4-9 may be accepted in lieu of one Content Area of Specialization.

Business Education Content Area Courses: 18 hours

BUS	122 Personal Finance or	
	124 Introduction to Business	3
	216 Office Information Processing or	
	307 Office Systems Technology	3
	222 Business Law I	3
	240 Accounting I	3
	308 Strategic Communications	3
ECO	202 Princ of National Economic System	3

Family & Consumer Science Content Area

Courses: 19 hours

FCS	103 Clothing Construction	3
	104 Food Selection & Preparation	3
	108 Explore FCS	1
	110 Family & Personal Relationships	3
	220 Infants & Toddlers or	
	230 The Pre-School Age Child	3
	305 Housing Development & Design	3

	315 Consumer Economics	3
Recommended/Not Required		
FCS	313 Techniques in Professional Presentation (3)	
Foreign Language Content Area Courses		
Spanish: 20 hours		
SPA	120 Elementary Spanish II	3
	210 Intermediate Spanish I	3
	215 Language Lab (take twice for 2 hrs total) ..	2
	220 Intermediate Spanish II	3
	230 Conversation and Composition	3
	305 Advanced Grammar & Composition	3
Choose one of the following:		
SPA	301 Spanish Civilization (3)	
	302 Spanish American Civilization (3)	
	317 Spanish Literature (3)	
	333 Survey of Spanish American Lit (3)	
French: 20 hours		
FRE	120 Elementary French II	3
	210 Intermediate French I	3
	215 Language Lab (take twice for 2 hrs total) ..	2
	220 Intermediate French II	3
	230 Conversation and Composition	3
Choose two of the following:		
FRE	313 French Civilization I (3)	
	314 French Civilization II (3)	
	316 Approaches to French Literature (3)	
	415 Advanced Comp & Translation (3)	
Health & Physical Education		
Content Area Courses: 18 hours		
PED	105 Anatomy & Physiology I	3
	241 First Aid & CPR	3
	341 Org. Admin & Curr Dev of Sec	
	Health & Physical Education	3
	351 Biomechanics	3
	361 Meth & Mat in Health and PE	3
	407 Motor Percep & Adaptives	
	for Special Populations	3
Industrial Technology Content Area Courses: 18 hours		
ITE	108 Manufacturing Systems	3
	109 Drafting Communications	3
	202 Construction Systems	3
	210 Intro to Energy, Power,	
	and Transportation Systems	3
	326 Tech Lab Design & Mgmt	3
VED	415 Org & Admin of Career & Tech Ed	3
Language Arts Content Area Courses: 19 hours		
CNA	100 Prin of Human Comm	3
ENG	270 Critical Approaches to Lit	3
	325 Structure of English	3
	384 World Literature	3
	442 Teaching Writing	2
	443 Young Adult Literature	2
choose one of the following		
ENG	361 American Literature I (3)	
	362 American Literature II (3)	
	365 Modern American Fiction (3)	
	371 British Literature I (3)	
	372 British Literature II (3)	

	378 Topics in Modern British Literature (3)	
	380 Shakespeare (3)	
	381 Classical Epic & Drama (3)	
	382 Bible as Literature (3)	
	386 Modern World Drama (3)	

Mathematics Content Area Courses: 20 hours

MAT	126 Pre-Calculus Topics	3
	140 Calculus I	5
	180 Applied Probability and Statistics	3
	210 Math for Elem School Teachers I	3
	215 Math for Elem School Teachers II	3
	270 Foundations of Math	3

Recommended/Not required

MAT	320 College Geometry	3
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Natural Science Content Area Courses: 18-19 hrs totalEarth Science

EAS	120 Introduction to Geology	4
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Life Science

BIO	110 Biology Concepts	4
NAT	280 Life Science for Elementary Education	3

Physical Science (Choose two)

PHY	201/321 General Physics and Physics Lab I	4
CHE	106 General Chemistry I	4
NAT	281 Physical Science for Elem Educ	3

Social Science Content Area Courses: 24 hours

GEO	120 World Regional Geography	3
HIS	170 World Civilizations I	3
	171 World Civilizations II	3
	180 American Experience I	3
	181 American Experience II	3
	340 American Economic History	3
	350 Nebraska History	3
POS	100 American National Government	3

Special Education Field Endorsement: See Special Education program**Special Undergraduate Endorsement in English as a Second Language:** See English section**Special Graduate Endorsement in English as a Second Language:** See English section**Undergraduate Courses**

EDU 110 Overview of Elementary Education (1) Introduction to inquiry, reflection, and implementation, overview of content integration with pedagogy. This course requires active participation and will be graded satisfactory-no credit (S-NC).

EDU 201 Introduction to Professional Education (3) This course combines study of schools and society with a 25-clock hour field experience in public schools. Students are challenged to reflect on their past experiences, attitudes, and beliefs and compare them with qualities of good teaching. They are introduced to historical perspectives and philosophical questions to understand the purpose, role, and function of schools in society and provide structure on which the theories and models of teaching in succeeding courses are developed.

EDU 211 Child & Adolescent Growth and Development (3)

Students construct a conceptual basis for understanding the growth and development of children from birth through adolescence. Fundamental theories of cognitive, social-emotional, physical and moral development are explored in order to better understand the importance of the nurturing role of the teacher in human development and learning.

EDU 217 Diverse Family Systems (3)

The conflict between assumptions and realities in regard to the modern American family and its effect on the learning of children is the focus of this course. Students will begin to understand the developmental stages of careers, families and individuals and the study of systems theory. Students will examine techniques and programs to involve families in assessing and planning for individual children including children with disabilities and developmental delays and gifted children. The study of parenting relationships within families and communities and identifying and working with at-risk children, children of diverse cultures, and children of dysfunctional families prepare students to link the school with the community.

EDU 225 Educational Technology Applications (1)

An introduction to the use of technology as an instructional tool. Basic technology skills will be developed using activities that could be integrated into the K-12 curriculum. National, state and Elementary Education program technology competencies will be addressed. May be repeated with different topics up to six hours.

EDU 275 Introduction to Instruction (3)

Prerequisite: Completion of or concurrent enrollment in EDU 201 Introduction to Professional Education. Through exploration of research-based teaching models this course connects students' intuitive talents with methods of teaching in order to prepare a working knowledge base for teaching. The course allows for the integration and application of methods, materials, and lesson planning. This course will include field and/or clinical experiences.

EDU 302 Curriculum and Assessment in the Elementary School

(3) A holistic view of curriculum planning, implementation and assessment in the elementary school. Will address development of mission statements, goals and outcomes. Field experience will be arranged.

EDU 303 Developmentally Appropriate Practices for the Young

Child (3) Prerequisites: FCS 120, 220, and 230. Completion of any Gateway not required. A methods course focusing on effective strategies for working with young children (birth through age 8). Emphasis is placed on developmentally appropriate materials, methods, environments, and scheduling. Field experience in early childhood settings will be required.

EDU 310 Reading and Writing in the Middle/Secondary

School (1) Prerequisite: Admission to teacher education. This course addresses the methodology, practical application, and variations for teaching reading and writing. The focus of the course is to provide reading and writing

strategies that provide tools to enhance content area instruction.

EDU 318 Professional Communication (3) Students will examine the concepts of written and spoken communication as practiced in a healthy, productive school environment with a focus on human interaction. Students will evaluate their communicative ability in parent-teacher conferencing, staff meetings, interpretations of test results and in day-to-day communication with students, colleagues and administration.

EDU 321 Educational Psychology: Models and Theories of Learning (3) Prerequisite: Admission to teacher education. Continuing to build the knowledge base of a professional, the nature of the learner is the focus of this course. Students will begin to understand the human learning process and individual differences in learning styles as explained by theoretical models and current research on the brain. Learning theories to be examined include, but are not limited to, those advanced by cognitive, behavioral, social, and humanistic psychology. In addition, students will demonstrate ways that learning models are integrated into effective teaching, preparing them to understand a variety of teaching methods.

EDU 322 Secondary Education Practicum (1). Prerequisite: Admission to teacher education. A field experience, offered with EDU 400 Secondary Schools, designed for practical application of the teaching, learning process. This course explores awareness of the entire school, how students learn, and what teachers really do. (Note: Special Education majors are exempted from this course.)

EDU 323 Content Area Practicum (1). Prerequisite: Admission to teacher education. A field experience, offered with EDU 409 Content Area Methods and Materials, designed with the content area(s) for practical application of the teaching, learning process. This course will focus on active participation within the classroom setting under supervision of the classroom teacher.

EDU 330 Reading and Literature for the Elementary and Middle School (6) Prerequisites: EDU 275 or for special education majors, successful completion of SPD 252. Teaching procedures and activities for reading instruction in a balanced reading program that incorporates the use of children's literature and skill instruction. Different genre of children's literature will be used to promote children's development of strong reading skills.

EDU 331 Development of Physical Education and Health in the Elementary School (3) Prerequisite: Admission to teacher education. To prepare emergent professionals to be confident in their ability to implement Physical Education and Health and to create an environment in which students become confident learners and participants of Physical Education and Health.

EDU 332 Development of Language Arts in the Elementary and Middle School (3) Prerequisites: Admission to teacher education and successful completion of EDU 330. To

- prepare emergent professionals to be confident in their ability to implement the integration of speaking, reading, writing, listening, spelling and handwriting. Must be taken concurrently with EDU 423 and 335.
- EDU 335 Clinical Experience I (2) Prerequisites: Completion of Gateway 2. Must be taken concurrently with EDU 332 and 423. Incorporating knowledge and skills developed in all previous and current Professional Education and Elementary Field Endorsement course work with emphasis on language arts and social studies. Will include 30 hours of clinical experience.
- EDU 350 The Middle Level Teacher (3) Prerequisite: Admission to teacher education and Gateway 2 passage. In this course, students will examine the history and philosophy of middle level education, the concepts of teaming and learning communities, knowledge specific to curriculum and learner-centered instructional design, assessment appropriate for middle level learners, and other organizational and communication models specific to middle level education. This course should be taken prior to enrollment in EDU 332, 423, 431, 432, and the two required sections of EDU 409.
- EDU 367/567 Human Relations (3) Prerequisite: (Education Majors Only) Completion of EDU 201 with a grade of C or better, or graduate standing, or instructor approval. This course provides a critical examination of community and its relationship to the well-being of individuals and groups. Building on students' experience of differences in learning and culture, course activities will help students develop observation and communication skills, and understand the types of professional relationships that sustain diverse groups in school and community. The course establishes a base of human relations that significantly influence the learning of teaching methods in students' specialty areas. This course is required and approved by the Nebraska Department of Education for meeting Nebraska certification requirements.
- EDU 380 Models of Discipline for the Secondary Classroom (2). Prerequisite: Admission to teacher education. To assist 7-12 preservice teachers to develop an optimal discipline system. This development reflects the belief that the most effective discipline system is one designed by the individual teacher. The course further assists the preservice teacher to organize and implement a discipline system that addresses student needs, social realities, and diverse styles of learning and teaching.
- EDU 400 Secondary Schools (2) Prerequisite: Admission to teacher education. This course examines the development of the course of study, a lesson plan, a unit plan, objectives, planning, methodology, assessment, and the use of multimedia. Offered with EDU 322 Secondary Education Practicum.
- EDU 405 Directed Teaching, Elementary School (12) Prerequisite: Admission to the professional semester. Qualified senior students shall make application at the beginning of the second term of the junior year. (Graded S-NC)
- EDU 406 Classroom Management (3) Prerequisite: Admission to teacher education. To be taken the semester prior to Directed Teaching. Effective procedures to establish, monitor, assess and revise classroom procedures to facilitate learning and protect the dignity of the learner. Causes of student behavior, intervention strategies, and goal setting procedures will be used to help students develop physically, socially, academically and emotionally.
- EDU 409 Content Area Methods and Materials (2) Prerequisite: Admission to teacher education. This course examines the content, methods, techniques and materials, including bibliography, in the student's endorsed area. The course also addresses the relationship of the content areas to the total curriculum. (See music for other requirements). Taken concurrently with EDU 323 Content Area Practicum. Since background in objective writing, teaching methodology, lesson and unit design, and assessment is important; it is recommended that students take EDU 400 before enrolling in this course.
- EDU 410 Student Teaching and Seminar for the Secondary School (12) Prerequisite: Admission to teacher education. A semester course of full day learning experiences under the supervision of a coordinating 7-12 teacher and a WSC supervisor from the School of Education & Counseling and appropriate content area. The Department of Secondary Education assists preservice teachers to further their professional development through a series of on-campus seminars offered periodically throughout the semester. Student teaching is the culminating experience of the 7-12 preservice teacher education program. Any experienced teacher adding an endorsement, who has not done student teaching in the added endorsement, must complete additional student teaching as follows: 7-12 Field-6 hours; 7-12 Subject-6 hours; K-8 Field-6 hours; K-8 Subject-6 hours; K-12 Field-12 hours (6 of K-8 and 6 of 7-12) (Graded S-NC)
- EDU 412 Student Teaching and Seminar for the Middle Level 4-9 (12) Prerequisite: Admission to teacher education. A semester course of full day learning experiences in a middle school under the supervision of a coordinating 4-9 teacher and a WSC supervisor from the School of Education & Counseling and appropriate content area. On-campus seminars will be offered periodically throughout the semester. (Graded S-NC)
- EDU 415/515 ESL Programs, Curriculum, and Assessment (3) A course to examine programs providing appropriate education for English Language Learners. Curriculum will be evaluated relative to the research in second language acquisition. Modules on formal assessment for placement and growth and informal (authentic) assessment will also be provided. Clinical experience will be included. Graduate students will complete an additional

project relating to the theorists who have contributed to understanding of ESL programs, curriculum, and assessment.

- EDU 416/516 ESL Methods and Assessment (3) A course designed to examine methods appropriate for English Language Learners including sheltered English, total physical approach, comprehensions based and affective-humanistic approaches. Techniques for an authentic (informal) assessment of Limited English Proficient students and goal setting based on results of formal assessment as well as clinical experience will be included. Graduate students will complete a project relative to the use of appropriate methods or assessments of ELL (English Language Learner) students.
- EDU 417/517 English as a Second Language Practicum K-12 (3) Prerequisites: EDU 415/515, EDU 416/516. A course designed to offer students opportunities to work within English as a Second Language K-12 programs and develop skill in methods and assessment relating to English Language Learners. Reflection and peer discussion will be part of the course. Undergraduate students will complete a minimum of 30 hours and graduate students will complete a minimum of 45 hours.
- EDU 423 Development of Social Studies in the Elementary and Middle School (3) Prerequisite: Admission to teacher education. To prepare emergent professionals to become confident in their ability to implement Social Studies and to create an environment in which students become confident learners and participants of Social Studies. Must be taken concurrently with EDU 332 and 335.
- EDU 430/530 Literacy Assessment (3) Prerequisite: Successful completion of EDU 330 Reading and Literature in the Elementary Classroom or graduate standing. The assessment, analysis and instruction of children's literacy development to include a field experience. Elementary education majors must take this course the semester prior to Directed Teaching.
- EDU 431 Development of Science in the Elementary and Middle School (3) Prerequisites: Admission to teacher education and completion of one (1) course in General Education Biology or Physical Science. To prepare emergent professionals to become confident in their ability to implement Science activities and to create an environment in which students become confident learners and participants of Science. Must be taken during the semester prior to Directed Teaching.
- EDU 432 Development of Mathematics in the Elementary and Middle School (3) Prerequisites: Admission to teacher education and completion of all course work except the Professional Semester and Directed Teaching. To prepare emergent professionals to become confident in their ability to implement Mathematics and to create an environment in which students become confident learners and participants of Mathematics. Must be taken during the semester prior to Directed Teaching.
- EDU 435 Clinical Experience II (2) Prerequisites: Admission to teacher education and completion of EDU 323 or 335. Must be taken concurrently with EDU 406, 430, 431 and 432. Incorporation of knowledge and skills developed in all previous and current Professional Education and Elementary Field Endorsement course work with an emphasis on mathematics and science. Will include 30 hours of clinical experience.
- Eligible seniors may enroll in 500 level graduate courses.**
Graduate Courses
- EDU 515 ESL Programs, Curriculum, and Assessment (3) See EDU 415
- EDU 516 ESL Methods and Assessment (3) See EDU 416
- EDU 517 English as a Second Language Practicum K-12 (3) See EDU 417
- EDU 530 Literacy Assessment (3) See EDU 430
- EDU 567 Human Relations (3) See EDU 367
- EDU 590 Workshop in Education (1-3) Normally offered in the summer in one-to four-week sessions, dealing with current education problems. For experienced teachers only. A maximum of 3 hours of workshop credit may be applied to a master's degree.
- EDU 600 Literacy through Literature for Children (3) An advanced course in children's literature will focus on all genre including contemporary authors and multicultural materials for elementary school applications. An emphasis will be given to the integration of literature across the curriculum to facilitate literacy.
- EDU 603 Professional Seminar (1) This is an introductory course to graduate study designed to provide students with a foundation for professional development. Participants will identify and explore the skills needed to bring theory and practice together through inquiry, reflection, and implementation. The purpose, goals, and outcomes of individual graduate programs will be discussed. Assessment of communication, writing, and technology will also be included. Explanation and expectations of all WSC graduate programs will be addressed. The graduate program plan of study will be completed in this course.
- EDU 604 Communication and Language Arts for Children (3) A course designed to enhance instruction and assessment of elementary students' communication skills to include reading, writing, listening and speaking. Special emphasis will focus on how messages are facilitated in the classroom through the teacher and students, media, and informational technologies.
- EDU 605 Curriculum and Methods Appropriate for Ages Birth-8 (3) Planning, implementing, and evaluating developmentally appropriate and integrated curricula for young children in the areas of language, literacy, mathematics, science, social studies, the arts, and health and

- safety; planning for and implementing developmentally appropriate methods for the learning of young children.
- EDU 609 Educational Media and Technology (3) This beginning course introduces students to computer equipment and applications that are fast becoming essential classroom tools. Through hands-on experience, students will have the opportunity to develop a working familiarity with computers; educational CD-ROM packages; classroom computer presentation equipment and software; commercial research databases such as ERIC; electronic communications/learning tools; and multimedia applications. Students will also begin to develop an understanding of the concept of computer-assisted instruction and assessment.
- EDU 610 Elementary School Administration (3) A study of the role and responsibility of the elementary principal as a school leader and manager. Topics include leadership concepts, public relations, student personnel policies, student activities, guidance services, class scheduling and evaluation of the educational programs.
- EDU 611 Secondary School Administration 7-12 (3) The study of the role and responsibility of the secondary principal as a school leader and manager. Topics include leadership concepts, public relations, student personnel policies, student activities, guidance services, class scheduling, and evaluating the education program.
- EDU 612 Social Sciences for Children (3) A course designed to enhance instruction and assessment of elementary students' understanding of the social sciences to include anthropology, economics, geography, government, history, psychology, and sociology. Participants will develop curriculum and classroom management techniques to create in elementary students a desire to know how the social sciences influence our lives.
- EDU 613 Scientific Research for Children (3) A course designed to enhance instruction and assessment of elementary students' abilities to complete the steps of the scientific method. Participants will develop curriculum, materials and classroom management techniques to create a disposition in students to appreciate the natural world.
- EDU 614 Mathematical Reasoning & Problem Solving for Children (3) A course designed to enhance instruction and assessment of elementary students' understanding of mathematics in a technological society as defined in the National Council of Teachers of Mathematics curriculum, assessment and professional standards documents.
- EDU 617 Assessment of Needs for Young Children Birth-8 (3) Study of formal and informal assessment procedures for youth from birth to grade three.
- EDU 626 Advanced Educational Psychology (3) A study of theories of learning and motivation, conditions and processes of cognitive, affective, and psychomotor learning; personal qualities of a teacher; the teaching process, classroom management; teaching the exceptional learner; and the role of evaluation in learning and teaching.
- EDU 627 Current Issues and Trends in Education (2) This course explores issues that have direct impact upon education. It presents a comprehensive approach to the exploration of these various, selected topics. The course offers opportunities for the student to examine relevant topics affecting education in breadth and depth.
- EDU 628 Re-certification Practicum (1-6) A practicum consisting of one hundred or more clock hours of contact with students in the classroom setting, fifty percent of which shall consist of performing instructional duties under the supervision of a designated supervisor. The practicum is a requirement by the Nebraska Department of Education for renewing certificates that have lapsed more than five years. (Graded S-NC)
- EDU 629 Research Application: Theory Into Practice (3-6) Original research in education collaboratively designed by student and faculty advisor. The results of the research project may be presented to faculty, school boards, community groups, or other appropriate groups.
- EDU 632 Clinical for Early Childhood (3) Prerequisites: EDU 605, 617, FCS 520, 530, 616, SPD 530, 552. Professional practice will include supervised placement of a minimum of 125 clock hours in two different settings serving children from birth through grade three. One setting must serve infants/toddlers, pre-primary, or primary school children.
- EDU 636 Introduction to Alternative Education (3) This course is an introduction and overview of alternative education in America and provides specific information about at-risk youth: identification and characteristics as well as historical, economic, social and political aspects of alternative education. Plans, programs, and alternative schools will be reviewed. Overall, this course provides experienced teachers with knowledge and skills, needed for the identification of at-risk youth, program planning, and implementation. Each student will be required to develop a local plan of action to identify and assist at-risk youth.
- EDU 637 Program and Teaching Strategies for Atypical Populations (3) This course presents a wide variety of methods and materials that can be used for individualized instruction: computer-aided instruction; tutorial guidelines; independent study; community centered experiences; outcome based education; home-based programs; teacher-student negotiated curricula; and distance learning. The course builds on the basic knowledge of Advanced Educational Psychology to develop additional skills in teaching for life-long learning. The skills developed are appropriate for all levels of learning, Pre-K through Adult Education.

- EDU 638 Practicum for Alternative School Teachers (3) This on-site experience provides students an opportunity to bring together theory and practice in an alternative education learning environment. The actual field experience is planned jointly by student and practicum supervisor and includes activities that address the needs of at-risk youth.
- EDU 650 Research Design (3) A course designed to develop knowledge of research, research skills and practical utilization of research information. Graduate students will be expected to use technology effectively and efficiently for any of the following purposes: to conduct literature reviews, to formulate research problems, to develop proposals, to participate in active research problems, and/or to understand and apply basic research tools of both quantitative and qualitative analyses. Research Design has a variable prefix (EDU, ENG, HIS, etc.). Depending on the prefix, the course will be taught by content or education faculty members.
- EDU 654 Middle School Administration (3) A course designed to acquaint the student with administrative theories, principles, organization, and philosophy for the middle level school. This course is a systematic study of the middle school principalship. Emphasis is placed on relating theories of administration, learning and teaching in the middle grades, and an organization of the middle level school to address the unique needs of the middle grades student.
- EDU 655 School Law: Constitutional Aspects and Cases (3) A course designed to acquaint the student with the principles of school law. Some of the areas included are: The legal system; compulsory schooling; control over students; control over teachers; freedom and religion; and control over ideas.
- EDU 656 School Law: Operational Aspects and Cases (3) A course designed to acquaint the student with the principles of school law. Some of the areas included are: The legal system; school administrative structure; school organization; tort liability; financing public education and private education.
- EDU 657 School Organization and Administration (3) A course designed to provide the student with a background of the conceptual milieu of the school administrator and the organization of public education in order to prepare for the rapid changes in the field of education that demand an integration of theory, knowledge and practice.
- EDU 658 Fundamentals of Curriculum Development K-12 (3) A course designed to examine the principles underlying the development of a K-12 public school curriculum. Emphasis on methods of determining priorities, objectives, scope and sequence and organizational patterns. The roles of state and local involvement will also be examined.
- EDU 659 Finance/Facilities (3) Common school finance procedures and school facilities planning and management will be the focus of this course. Emphasis will be placed on the application of theory into practice concerning daily budgeting activities and facilities planning.
- EDU 660 Supervising the Student Teacher (3) A course for persons who wish to be one of the following: cooperating teacher in a school off-campus; supervising teacher in a campus laboratory school; administrator in a school system where there are student teachers; college director of student teaching.
- EDU 666 Supervision of Instruction (Elementary-Secondary) (3) A course designed to acquaint student with leadership strategy, which will help administrators, supervisors, department chairpersons, or others with supervisory responsibility for improving the effectiveness of the teacher-learning process. Emphasis on the conditions and process of supervision.
- EDU 674 History and Philosophy of Education (3) Philosophies and theories underlying the American educational system. An analysis of the differing philosophies of education and their implications for education in a democratic society.
- EDU 682 Developing and Integrating Computer Applications in the Classroom (3) Prerequisite: EDU 609 or demonstration of comparable computer proficiency. This is an advanced course in which students will use computers and multimedia applications to develop professional-level classroom presentations and interactive teaching/learning projects. This course is also designed to help participants integrate instructional principles and assessment practices with the use of computers and related technology in the classroom. This course will also touch on distance learning, as well as various electronic communication technologies as educational tools. Students will develop a broader understanding of computer-assisted instruction and assessment and design instructional units that utilize technology in the curriculum of one's subject area(s) or grade level(s).
- EDU 685 Management of Educational Technology (3) This course is designed to prepare participants to coordinate the use of computers and related technology within the school. One focus of the course will be to explore the principles and theories underlying computer-assisted instruction and assessment within the school curriculum. The course will also enable students to develop the skills needed to coordinate computer labs and to work with teachers, administrators and vendors as related to technology use within the school.

- EDU 689 Internship in Administration P-8 (3) A one semester experience and study concerning administrative functions in selected P-8 school settings. Arranged cooperatively with public/private schools and Wayne State College. Course objectives prescribed in EDU 689 syllabus include 110 internship hours.
- EDU 690 Internship in Administration 7-12 (3) A one semester experience and study concerning administrative functions in selected 7-12 school settings. Arranged cooperatively with public/private schools and Wayne State College. Course objectives prescribed in EDU 690 syllabus include 110 internship hours.
- EDU 698 Practicum or Seminar (1-6) A course designed for the graduate student who desires competency in special contemporary areas.
- EDU 700 The Superintendency (3) An examination of the administrators role in general supervision of education programs, to include a broad overview of the role and function of the school superintendent in the selection and development of staff and professional personnel, physical plant maintenance, transportation, public relations, planning, fiscal responsibilities and politics in the community.
- EDU 704 School Law for Administrators (3) A course designed for in-depth study of current state statutes, federal legislation, significant court cases and rule-making which affect school financing, accreditation, contractual agreements, downsizing, consolidation, and teacher/student rights and responsibilities.
- EDU 705 Problem Resolution in Educational Organizations (3) A course which focuses on concepts and skills to prepare school administrators and counselors; to anticipate and cope with conflict emerging from interpersonal interactions.
- EDU 710 Strategic Planning (3) An intensive study of the techniques and philosophy of long-range planning and its relevance to policy formation and its implementation. Consideration will be given to the development, administration, and maintenance of human resource systems within formal organizations including manpower planning, selection, training, performance appraisal, and monetary considerations.
- EDU 725 Educational Facilities Planning (3) Present and future building and equipment needs of school units; planning program through post-occupancy stages; field work as a part of a group school plant study.
- EDU 730 Public School Personnel Administration (3) A comparison of practices with principles governing the satisfaction of school personnel needs, including a study of tenure, salary schedules, unions, supervision, rewards, and other benefits.
- EDU 740 Educational Finance and Business Management (3) Examines the fiscal environment of public education to include sources of tax revenue, allocation of resources, responsibilities of school board and administrators, trends in financing public education, and an analysis of selected funding programs. Special attention will be given to fiscal issues confronting administrators of Nebraska schools.
- EDU 750 School and Community Relations (3) The systematic exploration of education policy as it has organized, reflected and influenced the lives of children, youth, and families, with particular emphasis on effective communication and practical applications. Roles of educational organizations and institutional change in such social issues as equity and cultural diversity will be studied.
- EDU 760 Information Management (3) Basic knowledge and skills necessary to understand and use educationally related technology, including computers, video, information technology, CDs, interactive video, telecommunications, and distance-learning channels. Consideration of special uses for purposes of managing administrative and instructional outcomes.
- EDU 786 Advanced Internship in Educational Leadership (3) A one semester internship experience and study in selected school districts under supervision of educational administration college faculty members. Content emphasized the activities and topics which are characteristic of central officer operations. Students who have not had prior appropriate experience at the desired administrative level will be required to earn a minimum of 3 credit hours in EDU 689 or 690 Internship. (This course is open only to candidates for the Educational Specialist degree.)
- EDU 790 Special Topics in Educational Administration (3) Selected topics related to educational administration. May be repeated twice for the specialist degree program with a different topic.

English (ENG)
Language & Literature Department
School of Arts & Humanities
Humanities Building

Objectives: In all courses except those concerned with special skills, the English program emphasizes both the form and content of literature to help the student understand not only its aesthetic merit but also its philosophical implications. Courses in English provide the background and skills needed to understand the written word and to use language effectively. The program prepares individuals to evaluate and enjoy what has been written and to enter careers (such as teaching, law, the ministry, business) in which success depends on reading and writing competently.

The BA degree is preferred for English majors and required for the Literature emphasis major. English majors and English and Language Arts endorsements are not required to take ENG 150; ENG 384 is not required for English and Language Arts endorsements.

Major in English (BA or BS) 30-36 hours

Core: 12 hours

ENG	200 Expository Writing or	
	202 Poetry Workshop or	
	203 Fiction Workshop	3
	270 Critical Approaches to Literature	3
	384 World Literature	3
	480 Senior Seminar	3

Plus one of the following:

Writing emphasis (BA or BS) 18 hours +12 hour core

ENG	200 Expository Writing (take the 2 courses	
	202 Poetry Workshop not taken in core)	
	203 Fiction Workshop	6
	325 Structure of English	3
	402 Advanced Poetry Workshop or	
	403 Advanced Fiction Workshop	3

Plus 6 hours of upper level ENG electives

Literature emphasis (BA only) 24 hours + 12 hours core

ENG	361 American Literature I	3
	362 American Literature II	3
	371 British Literature I	3
	372 British Literature II	3
	380 Shakespeare	3
	381 Classical Epic and Drama or	
	382 The Bible as Literature	3

Plus 6 hours of upper level ENG electives

(upper level foreign language may be substituted).

English Writing and Literature major (BA or BS): 48 hours

Students taking this major will complete the required courses for both the English writing and literature options.

Subject Endorsement in English (BA or BS) 42 hours

ENG	202 Poetry Workshop	3
	203 Fiction Workshop	3
	270 Critical Approaches to Literature	3
	325 Structure of English	3
	326 Linguistic Theory and App	3
	361 American Literature I	3
	362 American Literature II	3

	371 British Literature I	3
	372 British Literature II	3
	380 Shakespeare	3
	381 Classical Epic and Drama or	
	382 The Bible as Literature	3
	442 Teaching Writing	2
	443 Young Adult Literature	2
	444 Dev Rdg-Middle/Sec Sch	2
	480 Senior Seminar	3

EDU 409 English Content Area Methods and Materials must be taken as part of the professional education requirements, offered second semester only.

Students may graduate with a single subject endorsement in English.

Field Endorsement in Lang. Arts (BA or BS) 66 hours

A person with this endorsement may teach and direct curricular and co-curricular activities in composition, language, literature, speech, theatre, mass communication, journalism, and reading in grades 7 through 12. This endorsement requires 66 semester credit hours in journalism, language, literature, mass communication, reading, speech, theatre, and writing. Also listed in Communication Arts section.

Reading

ENG	443 Young Adult Lit	2
	444 Dev Rdg-Middle/Sec Sch	2

Language

ENG	325 Structure of English	3
	326 Linguistic Theory & App or	
CNA	302 Language & Human Behavior	3

Composition

CNA	442 Comm & Rhetorical Theory or	
ENG	200 Expository Writing	3
	202 Poetry Workshop or	
	203 Fiction Workshop or	
	430 Playwriting	3
	442 Teaching Writing	2

Speech

CNA	201 Small Group Communication or	
	210 Interpersonal Communication	3
	240/440 Intercollegiate Forensics	3
	447 Directing Communication Activities	3

Literature

ENG	270 Critical Approaches to Literature	3
	361 American Literature I	3
	362 American Literature II	3
	371 British Literature I	3
	372 British Literature II	3
	380 Shakespeare	3
	381 Classical Epic and Drama or	
	382 The Bible as Literature	3

Mass Media

CNA	263 Introduction to Mass Comm or	
ENG/CNA	383 Film & Literature	3

Dramatic Arts

CNA	223 Acting I*	3
	232 Stagecraft*	3
	432 Play Prod. For Secondary Schools	3

*Participation in college productions also required.

Journalism

CNA	280 News Writing	3
	290 Editing and Copywriting or	
	450 Computer Layout & Present	3
EDU	409 English Content Area Methods and Materials and	
EDU	409 CNA Content Area Methods and Materials must be	
	taken as part of the professional education requirements.	

Minor in English: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s). ENG 102 remains prerequisite to all other ENG courses. At least 50% of the hours in the minor must be at the 300-400 level.

Students must complete:

at least 3 hours from the following: ENG 200, 202, 203, 402, and 403;

at least 9 hours from the following: ENG 150, 270, 361, 362, 371, 372, 380, 381, 382, 383, and 384;

and 9 hours from any ENG course other than ENG 102.

Minor in Editing and Publishing: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s). Complete at least 50% of the hours in the minor at the 300-400 level. Also listed in the Communication Arts section.

BUS	370 Principles of Marketing	3
CNA	450 Computer Layout & Presentation or	
ITE	425 Desktop Publishing	3
ENG	321 Literary Editing	3
	Writing courses (at least 3 hrs upper level)	12
	Selected from ENG 200, 202, 203, 402, 403, and	
	CNA 262 or 280, 290, 430, 458.	

Undergraduate Endorsement in English as a Second Language: 15 hours

A special endorsement in addition to a field endorsement or two subject endorsements.

CNA	302 Language and Human Behavior or	
	375 Intercultural Communication	3
EDU	415 ESL Progs, Curric, Assessment	3
	416 ESL Methods, Assessment	3
	417 ESL Practicum K-12	3
ENG	325 Structure of English or	
	326 Linguistic Theory and App	3

Other requirements:

One year of another language or equivalence in a language other than a native language.

Graduate Endorsement in English as a Second Language: 15 hours

CNA	675 Intercultural Communication	3
EDU	515 ESL Progs, Curric, Assessment	3
	516 ESL Methods, Assessment	3
	517 ESL Practicum K-12	3
ENG	610 Studies in Linguistics	3

Note: Supplemental endorsement. This endorsement requires an applicant to have a valid regular teaching certificate.

Persons with this endorsement may teach English as a Second Language in grades K-12.

ENG 102 is a prerequisite to all other English courses except ENG 105.

Undergraduate Courses

ENG 102 Composition Skills (3) ENG 102 provides instruction and practice in a variety of writing, reading, and critical thinking skills, with emphasis on forming experiences, ideas and opinions into a coherent essay. The types of writing assignments vary among instructors, but students can expect to write expressive, analytical, and persuasive essays, some of which may involve the use of secondary sources. This course will hone students' grammatical and punctuation skills, as needed. Grade below "C" receives no credit.

ENG 105 English for Nonnative Speakers (3) This course is designed for students whose first language is not English. The course will help students expand vocabulary and improve reading, writing, listening, and speaking skills. This course does not count for General Education credit.

ENG 150 Topics in Literature (3) Students will read and analyze selected literary works. The course focuses on the relation of literature to place, biography, culture, gender, class, and race. Students will be introduced to the principles of close reading, interpretation, and criticism of literary texts.

ENG 200 Expository Writing (3) Prerequisite: ENG 102 or an equivalent course. ENG 200 is intended to refine writing skills learned in earlier composition classes. The course will deal exclusively with expository writing (that is, non-fiction prose essays that explain, analyze, and evaluate ideas) and topics will vary considerably. Class time will be divided between discussing examples of expository writing and working to improve individual writing.

ENG 202 Poetry Workshop (3) Study of and practice in the techniques of poetry writing for the beginning student.

ENG 203 Fiction Workshop (3) Study of and practice in the techniques of writing short fiction.

ENG 260 Studies in Genre (3) Studies in techniques and forms of one of the major genres of literature; poetry, drama, fiction. Title will vary with offering.

ENG 270 Critical Approaches to Literature (3) Study of a variety of analytical and interpretive approaches to the study of literature in print and non-print media. Prerequisite for ENG 333, 361, 362, 365, 371, 372, 378, 380, 381, 382, 383, 386, and 480 - one of three prerequisite choices for ENG 384.

ENG 280 Themes and Movements in Literature (3) Readings in world literature organized around a specific literary theme or movement. Topic and title vary from offering to offering.

ENG 321 Literary Editing (3) Editing in a variety of forms, including "little" magazines, chapbooks, reviews and

books, with attention to the special and widely diverse demands of literary projects.

ENG 325 Structure of English (3) Descriptive approach to English Grammar, including pronunciation, word-formation, sentence structure, and semantics/pragmatics. Some attention to dialect differences, social factors in usage, written and spoken style, orthography, and the history of the language.

ENG 326 Linguistic Theory and Applications (3) Introduction to generative grammar and its application to English and other languages. In addition to basic concepts of phonology and morpho-syntax, the course covers language acquisition, psycholinguistics, neurolinguistics, and other applied linguistic fields.

ENG 333 American Theatre (3) Prerequisite: ENG 270 or permission of the instructor. Theatre, plays and players from 17th century beginnings to the present. Cross-listed as CNA 333.

ENG 361 American Literature I (3) Prerequisite: ENG 270 or permission of the instructor. A survey, beginning with pre-contact indigenous literature and concluding with the Naturalist/Symbolist Period.

ENG 362 American Literature II (3) Prerequisite: ENG 270 or permission of the instructor. A survey, beginning with the Harlem Renaissance and Modernist Period in American Literature and concluding with study of significant contemporary writers.

ENG 365 Modern American Fiction (3) Prerequisite: ENG 270 or permission of the instructor. Short stories and novels by significant 20th century American writers.

ENG 371 British Literature I (3) Prerequisite: ENG 270 or permission of the instructor. A survey of British literature, beginning with Beowulf and concluding with works by 18th century writers.

ENG 372 British Literature II (3) Prerequisite: ENG 270 or permission of the instructor. A survey of British literature, beginning with the Romantic writers and concluding with contemporary writers.

ENG 378 Topics in Modern British Fiction (3) Prerequisite: ENG 270 or permission of the instructor. Short stories and novels by significant 20th century British writers.

ENG 380 Shakespeare (3) Prerequisite: ENG 270 or permission of the instructor. Directed reading of Shakespeare's plays and poetry against the background of Renaissance culture. Cross-listed as CNA 380.

ENG 381 Classical Epic and Drama (3) Prerequisite: ENG 270 or permission of the instructor. A study of the ancient epic

and of Greek drama; readings of Homer, Virgil, Aeschylus, Sophocles, Euripides, Aristophanes, and Aristotle.

ENG 382 The Bible as Literature (3) Prerequisite: ENG 270 or permission of the instructor. Literary analysis of the Hebrew scripture (Old Testament) and of the New Testament.

ENG 383 Film and Literature (3) Prerequisite: ENG 270 or permission of the instructor. An on-going series of courses concerned with the relationship (thematic, generic, social-historical, etc.) between cinema and literature. CNA/ENG/FRE 383 repeatable once for credit. This course is cross-listed as CNA 383 or FRE 383.

ENG 384 World Literature (3) Prerequisites: ENG 150, ENG 270 or CNA 101, plus 60 hours completed. World Literature examines works from non-Western cultures and contrasts them with familiar or new works from Western culture. The approach of the course will vary (from instructor to instructor). The course may treat a common theme across various cultures, focus on a particular time period, culture, genre (such as the epic), or contrast contemporary novels from two countries, such as the United States and Mexico.

ENG 386 Modern World Drama (3) Prerequisite: ENG 270 or permission of the instructor. Reading of representative global dramatists in translations from Ibsen to the Post-Moderns. Cross-listed as CNA 386.

ENG 402 Advanced Poetry Workshop (3) Prerequisite: ENG 202 or permission of instructor. Continued study of and practice in the techniques of poetry writing.

ENG 403 Advanced Fiction Workshop (3) Prerequisite: ENG 203 or permission of instructor. Continued study of and practice in the writing of short fiction.

ENG 415/515 Neihardt Seminar (3) An intensive study of selected authors, genres, and approaches to writing and reading. The course is usually taught by a visiting writer/scholar and is offered annually. May be repeated.

