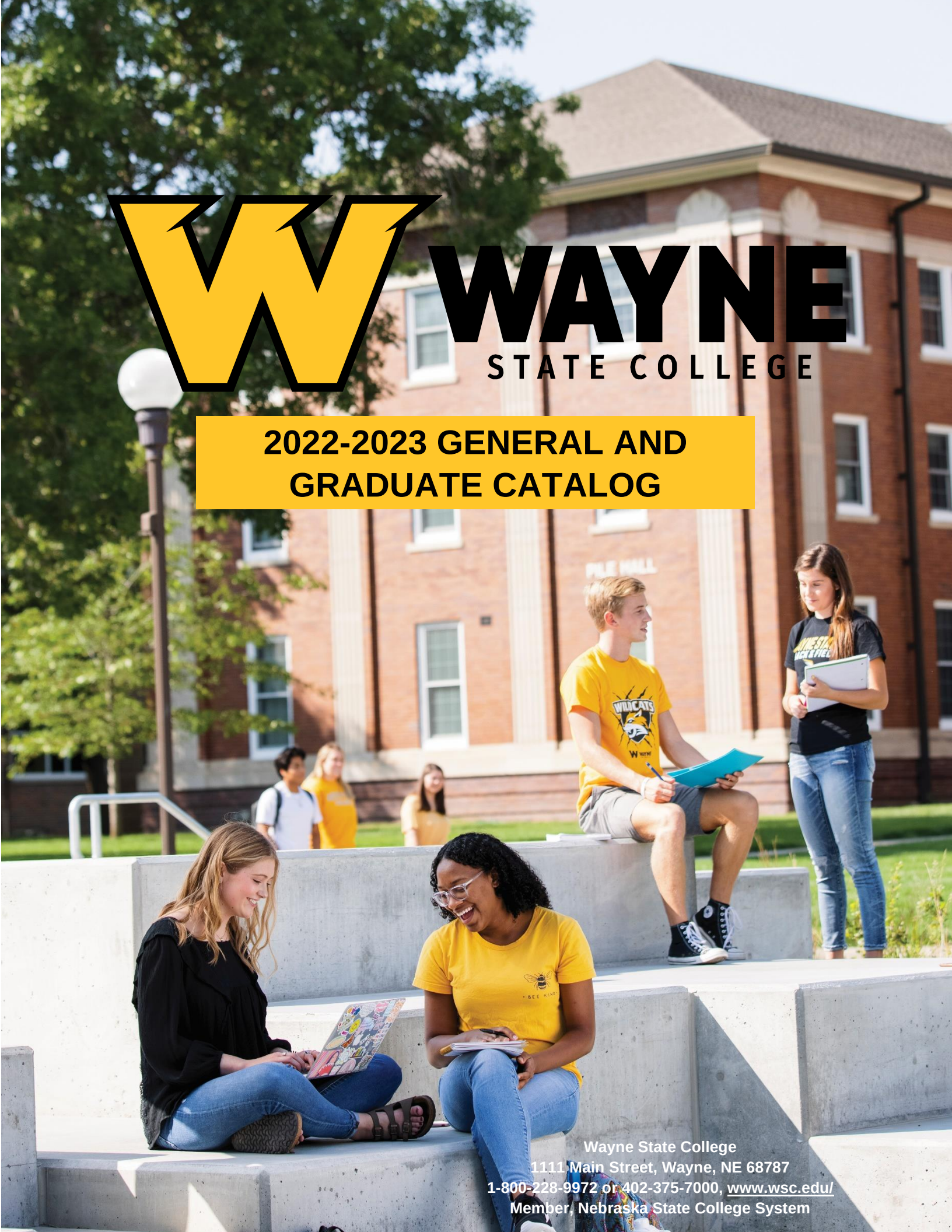


WAYNE STATE COLLEGE

2022-2023 GENERAL AND GRADUATE CATALOG

Wayne State College
1111 Main Street, Wayne, NE 68787
1-800-228-9972 or 402-375-7000, www.wsc.edu/
Member, Nebraska State College System



Dr. Marysz Rames
President
Wayne State College

Mission Statement

Learning Excellence, Student Success, Regional Engagement

Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff student interaction, public service, and diversity within a friendly and collegial campus community.

Wayne State College

From the point of application to enrollment,
the Office of Admissions has one goal in mind—your success!

Office of Admissions
Wayne State College
1111 Main Street
Wayne, Nebraska 68787
Phone: 1-866-228-9972 or 402-375-7234
Admissions (admissions@wsc.edu)
WSC Admissions (www.wsc.edu/admissions)

Academic Schools and Departments

School of Arts and Humanities
Art and Design
Communication Arts
History, Politics and Geography
Language and Literature
Music

School of Education and Behavioral Sciences
Counseling
Educational Foundations and Leadership
Psychology and Sociology

School of Business and Technology
Business and Economics
Computer Technology and Information Systems
Technology and Applied Science

School of Science, Health, and Criminal Justice
Criminal Justice
Health, Human Performance and Sport
Life Sciences
Physical Sciences and Mathematics

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

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

2022-2023 General and Graduate Catalog

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Wayne State College is a dynamic, open-enrollment 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. Our programs and instruction deliver a multicultural education from which students can gain respect and appreciation for the total culture of all ethnic and minority groups in American society.