ENG 421 Literary Publishing (3) Prerequisites: ENG 321. Focus on the selection, design, and execution of literary publication; publishing ethics are also addressed.

ENG 430 Playwriting (3) Theory and practice of writing one-act and full-length plays. Cross-listed as CNA 430.

ENG 442/542 Teaching Writing (2) A survey of the major theories and issues surrounding the teaching of writing in the pre-college classroom. Topics include classroom strategies, traditional grammar and its alternatives, grading and testing, and individualizing the writing curriculum. After an initial survey of current literature on these topics, students will be involved in designing their own writing curricula, micro-teaching, and adapting materials to the needs of the student population they expect to encounter in their professional careers.

ENG 443/543 Young Adult Literature (2) Study of popular and traditional literature appropriate for adolescent readers, and of techniques and strategies for teaching this literature.

ENG 444/544 Developmental Reading in Middle and Secondary Schools (2) Survey of current research on the reading processes of middle and secondary school student: techniques for assessing, developing, and improving students' reading strategies, with emphasis on such topics as vocabulary development, comprehension, study skills, and reading in the content areas. This course meets the middle and secondary school reading requirement (reading in the content areas).

ENG 480 Senior Seminar (3) Prerequisite: ENG 270. A study of the techniques of literary research, critical evaluation, and analysis of literary texts, as well as historical and thematic problems facing the literary scholar.

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

ENG 501 Writer's Workshop (3) Prerequisites: ENG 402 and 403 or graduate standing. The course is intended for experienced creative writers working in poetry, fiction, creative non-fiction or other genres who wish to further practice their craft. May be repeated.

ENG 515 Neihardt Seminar (3) See ENG 415

ENG 522 History of the English Language (3) The development of modern English from its Anglo-Saxon sources through American English, with emphasis on phonetics and the history of grammar, syntax, and vocabulary. Illustrative reading in Anglo-Saxon, Middle English, and the principal modern dialects.

ENG 542 Teaching Writing (2) See ENG 442

ENG 543 Young Adult Literature (2) See ENG 443

ENG 544 Developmental Reading in Middle and Secondary Schools (2) See ENG 444

ENG 571 Modern European Fiction (3) Representative continental fiction of the late nineteenth and twentieth centuries.

ENG 575 The English Novel (3) Representative novels of the eighteenth and nineteenth centuries; the historical development of the novel.

ENG 576 Twentieth Century Poetry (3) British and American poetry of our time, including the works of Yeats, Frost, Eliot, Auden, and others.

ENG 578 Seminar in Drama (3) The study of representative British and American drama from 1892 to the present. Some major European dramatists may be included. Topic

and title will vary from offering to offering. Cross-listed with CNA 578.

ENG 600 Readings: Literary History (1) Guided readings in British and American literature and its history based upon the graduate reading list. Offered every term. May be repeated to a maximum of three hours.

ENG 610 Studies in Linguistics (3) Topics in the study of contemporary linguistic theory and its applications to the understanding of literature and language behavior.

ENG 621 Seminar: Major Authors (3) Intensive study of one or two major writers. Topic and title vary from offering to offering. May be repeated.

ENG 632 Seminar: English Literature to 1700 (3) Topics in English literature through the Restoration. Topic and title vary from offering to offering. May be repeated.

ENG 633 Seminar: English Literature from 1700-1900 (3) Topics in English literature of the Augustan, Romantic, and Victorian periods. Topic and title vary from offering to offering. May be repeated.

ENG 644 Seminar in American Literature (3) Topics in American literature from the beginning to 1920. Topic and title vary from offering to offering. May be repeated.

ENG 655 Modern British and American Literature (3) Studies in the Anglo American literary culture of the twentieth century. Topic and title vary from offering to offering. May be repeated.

ENG 682 Topics in Literary Criticism (3) Close study of a major problem in the criticism of literature. Problem and title vary from offering to offering. May be repeated.

**Family and Consumer Sciences (FCS)
Technology & Applied Science Department
School of Business & Technology
Benthack Building**

Objectives: The offerings in Family and Consumer Sciences are provided for those students who are preparing for careers in family and consumer sciences or related fields. The courses are beneficial to students both personally and professionally who find family and consumer sciences a means to the enrichment of living.

Students planning to teach family and consumer sciences subjects in secondary schools should work toward the major in family and consumer sciences with the field endorsement in family and consumer sciences. No other endorsement is required.

Students planning careers in professional areas of family and consumer sciences other than teaching such as business, extension or social services, which require teaching-related skills, should work toward the major in family and consumer sciences with the field endorsement in family and consumer sciences, and take appropriate electives selected by advisement.

Students planning careers in fashion merchandising, interior design, early childhood, foods and nutrition, or other related professions should work toward a bachelor's degree with a concentration in the appropriate area. Students planning a career in early childhood should pursue the major in that area. Students needing a background of concentrated study for related professions should work toward a major with a family and consumer sciences concentration. A minor in family life studies is also offered to support other professional career objectives and to broaden the student's background relative to a specific career objective.

**Major in Family and Consumer Sciences
(BA or BS) 45-56 hours**

All Family and Consumer Sciences majors will take FCS 110 Family & Personal Relationships to meet their Individual & Society requirement in General Education.

Family and Consumer Sciences Core: 18 hours

FCS	103 Clothing Construction or	
	302 Textiles	3
	108 Explore Family & Consumer Science.....	1
	207 Nutrition	3
	305 Housing Development & Design	3
	313 Techniques in Prof. Presentation	3
	315 Consumer Economics	3
	410 Professional Development in FCS	2

**Field Endorsement in Family and Consumer Sciences
Concentration (BA or BS) 34 hours + 18 hour core**

(Requires FCS 103 Clothing Construction)

FCS	104 Food Selection and Preparation	3
	110 Family and Personal Relationships	3
	205 Meal Planning and Serving	3
	302 Textiles	3
	306 Family Resource Management	3
	308 Household Equipment	3
	316 Guiding the Young Child	4
	403 Fitting and Alteration	3

VED	413 Foundations of Career & Tech Ed or	
	415 Org & Admin of Career & Tech Ed or	
	423 Coordinating Techniques	3
	463 Intro to Voc Special Needs	3
	FCS elective by advisement	3
	Required: Secondary Professional Education Courses (34 hours)	

Supplemental Endorsement to Teach Family and Consumer Sciences Related Occupations (BA or BS) 52-55 hours plus work experience.

Students who wish to obtain an endorsement for teaching family and consumer sciences in occupational programs that relate to family and consumer sciences subject matter must fulfill all the requirements for the BA or BS degree with an endorsement to teach family and consumer sciences. In addition, the student must complete the work experience as set forth in the State Plan for Family and Consumer Sciences.

Select one of the following.

- A. 1000 verified hours of paid, volunteer, or internship experience related to Family and Consumer Sciences. Note: Not more than 50% of the 1000 hours can be.. volunteer. **OR**
- B. At least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

Students completing the Supplemental Endorsement to Teach Family and Consumer Sciences Related Occupations must take VED 423.

Family and Consumer Sciences Concentration: 37 hours + 18 hour core

(Requires FCS 103 Clothing Construction)

FCS	104 Food Selection and Preparation	3
	205 Meal Planning and Serving	3
	302 Textiles	3
	306 Family Resource Management	3
	308 Household Equipment	3
	316 Guiding the Young Child	4
	403 Fitting and Alteration	3
	416 FCS Practicum	3

Twelve hours selected from the following:

FCS	106 Introduction to Fashion Industry (2)	
	202 Clothing Design (3)	
	217 Maternal and Childhood Nutrition (3)	
	303 Fashion Retailing (3)	
	312 Historic Costume (3)	
	318 Soft Furnishings (3)	
	322 International Foods and Cultures (3)	

Fashion Merchandising Concentration 37 hours + 18 hours core

(Requires FCS 103 Clothing Construction)

ECO 202 must be taken to meet the 3 hr requirement under World Cultures/Social Institutions in General Education and French or Spanish under Foreign Language and World Literature in General Education.

FCS	106 Introduction to Fashion Industry	2
	202 Clothing Design	3
	302 Textiles	3

	303 Fashion Retailing	3
	312 Historic Costume	3
	318 Soft Furnishings	2
	403 Fitting and Alteration	3
BUS	142 Survey of Accounting	3
	222 Business Law I	3
	360 Management Theory and Practice	3
	370 Principles of Marketing	3
	464 Human Resource Management	3
	Three hours of FCS electives by advisement	3
	Recommended	
FCS	497 FCS Internship	
	Business Administration Minor	
	Foods and Nutrition Concentration: 33-36 hours + 18 hour core	
	CHE 102 or 106 must be taken to meet the Physical Science requirement for General Education.	
FCS	104 Food Selection and Preparation	3
	205 Meal Planning and Serving	3
	217 Maternal and Childhood Nutrition	3
	306 Family Resource Management	3
	308 Household Equipment	3
	322 International Foods and Cultures	3
	340 Community Nutrition	3
	416 FCS Practicum	3
	Electives selected from the following:	9-12
BUS	222 Business Law I (3)	
	240 Accounting I (3)	
	360 Management Theory & Practice (3)	
	370 Principles of Marketing (3)	
	464 Human Resource Mgmt (3)	
CHE	107 General Chemistry II (4)	
	208 Intro Organic Chemistry (4)	
PED	207 Athletic Performance & Nutrition (3)	
	310 Leadership Develop in Nutrition & Stress Mgmt (3)	
	Interior Design Concentration: 38 hours + 18 hour core	
	(Requires FCS 302 Textiles)	
	ECO 202 must be taken to meet the 3 hr requirement under World Cultures/Social Institutions in General Education.	
FCS	308 Household Equipment	3
	318 Soft Furnishings	2
	320 Techniques of Interior Design	3
	408 Applied Concepts of Interior Design	3
ART	344 Art History I or	
	345 Art History II or	
	346 Art History III or	
	440 Multicultural Arts	3
BUS	142 Survey of Accounting	3
	222 Business Law I	3
	327 Principles of Real Estate or	
	360 Management Theory & Practice or	
	374 Principles of Advertising	3
	370 Principles of Marketing	3
ITE	109 Drafting & Design	3
	211 Architectural/Industrial Finishing	3
	214 Residential Drawing	3
	314 Architectural Design	3

Recommended

FCS 497 FCS Internship

Business Administration Minor

Major in Early Childhood (BA or BS) 57 hours

480 hours of experience also required for CDA, see the department chair. (Not for certification) See Early Childhood endorsement.

FCS 110 must be taken to meet the 3 hr requirement under Individual and Society in General Education.

FCS 104 Food Selection and Preparation

120 Introduction to Early Childhood Ed

205 Meal Planning and Serving

207 Nutrition **or**

217 Maternal & Childhood Nutrition

220 Infancy and Toddlers

230 The Pre-School Age Child

306 Family Resource Management

316 Guiding the Young Child

325 Health & Safety for the Young Child

410 Professional Development in FCS

416 FCS Practicum

430 Org & Ad of Early Childhood Ed Pr

ART 315 Art & Creative Processes in Ed

EDU 217 Diverse Family Systems

303 Developmentally Appropriate Practices

for Young Children

331 Dev of Phys Ed and Health in the

Elementary School

MUS 214 Music & Creative Processes in Ed

SPD 151 Introduction to Special Education

251 Chars & Meth: Birth thru age 8

VED 463 Intro to Vocational Special Needs

Recommended:

FCS 305 Housing Development and Design

313 Techniques in Prof Presentation

315 Consumer Economics

497 Internship

Minor in Family Life Studies: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s). Complete at least 50% of the hours at the 300-400 level.

FCS 110 Family and Personal Relationships

306 Family Resource Management

FCS Electives by advisement

(at least 8 hours must be at the 300-400 level)

Undergraduate Courses

FCS 103 Clothing Construction (3) Evaluation of clothing construction for the consumer relative to sewing projects and ready-to-wear. Components of quality workmanship, apparel fibers/fabrics, and cost factors are emphasized through construction projects.

FCS 104 Food Selection and Preparation (3) The nutritional value of foods and the relation of food to health, fundamental principles of cookery applied to foods commonly used in the home.

- FCS 106 Introduction to Fashion Industry (2) A study of the fashion industry from concept to consumer, including career opportunities, the language of the industry, and its place in a global economy.
- FCS 108 Explore Family and Consumer Sciences (1) The history, growth and development of Family and Consumer Sciences. Career exploration of the opportunities for careers open to Family and Consumer Sciences graduates.
- FCS 110 Family and Personal Relationships (3) A study of relationships throughout the life cycle. Application of the critical thinking process to the identification of values, the formulation of goals, and the decision making model in order to improve the quality of life for individuals and families.
- FCS 120 Introduction to Early Childhood Education (3) A study of types. Objectives and philosophies of various early childhood programs and curricula from both historical perspectives and current practices. Legislation and public policies, partnerships with family and community, and working with children with a range of abilities will be addressed.
- FCS 202 Clothing Design (3) Prerequisites: FCS 103 or permission of instructor. Styles of fashion relative to garment components and industry trends are studied. Principles and elements of design will be applied to pattern drafting and garment construction.
- FCS 205 Meal Planning and Serving (3) Prerequisite: FCS 104 or approval of instructor. This course is designed to give information and experience in planning, preparing and serving of satisfactory meals using the goals of proper nutrition, money budgeted for food, and time available for preparation.
- FCS 207 Nutrition (3) A study of the basic nutrients and their relationship to physical, mental, and emotional health. Nutritional requirements and dietary planning for all age groups. The use of the computer for dietary analysis, evaluation of the analysis, and application to daily eating habits.
- FCS 217 Maternal and Childhood Nutrition (3) Nutrition: prenatal to young adult. Knowledge and understanding of the vital importance of optimal nutrition for maternal health and for the development of a healthy child from prenatal stage to adolescence. Promotion of physical, mental, and emotional health and disease prevention through proper nourishment will be addressed.
- FCS 220 Infancy and Toddlers (3) A study of human growth and behavior from conception through two years of age. Curriculum and assessment, language development, appropriate literature, play and discovery, children with a range of abilities, family and community partnerships will be addressed. Early childhood center observation is required.
- FCS 230 The Pre-School Age Child (3 through 5 years) (3) A study of human growth and behavior from 3 years of age through 5 years of age. Curriculum and assessment, emergent literacy, appropriate literature, play and discovery, children with a range of abilities, and family and community partnerships will be addressed. Early childhood center and pre-school observations are required.
- FCS 302 Textiles (3) Serviceability concepts, durability, comfort, care, and appearance as related to fibers, yarns, fabric construction, finishes, and designs. Consumer oriented approach.
- FCS 303 Fashion Retailing (3) A study of the retail distribution of fashion. Buying and merchandising concepts will be explored through computer simulation.
- FCS 305 Housing Development and Design (3) A study of architectural housing styles, future trends in housing, housing selection as it concerns the family during stages of the family life cycle. Floor plans, furniture arrangement, elements and principles of design and their application to housing will be covered.
- FCS 306 Family Resource Management (3) Analysis of the management process and socio-economic influences as related to the utilization of resources to meet individual and family goals. Special management situation considered.
- FCS 308 Household Equipment (3) A study of the construction, selection, use, and care of appliances and utensils used in the home; the basic principles in the use of gas and electricity in the home; safety and energy conservation of household equipment.
- FCS 312 Historic Costume (3) A survey of western style clothing and accessories from the ancient Egyptian times to the present.
- FCS 313 Techniques in Professional Presentation (3) A study of the fundamentals of: verbal and nonverbal presentations; media techniques for presenting oral and written information; visual aids and their usage; and display techniques to enable the student to become more skilled at giving professional presentations.
- FCS 315 Consumer Economics (3) Development of responsible consumerism through value clarification, goal formulation, decision making, and effective use of resources.
- FCS 316 Guiding the Young Child (4) Prerequisites: FCS 120 or EDU 211 and Junior standing or permission of instructor. The role of teachers, child care providers and parents in

providing an environment that is safe and developmentally appropriate for the development of the child's potential. The pre-school lab provides opportunity for observing and working with three, four and five year olds.

FCS 318 Soft Furnishings (2) The application of elements and principles of design in the use of soft furnishings to enhance the decor of a living space. Measurements and calculations, fabric characteristics, construction techniques, and placement/installation of soft furnishings will be addressed.

FCS 320 Techniques of Interior Design (3) Study of principles and elements of design that apply to interiors. Communication skills, problem-solving, use of media to design interior environments, and careers in interior design will be explored.

FCS 322 International Foods and Cultures (3) An understanding of the influences of cultures on food and nutrition practices and beliefs. (Lecture and lab)

FCS 325 Health and Safety for the Young Child (3) A course designed to assist early childhood and elementary educators by providing them with knowledge and skills to address the health, safety, and physical needs of young children (0-8 years). CPR certification, partnerships with family members and other professionals, and adaptive care for special needs will be addressed.

FCS 340 Community Nutrition (3) Prerequisite: FCS 207 or approval of instructor. This course will enable the student to attain a better understanding of the role of the community nutritionist in providing community nutrition program services and the availability of nutrition programs in the community. Nutrition education techniques for selected groups for health promotion, health maintenance, and rehabilitation will be utilized.

FCS 403 Fitting and Alteration (3) Prerequisites: FCS 103 or permission of instructor. Computer-assisted figure analysis, standards of fit, and alteration potential of ready-to-wear will be explored. Alteration problems will be studied in half-scale and applied to full scale designer garment or tailored jacket.

FCS 408 Applied Concepts of Interior Design (3) Prerequisite: FCS 305 and 320 or permission of instructor. Advanced study of the elements and principles of design, color, period decoration, furniture, pictorial drawings, materials and accessories with application to residential and commercial design. Client projects, preparation of sample boards, and client presentations will be emphasized.

FCS 410 Professional Development in Family and Consumer Sciences (2) Course to enhance the professional development of FCS majors. Topics to include networking, job search skills, portfolio development, professional associations, and entrepreneurship.

FCS 416 Family and Consumer Sciences Practicum (1-3) Prerequisite: Department chair approval. Practical experience in the classroom or other professional settings. Experiences can include laboratory assistance, organization, presentation and evaluation of activity units in family and consumer sciences. May be taken twice.

FCS 430/530 Organization and Administration of Early Childhood Education Programs (3) Prerequisites: FCS 120, 220, 230. A study of program development and management, safe and nurturing environments, and principles for successful operation of early childhood education programs and centers. Personnel management, public and private funding, legislation and public policy trends, environmental safety, children with a range of abilities, and family and community partnerships will be addressed. Graduate students will complete a project relative to the management of an early childhood program.

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

FCS 505 Special Topics in Family and Consumer Sciences (3) Each time this course is offered the focus will be on topics related to one of the areas of family and consumer sciences. The areas to be rotated include housing, textiles and apparel, family relations, foods and nutrition, resource management, and other topics as applicable. The course may be repeated with a change in topic three (3) times for a total of nine (9) hours.

FCS 520 Infants/Toddlers Through Primary Children Birth-8 (4) Study of the processes of human growth and development from birth through age 8 as determined by heredity, society, and human interaction. The course will examine physical, social, emotional, cognitive (intellectual), language (communication), and creative development.

FCS 530 Organization and Administration of Early Childhood Education Programs (3) See FCS 430

FCS 610 Instructional Techniques and Curriculum Development in FCS (3) This course will examine the current literature on instructional techniques and curriculum development; compare and contrast available curriculums; adapt and apply curriculums to meet needs of family and consumer sciences.

FCS 615 Current Trends & Issues in Family and Consumer Sciences (3) This course explores current trends and issues that affect the field of family and consumer sciences.

FCS 616 Early Childhood Practicum/Applied Research (3-5) Prerequisites: FCS 520, 530. Study of children birth through age 5 by observation and interaction in an organized environment such as a child development center or preschool program. Thirty (30) hours of interaction and observation are required for each credit hour. A child study, case study, anecdotal record or other research project resulting from the interaction/observation will also be required.

General Studies (GST)

A total of 5 credits from GST courses may be applied as electives to a degree program.

GST 102 Beginning Algebra (2) Operations with real numbers, solutions and graphs of linear equations, problem solving strategies, and algebraic manipulations are included. The course also reinforces basic mathematical skills and their everyday applications. Intended for students with inadequate math background, high level of math anxiety, or out of a school environment for some years. It is also useful for Pre-Professional Skills Test (PPST) preparation. This course will not fulfill the math General Education requirement.

GST 110 Succeeding in College (2) Freshmen, Sophomores, & Transfers A course designed to assist students in

improving learning efficiency and effectiveness for all facets of college. Learning styles and personality assessments are used to explain how each student learns and interacts. Not a required course but highly recommended for all new WSC students.

GST 112 Speed Reading (1) Emphasis is on learning techniques to improve reading speed and comprehension and applying them to various college courses. An individually paced course for all levels of readers. Its purpose is to help all college students develop their reading skills.

GST 114 Vocabulary Development (1) This course concentrates on the expansion of college level vocabulary skills and enrichment for more confident reading, writing and speaking.

Geography (GEO)

**History, Politics & Geography Department
School of Natural & Social Sciences
Connell Hall**

Objectives: The Geography program is designed to acquaint the student with the natural and human systems of the earth; its physical make-up; its place in the universe its political; economic and cultural development; and the ways in which all of these interconnect.

Geography Major (BA or BS) 36 hours

- EAS 110 Introduction to Meteorology 4
- 120 Introduction to Geology 4
- 310 Weather Systems of North America 4
- GEO 120 World Regional Geography 3
- 315 World Economic Geography 3
- 430 Geographic Information Systems 3
- Earth Science and/or Geography electives 15
(8 of the 15 hours must be upper level courses)

Subject Endorsement in Geography (BA or BS) 38 hours

(C or above grade required for all courses in the Geography Endorsement) of which up to 13 hours may be used to fulfill General Education requirements.

- EAS 110 Introduction to Meteorology 4
- 120 Introduction to Geology 4
- GEO 120 World Regional Geography 3
- 300 Human Geography 3
- 305 Political Geography 3
- 315 World Economic Geography 3
- Geography Electives 12
- Social Sci. Electives (other than GEO) 6
(10 of the 18 elective hours must be upper level courses). A second subject endorsement is also required.

EDU 409 Social Science Content Area Methods and Materials must be taken as part of the professional education requirements

Minor in Geography: 19 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

- EAS 110 Introduction to Meteorology 4

- GEO 120 World Regional Geography 3
- 315 World Economic Geography 3
- Upper level Geography Electives 9

Undergraduate Courses

GEO 120 World Regional Geography (3) A global survey of the geographic interrelationships between people and their environments.

GEO 300 Human Geography (3) Application of geographic principles to examine the social, economic and political activities of human cultures. Emphasis is on the concepts of culture, culture areas, migration, diffusion, social space, territoriality, environmental perception and cultural landscape.

GEO 305 Political Geography (3) A study of geographic factors as they pertain to national and international political problems.

GEO 315 World Economic Geography (3) A study of resource use, locational choices and regional specialization in the global economy.

GEO 320 Urban Geography (3) A theoretical and comparative study of the city stressing historical development, internal land use, external relations, and demographic and ecological consequences of urbanization.

GEO 325 Geography of Recreation, Tourism and Sport (3) A survey of the applied and academic aspects of indoor/outdoor recreation, international/regional tourism, and professional/amateur sports. The course will examine the distribution of legalized gaming, ecotourism and leisure travel as well as the preservation and study of cultural and natural heritage.

GEO 340 Geography of the US and Canada (3) A regional analysis of the United States and Canada in terms of

economic activities and the physical environment. Special emphasis is on the historical development of the US and Canadian landscapes.

GEO 350 Geography of Europe (3) A regional analysis of Europe in terms of political organization, economic activities, and the physical environment.

GEO 360 Geography of Russia (3) A regional survey of the territory of Russia and the newly independent states that emerged from the breakup of the USSR. The focus of the course is on human, physical, and historical geography of the 15 countries in the region, which includes parts of Eastern Europe and Central Asia. Issues to be addressed include recent efforts toward economic restructuring, relations among the former republics and nationalities, and current events/problems.

GEO 370 Geography of Latin America (3) A regional survey of Latin America in terms of economic activities and the physical environment. Special emphasis is on the historical development of the Latin American landscapes.

GEO 380 Geography of Asia (3) A regional analysis of South, Southeast, and East Asia in terms of the people, economic activities, and physical environment.

GEO 410/510 Hazards and Disasters (3) This course involves the study of catastrophic natural phenomena such as volcanic activity, earthquakes, floods, landslides, hurricanes, and tornadoes. We will examine these events on a world scale, always trying to understand where they occur and why they occur in those places. Emphasis is given to understanding the physical processes involved along with means of predicting, preventing, and minimizing the impact on humans.

GEO 420/520 Terrorism and War (3) An analysis of the players, traditions, regional interactions, and geopolitical motivations of world regions from where terrorism emanates, upon whom terrorists acts are perpetrated, and within which war is the prevailing form of political expression.

GEO 430/530 Geographic Information Systems (3) This course provides a basic introduction to the theory behind and hands-on usage of a Geographic Information System. An ability to manipulate and visualize data graphically is becoming ever more important in today's technological workplace. A Geographic Information System is a computing tool that allows the user to visualize information in ways that reveal relationships, patterns, and trends not visible using other presentation methods.

GEO 435/535 Computer Mapping (3) An introduction to basic concepts and techniques for the creating of maps via computers. Emphasis will be on interpretation of physical

and cultural information from maps, and on understanding map layout and design. Hands on use of a computer mapping program will allow students to create their own maps in lab.

GEO 444 Topics in Geography (3) Current or special issues in Geography will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.

GEO 445/545 Geography of Nebraska (3) A regional analysis of the Great Plains/Midwest region with a focus upon Nebraska, Iowa and South Dakota. The physical and cultural aspects of the region are examined with a focus upon the changing perceptions and utilization's of the environment and the evolution of the contemporary landscape.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

GEO 500 Topics in Geography (3) Reading and discussion of selected topic in geography. Topic and title will vary. May be repeated if topic and title are different.

GEO 510 Hazards and Disasters (3) See GEO 410

GEO 520 Terrorism and War (3) See GEO 420

GEO 530 Geographic Info Systems (3) See GEO 430

GEO 535 Computer Mapping (3) See GEO 435

GEO 545 Geography of Nebraska (3) See GEO 445

Cross Listed Courses:

Three hours from the following courses may be used as electives in geography in the major, minor, and endorsement programs:

POS 340 International Relations

SOC 465 Peoples & Cultures of the Middle East

History (HIS)
History, Politics & Geography Department
School of Natural & Social Sciences
Connell Hall

Objectives: History offers courses designed to help the student understand something of human nature through an understanding of the past.

Subject Endorsement in History (BA or BS): 42 hours

The endorsement includes 6 hours of General Education history requirements and 3 hours of General Education World Cultures/Social Institutions credit.

No course with a grade below "C" will be accepted as part of the minimum requirements for the endorsement. HIS 120 and HIS 150 do not count in the History Subject Endorsement.

GEO	120 World Regional Geography	3
HIS	170 World Civilizations I	3
	171 World Civilizations II	3
	180 The American Experience I	3
	181 The American Experience II	3
	480 Historiography Seminar	3
U.S.	Upper level History	6
Non-U.S.	Upper level History	6
	History Electives	6
POS	100 American National Government	3
SSC	490 Social Sciences Research Seminar	3

(or appropriate Honors Course 395 or 499)

EDU 409 Social Sciences Content Area Methods and Materials must be taken as part of the professional education requirements.

Major in History (BA or BS): 36 hours

HIS	170 World Civilizations I	3
	171 World Civilizations II	3
	180 The American Experience I	3
	181 The American Experience II	3
	480 Historiography Seminar	3
U.S.	Upper level History	6
Non U.S.	Upper level History	6
	History Electives	6
SSC	490 Social Sciences Research Seminar	3

(or appropriate Honors Course 395 or 499)

The Major includes 6 hours of General Education history requirements.

Minor in History: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

21 hours of History electives

A minimum of 12 of the 21 hours must be upper level courses.

Undergraduate Courses

HIS 120 World History (3) An examination of the major cultural traditions, trends, and events that have shaped the modern world, from the beginnings of civilization to the present. This course does not count in the major in History, subject endorsement in History, or field endorsement in Social Sciences.

HIS 150 History of the United States (3) A selective examination of the major trends, events, and issues that have shaped the development of the United States, from pre-colonial times to the present. This course does not count in the major in History, subject endorsement in History, or field endorsement in Social Sciences.

HIS 170 World Civilizations I (3) This course surveys the world's cultures and their interactions from the rise of civilization through the age of European expansion. Required for majors and teacher education candidates seeking a Social Sciences field endorsement or a history subject endorsement.

HIS 171 World Civilizations II (3) This course surveys the world's cultures from the age of the European voyages of discovery to the twentieth century. Required for majors and teacher education candidates seeking a Social Sciences field endorsement or a history subject endorsement.

HIS 180 The American Experience I (3) A comprehensive survey of American History from the colonial era to the late nineteenth century. Required for majors and teacher education candidates seeking a Social Sciences field endorsement or a history subject endorsement.

HIS 181 The American Experience II (3) A comprehensive survey of American History from the late nineteenth century to the present. Required for majors and teacher education candidates seeking a Social Sciences field endorsement or a history subject endorsement.

HIS 200 History of Asia (3) This course will focus on the political, cultural, and intellectual development of China, India, and Japan in an attempt to develop an understanding of and appreciation for the diverse contributions each has made to the modern world.

HIS 220 Slavery and Anti-Slavery in the Western Tradition (4)
 Prerequisites: Honor student status or by permission. This course is a survey of the role of slavery in Western society from the earliest civilizations in Mesopotamia and Egypt through nineteenth-century Europe and America. It introduces students to the debate over the impact of slavery on both slaveholder and slave, and the origins of both racism and abolitionism. Although the course focuses on the Western experience, there will be numerous cross-cultural references to African, Asian, and Islamic societies. Recurring themes are: rights and restrictions; conditions of work; resistance to slavery; slave society; emancipation; justifications and denunciations of slaveholding; slavery and racism; and gender issues in the history of slavery and abolitionism. Meets the HIS 120 & 150 General Education requirement.

HIS 300 The Ancient World (3) A survey of the ancient Near East, Greece, and Rome, from the Neolithic Revolution to the decline of the Roman Empire in the West, circa 10,000

- B.C. to A.D. 400. The emphasis is on cross-cultural borrowings and the diverse patterns of social and political organization.
- HIS 305 Medieval Europe (3) A survey of changing values and institutions in Europe, from the decline of the Western Roman Empire to the 14th century, circa 400-1400.
- HIS 310 The Renaissance and Reformation (3) A survey of the fundamental changes in European society that resulted from the Renaissance and Reformation, covering the period from 1400 to 1650.
- HIS 315 Europe, 1600-1815 (3) A survey of Europe from the end of the Religious Wars to the French Revolution and Napoleon. Focuses on French society under the Old Regime, changes in the European balance of power, and the origins of the French Revolution.
- HIS 317 Nineteenth Century Europe (3) A survey of Europe from the post-Napoleonic era to the eve of World War I, studying such major movements and events as the rise of industrial civilization and the unification of Germany and Italy.
- HIS 320 The Twentieth Century (3) A survey of the major events in world history during the twentieth century.
- HIS 340 American Economic History (3) An examination of the development of the U.S. economy, capitalism, the emergence of a market economy, and the transformation from an agricultural to an industrial economy. Other issues include the role of government in economic growth, the transformation of the natural environment, the changing status of labor and labor organizations, the growth of business, and race and gender issues.
- HIS 350 Nebraska History (3) A history of Nebraska focusing on principal people, events, and themes in the state's history.
- HIS 360 Colonial and Revolutionary America (3) Traces the growth of America from the first settlements to the establishment of the Constitution in 1789.
- HIS 370 Early National America (3) Traces American history from the establishment of the Constitution in 1789 to the end of the War of 1812. Focuses on the contributions of the Founding Fathers - Washington, Hamilton, Jefferson, and Madison - and on the impact of the French Revolutionary and Napoleonic Wars.
- HIS 380 America, Civil War through the Great Depression (3) A detailed survey of the political, legal, economic, and social issues of the Civil War period, the era of Reconstruction, the expansion of the West, the growth of industrialism, and the growth of America as a world power, and the period of the Great Depression.
- HIS 385 America, 1941 to the Present (3) A survey of America in the latter half of this century. Topics include World War II, Industrialism, the Cold War, and changes in American domestic and foreign policies.
- HIS 420 Society and Gender in the Western Tradition (3) This course provides a broad historical framework for understanding current controversies about gender roles in society. It introduces students to the debate over the origins of patriarchy, the legacy of attitudes from both Greco-Roman civilization and Judaeo-Christian tradition, and the impact of gender and class identity on actual life experience from medieval to modern times. This is a reading and discussion course. Recurring themes are sexuality, marriage, family relations, patterns of work and religious experience, and opportunities for education and self-expression.
- HIS 444 Topics in History (3) Current or special issues in History will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.
- HIS 450 The American West (3) The history of the western U.S., with special emphasis on defining the West as a region, the relation to and impact of the West on the rest of the U.S., and changing historical and popular culture interpretations of the West.
- HIS 460 Vietnam War (3) An examination of the U.S. involvement in the "Vietnam War". The course will include an introduction to the history, culture, and contemporary situation of the people of Vietnam, but the emphasis will be on the political and military aspects of the war and its impact on American society.
- HIS 465 The American Civil Rights Movement (3) Examines the development and achievements of the mid-twentieth century U.S. civil rights movement. The emphasis will be on the activities of civil rights organizations and their leaders; forms of white resistance, both north and south, and economic, political, and cultural legacy of the movement.
- HIS 470 History and the Movies (3) A survey of the history of American cinema focusing on the historical content of movies and their reflection of American culture.
- HIS 475 Foundations of American Culture (3) An examination of the major foundations of modern American culture, covering the 17th, 18th, and 19th centuries. Major topics include Puritanism, the revolutionary era and Enlightenment, slavery and race, political and social reform movements, women and minorities, and the ideologies of capitalism and the industrial era.

HIS 476 Recent American Culture (3) An examination of the main themes and issues in American culture in the twentieth century. The course focuses on the development of a post-industrial mass culture and the interaction of important thinkers and ideas with historical events and trends in popular culture.

HIS 480/580 Historiography Seminar (3) An introduction to American and European historiography and the methods, principles, and work of the professional historian.

Cross Listed Courses:

Three hours from the following courses may be taken as electives in the history major, minor, and endorsement programs:

ECO 360 Global Economics

GEO 360 Geography of Russia

GEO 370 Geography of Latin America

SOC 465 Peoples & Cultures of the Middle East

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

HIS 505 Topics in Western Civilization (3) Reading and discussion seminar on selected topics in European history. Content and title will vary. May be repeated if topic and title are different.

HIS 560 Topics in United States History (3) Reading and discussion seminar on selected topics in the history of the United States. Content and title will vary. May be repeated if topic and title are different.

HIS 580 Historiography Seminar (3) See HIS 480

HIS 600 Reading Seminar in Early Western Civilization (3) Extensive reading and discussion seminar designed to provide a broad competency in the history of early western civilization.

HIS 601 Reading Seminar in Modern World History (3) Extensive reading and discussion seminar designed to provide a broad competency in the history of modern world history.

HIS 605 Studies in Western Civilization (3) Study of a particular topic or period. Will emphasize both content acquisition and general research skills. A major research paper is required. Content and title will vary. May be repeated if topic and title are different.

HIS 660 Reading Seminar in United States History to 1877 (3) Extensive reading and discussion seminar designed to provide a broad competency in early American history.

HIS 661 Reading Seminar in United States History Since 1877 (3) Extensive reading and discussion seminar designed to provide a broad competency in recent American history.

HIS 665 Studies in United States History (3) Study of a particular topic or period. The course emphasizes both acquisition of content knowledge and general research skills. A major research paper is required. Content and title will vary. May be repeated if topic and title are different.

Health Sciences (HSC)

**Physical Sciences & Mathematics Department
School of Natural & Social Sciences
Carhart Science Building**

See Health Sciences concentration in Chemistry and Life Sciences/Biology

Undergraduate Courses

HSC 345 CPR-Healthcare Provider (1) Co-requisite or Prerequisite: BIO 220. AHA/BLS Healthcare Providers course modules one through four. Review of cardiovascular anatomy and function, causes of cardiovascular disease and cardiac arrest. CPR for adults and pediatrics.

HSC 498 Clinical Programs Academic credit completed at an affiliated professional institution.

**Industrial Technology (ITE)
Technology & Applied Science Department
School of Business & Technology
Benthack Building**

Objectives: The offerings in the Industrial Technology major are provided for the student preparing for a career in business, industry, or education. Students who are planning on a career in business or industry should consider one of the four concentrations available: Construction Management, Planning and Design, Manufacturing Management and Safety Management. These concentrations combine technical content with business courses and prepare one for introductory supervisory roles in business and industry. Students preparing to teach in the public schools technology education or trades and industry education will follow the program listed under Field Endorsement.

All Industrial Technology majors must take MAT 116, 137 or 140 to meet their mathematics general education requirement.

Field Endorsement in Industrial Technology Education 7-12 (BA or BS) 48 hours

ITE	105 Introduction to Technology Systems	3
	108 Manufacturing Processes & Systems	3
	109 Drafting and Design	3
	202 Construction Systems	3
	210 Intro to Energy, Power and Transportation Systems	3
	214 Residential Drawing or	
	309 Technical Drawing and Design	3
	308 Construction Technology	3
	315 Manufacturing Technology	3
	326 Technology Lab Design/Mgt	3
	333 Electronics and Electricity	3
	351 Graphic Communications I	3
PLUS Vocational Education (6 hours)		
VED	415 Org /Ad of Career/Tech Ed	3
	463 Intro to Voc Special Needs	3
Electives to be selected from the following		
ITE	211 Architectural & Industrial Finishing (3)	
	303 Technology Laboratory Management (1)	
	307 Cabinetmaking and Millwork (3)	
	314 Architectural Design (3)	
	330 Welding Theory & Fabrication (3)	
	390 Construction Estimating & Scheduling (3)	
	401 Programmable Logic/Controls/CAM	
	405 Industrial Production and Design (3)	
	412 Advanced Design and Rendering (3)	
	415 Industrial Materials (3)	
	428 Non-Structured Systems & Subcontractors (3)	
	438 Commercial Construction (3)	
	440 Principles of Technology (3)	

Endorsement To Teach Trade and Industrial Education (BA or BS) 51 hours

To qualify to teach in a trade and industrial education program in the secondary schools of Nebraska, a teacher must complete the BA or BS degree with an endorsement in technology education and the following requirements.

Satisfactory completion of 12 credit hours of professional vocational education courses. Such courses are to be selected with advisement from the following (3 hours of the required course work may be obtained through directed teaching in an approved secondary vocational program):

VED	413 Foundation of Career/Tech Ed	3
	415 Org/Ad of Career/Tech Ed	3
	423 Coordinating Techniques	3
	463 Intro to Voc Special Needs	3

Satisfactory completion of 12 credit hours of course work is required in an area of specialization; i.e. carpentry, auto mechanics, etc.

In addition to the academic preparation, the prospective trade and industrial teacher must have work experience based on one of the following.

- A. The requirements for work experience will include a minimum of 2,000 hours of paid occupational experience in an area closely related to the field in which the candidate is preparing to teach. In the event that the student has the minimum 2,000 hours of occupational experience, but more than 5 years has elapsed since the experience, a maximum of 1,000 hours can be accepted of the occupational experience and the college should require at least 360 clock hours of supervised employment in an area closely related to the field the candidate is preparing to teach.
- B. At least 1,000 hours of full-time employment or the equivalent in accumulated part-time employment and not less than 360 clock hours of employment in an area closely related to the field in which the candidate is preparing to teach. This experience is to be coordinated by a qualified vocational teacher educator.