Wayne State College provides 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 Nebraska State College System Board of Trustees 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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Institutional Information

2022-2023 Academic Calendar

Fall Semester, August-December 2022
Classes Begin: Monday, August 22, 8:00 a.m.
Late Registration/Drop-Add: Mon.-Sun., August 22-28
Labor Day Recess: Monday, September 5
Last Class: Fri., December 9
Final Exam Week: Mon.- Fri., December 12-16

Spring Semester, January-May 2023
Classes Begin: Monday, January 9, 8:00 a.m.
Late Registration/Drop-Add: Mon.-Sun., January 9-15
Mid-Term Break: Mon.-Fri., March 6-10
Spring Break: Monday, April 10
Study Week: Tue.-Fri., April 24-28
Last Classes/Final Exam Week: Mon.-Fri., May 1-5
Commencement: Saturday, May 6

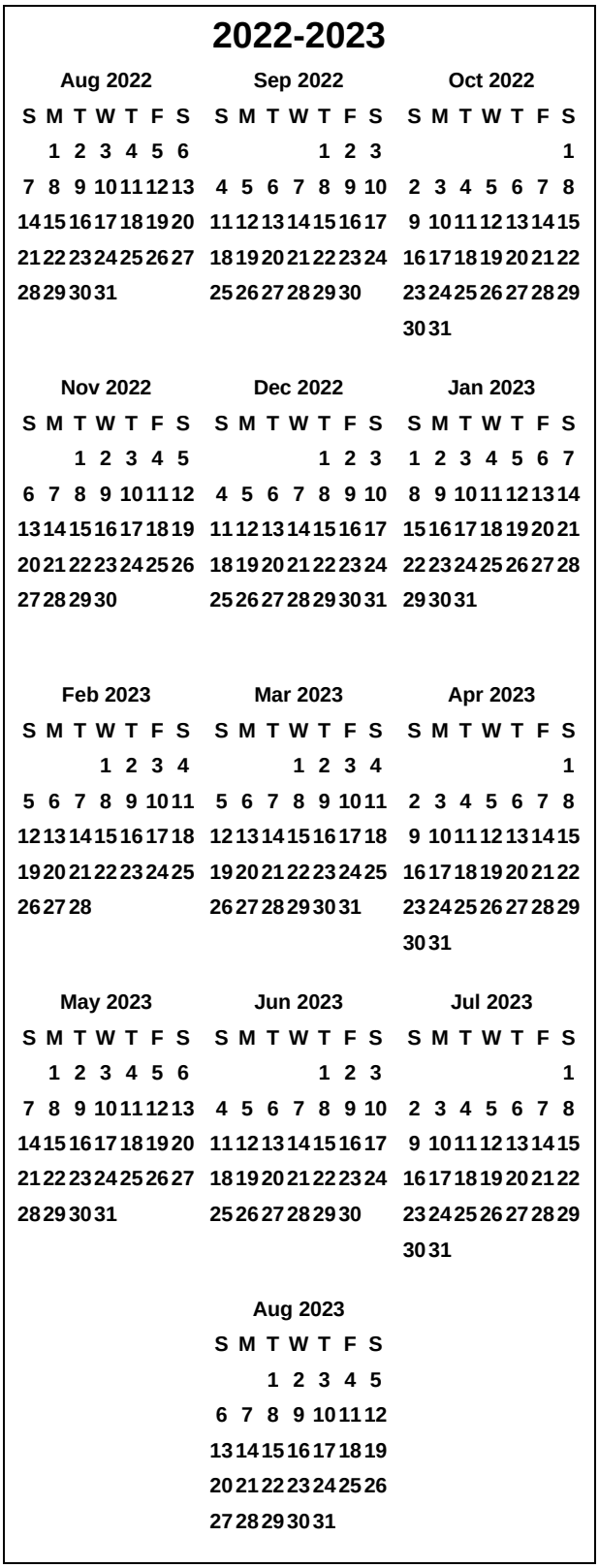
Summer Three-Week Session 2023
Monday, May 15 - Friday, June 2

Summer First Five-Week Session 2023
Monday, June 5 - Friday, July 7

Summer Second Five-Week Session 2023
Monday, July 10 - Wednesday, August 11

Summer Eight-Week Session 2023
Monday, May 15 - Thursday, July 7

Summer 13-Week Session 2023
Monday, May 15 - Wednesday, August 11



General Information

Semester Calendar

Wayne State College (WSC) operates on the semester calendar as determined by the Nebraska State College System. Each semester will consist of 15 weeks of instruction (75 instructional days) plus one week for final exams.

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 one academic year 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 educator preparation requirements immediately, without first appearing in a WSC General and 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. The student handbook is available online at WSC Student Handbook (https://www.wsc.edu/student-handbook).

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

The Family Educational Rights and Privacy Act allows the College to release designated information without prior consent of a student unless the student has indicated that he/she desires this information be restricted from release without consent. Any student wishing to have directory information withheld from reporting will choose that option in WildcatsOnline (https://www.wsc.edu/current-students).

Directory information at WSC includes: student's name; address (local, permanent, and electronic mail); telephone numbers; participation in officially recognized activities and sports; weight, height and photographs of athletic team members; degrees, honors, and awards received; major field of study; dates of attendance (only beginning and end dates of semesters); year in school; enrollment status (full/part-time); date of graduation; the most recent previous educational agency or institution attended.

The College

History of Wayne State College

Wayne State College is 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 and 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 educator preparation. Graduate programs are offered at the master's level in Business Administration, Organizational Management 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 teacher's 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.

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 economic, cultural, and workforce 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 arts in interdisciplinary studies (2020), master of business administration (1984), master of science in education (1955), master of science in interdisciplinary studies (2020), master of science in organizational management (2006), 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 (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413, phone 800-621-7440, HLC (info@hlcommission.org). Wayne State College received its first accreditation as a teacher's college in 1917. Wayne State College received notice of its continued accreditation in 2015, with the next Reaffirmation of Accreditation in 2024-2025.

Wayne State College has several specialized program accreditations. These include the International Assembly for Collegiate Business Education (IACBE), the National Association of Schools of Art and Design (NASAD), the National Association of Schools of Music (NASM), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health Counseling (M.S.E. degree, the Council for the Accreditation of Educator Preparation (CAEP), and the Nebraska Department of Education (NDE).

Wayne State College is a member of the following professional organizations.

American Association of Colleges for Teacher Education (AACTE)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of State Colleges and Universities (AASCU)
American Society of Composers, Authors and Publishers (ASCAP)
APPA: Leadership in Educational Facilities
Association of American Colleges and Universities (AAC and U)
Central Association of College and University Business Officers (CACUBO)
The College Board
Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Council for Higher Education Accreditation (CHEA)
Council for Opportunities in Education (COE)
Council of Graduate Schools in the United States (CGS)
National Association of College Admission Counseling (NACAC)
National Association of College and University Business Officers (NACUBO)
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Student Personnel Administrators (NASPA)
National Collegiate Athletic Association (NCAA)
National Commission on Accrediting (NASASPS)
Nebraska Association of Colleges for Teacher Education (NACTE)
Nebraska Council for Teacher Education (NCTE)
North American Society of Sport Management (NASSM)
Female graduates are eligible for membership in the American Association of University Women (AAUW).