Major in Industrial Technology (BA or BS) 56-57 hours

Core: 18 hours

ITE	105 Introduction to Technology Systems	3
	108 Manufacturing Processes & Systems	3
	109 Drafting and Design	3
	110 Occupational & Environmental Safety	3
	333 Electronics and Electricity	3
	493 Advanced Studies in Technology	3

Plus one of the following Concentrations:

Construction Management Concentration: 39 hours

ITE	202 Construction Systems	3
	211 Architectural & Industrial Finishing	3
	214 Residential Drawing	3
	301 Construction Safety	3
	308 Construction Technology	3
	314 Architectural Design	3
	390 Construction Estimating & Scheduling	3
	428 Non-Structured Syst & Subcontractors	3
	438 Commercial Construction	3

BUS	142 Survey of Accounting	3
	327 Principles of Real Estate	3
	360 Management Theory & Practice	3
	471 Principles of Supervision	3

Manufacturing Management Concentration: 39 hours

ITE	315 Manufacturing Technology	3
	330 Welding Theory & Fabrication	3

	401 Programmable Logic/Controls/CAM	3
	405 Industrial Production & Design	3
	415 Industrial Materials	3
	430 Quality Control	3
BUS	142 Survey of Accounting	3
	222 Business Law I	3
	226 Business Statistics	3
	360 Management Theory & Practice	3
	370 Principles of Marketing	3
	462 Operations Management	3
	467 Issues in Human Resource Mgt	3
Planning & Design Concentration: 39 hours		
ITE	214 Residential Drawing	3
	309 Technical Drawing and Design	3
	314 Architectural Design	3
	363 Digital Photography	3
	412 Advanced Design & Rendering	3
BUS	226 Business Statistics	3
	308 Strategic Communications or	
FCS	313 Techniques in Professional Presentations .	3
BUS	360 Management Theory & Practice	3
	462 Operations Management	3
	464 Human Resource Management	3
CIS	130 Intro to Comp/Info Tech or	
	132 Prin of Comp & Info Systems	3
	140 Intro to Micrcmptpr Oper Sys	3
	171 Networking I	3
Safety Management Concentration: 38 hours		
ITE	203 Fundamentals of Industrial Hygiene	3
	207 Ergonomics	3
	301 Construction Safety or	
	306 Industrial Safety	3
	310 Workplace Accident Investigation	3
	312 Systems Safety	3
	397 Internship	6
	407 Accident Prevention	3
	408 Hazardous Materials	3
BUS	418 Legal Environment of Business	3
	471 Principles of Supervision	3
PED	241 First Aid & CPR	2
SPA	110 Elementary Spanish I	3

Major in Technology (BA or BS) 57 hours

The bachelor's degree with a major in Technology will provide an opportunity for the student transferring to WSC from a technical or community college with an associate of applied arts or science degree or approved coursework to continue his/her education for employment potential, advancement in business and industry or to teach at the post-secondary level.

Students majoring in technology are able to transfer up to 40 credit hours from a variety of technical and service areas including agriculture, computer, construction, drafting, industrial management, industrial trades and management services. In addition to the 40 transfer hours, students will complete an additional 17 hours of upper level credit approved by the student's advisor(s), the Technology and Applied Science Department Chair and the Technology

Curriculum Committee. (To meet graduation requirements, students must complete 40 hours of upper division credit.)

Technology Core: 40 hours

40 hours of technology related coursework in Agriculture, Computers, Construction, Drafting, Industrial Management, Industrial Trades, or Management Services.

Agricultural Occupations Concentration: 17 hours

Supporting upper level coursework by advisement 17

Computer Occupations Concentration: 17 hours

Supporting upper level coursework by advisement 17

Construction Occupations Concentration: 17 hours

Supporting upper level coursework by advisement 17

Drafting Occupations Concentration: 17 hours

Supporting upper level coursework by advisement 17

Industrial Management Concentration: 17 hours

Supporting upper level coursework by advisement 17

Industrial Trades Occupations Concentration: 17 hours

Supporting upper level coursework by advisement 17

Management Services Occupations Concentration: 17 hours

Supporting upper level coursework by advisement 17

Minor in Industrial Technology: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

ITE	108 Manufacturing Processes & Systems	3
	109 Drafting & Design	3
	210 Intro to Energy, Power & Transportation Systems	3
	333 Electronics & Electricity	3
	351 Graphic Communications I	3

ITE upper division electives by advisement..... 6

Minor in Safety: 20 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

ITE	203 Fund of Industrial Hygiene or	
	207 Ergonomics	3
	301 Construction Safety or	
	306 Industrial Safety	3
	310 Workplace Accident Investigation	3
	312 Systems Safety	3
	407 Accident Prevention	3
	408 Hazardous Materials	3
PED	241 First Aid and CPR	2

Undergraduate Courses

ITE 105 Introduction to Technology Systems (3) This introductory course will provide an excellent opportunity for undeclared majors to explore career options in industrial technology and provide all industrial technology majors the foundation for college level technology activities. An introduction to the four technological systems: manufacturing, design, construction and transportation. Laboratory activities will provide students an opportunity to develop knowledge and skills in the four systems. Career opportunities for industrial management and technology education will be explored.

ITE 108 Manufacturing Processes and Systems (3) Students in this course will look at the processes of casting, forming, joining, machining and finishing of metals, polymers, ceramics, composites and wood. Students will have to demonstrate abilities in precision measurement, machine setups and basic machining operations.

ITE 109 Drafting and Design (3) An introduction to drafting that will emphasize geometric construction, multi-view drawings, orthographic projection, sectional views, primary and secondary auxiliary views, dimensioning, isometric drawing, sketching and drafting standards. The course will include extensive use of computer aided drafting software.

ITE 110 Occupational and Environmental Safety (3) This course will explore occupational safety and health legislation, hazard control management and the history of safety in the United States. The course will look at safety as it pertains to land, sea and air, as well as major safety organizations.

ITE 202 Construction Systems (3) This course is designed to introduce the student to a broad sector of our nation's industrial economy. Construction systems will explore all areas of construction including residential, commercial and civil or heavy construction. The processes of design, estimating, planning and the contractor's role in scheduling will be covered. The interrelationship of the management and production elements will be investigated by completing several activities in each area.

ITE 203 Fundamentals of Industrial Hygiene (3) An overview of the reasons for, benefits of and activities related to occupational environmental control programming and industrial hygiene practices.

ITE 207 Ergonomics (3) This course is a study of human characteristics for the appropriate design of the workplace environment to promote safety, well being and work efficiency.

ITE 210 Introduction to Energy, Power and Transportation Systems (3) A study of various energy, power and transportation systems utilized to move people and goods through various environments. The course will address the design, industrial application, proper nomenclature, troubleshooting and repair of various power and transportation units. Alternative energy forms will be explored. The power systems studied will include the internal combustion engine, hydraulics, pneumatics, rockets, diesel, jet and steam engines as they relate to society's energy and transportation needs. Transportation environments studied include terrestrial, marine, atmospheric and space.

ITE 211 Architectural and Industrial Finishing (3) Introduction to the many types of finishing materials and techniques used in modern architectural designs and on industrial

goods. Residential, commercial and industrial finishes will be explored and students will practice several application techniques on personal or departmental projects.

ITE 214 Residential Drawing (3) Prerequisite: ITE 109. This course explores the fundamentals of residential drawing and the application of computer aided drafting. Students develop skills in sketching, home planning, design, layout and building material selection for residential structures. Students are required to complete a full set of construction documents to include floor plans, foundation plans, elevations, kitchen and bath plans, detail drawings, general, specific notes and a 3D rendering.

ITE 301 Construction Safety (3) This course will focus on safety issues directly related to the construction industry. Students will explore state and federal regulations associated with the construction industry. The course will include both classroom activities and "in the field" activities to further their understanding of the issues faced by construction companies.

ITE 303 Technology Laboratory Management (1) This course focuses on techniques used in managing a technology laboratory. Opportunities to provide individual and small group instruction in technology education along with curriculum development appropriate for modules.

ITE 306 Industrial Safety (3) This course will focus on safety issues directly related to the industrial environment. Students will look at state and federal regulations associated with the industrial/manufacturing environment.

ITE 307 Cabinetmaking and Millwork (3) The operation and care of modern cabinetmaking and millwork tools, equipment and materials. Emphasis will be on design, estimating and the actual production of cabinets and millwork relevant to current trends in industry. Other considerations include various material finishes including plastic laminates, wood finishes and the proper safety practices involved in production.

ITE 308 Construction Technology (3) Prerequisite: ITE 202. Students enrolled in this course study the proper care and operation of various hand and power tools used in construction, basic masonry and carpentry practices; framing; interior and exterior finishing; reading and interpreting of building blueprints and specifications with actual application of the competencies necessary to complete various construction projects.

ITE 309 Technical Drawing and Design (3) Prerequisite: ITE 109. This course includes the development of technical working drawings to include correct methods of dimensioning and tolerancing, use of ANSI standards, sheet-metal developments, documentation of shop processes, use of fasteners and pictorial drawings. An introduction to 3D modeling, rendering and an

introduction to CNC and computer aided manufacturing processes is also included.

ITE 310 Workplace Accident Investigation (3) This course will explore the principles and application of workplace accident investigation techniques as they relate to the management of occupational safety and health programs. A variety of theories and practices will be discussed and evaluated using case studies of actual accidents.

ITE 312 Systems Safety (3) This course will focus on systems safety as they apply to the management of safety and health programs. The student will explore a variety of concepts as they pertain to system safety.

ITE 314 Architectural Design (3) Prerequisite: ITE 214. This course looks at architectural design using a design team/client approach. Emphasis is on a major commercial project. Teams will interview clients, determine client needs, develop and refine design proposals, develop working and presentation drawings. The course includes the development of a project summary that is presented to the client and use of 3D CAD models, rendering, construction terminology, interior design and cost estimation. Rendering of 3D models and portfolio development are also included.

ITE 315 Manufacturing Technology (3) This course emphasizes the methods used to access and improve the efficiency of manufacturing processes. Engineering principles used in casting, forming, joining, machining and finishing of metals, polymers, ceramics, woods and composites will be considered in the course. Students will also explore the areas of CNC, process flow, jigs and fixtures.

ITE 320 Technology and Society (3) Prerequisites: Junior standing, 60 or more hours completed. A study focusing on the nature of modern technology with emphasis on how technology affects human culture and the individuals in society. The content to be offered will include various aspects of technology and its changing relationship to humankind in the past, present and future.

ITE 326 Technology Lab Design and Management (3) This course will address the design and management of planning and design, fabrication, testing and analysis, and individual studies of technology laboratories. Information on careers and occupations and environmental safety issues will be provided for pre-service teacher education majors. Modular technology laboratory design and operation will also be covered.

ITE 330 Welding Theory and Fabrication (3) Tools, equipment, safety practices, materials and basic metallurgy used in electric arc, oxy-acetylene, metal, inert gas and tungsten arc inert gas welding will be covered in this course. Fabrication techniques with sheet metal and other

ferrous materials will also be covered along with parametric modeling software.

ITE 333 Electronics and Electricity (3) Principles of electronics and electricity with emphasis on Ohm's Law, basic circuits, meters, residential wiring and National Electrical Code. Circuit analysis and wiring is explored through laboratory experiences.

ITE 351 Graphic Communications I (3) An introduction to graphic communications with an emphasis on the processes related to the printing industry. Design, image generation, pre-production and production in the areas of offset and screen process printing will be studied.

ITE 361 Photography (3) A basic course in photography to include the theory and laboratory experiences that support instruction in the fundamentals of photography. The course will include composition, care and use of equipment, photographic processes and materials.

ITE 362 Advanced Photography (3) Prerequisite: ITE 361 or equivalent. Advanced photography will supplement the knowledge and skills of the intermediate photographer. Course content will include advanced camera handling, advanced black and white darkroom techniques, color photography theory, color photography and color darkroom techniques.

ITE 363 Digital Photography (3) Digital photography is the creation of photographs encoded as binary data. Digital photography is quickly becoming a mass-market product. This course in digital photography is designed to provide practical, user-focused information and understanding of the tools available and their real-world possibilities.

ITE 390 Construction Estimating and Scheduling (3) This course will focus on project estimating and scheduling using industry standards, scheduling techniques, including critical path scheduling. The course will include the use of Timberline software and Excel spreadsheets. The use of cost handbooks, specifications and bid documents will be explored.

ITE 397 Internship (1-12) Prerequisites: Instructor permission, junior standing or above. Safety Management concentration students taking an internship for their major receive placement in a professional capacity where safety related issues can be experienced and the student is supervised for a period of at least 320 clock hours to earn 6 hours of credit.

ITE 401/501 Programmable Logic Controllers and Computer Aided Manufacturing (3) Students will explore the areas of computer aided manufacturing and programmable logic controllers. In the CAM section, students will design, setup and produce a product using the CNC software. In the PLC section, students will learn about ladder logic, input and output devices.

- ITE 405 Industrial Production and Design (3) Students will address different conditions and situations found in a manufacturing facility. Some topics to be covered included: cellular manufacturing, just-in-time manufacturing, custom manufacturing, intermittent manufacturing and mass production. Students will also look at and design a specific type of manufacturing facility.
- ITE 406 Hydraulics and Pneumatics (3) The study of the methods and principles utilized in transmitting power through the use of hydraulics and pneumatics. Circuit design, ANSI symbols and circuit schematics will be emphasized.
- ITE 407 Accident Prevention (3) This course will explore the principles and theories of accident causation and prevention in the workplace. The impact of accidents on society today, psychological factors related to accidents, legal requirements, accident prevention in business and industry, schools and the community.
- ITE 408 Hazardous Materials (3) This course will focus on the examination of issues concerning the use of hazardous materials in the construction and industrial environments. Chemical and physical properties as well as issues related to the transportation of these materials will be addressed.
- ITE 412/512 Advanced Design and Rendering (3)
Prerequisite: ITE 214 for ITE and FCS majors or by permission. This course will examine operating systems hardware, software and customization as they relate to computer aided design. Attention will be given to design analysis, the design process, project design, modeling, production and prototypes. This course will include extensive use of computer software, 3D, solid modeling and rendering.
- ITE 415 Industrial Materials (3) A study of the physical, mechanical and chemical properties of industrial materials used in contemporary manufacturing processes. Emphasis is placed on methods used to determine, alter and control the properties of ceramic, metal, polymer and composite materials.
- ITE 416 Industrial Technology Education Practicum (1-3)
Prerequisite: Department chair approval. Laboratory assistance, organization, presentation and evaluation of activity units in industrial technology classes. May be repeated twice for a total of six hours credit.
- ITE 418/518 Transportation Systems (3) This course is designed to explore various transportation systems including material handling systems as well as automobiles, trains, planes, ships and space travel with emphasis on future trends and possible solutions to problems associated with moving people and goods throughout the country and in the world. The course will emphasize alternative fuels, hydraulics, pneumatics and power systems associated with emerging technologies. Students will build prototype models and develop proposals exercising problem solving and critical thinking skills to reach appropriate solutions.
- ITE 425/525 Desktop Publishing (3) The study of the methods and processes included in desktop publishing. Including the use of the associated hardware and software. Composition and design of graphic communications using word processing, graphics and page formatting programs.
- ITE 428 Non-Structured Systems and Subcontractors (3) This course will define the roles between the general contractor and sub-contractors in the construction industry. Emphasis will be on the role and a relationship with HVAC, plumbing, and electrical sub-contractors.
- ITE 430/530 Quality Control (3) Students will learn about different ways quality is used in manufacturing to ensure the best product possible. Students will look at ways of producing a better product and how to ensure that quality is kept. Some topics include local, state and federal regulating agencies and ISO 9001.
- ITE 438 Commercial Construction (3) This course covers commercial and civil construction designs. Topics include: materials, materials testing, design considerations, characteristics of commercial/civil construction vs. residential construction and career opportunities.
- ITE 440/540 Principles of Technology (3) Prerequisite: High school algebra. The study of the basic principles associated with the fundamental development of technology. The course will cover topics in force, work, rate, resistance, energy, power, fore transformers, momentum, waves and vibrations, energy converters, transducers, radiation, optical systems and time constants. The course will explore the curriculum content, demonstrations, math labs, hands-on lab and tests. Students intending to teach Principles of Technology in secondary schools are strongly encouraged to take this course.
- ITE 451 Graphic Communications II (3) Prerequisite: ITE 351. Printing and allied industries. Offset procedures and operations including process camera, stripping, plate making, halftones and press work. Composition, design principles and layout. Screen printing including an investigation of alternate stencils. Computer aided page makeup and laser text composition.
- ITE 493 Advanced Studies in Technology (3) Students will complete their senior project while in this course. The senior project will demonstrate what the student has learned during their four years in the program. The project will be completed using a standard format developed by the department.

**Eligible seniors may enroll in 500 level graduate courses.
Graduate Courses**

ITE 501 Programmable Logic Controllers and Computer Aided Drafting (3) See ITE 401

ITE 505/605 Organization of Technology Education Programs (3) Philosophy and types of activities in the secondary and vocational school lab type of class. Selection and organization of instructional materials, layout and planning of facilities, equipment and tool selection, distribution systems for tools and materials. An introduction to job analysis and organization of student personnel systems.

ITE 510 Teaching Techniques, Curriculum and Course Organization (3) Current practices and teaching techniques in Technology Education. Course organization and curriculum development in the specified area of study. Course is designed in terms of individual needs. When offered in a given semester, this course will address the following areas of technology: Repeatable up to 12 hours with a different topic.

- (a) Communications Systems
- (b) Production Systems
- (c) Construction Systems
- (d) Energy, Power, and Transportation Systems

ITE 512 Advanced Design and Rendering (3) See ITE 412

ITE 518 Transportation Systems (3) See ITE 418

ITE 525 Desktop Publishing (3) See ITE 425

ITE 530 Quality Control (3) See ITE 430

ITE 540 Principles of Technology (3) See ITE 440

ITE 605 Organization of Technology Education Programs (3) See ITE 505

ITE 640 Manufacturing Techniques in Cabinetmaking (3) Advanced course in the modern techniques of cabinet manufacturing and construction techniques. Will include instruction in composite materials, adhesives, construction techniques, computer aided manufacturing and production systems. Students will construct a cabinet. Students should have knowledge of basic woodworking tools.

ITE 650 Developments in Technology Education (3) A seminar covering research and discussion of technical innovations, new and experimental curricular developments, trends in state and federal legislations and guidelines.

Interdisciplinary Studies (IDS)

Objectives: Interdisciplinary activities, courses, and programs of study are designed to help the student better understand relationships between and among various disciplines. A student interested in Interdisciplinary Studies should contact his/her advisor or the Office of Records & Registration for further information.

Bachelor of Science - Bachelor of Arts

Interdisciplinary Studies

(an advisor/student constructed major)

Objectives: The Interdisciplinary Studies major is designed to provide the maximum flexibility for the student in determining the content of his or her degree program.

Interdisciplinary Studies majors are not necessarily professionally-oriented or career-oriented degree programs. However, a program must emphasize a clearly defined area, body of thought, or educational goal. These programs are not intended to allow students to graduate without concentrating their thoughts in some clearly defined area of emphasis.

Interdisciplinary Studies Major

Interdisciplinary Studies majors replace conventional comprehensive majors in the General Requirements for graduation. All other General Requirements for graduation must be fulfilled. The program should be requested prior to completion of 80 hours.

Interdisciplinary Studies programs must be signed and approved by an advisor, department chair, and the Vice President for Academic Affairs in consultation with the Chair

of the Academic Policies Committee. The Chair of the committee has the option to take the proposal to the full committee. The signed program will be forwarded to the Office of Records & Registration.

The student will complete 50 credit hours of Interdisciplinary Studies with an emphasis in one department and supporting work in at least one other department.

All courses are eligible for inclusion in a program. The program must include a minimum of 25 credit hours in one area. 50% of the hours in the major must be upper level courses.

Interdisciplinary Studies Minor

A student may select an individual program of study cutting across departmental lines. Such programs consist of a minimum of 18 semester hours. A minor must include a minimum of 12 hours unduplicated by the student's major(s).

The program must be an organized sequence of courses with a major emphasis in one department and supporting work in at least one other department. At least 50% of the hours must be upper level.

An Interdisciplinary Minor satisfies the degree requirement for second field of study in the Bachelor of Arts or the Bachelor of Science.

Interdisciplinary Courses

Interdisciplinary courses bring together a variety of fields of study, stressing the wholeness of human knowledge rather than its particularity. The courses demonstrate that different disciplines provide alternate perspectives on the same truths

and understandings. They integrate student learning and provide an introduction to a wide variety of liberal arts disciplines.

Undergraduate Courses

IDS 110 Shapers of the Modern Mind (1) Conducted as a colloquium, this course provides a discussion about great

thinkers and ideas that have shaped the modern mind. Topic varies from term to term. Three semesters of IDS 110 are required for Neihardt Scholars; other qualified students may be admitted with the approval of the Director of the Neihardt Scholars Program.

**Mathematics/Mathematics Education (MAT)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
Carhart Science Building**

Objectives: The Mathematics program is intended for those students who desire to (1) teach 7-12 mathematics, (2) pursue advanced studies in mathematics, (3) apply mathematics in some technical field or (4) derive pleasure and profit from the study of mathematics.

All students of the Mathematics program must take CSC 150 Programming Fundamentals I to meet the computer literacy requirement.

**Mathematics/Mathematics Education (BA or BS)
42-50 hours**

The Mathematics Core is the foundation for a comprehensive major with three options: 1) Applied Mathematics, 2) Theoretical Mathematics, and 3) 7-12 Field Endorsement.

Mathematics Core: 29 hours

MAT 140 Calculus I	5
240 Calculus II	5
270 Foundations of Mathematics	3
340 Calculus III	4
350 Linear Algebra	3
400 Real Analysis I	3
410 Probability and Statistics I	3
460 Senior Seminar or	
465 Mathematics Education Seminar	3

Choose one of the following:

**Applied Mathematics Concentration: 21 hours +
29 hour core**

All Applied Mathematics majors are required to take PHY 301 University Physics I and PHY 321 Physics Laboratory I to meet their General Education requirement in the physical sciences.

MAT 250 Differential Equations	3
305 Discrete Mathematics	3
415 Probability and Statistics II	3
440 Numerical Analysis	3
MAT/PHY 405 Mathematical Physics	3
MAT/PHY Electives numbered 300 or above	6

**Theoretical Mathematics Concentration: 21 hours +
29 hour core**

MAT 250 Differential Equations	3
320 College Geometry	3
360 Abstract Algebra	3
440 Numerical Analysis	3
MAT Electives numbered 300 or above	9

**Field Endorsement in Mathematics 7-12: 13 hours +
29 hour core**

MAT 305 Discrete Mathematics	3
320 College Geometry	3
360 Abstract Algebra	3

MAT Electives numbered 200 or above 4

MAT 210 or MAT 215 for one (1) credit can be applied to the Field Endorsement.

Students interested in the Field Endorsement are also required to complete the Secondary Professional Education courses. EDU 409 Mathematics Content Area Methods and Materials must be taken as part of the professional education requirements.

Minor in Mathematics: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

MAT 140 Calculus I	5
240 Calculus II	5
270 Foundations of Mathematics	3

MAT Electives numbered 300 or above 8

**Mathematics Concentration for Elementary Teachers:
20 hours**

20 hours of optional work supporting the Elementary Education Endorsement

MAT 126 Pre-Calculus Topics	3
140 Calculus I	5
210 Math for Elem School Teachers I	3
215 Math for Elem School Teachers II	3

MAT Electives numbered 180 or above 6

WSC will allow advanced placement credit for MAT 140 Calculus I (5) after a student has successfully completed MAT 240 Calculus II (5) with a grade of C or better at WSC, and has paid the current Credit by Examination rate per credit hour, provided:

1. The student is a freshman, and
2. MAT 240 Calculus II is taken in his/her first semester on this campus or during the first semester it is offered, and
3. No Calculus class is taken on any other college campus before coming to WSC.

Undergraduate Courses

MAT 105 Intermediate Algebra (3) Prerequisite: one year of high school algebra or a "C-" grade or better in GST 102. Designed for the student with a limited algebra background but a solid foundation in computational arithmetic skills is expected. Study of ratios, proportions, sets, functions, number systems, simple equations, factoring, fractions, exponents, radicals, logarithms, algebraic manipulations. This course does not meet a general education requirement.

- MAT 110 Topics and Ideas in Mathematics (3) An introduction to the basic ideas of mathematical thinking as they are related to the student in General Education. Consideration is given to such topics as algebra, geometry, sets, logic, probability, and statistics.
- MAT 116 College Algebra with Trigonometry (3) Prerequisite: two years of high school mathematics or a “C-” or better in MAT 105. Linear equations and inequalities, relations and functions, graphing of polynomials and rational functions, logarithms and exponential functions, systems of equations, trigonometric functions and their applications.
- MAT 126 Pre-Calculus Topics (3) Prerequisite: MAT 116 or equivalent mathematics background. The course is a preparation for calculus. Emphasis is placed on (1) equations and inequalities, (2) functions and graphs, (3) polynomial and rational functions, (4) exponential and logarithmic functions, (5) trigonometric functions, (6) systems of equations and inequalities, (7) topics of discrete mathematics, and (8) limits.
- MAT 137 Applied Calculus (3) Prerequisite: MAT 116 or equivalent. An introduction to calculus from an applied and intuitive point of view. Concepts include mathematical models, and problems that involve limits, derivatives, critical points differentiation and integration. Examples and applications encountered in the life and social sciences, as well as in business and economics.
- MAT 140 Calculus I (5) Prerequisite: “C-” grade or better in MAT 126 or equivalent high school background. An introduction to classical analytical geometry and calculus, including such topics as the derivative, the integral, the Mean Value Theorem, differentials, and applications of the definite integral.
- MAT 180 Applied Probability and Statistics (3) Prerequisite: MAT 116 or equivalent mathematics background. A study that includes the binomial, normal, t-score, chi-square distributions and how they are related to testing hypothesis. The analysis of variance, least squares fit, correlation coefficient, mathematical expectation and how these topics are related to probability and decision making.
- MAT 210 Mathematics for Elementary School Teachers I (1 or 3) Elementary sets, set operations, Venn diagrams, relations, equivalence relations, functions, numeration systems, whole numbers, integers, algorithms, divisibility, primes, congruence, rationales, and reals. The one hour course MAT 210 may be applied to the mathematics endorsement.
- MAT 215 Mathematics for Elementary School Teachers II (1 or 3) Probability and data analysis, geometry, measurement, problem solving, reasoning and proof. One hour of MAT 215 may be applied to the mathematics field endorsement.
- MAT 240 Calculus II (5) Prerequisite: “C-” grade or better in MAT 140. A continuation of MAT 140 including transcendental functions, integration techniques, polar coordinates, vectors, and parametric equations.
- MAT 250 Differential Equations (3) Prerequisite: MAT 240. First- and second-order methods for ordinary differential equations including: separable, linear, Laplace transforms, linear systems, and applications. Qualitative, analytic and numeric techniques will be considered.
- MAT 270 Foundations of Mathematics (3) Prerequisite: MAT 140. This course covers topics in sets and logic with the objective of using these topics to study the nature of the different types of proofs used in mathematics. In addition, problem solving techniques and strategies are also covered.
- MAT 305 Discrete Mathematics (3) A survey of elementary discrete mathematics. Topics include set theory, relations, functions, elementary graph theory, including directed graphs and trees and selected graph algorithms. Algebraic structures including groups, lattices, elementary combinatorics, permutations and combinations will be studied.
- MAT 320 College Geometry (3) Prerequisite: MAT 140 or consent of instructor. Formal Euclidean geometry with emphasis on the function concept. Introduction to finite and non-Euclidean geometries. Introduction to transformations including isometrics, similarities, and inversion.
- MAT 340 Calculus III (4) Prerequisite: “C-” grade or better in MAT 240. A continuation of MAT 240 including solid analytic geometry, partial differentiation, multiple integrals, and infinite series.
- MAT 350 Linear Algebra (3) Prerequisite: MAT 140. An introduction to matrix algebra which includes the inversion of a matrix, rank of matrix and characteristic roots of a matrix, bilinear, quadratic and hermitian forms, vector spaces, linear transformations, unitary and orthogonal transformations and linear dependence.
- MAT 360 Introduction to Abstract Algebra (3) Prerequisite: MAT 270 or department consent. A basic introduction to abstract algebraic systems to include Abelian and non-Abelian groups, rings, division rings, integral domains, and finite fields.
- MAT 400/500 Real Analysis I (3) Prerequisite: MAT 340. The real number system, basic notions of set theory, basic point set topology, limits and continuous functions, differentiable functions.
- MAT 405 Mathematical Physics (3) Prerequisites: MAT 340 and PHY 301, or by permission. A formal development of selected topics from infinite series, calculus of variation, partial differentiation, vector analysis, Fourier series, functions of complex variables, coordinate transformations, and tensor analysis. Focus is placed on applications from the physical sciences. Cross-listed as PHY 405.
- MAT 410 Probability and Statistics I (3) Prerequisite: MAT 140. The mathematical development of discrete and continuous probability distributions including multivari-

ate distributions, moments and moment generating functions, the normal distribution, sampling distributions and hypothesis testing.

MAT 415/515 Probability and Statistics II (3) Prerequisite: MAT 410. A continuation of MAT 410, including sampling distributions, confidence intervals, hypothesis testing, correlation and regression.

MAT 440 Numerical Analysis (3) Prerequisite: MAT 240. An introduction to numerical solutions to problems. Topics to include solution of equations, interpolation and approximation of polynomials, numerical differentiation and integration, summation of series, and use of orthogonal polynomials.

MAT 460 Senior Seminar in Mathematics (3) Prerequisite: Senior Standing. A research and discussion course in which one or more advanced topics will be discussed based upon faculty and student interest. Students will be required to research a mathematics topic and will make a public presentation of their findings.

MAT 465 Mathematics Education Seminar (3) Prerequisite: Senior Standing. A seminar course in which students will discuss the relationships between the mathematics they have studied and the teaching of mathematics. Students will research a topic in mathematics education and make a public presentation of their findings.

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

MAT 500 Real Analysis I (3) See MAT 400.

MAT 515 Probability and Statistics II (3) See MAT 415.

MAT 520 Number Theory (3) Theory of primes, continued fractions, quadratic residues, congruencies, primitive roots, and indices.

MAT 530 Modern Algebra (3) This course studies rings, integral domains, fields polynomial rings over a field, the solving polynomial equations by radicals. The course also covers mathematical similarity between the ring of integers and the ring of polynomials as well as the study of extension fields.

MAT 540 History of Mathematics (3) A survey of the history of mathematics emphasizing both development of mathematical concepts and the people involved.

MAT 550 Use of Technology in Teaching Mathematics (3) A study of secondary mathematics topics using modern technologies such as graphics calculators and computers. Spreadsheet software, graphics software and symbolic manipulating software are utilized.

MAT 555 Real Analysis II (3) Prerequisite: MAT 400/500. This course is a continuation of MAT 400/500 Real

Analysis I and includes topics such as infinite series and integration theory.

MAT 600 Current Issues and Trends in Mathematics/Mathematics Education (3) The course explores issues and trends having a direct impact on mathematics and the way in which mathematics is taught. It presents a comprehensive approach to the exploration of the various topics and issues discussed. The course offers students an opportunity to examine contemporary educational topics and how they impact the teaching of mathematics. The course will also provide students with a foundation for professional development.

MAT 610 Modern Developments in Geometry (3) A survey of geometrics to include Euclidean, Transformation, finite, and coordinate geometries and how they relate to high school geometry.

MAT 620 Topics in Discrete Mathematics for Teachers (3) A study of discrete structures to include finite graphs, matrices, sequences, and recurrence relations.

MAT 630 Calculus for Secondary Teachers (3) An informal study of the conceptual foundations of limit, derivative and integral. Applications will be examined.

MAT 640 Teaching of Secondary Mathematics (3) A study of current trends in the secondary Mathematics curriculum. This will include content as well as pedagogy.

MAT 645 Mathematics Curriculum and Teaching (3) The course is designed to examine the principles underlying the development and teaching of the 5-12 mathematics curriculum. Emphasis will be placed on learning theory, different curricular models, the teaching of mathematics, and assessment. The roles that national, state, and local groups play in curriculum development will also be examined.

MAT 650 Teaching Middle School Mathematics (3) A study of current trends in the Middle School Mathematics curriculum. This will include content as well as pedagogy.

MAT 660 Mathematical Modeling and Statistics (3) Mathematical concepts and techniques are used in modeling real-life problems. Statistical techniques are used in analyzing

MAT 682 Topics in Mathematics (3) The course will be based on current needs and wants of students in the program. It will provide the mathematical development necessary to support those needs and wants. Students may enroll in the course more than once as long as the topic to be covered is different each time. Possible topics might include (but not limited to): topology, complex analysis, sets and logic, ring and field theory, differential geometry, and/or chaos and fractals.

**Modern Languages and Cultures (MLC)
Language & Literature Department
School of Arts & Humanities
Humanities Building**

French and Spanish programs will help students not only to speak and write a foreign language but also to use it purposefully to get a job. Many business firms and government agencies need personnel who understand a foreign culture and can use its language, either in this country or abroad.

WSC's foreign language courses will give students planning to do graduate study a head start because many graduate schools require facility in more than one language. Also, students can prepare to teach a foreign language by earning an endorsement in French or Spanish.

Students majoring in a foreign language are encouraged to spend one semester or at least a summer session abroad. This will give them an opportunity to polish their language skills and learn about other cultures first hand, thus improving their future as teachers or workers in another language and perhaps in another land.

Advanced or Refresher Study

Because students come to college with varied experience in foreign languages, from none to considerable, and with different needs, WSC offers varied opportunities. Students with previous experience in a language may receive advanced placement and credit by examination based on their ability to speak, read, and write a foreign language. Interested students should investigate the possibilities for credit by exam for FRE or SPA 110, 120. Most students with 2 or 3 years of high school language should register for FRE or SPA 120. Students with 4 years of high school language should take the 210 course and lab 215 or the 120 course (after consulting with a modern language faculty member). Students with greater fluency may begin at the 220 or 230 level or higher and may take challenge exams to receive credit for lower-level courses.

Courses in foreign languages at the 100 level include work done in the target language and courses in foreign languages at the 200 level and above are taught primarily in the target language.

Major in Modern Language and Culture (BA) 36 hours

with concentration in French or Spanish.

24 hours of one language, as follows:

SPA/FRE

- 120 Elementary Spanish/French 3
- 210 Intermediate Spanish/French 3
- 220 Intermediate Spanish/French 3
- 230 Conversation and Composition 3

Three hours from the following: 3

- SPA 301 Spanish Civilization (3)
- 302 Spanish-American Civilization (3)

FRE 313 French Civilization I (3)

Electives at the 300 level or above in concentration language 6

Three hours of lab (215, 350) must be taken. 3

Minimum of 6 hours of one language different from the concentration 6

6 hours from the following: 6

- CNA 375 Intercultural Communication
- ENG 326 Linguistic Theory and Applications
- ENG 384 World Literature

GEO or HIS (appropriate upper level course in concentration or second language area by advisement).

Undergraduate Courses

MLC 110 Elementary Language I (3) Fundamentals of a language other than Spanish, French, or German. Basic grammar, reading, writing, conversation, and culture. No previous knowledge of the language required. Languages offered may include Russian, Chinese, Japanese, and others, depending on the availability of an instructor. MLC 110 may be repeated for credit if the target language differs.

MLC 120 Elementary Language II (3) Prerequisite: MLC 110 or equivalent. Continued study of a language other than Spanish or French.

French (FRE)

Minor in French: 20 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

- FRE 210 Intermediate French I 3
- 220 Intermediate French II 3
- 230 Conversation and Composition 3
- 313 French Civilization I 3
- Electives (300 level or above) 6
- Two hours of lab (215, 350) must be taken 2

Subject Endorsement in French (BA): 30 hours

The subject endorsement in French requires 10 additional hours of upper level language course work beyond the requirements for the minor. EDU 409 Foreign Language Content Area Methods and Materials must be taken as part of the professional education requirements.

Undergraduate Courses

FRE 110 Elementary French I (3) Basic grammar, reading, writing, and conversation, with attention to differences and similarities between French and American cultures. No previous knowledge of French required. (One-hour lab per week required.)

FRE 120 Elementary French II (3) Prerequisites: FRE 110 or permission of instructor. Emphasis on oral and written skills, as well as reading and culture. (One hour per week lab required.)

FRE 210 Intermediate French I (3) Prerequisites: One year of college French or equivalent knowledge and co-register in FRE 215. Grammar review and advanced presentation of the structure of the language, stressing aural understanding, conversational skills, reading, and writing.

- FRE 215 Language Lab (1) Class or individualized audio, video and multimedia practice. (Repeatable once for credit) Must be taken with FRE 210 and 220.
- FRE 220 Intermediate French II (3) Prerequisites: FRE 210 or equivalent knowledge and co-register in FRE 215. Continuation of FRE 210.
- FRE 230 Conversation and Composition (3) Prerequisite: One year of college French or equivalent. To be taken with FRE 210 or 220 if possible. Practice in speaking, understanding, and writing French. Activities are designed to develop oral and written skills.
- FRE 313 French Civilization I (3) A historical, political, philosophical, geographical, and economic study of France.
- FRE 314 French Civilization II (3) Continuation of FRE 313. Emphasizes cultural contributions of the French.
- FRE 316 Approaches to French Literature (3) Readings in fiction, drama, and poetry in conjunction with grammar review.
- FRE 340/440/540 Special Topics (2-3) Detailed study of a particular aspect of the language, an author, movement, genre, historical period, or topic of general relevance in the French culture. This course may be repeated once covering a different topic. Graduate credit may be granted after fulfillment of special course requirements. When the course is scheduled with a General Studies number, the lecture and reading will be in English. May be repeated with permission of instructor.
- FRE 350 Advanced Language Lab (1) Class or individualized audio, video and multimedia practice.
- FRE 383 French Film and Literature (3) See ENG 383/CNA 383. Course is cross-listed when offering includes a number of French films. CNA/ENG/FRE 383 is repeatable once for credit.
- FRE 415 Advanced Composition and Translation (3) Practice in writing French as well as in oral and written translation between French and English. May be repeated for credit with different content.

German (GER)

Undergraduate Courses

- GER 110 Elementary German I (3) Basic grammar, reading, writing, and conversation, with attention to cultural differences and similarities between Germanic and North American cultures. No previous knowledge of German Required. (One-hour lab per week required.)
- GER 120 Elementary German II (3) Prerequisites: GER 110 or permission of instructor. Emphasis on oral and written skills, as well as reading and culture. (One hour per week lab required.)

Spanish (SPA)

Major or Subject Endorsement in Spanish (BA): 30 hours

- SPA 210 Intermediate Spanish I 3
 220 Intermediate Spanish II 3
 230 Conversation and Composition 3
 301 Spanish Civilization **or**
 302 Spanish-American Civilization 3
 305 Advanced Grammar and Comp 3
 317 Spanish Literature **or**
 333 Survey of Spa Amer Lit 3
 3 hours of lab (215, 350) must be taken 3

Electives: (at 300 level or above) 9

For the endorsement, EDU 409 Foreign Language Content Area Methods and Materials must be taken as part of the professional education requirements.

Minor in Spanish: 20 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

- SPA 210 Intermediate Spanish I 3
 220 Intermediate Spanish II 3
 230 Conversation and Composition 3
 301 Spanish Civilization **or**
 302 Spanish-American Civilization 3

Electives (300 level or above) 6

Two hours of lab (215, 350) must be taken 2

Undergraduate Courses

- SPA 110 Elementary Spanish I (3) Basic grammar, reading, writing, and conversation, with attention to cultural differences and similarities between Hispanic and North American cultures. (One-hour lab per week required.) Taught fall semester.
- SPA 119 Spanish for Law Enforcement Personnel (3) This course teaches work-related vocabulary and phrases for students preparing for careers in law enforcement. Sample topics include control and arrest, serving warrants, asking field information questions, booking suspects, making traffic/DUI stops, and recognizing danger/alert words.
- SPA 120 Elementary Spanish II (3) Prerequisites: SPA 110 or permission of instructor. Emphasis on oral and written skills, as well as reading and culture. (One hour per week lab required.)
- SPA 210 Intermediate Spanish I (3) Prerequisites: One year college Spanish or equivalent knowledge and co-register in SPA 215. Grammar review and advanced presentation of the structure of the language, stressing aural understanding, conversation skills, reading and writing. (One-hour lab per week required.)
- SPA 215 Language Lab (1) Class or individualized audio, video and multimedia practice. (Repeatable once for credit). Must be taken with SPA 210 and 220.
- SPA 220 Intermediate Spanish II (3) Prerequisites: SPA 210 or equivalent knowledge and co-register in SPA 215.

Continuation of SPA 210. (One-hour lab per week required.)

SPA 230 Conversation and Composition (3) Prerequisite: One year of college Spanish or equivalent. To be taken with SPA 210 or 220 if possible. Practice in speaking, understanding, and writing Spanish. Activities are designed to develop oral and written skills.

SPA 301 Spanish Civilization (3) A historical, political, philosophical, geographical and economic study of Spain.

SPA 302 Spanish-American Civilization (3) A historical, political, philosophical, geographical and economic study of Spanish America.

SPA 303 Hispanics in the United States (3) This course is a survey of various aspects of the Hispanic experience in the United States today. Students will focus on three major Hispanic groups: Mexican Americans, Cuban Americans, and Puerto Ricans.

SPA 304 Spanish for Business (3) Prerequisite: SPA 210 or permission of instructor. A course designed to improve students' knowledge of business concepts and documents, Spanish business terminology and correspondence.

SPA 305 Advanced Grammar and Composition (3) A course designed to introduce advanced study of grammatical

structure and a practical application of grammar in composition.

SPA 316 Introduction to Hispanic Literature (3) A survey of literary movements in Spanish and Latin American literature: readings in drama, fiction and poetry; grammar review.

SPA 317 Spanish Literature (3) A survey of Spanish Literature from medieval times to the present.

SPA 333 Survey of Spanish American Literature (3) A survey of Spanish-American literature from colonial times to the present.

SPA 340/440/540 Special Topics (2-3) Detailed study of a particular aspect of the language, an author, movement, genre, historical period, or topic of general relevance in the Spanish cultures. This course may be repeated once at each level covering a different topic. Graduate credit may be granted after fulfillment of special course requirements. When the course is scheduled with a General Studies number, the lectures and readings will be in English. May be repeated once at each level with permission of instructor.

SPA 350 Advanced Language Lab (1) Class or individualized audio, video and multimedia practice.

Music (MUS)
Music Department
School of Arts & Humanities
Peterson Fine Arts Building

Objectives: The objectives of the Music program are to prepare students to teach music at all levels in the schools, to foster the development of musical talent, to provide rich musical experiences for all students, and to contribute to the musical life of the college, community and state. The student may pursue courses leading to the Bachelor of Arts degree in Music, with options in applied music, history, composition, or theory, music merchandising, or a Bachelor of Arts or Bachelor of Science degree with a field endorsement to teach Vocal and Instrumental Music K-12 (kindergarten through 12th grade), a subject endorsement to teach music, either Vocal K-8, Instrumental K-8, Vocal 7-12, or Instrumental 7-12, in combination with an endorsement other than music.

Performing groups

The performing groups at WSC are open to all students of the college. Interested students are encouraged to participate and should contact the director of the respective organization for further information. These organizations include the Choir, Orchestra, Band, and small ensembles.

Proficiencies and Requirements for Music Majors and Minors, Field and Subject Endorsements in Music (Unless otherwise noted below, "music major" shall include persons

enrolled in field and subject endorsements in music.)

1. Applied Music Study

All music majors and minors must declare an instrument or voice as the *primary* performing medium. Students pursuing a music teaching endorsement must also declare a *secondary* performing medium. For the primary medium, the students will complete four semesters of lower-division applied study (100 level). At the end of the fourth semester, the student may apply for upper-division study (300 level). Admission to upper-division study is granted after the student successfully completes a jury examination before the music faculty. Until the student has passed the jury examination, continued enrollment at the 100 level is required.

2. Junior and Senior Recital Requirements

The senior recital requirement applies to students pursuing the Applied Music Concentration and the K-12 Field, K-12 Vocal, or K-12 Instrumental subject endorsements. In the semester of the recital, the student will enroll in MUS 454, Senior Recital. Every student in these programs is required to present a senior recital in the primary performance medium. Students wishing to perform a senior recital will be required to pass a jury examination at least six (6) weeks prior to the proposed recital date. This jury will be performed before a panel of at least three music faculty members, including, and selected with the help of, the student's applied instructor. The student must be

prepared to perform any portion of the recital repertoire requested by the jury. Applied Music majors must also present a junior recital following the same jury requirements as the senior recital.

3. Piano Proficiency Requirement

All music majors must meet the piano proficiency requirement. This requirement may be met by examination or through successful completion of the four-semester Class in Piano sequence.

4. Recital Attendance Policy

Attendance at department-approved musical programs is required of all full-time music majors and minors enrolled in applied music courses. Attendance at these programs constitutes a part of the applied music grade. Therefore, all music majors and minors, including those pursuing field and subject endorsements in music, must enroll in Recital Attendance, MUS 130, each semester in which they are enrolled full-time, and in which they are enrolled in at least one applied music course (including MUS 150, but excluding MUS 454 Senior Recital). The criteria for satisfactory completion of this requirement are stated in the syllabus for MUS 130.

5. Ensemble Credit and Requirements

All music majors are required to participate in the large ensemble related to their primary performance medium – band, orchestra, or choir – throughout their entire program, excluding the semester of Student Teaching. Because of the dual nature of the K-12 Field Endorsement, students in this degree program are required to participate in both instrumental and vocal ensembles. **The minimum ensemble requirements for students enrolled in the K-12 Field Endorsement program are:**

1. Voice Primary

- a. 5 semesters of choir (5 credit hours req.)
- b. 2 semesters of band (2 credit hours req.)

2. Winds and Percussion Primary

- a. 5 semesters of band (5 credit hours req.)
- b. 2 semesters of choir (2 credit hours req.)

3. String Primary

- a. 7 semesters of string ensemble (3.5 credit hours req.)
- b. 2 semesters of choir (2 credit hours req.)
- c. 2 semesters of band (2 credit hours req.)

4. Keyboard Primary (as determined by the student’s secondary performing medium)

a. Voice Secondary

- i. 5 semesters of choir (5 credit hours req.)
- ii. 2 semesters of band (2 credit hours req.)

b. Wind or Percussion Secondary

- i. 5 semesters of band (5 credit hours req.)
- ii. 2 semesters of choir (2 credit hours req.)

c. String Secondary

- i. 7 semesters of string ensemble (3.5 credit hours req.)
- ii. 2 semesters of choir (2 credit hours req.)

6. Private Lesson Fees

Each student enrolled in applied music lessons will be assessed a fee in addition to the tuition. An additional fee, equivalent to 1 hour resident undergraduate tuition, is

assessed for lessons taken by students other than music majors or minors. Students are not considered majors or minors until they have obtained the approval of the department chair.

7. Other Fees

a. Instrument Rental

Students wishing to check out WSC instruments may do so by filling out an Instrument Checkout Sheet and returning it to FA 109. A non-refundable fee is required each academic year, which covers the rental of one or more instruments owned by Wayne State College. All instruments must be returned at the end of the semester. Failure to do so will result in the holding of registration and transcripts, and the student will be charged the replacement cost of the instrument. If a student wishes to use the assigned instrument for another semester, another form must be completed for that semester.

b. Lockers

Music students may rent lockers for their instruments and supplies, subject to availability. A non-refundable fee will be charged for usage of an appropriate locker, lock, and key. Interested students should see the Director of Bands.

8. First- and Third-Year Reviews

Music majors who are in the first and third years at WSC are required to meet with the faculty to evaluate their academic standing. First-year reviews take place during the final week of spring semester, at the end of the student’s first full academic year of study. Third-year interviews take place during the final week of fall semester.

Note: In all programs of study below, courses marked (*) require co-enrollment in MUS 130 Recital Attendance. See “Recital Attendance Policy” above for details.

Music Degrees leading to Music Teaching Endorsements (BS or BA): Field Endorsement in Vocal and Instrumental Music K-12: 57 hours

MUS	101 Music Theory I.....	3
	102 Music Theory II	3
	150 Class in Voice I*	1
	165 Class in Voice II (instrumentalists only)	1
	171 Class in Strings I	1
	172 Class in Strings II	1
	173 Class in Woodwinds I	1
	174 Class in Woodwinds II	1
	175 Class in Brass I	1
	176 Class in Brass II	1
	177 Class in Percussion	1
	178 Class in Guitar	1
	201 Music Theory III	3
	202 Music Theory IV	3
	207 Music Technology	1
	208 Fundamentals of Conducting	1
	280 Class in Piano I	1
	281 Class in Piano II	1
	303 Instrumentation	2
	306 Choral Conducting & Materials	2

307 Instrumental Conducting & Materials	2
380 Class in Piano III	1
381 Class in Piano IV	1
401 History & Lit of Music I	3
402 History & Lit of Music II	3
454 Senior Recital	1
Primary Applied Lessons 100 level*	4
Primary Applied Lessons 300 level*	2
Secondary Applied Lessons*	2
Ensembles	7
Upper Level Music Electives (class, not lessons)	1-5

Students passing the piano proficiency exam will have 1-5 hours of electives and those elective classes must be 300 level or above and may not be applied lessons.

K-12 Vocal Music Endorsement: 46 hours
Students completing this program will earn both the K-8 and 7-12 vocal music subject endorsements.

MUS 101 Music Theory I.....	3
102 Music Theory II	3
141 Choir	5
150 Class in Voice I*	1
178 Class in Guitar	1
201 Music Theory III	3
202 Music Theory IV	3
207 Music Technology	1
208 Fundamentals of Conducting	1
280 Class in Piano I	1
281 Class in Piano II	1
306 Choral Conducting	2
380 Class in Piano III	1
381 Class in Piano IV	1
401 History & Lit of Music I	3
402 History & Lit of Music II	3
454 Senior Recital	1
MUS 171, 172, 173, 174, 175, 176, 177(choose 2) ...	2
Primary Applied Lessons 100 level*	3
Primary Applied Lessons 300 level*	2
Secondary Applied Lessons*	2

If voice is the primary applied medium, the secondary applied must be keyboard; if keyboard is the primary applied, the secondary applied must be voice.

Upper-level Music Electives (class, not lessons) 3-7

Students passing the piano proficiency exam will have 1-4 hours of electives beyond the minimum 3; all elective classes must be 300 level or above and may not be applied lessons. MUS 215, 308, and 309 must be taken as part of the professional education requirements.

K-12 Instrumental Endorsement: 46 hours
Students completing this program will earn both the K-8 and 7-12 instrumental music subject endorsements.

MUS 101 Music Theory I.....	3
102 Music Theory II	3
147 Jazz Band	1
201 Music Theory III	3
202 Music Theory IV	3
207 Music Technology	1
208 Fundamentals of Conducting	1
280 Class in Piano I	1

281 Class in Piano II	1
303 Instrumentation	2
307 Instrumental Conducting	2
401 History & Lit of Music I	3
402 History & Lit of Music II	3
403 Instrument Repair	1
422 Marching Band Techniques	2
454 Senior Recital	1
MUS 171, 172, 173, 174, 175, 176, 177 (choose 6)	6
Primary Applied Lessons 100 level*	4
Primary Applied Lessons 300 level*	2
Ensembles (Band or String Ensemble)	3
Upper-level Music Electives (class, not lessons)	0-2

Students passing the piano proficiency exam will have up to 2 hours of electives; all elective classes must be 300 level or above and may not be applied lessons.

MUS 215, 308, and 309 must be taken as part of the professional education requirements.

Subject Endorsements in Music (BA or BS)

- K-8 Vocal**
- 7-12 Vocal**
- K-8 Instrumental**
- 7-12 Instrumental**

These programs are for the student who wishes to combine two subject endorsements. The student seeking to be endorsed in both vocal and instrumental music should elect the field endorsement.

Core Courses Required of ALL Subject endorsements: 13 hours

MUS 101 Music Theory I.....	3
102 Music Theory II	3
207 Music Technology	1
208 Fundamentals of Conducting	1
280 Class in Piano I	1
281 Class in Piano II	1
402 History & Lit of Music II	3

Students combining a vocal and instrumental subject endorsement must also take:

MUS 201 Music Theory III	3
202 Music Theory IV	3
401 History & Lit of Music I	3

K-8 Vocal Music Subject Endorsement: 18 hours + 13 hour core

MUS 141 Choir	3
178 Class in Guitar	1
306 Choral Conducting	2
380 Class in Piano III	1
381 Class in Piano IV	1
Primary Applied Lessons 100 level*	4
Primary Applied Lessons 300 level*	1
Secondary Applied Lessons*	2

If voice is the primary applied, the secondary applied must be keyboard; if keyboard is the primary applied, the secondary applied must be voice.

Upper-Level Music electives (class, not lessons) 3-7

Students passing the piano proficiency exam will have 1-4 hours of electives and those elective classes must be 300 level or above and may not be applied lessons.

MUS 215 must be taken as part of the professional education requirements.

7-12 Vocal Music Subject Endorsement: 18 hours + 13 hour core

MUS	141 Choir	4
	178 Class in Guitar	1
	306 Choral Conducting	2
	380 Class in Piano III	1
	381 Class in Piano IV	1
	Primary Applied Lessons 100 level*	4
	Primary Applied Lessons 300 level*	1
	Secondary Applied Lessons*	2

If voice is the primary applied, the secondary applied must be keyboard; if keyboard is the primary applied, the secondary applied must be voice.

Music electives (class, not lessons) 2-6

Students passing the piano proficiency exam will have 1-4 hours of electives and those elective classes must be 300 level or above and may not be applied lessons.

MUS 308 must be taken as part of the professional education requirements.

K-8 Instrumental Music Subject Endorsement: 18 hours + 13 hour core

MUS	303 Instrumentation	2
	307 Instrumental Conducting	2
	403 Instrument Repair	1
	Primary Applied Lessons*	4
MUS	171, 172, 173, 174, 175, 176, 177 (choose 6) ..	6
	Ensembles (Band or String Ensemble)	3
	Upper-level Music Electives (class, not lessons)	0-2

Students passing the piano proficiency exam will have 1-2 hours of electives and those elective classes must be 300 level or above and may not be applied lessons.

MUS 309 must be taken as part of the professional education requirements.

7-12 Instrumental Music Subject Endorsement: 18 hours + 13 hour core

MUS	303 Instrumentation	2
	307 Instrumental Conducting	2
	422 Marching Band Techniques	2
	Primary Applied Lessons*	4
MUS	171, 172, 173, 174, 175, 176, 177(choose 6)	6
	Ensembles (Band or String Ensemble)	2
	Upper-level Music Electives (class, not lessons)	0-2

Students passing the piano proficiency exam will have 1-2 hours of electives and those elective classes must be 300 level or above and may not be applied lessons.

MUS 309 must be taken as part of the professional education requirements.

Applied Music Degrees leading to the Bachelor of Arts Degree (BA): 40 to 54 hours

Core Courses: 11 hours

MUS	101 Music Theory I.....	3
	102 Music Theory II	3
	402 History & Lit of Music II	3
	Piano (Class or Applied) - placement by audition	2

Plus one of the following concentrations:

Applied Music Concentration: 29 hours + 11 hour core

MUS	201 Music Theory III	3
	202 Music Theory IV	3
	302 Form and Analysis	2
	306 Choral Conducting or	
	307 Instrumental Conducting	2
	401 History & Lit of Music I	3
	454 Senior Recital	1
	Applied Music 100 level*	4
	Applied Music 300 level*	3

(One area - a junior recital is required as a part of Applied Lessons)

Ensembles (MUS 141, 142, 143, 148) 6

Upper-level Music Electives (class, not lessons) 2

History, Composition, or Theory Concentration: 29 hours + 11 hour core

MUS	201 Music Theory III	3
	202 Music Theory IV	3
	301 Counterpoint	2
	302 Form and Analysis	2
	303 Instrumentation	2
	401 History & Lit of Music I	3
	491 Special Project	3

(The nature of the special project will determine the option)

	Applied Music (one area) 100 level*	4
	Applied Music (one area) 300 level*	2
	Ensembles (band, orchestra, choir)	
	(MUS 141, 142, 143, 148)	2
	Upper-level Music Electives (class, not lessons)	3

Music Merchandising Concentration: 43 hours + 11 hour core

Music Merchandising is a cooperative program between the Business and Music departments. It is designed to prepare students for careers in the music trade industry, including those related to the operation of music stores, sheet music, instruments, recordings, and musical equipment sales. It is also for students interested in careers in Arts Management.

MUS	306 Choral Conducting or	
	307 Instrumental Conducting	2
	308 Vocal Methods or	
	309 Instrumental Methods	2
	403 Instrument Repair	1

MUS	171, 172, 173, 174, 175, 176, 177,	
	178 (choose 2)	2
	Primary Applied Lessons 100 level*	4
	Primary Applied Lessons 300 level*	1
	Ensembles: Band, Choir, Orchestra or String Ensemble	
	(must be in each group one term)	3
	Upper-level Music Electives (class, not lessons)	1

BUS	222 Business Law I	3
	226 Business Statistics	3
	240 Accounting I	3
	241 Accounting II	3
	360 Management Theory and Practice	3
	370 Principles of Marketing	3
ECO	202 Prin of the National Econ System	3
	Upper-level Business Electives	3

Business electives must be approved by student's business advisor and the department chair and those elective classes must be 300 level or above.

Minor in Music: 20 hours

See proficiencies and requirements at the beginning of the music section.

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

MUS 101 Music Theory I.....	3
401 History & Lit of Music I or	
402 History & Lit of Music II	3
Primary Applied Lessons (one area) 100 level*	3
Primary Applied Lessons (one area) 300 level*	1
Class in voice, piano, strings, brass, woodwinds or percussion (MUS 150, 165, 171, 172, 173, 174, 175, 176, 177, 178, 280, 281, 380, 381)	2
Ensembles (MUS 141, 142, 143, 148)	2
Upper-level Music Electives (class, not lessons)	6

Undergraduate Courses

MUS 100 Introduction to Music (2) An introduction to the nature of music and its essential role in human life and culture. Listening to music in a wide variety of styles for study and appreciation. Does not apply to an endorsement, major, or minor in Music.

MUS 101 Music Theory I (3) Fundamentals of pitch and rhythmic notation, intervals, scales, keys, and triads. Part-writing of diatonic triads and the dominant seventh in root position. Introduction to the diatonic modes. Sight-singing and computer-assisted ear training. (4 hours per week)

MUS 102 Music Theory II (3) Prerequisite: MUS 101. Part-writing of root position chords and inversions, including the dominant seventh chord. Fundamentals of melody writing and harmonization, figured bass, and cadences. Continuation of sight-singing and computer-assisted ear training. (4 hours per week)

MUS 130 Recital Attendance (0) Attendance at departmental recitals and performances. Carries no credit. Music majors must enroll in this course concurrently with any applied music course (MUS 151-163, 351-363), or MUS 150.

MUS 141 Choir (1) Primary vocal ensemble of the music department. Rehearses and performs choral literature from all periods of history, and studies tone production, balance, blend, interpretation, and other principles of choral training. Public concerts given, both on and off campus. Smaller ensembles selected from personnel of the choir for special performances. Open to all students by audition. (4 hours laboratory)

MUS 142 Marching Band/Wind Ensemble (1) Rehearses and performs standard and contemporary wind literature. The Marching Band is open to any WSC student and performs at athletic events and concerts. The Wind Ensemble commences after football season and requires an audition for admission. (4 hours laboratory)

MUS 143 Orchestra (1) Standard symphonic literature, practice in sight-reading, development of tone and technique. Public appearances by the group and smaller ensembles. Open to new students by permission of director only. (2 hours laboratory)

MUS 144 Madrigal Singers (.5) Co-requisite: Participation in MUS 141. A select vocal ensemble specializing in the performance of choral literature from the Medieval and Renaissance Periods, as well as vocal chamber music. In the fall, extra rehearsals are required to prepare Elizabethan Christmase Feastes given both on and off campus. Open to all students by audition; enrollment requires permission of the director. (3 hours laboratory)

MUS 145 Brass Ensemble (.5) Rehearsal and performance of brass music in a chamber music environment.

MUS 146 Woodwind Ensemble (.5) Rehearsal and performance of woodwind music in a chamber music environment.

MUS 147 Jazz Ensemble (.5) Rehearsal and performance of jazz music.

MUS 148 String Ensemble (.5) Rehearsal and performance of string music in a chamber music environment.

MUS 149 Symphonic Band (.5) Rehearses and performs a variety of wind literature. Open to all WSC students.

Applied Music

Note: See statements under "Proficiencies and Requirements for Music Majors and Minors, Field and Subject Endorsements in Music" for additional information concerning applied music.

MUS 150 Class in Voice 1 (1) Co-requisite: MUS 130. Fundamentals of vocal technique for healthy and expressive singing; introduction to IPA; fundamentals of English and Italian diction. This course is taken as the first semester of voice study for primary voice students unless the student is placed in private lessons as the result of audition. (2 hours of lecture-laboratory)

MUS 151, 351 Organ (1; .5 during summer terms) Co-requisite for music majors and minors: MUS 130. Private lessons in organ.

MUS 153, 353 Keyboard (1; .5 during summer terms) Co-requisite for music majors and minors: MUS 130. Private lessons in piano or harpsichord.

MUS 155, 355 Voice (1; .5 during summer terms) Co-requisite for music majors and minors: MUS 130. Private lessons in voice. Not open to first-semester voice students except by audition. First-semester voice students should enroll in MUS 150 instead.

MUS 157, 357 Brass (1; .5 during summer terms) Co-requisite for music majors and minors: MUS 130. Private lessons in trumpet, horn, trombone, euphonium or tuba.

- MUS 159, 359 Woodwinds (1; .5 during summer terms) Co-requisite for music majors and minors: MUS 130. Private lessons in flute/piccolo, oboe/English horn, clarinet, bassoon, or saxophone.
- MUS 161, 361 Strings (1; .5 during summer terms) Co-requisite for music majors and minors: MUS 130. Private lessons in violin, viola, cello, or double bass.
- MUS 163, 363 Percussion (1; .5 during summer terms) Co-requisite for music majors and minors: MUS 130. Private lessons in all standard percussion instruments.
- MUS 165 Class in Voice II (1). A continuation of MUS 150 for students with primary applied areas other than voice. Intermediate technical studies, foreign language diction, and performance of standard vocal repertoire. Permission for private applied study in lieu of Voice Class II may be extended by permission of the instructor based on progress made in Class Voice I. (2 hours of lecture-laboratory)
- MUS 171 Class in Strings I (1) A practical course in learning to play the string instruments of the orchestra. (2 hours lecture-laboratory)
- MUS 172 Class in Strings II (1) A continuation of MUS 171 but on a more advanced level. (2 hours lecture-laboratory)
- MUS 173 Class in Woodwinds I (1) Fundamental playing and teaching techniques and elementary methods and materials for each instrument. (2 hours lecture-laboratory)
- MUS 174 Class in Woodwinds II (1) Continuation of MUS 173. (2 hours lecture-laboratory)
- MUS 175 Class in Brass I (1) Methods, materials, and techniques for playing and teaching high brass instruments. (2 hours lecture-laboratory)
- MUS 176 Class in Brass II (1) Methods, materials, and techniques for playing and teaching low brass instruments. (2 hours lecture-laboratory)
- MUS 177 Class in Percussion (1) Fundamental playing and teaching techniques of the percussion instruments. (2 hours laboratory)
- MUS 178 Class in Guitar (1) Prerequisite: MUS 101 or permission of instructor. Fundamental playing techniques and application of the guitar to the classroom.
- MUS 201 Music Theory III (3) Prerequisite: MUS 102. Part-writing and harmonization using primary and secondary triads in root position and inversion. Melodic analysis. Secondary dominant, leading-tone and leading-tone seventh chords. Modulation to closely-related keys. Modal mixture. Continuation of sight-singing and computer-assisted ear training. (4 hours per week)
- MUS 202 Music Theory IV (3) Prerequisite: MUS 201. Part-writing and harmonization using augmented sixth, Neapolitan and ninth chords. Linear, chromatic, and third-relation harmony. Introduction to 20th century harmonic practices. Continuation of sight-singing and computer-assisted ear training. (4 hours per week)
- MUS 207 Music Technology (1) Prerequisites: MUS 101, 102. An introduction to technology for the music educator involving computers, composition/arranging software, music printing/publishing and computer assisted instruction. (2 hours lecture-laboratory)
- MUS 208 Fundamentals of Conducting (1) Prerequisites: MUS 101, 102. Fundamental techniques of the physical movement of conducting and its process, including beat patterns, transposition and score reading.
- MUS 214 Music and Creative Processes in Education (2) Basic music literacy concepts and skills necessary for integrating music in the elementary classroom. Includes pedagogical methods and creative exploration involving listening, expressive movement, aesthetics, improvisation and performance using rhythm, verbal rhyming, singing and other musical skills which reinforce and enhance content in the elementary curriculum. (3 hours lecture laboratory)
- MUS 215 Teaching Vocal Music K-6 (2) A survey of philosophies, materials and pedagogical methods for teaching elementary music in the schools. Creative exploration of singing activities incorporating movement, improvisation, composition, and listening, and curriculum development. For music majors and minors and minor or by permission of the instructor. MUS 215 may also be substituted for MUS 214 for the elementary education major with permission of the instructor.
- MUS 280 Class in Piano I (1) Development of functional piano skills for the non-keyboard music major. Emphasis on keyboard theory and technique, sight reading, harmonization, improvisation, score reading, accompanying, and solo/ensemble repertoire. (2 hours of lecture-laboratory)
- MUS 281 Class in Piano II (1) Prerequisite: MUS 280 or consent of instructor. Continued development of the skills begun in MUS 280. (2 hours of lecture-laboratory)
- MUS 301 Counterpoint (2) Prerequisite: MUS 202. Species counterpoint, imitative procedures, and an introduction to Renaissance and Baroque contrapuntal styles. Two-, three-, and four-part writing.
- MUS 302 Form and Analysis (2) Prerequisite: MUS 202. Study of form in music, beginning with motive and phrase, including binary and ternary designs, rondo, sonata, concerto, variations, and the polyphonic forms. Structural analysis of selected works from the Baroque to the 20th century.
- MUS 303 Instrumentation (2) Prerequisite: 3 hours of music theory. General considerations of ranges and performance. Characteristics of standard instrumentation as applied to transcribing and arranging for small and large ensembles.
- MUS 306 Choral Conducting and Materials (2) Prerequisite: MUS 208. Techniques and practical applications of conducting and rehearsing vocal ensembles, including rehearsal management, tone production, diction, and musical interpretation. Includes survey of materials for the school choir.

- MUS 307 Instrumental Conducting and Materials (2) Prerequisite: MUS 208. Techniques and practical applications of conducting and rehearsing instrumental ensembles. Includes significant experience in literature, score studying, rehearsal techniques, transposition and interpretation. Students will rehearse and conduct a large instrumental ensemble.
- MUS 308 Teaching Vocal Music 7-12 (2) A survey of methods and materials used for teaching vocal music in junior high school and high school. Testing, classifying, and blending voices, materials for the glee club, chorus and ensembles, contests and public appearances, and problems of the changing voice, general music class, and sight singing. Meets computer literacy requirements.
- MUS 309 Teaching Instrumental Music (2) Instruction in the structure, organization, management, and teaching techniques required of a K-12 instrumental music program.
- MUS 380 Class in Piano III (1) Prerequisite: MUS 281 or consent of instructor. Continued development of the skills begun in MUS 281. (2 hours lecture-laboratory)
- MUS 381 Class in Piano IV (1) Prerequisite: MUS 380 or consent of instructor. Continued development of the skills begun in MUS 380. (2 hours lecture-laboratory)
- MUS 401 History and Literature of Music I (3) Music of ancient Greece and Rome, world music traditions, and Western music from the Middle Ages through the eighteenth century. Analysis of musical types and influential composers in each era.
- MUS 402 History and Literature of Music II (3) Music of the nineteenth and twentieth centuries. Romanticism, Nationalism, Impressionism, Modernism, and postmodern musical techniques and styles. Analysis of the music of the most influential composers.
- MUS 403 Instrument Repair (1) A laboratory course covering minor repair and techniques on brass and woodwind instruments. (2 hours laboratory)
- MUS 405 Double Reed Making (2) A laboratory course covering the construction and adjustment of oboe and bassoon reeds.
- MUS 422 Marching Band Techniques (2) Prerequisite: 2 semesters of MUS 142. Co-requisite: MUS 142. Instruction in the function and goals of a marching band program as well as practical experience in organization, show design, music selection, and drill design.
- MUS 444/544 Topics in Music Pedagogy and Literature (2) The study of teaching techniques and literature in instrumental and vocal performance. The performance area will depend on needs and interests of students and will be in one of the following areas: voice, keyboard, woodwinds, brass, percussion or strings. May be repeated for up to six hours credit with no content duplication.
- MUS 454 Senior Recital (1) The presentation of a 30-minute senior recital in a student's primary performance medium. The student will enroll for this class instead of private applied lessons during the term in which the senior recital is given. The course may not be repeated for credit.
- Eligible seniors may enroll in 500 level graduate courses. Graduate Courses**
- MUS 503 Music of the Baroque and Classical Periods (3) Music of the seventeenth, eighteenth, and early nineteenth centuries. Emphasis on J. S. Bach, Haydn, Mozart, and Beethoven, and on the development of the various vocal and instrumental forms of these periods.
- MUS 505 Music of the 20th Century (3) A study of music of the 20th Century. Representative works of chamber music, vocal, instrumental, opera, symphony, and non-traditional forms.
- MUS 515 Choral Literature and Materials (3) A survey of literature and materials for choirs and vocal ensembles.
- MUS 516 Instrumental Literature and Materials (3) A survey of literature and materials for instrumental ensembles and bands and orchestras.
- MUS 524 Piano Pedagogy (3) The study of teaching techniques and solo literature for the piano.
- MUS 544 Topics in Music Pedagogy and Literature (2) See MUS 444.
- MUS 601 Advanced Choral Conducting (3) Advanced study of techniques required for conducting vocal ensembles and choirs. Includes rehearsal management and music interpretation.
- MUS 602 Advanced Instrumental Conducting (3) Advanced study of techniques required for conducting instrumental ensembles and bands and orchestras. Includes rehearsal management and musical interpretation.
- Applied Music
- MUS 651 Organ (2)
- MUS 653 Piano (2)
- MUS 655 Voice (2)
- MUS 657 Brass (2)
- MUS 659 Woodwind (2)
- MUS 661 Strings (2)
- MUS 663 Percussion (2)
- MUS 665 Master's Recital (2) The recital will consist of at least 60 minutes of music.

**Natural Science (NAT)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
Carhart Science Building**

The field endorsement in Natural Science will qualify the student to teach courses in General Science, Life Sciences, Physical Sciences, Chemistry, Physics, Biology and Earth Science for grades 7-12 in Nebraska.

In addition to General Education requirements, students must meet the computer literacy requirements of the Math and Sciences departments. NAT 112 Introduction to Personal Computers or any course with a CSC prefix meets this requirement.

Field Endorsement in Natural Sci. (BA or BS) 66 hours

Natural Science field endorsement students must complete MAT 137 Applied Calculus (3) or its equivalent to satisfy the Mathematics General Education requirement.

Completion of a total of 66 hours of Biology, Chemistry, Earth Science, Physics to include:

BIO	110 Biology Concepts	4
	200 Zoology	4
	393 Biology Laboratory Techniques	1
CHE	106 General Chemistry I	4
	107 General Chemistry II	4
	393 Laboratory Techniques	1
EAS	110 Introduction to Meteorology	4
	120 Introduction to Geology	4
PHY	201 General Physics I	3
	202 General Physics II	3
	321 Physics Laboratory I	1
	322 Physics Laboratory II	1
	393 Physics Laboratory Techniques	1
BIO, CHE, EAS, NAT, PHY	electives to combine with the above to total at least 18 hours in one area, 15 hours each in 2 other areas, and 12 hours in the 4th area	25
BIO, CHE, EAS, NAT, PHY	upper level electives	6

A total of 24 cr hrs from all the above course work must be upper level.

EDU 409 Science Content Area Methods and Materials is required. No additional endorsement is required for a Nebraska Teaching Certificate.

Undergraduate Courses

NAT 112 Introduction to Personal Computers (1) A hands-on introduction to a variety of computer applications and services typically found on personal computers and the WSC computer network. Topics include operating system fundamentals, electronic mail, word processing, spreadsheets, presentation software and the Internet.

NAT 280 Life Science for Elementary Education (3) Meets life science general education requirement of Elementary Education majors. Integrated biology and chemistry lecture/laboratory course for elementary education students and is not applicable to any major, minor or endorsement in any math or science area. Topics to include

atomic structure and bonding, physical and chemical changes, energy transfer, origin of the universe and the life of stars, scientific method and problem solving, cell structure, evolution, multicellular organization, classification of living things, photosynthesis, respiration, reproduction, selected topics in biochemistry, genetics, botany, and microbiology, ecology and entomology. (2 hours of lecture and 2 hours of laboratory)

NAT 281 Physical Science for Elementary Education (3) Meets the physical science general education requirement of Elementary Education majors. Integrated physics, earth science and astronomy lecture/laboratory course for elementary education students and is not applicable to any major, minor or endorsement in any math or science area. Topics to include force and motion, Newton's laws and playground physics, space science and rocketry, sound and light, rocks, minerals, plate tectonics and geology of Nebraska, weather and currents, the Water cycle and pollution, and Internet for Science Educators. (2 hours of lecture and 2 hours of laboratory)

NAT 421 Scientific Communications (3) Analysis of common English words and technical terms in biology, chemistry, geology, and medicine that have derivation from Latin and Greek. Recommended for science and non-science majors and for all students in health-related areas.

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

NAT 521 Scientific Communication (3) Analysis of common English words and technical terms in biology, chemistry, geology and medicine that have derivation from Latin and Greek. Students will complete their own lexicon and give a formal class presentation.

NAT 558 Field Studies in Natural History (3) On-site study of the geology, ecology, flora, and fauna of a selected site.

NAT 600 Current Science Topics (1) Can be repeated up to 4 credit hours.

Philosophy (PHI)
Language & Literature Department
School of Arts & Humanities
Humanities Building

Objectives: The minor in Philosophy is designed to enrich students through an understanding of the views of the important philosophers of the past and to stimulate them to think critically about the basic philosophical questions confronting humans. A minor in philosophy will prepare the student for graduate level work and will be of value in any vocation that prizes the tradition of liberal arts studies.

Minor in Philosophy 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

PHI	101 Introduction to Philosophy	3
	201 Origins of Western Philosophy	3
	202 History of Modern Philosophy	3
	300 Ethics and Values	3
	310 Logic	3

Upper level electives by advisement 6

The student may include up to 6 hours of Social Sciences selected from HIS 305, 310, POS 315 or other courses with philosophical content.

Undergraduate Courses

PHI 101 Introduction to Philosophy (3) A philosophical examination of fundamental human questions, conducted through reading and discussions concerning problems in knowledge, reality and value (ethics and aesthetics).

PHI 130 Philosophy of Religion (3) Consideration of the central philosophical problems presented by religious belief systems, or a survey of the primary moral and ethical tenets of the major world religions, including Hinduism, Buddhism, Judaism, Islam, and Christianity. Approach will vary from term to term.

PHI 201 The Origins of Western Philosophy (3) Readings in the pre-Socrates, Plato, Aristotle, Plotinus, St. Augustine, St. Thomas Aquinas, and others.

PHI 202 History of Modern Philosophy (3) History and problems of philosophy from the later Renaissance to the 20th century, developed through readings in the major philosophers of each century.

PHI 208 Aesthetics (3) A survey of the major philosophical theories of art from ancient Greece to modern times, with examination of the standards proposed by each theory for evaluating works of art.

PHI 300 Ethics and Values (3) Prerequisites: Junior standing, 60 or more hours completed, 30 in General Education. Philosophy 300 is an upper-level general education ethics course intended to introduce students to philosophical reasoning about ethical issues. Emphasis in the course will be both on the ethical systems of major moral philosophers (from Plato to the present) and on contemporary moral issues. Ethical perspectives discussed on PHI 300 may include cultural relativism, ethical subjectivism, the Divine Command theory, the social contract, utilitarianism, ethical egoism vs. altruism, virtue ethics, the Categorical Imperative, and existentialism. Current issues covered may include such topics as the environment, medical issues such as euthanasia and abortion, academic honesty, capital punishment, animal rights, sexual ethics, corporate responsibility, job discrimination, hunger and welfare.

PHI 310 Logic (3) An examination of the uses of language and the processes of deductive and inductive inference.

PHI 350 Topics in Philosophy (3) A course which focuses on areas or disciplines within Philosophy (examples Philosophy of Science, Existentialism, Philosophies of the Orient, Philosophy of Language, Special Topics in Metaphysics, Epistemology, or Ontology). May be taken more than once, so long as topics vary.

Physical Education (PED)

Health, Human Performance & Sport Department
School of Natural & Social Sciences
Rice Auditorium

Objectives: The programs of study in this area are designed to provide students with opportunities to develop basic knowledge, understanding, and skills necessary for careers in health, physical education, recreation, athletics, coaching, and sport management.

The computer literacy General Education requirement for HHPS students is PED 487.

Field Endorsement in Health & Physical Education K-12 (BA or BS) 52 hours

PED	105 Anatomy & Physiology I	3
	151 Intro to Health and Phys Education	2
	171 Elem Sch Health & Phys Education	3
	200 Intro to Motor Learning and Dev	3
	205 Anatomy & Physiology II	3
	207 Athletic Performance and Nutrition	3
	241 First Aid and CPR	2
	250 Strategies in Drug Education	3
	305 Exercise Physiology	3
	341 Org, Ad, Curr Dev of Sec Hlth,PE	3
	346 Org, Ad, Curr Dev of Elem Hlth,PE	3
	351 Biomechanics	3
	361 Met & Mat in Health and PE K-12	3
	381 Physical Education Practicum	2
	407 Motor Perceptn/Adaptives-Spcl Pop	3
	470 Fitness Evaluation and Assessment	3
	471 Tests & Measurements	3

Four hours from the following activity areas

Any aquatic course (1), PED 111 Folk & Rec Dancing (1), and 2 hours of activity classes.

EDU 409, Physical Education Content Area Methods and Materials must be taken as part of the professional education requirements.

Subject Endorsement in Physical Education K-6 (BA or BS) 27 hours

PED	105 Anatomy & Physiology I	3
	111 Folk and Recreational Dancing	1
	171 Elem Sch Health & Phys Ed	3
	200 Intro to Motor Learning & Dev	3
	229 Aerobic Dance	1
	241 First Aid and CPR	2
	304 Sport Physiology or	
	305 Exercise Physiology	3
	346 Org, Ad, Curr Dev of Elem Hlth,PE	3
	361 Met & Mat in Health and PE K-12	3
	381 Physical Education Practicum	2
	407 Motor Perceptn/Adaptives-Spcl Pop	3

EDU 409, Physical Education Content Area Methods and Materials must be taken as part of the professional education requirements.

Subject Endorsement in Physical Education 7-12 (BA or BS) 30 hours

PED	105 Anatomy & Physiology I	3
	205 Anatomy & Physiology II	3

	241 First Aid and CPR	2
	305 Exercise Physiology	3
	341 Org, Ad, Curr Dev of Sec Hlth,PE	3
	351 Biomechanics	3
	361 Meth & Mat in Health and PE K-12	3
	381 Physical Education Practicum	2
	407 Motor Perceptn/Adaptives-Spcl Pop	3

Activities PED 111, any aquatic course, and 3 activity courses.

EDU 409, Physical Education Content Area Methods and Materials must be taken as part of the professional education requirements.

Major in Applied Human and Sport Physiology (BA or BS) 53 hours

Objectives: This major provides students with a variety of educational experiences in sports medicine, physical science, and physical rehabilitation. The program of study is designed to prepare students for graduate study/careers in athletic training, exercise physiology, biomechanics, kinesiology, cardiac rehabilitation, and, through advisement, may provide strong training for individuals who wish to work in health and fitness related professions.

Recommended preparation: Students considering this major should have a minimum of 1 year of biology, 1 year of chemistry, 3.0 high school GPA, and an ACT score of at least 25.

Note: Following program enrollment, students are required to maintain a 2.75 cumulative GPA or higher to enroll in the following courses: PED 389, 400, 470, 471, and 495. **A 2.75 cumulative GPA is required to graduate with this major.**

Applied Human and Sport Physiology majors must complete BIO 110 Biology Concepts (4) or its equivalent to satisfy the Life Sciences General Education requirement, CHE 106 General Chemistry I (4) or equivalent to satisfy Physical Sciences General Education requirement, MAT 116 College Algebra with Trigonometry (3) or equivalent to satisfy Mathematics General Education requirement, PSY 101 General Psychology (3) or equivalent to satisfy Individual and Society General Education requirement, and must hold a valid First Aid and CPR certification upon graduation. The computer literacy General Education requirement for HHPS students is PED 487.