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, 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: Arts and Humanities, Business and Technology, Education and Behavioral Sciences, and Science, Health, and Criminal Justice.

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 that 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 that are required of educated people, especially of teachers.

Objectives of General Studies Requirements

The General Studies Requirements provide students opportunities to develop a will and capacity for lifelong learning and encourages the development of creative thinking and intellectual curiosity.

Objectives for Professional Education

To provide the experiences and courses that will serve teachers and school administrators in improving education; to develop within the education candidate an increasing understanding of children and adolescents as growing and developing personalities; to make available to the candidate the varied interpretations of the place of the school in society and its present organization and administration; to develop within the candidate a thorough understanding of the nature of the learning process as revealed by educational psychology; to develop within the candidate an appreciation of the importance of method and technique in guiding learning activities; to acquaint candidates with tenable principles of teaching as established by research; to acquaint candidates with the materials now available for instructional purposes; to encourage candidates to develop a philosophy that will be useful in teaching and living in our society; and to develop within the candidate 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 that tend to extend the professional person's general knowledge and appreciation.

The Campus

WSC's campus sits on 128 acres at the north edge of Wayne. Its 23 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 amphitheatre 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 jogging trail that winds through hundreds of 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

Benthack Hall of Applied Science contains classrooms and laboratories for family and consumer sciences, and the School of Education and Behavioral Sciences. The building, which was renovated in 2020-21, 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. To enhance the quality of educator preparation at WSC, the renovation includes two state-of-the-art education labs to complement the content labs across campus. One lab is devoted to the study and instruction of English/language arts, reading, writing, and literacy development. The other lab is devoted to the instruction and study of the sciences, mathematics, and technology in education. The renovation also includes a state-of-the-art counseling training clinic for students to perfect their psychotherapeutic practices with clients. This clinic aims to serve our surrounding communities' needs regarding behavioral and mental health. The full-service training clinic will be supervised by licensed professional counselors serving people of all ages, families, and individuals experiencing a variety of diagnoses and treatment needs. Benthack also serves as the home of the family and consumer sciences, fashion merchandising, foods and nutrition, and interior design programs. The facility will provide students with dynamic learning environments such as food labs with kitchen stations and lab spaces for textiles, apparel, and interior design, that encourage their passionate approach to these creative fields.

Brandenburg Education Building

Brandenburg Education Building is home for 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

Carhart Science Building houses life sciences, physical sciences, and mathematics. A popular attraction is the Fred G. Dale Planetarium, which presents interesting, informative programs for the public year-rounds. 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.

Center for Applied Technology (CAT)

The Center for Applied Technology (CAT) opened for classes in Spring 2019. The center provides Northeast Nebraska with a facility to support management training for industry, encourages ongoing employee development, fosters small business entrepreneurs interested in manufacturing, and engages in applied research with industry. The building includes two new classrooms and 13 new state-of-the-art instructional labs for manufacturing, applied engineering, construction management, computer science, safety management, and robotics. The CAT serves as a gateway of opportunity for hundreds of students to experience today's manufacturing industry in an environment that cultivates interest and excitement in the area of industrial technology. This premier facility is complemented by top-notch faculty who deliver an industry-based curriculum and attracts students from high schools as well as the community colleges to seek careers in this growing area. Furthermore, the center serves as the career academy for Northeast Nebraska school districts, introducing thousands of high school students to careers in industrial technology.

Criminal Justice Crime Scene Investigation (CJCSI) Facility

The Criminal Justice Crime Scene Investigation (CJCSI) Facility opened for classes in Fall 2018. The lab facility provides a variety of academic experiences: managing hostage situations, active shooter scenarios, and building searches; crime scene investigation with an emphasis on evidence documentation, bloodstain spatter analysis, fingerprint acquisition, firearm trajectories, and shoeprint casings; crime scene reporting for future journalists; emergency management exercises; processing a crime scene with DNA evidence; and fluid and arson analyses. Future criminal justice professionals can learn how to enter a structure in which a crime may be occurring (hostage situations, active shooters, raid entry procedures, building searches, etc.).

Conn Library

Conn Library was completely renovated in a major project that ended in 2017. The renovation has created a modern collaborative and learning space for the WSC community. New amenities include 20 group and individual study rooms, new technology labs, and a variety of study spaces and furniture to accommodate different learning preferences. **Einstein Bros. Bagels** (https://www.wsc.edu/dining) provides food and drink on site. Information and instructional resources are provided to support undergraduate and graduate programs and to improve the intellectual environment of the college. The library has a wide variety of print, video, and electronic resources. Resources not available in the Conn Library may be borrowed from other libraries through the Interlibrary Loan Department. Laptop computers are available to check out for use within the library. Off campus students can

access library databases using their WSC login and password. Students use WSC's Cat Card when checking out library materials, printing, or photocopying. Reference Librarians are available for walk-in assistance to all students at scheduled times or by appointment.

Instructional Resource Center

The Instructional Resource Center, located on the library's second floor, has collections that include PreK-12 children's books, textbooks, curriculum guides, and kits and games. The IRC offers lamination, large format printing, binding, button maker, vinyl cutter, die cuts, and 3D printing. The IRC circulates equipment such as digital cameras, camcorders, and voice recorders. Additional technology resources are available at the **TLTC Multimedia Lab** (https://www.wsc.edu/helpsheets), adjacent to the Instructional Resource Center.

WSC Archives

The WSC Archives are located in the lower level and serve as the institutional memory of the college, providing access to a wealth of resources that chronicle the history of the institution. Finally, the Library is also host to the **Nordstrand Visual Art Gallery** (https://www.wsc.edu/art-gallery). The Nordstrand presents exhibits from a series of guest artists throughout each year, serves as the primary exhibition space for student and faculty shows, and serves as a major cultural resource for northeast Nebraska. The library bears the name of the college's first president, U.S. Conn (1910-1935), and was constructed in 1956.