Major in Applied Human and Sport Physiology

BIO	220 Human Anatomy	4
	340 Human Physiology	4
CHE	107 General Chemistry II	4
PED	130 Introduction to Sports Medicine	3
	207 Athletic Performance and Nutrition	3
	275 Prevent and Care of Athletic Injuries	3
	305 Exercise Physiology	3
	351 Biomechanics	3
	352 Musculoskeletal Eval and Mgmt	3
	357 Princ of Strength and Conditioning	3
	379 Wellness Practicum	2
	389 Sports Medicine Practicum	2
	400 Cardiac Rehabilitation	3
	470 Fitness Eval and Assessment	3
	471 Tests and Measurements	3
	495 Research Design in Sports Medicine	3

PHY	201/321 General Physics I + lab	4
Applied Human and Sport Physiology majors are encouraged to supplement their course work by choosing some of the following recommended general electives:		
BIO	385 Microbiology	4
	486 Immunology	4
CHE	208 Introductory Organic Chemistry	4
	314 Organic Chemistry I	4
	315 Organic Chemistry II	4
	326 Biochemistry I	4
PED	200 Intro to Motor Learning & Dev	4
	353 Rehab of Musculoskeletal Injuries	2
	386 Therapeutic Mod & Pharmacology	2
PHY	202/322 General Physics II + lab	4
PSY	450 Abnormal Psychology	3

Major in Exercise Science (BA or BS) 52 hours

A student must meet the following requirements before being allowed to enter the Exercise Science Fieldwork program.

1. Complete all General Education requirements.
2. Completion of all Exercise Science Requirements.
3. Obtain a 3.0 or higher in PED 470.
4. Have a cumulative Grade Point of 2.5 or higher.

Note: Students must maintain a 2.5 cumulative GPA to be eligible to enroll in PED 310, 379, 400, and 471.

PED	105 Anatomy & Physiology I	3
	205 Anatomy & Physiology II	3
	207 Athletic Performance and Nutrition	3
	229 Aerobic Dance	1
	241 First Aid and CPR	2
	305 Exercise Physiology	3
	310 Leadership Development in Nutrition and Stress Management	3
	351 Biomechanics	3
	357 Princ. of Strength & Conditioning	3
	379 Wellness Practicum	4
	400 Cardiac Rehab	3
	411 Sport Marketing and Promotion or	
	464 Facility Manage in Sport, & Wellness	3
	470 Fitness Eval and Assessment	3
	471 Tests & Measurements	3
	493 Fieldwork in Exercise Science	12

Exercise Science Majors are encouraged to supplement their course work by adding BUS 142 Survey of Accounting or BUS 240 Accounting I, BUS 360 Management Theory and Practice, BUS 370 Principles of Marketing, CSL 202 Intro to Human Service Counseling and PED 290 Stress Management in Wellness.

Major in Sport Management (BA or BS) 55 hours

A student must meet the following requirements before being allowed to enter the fieldwork program.

1. Complete all General Education requirements.
2. Completion of all Sport Management major courses.
3. Have a cumulative Grade Point of 2.50 or higher.
4. Earn a grade of 3.0 or better in PED 140 and 410.

Note: Students must maintain a 2.5 cumulative GPA to be eligible to enroll in PED 385, 411, 450, and 485.

BUS	240 Accounting I	3
	360 Management Theory and Practice	3
	370 Principles of Marketing	3
GEO	325 Geog of Rec, Tourism, Sport	3
PED	140 Intro to Sport Management	3
	277 Sport Information Systems	2
	295 Sport Mgt Public Rel/Comm	3
	385 Sport Management Practicum	2
	390 Ethics in Sport Management	3
	405 Sport Business	3
	410 Sport Law	3
	411 Sport Marketing and Promotion	3
	450 Program Manage in Sport	3
	464 Facility Mgt in Sport/Wellness	3
	485 Sport in American Culture	3
	489 Fieldwork in Sport Management	12

Minor or Endorsement to Coach 18 hours

A special endorsement available in addition to a field endorsement or 2 subject endorsements. A minor must include a minimum of 12 hours unduplicated by the student's major(s).

PED	105 Anatomy & Physiology I	3
	275 Prevent & Care of Athletic Injuries	3
	304 Sport Physiology or	
	305 Exercise Physiology	3

Plus 3 of the following courses:

PED	311 Theory & Fund of Football Coach	3
	312 Theory & Fund of Basketball Coach	3
	313 Theory & Fund of Track Coaching	3
	314 Theory & Fund of Wrestling Coach	3
	315 Theory & Fund of Baseball Coach	3
	316 Theory & Fund of Softball Coach	3
	317 Theory & Fund of Volleyball Coach	3

Any student not majoring in physical education may also be required, by state certification agencies, to take PED 341 Organization, Administration, and Curriculum Development of Secondary Health and Physical Ed. (3).

Minor in Exercise Science 18 hours

This minor is intended to give students in pre-professional, education, or sports management majors additional specialization in exercise science. A grade of B or better must be earned in PED 470. A minor must include a minimum of 12 hours unduplicated by the student's major(s).

Required Core: 15-17 hours

PED	105/205 (or BIO 220/340) Hum Anat & Phys 6-8	
	305 Exercise Physiology	3
	351 Biomechanics	3
	470 Fitness Evaluation and Assessment	3

Choose at least 1 course from the following: 2-3 credits minimum to total at least 18 hours

PED	207 Athletic Performance and Nutrition (3)	
	275 Prevention & Care of Athletic Injuries (3)	
	310 Leadership Development in Nutrition & Stress Management (3)	
	357 Principles of Strength and Conditioning (3)	
	379 Wellness Practicum (2-4)	
	389 Sports Medicine Practicum (2)	
	400 Cardiac Rehabilitation (3)	
	471 Tests and Measurements (3)	

Minor in Sport Management: 19 hours

This minor is offered for students interested in sport management as a support area for other majors such as Business, Communications, or Field Endorsements in Teaching areas. Students desiring to be high school athletic directors may wish to add this minor to the subject endorsements or field endorsement. A 3.0 is required in PED 140 and 410

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

PED 140 Intro to Sport Management	3
277 Sport Information Systems	2
385 Sport Management Practicum	2
410 Sport Law	3
450 Program Manage in Sport	3
411 Sport Marketing and Promotion	3
485 Sport in American Culture	3

Undergraduate Courses

PED 103 Lifestyle Assessment (2) A course designed to assess the many areas of lifestyle to include cardiovascular flexibility and strength, nutrition, stress, risk factors, alcohol, drugs, and tobacco. The course will encourage regular physical activity and all other activities and consumptions that contribute to a high quality lifestyle, including medical self-care and appropriate use of the medical system. This course is a prerequisite for PED 203 and all activity courses.

PED 105 Anatomy & Physiology I (3). An introduction to the physiological processes and anatomical features of the body which are related to and affected by physical activity and training. Systems include the integumentary, skeletal and muscular. PED 105 is a prerequisite for PED 205, 275, 351, 352 and 407.

PED 106 Weight Control (1) A course designed for an increased awareness of the essential components of weight management. Emphasis on nutrition, fitness and lifestyle changes to improve students general well being. Will combine with PED 103 to fulfill the Gen Ed Requirements.

PED 111 Folk and Recreational Dancing (1) An individualized prescribed fitness activity course based on the assessment results in PED 103. Teaching skills and techniques used in executing all basic steps for folk dances, social dances, and square dances as applied to elementary and secondary groups and recreational groups. Will combine with PED 103 to fulfill the Gen Ed Requirements.

PED 122 Squad Participation (1) Not more than two credit hours in any one sport. Regular attendance and participation are required in all squad activities of an intercollegiate team. Will not be applicable to hours for athletic eligibility.

PED 130 Introduction to Sports Medicine (3) An introduction to the disciplines within Sports Medicine including the historical background, terminology, technology, professional associations, and career opportunities.

PED 131 Introductory Swimming (1) For non-swimmers who wish to learn how to swim. Will combine with PED 103 to fulfill the Gen Ed Requirements.

PED 140 Introduction to Sport Management (3) A study of the history and philosophy of sport including the emergence of the field of sport management. Surveys of the sub-fields of sport psychology, sociology of sport, sport marketing and promotion, economics of sport, sport media, professional sport and collegiate sport are investigated along with a strong emphasis of ethics in sport. A 3.0 is required in this course for the major and minor in Sport Management.

PED 151 Introduction to Health and Physical Education (2) A study of the foundations and philosophies of Health and Physical Education with a review of the history and principles of each.

PED 171 Elementary School Health and Physical Education (3) Identification, practice, and presentation of movement education, fundamentals, and specialized skills as they relate to the needs and characteristics of elementary age children. Includes the study of fitness, games, rhythms, manipulative activities, apparatus, stunts and tumbling, and sport-related skills appropriate to K-6.

PED 200 Introduction to Motor Learning and Development (3) A study of the physical, mental, and emotional factors that affect normal growth and development, and of the physiological and psychological factors that are related to the acquisition of motor skills. Special consideration is given to the teacher/coach's role in facilitating motor learning.

PED 203 Lifestyle Management (1) An individualized prescribed fitness activity course based on the assessment results in PED 103. Special sections will be offered for adapted students, students with special control problems, and students who desire to establish an individualized personal fitness program. Students may also meet this requirement by electing to enroll in advanced skill activity courses, to include PED 220 through 230.

PED 205 Anatomy & Physiology II (3) Prerequisite: PED 105. A continuation of the study of the physiological processes and anatomical features of the body which are related to and affected by physical activity and training. Systems include the nervous, cardiovascular, respiratory and digestive.

PED 207 Athletic Performance and Nutrition (3) This course will enable the student to attain a better understanding of the dynamic relationship between nutrition and human physiological processes akin to athletics and exercise.

PED 220 Fitness and Recreation Activities: Variable Topics (1) A variety of activities will be offered as announced in the registration bulletins. This course will combine with PED 103 to meet the Gen Ed Requirements, and may be repeated for up to six (6) credits.

- PED 221 Golf and Volleyball (1) Skills, techniques, and game strategies; unit and lesson planning and principles of teaching will be provided for majors. Will combine with PED 103 to fulfill the Gen Ed Requirements.
- PED 224 Fitness and Pickle-Ball (1) Skills, techniques, and game strategies; unit and lesson planning and principles of teaching will be provided for majors. Will combine with PED 103 to fulfill the Gen Ed Requirements.
- PED 226 Training for Agility and Sports Performance (1) A course designed for the improvement of agility, speed, power and strength. Training includes sprint training, plyometrics, resistance training and other current training strategies. This course is intended for students seeking training for pre-employment physical performance tests, or students wishing to improve sports performance. Will combine with PED 103 to fulfill the Gen Ed Requirements.
- PED 227 Weight Training (1) Fundamental skills in the use of free weights and weight machines and the techniques for developing strength and fitness will be provided for majors. Will combine with PED 103 to fulfill the Gen Ed Requirements.
- PED 228 Aquacising and Water Games (1) Skills and progressive steps for water fitness and water games; unit and lesson planning and principles of teaching will be provided for majors. Will combine with PED 103 to fulfill the Gen Ed Requirements.
- PED 229 Aerobic Dance (1) Principles and activities for the development of lifetime fitness and skills; unit and lesson planning, principles of teaching will be provided for majors. Will combine with PED 103 to fulfill the Gen Ed Requirements.
- PED 230 Tennis and Racquetball (1) Skills, techniques, and game strategies; unit and lesson planning and principles of teaching will be provided for majors. Will combine with PED 103 to fulfill the Gen Ed Requirements.
- PED 231 Advanced Swimming (1) Progressive steps in the techniques of swimming with emphasis on skill mastery, diving, water survival, water games and synchronized swimming. Will combine with PED 103 to fulfill the Gen Ed Requirements.
- PED 241 First Aid and CPR (2) Designed to assist teachers, coaches, and recreation personnel by providing them knowledge and skill in administering immediate temporary treatment in the case of an accident or sudden illness before the services of a physician are available.
- PED 250 Strategies in Drug Education (3) This course is intended for preparation to teach drug education to K-12 students, as a part of a health education curriculum. The course will discuss lesson planning, methods of instruction, and methods of assessment to be used in drug education. In order to broaden the knowledge base of the student, the actions, effects, and social roles of legal and illegal drugs will be examined. In addition, trends in drug prevention programs will be explored.
- PED 275 Prevention and Care of Athletic Injuries (3) Prerequisite: PED 105. Emphasis on prevention, evaluation, and treatment of common athletic injuries. Included is a survey of modalities, performance aids, and protective equipment.
- PED 277 Sport Information Systems (2) An examination of the role of the sport information department in relation to the media, coaches, athletes, and society. Course will focus on oral and written communication, statistics, and ethical dilemmas. Case studies and current events will be stressed.
- PED 290 Stress Management in Wellness (3) Combines theory with practical application of skills to manage stress and promote wellness. Areas include, but are not limited to: history of stress, assessment of stress symptoms, causes and costs of stress, coping responses to enhance wellness, and application of coping strategies to life situations.
- PED 295 Sport Management Public Relations and Communications (3) Prerequisite: PED 277. Studies the nature and function of communication and public relations in sport management. Emphasis on personnel, time and conflict management, mass media relations, interviewing, technology, and the use of computers in the sport industry.
- PED 304 Sport Physiology (3) Prerequisite: PED 105 Anatomy and Physiology I. A study of human athletic performance physiology applicable to coaching. Physiological concepts related to sports performance including training methods and nutrition for athletes. For students taking a minor or endorsement to coach.
- PED 305 Exercise Physiology (3) Prerequisites: PED 105, 205. A study of the major physiological systems and their response to exercise for Physical Education K-12, K-6, 7-12, and Wellness majors and students in these areas also taking Coaching minor or Endorsement. This includes the application of physiological concepts to physical training.
- PED 310 Leadership Development in Nutrition and Stress Management (3) Prerequisites: 2.5 cumulative GPA. This course will develop and enhance professionalism and leadership skills while focusing on nutrition and stress management topics. Students will gain knowledge and experience in conducting effective educational sessions for individuals interested in implementing lifestyle changes. Students will also develop leadership skills by designing and delivering presentations and interactive activities essential in workplace wellness settings.

- PED 311 Theory & Fundamentals of Football Coaching (3)
Fundamental skills, theories, philosophies, methods, and organizational skills related to football coaching.
- PED 312 Theory & Fundamentals of Basketball Coaching (3)
Fundamental skills, theories, philosophies, methods, and organizational skills related to basketball coaching.
- PED 313 Theory & Fundamentals of Track Coaching (3)
Fundamental skills, theories, philosophies, methods, and organizational skills related to track coaching.
- PED 314 Theory & Fundamentals of Wrestling Coaching (3)
Fundamental skills, theories, philosophies, methods, and organizational skills related to wrestling coaching.
- PED 315 Theory & Fundamentals of Baseball Coaching (3)
Fundamental skills, theories, philosophies, methods, and organizational skills related to baseball coaching.
- PED 316 Theory & Fundamentals of Softball Coaching (3)
Fundamental skills, theories, philosophies, methods, and organizational skills related to softball coaching.
- PED 317 Theory & Fundamentals of Volleyball Coaching (3)
Fundamental skills, theories, philosophies, methods, and organizational skills related to volleyball coaching.
- PED 341 Organization, Administration, and Curriculum Development of Secondary Health and Physical Education (3) Utilization of the philosophy, aims, and objectives of Health and Physical Education in developing programs and curricula for secondary school health and physical education.
- PED 346 Organization, Administration, and Curriculum Development of Elementary Health and Physical Education (3) Prerequisites: PED 151, PED 171. Utilization of the philosophy, aims, and objectives of Health and Physical Education in developing programs and curricula in elementary school health and physical education. To include supervised experiences in public school programs.
- PED 351 Biomechanics (3) Prerequisite: PED 105. A kinesiological approach to the anatomical and mechanical analysis of human movement. Movement terminology as well as muscular and neuro-muscular function in sport will be studied. Special emphasis will be placed relating biomechanics to movement evaluation in K-12 health and physical education.
- PED 352 Musculoskeletal Evaluation and Management (3)
Prerequisites: PED 105 or BIO 220 and PED 275. Emphasis on musculoskeletal evaluation and management. To include structural and postural anomalies and injuries.
- PED 353 Rehabilitation of Musculoskeletal Injuries (2)
Prerequisite: PED 352. Development of a complete rehabilitation program for a variety of populations following injury/surgery. Course will focus on use of common therapeutic exercise equipment and manual techniques.
- PED 357 Principles of Strength and Conditioning (3)
Prerequisites: PED 105 or BIO 220 and PED 304 or 305. Designed to provide students with theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various populations.
- PED 361 Methods and Materials in Health and PE (3) A study of methods and materials for teaching health and physical education. Special emphasis will be placed on aims, principles, philosophies and organization.
- PED 379 Wellness Practicum (2-4) Prerequisite: Consent of the department chair and a 2.5 cumulative GPA. A program designed to expose majors to experimental training in both lab and fitness-testing situations. Must be taken as two separate 2-hour practicums. May be repeated after the requirements have been completed.
- PED 381 Physical Education Practicum (2) Prerequisites: Consent of department chair, PED 361. Organization, presentation, and evaluation of health and physical education activity units. May be repeated.
- PED 385 Sport Management Practicum (2) Prerequisites: PED 277, a 2.5 cumulative GPA, and consent of the program coordinator or department chair. Organization and management of information, internal workings and services offered through an approved sports information or management entity. May be repeated.
- PED 386 Therapeutic Modalities and Pharmacology (2)
Prerequisite: PED 352. Safe and proper use of rehabilitative modalities including ultrasound, TENS, electrical stimulation and massage therapy. Knowledge of the use of prescription and over-the-counter drugs in the treatment of musculoskeletal injuries.
- PED 389 Sports Medicine Practicum (2) Prerequisite: Consent of the department chair and a 2.75 cumulative GPA. A practical course designed to expose majors to training in musculoskeletal evaluation, management, and rehabilitation. PED 389 may be repeated up to a maximum 6 credits by advisement.
- PED 390 Ethics in Sport Management (3) Prerequisite: junior standing. A study of ethical procedures and behaviors in sport management. Emphasis on the areas of academic counseling of student-athletes, diversity, stereotypes, media, athletes as role models, career development, and developing the overall benefits of athletics.

- PED 400/500 Cardiac Rehabilitation (3) Prerequisites: PED 105, 205, and a 2.5 (2.75 for Applied Human and Sport Physiology majors) cumulative GPA. A course designed to provide the student the theoretical knowledge and practical background in administering an adult fitness program as well as all phases of cardiac rehabilitation. The student will develop knowledge and skills in cardiovascular physiology, ECG interpretation, basic pharmacology and exercise programming for apparently healthy individuals as well as diabetics, obese, pulmonary and cardiac patients.
- PED 405/505 Sport Business (3) A study of finance and economics in sport including budget development and management, funding, capital improvements, supply and demand trends, and economic impact of sport and leisure events.
- PED 407/507 Motor Perception and Adaptives for Special Populations (3) The study of the processes identification, evaluation, and remediation of the children with mild to moderate structural, developmental and perceptual motor problems. Also designed to study techniques in adapting health and physical education curriculum needs of special populations.
- PED 410/510 Sport Law (3) Shows the impact of the legal process on sport. Collective bargaining agreements, agent representatives, liability concerns, control of amateur, professional and school sport, risk management. A 3.0 is required in this course for the major and minor in Sport Management.
- PED 411/511 Sport Marketing and Promotion (3) Prerequisites: a 2.5 cumulative GPA. The economic, social, and political forces that affect sport. Analysis of successful and unsuccessful marketing campaigns. Integration of the elements of marketing segmentation, product, price and communication into sport marketing.
- PED 450/550 Program Management in Sport (3) Prerequisite: a 2.5 cumulative GPA. An overview of the total management responsibilities in sport and leisure service organizations. Program philosophy and development, personnel management, leadership, strategic management, public relations, and technology in sport receive specific attention.
- PED 464/564 Facility Management in Sport and Wellness (3) This course is designed to introduce students to the fundamentals of conducting needs assessments, planning, constructing, equipping, staffing, programming, and managing facilities in sport, and wellness.
- PED 470/570 Fitness Evaluation and Assessment (3) Prerequisites: PED 105, 205, 305. An introduction to the techniques of evaluation and assessment of human needs, interests and performance in the wellness field. A "B" grade is required for the Exercise Science majors.
- PED 471/571 Tests and Measurements (3) Prerequisite: a 2.5 (2.75 for Applied Human and Sport Physiology majors) cumulative GPA. A study of tests used to determine motor ability, motor capacity, cardiovascular endurance, and body mechanics. Test diagnosis and construction; interpreting and using test results.
- PED 475/575 Advanced Athletic Training (3) Emphasis on legal aspects of sports medicine and current issues including: bloodborne pathogens, eating disorders, the female athlete, sports psychology and preparation for the NATA national examination.
- PED 485/585 Sport in American Culture (3) Prerequisite: a 2.5 cumulative GPA. The course is a study of sport and the ways in which it influences people in America.
- PED 487/587 Computer Applications in HHPS (3) A course designed to provide the student with skills and technical knowledge required for desktop publishing, multimedia presentations, World Wide Web Page production and incorporating Internet sources into presentations. Includes a variety of software and hardware to produce graphics, text documents and page formatting programs. New techniques and software are updated to match requirements within the field. Meets the computer requirement for all HHPS majors.
- PED 489/589 Fieldwork in Sport Management (1-12/1-9) A supervised field-based experience to familiarize the student with the conditions, practices, and environmental settings where the aspired vocational roles are conducted. Students, with the help of their advisor, must find an internship site. The site must be approved by the student's advisor and department chair.
- PED 490/590 Administration of Athletic Training Programs (2) Knowledge in design and management of a sports medicine facility, including: staff management, inventory, space utilization, and adherence to the National Athletic Trainers Association guidelines.
- PED 492/592 Fieldwork in Athletic Training (12) A supervised field-based experience to familiarize the student with the conditions, practices, and environmental settings where the aspired vocational roles are conducted. Placement for the field experience is made and must be approved by the coordinator for Sport Management and department chair.
- PED 493/593 Fieldwork in Exercise Science (1-12/1-9) A supervised field-based experience to familiarize the student with the conditions, practices, and environmental settings where the aspired vocational roles are conducted. Students, with the help of their advisor, must find an internship site. The site must be approved by the student's advisor and department chair.

PED 495 Research Design in Sports Medicine (3)
 Prerequisites: PED 389 and 471 and a cumulative GPA of at least 2.75. Designed to promote an understanding of the theory, skills, methodology, and processes involved in designing, conducting, analyzing, and disseminating a sports medicine research project.

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

- PED 500 Cardiac Rehabilitation (3) See PED 400
- PED 505 Sport Business (3) See PED 405
- PED 507 Motor Perception and Adaptives for Special Populations (3) See PED 407
- PED 510 Sport Law (3) See PED 410
- PED 511 Sport Marketing and Promotion (3) See PED 411
- PED 550 Program Management in Sport (3) See PED 450
- PED 551 Advanced Exercise Physiology (3) Prerequisite: PED 305. The advanced study of physiological adaptations encountered by the human body as it reacts to exercise, physical training and conditioning.
- PED 564 Facility Management in Sport, & Wellness (3) See PED 464

- PED 570 Fitness Evaluation & Assess (3) See PED 470
- PED 571 Tests and Measurements (3) See PED 471
- PED 575 Advanced Athletic Training (3) See PED 475
- PED 585 Sport in American Culture (3) See PED 485
- PED 587 Computer App. in HHPS (3) See PED 487
- PED 589 Fieldwork in Sport Management (1-9) See PED 489
- PED 590 Admin. of Ath Training Prog (2) See PED 490
- PED 592 Fieldwork in Ath Training (12) See PED 492
- PED 593 Fieldwork in Exercise Science (1-9) See PED 493
- PED 631 Seminar in Sport Management (3) This course will cover the following topics: sport ethics, sport journalism, sport accounting and practices, sport management computer applications, personal selling, funding strategies, public and media relations.
- PED 671 Recent Literature and Research in HHPS (3) Review of pertinent literature in selected areas of physical education, including health and recreation.

**Physical Sciences (PHS)
 Physical Sciences & Mathematics Department
 School of Natural & Social Sciences
 Carhart Science Building**

The field endorsement in Physical Sciences will qualify the student to teach courses in physical science, chemistry, physics and earth science for grades 7-12.

In addition to General Education requirements, students must meet the computer literacy requirements of the Math and Sciences departments. NAT 112 Introduction to Personal Computers or any course with a CSC prefix meets this requirement.

Field Endorsement in Physical Sciences (BA or BS) 56 hours

- MAT 137 Applied Calculus must be taken as the Mathematics General Education requirement.
- BIO 110 Biology Concepts 4
- 200 Zoology 4
- CHE 106 General Chemistry I 4
- 107 General Chemistry II 4
- 208 Intro Organic Chem **or**
- 314 Organic Chem I 4
- 393 Laboratory Techniques 1
- EAS 110 Introduction to Meteorology 4

- 120 Introduction to Geology 4
- PHY 201 General Physics I 3
- 202 General Physics II 3
- 321 Physics Laboratory I 1
- 322 Physics Laboratory II 1
- 393 Laboratory Techniques 1
- CHE, EAS, PHY upper level electives to combine with the above to total at least 18 hours in one area, 15 hours in the second area and 12 hours in the third.
- Choose the remaining upper level electives from BIO, CHE, EAS, NAT, PHY 3 hours
- EDU 409 Science Content Area Methods and Materials is required. No additional endorsement is required for a Nebraska Teaching Certificate.

Undergraduate Courses

PHS 102 Physical Science for General Education (3) Selected topics of physics, chemistry, and earth science to be presented by the laboratory-oriented approach, and in compliance with the requirements of General Education. Does not apply to any major, minor, or endorsement in any science area (BIO, CHE, EAS, NAT, PHS, PHY) unless specified. (4 hours lecture-lab combined)

Physics (PHY)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
Carhart Science Building

Objectives: The courses in Physics are designed for those students who (1) plan to pursue further work in the field of physics, (2) plan to apply physics in the pre-professional program, (3) plan to teach physics in an academic setting, (4) have the intellectual curiosity to know and understand the physical world around them. Emphasis is placed upon the concepts of physical principles and how they interact with each other in the real world.

Minor in Physics: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

PHY 201 General Physics I or	
301 University Physics I	3-4
202 General Physics II or	
302 University Physics II	3-4
321 Physics Laboratory I	1
322 Physics Laboratory II	1
Electives	11-13

Upper-level Physics electives selected by advisement to total 21 hours 11-13

Undergraduate Courses

PHY 102 Physics for General Education (3) Selected topics of physics to be presented by the laboratory-oriented approach, and in compliance with requirements of General Education. Does not apply to any major, minor, or endorsement in any science area (BIO, CHE, EAS, NAT, PHS, PHY) unless specified. (4 hours of lecture/lab combined).

PHY 115 Professionalism in Science (2) A course presenting professional issues pertinent to engineers and scientists along with an overview of the various engineering and science disciplines. A course intended primarily for pre-engineers. Case studies based upon actual technical problems will be presented by practicing engineers and scientists.

PHY 201 General Physics I (3) Prerequisites: 2 years of algebra. An algebra-based general physics course intended primarily for health professions, life science and education students. Topics include 1-D and 2-D kinematics and dynamics, static equilibrium, rotational motion, work and energy, and fluids. PHY 321 required.

PHY 202 General Physics II (3) Prerequisite: PHY 201 or 301. A second semester algebra-based general physics course intended primarily for health professions, life science, and education students. Topics include oscillatory motion, waves, electricity, magnetism, optics, and modern physics. PHY 322 required.

PHY 214 Applied Statics (3) Prerequisites: MAT 140, PHY 301. The study of rigid bodies in static equilibrium. A

course intended primarily for pre-engineers. Topics include static equilibrium, couples, two- and three-dimensional force systems, trusses, frames and machines, friction, centroids, and moments of inertia.

PHY 215 Applied Dynamics (3) Prerequisites: PHY 214, PHY 302. Newton's laws of motion are applied to particles and rigid bodies. A course intended primarily for pre-engineers. Topics include absolute and relative motion, forces, acceleration, work and energy, momentum, torque, and angular momentum.

PHY 301 University Physics I (4) Prerequisites: High school physics and MAT 140 or equivalent calculus class. A calculus-based general physics course intended primarily for pre-engineers and computer, math and science majors. Topics include vectors, displacement, velocity, acceleration, static equilibrium, linear and angular momentum, energy and fluids. PHY 321 required.

PHY 302 University Physics II (4) Prerequisite: PHY 301. A second semester calculus-based general physics course intended primarily for pre-engineers and computer, math and science majors. Topics include oscillatory motion, waves, electricity, magnetism, optics, and spectra. PHY 322 optional.

PHY 321 Physics Laboratory I (1) Concurrent enrollment in PHY 201/301 recommended but not required. This laboratory is a required course for both PHY 201 and PHY 301. Experiments, appropriate to the level of lecture, include topics in mechanics, momentum, work and energy, and fluids. (3 hrs lab).

PHY 322 Physics Laboratory II (1) Concurrent enrollment in PHY 202/302 recommended but not required. This laboratory is a required course for PHY 202, but is optional for PHY 302. Experiments, appropriate to the level of the lecture, include topics in oscillatory motion, electricity, magnetism, and basic optics (3 hrs lab).

PHY 326 Electronics (3) An introduction to fundamental principles in electronics. Topics include components of electronic circuits, circuit analysis, analog and digital circuits, and electrical safety. (4 hours of lecture-lab combined).

PHY 336 Classical Mechanics (3) Prerequisite: 1 year of Physics. An upper level course in classical mechanics. Topics include a vector language description of motion, dynamics of a particle, mechanical energy, periodic motion, systems of interacting particles, dynamics of a rigid body and Lagrangian dynamics.

PHY 345 Thermodynamics (3) Prerequisite: 1 year of Physics. An upper level course in thermodynamics. Topics include energy conservation, the first and second laws of thermodynamics, energy and entropy, work and heat,

thermodynamic systems analysis, and properties of state. Application of these fundamentals to energy conversion systems will be presented.

PHY 356 Electricity and Magnetism (3) Prerequisite: 1 year of Physics. An upper level course in electricity and magnetism. Topics include electrostatics, a microscopic analysis of current and circuits, theories of dielectrics, magnetic properties of matter, and Maxwell's equations.

PHY 393 Physics Laboratory Techniques (1-2) Prerequisite: PHY 201 or 301. Introduction to the direction of students in physics laboratories. Course includes instruction in the setup of equipment, supervision of laboratory activities, evaluation of laboratory reports, and laboratory safety. (3 to 6 hours a week).

PHY 405 Mathematical Physics (3) Prerequisites: MAT 340 and PHY 301, or by permission. A formal development of selected topics from infinite series, calculus of variation, partial differentiation, vector analysis, Fourier series, functions of complex variables, coordinate transformations, and tensor analysis. Focus is placed on applications from the physical sciences. Cross-listed as MAT 405.

PHY 440 Astrophysics (3) Prerequisites: 1 year of Physics and EAS 401. An upper level course in astrophysics. Topics

include a more detailed survey of the sun, the solar system, stellar properties, stellar systems, interstellar matter, galaxies, and cosmology. (4 hours lecture/lab combined).

PHY 457 Modern Physics (3) Prerequisite: 1 year of Physics. An upper level course in modern physics. Topics include special and general relativity, quantum mechanics, atomic physics, particle physics, and nuclear physics. Cross-listed as CHE 457 Physical Chemistry II.

PHY 465 Optics (3) Prerequisite: 1 year of Physics. An upper level course in modern optics. Topics include the electromagnetic nature of light, Huyen's principle, interference, diffraction, polarization, dispersion, absorption and scattering. (4 hours lecture/lab combined).

Graduate Courses

PHY 611 Contemporary Physics for Teachers I (3) Selected topics from physics with emphasis on Newtonian mechanics, wave motion, heat, energy and harmonic motion. Lab will emphasize the use of computers. Lecture-lab combined.

PHY 661 Contemporary Physics for Teachers II (2) Selected topics from physics with emphasis on electricity, magnetism, light, and physics of the atom. Lecture-lab combined.

**Political Science (POS)
History, Politics & Geography Department
School of Natural & Social Sciences
Connell Hall**

Objectives: Political Science involves the study of how societies are governed and the consequences of that activity. The programs and curriculum in political science presented below are designed to (1) provide courses of general study of the field, (2) prepare students for careers in public administration, (3) prepare students for teaching careers at the junior and senior high school levels, (4) provide supporting work for related programs, and (5) prepare students for graduate work in the field. Political Science at WSC is grouped into three general areas, American Politics, Public Administration and Policy, and International Relations.

Major/Subject Endorsement in Political Science (BA or BS) 36 hours

Political Science Core: 12 hours

- POS 100 American National Government 3
- 110 Intro to World Politics **or**
- 260 Comp Govt & Politics 3
- 315 Seminar in Political Theory 3
- Capstone Experience (choose one) 3
- POS 490 Junior/Senior Research Seminar (3)
- 499 Senior Honors Colloquium (3)

American Politics (choose 6 hrs from the following) 6

- POS 350 The American Presidency (3)
- 355 Politics of the Supreme Court (3)

- 360 Congressional Politics (3)
- 420 American Constitutional Law (3)
- 425 Rights & Liberties (3)
- 444 Topics in Political Science-by advisement (3)

Public Administration and Policy (choose 6 hrs from the following) 6

- POS 280 Public Admin & Mgt (3)
- 300 State & Local Politics (3)
- 380 Public Policy (3)
- 390 Public Budgeting & Finance (3)
- 410 Public Policy Analysis & Program Eval (3)
- 444 Topics in Political Science-by advisement (3)

SSC 319 Statistics for the Social Sciences (3) (for the major only)

International Relations/Comparative (choose 3 hrs) ... 3

- POS 444 Topics in Political Science-by advisement (3)

Electives*(as specified below) 9

***Political Science Major:** The 9 hours of electives may be selected at the student's discretion from any of the three areas above in consultation with the academic advisor. An approved internship or co-op may qualify for 3 hours of elective credit. Also, if the student uses POS 110 to satisfy the core requirements, POS 260 may count as 3 hours of elective credit.

***Political Science Subject Endorsement:** The 9 hours of electives for the endorsement must include 6 hours from the approved list of Social Sciences courses below and 3 hours from the Political Science areas above selected at the student's discretion in consultation with the academic advisor.

ECO	350 Economic Development (3)
	360 Global Economics (3)
	430 International Economics (3)
GEO	300 Human Geography (3)
	305 Political Geography (3)
HIS	320 The Twentieth Century (3)
	360 Colonial & Revolutionary America (3)
	370 Early National America (3)
	380 America, Civil War through the Great Depression (3)
	385 America, 1941 to the Present (3)
PSY	316 Social Psychology (3)
SOC	320 Social Welfare (3)
	410 Community (3)

other courses by advisement that meet state certification requirements

No course with a grade below “C” will be accepted as part of the minimum requirements for the endorsement. EDU 409 Social Sciences Content Area Methods and Materials must be taken as part of the professional education requirements.

Minor in Political Science: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student’s major(s).

POS	100 American National Government 3
	110 Introduction to World Politics 3
	315 Seminar in Political Theory 3

Political Science electives 12

9 of the 12 elective hours must be upper level courses.

Includes three hours of the Social Sciences General Education requirement.

Minor in Public Administration: 21 hours

The minor in public administration is intended to prepare students in the public and/or non-profit sectors. There are three key objectives:

1. To enhance student preparation in written and spoken communication.
2. To provide students with the opportunity to critically consider the policy-making and policy-implementing institutions, which shape our society.
3. To expose students ideas related to public administration.

A minor must include a minimum of 12 hours unduplicated by the student’s major(s). There are 9 hours of required courses.

POS	100 American National Government 3
	280 Public Admin and Management 3
	380 Public Policy 3

Electives from the following 12

No more than 9 hours from one area. These electives must be chosen in consultation with an advisor.

BUS	360 Management Theory and Practice (3)
	446 Government Accounting (3)
	460 Human Behavior in Organizations (3)
	464 Human Resource Management (3)
CJA	375 Criminal Justice Management (3)
	425 Substance Abuse Management (3)
ECO	202 Princ of the National Econ System (3)
	203 Principles of Market System (3)
GEO	320 Urban Geography (3)

	325 Geo. of Rec., Tourism, & Sports (3)
	430 Geographic Information Systems (3)
POS	300 State and Local Politics (3)
	390 Budget & Finance (3)
	420 American Constitutional Law (3)
	444 Topics (by advisement) (3)
PSY	316 Social Psychology (3)
SSC	300 Social Science Research Methods (3)
	319 Statistics for the Social Sciences (3)
	419 Adv. Social Sci. Res. Methods (3)

Minor in Pre Law: 21 hours

The Pre-Law minor is designed to enhance the preparation of students interested in attending law school while also encouraging students to choose a major they find intellectually stimulating. The Pre-Law minor is also designed to provide students with the skills necessary to successfully compete for admission to law school and to do well once enrolled. The minor requires 21 hours of course work.

The Pre-Law minor has three objectives: (1) To enhance student preparation in written and spoken communication; (2) To provide students with the opportunity to critically consider the institutions and values which shape our society; and, (3) To expose students to many of the ideas and issues related to the study of law.

A minor must include a minimum of 12 hours unduplicated by the student’s major(s).

POS	100 American National Government 3
	420 American Constitutional Law 3
	Choose one of the following: 3

- ENG 200 Expository Writing (3)
- CNA 317 Argumentation (3)
- CNA 342 Persuasion (3)*
- PHI 310 Logic (3)

	Choose one of the following: 3
	BUS 222 Business Law I (3)
	BUS 223 Business Law II (3)
	CJA 200 Criminal Law (3)*
	CNA 475 Communication Law (3)

Choose three of the following: 9

- ECO 202 Princ of the National Econ System (3)
- ECO 203 Principles of the Market System (3)
- GEO 305 Political Geography (3)*
- HIS 465 The American Civil Rights Movement (3)
- PHI 201 Origins of Western Philosophy (3)
- PHI 202 History of Modern Philosophy (3)
- POS 315 Seminar in Political Theory (3)
- POS 350 The American Presidency (3)
- POS 355 Politics of the Supreme Court (3)
- POS 360 Congressional Politics (3)
- SOC 460 Social Stratification (3)*

* indicates that prerequisites in these choices are waived for students in this minor.

Law schools do not require a specific major for admission, however they do recommend broad preparation in a liberal arts program. Students should seek to develop a competency in (a) comprehension and expression in writing, (b) critical understanding of the human institutions and values with which the law deals, and (c) creative power in thinking.

Students are encouraged to select liberal arts majors that will allow them to acquire the skills necessary for successful application to law school. To aid students in that endeavor, WSC has a pre-law advisor. Students interested in pre-law should contact History, Politics and Geography department chair.

Undergraduate Courses

POS 100 American National Government (3) The study of the institutions and political processes of the national government.

POS 110 Introduction to World Politics (3) An introduction to the basic concepts of world political activity, offering a broad overview of the application of political science to world politics and international relations.

POS 260 Comparative Government and Politics (3) Analysis and comparison of the political systems and processes of selected countries.

POS 280 Public Administration and Management (3) Concepts of public administration and management processes, introduction to administrative processes of personnel, budgeting, and program management; analysis of public bureaucracy's function from a public policy perspective.

POS 300 State and Local Politics (3) The study of the political institutions and process at state and local levels.

POS 315 Seminar in Political Theory (3) This seminar allows detailed examination of one or more of the historical and current theoretical positions in political science. Among the possible topics are: classical theory of government, non-western theories, revolutionary theory, American political theory, and the European political tradition.

POS 350 The American Presidency (3) The study and analysis of the development of the contemporary presidency, presidential powers, responsibilities, and political relationships.

POS 355 Politics of the Supreme Court (3) This course focuses on the political forces that shape the Supreme Court's decision-making process. Landmark cases will be closely examined and placed in their political, cultural, and historical context. In addition, students will examine different theories of adjudication, the selection process, and the Supreme Court's relationship with the other political branches.

POS 360 Congressional Politics (3) Analysis of the decision-making structure and process in Congress with a focus upon the organizational constraints on legislative behavior, recruitment of congressional candidates, congressional elections, legislative voting behavior and presidential influence in Congress.

POS 380 Public Policy (3) The study of domestic policy making processes and institutions at all levels, taught from an intergovernmental relations perspective.

POS 390 Public Budgeting and Finance (3) Study of the public budgetary process, public revenue sources, and financial processes of government at all levels, with emphasis on local agency processes.

POS 410 Public Policy Analysis and Program Evaluation (3) Prerequisite: POS 380. Public policy analysis consists of systematically exploring alternatives to defined public policy problems. Program evaluation consists of post hoc examination of the process and impact of public policy. This course is an introduction to the basic concepts and practice of public policy and program evaluation. Students will learn qualitative and quantitative methodological skills used in these processes and employ these skills in research.