Connell Hall

Connell Hall, renovated in 1999, houses the Department of History, Politics, and Geography (HPOG), the Department of Psychology and Sociology (PSSO), and the Department of Criminal Justice (CRJU). Connell contains offices, classrooms, technology labs, and a GIS lab.

Gardner Hall

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

Hahn Administration Building

Hahn Administration Building houses most of the general administrative offices, financial aid, admissions, and the registrar's office. 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

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

Bob Cunningham Field/Bebee Plaza

Bob Cunningham Field/Bebee Plaza has been "Home of the Wildcats" since 1931 when the college purchased 11 acres of land for athletic fields. The grandstand was constructed in 1933. The stadium was officially named Bob Cunningham Field in 1993 in honor of WSC three-sport star and Hall of Fame standout Bob Cunningham, who competed at Wayne State from 1936 to 1939. Bob Cunningham Field features an artificial turf surface and has seating for 2,500 fans with another 750 seats available for visiting fans on the east side of the stadium. The stadium press box was renovated in 2018 to include a new 5,220 square foot press box, including an elevator tower on the northwest side of Memorial Stadium. The new press box and elevator tower addition provides space for all the existing functions of the press box while increasing the size of several spaces to meet current and future needs. The press box is used by members of the press, coaches, officials, and college students involved in Broadcasting and Health and Human Performance and Sport degree programs. The press box serves as an important laboratory for these students as they prepare for careers in broadcasting, journalism, and athletics. The press box was developed with a vision that considers use by staff, students, and alumni during collegiate and community events. Stadium and press box facilities are often used by local school districts for football and track events, which played an important role in the planning process for the new facility. Bebee Plaza was dedicated on October 4, 2003, in honor of longtime Wildcat supporters Tim and Leslie Bebee of Wakefield. Their significant contribution to the track and plaza project made possible for a new eight-lane track and field surface along with new/handicapped accessible restrooms and ticket areas for home events. On October 8, 2011, the track at Bob Cunningham Field was named the LeRoy Simpson Track in honor of Dr. LeRoy Simpson who served as track/cross country coach at Wayne State College from 1968-1997. Dr. Simpson was known for his

generous support of Wildcat athletics and his dedication to academic and athletic success of WSC students for more than 30 years.

Peterson Fine Arts Center

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 Ramsey Theatre, seating 680, a "black-box theatre," scene shop, green room, design studio, and costume shop. 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

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

Rice Physical Activity Center

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.

Kanter Student Center

Kanter 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 Vice President of Student Affairs, Dean of Students, Director for Student Diversity, Inclusion and Compliance, Director of Residence Life, Multicultural and International Programs, Testing Services, TRIO Student Support Services, Counseling and Student Health, Chartwells Dining Service Office, Career Services, and Educational Support and Disability Services Coordinator.

Studio Arts Building

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

Wildcat Sports Medicine Center

Wildcat Sports Medicine Center opened in December 2005 and is a 4,000 square foot state-of-the-art facility serving as the hub for therapy and athletic training services on the Wayne State College campus. The Wildcat Sports Medicine Center provides the finest in sports rehabilitation, physical therapy, and athletic training services to WSC student-athletes.

South Sioux City College Center

The College Center in South Sioux City is a unique higher education partnership between Wayne State College and Northeast Community College. The 39,600 square-foot building at 1001 College Way in South Sioux City, NE, opened for classes March 14, 2011. The partnership allows students to take all the necessary classes at the College Center to earn certificates, diplomas, and associate's, bachelor's and master's degrees in a variety of areas such as elementary education, business administration and human services. In addition to classrooms, laboratories, staff and faculty offices, the $12 million facility features study areas, meeting and conference rooms, a community meeting room, bookstore, and a student center with computers, printers, copiers, and other resources.

Housing/Meals

Residence Halls

All students (including transfer students in their first year of college), under the age of 21, are required to live in the residence halls for a minimum of two semesters and through successful completion of 27 credit hours. "Successful completion" is defined as having achieved a passing grade in those 27 credit hours. Exemptions will be granted for students who (1) are age 21 or older, (2) are married, (3) will be living with a parent or legal guardian, or (4) have a dependent child.

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, wardrobes, and storage space. Students are expected to furnish their own blankets, sheets, pillow, towels, curtains, study lights, rugs, and personal articles.

Loft kits are available through the College for students who live in the residence halls. All residence hall rooms have, cable television, and campus internet service provided at no additional cost.

Residence Hall Application Fee

A one-time* $50 non-refundable application fee must be submitted with the residence hall application to reserve a room in a residence hall. Applications will not be processed, and an assignment will not be given unless the $50 fee has been paid.

*The application fee is a one-time fee and will apply to future contracts provided that the student continues their stay in the residence hall for consecutive terms (excluding summer). Should a student leave the residence halls and apply to return after the start of a new term, the student is required to pay a new non-refundable application fee.

Residence Hall Cancellation and Refund Policies

The Residence Hall contract is for one academic year. Students will not be released from the contract or its accompanying financial obligations during the academic year except when:

- The student has officially withdrawn or been suspended for academic or disciplinary reasons.
- The contract is terminated with the approval of the Director of Residence Life.
- The student needs to cancel their contract for an academic WSC related reason. Such reasons may include clinical practice, graduation, study abroad, or internship.

In all cases, students who have not lived on campus for one full academic year and through successful completion of 27 credit hours cannot cancel their contracts unless they are age 21 or older, married, living with a parent or legal guardian, or have a dependent child.

If an incoming student cancels their housing:

i. **Before June 1:**100% of the room and board charges are removed.
ii. **After June 1 (but before move in):** 100% of the room and board charges are removed, but a 10% cancellation penalty is applied for the academic year room and board contract (Fall and Spring terms).
iii. **After opening of residence halls:** No refunds issued unless special circumstances exist.