POS 420 American Constitutional Law (3) A study of the U.S. Constitution and the impact of the Supreme Court's interpretations of the Constitution: judicial review, governmental powers and rights of citizens, including both civil and criminal rights.

POS 425 Rights and Liberties (3) A study of the Bill of Rights and the impact of the Supreme Court's interpretations on its provisions. Subjects include freedoms of religion, freedoms of speech, freedom of the press, the right to keep and bear arms, search and seizure, the right to counsel, cruel and unusual punishment, discrimination, and the right to privacy.

POS 444 Topics in Political Science (3) Current or special issues in Political Science will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.

POS 490 Junior/Senior Research Seminar (3) Prerequisite: Junior standing. A study of the techniques and methodology of political science and social sciences research. Students will complete a major research project on a topic of their choice and present the results.

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

POS 500 Seminar in Political Science (3) Reading and discussion of selected topics in political science. Content and title will vary. May be repeated if topic and title are different.

Pre-Professional Programs

Students planning to enter the professions listed below will find Pre-Professional Programs offered in the School of Natural & Social Sciences. These programs are coordinated with fields of specialization at the University of Nebraska. Students preparing for these professions should consult early with WSC Mathematics and Sciences faculty to plan appropriate courses, and they also should write a professional college for its advice on preparatory courses. The list of pre-professional fields below includes a recommended duration of study at WSC. Admission to the professional schools is competitive.

- Agriculture, 2 years
- Agricultural Engineering, 2 years
- Architecture, 2 years
- Bio. Systems Engineering, 2 years
- Cardiovas/Inteven Tech (CVIT) 48 cr. hrs.
- Chiropractic, 2 years
- Computed Tech./Magnetic Res. (CT/MRI) 48 cr. hrs.
- Dental, 3 years

- Dental Hygiene, 2 years
- Diagnostic Med. Sonography (DMS), 48 cr. hrs
- Engineering, 2 years
- Forestry, 2 years
- Medicine, 4 years
- Nuclear Medicine Tech. (NMT), 48 cr. hrs
- Nursing, RN 1 yr, BSN 2 yrs
- Occupational Therapy, 2 years
- Oceanography, 2 years
- Optometry, 3 years
- Osteopathic Medicine, 3 years
- Pharmacy, 2 years
- Physical Therapy, UNMC, 3 years
- Physical Therapy, Creighton, 3 years
- Physician's Assistant, 3 years
- Podiatric Medicine, 3 years
- Radiation Therapy Tech, 48 cr. hrs
- Radiography, 48 cr. hrs.
- Veterinary Medicine, 3 years

Psychology (PSY)

Sociology, Psychology & Criminal Justice Department
School of Natural & Social Sciences
Connell Hall

Objectives: Psychology is the science that studies behavior and mental processes. The major in psychology is designed to provide a broad foundation of knowledge to meet the needs of students entering the helping professions, graduate schools, and/or related areas.

Subject Endorsement in Psychology (BA or BS) 36 hours

No course with a grade below "C" will be accepted as part of the minimum requirements for the endorsements.

- PSY 101 General Psychology 3
- 401 Theories of Personality **or**
- 470 History and Systems 3
- 405 Experimental Psychology 3
- SOC 101 Introduction to Sociology 3
- SSC 319 Statistics for Social Sciences 3
- choose two of the following three 6
- PSY 402 Learning (3)
- 403 Cognitive Psychology (3)
- 460 Physiological Psychology (3)

*Psychology electives 15
 9 of the 15 elective hours must be upper level courses.

EDU 409 Social Sciences Content Area Methods and Materials must be taken as part of the professional education requirements.

Major in Psychology (BA or BS) 36 hours

- PSY 101 General Psychology 3
- 401 Theories of Personality **or**
- 470 History and Systems 3
- 405 Experimental Psychology 3
- SSC 319 Statistics for Social Sciences 3
- choose two of the following three
- PSY 402 Learning (3)

- 403 Cognitive Psychology (3)
- 460 Physiological Psychology (3)

*Psychology electives 18
 12 of the 18 elective hours must be upper level courses. A minor is required.

Minor in Psychology: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s).

- PSY 101 General Psychology 3
- *Psychology electives (may include SSC 319) 18

12 of the 18 elective hours must be upper level courses.
 *No more than three credit hours toward program electives in the psychology major, psychology minor, or psychology subject endorsement will be accepted from cooperative education or internship credits.

PSY 101 is a prerequisite for all other Psychology courses.

Undergraduate Courses

PSY 101 General Psychology (3) An overview of human behavior from various psychological perspectives. Topics covered to include; learning, maturation, biological foundations, motivation, perception, personality development, personal awareness, abnormal behavior, and social behavior.

PSY 230 Life Span Development (3) Presentation of physical, cognitive, social, and personality development throughout the life span. Development tasks will be presented.

PSY 316 Social Psychology (3) Prerequisite: PSY 101 or SOC 101. The scientific discipline that investigates social influences that appear to produce similarities and differences in human behavior.

PSY 345 Health Psychology (3) Health Psychology emphasizes the role of psychological factors in the

maintenance of good health; the prevention of illness; and the treatment of, recovery from, and adjustment to existing and ongoing illness.

PSY 401 Theories of Personality (3) Distinctive themes of selected theories of personality will be presented. Emphasis is placed on those themes that foster knowledge of individual behavior.

PSY 402/502 Learning (3) A study of the principles, theories and research on learning and behavior. The course will emphasize basic principles of learning and real world examples and applications of them. Topics include habituation, classical conditioning, reinforcement, punishment, stimulus control of behavior, biological constraints on learning, and animal memory and cognition.

PSY 403/503 Cognitive Psychology (3) This course is organized around the information-processing framework of human cognition. The purpose of the class is to introduce substantive fundamental issues in human cognition, learning and memory. Selected experiments and their implications for conceptual issues will be discussed in depth in order to draw their direct pertinence to and potential impact upon human affairs.

PSY 404/504 Sensation and Perception (3) The study of the sensory systems that enable us to detect and interpret environmental stimuli. Each sensory modality (vision, audition, gustation, and others) processes stimuli differently. This course provides an overview of the current state of knowledge for each system and examines how they are interrelated.

PSY 405 Experimental Psychology (3) Prerequisite: SSC 319 or equivalent. An introduction to the methods of experimental psychology as a means of obtaining information about behavior. The laboratory section will allow students to learn to apply and report research methods by initiating, conducting, analyzing, and reporting experimental research procedures.

PSY 406/506 Death and Dying (3) Prerequisites: PSY 101 or SOC 101. This course examines various causes of death (including "natural causes," AIDS, suicide, violent deaths), dying with dignity, our attitudes about death, rituals, and grief processes.

PSY 410/510 Psychology of Small Group Behavior (3) Prerequisites: PSY 101 or SOC 101. This course provides a critical overview of theory and research on small groups. Cohesiveness, conformity, power, inter-group and intra-group conflict and cooperation are studied. Students will observe and participate in small group processes.

PSY 415/515 Human Sexuality (3) Human sexuality is examined from a multicultural perspective to include the historical, biological, psychological, cultural, and

sociological viewpoints.

PSY 435/535 Industrial/Organizational Psychology (3) A study of the application of the methods, facts and principles of psychology to people at work. Research in Industrial-Organizational Psychology includes an examination of job analysis and evaluation, selection, training and performance appraisal of personnel, the structure and context of organizations, organizational culture, organizational change, career development, motivation, job satisfaction, and team dynamics from a psychological perspective. Students will also examine the impact of factors such as increasing government influence, technology improvements, shifting economic conditions and the changing nature of the workforce on industry. This area of psychology will be shown to have a direct impact on business, industry, labor, public, academic, community and health organizations.

PSY 440/540 Psychopharmacology (3) A study of the physical changes and psychological effects that drugs have on the brain and nervous system. Topics will include the basic organization and function of the brain and nervous systems and a history of the use of drugs. The course will emphasize how the functions of the brain are altered by the use of drugs, from both illegal and prescription uses. An overview of the mental disorders for which drugs are prescribed, and the mental disorders that result from drug use is included.

PSY 444/544 Topics in Psychology (3) Current or special issues in Psychology will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.

PSY 450/550 Abnormal Psychology (3) Approaches to the assessment and treatment of emotional, social, psychotic, organic, and development disorders are examined.

PSY 460/560 Physiological Psychology (3) Course work will focus on the relationship between the nervous system and behavior. Theories of interactions between the brain and behavior, the research methods and results of such studies, and the implications of the findings will be examined.

PSY 470/570 History and Systems (3) A study of the ideas and contributions of individuals who influenced the development of psychology as a science. Topics include important theories and schools of thought on which psychology is based.

Cross Listed Courses:

Three hours from the following courses may be used as electives in psychology programs:

SOC 340 Psychological Anthropology

SSC 300 Social Sciences Research Methods

Eligible seniors may enroll in 500 level graduate courses. Graduate Courses

- PSY 502 Learning (3) See PSY 402
- PSY 503 Cognitive Psychology (3) See PSY 403
- PSY 504 Sensation and Perception (3) See PSY 404
- PSY 506 Death and Dying (3) See PSY 406
- PSY 510 Psychology of Small Group Behavior (3)
See PSY 410
- PSY 515 Human Sexuality (3) See PSY 415
- PSY 535 Industrial/Organizational Psychology (3)
See PSY 435

PSY 540 Psychopharmacology (3) See PSY 440

PSY 544 Topics in Psychology (3) See PSY 444

PSY 550 Abnormal Psychology (3) See PSY 450

PSY 560 Physiological Psychology (3) See PSY 460

PSY 570 History and Systems (3) See PSY 470

PSY 600 Studies in Psychology (3) The study and analysis of selected of selected topics in the field of psychology. The course will emphasize both content and general research approaches to the topic. Content and title will vary. May be repeated for credit if topic and title are different.

**Safety Education (SAE)
Technology & Applied Science Department
School of Business & Technology
Benthack Building**

Objectives: The offerings in Safety Education are provided for students preparing to become teachers of secondary school driver education. The courses are formulated to provide basic education in general safety with emphasis on driver education.

Endorsement in Secondary School Driver Education 9 hours

A special endorsement available in addition to a field endorsement or two subject endorsements.

- SAE 120 Traffic Safety Education I 3
- 121 General Safety Education 3
- 220 Traffic Safety Education II..... 3

Undergraduate Courses

SAE 120 Traffic Safety Education I (3) Principles which will reduce highway accidents, behind-the-wheel instruction,

motor car operation, highway and traffic laws, safety patrols, accident hazards, and how to prevent them.

SAE 121 General Safety Education (3) Principles of safety, techniques of accident prevention, and human conservation in the following areas: occupational, transportation, home, farm, and school. Development of materials of instruction in safety education, the improvement of teacher effectiveness, the supervision of student activities.

SAE 220 Traffic Safety Education II (3) Primarily devoted to methods of teaching and the administration of high school driver education and traffic safety. The participant must acquire, through supervised teaching experience, competence in developing and projecting skills and techniques as well as transferring the necessary and satisfactory attitudes in students.

**Social Sciences (SSC)
Sociology, Psychology & Criminal Justice Department
School of Natural & Social Sciences
Connell Hall**

Objectives: Social Sciences offers courses and programs of study designed to help the student understand the history and nature of human beings in a social context. Students may select a field endorsement, or a Social Sciences major. A minor in Social Sciences is available for students not in the Social Sciences major itself. Students are urged to work closely with their academic advisor to select suitable courses from the many choices.

Field Endorsement in Social Sciences (BA or BS) 66 hours

The endorsement includes 6 hours of General Education history requirements, 3 hours of General Education World Cultures/Social Institutions credit, and 3 hours of General Education Individual and Society credit.) No course with a

grade below "C" will be accepted as part of the minimum requirements for the endorsement.

- HIS 170 World Civilizations I 3
- 171 World Civilizations II 3
- 180 The American Experience I 3
- 181 The American Experience II 3
- 480 Historiography Seminar 3
- Upper level U.S. History 6
- Upper level Non-U.S. History 6
- SSC 490 Social Sciences Research Seminar
(or appropriate Honors class, 395 or 499) 3
- 9 hours in each of two selected Social Sciences areas
(Anthropology/Sociology, Economics, Geography,
Political Science, or Psychology) 18
- 6 hours from each of the 3 remaining Social Sciences
areas not selected above 18
- Within each discipline, courses are presented in the

recommended order of selection:

Anthropology/Sociology, SOC 101 (3), SOC 110 (3), a 3 hour course by advisement.

Economics, ECO 202 (3), 203 (3), a 3 hour upper level ECO course.

Geography, GEO 120 (3), 6 hours of upper level GEO courses.

Political Science, POS 100 (3), 6 hours of upper level POS courses.

Psychology, PSY 101 (3), 6 hours of upper level PSY courses.

Courses count only in the area of the prefix.

EDU 409 Social Sciences Content Area Methods and Materials must be taken as part of the professional education requirements.

Major in Social Sciences (BA or BS) 55 hours

Students must select an 18 hour Primary Area of Emphasis, plus 18 hours including 3 hours from each Social Sciences program outside the emphasis (CJA, ECO, GEO, HIS, POS, PSY, SOC/Anthropology), plus 18 hours of electives from any of the SSC areas, with a maximum of 12 additional hours in any area outside the primary emphasis, and SSC 485 (1) Social Sciences Senior Seminar. Note: at least 50% of the hours in the major must be upper level courses (300 or above). General education courses may be included in the areas.

Primary Areas (18 hours from one area required as a Primary Area of Emphasis)

Criminal Justice

CJA	105 Intro to Criminal Justice	3
	365 Juvenile Delinquency	3
	CJA courses as electives	12

Economics

ECO	202 Prin of the Nat Economic System	3
	203 Prin of the Market System	3
	ECO upper-level electives	9
SSC	319 Statistics for Soc. Sciences	3

Geography

GEO	GEO electives by advisement	18
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History

HIS	HIS electives by advisement	18
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Political Science

POS	100 American National Government	3
	110 Intro to World Politics	3
	POS electives by advisement	12

Psychology

PSY	101 General Psychology	3
	PSY electives by advisement	15

Sociology/Anthropology

SOC	SOC electives	18
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including no more than 6 hours of courses cross-listed in the Sociology major.

Minor in Social Sciences: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s). 21 hours from the departments of criminal justice, economics, geography, history, political science, psychology, sociology/anthropology, and social sciences interdisciplinary courses; 9 hours of lower level (100 and 200 level) courses with no more than 3 hours from any one area; 12 hours of upper level courses with no more

than 6 hours from any one area. Courses taken to satisfy a student's major(s) may not be used in the minor.

Undergraduate Courses

SSC 300 Social Sciences Research Methods (3) Prerequisite: 9 hours of course work in the social sciences. This course introduces students to basic quantitative and qualitative research methods. The course covers methodological concepts, the steps in the research process, measurement, research design, elementary data analysis, and report writing. Students are introduced to analysis of research reported in professional literature. This class includes computer applications in research methods.

SSC 319 Statistics for the Social Sciences (3) Prerequisite: 3 hours math. Introduction to the statistical measures commonly used in Social Sciences research and their application to research problems in the various Social Sciences disciplines. Includes use of computer statistical packages for Social Sciences.

SSC 419 Advanced Social Sciences Research Methods (3) Prerequisite: junior standing; SSC 300. This course is in support of the activities of the SSRC (Social Sciences Research Center). The focus is on applied qualitative and quantitative research procedures for evaluation, analysis and presentation of Social Sciences data. Primary and secondary data analysis is utilized. Class may include: grant writing and evaluation, preparing survey/assessment instruments, focus group research, and field research projects. Data collection, data analysis, and report writing are part of the curriculum. Assignments vary according to SSRC projects. The course includes extensive computer applications.

SSC 444 Topics in Social Sciences (3) Current social issues will be examined in a multi-disciplinary approach in a seminar setting. Topics will vary each semester. May be repeated for credit if no duplication of topics exists.

SSC 485 Social Sciences Senior Seminar (1) Prerequisites: Senior standing, permission of the advisor. Students will complete a written project on a topic chosen with their advisor. This project is intended to integrate all of the disciplines and approaches taken in the major, demonstrating the interrelatedness of the Social Sciences. The advisor will meet with various faculty members to facilitate discussion of the integration of ideas through the students course work.

SSC 490 Social Sciences Research Seminar (3) A study of the techniques of historical and Social Sciences research and writing. Students will complete a major research project on a topic of their choice and present the results to the seminar. Students in Honors Colloquium 499 are exempt from SSC 490 when required in a major endorsement.

Sociology/Anthropology (SOC)
Sociology, Psychology & Criminal Justice Department
School of Natural & Social Sciences
Connell Hall

Objectives: Broadly speaking, sociology is the study of human social behavior. It is concerned with the structure and cultural settings of social systems, the development of systematic reliable knowledge about human relationships, and with the products of such relationships. Sociology challenges students to examine the variety of learned social values. Sociology helps students to develop their sociological imagination, to understand the relationship between individual experiences and forces in the larger society that shape their actions. An emphasis in critical thinking and the development of good communication skills is a hallmark of the program. Courses are specifically designed to provide all students with the opportunity to develop these skills. Majors also engage in hands-on professional research via participation in the Social Sciences Research Center and its community and agency research projects. Majors are further encouraged to participate in internships in a variety of settings.

Program Goals:

Students who major in sociology should be able to: (1) understand and apply the “sociological perspective” and the basic concepts of the field; (2) compare major theoretical perspectives, know the contributions of key sociological writers; (3) demonstrate knowledge of basic statistics and research methods which characterize the discipline and the ability to apply these skills in evaluating and interpreting data; and (4) demonstrate an awareness and understanding of socio-cultural diversity.

Subject Endorsement in Sociology (BA or BS) 36 hours

No course with a grade below “C” will be accepted as part of the minimum requirements for the endorsement.

SOC	101 Introduction to Sociology	3
	110 Introduction to Anthropology	3
	200 Sociology of Deviance	3
	220 Social Problems	3
SSC	300 Social Sciences Research Methods	3
	Upper level Sociology Electives	15
	Social Sciences Electives	6

EDU 409 Social Sciences Content Area Methods and Materials must be taken as part of the professional education requirements.

Major in Sociology (BA or BS) 36 hours

SOC	101 Introduction to Sociology	3
	110 Introduction to Anthropology	3
	480 Social Theory	3
	488 Sociology Senior Seminar (or appropriate Honors class, 395 or 499)	3
SSC	300 Social Sciences Research Methods	3
	319 Statistics for the Social Sciences	3
	6 hours from the following: (Diversity Section)	6
SOC	340 Psychological Anthropology (3)	
	345 Multicultural America (3)	
	350 Religion and Culture (3)	
	355 Human Populations (3)	
	444 Topics in Sociology (3)	

	445 Ethnic Studies (3)	
	460 Social Stratification (3)	
	465 Peoples & Cultures of the Mid East (3)	
	SOC electives (may include SSC 419 and up to 6 hours of cross listed courses)	12

Minor in Anthropology 21 hours

A minor must include a minimum of 12 hours unduplicated by the student’s major.

SOC	101 Introduction to Sociology	3
	110 Introduction to Anthropology	3
	Electives	15
SOC	340 Psychological Anthropology (3)	
	345 Multicultural Anthropology (3)	
	350 Religion and Culture (3)	
	415 The Family (3)	
	444 Topics in Sociology (by advisement) (3)	
	445 Ethnic Studies (3)	
	465 Peoples & Cultures of the Mid East (3)	

NOTE: Another major or minor is required for students selecting sociology and anthropology major/minor combinations.

Minor in Sociology 21 hours

A minor must include a minimum of 12 hours unduplicated by the student’s major.

SOC	101 Introduction to Sociology	3
	110 Introduction to Anthropology	3
	220 Social Problems	3
	Upper level Sociology Electives	12
	(may include SSC 300, 319 and 419)	

Undergraduate Courses

SOC 101 Introduction to Sociology (3) An introduction to the study of human social behavior, society and its values, social organization, institutions, and processes. Some topics included are socialization, minorities, gender roles, the family, religion, and social change.

SOC 110 Introduction to Anthropology (3) This course introduces the student to the four major subdivisions of anthropology: physical anthropology, archeology, linguistic anthropology, and cultural anthropology. It lays the foundations for an understanding of human biological and cultural diversity.

SOC 200 Sociology of Deviance (3) Prerequisite: SOC 101 or SOC 110. Study and discussion of selected topics regarding areas of deviance including alcoholism, drug abuse, mental illness, crime, and domestic violence.

SOC 220 Social Problems (3) Prerequisite: SOC 101 or SOC 110. Study and discussion of selected social issues including racism, ageism, sexism, poverty, welfare and environment.

SOC 315 Rural Sociology (3) Prerequisite: SOC 101. The study of the social and cultural aspects of rural life, differential access to social institutions, rural poverty, agribusiness, and future prospects.

SOC 320 Social Welfare (3) Prerequisites: SOC 101 or SOC 110. Designed for those interested in understanding social

- welfare systems, public assistance processes and policies, social services programs, and client/patron relations.
- SOC 340 Psychological Anthropology (3) Prerequisite: SOC 101 or SOC 110 or PSY 101. The study of the relationship between personality and culture within a cross-cultural context.
- SOC 345 Multicultural America (3) Study of the history, place, and role of ethnic and racial groups in American society. The course uses a comparative approach and focuses upon the differences and similarities in the adjustment processes of different groups to the American scene from the colonial period to the present.
- SOC 350 Religion and Culture (3) Prerequisite: SOC 101 or SOC 110. The study of religious behavior from an anthropological perspective; it explores various religious beliefs and rituals across cultures.
- SOC 355 Human Populations (3) A study of the major qualitative and quantitative problems and trends in human populations and consideration of those social factors that influence their composition. This course addresses the interrelationships between demographic variables and populations and how these apply to a variety of disciplines.
- SOC 410 Community (3) The study of the community as a system: basic sociological concepts and theories applied to the reality of community life, organization and distribution of power, ecological considerations, and processes of interaction between social units.
- SOC 415/515 The Family (3) Prerequisite: SOC 101 or SOC 110. Study of the basic social unit: socialization processes, love, marriage, parental roles, conflict and divorce, within a historical and cultural perspective.
- SOC 420 Environmental Sociology (3) Prerequisite: SOC 101. This course will analyze the relationship between the logic of social system development and resource development. The reciprocal relationship between human society and ecosystems will be examined as a wide range of environmental problems are addressed.
- SOC 444 Topics in Sociology (3) Current or special issues in Sociology will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.
- SOC 445/545 Ethnic Studies (3) To understand contemporary society in the United States it is necessary to know the historical and cultural processes contributing to present issues, including interaction between cultures and adaptations that have occurred. Each semester this course is offered, the focus will be on one of the following populations in the United States: Native American Cultures, African American Cultures, Hispanic/Latino Cultures, and Asian American Cultures. Students may repeat the course for specific populations.
- SOC 460/560 Social Stratification (3) Social stratification systems, social status, and social classes provide the course focus. The expression and impact of stratification in society are also explored. Inequalities based on race, gender, and age are also discussed.
- SOC 465/565 Peoples & Cultures of the Middle East (3) The focus of this course is the Middle East, its peoples and its cultural heritage. The emphasis is on important environmental and historical forces that have produced a complex region with interlocking linguistic, ethnic, religious, kin, and class distinctions that characterize the area today.
- SOC 480/580 Social Theory (3) A survey of the major theorists and modern theoretical perspectives in sociology.
- SOC 488/588 Sociology Senior/Graduate Seminar (3) This course is designed to be a student-driven course that reviews the theoretical perspectives, basic concepts, importance of socio-cultural diversity, and research methods first introduced in Introduction to Sociology and then utilized throughout the sociology curriculum. The course includes refinement of students' understanding of the "sociological imagination," ethics, and other professional issues in the discipline of sociology; further development of students' critical writing, thinking, and communication skills; and engagement in a research project from conception to completion. Ultimately, the course is focused on the professional socialization of students majoring in sociology.
- Cross Listed Courses:**
Six hours from the following courses may be taken for sociology credit in the major, not for the endorsement.
CJA 365 Juvenile Delinquency
CJA 405 Family Violence
PSY 316 Social Psychology
- Eligible seniors may enroll in 500 level graduate courses.**
- Graduate Courses**
- SOC 500 Topics in Sociology (3) Reading and discussion of selected topics in sociology. Content and title will vary. May be repeated if topic and title are different.
- SOC 510 Topics in Anthropology (3) Reading and discussion of selected topics in anthropology. Content and title will vary. May be repeated if topic and title are different.
- SOC 515 The Family (3) See SOC 415
- SOC 545 Ethnic Studies (3) See SOC 445
- SOC 560 Social Stratification (3) See SOC 460
- SOC 565 Peoples & Cultures of the Middle East (3)
See SOC 465
- SOC 580 Social Theory (3) See SOC 480
- SOC 588 Sociology Graduate Seminar (3) See SOC 488
- SOC 600 Studies in Sociology/Anthropology (3) The study and analysis of selected topics in the fields of sociology or anthropology. Content and title will vary. May be repeated if topic and title are different.

**Special Education (SPD)
Counseling & Special Education Department
School of Education & Counseling
Brandenburg Building**

The Special Education Program is a collaborative and consultation based professional preparation program within the School of Education & Counseling. This program requires each preservice teacher to have completed a program of study in (1) General Education; (2) Professional Education; and (3) Special Education Specialty Studies. The Special Education Field Endorsement, being a teacher education program, is governed by all requirements established and set forth by the School.

Philosophy: The philosophy of the WSC Special Education Program is dedicated toward enabling exceptional learners to be teachable in regular education settings through consultative and collaborative professional education environment.

Theme: The WSC Teacher Education Program has established as the theme of its professional education knowledge base that preservice teachers will be prepared to relate theory and practice through inquiry, reflection, and facilitation. Using the professional education knowledge base theme as an integrative core of educating special education teachers, the specialty studies knowledge base theme of the WSC Special Education Program is concentrated upon distinguished professional preparation of the special educator as a precision teacher and transdisciplinary collaborator.

Outcomes: All WSC Special Education majors in addition to demonstrating competency in the six (6) program outcomes and nine (9) essential teaching behaviors of the professional education knowledge base will also demonstrate competency in the Special Education Program knowledge base in nine (9) program outcomes and sixteen (16) essential mild/moderate exceptional learners K-12.

**Field Endorsement in Special Education
Mildly/Moderately Handicapped K-12 (BA or BS) 52 hours**

A "C" or above is required in each course.

CNA	451 Speech Pathology	3
EDU	310 Reading and Writing in the Middle/ Secondary School	1
	330 Reading & Lit in the Elem Sch	6
	430 Literacy Assessment	3
PED	407 Motor Perception and Adaptives for Special Populations	3
SPD	151 Introduction to Special Education	3
	252 Char/Meth Kindergarten/Elementary.	3
	331 Ident & Assess for Ind Instr	3
	353 Char & Methods: Mid/Sec. (7-12)	3
	361 Clinical Exp-Special Education	6
	400 Mgt & Dec Making Strat for Sp Ed.	3
	402 Life Skills and Transition	3
	404 Measurement and Evaluation	3
	430 Behav Inter for the LRE	3
	431 Diag/Pres for Ind Instr. & Curr P-12	3
	452 Consul & Collab Prac for Exc Lrners	3

Professional Education Courses 26 hours

EDU	201 Introduction to Prof Ed	3
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	211 Child & Adol Growth and Dev	3
	321 Edu Psy: Mod & Theories of Lrning	3
	367 Human Relations	3
	400 Secondary Schools	2
SPD	405 Directed Teaching (Elementary)	6
	410 Directed Teaching (Secondary)	6

All WSC Special Education majors must adhere to program entry and progress requirements delineated by the Gateway system described in the Education section.

Undergraduate Courses

SPD 151 Introduction to Special Education (3) Study of the knowledge base for special education with respect to legislation, procedural requirements, exceptional learner placements, instruction, and evaluation. An emphasis is placed upon behavioral and humanistic examination of special education practice in culturally responsive settings. **This course is approved by the Nebraska Dept. of Ed. for certification purposes.**

SPD 251 Characteristics and Methods: Birth through age 8 (2-3) Prerequisite: SPD 151. This course covers the history and legal aspects, assessment and individualized instructional planning, and transitioning for young children with special needs, ages birth through 8. Emphasis is on working with families of young children with disabilities. Three (3) credit hours are required for the Early Childhood endorsement; two (2) credit hours are required for the FCS Early Childhood major.

SPD 252 Characteristics and Methods Kindergarten/Elementary (3) Prerequisite: SPD 151. Study of the methodology facilitating learning of basic academic and psychosocial skills for students with mild/moderate disabilities from kindergarten through grade six. Study includes development of transition to secondary programming and instruction in the least restrictive environment/inclusive setting. An examination of assistive technology is also included.

SPD 331 Identification and Assessment for Individual Instruction (3) Prerequisites: SPD 151, 252 and 404. Study of informal and formal identification and assessment procedures for exceptional learners consistent with federal and state mandates for IFSP, IEP, ITP, and IPP. Emphasis upon terminology and descriptive statistics for standardized and non-standardized tests for placement in the least restrictive environment. Included is test administration and report writing for multidisciplinary teams.

SPD 353 Characteristics and Methods: Middle/Secondary (7-12) (3) Prerequisites: SPD 151 and 252. Study of non-categorical knowledge-base unique to adolescents and young-adult-aged exceptional learners with focus upon mild or moderate disabilities. Emphasis upon the methodology of facilitating the student's learning in general education settings, and transition to post-secondary education. An introduction to assistive technology and mastery of learning strategies are included.

SPD 361 Clinical Experience-Special Education (6)

Prerequisites: SPD 331, 353, 400, and 430. A culturally responsive clinical experience that bridges the professional education and special education knowledge bases with experiential practice. Emphasis is upon transdisciplinary delivery of the IEP with consultative assistance provided by an experienced practitioner in a school or agency educational setting. Evaluation by letter grade. Students must preregister with the Office of Field Experiences by October 15.

SPD 400 Management and Decision Making Strategies for Special Education (3)

Study of legal, procedural, and organizational structures of special education programs. Emphasis upon teacher management of classrooms within programmatic resources consistent with federal and state mandates (e.g. PL 94-142, PL 101-476, and Rule 51), technology, cultural diversity, as well as emerging trends and practices in special education. Focus is directed toward consultative and collaborative approaches for transdisciplinary practice.

SPD 402/502 Life skills and Transition (3)

Prerequisites: SPD 151 or 608 and SPD 252. Preparation of teacher candidates to direct secondary programs for exceptional students who can benefit from opportunities to pursue the development of their behaviors, abilities, and attitudes that will allow them equal access to the adult world of working and living. Theory, research, and directed experiences for inquiring and reflecting will be provided for the teacher candidates through the study of: history of the development of career education for persons with disabilities; principles of secondary education programs; legislation and litigation regulations regarding transition; procedures for job training, placement and supervision; correlation with the Individualized Transition Plan; and required academic programming.

SPD 404/504 Measurement and Evaluation (3)

Historical background of mental achievement, personality testing and evaluating criteria of a good test, analysis of standardized and informal examinations, test diagnosis and construction, summarizing, interpreting, and using test results.

SPD 405 Directed Teaching-Special Education K-6 (6)

Prerequisite: Admission to the professional semester. Qualified senior students shall make application at the beginning of the second term of their junior year. Special Education majors will spend one half of their directed teaching experience at the K-6 level. Evaluation by letter grade.

SPD 410 Directed Teaching-Special Education 7-12 (6)

Prerequisite: Admission to the professional semester. Qualified senior students shall make application at the beginning of the second term of their junior year. Special Education majors will spend one half of their directed teaching experience at the 7-12 level. Evaluation by letter grade.

SPD 430/530 Behavioral Intervention for the Least Restrictive Environment (3) Prerequisites: SPD 151 and 252. Study of maladaptive, atypical or deviant behaviors of students who require specialized educational programming. Techniques for modification of student behavior to enable the learner to be teachable in the general classroom will be addressed. Special strategies may include: the engineered classroom, contingency contracting, and token economies. Theoretical models and therapeutic techniques will be studied. Emphasis on parental training and involvement in behavior management is included.

SPD 431 Diagnosis and Prescription for Individual Instruction and Curriculum P-12 (3) Prerequisite: SPD 331. Study of the interpretation of standardized and non-standardized assessment of exceptional learners to diagnose specific individual learning needs. Emphasis upon the collaborative application of interpreted assessments for prescriptive precision teaching to enhance learning in the least restrictive environment. Included is consultative application of the IFSP, IEP, ITP, and IPP to integrated educational settings. Examination of assistive technology and vocational transition.

SPD 452/552 Consultation and Collaboration Practices for Exceptional Learners (3) Prerequisite: Completion of SPD 361. Trans-disciplinary consultation and collaboration with parents and families of exceptional learners as well as direct and related special education services personnel. Emphasis is upon culturally responsive models and approaches directed toward meeting the unique educational needs of exceptional learners.

**Eligible seniors may enroll in 500 level graduate courses.
Graduate Courses**

SPD 502 Life Skills and Transition (3) See SPD 402

SPD 504 Measurement and Evaluation (3) See SPD 404

SPD 530 Behavioral Intervention for the Least Restrictive Environment (3) Prerequisite: SPD 608. See SPD 430.

SPD 552 Consultation and Collaboration Practices for Exceptional Learners (3) See SPD 452

SPD 572 Identification of Mild/Moderate Disabilities (3) Prerequisites: SPD 151 or 608, SPD 252, SPD 404 or 504. Provides training and experience in the administration and interpretation of formal diagnostic instrument rating scales and checklists and psychometric devices which may be used to screen, identify, and make educational plans for students with disabilities.

SPD 608 Survey of Exceptionalities (3) The historical development of the education of students with exceptional education needs, recognizing the characteristics and causes of the Exceptionalities, and the diagnosis and instructional

intervention relevant to the particular exceptionality are presented. The course is appropriate for educational practitioners and community agency personnel. Direct application of the knowledge of Exceptionalities to the classroom or agency population is expected.

SPD 609 Neuropsychology of Exceptional Learners (3)
Understanding the unique learning characteristics of the exceptional student. Brain research as it relates to exceptionality is studied. Emphasis on learning ability and the psychological foundation for selected teaching strategies for exceptional students.

SPD 610 Curriculum Modification in LRE (3) Prerequisites: SPD 608, 609, 631. Emphasis on the educational modifications needed for exceptional learner's success in the General Education setting and to comply with the mandates of the IEPs. Inclusionary practices are studied.

SPD 611 Organization and Administration of Special Education (3) Prerequisite: SPD 608. Introduction to administrative procedures of special services. Emphasis on Nebraska and national laws governing special education. Processes of planning and implementing student programs as well as maintaining student records, identifying, selecting and using local and state resources for operating the special education program are studied.

SPD 625 Characteristics and Methods: High Ability Students (3) This course provides an introduction to the psychological characteristics of giftedness in students. Characteristics of at-risk student populations are studied. The candidate will develop and prescribe appropriate curricula, methods, models, and materials to meet the unique needs of high ability learners. The six areas of giftedness identified by the federal law will be specifically addressed.

SPD 631 Assessment, Diagnosis, and Interpretation (3)
Prerequisites: SPD 608. An advanced course to prepare the special educator to be a team leader in the identification process for exceptional learners. Emphasis on interpretation of assessment data into educational programming for the individual exceptional student.

SPD 661 Clinical Application (3-6) Prerequisites: Admission to special education MSE degree program and advisor's approval. Special Educator Option: This course focuses on the student's application of new learning strategies in a sequence of planning and instructional phases to serve students with mild/moderate disabilities in K-12 general and special education settings. An individualized professional development plan is written by the advisor with the student, and the student's local special education administrator's input. (Letter grade will be recorded)

SPD 662 Practicum in High Ability Education (3-6)
Prerequisites: A valid teaching certificate and one year of successful teaching experience. This course provides experiences for the candidate to teach, to plan and to conduct staff development programs, to develop instructional materials for high ability students, and to conduct evaluation of student learning and program effectiveness.

SPD 663 Applied Research (3) Prerequisites: Admission to special education MSE degree program and advisor's approval. Special Educator option or Instructional Manager option: This course provides for a laboratory or field setting in which students can implement the research data collection under the direction of the student's research committee. (Letter grade will be recorded)

SPD 667 Multicultural Aspects of Curriculum Planning for Exceptional learners (3) Understanding the individual educational needs of culturally and linguistically diverse exceptional students. Multicultural bilingual special education, academic skill acquisition, linguistic diversity, (including but not limited to African American, Hispanic, Asian American, and Native American), and testing/identification discrimination issues are studied.

SPD 699 Thesis (3-6) Prerequisites: EDU 650, SPD 661, admission to special education MSE degree program, advisor approval and approval by the student's research committee. The research question will be approved by the student's research committee during enrollment in EDU 650. The student will write the thesis and defend it before the student's research committee and the WSC community.

**Vocational Education (VED)
Technology & Applied Science Department
School of Business & Technology
Benthack Building**

Objectives: The offerings in Vocational Education are provided for the student preparing to teach in vocational programs at the secondary or post-secondary level. The vocational education endorsement is a second endorsement that would accompany an endorsement in Business Education, Family and Consumer Sciences Education, and Technology Education. The specific requirements for the endorsement in vocational education including the number of verified hours of work experience are outlined under the major endorsements listed in this catalog.

Endorsement in Diversified Occupations

To qualify to teach in a diversified occupations program in the secondary schools of Nebraska, a teacher must complete the BA or BS degree with an endorsement in one of the following: Business Education, Family and Consumer Sciences, Industrial Technology Education or Trade and Industrial Education and the requirements listed below plus the appropriate verified hours of work experience.

Complete 12 credit hours of professional vocational education courses, which must include VED 423. Such courses are to be selected from the following (3 hours of the required course work may be satisfied through directed teaching in an approved secondary vocational program):

- VED 413 Foundation of Career & Tech Ed 3
- 415 Org & Admin of Career and
Technical Education 3
- 463 Intro to Vocational Special Needs 3

Undergraduate Courses

VED 413/513 Foundations of Career and Technical Education (3) Foundations and development of vocational education in Europe, which contributed to the development of vocational education in the United States. The development of legislation concerning vocational education, public school instruction, and higher education.

VED 415/515 Organization and Administration of Career and Technical Education (3) Philosophy, character, administration and organization of career and technical education. Study of recent literature and research in the field.

VED 423/523 Coordinating Techniques (3) The study of cooperative programs in career and technical education

with emphasis in the areas of business, family and consumer sciences, and trade and industrial education. Comparative philosophies of career and technical (vocational) and General Education and their relation in the comprehensive school program. Stresses the organization of the cooperative program, supervision techniques, functions of the coordinator, selection and placement of students, and the evaluation of training situations and vocational competencies.

VED 463/563 Introduction to Vocational Special Needs (3)
Prerequisite: SPD 151 for VED 463. A course designed to assist teachers and future teachers in identifying students with vocational special needs. Consideration will be given to those characteristics of disadvantaged, handicapped and gifted students as set forth in federal legislation. Emphasis will be placed on changing teachers' attitudes toward these students. Information concerning funding, and teacher certificates, will be an integral part of this course.

**Eligible seniors may enroll in 500 level graduate courses.
Graduate Courses**

VED 513 Foundations of Career and Technical Education (3)
See VED 413

VED 515 Organization and Administration of Career and Technical Education (3) See VED 415

VED 523 Coordinating Techniques (3) See VED 423

VED 563 Introduction to Vocational Special Needs (3) See VED 463

VED 697 Career and Technical Education Internship (9-12) A work experience program with not less than nine 40-hour weeks, or 360 clock hours, to qualify students for teaching in career and technical education programs. The internship includes a wage-earning experience in an approved manufacturing, construction, processing, or service industry. Ten hours of seminar are required to relate the work experience with vocational certification policies, labor relations, vocational guidance, and comparisons of school and industrial methods. The coordinator and industrial personnel supervise the internship. Application must be made one semester in advance and approved by the coordinator for vocational education/career and technical education.

GRADUATE STUDIES

Wayne State College is authorized to grant three graduate degrees: Master of Science in Education, Education Specialist in School Administration/Educational Leadership, and Master of Business Administration. Students interested in pursuing graduate studies in education should contact the School of Education and Counseling or the Graduate Office. Students interested in pursuing graduate studies in business should contact the School of Business and Technology or the Graduate Office. The standard procedures and requirements for graduate programs are included in this section of the catalog. Students are also responsible for any general requirements of WSC stated earlier in this catalog.

Objectives

WSC's Graduate Programs are designed to expand the student's understanding of contemporary society through a full application of the student's culture and its world relationships, to increase the student's knowledge in a particular area, to deepen the student's personal values and to broaden his/her basic philosophy, to encourage the student's concern for independent investigation and experimentation, to refine the student's skills in oral and written expression and in the reflective thinking processes, and to provide students with intellectual stimulation and a foundation for continued study leading to the doctoral degree.

Student Appeals Process

The policy-making body for the graduate program is the Graduate Council, which is responsible to the Graduate Faculty. Recommendations for degree requirements and curriculum originate with the Graduate Council, subject to review by the Graduate Faculty, and require action by the President and the Board of Trustees of Nebraska State Colleges. Students who wish to appeal a decision or action must approach the following people/groups in this order: Department Chair, the appropriate Committee within the School (MBA students-MBA Appeals Committee; MSE students-Professional Progress Committee), the Dean, the Graduate Council (through the appropriate School office), and finally the Vice-President for Academic Affairs. The decision reached by the Vice-President for Academic Affairs is final.

Total Credits and Residence

A minimum of 30 or 36 credit hours, depending upon the program, must be completed. The last eight credit hours must be taken at WSC regardless of the degree option. The graduate student must complete at least 55% of the course work from full-time WSC faculty to meet the residency requirement.

Graduate Admission / Registration

All Graduate Students

Students may enroll in graduate courses after they have made application for graduate study. The procedure requires that students complete the Application for Graduate Study and health form, and that they request a transcript from the undergraduate institution conferring the baccalaureate degree be sent directly to the Admissions Office. Students who wish to be admitted to a graduate degree program should have the baccalaureate degree from an accredited institution.

A student with a baccalaureate degree from an institution which is not accredited by one of the six regional associations of colleges and schools may be accepted conditionally, subject to an evaluation after the completion of requirements for formal admission to a graduate degree program.

Students also need to meet the specific admission requirements listed for each program in addition to the general requirements listed below.

International Students

International students wishing to be admitted to WSC must submit the following: application fee, academic records, TOEFL score reports, other special tests (GRE, GMAT, ACT, etc.), letter of recommendation, 300-500 word handwritten statement, and evidence of financial support.

International students must demonstrate proficiency in oral and written English before admission to a degree program. In addition, they must present official credentials of all course work. They must contact the Admissions Office and the appropriate School office at least a semester before they wish to enroll.

International graduated students entering WSC may be required to enroll in transitional courses based on the recommendations/reports of professional and certified credential evaluation services (i.e., Educational Credential Evaluators (ECE), World Education Services (WES), etc.) to ensure the student has the appropriate undergraduate background to be successful in his/her graduate course of study. Full-time status for graduate students is 9 credit hours. On-campus employment pursuant to the terms of a scholarship, fellowship, or assistantship is deemed to be part of the academic program of a student otherwise taking a full course of study and may be counted toward full-time status according to federal regulations – contact the International Student Advisor for clarification and guidelines.

Advisors

At the time of admission to a degree program, the appropriate academic school will assign to the student a faculty advisor whose function is to help in selecting a program of study, render guidance and support whenever possible, and represent the student in any matter pertinent to his/her graduate program. Students may request a new advisor at any point during their program.

Transfer Credit

A maximum of nine graduate credits (15 from another Nebraska State College or University), subject to evaluation by the Dean of Education and Counseling or the Dean of Business and Technology, may be transferred from another graduate institution and applied toward a degree from this College. Only transfer credit of "B" grade or better will be accepted.

Credit that has been applied toward an earned degree from any college will not be accepted for advanced studies for a master's degree at WSC.

Credit earned through correspondence courses will not be accepted.

For MSE programs no more than one-half of the content area course work or the education core course work may be transfer credit, except in programs defined by a specific articulation agreement. For more information on articulation agreements, contact the appropriate School office.

Graduate students may petition to challenge for credit and/or evaluation of transfer credit, not to exceed the established transfer guidelines, with the approval of the appropriate program faculty, department chair, and the Dean of Education and Counseling or the Dean of Business and Technology.

Program of Study

In the term of the enrollment immediately following admission to a graduate degree program, the student should complete a Program of Study indicating the courses that have been agreed upon and approved by the advisor and department chair. Program of Study forms may be obtained from the Graduate Office or appropriate School office. After the forms are completed, they should be signed by the specified individuals. Students wishing to make changes in their Program of Study need approval of their advisor, department chair, and the Dean of Education and Counseling or the Dean of Business and Technology. Substantial changes may require a new Program of Study form.

The graduate student must complete at least 55% of the course work from full-time WSC faculty to meet the residency requirement.

Academic Load

The maximum load of graduate credit hours for graduate students, without special permission, is 9 hours during regular sessions and 7 hours during summer sessions. A graduate student who wishes to register for more than the maximum number should consult with his/her advisor, then contact the appropriate School office for approval and forward that information to the Office of Records and Registration.

Satisfactory Progress

Graduate students working on a graduate degree must maintain an overall GPA of 3.0 to continue in good standing. Graduate students who do not maintain an overall GPA of 3.0 will be placed on probation for the next 6 credit hours. If they fail to raise their GPA to a 3.0, they will be removed from their program. Appeals may be made to the appropriate School office and subsequently to the Graduate Council.

Application for Graduation

Students must file an application for graduation with the Graduate Office no later than the end of the second week of the semester in which they intend to graduate. All other requirements, including completion of in-progress grades from previous terms, must be met by the end of the sixth week of the semester of graduation.

Summer graduates with no more than six credit hours of coursework and/or an internship remaining to complete their degree during the summer are eligible to participate in May commencement ceremonies.

Graduate Student Classification***Undergraduate Preparation***

Students who wish to be admitted to a graduate degree program should have the baccalaureate degree by having completed a program of courses in the areas of General Education and a major field at an accredited institution authorized by law to grant such a degree. Students who graduate with a liberal arts degree without teaching credentials and now intend to seek certification in Nebraska must enter a special program which will qualify them for certification in Nebraska and at the same time enable them to complete some requirements for a Master of Science in Education degree.

A student with a baccalaureate degree from an institution which is not accredited by one of the six regional associations of colleges and schools may be accepted conditionally, subject to an evaluation after the completion of requirements for formal admission to a graduate degree program.

Wayne State Seniors

Seniors enrolled at WSC who are in their last semester of completing their requirements for the baccalaureate degree may enroll for graduate study if they meet the other requirements for graduate admission. They are limited to six graduate hours and fifteen total hours for that term.

Degree Graduate Students

Students pursuing a program of study leading to the master's or education specialist degree are considered to be degree graduate students. In order to be so classified, a student must have fulfilled all criteria set forth under the catalog section titled Graduate Admission/Registration.

Non-Degree Graduate Students

Non-degree students are those students who do not intend to work toward the master's degree or specialist's degree, or those not permitted to do so.

Specialization

All three graduate degrees, the MSE, MBA, and Ed.S, allow for some manner of specialization. The focus of a graduate student's program should be decided, with the aid of a faculty advisor, as early as possible. For instance, a student wishing to specialize in accounting should contact the Director of the MBA program for approved accounting electives.

MBA Degree Admission Criteria

Applicants will be screened and evaluated on a number of factors that demonstrate high promise for academic achievement. Each applicant must be approved by the Director of the MBA program and the Dean of Business and Technology. All of the following factors are considered together in granting admission to the program.

1. Admission is determined primarily by a combination of upper level undergraduate GPA and score on the Graduate Management Admission Test. The student must have: 1,000 points or more based upon the following formula: 200 times the upper level GPA (4.00 system) plus the GMAT score or 950 points based on the formula: 200 times the overall GPA plus the GMAT score. Candidates must receive a minimum GMAT score of 450.
2. Other measures or indicators of high promise that will be reviewed are:
 - a. Names and addresses of three references
 - b. Relevant work and leadership experience
 - c. Performance on other testing devices
 - d. Rank in graduating class
3. Where the applicant's undergraduate record is unclear, a written qualifying examination may be required in one or more business disciplines.
4. Any applicant not meeting the above requirements may be fully admitted by special action of the MBA graduate committee. Students must meet the criteria for full admission or be fully admitted by special action before enrolling beyond nine credit hours.
5. Students taking MBA core courses must be either temporarily or fully admitted to the MBA program.

MSE or Specialist's Degree Admission Criteria

1. One official set of transcripts from the undergraduate institution conferring the baccalaureate degree must be sent directly to the WSC Admissions Office.
2. All graduate students seeking an MSE or Specialist's degree must submit scores on the Graduate Record Examination (GRE) General Test. GRE scores will be used as an assessment tool along with other criteria to determine admission status. Each program will determine the manner in which the requirement is to be administered. See the specific information for each program concerning these admission requirements. The test may be taken at any Educational Testing Service testing center. Further information concerning the administration of the GRE may be obtained through the School of Education and Counseling or the Graduate Office. Students seeking to enroll in a Master's degree program without GRE scores may be provisionally admitted for one (1) semester.
3. Students must supply the names and contact information of three references. At least one reference should be familiar with the student's academic potential.
4. Students must present an undergraduate GPA of 2.75 or higher on a 4.00 scale for regular admission. Students with an undergraduate GPA below 2.75 may be admitted provisionally with a review of their status after completing 9 hours of graduate work.
5. Students who graduate with a liberal arts degree without teaching credentials and now intend to enter the teaching profession must enter a special program, which will qualify them for certification in Nebraska and at the same time enable them to complete some requirements for a master's degree.

Renewal of teaching certificate

If a student is not a WSC graduate, the Admissions Office must receive a graduate admission application and one official transcript reflecting possession of a baccalaureate degree sent directly from the undergraduate institution. Students need to have renewal courses approved by the Certification Officer before actually enrolling. Nebraska Department of Education certificate renewal application must be processed through the WSC Certification Office.

Program leading to an additional baccalaureate degree, major, or teaching endorsement

Students who wish to complete the requirements for an additional endorsement, major, or baccalaureate degree must file a graduate admission application form and have one official transcript of their undergraduate work sent to the Admissions Office directly from their undergraduate institution, unless they have graduated from WSC. Graduate students working on initial endorsements/certification programs must be admitted to the WSC teacher education program. A minimum of 30 semester hours must be earned at WSC to receive a second baccalaureate degree. A minimum of 15 semester hours (excluding special endorsements) approved by the appropriate Dean must be earned at WSC to complete a major or teaching endorsement and have it noted on the transcript.

Non-degree / Special Post-Graduate Student Status

This status is for those students who intend to take an occasional course for personal enrichment or transfer to another institution. Since a public college has an obligation to make its resources available for a broad range of purposes not confined to the pursuit of specific degrees, anyone holding an accredited baccalaureate or professional degree may register for individual courses at the graduate level without making application to a degree program. Submission of an official transcript is optional, but recommended if you indicate this type of admission. Special Post-Graduate students must meet prerequisite conditions, as determined by the instructor, for admission into specific courses. Special Post-Graduate students are not admitted to the Graduate School, they are only given permission to enroll in graduate courses. Should a Special Post-Graduate student wish to work toward a graduate degree, an additional endorsement, or certificate renewal at a later date, he/she will be required to apply for admission to a graduate program and file an official undergraduate transcript sent to the College directly from the degree-granting institution. **Courses taken as a Special Post-Graduate student will be applicable to a graduate degree only with approval of a faculty advisor and permission from the appropriate School office.**

MASTER'S DEGREE IN BUSINESS ADMINISTRATION (MBA) School of Business & Technology Gardner Building

Program Description

The Master of Business Administration (MBA) is a professional graduate degree designed primarily to provide an intense educational experience for students who wish to assume positions of increasing responsibility in business.

The WSC MBA curriculum consists of two major components. The first component is described as "Common Body of Knowledge" (CBK) courses. This group of courses includes an introductory level course in each functional area of business. Students who have an undergraduate degree in business will typically have completed most, if not all, of these courses. The second curriculum component is the professional graduate courses.

The WSC MBA program requires 30 graduate credit hours. The MBA program is broad in nature and requires students to complete a structured program of one or more courses in each area of business, and also permits students to complete a small specialization in one area. It is designed for those who wish to further their professional development without terminating their employment.

Program Objectives

The objectives of the MBA program at WSC are two-fold: (1) to improve and enhance the management skills of professionals in business, industry and government; and (2) to de-

velop future executive leadership. The emphasis in this program is on decision making, problem solving, understanding the role of business in society, and development of the students' capacity to progress to positions of executive responsibility.

MBA Degree

Candidates for the MBA degree will enroll in the following program:

Non-Thesis Program

The non-thesis option requires satisfactory completion of the 30 credit hour professional graduate program of study. No written thesis is required. An MBA student shall file with the Graduate Office and the School of Business & Technology Office one acceptable graduate paper. The file paper is written in BUS 692 and must be accepted by the MBA file paper committee and filed in the WSC Graduate Office.

General Degree Requirements

Total Semester Credits

The MBA consists of a minimum of 30 semester credit hours.

Grades

A minimum overall average of "B" (3.00 on a 4.00 scale) will be required of all graduate students. This average is based on all courses attempted. In computing this average, no grade below a "C" will be accepted toward completion of the MBA. A "C-" is not acceptable. At least 30 credit hours must be beyond the common body of knowledge component in courses normally reserved for graduate students.

Time Limit

Commencing with the date of first course registration, all requirements for the degree must be met within seven (7) calendar years. Courses can be no more than 7 years old at the time of graduation.

Final Examination

No comprehensive final examination is required. However, BUS 692 Administrative Policy will be utilized as a capstone course for all MBA candidates.

Program Admission Criteria

Applicants will be screened and evaluated on a number of factors that evidence high promise of academic achievement. Each applicant must be approved by the Director of the MBA program and the Dean of Business and Technology. All of the following factors are considered together in granting admission to the program.

1. Admission is determined primarily by a combination of upper level undergraduate GPA and score on the Graduate Management Admission Test. The student must have: 1,000 points or more based upon the following formula: 200 times the upper level GPA (4.00 system) plus the GMAT score or 950 points based on the formula: 200 times the overall GPA plus the GMAT score. Candidates must achieve a minimum GMAT score of 450.
2. Other measures or indicators of high promise that will be reviewed are:
 - a. Names and addresses of three references
 - b. Relevant work and leadership experience
 - c. Performance on other testing devices
 - d. Rank in graduating class
3. Where the applicant's undergraduate record is unclear, a written qualifying examination may be required in one or more business disciplines.
4. Any applicant not meeting the above requirements may be fully admitted by special action of the MBA graduate committee. Students must meet the criteria for full admission or be fully admitted by special action before enrolling beyond nine credit hours.
5. Students taking MBA core courses must be either temporarily or fully admitted to the MBA program.

Undergraduate Preparation

Common Body of Knowledge (CBK)

Each student is expected to have satisfactorily completed the following courses or their equivalent at the undergraduate level or complete the appropriate MBA foundation course:

Semester credit hours	
Accounting	3
Corporate Finance	3
Economics	3
Law	3
Management	3
Marketing	3
Statistics	3

While each candidate who is accepted in the MBA program must be responsible for the Common Body of Knowledge

subject matter, reasonable flexibility in the administration of the program is observed. Each student's background is considered so that a program can be built upon undergraduate work in business, arts and sciences, engineering, and certain other fields. Professionals with extensive business experience are encouraged to remove any deficiencies through institutional examination or CLEP.

Program Of Study

MBA Core* (all courses required) 24 hours

BUS 608 Financial Administration	3
620 Managerial Communications	3
625 Decision Science	3
652 Management Accounting	3
656 Marketing Administration	3
690 Seminar in Organizational Behavior	3
692 Administrative Policy	3
ECO 650 Managerial Economics	3
MBA Electives**	6

*MBA core courses open to graduate students only.
 **MBA electives consist of any 6 semester credit hours from approved courses offered at the 600-level. MBA foundation courses cannot be used as electives.

MBA Program Procedures And Regulations

Admission

Each new student is required to file the following:

1. A graduate study admission application form and admission fee sent to the WSC Admissions Office (no fee required for previous WSC students).
2. An official transcript of undergraduate and graduate study sent directly from the awarding institutions to the WSC Admissions Office (not required if all previous work is from WSC).
3. GMAT test scores sent to the WSC Graduate Office. These scores must be on file prior to the completion of nine credit hours.
4. Names and addresses of three references sent to the WSC Graduate Office.

International students should refer to the Graduate Admission/Registration section of the WSC catalog for TOEFL and other specific admission requirements.

The Graduate Management Admission Test (GMAT), is an internationally-offered exam. GMAT booklets and registration forms may be obtained from the WSC Graduate Office.

CLEP

The College Level Examination Program (CLEP) is available at WSC. CLEP permits students to test out of the following undergraduate business areas: economics, accounting, business marketing, business law, business management, and data processing/computers. For more information on CLEP, contact the WSC Counseling Center.

Institutional Examination

For those undergraduate business areas not covered by a CLEP exam, a student who is currently enrolled at WSC may challenge a course in which he/she feels competent. The student will then take an examination prepared by a faculty member in the undergraduate business area. MBA graduate courses may not be completed by institutional examination. For more information on institutional examination, contact the WSC Director of the MBA Program.

Transfer of Credit

A maximum of nine graduate credits (15 from another Nebraska State College or University), subject to evaluation by the Director of the MBA program and Dean of Business and Technology, may be transferred from another graduate institution and applied toward a degree. Only transfer credit of "B" grade or better is accepted. Credit that has been applied towards another earned degree from another college is not accepted for advanced study. Credit earned through correspondence courses is not accepted.

Program of Study

In the term of enrollment immediately prior to the term of graduation, the student should complete a finalized program of study form indicating the courses that have been agreed upon and approved by the advisor. A preliminary program of study must be filed by a student to have transfer credit accepted. All elective courses included in the program of study must be approved by the student's advisor upon transfer or prior to course enrollment. Unapproved electives may not be included in the student's program.

The graduate student must complete at least 55% of the

course work from full-time WSC faculty to meet the residency requirement.

Course Prerequisites

Students are not allowed to enroll for courses unless they have satisfied the necessary course prerequisites. The student should review the appropriate catalog descriptions and the following chart for prerequisite requirements:

MBA Graduate Course Associated Common Body of Knowledge (CBK) Prerequisites

BUS 608: CBK Accounting, Corporate Finance or BUS 603

625: CBK Statistics or ECO 605

652: CBK Accounting or BUS 603

656: CBK Marketing or BUS 604

690: CBK Management or BUS 604

692: All common body of knowledge and/or foundation courses

and 24 hours completed in the MBA program

ECO 650: CBK Economics or ECO 605

CPA 150-Hour Eligibility

Those students desiring to enroll in the MBA program and satisfy the Nebraska 150-hour requirement to sit for the CPA exam should contact the Director of the MBA program for the appropriate information and advisement referral.

Governance

The WSC MBA program is governed by the applicable information contained in the WSC Graduate Catalog. Students should review this catalog for general graduate program information.

**MASTER'S DEGREE
IN EDUCATION (MSE)
School of Education & Counseling
Brandenburg Building**

Overview

The School of Education and Counseling at WSC offers a Master of Science in Education (MSE) degree to meet the needs of diverse groups of graduate students. While the School of Education and Counseling assumes that most candidates for this degree come from the ranks of professional educators, individuals not holding teaching credentials may be considered for admission to a program provided they meet all admission criteria. It should be noted that conferral of the MSE **does not** necessarily lead to a professional teaching endorsement.

Conceptual Framework

The creation and delivery of all graduate programs in education are guided by a conceptual framework which stipulates that program graduates will be educational leaders and stewards inquiring, reflecting, and implementing innovative solutions through teaching, learning and service. All students must demonstrate growth in the following graduate outcomes.

1. Candidates inquire about relevant educational issues and support present practices or initiate constructive changes.
2. Candidates reflect on relevant educational issues with breadth, depth, and rigor ensuring improvement and encouraging excellent implementation of professional practices.
3. Candidates implement responsible change in a supportive manner meeting the needs of individuals and communities empowering them for continuous growth.
4. Candidates create, organize, maintain, and evaluate caring communities providing leadership and stewardship for educational endeavors.
5. Candidates communicate effectively providing leadership and stewardship for educational communities.
6. Candidates possess and demonstrate the values, demeanor, and reflective decision-making of professionals.

MSE Programs

Students interested in pursuing the Master of Science in Education degree may choose from one of the following programs described in greater detail below.

- 1) School Administration
- 2) School Counseling
- 3) Sport Management/Exercise Science
- 4) Special Education
- 5) Curriculum and Instruction

Each of the five MSE programs has a professor-in-charge who can be contacted for specific program information. To find out who currently serves as the professor-in-charge, contact the School of Education and Counseling.

Degree Options

In developing a program of study, graduate students may select from two different program options, thesis or non-thesis. To change from one program option to another—after the program has commenced—the student must have the approval of the Dean of the School of Education and Counseling.

Thesis Option

The thesis option requires a minimum of 30 credit hours of course work plus 6 credits for the thesis. The thesis must be written in the area of specialization; the credit, however, may be applied toward the major field or electives.

Thesis Committee. The advisor should assign a thesis committee (three members of the appropriate department and one member of another school) as soon as practical and subsequently notify the School of Education and Counseling. Also, unless prior arrangements are made, the advisor should arrange for the thesis oral examination and notify the appropriate officials of the time, dates, and results.

Thesis Style. All theses must conform to the style prescribed by the Graduate Council. The American Psychology Association, Modern Language Association and Kate Turabian, *A Manual for Writers* (latest edition) have been adopted by the Council. Any deviation from the recommended style must have prior approval of the advisor and the Dean of Education and Counseling.

Non-Thesis Option

The non-thesis option requires a minimum of 36 credit hours of course work plus placing one graduate research paper on file in the Graduate Office. *Note: The non-thesis option is not available for the MSE in Special Education.*

The non-thesis student shall file with the Graduate Office, School of Education and Counseling and the appropriate school office a minimum of one acceptable graduate paper. The file paper requirement is defined as follows: one acceptable graduate paper, project, or portfolio which meets all three of the following criteria: (1) demonstrates knowledge of research and research skills, (2) demonstrates depth of thought, organization, and competence in the discipline, and (3) demonstrates writing proficiency at the graduate level.

The file paper must be placed on file 28 calendar days prior to the anticipated date of graduation. The paper filed must be an original copy, contain a signature sheet, and be signed by the student, advisor, department chair, and the Dean of Education and Counseling.

Degree Candidacy

Only after students have achieved formal admission to a graduate degree program, filed the program of study, filed one 600-level research paper, or other appropriate degree option evidence, will they be considered candidates for the degree. Candidacy is automatic when the above items have been met. Students will be awarded the degree after they earn graduate candidacy status, complete an application for graduation, and observe the additional provisions that may apply under the heading "General Degree Requirements."

General Degree Requirements

The professional education core acts as the intellectual foundation for the Master of Science in Education degree. Core requirements vary by program and area of emphasis, but are generally between 6 and 15 credit hours and are usually chosen from EDU 603, 626, 627, 650, 658, and 674. Prospective graduate students should contact the professor-in-charge to learn more about specific core requirements. Any substitution for core courses requires approval of the Dean of Education and Counseling.

Grades and Course Numbers

No grade below a “C” (C- will not be accepted) in a graduate level course (500, 600, 700) will be accepted toward completion of a Master’s or Specialist degree program. A minimum cumulative GPA of 3.00 must be achieved for a graduate program. A course receiving an S/NC grade cannot be used in a Master’s or Specialist degree program. At least half of the total graduate credits shall be in 600-level or greater courses for the Master’s degree.

Time Limit

Commencing with the date of first course registration, all requirements for the degree must be met within seven (7) calendar years. Courses can be no more than 7 years old at the time of graduation.

Final Project

A final project is defined as at least one acceptable graduate paper, project, portfolio, and/or comprehensive examination, which meets all three of the following criteria: (1) demonstrates knowledge of research and research skills, (2) demonstrates depth of thought, organization and competence in the discipline, and (3) demonstrates writing proficiency at the

graduate level. Students with questions about the final project should contact their advisor.

Curricular Requirements

All students working toward an MSE need a minimum of 36 credit hours including the appropriate program core. A maximum of 3 hours of Workshop credit (568 or 590) can be included on a program of study. At least half of the total graduate credits shall be in 600 level courses.

Master’s/Certification For Liberal Arts Graduates

Liberal arts graduates (B.A. or B.S.) who wish to enter the teaching profession at the elementary or secondary level may work toward teacher certification in Nebraska and at the same time complete requirements for the master’s degree. Contact the Certification Officer for specific information.

Students completing a master’s degree in an area in which they are not endorsed must also meet all requirements for certification in the public schools in Nebraska in that endorsement area. Please contact the College Certification Officer for further information.

Teaching Endorsements/Certification

Graduate students may complete requirements for an endorsement at the same time that they earn the master’s degree. Endorsements are also available to students who already have earned master’s degrees. Students should file the following forms with the WSC Admissions Office: (1) an admission form and fee, and (2) one official complete transcript of their academic work sent directly from their other institutions. Endorsement plans and requirements are processed through the department from through the work is being taken and with the Certification Office. Students are to meet as early in their programs as possible with the Certification Officer.

Requirements for the Master’s Degree In Education

Action	Office	Time
1. File Application form, and one official transcript.	Admissions Office	At least two weeks before registration.
2. Graduate Record Exam.	Graduate Office	At initial registration time file for the GRE. exam to be completed before earning 9 hours of course work.
3. File program of study.	Graduate Office	Before completing 15 credit hours.
4. Department meeting; file approval form. Admission to degree candidacy.	Department Chair, Graduate Office	After completing 15 credit hours.
5. File one 600-level paper.	Graduate Office	The file paper must be placed on file in the Graduate Office 28 calendar days before anticipated date of graduation
6. File for graduation.	Graduate Office	No later than the end of the second week of the semester in which the student intends to graduate.
7. File for final program comprehensive examinations.	Department Chair, Graduate Office	Request to take comprehensive examination signed and filed in the Graduate Office 2 weeks before the examination.
8. File original and 3 copies of thesis and abstracts.	Graduate Office	Not later than 19 days after oral exam.

Counseling
Counseling & Special Education Department
Brandenburg Building

Counselor Education

The master's degree program in counseling is a CACREP-based model (Council for Accreditation of Counseling and Related Educational Programs) designed to facilitate the development of professional competencies required for the delivery of counseling services within a school, community, or higher education setting. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE). An application for accreditation from CACREP is being pursued for the school and community settings.

School Counseling Areas of Endorsement

Endorsement as a school counselor is accomplished through the Department of Education in the state in which the school counselor is employed. For example, in Nebraska, certification requires the Master of Science in Education (MSE) degree in Counseling, a valid Nebraska teaching certificate, and verification of two years of successful teaching experience. Contact the Certification Officer, School of Education & Counseling, WSC for information about the requirements for an endorsement in school counseling.

1. Secondary Endorsement (7-12) will be granted to students completing the required courses with an internship experience in a secondary school setting. Secondary counselors will also complete CSL 644.
2. Elementary Endorsement (K-6) will be granted to those students completing the required courses with an internship experience in an elementary school setting. Elementary counselors will also complete CSL 641 and 643.
3. Double Endorsement (K-6, 7-12) will be granted to those students completing the required courses and two internship experiences, one semester in an elementary and one semester in a secondary school setting. Students will also complete CSL 641, 643, and 644.

Counseling

A student without a teaching certificate may also complete any school counseling program above and earn the MSE in Counseling. Some states (such as Iowa) allow individuals with this degree to serve as school counselors with the completion of a few additional courses. Students will be required to sign a waiver that acknowledges that this degree alone will not make them eligible for a school counseling endorsement in Nebraska.

Community Counseling

A student may complete the MSE in community counseling as a first step to earning a license to provide counseling services in public or private counseling agencies or in private practice.

Student Affairs Practice in Higher Education

A student may serve as a counselor in a technical school, college, or university upon completion of this program of study. These counselors may also facilitate student transitions to professional education and career placement.

Licensure of Mental Health Practitioners and Certification of Professional Counselors

Licensure as a mental health practitioner and certification as a professional counselor in Nebraska is accomplished through the Department of Health. Additional information can be obtained by contacting the Nebraska Department of HHS Regulation & Licensure, P.O. Box 95007, Lincoln, NE 68509-5007, calling 402-471-2115, or searching their <http://www.hhs.state.ne.us/crl/crlindex.htm>.

Typical Program of Study in Counselor Education for School and Community 48 hours minimum

Required courses for all areas of Counseling

Choose one of the following four EDU courses: 2-3

EDU 626 Advanced Educational Psychology (3)	
627 Current Issues & Trends (2)	
658 Fundamentals of Curriculum Dev (3)	
674 History/Philosophy of Ed (3)	
EDU 650 Research Design	3
CSL 547 Multicultural Counseling	2
580 Prof Counselors/Ethical Standards	2
600 Theories of Counseling	3
615 Career Dev and Life Planning	3
625 Individual and Group Assessment	3
630 Develop Csl over the Lifespan	3
642 Consultation	2
665 Group Counseling	3
670 Org/Admin of Counseling Services	3
675 Diff. Diag. & Treatment Planning	3
685 Practicum in Counseling	3
686 Advanced Practicum	3

Internship Experience

CSL 697 Internship in Counseling	3-12
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The setting of an internship must be specific to the type of MSE that is selected. Students must acquire hours to satisfy the appropriate certification and licensure requirements.

Additional Content Area Requirements for Elementary School Counselors (K-6)

CSL 641 Counseling Children	1
643 Elementary School Counseling	1
Content Electives	0-5

Additional Content Area Requirements for Secondary School Counselor (7-12)

CSL 644 Secondary School Counseling	1
Content Electives	0-6

Additional Content Area Requirements for Community Counseling

CSL 641 Counseling Children	1
645 Marriage and Family Counseling	3
Content Electives	0-3

Additional Content Area Requirements for Student Affairs in Higher Education

CSL 646 Student Affairs in Higher Ed Cslg	2
Content Electives	0-5

Admission Phases of the Program

Student progress is monitored at each of the following phases.

1. Admission to Graduate Studies. See the MSE or Specialist's Degree Admission Criteria section of this catalog. Following application for graduate study, an advisor from the Counseling Department will be assigned to work closely with each student to develop a program of study and provide academic advising during the course of studies. Admission to graduate study at WSC precedes application to the graduate degree program in Counseling. Graduates have seven years to complete a graduate program. The seven year period begins with the first course included in the Program.
2. Admission to the Program Area

After admission to graduate studies, the student must apply for admission to the counseling program.

 - a. To request admission to the counseling program, the applicant must file a formal application with the Counseling Department during enrollment in CSL 600 or during the second semester of course work as a declared counselor degree candidate, whichever comes first.
 - b. The applicant must complete a notarized form showing compliance with felony and misdemeanor involving moral turpitude regulation (form must be filed in Field Experience Office; ANY further convictions must be brought to the attention of the Field Experience Office immediately after conviction).
 - c. The applicant will select two persons who are knowledgeable of personal qualities conducive to success within the counseling profession to send letters of recommendation on forms supplied by the department.
 - d. Prior to completion of 12 credit hours, the applicant must complete a program of study for a Master of Science in Education (MSE) degree in Counseling in consultation with an advisor in the Counseling Department.
 - e. Graduate Record Examination (GRE) scores must be sent before or during the first 12 credit hours of course work. The sum of the verbal and quantitative sections will be added to the student's undergraduate GPA times 100. The minimum cut-off score will be 1050. In addition a minimum score of 3 on the Analytical Writing Section is required.
 - f. Present the Fifteen-Hour Graduate Student Evaluation Form to your advisor when you have completed between 9 and 15 credit hours. This form will initiate the actions below for admission to the graduate counseling program.
 - g. Students need a favorable recommendation by the Counseling Department faculty based on professional judgment of the applicant's ability to perform as a competent professional and maintain the degree of mental health and personal adjustment commonly expected in the counseling profession.
 - h. The names of students who have completed all application materials and have been favorably recommended by the Counseling Department faculty will be submitted to the Professional Progress Committee (PPC) for approval. The applicant will be notified of the decision by letter from the Dean of Education and Counseling. Admission to the graduate degree program in counseling will become official once a letter of acceptance has been sent to the applicant. Applicants denied admission will also be notified by letter. Unsuccessful applicants may request a review or hearing before the Counseling Department faculty who will forward their recommendation to the Dean of Education and Counseling. Exceptions to the above criteria require exceptionality shown by the student in the areas of counseling skills and work experience, unanimous Counseling Department faculty approval, and approval of the Dean of Education and Counseling.
3. Admission to Candidacy for the Degree

Eligibility for admission to candidacy for the MSE degree in Counseling is established when all of the following conditions have been met:

 - a. Completion of all procedures for program admission.
 - b. CSL 600 Theories of Counseling: minimum grade of "B-".
 - c. CSL 685 Practicum in Counseling: minimum grade of "B-" and attain an ability to relate empathically and therapeutically.
 - d. CSL 686 Advanced Practicum in Counseling: minimum grade of "B-" and attain an ability to relate empathically and therapeutically.
4. Approval for Graduation
 - a. Obtain a minimum grade of "B-" in CSL 697 Internship in Counseling and achieve an ability to initiate entry level skills expected of a beginning master's degree level counselor.
 - b. Maintain a minimum 3.0 cumulative GPA in all graduate course work based on a 4.0 scale.
 - c. Model ethical and personal behavior articulated in the American Counseling Association Code of Ethics and Standards of Practice. Compliance will be determined by the professional judgment of the counseling faculty.
 - d. Request approval to submit a portfolio in fulfillment of the requirement for a comprehensive examination in counseling. The portfolio must meet the criterion established by the Counseling Department.
 - e. Complete all requirements for graduation.

Curriculum & Instruction

Education Foundations & Leadership Department Brandenburg Building

The Curriculum and Instruction program is designed primarily for K-12 teachers who wish to remain in the classroom and combine a teaching enhancement program with educational leadership and curriculum development skills. *Because there are a large variety of occupations that include educational dimensions, the Curriculum and Instruction program may appeal to some non-teachers as well, for it offers the widest array of graduate study possibilities here at WSC. It should be noted that conferral of the MSE in Curriculum and Instruction to non-teachers will not result in teacher certification.*

Students may combine a professional education core, usually selected from EDU 603, 626, 627, 650, 658, 674, with one of the areas of emphasis listed below:

Alternative Education
Business Education
Communication Arts Education
Early Childhood Education
Elementary Education
English Education
English as a Second Language
Family and Consumer Sciences Education
Industrial Technology Education-Vocational Education
Learning Communities
Mathematics Education
Music Education
Science Education
Social Sciences

Each of these areas of emphasis is directed by a professor-in-charge and each has a core curriculum component along with discipline-specific curricular expectations described below.

Students pursuing an MSE in Curriculum and Instruction will have dual advisors, one from the discipline-based content area and one for the professional education core. Both advisors will participate in the 15-hour evaluation and interview for admission to the program, and in the development of the program of study. Both advisors will also participate in the comprehensive examination development and grading.

Requirements for Admission to Degree Program

1. Graduate from a regionally accredited college/university.
2. Submit application for graduate studies and an official transcript of all previous college work to the WSC Admissions Office.
3. Provide two recommendations from individuals who have observed your effectiveness in professional work.
4. Have a 2.75 undergraduate GPA or above or have completed 12 graduate hours at WSC with a GPA of 3.25 or higher.
5. Complete the Graduate Record Examination (GRE).

Areas of Emphasis

Alternative Education (15 hours)

EDU 636 Introduction to Alternative Ed (3)
EDU 637 Program & Teaching Strategies for Atypical

Populations (3)

EDU 638 Prac. for Alternative School Teachers (3)

Recommended Electives (6-9 hrs)

CNA 570 Family Communication (3)

CSL 540 Chemical Dependency Counseling (3)

EDU 655 School Law:Const Aspects & Cases (3)

EDU 657 School Organization & Administration (3)

SPD 530 Behavior Intervention for the Least Restrictive Environment (3)

Business Education (15 hours)

BUS 602 Issues in Business Education (3)

BUS 621 Seminar in Business Education Instr (3)

BUS 630 Workshop in Business Education (3)

BUS 640 Research in Business Education (3)

BUS Elective (3)

Communication Arts Education (15 hours)

Selected from:

CNA 532 Play Production for Secondary Schools (3)

CNA 542 Communication and Rhetorical Theory (3)

CNA 548 Organizational Communication II (3)

CNA 554 Advanced Web Development (3)

CNA 617 Topics in Argumentation & Persuasion (3)

CNA 675 Intercultural Communication (3)

CNA Special Topics in Communication

(this might include Organization Presentations, Communication & Leadership, Instructional Communication, Creative Dramatics for the Classroom, Public Relations)

Early Childhood Education (30 hours)

Bachelor's degree and a completed Elementary Education endorsement if seeking an additional endorsement; other related Bachelor's degrees when not seeking endorsement.

EDU 605 Curriculum and Methods Appropriate for Ages Birth-8 (3)

EDU 617 Assessment of Needs for Young Children Birth-8 (3)

EDU 632 Clinical for Early Childhood (3)

FCS 520 Infants/Toddlers Through Primary Children Birth-8 (4)

FCS 530 Organization & Administration of Early Childhood Programs (3)

FCS 616 Early Childhood Practicum with Applied Research (5)

SPD 530 Behavior Management (3)

SPD 552 Consultation and Collaboration (3)

Deficiencies (only needed if not completed in undergraduate program): EDU 201, 211, 330, FCS 325, SPD 151, 251.

Elementary Education (15 hours)

EDU 600 Literacy through Literature for Children (3)

EDU 604 Communication and Lang Arts for Children (3)

EDU 612 Social Sciences for Children (3)

EDU 613 Scientific Research for Children (3)

EDU 614 Mathematical Reasoning & Problem Solving for Children (3)

English Education (27 hours)

Candidates are required to take 6 hours of courses in British Literature and 6 hours of courses in American Literature, with additional elective and/or thesis hours depending on their approved program of study.

Admission to English Program

Upon application to the program, candidates for the MSE in English are required to submit to the English Department Graduate Committee a writing sample (an academic essay of five or more pages) as well as a letter of application specifying their preparation and goals. They must also be interviewed by the English Department Graduate Committee.

Other Graduate Level English Options

WSC offers cooperative Master's degree programs with the University of Nebraska at Kearney and the University of South Dakota. The Master of Arts in English is a general literature degree with an option to specialize in one of the core areas of literature. Classes are offered in areas of American and British Literature, Native American Literature, Creative Writing, Women's Studies, Linguistics and Literacy Criticism. Graduate seminar courses are also available in a variety of interest areas. Students can take up to 15 graduate hours at the WSC campus for direct transfer into the UNK or USD Masters of Arts in English degree program.

English as a Second Language (15 hours)

(Supplemental endorsement. This endorsement requires an applicant to have a valid regular teaching certificate)

- CNA 675 Intercultural Communication (3)
- EDU 515 ESL Programs, Curric, Assessment (3)
- EDU 516 ESL Methods, Assessment (3)
- EDU 517 ESL Practicum K-12 (3)
- ENG 610 Studies in Linguistics (3)

Family and Consumer Sciences Education (15 hours)

- FCS 610 Instructional Techniques and Curriculum Development in FCS (3)
- FCS 615 Curr. Trends & Issues in FCS (3)
- FCS Electives (9) to be selected from:
- FCS 505 Special Topics in FCS (3-9)
- FCS 591 Special Project
- FCS 597/697 Internship
- FCS 695 Independent Study

Learning Communities (15 hours)

The learning community option refers to a unique week-end delivery format with a generalist C+I emphasis. The format and delivery allows students to tailor their studies to the specific needs of their own classrooms and their own schools. Interested students should contact the School of Education and Counseling.

Industrial Technology Education - Vocational Education (15 hours)

- ITE 605 Organization of Technology Education Programs (3)
- ITE 650 Developments in Technology Education (3)
- ITE Electives (9)

Mathematics Education (27 hours)

- MAT 500 Real Analysis I (3)

Or MAT 555 Real Analysis II*

MAT 515 Probability & Statistics II (3)

Or MAT 660 Math Modeling & Stats**

MAT 530 Modern Algebra (3)

MAT 600 Current Issues & Trends in Math/Math Education (3)

MAT 610 Mod. Dev. In Geometry (3)

MAT 645 Math Curriculum and Teaching (3)

Electives (9 Hours)

MAT 520 Number Theory (3)

MAT 540 History of Mathematics (3)

MAT 555 Real Analysis II (3)

MAT 620 Topics in Discrete Math (3)

MAT 660 Math Modeling & Stats (3)

MAT 682 Topics in Mathematics (3)

At least twelve credit hours of mathematics must be from 600-level courses.