Academic-Related Withdrawals

Students who have to leave housing for academic related reasons such as withdrawal from WSC, clinical practice, study abroad, etc., may be released without cancellation penalties or further financial obligations provided they follow the appropriate procedures given to them by the Office of Residence Life to ensure they leave the halls properly. Students will be subject to daily prorated room and board costs up to the point they officially check out from the halls. Students who do not check out properly may continue to be subject to additional costs.

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 Office of Residence Life, Kanter Student Center 201.

Food service is available in the student cafeteria (Kanter Student Center second floor), Cat's Corner food court (Kanter Student Center lower level) and Einstein Brother's Bagels and Caribou Coffee (Conn Library). The student cafeteria serves three meals a day Monday through Friday and two on both Saturday and Sunday. Cat's Corner and Einstein Brother's Bagels and Caribou Coffee are open extended hours as posted. On campus students may select from a variety of meal plans.

Meal plan contracts are made for a period of one academic year. Students may indicate their choice of meal plan on their application for campus housing or at the time of registration. Requests for meal plan changes must be made by 5 p.m. Friday of the first week of classes. Change requests can be made at the Office of Residence Life, Kanter Student Center Rm 201. No changes can be made after the first week of each academic term.

Additional money (Cat Cash) may be added to a student's meal plan at the Dining Services Retail Office located in the Kanter Student Center lower level, Rm 17.

Student Services

Holland Academic Success Center

The Holland Academic Success Center, located in Conn Library 232, provides academic support to WSC students with the mission to develop and retain each student to graduation. It provides a variety of academic services to WSC students. Services include academic coaching, tutoring, writing assistance, advising for undeclared students, and support for the Susan Thompson Buffett Scholars.

Academic Advising

Students who are still deciding on a major receive one-on-one guidance during their Wayne State College experience, as they work through the process of choosing a career plan. Academic advisors assist students to explore areas of interest while gaining credit hours toward degree completion and securing an education plan. Other advising support for all students include assisting students in completing a change of major, arranging the best possible schedule, registering for classes, and listening to concerns regarding the college experience. The Holland Academic Success Center advises students who are still exploring majors, freshmen, transfer students and walk-in WSC students who have an advising question. For more information about the Advising Service, please email the Director of Holland Academic Success Center.

Writing Help Desk

The Writing Help Desk is available for every WSC student to facilitate the WSC goal of improving every student's writing skills. Professional staff and Help Desk Student Staff are available to work one-on-one with a student on writing assignments, make suggestions regarding usage, word choice, and sentence structure, brainstorm with a student regarding possible topics for an assignment, determine if a student has a thesis and support for that thesis, and instruct the student on proper citing of sources. Students can also submit papers electronically through the Online Writing Help Desk (onlinewritinghelpdesk@wsc.edu).

Early Alert Program

The Early Alert Program is designed to give students an early warning of academic peril. Faculty contact the Holland Center staff who contact the student and inform him/her of the academic danger. The student is made aware of his/her academic options such as academic coaching, tutoring, or withdrawing from the class.

Holland Peer Tutors

Peer tutors assist students with their questions regarding General Studies courses. Highly qualified upper level students work with individuals or small groups to answer any questions, clarify concepts or review for exams. The Holland peer tutors are free to all Wayne State students.

Academic Coaching

Holland Academic Success Center coaches create a personal and confidential relationship with the student which focuses on his/her academic goals. Specific plans for these goals are structured in weekly individual meetings throughout the semester. Academic coaching motivates the student to take ownership of his/her academic success, identifies the steps to reach these goals, develops time management skills and encourages the use of all available campus resources.

Buffett Scholarship Support

Holland Center staff provide a connection between Buffett scholars and the Buffett Foundation. Scholars are provided with resources needed to make the most of the Buffett Scholarship.

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) provides an opportunity for students to earn college credit by passing an exam rather than completing course work. The CLEP program is applicable to many courses offered at WSC. CLEP exams are offered throughout the year. When students pass the exam, they receive credit for the designated class. For more information on registration for the CLEP or a list of WSC courses satisfied by CLEP exams, please contact the Holland Academic Success Center.

TRIO Student Support Services

TRIO Student Support Services (SSS) is a student success program for first generation college students, students from limited income families and students with disabilities, funded by a grant from the U.S. Department of Education. TRIO SSS provides a comprehensive combination of academic and personal support services that increase student learning, retention, and graduation rates.

TRIO SSS services are free and include academic tutoring, academic and course selection advice, financial literacy education, financial aid information and assistance, college study strategies, academic and career coaching, peer mentoring, freshman success course and TRIO Scholars living and learning community. TRIO SSS works. TRIO students earn higher grades and graduate at a higher rate than eligible students who do not participate in TRIO SSS.

Each TRIO student is assigned to a professional advisor and together create a student success plan that includes the student's life goals, use of TRIO services, campus resources and periodic meetings to monitor progress. TRIO students are expected to demonstrate a serious commitment to their education through excellent class attendance, 20-30 study hours per week, frequent use of TRIO and campus resources and regular contact with their TRIO advisor.

To be eligible for TRIO, 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) First generation college student or
   b) Meet low income criteria (based on federal guidelines) or
   c) Have a documented disability.

To apply to TRIO, complete and submit an application, available online at WSC.edu/TRIO (https://www.wsc.edu/trio) or from the TRIO office in Kanter Student Center 154, (402) 375-7500, TRIO (trio@wsc.edu).

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 use, eating disorders, gender identity, and a number 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, community physicians, and Alcoholics Anonymous. Counseling staff participate in the Campus Assault Response Effort (CARE).

Group Counseling

The Counseling Center offers several weekly therapy groups each semester, including, but not limited to, career finding group, adulting 101, college athlete support group, support for anxiety and depression (sad), and an LGBTQ+ support group.

Suicide Loss Support

WSC provides a support group for students, faculty, and staff who have lost a loved one through suicide. The support group is held once a month.

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.

Career Planning

Assistance is available to help students explore career avenues and develop career goals. This is accomplished through an assessment process that includes evaluation of a student's interest, abilities, values and personality characteristics. A one credit career planning course is available. The Career Finding Group is another resource to help students make decisions about their life path.