*MAT 555 can be used as an elective if MAT 500 is used to satisfy a core requirement.

**MAT 660 can be used as an elective if MAT 515 is used to satisfy a core requirement.

Music Education (15 hours)

6 hours from the following:

- MUS 515 Choral Literature and Materials (3)
- MUS 516 Instrumental Literature and Materials (3)
- MUS 524 Piano Pedagogy (3)
- MUS 544 Topics in Music Pedagogy & Literature (2)
- MUS 601 Advanced Choral Conducting (3)
- MUS 602 Advanced Instrumental Conducting (3)

3 hours selected from:

- MUS 503 Music/Baroque & Classical Periods (3)
- MUS 505 Music of the 20th Century (3)

4 hours selected from Applied Music:

- MUS 651 Organ (2)
- MUS 653 Piano (2)
- MUS 655 Voice (2)
- MUS 657 Brass (2)
- MUS 659 Woodwind (2)
- MUS 661 Strings (2)
- MUS 663 Percussion (2)

Plus MUS electives (2)

Science Education (15-21 hours)

Must take at least one course in each of the following areas:

- Biology – BIO
- Chemistry – CHE
- Earth Science – EAS
- Physics – PHY

Additional courses must be in the above areas including courses with NAT prefix

Social Sciences (21-27 hours)

The graduate emphasis in the Social Sciences offers a wide range of disciplines for students to engage. It should have particular appeal for those interested in furthering their skills and foundation in teaching careers in secondary and post secondary education, and for students without a teaching

certificate but interested in graduate level discipline based coursework.

Social Sciences courses (21 hours) including at least 9 hours from one content area, and at least 6 hours from another content area, plus six hours of electives by advisement and

approval of the Dean of the School of Education and Counseling. Additionally, students are required to complete a file paper (SSC 695 or other prefix) (3 hours) and an applied discipline based research experience (SSC 695 or other prefix) (3 hours).

**School Administration /Educational Leadership
Education Foundations & Leadership Department
Brandenburg Building**

These programs are designed to prepare the candidate for certification as a school principal, supervisor, department head, activities director, or similar administrative position. To become endorsed, the candidate must have two years of verified successful teaching experience, and have completed the required human relations and special education course requirements.

Admission to the Degree Program:

In addition to the admission and registration procedures, which apply to all graduate programs, each applicant must:

1. possess a valid teaching certificate appropriate to the level of preparation or must demonstrate the ability to earn such certificate upon completion of the MSE program;
2. have an overall minimum GPA of 2.75 in the undergraduate degree and/or a GPA of 3.0 in the first 9 hours of core courses in the administration program;
3. take the Graduate Record Examination aptitude test and obtain an 800 on the verbal and quantitative sections, and a 3 on the writing section,
4. take the Pre-Professional Skills Test and receive scores at least 170 in Reading, 171 in Mathematics, and 172 in Writing;
5. receive a satisfactory evaluation from a school administrator;
6. receive a satisfactory evaluation from WSC faculty members based upon performance in completed program courses at WSC;
7. be approved by the school administration interview committee after having completed a minimum of nine (9) but no more than fifteen (15) hours of the program;
8. have an overall minimum GPA of 3.2 in all program course work.

**Typical Program of Study in School Administration/
Educational Leadership P-8 (MSE) 36 hours
Professional Education Core Courses 9 hours**

EDU 650 Research Design	3
658 Fund of Curr Development 7-12	3
Student and advisor will select 3 hours from:	3
EDU 603 Professional Seminar (1)	
626 Advanced Educational Psychology (3)	
627 Current Issues and Trends (2)	
674 History/Philosophy of Education (3)	

Major Area Courses 27 hours

EDU 610 Elem School Administration	3
654 Midl School Administration	3
655 Sch Law: Const Aspects/Cases	3

657 Sch Law: Oper Aspects/Cases	3
659 Finance/Facilities	3
666 Supervision of Instruction	3
689 Internship in Administration P-8	3

Electives 6
Student and advisor will select 6 hours of electives related to School Administration

**Typical Program of Study in School Administration/
Educational Leadership 7-12 (MSE) 36 hours
Professional Education Core Courses 9 hours**

EDU 650 Research Design	3
658 Fund of Curr Development 7-12	3
Student and advisor will select 3 hours from:	3
EDU 603 Professional Seminar (1)	
626 Advanced Educational Psychology (3)	
627 Current Issues and Trends (2)	
674 History/Philosophy of Education (3)	

Major Area Courses 27 hours

EDU 611 Sec School Administration	3
654 Midl School Administration	3
655 Sch Law: Const Aspects/Cases	3
657 Sch Law: Oper Aspects/Cases	3
659 Finance/Facilities	3
666 Supervision of Instruction	3
689 Internship in Administration 7-12	3

Electives 6
Student and advisor will select 6 hours of electives related to School Administration.

**Typical Program of Study in School Administration/
Educational Leadership P-12 (MSE) 45 hours
Professional Education Core Courses 9 hours**

EDU 650 Research Design	3
658 Fund of Curr Development 7-12	3
Student and advisor will select 3 hours from:	3
EDU 603 Professional Seminar (1)	
626 Advanced Educational Psychology (3)	
627 Current Issues and Trends (2)	
674 History/Philosophy of Education (3)	

Major Area Courses 36 hours

EDU 610 Elem School Administration	3
611 Sec School Administration	3
654 Midl School Administration	3
655 Sch Law: Const Aspects/Cases	3
657 Sch Law: Oper Aspects/Cases	3
659 Finance/Facilities	3
666 Supervision of Instruction	3
689 Internship in Administration P-8	3
690 Internship in Administration 7-12	3

Electives 9
Student and advisor will select 9 hours of electives to meet the 45 hour requirement.

Special Education
Counseling & Special Education Department
Brandenburg Building

The MSE Mild/Moderate Disabilities degree program offers a choice of two options: (1) the Instructional Manager program which is appropriate for the graduate student who currently holds a certificate in Special Education but desires to complete a MSE in Special Education; and (2) the Special Educator option which is appropriate for the graduate student who currently holds a certificate other than Special Education but desires to earn an endorsement in K-12 Special Education and commence course work for the MSE in Special Education. (Twenty-one credit hours in the Special Educator option will apply toward the endorsement in Special Education. These credits or the MSE in Special Education alone do not provide full endorsement.)

The degree includes 36-40 credit hours dependent upon choice of option. Both options require that two-thirds (2/3) of the course work be completed at the 600 level. The MSE in Special Education is based on the guidelines of the Council for Exceptional Children.

Program of Study: MSE in Special Education
Instructional Manager Option 36-37 hours
Selected Professional Education Core Courses

EDU 603 Professional Seminar (optional)	1
626 Advanced Educational Psychology	3
650 Research Design	3
658 Fund of Curr Development K-12	3

Special Education

SPD 530 Behav Intervent/LRE	3
552 Consult/Collab Prac/Except Lrners	3
609 Neuropsych of Exceptional Learners	3
610 Curr Modifications in LRE	3
611 Org. & Admin. of Sp. Ed.	3
631 Assess/Diag/Interpretation	3
667 Multi Aspects/Curr Plan/Ex. Lrners	3

Research

SPD 663 Applied Research	3
SPD 699 Thesis	3

Special Educator Option 39-40 hours

Selected Professional Education Core Courses

EDU 603 Professional Seminar (optional)	1
626 Advanced Educational Psychology	3
650 Research Design	3
658 Fund of Curr Development K-12	3

Special Education

SPD 530 Behav Intervent LRE*	3
552 Consult/Collab Prac/Except Lrners*	3
572 Iden of Mild/Moderate Disabilities*	3
608 Survey of Exceptionalities*	3
611 Org. & Admin. of Sp. Ed.	3
667 Multi Aspects/Curr Plan/Ex. Lrners	3

Direct Experience

SPD 661 Clinical Application*	6
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Research

SPD 663 Applied Research	3
SPD 699 Thesis	3

*Apply toward the endorsement in Special Education.

PED 507 and SPD 502 must be taken for the endorsement requirements.

High Ability Education K-12 (18-21 hours)

This supplemental endorsement prepares in-service teachers to identify gifted/talented students, develop, coordinate and evaluate programs for gifted/talented students, and to serve as resource persons for students in grades K-12. This endorsement is not a field or subject endorsement.

SPD 552 Consult/Collab. Prac/Excep Lrners	3
609 Neuropsych of Exceptional Learners	3
611 Org. & Admin. of Sp. Ed.	3
625 Char & Meth: High Ability Students	3
631 Assess/Diag/Interpretation	3
662 Practicum-High Ability Ed	3-6

Sport Management/Exercise Science
Health, Human Performance & Sport Department
Rice Auditorium

Students may pursue an MSE in either sport management or exercise science. Both are housed in the Department of Health, Human Performance, and Sport (HHPS).

Graduate study in HHPS is designed to enhance the HHPS teaching techniques and to enable the recipient of the MSE degree to: (1) achieve new and broadened academic competencies through course work, (2) achieve more effective teaching techniques through methodology courses, (3) develop competencies in research, (4) provide professional and academic training for those desiring to teach or administer in HHPS programs at the post secondary level, and (5) understand the impact of science and its relationship to success in HHPS. Upon completion of fifteen hours, application for candidacy will be made through an oral review with the program faculty. Students will make a request for the oral review to the department chair just prior to the completion of fifteen hours. Seven

weeks prior to graduation each student is required to file for a written exam prepared by the HHPS staff.

Admission to Degree Program

1. A BS/BA degree from an accredited institution.
2. Complete the Graduate Record Exam (GRE) with a composite score (Verbal + Quantitative) of 750. The analytical writing score will be used to facilitate student assessment. Students without GRE scores can be provisionally admitted to the graduate program for one semester. Further information concerning the GRE exam can be obtained by contacting the Graduate Office.
3. Admission for non-probationary status is a 2.75 undergraduate GPA. Students who do not meet this requirement may be admitted on probationary status. Probationary students must be approved by the department graduate faculty following completion of nine credit hours.
3. Students may be required to take certain undergraduate courses if their undergraduate preparation is determined to

be deficient by the professor-in-charge.

Typical Programs of Study

Non -Teaching Emphasis

Selected Professional Education Core Courses 7 hours

EDU 603 Professional Seminar	1
626 Advanced Educational Psychology	3
650 Research Design	3

Sport Management 30 hours

This option requires that a student complete 30 hours in the areas of sport management plus above core.

(for non WSC Sport Management graduates:)

BUS 560 Human Behavior in Organizations	3
PED 505 Sport Business	3
510 Sport Law	3
511 Sport Marketing and Promotion	3
550 Program Mgt in Sport	3
564 Facility Mgt in Sports Wellness	3
585 Sport in American Culture	3
589 Fieldwork in Sport Management.....	1-9
Electives by Advisement	6

(for WSC Sport Management graduates)

BUS 560 Human Behavior in Organizations	3
PED 591 Special Project	3
589 Fieldwork in Sport Management.....	12
695 Independent Study in Sport Mgt.....	6

Electives by Advisement	6
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Exercise Science 30 hours

This option requires that a student complete 30 hours of exercise science courses plus above core. The non thesis option is suggested, unless the student plans to complete a doctorate.

(for non WSC Exercise Science graduates:)

PED *507 Motor Percep/Adapt for Spec Pop	3
551 Advanced Exercise Physiology	3
564 Facility Management	3
570 Fitness Evaluation and Assessment	3
593 Fieldwork in Exercise Science	1-9
671 Recent Lit and and Research in HHPS	3
Elective	6
*not required for thesis option candidates	

(for WSC Exercise Science graduates)

BUS 564 Human Resource Management	3
PED *507 Motor Percep/Adapt for Spec Pop	3
551 Advanced Exercise Physiology	3
591 Special Project (in Exercise Science)	3
593 Fieldwork in Exercise Science	0-9
671 Recent Lit and and Research in HHPS	3
695 Ind Study (in Exercise Science)	3
Electives (by advisement)	3
*not required for thesis option candidates	

Education Specialist

School Administration/ Educational Leadership

**School of Education & Counseling
Brandenburg Building**

Objectives: This program prepares qualified students for leadership positions in education and meets the endorsement requirements for all general administrative and supervisory capacities in Nebraska schools.

Admission to the Degree Program

In addition to the admission and registration procedures, which apply to all graduate programs, each applicant must:

1. Possess a Master’s degree or endorsement in education-school administration from an accredited institution. Applicants with a master’s degree in other education fields will be required to complete any deficiency hours.
2. Possess a valid teaching certificate or must demonstrate the ability to earn such certificate upon completion of the Ed.S. program;
3. Have an overall minimum GPA of 3.2 in an education master’s degree program and/or a GPA of 3.2 in the first nine (9) hours of core courses of the Ed.S. program;
4. Have taken the Graduate Record Examination aptitude test and obtain a combined score of 800 on the verbal and quantitative sections, and a 3 on the writing section;
5. Take the Pre-Professional Skills Test and receive scores of at least 170 in Reading, 171 in Mathematics, and 172 in

Writing, unless applicant possesses an Administrative and Supervisory Certificate;

6. Receive a satisfactory evaluation from a school administrator;
7. Receive a satisfactory evaluation from WSC faculty members based upon performance in completed core Ed.S. courses;
8. Be approved by the school administration interview committee after having completed a minimum of nine (9) but no more than fifteen (15) hours of the program;
9. Have an overall minimum GPA of 3.2 in all program course work.

Education Specialist Degree (33 hours)

Typical Program of Study

Required Courses 30 hours

EDU 700 The Superintendency	3
704 School Law for Administrators	3
705 Prob Resolution in Ed Organizations	3
710 Strategic Planning	3
725 Education Facilities Planning	3
730 Public Sch Pers Admin	3
740 Ed Finance & Bus Management	3
750 School and Community Relations	3
760 Information Management	3
786 Advanced Internship in Ed Leadership	3
Electives	
790 Special Topics in Ed Admin	3

Administration

Mr. Carter “Cap” Peterson, Chair (Term expires 1/1/11)	Wayne
Mrs. Willa Kosman, Vice Chair (Term expires 1/1/09)	Scottsbluff
Mr. Richard Halbert (Term expires 1/1/07)	Falls City
Mr. Steve Lewis, Vice Chair (Term expires 1/1/11)	Lexington
Mr. Bill Roskens (Term expires 1/1/09)	Omaha
Mr. Larry Teahon (Term expires 1/1/07)	Chadron
Dr. Doug Christensen, Commissioner of Education (Ex-officio)	Lincoln
Mr. Stan Carpenter, Executive Director	Lincoln
The Honorable David Heineman, Governor of Nebraska	Lincoln

Executive

Richard J. Collings	President
B.A., University of Louisville; Harvard University Institute for Educational Management; M.A., Ph.D., Tulane University. 2004	
Phyllis M. Conner	Vice President for Development, Exec. Dir./Wayne State Foundation
B.A., Briar Cliff University; M.B.A., University of South Dakota. 1995-1999 and 2003	
Curtis D. Frye	Vice President and Dean of Students
B.S.E., Midland College; M.S.E, Chadron State College. 1985	
Robert O. McCue	Vice President of Academic Affairs
B.S., Northern Arizona University; M.S., Ph.D., Tulane University. 1978	
Carolyn S. Murphy	Vice President for Administration and Finance
B.S., M.B.A., Wayne State College. 1989	

Academic Affairs

Wayne Anderson	Department Chair/Art and Design
Vaughn Benson	Dean/Business and Technology
Jean Blomenkamp	Department Chair/Educational Foundations and Leadership
Christopher Bonds	Department Chair /Music
Alan Bruflat	Department Chair/Language and Literature
Paul Campbell	Department Chair/Sociology, Psychology and Criminal Justice
Tammy Evetovich	Department Chair/Health, Human Performance and Sport
Roger Feuerbacher	Director of Continuing Education
Stanley Gardner	Library Director
Timothy Garvin	Department Chair/Computer Technology and Information Systems
Kevin Hill	Interim Dean/Natural and Social Sciences
Glenn Kietzmann	Department Chair/Life Sciences
Anthony Koyzis	Dean/Education and Counseling
Mark Leeper	Department Chair/History, Politics and Geography
Judy Lindberg	Department Chair/Technology and Applied Science
R. Lincoln Morris	Dean/Admissions and Recruitment
James O'Donnell	Dean/Arts and Humanities
Cheryl Waddington	Department Chair/Business and Economics
Deborah Whitt	Department Chair/Communication Arts
Keith Willis	Department Chair/Counseling and Special Education
Todd Young	Department Chair/Physical Sciences and Math

Administrative Affairs

Derek Anderson	Student Center Manager
Kevin Armstrong	Director of Planned Giving
Jeannette Barry	Institutional Research Analyst
Mike Barry	Director of Sports and Recreation Facilities/Associate Athletic Director
Gretchen Bauman	Director of Human Resources
Janet Brumm	Librarian
Beverly Buhrman	Accounting Manager
Jana Burns	Admissions Specialist
Mitch DeBoer	Director of Business Services
Edmund Elfers	Director of Teaching and Learning Technologies
David Graber	Librarian
Mike Grosz	Interim Sports Information Director
Veronica Guzman	Admissions Specialist
Kevin Halle	Coordinator of Admissions
Karina Hasenkamp	Coordinator of SSRC
Jennifer Ippensen	Interim Admissions Specialist/Financial Aid Counselor
Dwayne Johnson	Director of Facility Services
Judy Johnson	Director of College Relations
Maria Johnson	Librarian
Loren Kucera	Director of Nebraska Business Development Center and Family Business Center
Lynette Lentz	Registrar
Marilyn Liedorff	Librarian
Dennis Linster	Chief Information Officer
Deb Lundahl	Director of Development and Alumni Relations
Barbara Meyer	Budget Manager
Kenneth Murphy	Director of Administrative Systems
Joseph Nitzke	Director, SSRC
Gayle A. Poirier	Librarian
Kyle Rose	Director of Financial Aid
Marcus Schlichter	Librarian
Eric Schoh	Director of Athletics
Ashley Smith	Admissions Specialist
Phyllis Spethman	Field Experience Director/Teacher Certification Officer
Chera Tremblay	Admissions Specialist
Julia White	Human Resources Coordinator

Student Affairs

Jason Barelman	Director of Career Services
Connie Bargstadt	College Nurse
Lin Brummels	Director of Counseling
Patricia Burris	Learning Skills Specialist
Jeffrey Carstens	Director of Housing/Residence Life/Assistant Dean of Students
Mary Carstens	Learning Skills Specialist
Deb Ensz	Learning Skills Specialist
Karen Granberg	Counselor
Terri Heggemeyer	Career Services Specialist
Clarissa Kaiser	Director of Multicultural Center
Michelle Meyer	Interim Violence Against Women Counselor
Kathy Mohlfeld	Counselor
Lisa Reifenrath	Retention Specialist
Frank Teach	Director of Intramurals and Student Center
Ronald Vick	Counselor
Dorothy Weber	Director of Learning Center
Jeannine Wriedt	Interim Director of STRIDE

Faculty

(Date indicates first year at Wayne State College)

(* Denotes Graduate Faculty)

- Franklin D. Adams * Professor, Education
B.S., Appalachian State University; M.A., Ed.S., Western Carolina University; Ed.D., University of North Carolina. 1993
- Darius Agoumba Assistant Professor, Chemistry
M.S., State University of Kharkov; M.S., Delaware State College; Ph.D., University of Alabama. 2004
- W. Andrew Alexander * Professor, English/Philosophy
B.A., University of Wisconsin; M.A., South Dakota State University; Ph.D., University of Toronto. 1993
- Wayne M. Anderson Professor, Art
B.F.A., University of South Dakota; M.F.A., Southern Illinois University, Edwardsville. 1979
- Patricia M. Arneson * Professor, Business
B.S.E., M.B.E., Ed.D., University of Nebraska, Lincoln. 1977
- Laura L. Barelman * Assistant Professor, Business
B.A., Creighton University; J.D., University of Nebraska, Lincoln; M.B.A., Wayne State College. 1999
- Jeffrey O. Bauer * Assistant Professor, Business
B.A.E., Wayne State College; M.S.E., University of Nebraska, Kearney; Ed.D., University of South Dakota, Vermillion. 2000
- Vaughn L. Benson * Professor, Business
B.S., M.S.E., Wayne State College; C.P.A., Ph.D., University of Nebraska, Lincoln. 1974
- Judith L. Berry Lecturer, Art
B.A., California State University, San Bernardino; B.F.A.E., M.S.E., Wayne State College. 2000
- Randy J. Bertolas * Professor, Geography
B.A., University of Minnesota, Duluth; M.A., University of Vermont; Ph.D., State University of New York, Buffalo. 1995
- Barbara A. Black * Professor, Education
B.S.E., University of Nebraska, Lincoln; M.A.E., Wayne State College; Ed.D., University of South Dakota. 1994
- Heidi Blair-Esteves Interim Instructor, Criminal Justice
B.S., University of Nebraska at Kearney; M.L.A., Harvard University. 2004
- Joe Blankenau Associate Professor, Political Science
B.S., Kearney State College; M.A., Ph.D., University of Nebraska, Lincoln. 1997
- L. Kent Blaser * Professor, History
B.A., Kansas State University; Ph.D., University of North Carolina. 1979
- Michael S. Blayney * Professor, History
B.S., Bradley University; Ph.D., Washington State University. 1976
- Jean L. Blomenkamp * Professor, Education
B.A.E., M.S.E., Wayne State College; Ph.D., University of Nebraska, Lincoln. 1988
- David A. Bohnert Assistant Professor, Music
B.M.E., Southeast Missouri State, Cape Girardeau; M.M., University of Cincinnati; D.M.A., University of Missouri-Kansas City. 1997
- JoAnn E. Bondhus * Professor, Business
B.A., M.B.A., Colorado State University, Fort Collins; J.D., Colorado School of Law, Boulder; L.L.M., University of Denver. 1979
- Christopher N. Bonds * Professor, Music
B.M., M.M., Arizona State University; Ph.D., University of Iowa. 1980
- Deborah Bonds Interim Instructor, Counseling
B.A., University of Idaho; M.S.E., Wayne State College; Ph.D., University of South Dakota. 2004
- Marian J. Borgmann-Ingwersen * Professor, Biology
B.A., Wayne State College; M.S., University of Nebraska, Omaha; Ph.D., University of South Dakota, Vermillion. 1990
- Alan S. Bruflat * Professor, Spanish
B.A., Augustana College; M.A., University of Iowa; Ph.D., University of Kansas, Lawrence. 1990
- Janet M. Brumm Librarian/Instructor
B.A.E., Wayne State College; M.L.S., Emporia State University. 1977
- James V. Brummels * Associate Professor, English
B.A., University of Nebraska; M.A., Syracuse University. 1977
- Donald J. Buryanek Assistant Professor, Industrial Education
B.A.E., M.S.E., Wayne State College. 1989

- Katherine V. Butler * Professor, English
A.B., University of Richmond; M.A., Ph.D., Bryn Mawr College. 1966
- Adolfo J. Cacheiro Associate Professor, Spanish
B.A., Queens College; M.A., Cornell University; Ph.D., New York University. 2001
- Paul V. Campbell * Professor, Criminal Justice
B.S., U.S. Military Academy, West Point; M.S., Ph.D., Utah State University. 1980
- Maureen E. Carrigg * Associate Professor, Communication Arts
B.A., Queens College; M.F.A., Brooklyn College. 1988
- Douglas P. Christensen Associate Professor, Biology
B.S., M.S., Ph.D., University of Nebraska, Lincoln. 1998
- Linda Christensen * Assistant Professor, Music
B.A., Weber State University; M.M., Southern Methodist University; Ph.D., University of Oklahoma. 2001
- Larry J. Claussen * Professor, Industrial Education
B.S.E., University of South Dakota, Springfield; M.A., University of Northern Colorado; Ph.D., University of Wyoming. 1995
- Richard J. Collings Professor, Political Science
B.A., University of Louisville; Harvard University Institute for Educational Management;
M.A., Ph.D., Tulane University. 2004
- Donovan S. Conley * Professor, HHPS
B.S., M.S., Southern Illinois University; Ed.D., University of Georgia. 1992
- Gerald A. Conway Associate Professor, Business
B.S.E., University of South Dakota, Vermillion; M.S.E., Chadron State College. 1975-1991; 1997
- Kathleen M. Conway * Professor, Education
B.A., M.A., University of South Dakota; Ph.D., University of Nebraska, Lincoln. 1981
- Thomas H. Cook * Professor, Criminal Justice
B.A., Carleton College, Minnesota; M.A., Princeton University; Ph.D., University of Pittsburgh;
M.C.J., University of South Carolina. 1990
- James D. Curtiss * Professor, Education
B.M.E., Indiana University; M.A., University of Northern Colorado; Ph.D., University of Nebraska, Lincoln. 1995
- Meenakshi N. Dalal * Professor, Economics
B. of Commerce, City College, Calcutta University, India; M.A., Ph.D., Northeastern University, Boston. 1985
- Buffany DeBoer Interim Instructor, Biology
B.S., M.S.E., Wayne State College. 2004
- Janice S. Dinsmore * Assistant Professor, Education
B.S.E., University of Maine; M.A.E., M.S.E., Wayne State College. 1981
- Steven C. Dinsmore * Professor, Education
B.A., Bob Jones University; M.A., Ed.D., Ball State University. 1978
- Edmund B. Elfers Assistant Professor, Communication Arts
B.A., University of Texas, El Paso; M.A., University of Texas, Austin. 1992
- Steven T. Elliott Assistant Professor, Art
B.F.A., University of Kansas; M.F.A., University of Maryland. 2003
- Susan Ellis * Associate Professor, Sociology
B.S., M.S., Brigham Young University; Ph.D., University of Utah. 2000
- Barbara J. Engebretsen * Associate Professor, HHPS
B.A., University of California, Riverside; M.E., Colorado State University; Ph.D., Colorado State University. 1995
- Mary L. Ettel * Professor, Chemistry
B.A., Central College, Pella, Iowa; Ph.D., Texas Tech. University, Lubbock. 1990
- Tammy K. Evetovich * Associate Professor, HHPS
B.S., M.P.E., Ph.D., University of Nebraska, Lincoln. 2000
- William V. Filter * Professor, Business
B.A., M.B.A., University of Iowa; C.P.A., Ph.D., University of Nebraska, Lincoln. 1963
- John D. Fuelberth * Professor, Mathematics
B.A.E., Wayne State College; M.A., Ph.D., University of Nebraska, Lincoln. 1988
- Randa Garden Interim Instructor, Communication Arts
B.S., M.S.E., Wayne State College. 2004
- Sharon K. Garvin Assistant Professor, Business
B.S., Wayne State College; M.P.A., University of South Dakota, Vermillion. 1982

- Timothy P. Garvin * Professor, Computer Technology
B.S., M.S.E., Wayne State College; Ph.D., University of Nebraska, Lincoln. 1986
- Frank Gazda Interim Assistant Professor, Music
B.A., Shenandoah University; M.A., Manhattan School of Music; D.M.A., University of Maryland. 2004
- Cameron M. Geisert * Instructor, HHPS
B.S., University of Nebraska, Kearney; M.S.E., Wayne State College. 2002
- Janet A. Gilligan * Professor, English
B.S.E., St. Mary of the Woods College, Indiana; M.A., Ph.D., Northern Illinois University, DeKalb. 1988
- Kenneth G. Hallgren * Professor, Business
B.A., M.S., Wayne State College; Ed.D., University of Northern Colorado. 1986
- Yahia Z. Hamada Assistant Professor, Chemistry
B.S., University of Alexandria, Alexandria, Egypt; M.S., Ph.D., University of Missouri, St. Louis. 2001
- Terry J. Hamilton * Professor, Education
B.A.E., Wayne State College; M.Ed., Ph.D., University of Wyoming, Laramie. 1990
- Mark F. Hammer * Professor, Biology
B.S., Iowa State University; M.S., Clemson University; Ph.D., University of Arkansas. 1996
- Pearl A. Hansen * Professor, Art
B.F.A.E., Wayne State College; M.A., Kansas State University; Ph.D., University of Nebraska, Lincoln. 1976
- Sally R. Harms Associate Professor, Chemistry
B.S.E., M.S., Millersville University of Pennsylvania; Ed.D., University of Nebraska, Lincoln. 2000
- Katja Hawlitschka Associate Professor, English
Intermediate Exam, Eberhard-Karis University, Tübingen, Germany; M.A., University of Oregon;
Ph.D., University of Southern California. 2000
- Lourdes Herling Interim Instructor, Computer Technology
B.S., Texas A&M; M.S., Colorado State University. 2002
- Donald R. Hickey * Professor, History
B.A., Ph.D., University of Illinois. 1978
- Kevin L. Hill * Associate Professor, HHPS
B.A., University of Northern Iowa; M.S.E., Wayne State College; Ed.D., University of South Dakota, Vermillion. 1992
- Jeff W. Howlett Assistant Professor, English
B.A., Elmira College, New York; M.A., Ph.D., State University of New York, Binghamton. 2000
- Jack H. Imdieke * Professor, Computer Technology
B.S., Valley City State College; M.S., Ph.D., University of North Dakota. 1980
- Joni L. Irlmeier Interim Instructor, Education
B.A., M.S.E., Wayne State College. 2003
- Fay B. Jackson * Associate Professor, Education
B.A., M.A., Ed.D., University of Alabama, Tuscaloosa. 1997
- Gwen U. Jensen Assistant Professor, Communication Arts
B.A., Wayne State College; M.A., University of South Dakota, Vermillion; Ph.D., University of Nebraska, Lincoln. 2002
- Jean C. Karlen * Professor, Sociology
B.A., M.A., Ph.D., University of Nebraska, Lincoln. 1976
- Paul A. Karr Professor, Chemistry
B.S., Missouri Southern State College; Ph.D., Wichita State University. 1993
- Jason L. Karsky * Associate Professor, Criminal Justice
B.S., University of North Dakota, Grand Forks; M.S., Saint Cloud State University;
Ph.D., South Dakota State University, Brookings. 1999
- Richard T. Keenan Associate Professor, Communication Arts
B.A., University of Michigan; M.A., University of Illinois; Ph.D., City University of Los Angeles. 1994
- Siobhan L. Kelly Professor, English
B.A., Trinity College, Washington DC; M.A., Ph.D., State University of New York, Binghamton. 1992
- Glenn E. Kietzmann, Jr. Professor, Biology
B.S., M.S., South Dakota State University; Ph.D., Iowa State University. 1989
- James O. Knotwell Assistant Professor, Geography
B.S., Wayne State College; M.A., Western Illinois University; Ph.D., University of Nebraska, Lincoln. 2000
- Anthony A. Koyzis Professor, Education
B.A., M.A., Ph.D., University of Iowa. 2005

- Gloria J. Lawrence * Professor, Psychology
B.S., Kearney State College; M.S., Ph.D., Kansas State University. 1988
- Mark S. Leeper Professor, Political Science
B.A., University of Nebraska, Lincoln; M.A., Ph.D., University of North Carolina, Chapel Hill. 1996
- Dennis A. Lichty * Associate Professor, Education
B.A.E., M.S.E., Wayne State College; Ed.D., University of South Dakota, Vermillion. 1992
- Judith K. Lindberg * Professor, Family and Consumer Science
B.S., M.S., Kansas State University, Manhattan; Ph.D., University of Missouri, Columbia. 1995
- Carolyn V. Linster * Professor, Education
B.S., Morningside College; M.S.E., Wayne State College; Ed.D., University of Northern Colorado. 1978
- Dennis C. Linster Associate Professor, Industrial Education
B.A.E., M.S.E., Wayne State College. 1975
- Ronald R. Lofgren Associate Professor, Music
B.A., Bethany College; M.M., Southern Methodist University; D.M.A., University of Kansas. 2000
- Jean L. Lutt Instructor, Computer Technology
B.A.E., M.S.E., Wayne State College. 1979
- Patricia L. Lutt * Associate Professor, Business
B.S., M.S.E., Wayne State College; Ph.D., University of Nebraska-Lincoln. 1998
- Michael Marek Assistant Professor, Communication Arts
B.S., M.A., University of South Dakota. 2004
- Robert O. McCue * Professor, Biology
B.S., Northern Arizona University; M.S., Ph.D., Tulane University. 1978
- David "Max" W. McElwain Associate Professor, Communication Arts
B.A., M.A., University of Iowa; Ph.D., University of Kansas. 2002
- Jeffrey R. Meyer * Instructor, HHPS
B.S., Chadron State College; M.S.E., Wayne State College. 2001
- Daniel J. Miller Associate Professor, Psychology
B.A., Northern Illinois University; M.S., Ph.D., Purdue University. 1994
- Marilyn Mudge * Professor, Education
B.S., Oregon State University, Corvallis; M.S.E., Western Oregon State College, Monmouth;
Ed.D., University of South Dakota. 1990
- J. Marlene Mueller Professor, Art
B.A., Limestone College, Gaffney, South Carolina; M.A., M.F.A., Miami University. 1975
- Jeryl L. Nelson * Associate Professor, Business
B.S., Wayne State College; M.B.A., University of South Dakota; Ph.D., University of Nebraska, Lincoln. 1986
- Lori E. Nicholson Instructor, Computer Technology
B.S., University of Nebraska Medical Center; M.S., University of Phoenix. 2001
- Jason Novotny Interim Instructor, Industrial Education
B.S., M.S.E., Wayne State College. 2004
- James F. O'Donnell * Professor, Music
B.A., St. Mary's College of Maryland; M.M., D.A., Ball State University. 2001
- James E. O'Leary Professor, Music
B.M. in Ed., Colorado University; M.M., Boston University; D.M.A., University of Colorado. 1966
- Curtis Olson Assistant Professor, Mathematics
B.A., M.A., University of South Dakota; D.A., Idaho State University. 2004
- Charles J. Parker * Professor, Economics
B.A., M.A., Ph.D., University of Cincinnati. 1995
- John R. Paxton * Professor, Business
B.S.E., Northeastern College, Oklahoma; M.B.A., University of Oklahoma; Ph.D., University of Nebraska, Lincoln.
1978-87; 1992
- Shawn D. Percy * Associate Professor, Biology
B.S., Indiana University; Ph.D., Washington State University. 1996
- David Peitz Associate Professor, Chemistry
B.A., Mount Marty College, Yankton; Ph.D., University of North Dakota, Fargo. 1997
- John H. Renzelman * Professor, Industrial Education
B.S.E., Keene State College; M.S., Indiana State University; Ph.D., Texas A&M University. 1984

- Vic V. Reynolds Professor, Art
B.A., M.F.A., University of Idaho. 1988
- Janet L. Roney Professor, Theatre
B.A., Seattle University; M.A., M.F.A., University of South Dakota. 1984
- Gretchen L. Ronnow * Professor, English
B.A., M.A., Utah State University; Ph.D., University of Arizona. 1992
- Catherine Rudin * Professor, Humanities
B.A., University of Wisconsin; M.A., Ph.D., Indiana University. 1986
- Carl F. Rump Associate Professor, Earth Science
B.S.E., M.A., Ball State University. 1967
- Lisa Sandlin * Associate Professor, English
B.A., Rice University; M.F.A., Vermont College-Norwich University. 1997
- Janet M. Schmitz Associate Professor, French
B.A., Avila College, Kansas City; M.A., University of Wisconsin, Madison. 1971
- Ruth Schumacher Interim Instructor, Education
B.A.E., M.S.E., Wayne State College. 2004
- Mary L. Sebade Interim Instructor, Family and Consumer Science
B.S., M.S.E., Wayne State College. 2001
- Timothy J. Sharer * Professor, Education
B.F.A.E., Wayne State College; M.M., Ph.D., University of Nebraska, Lincoln. 1995
- William E. Slaymaker * Professor, English
B.A., Western Michigan University; A.M., Ph.D., Indiana University, Bloomington. 1989
- Monica A. Snowden Associate Professor, Sociology
B.A., M.A., Ph.D., University of Nebraska, Lincoln. 1997
- Sam Snyder Interim Assistant Professor, Physics
B.S., University of Wisconsin; M.S., Florida State University; M.S., Emporia State University; Ph.D., Florida State University. 2004
- Joyce Stalp Interim Instructor, Education
B.S., University of Nebraska-Omaha; M.S.E., Wayne State College. 2004
- Karen J. Sweeney * Professor, Education
B.A., Mary Crest, Davenport, Iowa; M.S., University of Nebraska, Omaha; Ph.D., University of Nebraska, Lincoln. 1992
- Robert D. Sweetland * Professor, Education
B.A., Doane College; M.Ed., Ed.D., University of Nebraska, Lincoln. 1987
- Douglass Taber * Professor, History
B.A., Rutgers University; Ph.D., Stanford University. 1977
- Linda L. Taber * Associate Professor, History
B.A., Pennsylvania State University; M.A., Rutgers University; Ph.D., Stanford University. 1975, 1992
- Frank G. Teach Instructor, HHPS
B.A.E., M.S.E., Wayne State College. 1971
- Sharon W. Thomas Assistant Professor, History
B.S., M.A.T., Lewis and Clark College, Portland, Oregon. 1968
- Jay B. Todd Instructor, HHPS
B.S., M.S.E., Wayne State College. 1998
- Gregory P. Vander Weil Assistant Professor, Industrial Education
B.A.E., M.S.E., Wayne State College. 1988
- Gary A. Volk * Associate Professor, Business
B.A., M.A., University of South Dakota; Ph.D., University of Nebraska, Lincoln. 1992
- Cheryl A. Waddington * Associate Professor, Business
B.A.E., M.S.E., Wayne State College; Ph.D., University of Nebraska, Lincoln. 1987
- Karen E. Walker Associate Professor, Psychology
B.S., Grinnell College, Grinnell, Iowa; M.S., Ph.D., St. Louis University. 1997
- Deborah L. Whitt * Professor, Communication Arts
B.A.E., Wayne State College; M.A., Ph.D., University of Nebraska, Lincoln. 1985
- Ronald E. Whitt * Professor, Communication Arts
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Retired and Emeritus Faculty

Sayre D. Andersen, English	1970-2000
Maurice D. Anderson, Computer Center, Mathematics	1962-1994
Morris L. Anderson, Education	1965-1994
Ralph E. Barclay, HPLS	1965-1998
Eugene B. Bigelow, Education	1969-1991
Donnell E. Cattle, Industrial Education	1974-1997
James A. Day, Music	1959-2000
Mumunali Eminov, Anthropology	1979-2003
Arnold D. Emry, Education	1967-1993
Robert G. Foote, Geography	1970-2000
Clifton L. Ginn, Political Science	1968-1987
Maria R. Grovas, Spanish	1969-1988
Kenneth D. Halsey, Business, Interim President	1971-1974, 1987-1999
Margaret A. Hansen, Family and Consumer Science	1976-2000
Jim D. Hummel, Administration	1964-1995
Vera M. Hummel, Business	1988-2000
J.S. Johar, Chemistry	1968-2001
Robert G. Johnson, Communication Arts	1958-1986
Hilbert Johs, Mathematics	1969-2000
Raymond H. Kelton, Music	1960-1985
Anthony Kochenash, Business	1990-1996
Deryl E. Lawrence, Education	1974-1997
R. Max Lundstrom, Administration	1958-1990
Charles R. Maier, Biology	1968-1999
G. Richard Manley, Journalism	1958-1986
Anthony E. McEvoy, Industrial Education	1992-2002
Dean A. Metz, Physics	1967-2002
Sandra L. Metz, Family and Consumer Sciences	1986-2005
Jack L. Middendorf, Library Media	1978-1993
Edwin Allen O'Donnell, Political Science	1971-1994
Harland V. Pankratz, Biology	1964-1989
James P. Paige, Mathematics	1968-2004
Russell L. Rasmussen, Chemistry	1969-2001
Ray M. Replogle, Art	1968-2002
Minnie C. Rice, English	1956-1969
Erma T. Rodgers, Home Economics	1956-1969
LaVera D. Roemhildt, Home Economics	1968-1995
Cornell J. Runestad, Music	1970-1995
A. Jewell Schock, Biology	1964-1995
Mary Arlene Schulz, Education	1969-1987
Lyle E. Seymour, Chemistry, President	1953-1982
E. LeRoy Simpson, Human Performance and Leisure Studies	1968-1997
Lyle L. Skov, Education	1955-1988
Lois G. Spencer, Library	1987-1997
Robert C. Sutherland, Biology	1959-1963, 1966-1986
Gilbert L. Vaughan, English	1965-1999
Connie Matthews Webber, Music	1966-1997
Robert W. Zahniser, English/German	1966-2003

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