Education and Consultation

Our licensed mental health counselors are available to offer education on a variety of behavioral health issues. Counselors can speak with faculty, student clubs and organizations and other groups who are seeking information about behavioral health topics.

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.

Student Health Services

Each new student, freshman or transfer, is required to submit a self-reporting student health form and immunization record upon entering WSC. All students born after January 1957 must submit verification of two (2) measles (rubella) or MMR immunizations after the age of 12 months. Immunization histories should be date specific (day, month, and year). In addition to the measles requirement, international students must have a Tuberculin (TB) skin test done within 6 months of enrollment showing negative results. Positive TB results will require documentation of a chest x-ray.

Student Health Services offers an opportunity for students to receive competent medical consultation and treatment by an RN and/or a Physician Assistant. Minor illnesses or injuries are treated, and referral is made when necessary for more extensive workup. Some services covered by the student health fee include: assessments, HIV/Pregnancy/STD testing, weekly allergy shots (student provides extract), over the counter medications, health related presentations to campus groups, and services by the Physician Assistant during his/her regular schedule at the hospital (excluding major surgical procedures, major fracture care, X- rays, laboratory testing, cost of prescription medications, emergency care by hospital personnel, and prenatal care).

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. Employment information and opportunities are available for part-time and summer jobs, internships, and full-time opportunities.

The Internship program is designed to assist students in locating paid work experiences related to a student's major. The Internship experience can be completed for credit hours or for transcript notation. Any student who is enrolled at least half-time during the fall and spring semesters 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.)

Career Services also assists students in making connections with employers offering employment opportunities. They host and participate in several Career Fairs on and off campus throughout the year. 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, internships, or full-time employment.

Student Diversity, Inclusion, and Compliance

Multicultural and International Programs supports multicultural learning experiences for students, faculty and staff and the greater community by encouraging access, opportunity, and success. Through the various student organizations mentored by faculty and staff, the center supports a variety of student-initiated programs and events. Guidance and assistance are provided for international students with an F-1 or other visas. The International Student Advisor is available in the Multicultural and International Programs Office. Services include assistance with immigration and Customs Enforcement (ICE) regulations, adjustment to college life and other concerns related to living learning and working in the United States.

Disability Services

Wayne State College welcomes all students and is committed to ensuring equal access to programs and campus life for everyone. The College provides reasonable accommodations to students who self-disclose documented disabilities under specific disability-related laws, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Information on specific disabilities and accommodations can be found at Disability Services (https://www.wsc.edu/disability-services). The Disability Services Coordinator works with students to determine eligibility for services, provide referrals to appropriate resources, and coordinate with faculty and staff to fulfill requests for various accommodations. Students with disabilities are encouraged to contact the Disability Services office to discuss accommodation inquiries by phone at 402-375-7505, email at disabilityservices@wsc.edu, or stop by the office located in Student Center, Office Suite #12.

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.

Athletics

The intercollegiate athletic program at WSC includes football, basketball, baseball, track, and cross country for men; volleyball, basketball, softball, track, 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.

Independent Film

The Hot Attic Film School holds two premieres of student created films as well as hosts the annual Wildcat Spirit Student Film festival each academic year.

Concerts, Speakers, Drama

The College's Black and 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.

Theater

Two plays per year and occasional musicals and one-acts that are student-directed.

Intramural Sports

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

Music

Marching and concert bands, choirs, chamber choir, jazz band, small ensembles.

Student Publications

Weekly newspaper rated All-American, annual literary magazine.

Student Activities

The Student Activities Board along with the Office of Student Activities collaborates with various clubs, organizations, and departments to host events and take trips throughout the school year. These events help students make connections and maximize the college experience by allowing students to meet new people, have new experiences, and promote their various interests during their college experience.

Student Organizations

Wayne State College has over 100 student organizations on campus to help students develop social, leadership, and academic skills. The college encourages all students to join and be active in an organization on campus or start a new one. The Office of Student Activities maintains a roster of organizations and officers whom students may contact for information. Additional club information can be found online at Student Clubs and Organizations (https://www.wsc.edu/clubs).

Student Senate

The Student Senate's elected members represent the student body to provide a form of government, giving students a forum for expression of views, interests, and protection of student rights, and to support student activities on behalf of students at Wayne State College.

Student Activities Board (SAB)

The Student Activities Board (SAB) is the primary campus programming board for WSC and consists of students who plan and administer co-curricular activities throughout the school year. We expose students to new and innovative ideas while providing an opportunity to meet new people and spend time with friends.

Residence Hall Association

Residence Hall Association governs 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:

- honorary 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 honorary, for men and women, and a scholastic honorary for high-ranking freshmen
- a national professional fraternity in business
- religious clubs
- special interest clubs
- social sororities and fraternities

A list of these organizations appears in the Student Handbook.

Distance and Continuing Education

Through a cooperative effort between the academic schools and the Office of Distance and Continuing Education, WSC is able to offer classes at off-campus locations and through alternative delivery methods for undergraduate and graduate studies. Courses are scheduled and organized to be responsive to the needs of students and may meet face-to-face weekends, evenings, once a week, or in flexible online formats.

Undergraduate degrees in Business Management, Human Resource Management; and Criminal Justice are offered completely online.

Each year a large number of courses are offered through WSC's Distance and Continuing Education Office for graduate students in master's level programs and workshops throughout the region. Students pursuing the Master of Science in Education (MSE) Curriculum and Instruction – Instructional Leadership may choose the Community of Learning Model offered at off-campus locations throughout Nebraska based on need.

Graduate degree programs are offered completely online in the following areas: Master of Business Administration (MBA); School Administration (MSE); Special Education (MSE); Specialist in Education (Ed.S); Athletic Administration (MSE); Business and information Technology Education (MSE); Early Childhood (MSE); Education (MSE); Elementary Education (MSE); Industrial Technology Education (MSE); Math Education (MSE); Reading Specialist for PK-12 (MSE); Social Sciences (MSE); and the Master of Science in Organizational Management (MSOM) degree. Students pursuing the MSOM may choose from one of seven focus areas: Human Performance Management, Sport and Recreation Management, Information Technology Management, Human Resource Management, Criminal Justice Administration and Management, Public Affairs Management, or Public Relations Management, all offered in conjunction with Chadron and Peru State Colleges.

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 Distance and Continuing Education course offerings.

Wayne State's dual credit program is a unique partnership between a high school and Wayne State College. Through the dual credit program, high school students can take college courses while still enrolled in high school. By doing this, students can accelerate their college degree completion with credits earned while still in high school.

Those interested in learning more about WSC off-campus/distance learning programs should contact the Office of Distance and Continuing Education by email (extcampus@wsc.edu) or by phone (402-241-6406 or 402-241-6546). Please visit our website for Distance and Continuing Education information (https://www.wsc.edu/continuing-education).

Foundation/Alumni

Wayne State Foundation

The Wayne State Foundation and Alumni Office work together to foster relationships between the college, students, alumni, and friends that provides a spirit of loyalty, involvement, and life-long commitment to Wayne State. The Foundation is committed to providing support to the College that directly impacts the student experience which includes scholarships, facilities, programs, and other needs of the College to further WSC's mission.

Admission Information

Admission Procedures

Applying for Admission

WSC is an open enrollment 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 multicultural 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 begin the process by applying for admission (https://www.wsc.edu/apply). The application and all transcripts of credit become the property of WSC and will not be returned or forwarded.

Based on Nebraska State College Board of Trustees 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 Requirements

Freshmen/High School Graduates

WSC will admit, as first-time freshmen, students who have graduated from an accredited high school. High school seniors may apply for admission and self-report ACT/SAT scores and high school GPA on the application. Official transcripts may be sent directly from their school any time after completion of the sixth semester for validation of self-reported GPA and test scores. A final transcript documenting official graduation date from that high school must be submitted prior to the start of the semester for which admission is being sought.

Upon review by the Director 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 expected to submit test scores from either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT). The ACT 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 determine which college courses students should take in their first year. The ACT/SAT scores are used to determine academic scholarship eligibility and/or academic eligibility for intercollegiate athletics and applicable academic programs.

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

While students meeting the minimum state requirement for graduation from high school will be admitted, such students will be better prepared to succeed 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

Language Arts/English ..... 4 units (years)
Mathematics (including Algebra)..... 3 units (years)
Social Studies/History ..... 3 units (years)
Sciences..... 3 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 freshmen-level courses in a field of interest not offered by the high school. These courses may be applied toward a 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 a written authorization from the high school counselor or principal before enrollment. Enrollment will not be permitted prior to receipt of these documents.

Dual Credit Program

The Dual Credit Program is a partnership between Wayne State College and participating high school districts. The primary goal of the program is to offer qualified high school junior and senior students the opportunity to take college courses. The program will consist of entry-level college courses which can be applied toward a degree program, or they may be used for transfer to another college.

The college courses are taught by high school teachers who have met the requirements of the college's academic departments. These courses are a part of the high school teacher's regular teaching load, and students earn both high school and college credit concurrently. Wayne State College faculty will support/mentor the high school teachers.

A student receiving a grade of C- or below may choose not to have that grade recorded on his or her permanent record by notifying the Registrar's Office in writing within three weeks after the end of the term in which the grade was earned. If a change is requested, a grade of "NC" will be recorded, and no credits will be earned. The Access College Early Scholarship program (ACE) does not extend the "NC" grade option to its scholarship recipients.

For more information on the program contact the Distance and Continuing Education Office.

GED Diploma Students

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:

1. the completed application for admission
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 if applicable

GED completion students admitted to WSC 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 Program. International students wishing to be admitted to WSC must demonstrate proficiency in oral and written English before admission to a degree program. Requirements include: the completed international application for admission, one passport-size photograph, official credentials of prior course work on academic records with official English translation, official evidence of required English language skills (i.e., Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or comparable test score reports), an official score report for any required standardized test for graduate study (Graduate Record Examinations (GRE) or Graduation Management Admission Test (GMAT)), letter of recommendation, 300-500 word handwritten statement of educational intent, statement of educational interests, and evidence of financial support.

All required application materials must be received by the Office of Admissions by the appropriate deadline in order to allow the I-20 to reach the proper destination for timely visa applications.

International students attending must be continually enrolled with a U.S. carrier health insurance policy that includes medical evaluation and treatment as well as repatriation benefits. (See tuition and fees page for more details.)

International students accepted to WSC may enter the United States with a student F-1 Visa. In accordance with U.S. Immigration Law I-20 for F-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. Full-time status for undergraduates is 12 semester hours; for graduates it is 9 semester 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. Additional information for F-1 students can be found on the Department of Homeland Security's website (https://studyinthestates.dhs.gov/students/maintaining-status).

Although a student may have 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.). International graduate students entering WSC may be required to enroll in transitional courses based on the recommendations/reports of the above-listed professional and certified credential services evaluation to ensure the student has the appropriate undergraduate background to be successful in his/her graduate course of study.

Home Schooled Students

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

1. the completed application for admission (https://www.wsc.edu/apply).
2. high school transcripts from all high schools (grades 9-12) attended, including home school.

Transfer Students

Transfer of Credits

Undergraduate transfer students entering with college credit earned from one of the six regionally accredited institutions (Middle States Association, New England Association, North Central Association, North West Association, Southern Association, and Western Association) are given advanced standing classification with ranking determined after an evaluation of such credit by the Records and Registration Office.

Transfer credits from other institutions will be subject to specific approval from the appropriate departments on the acceptance of transfer credits. Graduates see Graduate section of the catalog for transfer information.

Transfer students not on current academic suspension from their previous institution are eligible for admission, 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 a completed application for admission. Students must request an official academic transcript from each institution attended. The transcripts must be sent directly to the Office of Admissions. 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.

Official transcripts should show work attempted and completed for all terms attended up to that point. (Courses completed more than seven (7) years prior require special approval.) The student must also request that the final official transcript be sent after the current term is completed. Admission for transfer students may be delayed until final transcripts are received from any and all previously attended institutions.

Transfer of Degrees

An Associate of Arts (AA) or Associate of Science (AS) degree completed at an accredited post-secondary institution that includes a minimum of 30 semester hours of general studies coursework or its equivalent will fulfill all requirement of a general studies program established at a Nebraska State College. Note that while the general studies requirements will be fully met with completion of the Associates degree, only those courses carrying grades as established below will be applied to the credit hour requirements of the baccalaureate degree.

Transfer Students Admitted on Probation

When deemed appropriate, the Director 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. The Director of Admissions can request a personal interview to review the plan of action. Full time transfer students admitted on probation must enroll in no more than 14 semester hours in the first term of attendance (any exceptions to this policy require advisor approval).

The Director 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 earn a semester GPA of 2.0 or better in their first term of attendance or they will be academically suspended for one semester. Please be advised that dropping or withdrawing from a class or classes may have financial impacts. You are encouraged to speak with your Advisor and Student Financial Services prior to making changes to your class schedule.

WSC honors all rules and regulations pertaining to academic suspension at the most recently attended institution.

Non-Degree Seeking Student

Non-Degree Seeking Students are those students not working on a degree program. The completed application for admission is required. High school and college transcripts may be requested.

Nebraska Joint Admissions Program

The Nebraska Community Colleges and the Nebraska State College System united to form the Nebraska State Joint Admission Program to promote access and success for students by means of cooperating programs and services. This program includes: all six Nebraska Community Colleges: Central, Metropolitan, Mid-Plains, Northeast, Southeast, and Western Nebraska Community Colleges and the member institutions of the Nebraska State College System: Chadron, Peru, and Wayne State Colleges.

The agreement includes the following understandings:

1. Once a student is accepted at a Nebraska Community College, he or she is also accepted at any or all of the four-year member institutions of the Nebraska State College System: Chadron, Peru, and Wayne State Colleges. AND
2. Once a student is accepted at a member institution of the Nebraska State College System: Chadron, Peru, or Wayne State Colleges, he or she is also accepted at any or all of the Nebraska Community Colleges. AND
3. Once a student is accepted at a member institution of the Nebraska State College System: Chadron, Peru, or Wayne State College, he or she is also accepted at any or all of the institutions in the Nebraska State College System.

Financial Information

Student Costs

To calculate your total costs, you should make sure to include tuition, fees, residence hall room, meal plan, books, and supplies. The actual costs for each individual student will vary dependent on a variety of factors, including: number of credit hours taken, where the student lives while attending college (in a residence hall or off campus), choice of meal plan, books, and supplies. You may view your current Account Activity on the Student Account tab in WildcatsOnline (https://www.wsc.edu/current-students). We will also post a monthly invoice to your WildcatsOnline account which is a snapshot of your account on the invoice date. Each student will be notified electronically via your WSC e-mail account, that you have a new Monthly Invoice available on WildcatsOnline (https://www.wsc.edu/current-students). Financial Aid is subtracted from your total costs to determine any remaining amount you might owe to WSC or the amount of Financial Aid refund you will receive. Wayne State College provides several payment options for students and/or parents; this information is listed following this Student Costs section.

Costs for the 2022-23 academic year have not been set. View cost information (http://www.wsc.edu/cost) or call us toll free at 1-800-228-9972 ext. 7229 for updated cost information. Please note that all costs can be subject to change by the Board of Trustees of Nebraska State Colleges at any time.

Tuition

Tuition Rates – Undergraduate

Resident Rate

If you are a resident of Nebraska or qualify for the Nebraska Access Program please visit our website for more information about the Nebraska Access Program (https://www.wsc.edu/info/20009/cost_and_aid/892/nebraska_access_in-state_tuition_program). Please visit our website at www.wsc.edu.

Non-Resident Rate

Effective Fall 2022, the undergraduate non-resident rate will match the undergraduate resident rate.

Online Rate

The online rate is inclusive of tuition and fees.

Tuition Rates – Graduate

Resident Rate

If you are a resident of Nebraska; or qualify for the Nebraska Access Program; or if you live in another state, but your parents work in Nebraska. Please visit our website for more information about the Nebraska Access Program (please visit our website at www.wsc.edu).

Special Rate

If you live in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, North Dakota, Ohio, South Dakota, or Wisconsin.

Non-Resident Rate

If you live in any other state or are an international student.

Non-Resident College Center Rate

If you are not eligible for the Resident rate and your class is located at the College Center.

Online Rate

The online rate is inclusive of tuition and fees.

Online Special Rate

The online special rate is assessed to students enrolled in the MSE in Curriculum & Instruction and the MSE in Special Education programs.

Student Classifications

Undergraduate Students

Undergraduate students typically take fifteen credit hours per semester or thirty credit hours per academic year. Undergraduate tuition rates are charged for courses numbered 100-499.

Graduate Students

Graduate students typically take 5-6 credit hours per semester; depending on their program of study. Graduate tuition rates are charged for courses numbered 500-799.

International Students

To maintain F-1-Status, undergraduate students take a minimum of 12 credits and Graduate students take a minimum of 9 credits a semester.

Sample of Undergraduate Student Annual Expenses

The summary below gives a general idea of typical expenses for the 2022-23 academic year under the following assumptions: the student is enrolled for 15 credit hours on campus in each of two semesters and lives in the residence hall in a standard room (average amount equal to $2,245 per semester) with a 225 Meal Block + $350 Flex Plan. Please note that students living in residence halls are required to purchase a meal plan.

Sample of Undergraduate Student Annual Expenses

Expenses	**Resident**
Tuition (30 credit hours/year)	$5,580.00
Fees	$2,107.50
Room and 225 Meal Block + $350 Flex	$8,800.00
Estimated Direct Expenses	**$16,487.50**
Books/Supplies	$1,390.00
Miscellaneous	$1,206.00
Transportation	$1,936.00
Loan Fees	$36.00
Estimated Indirect Expenses	**$4,568.00**
Estimated Total Cost for One Year	**$21,055.50**

In addition, there are costs that occur once, occasionally, or optionally, such as the new student orientation fee, fines (parking, library, etc.), late payment fees and reinstatement fee.

Medical Health Insurance for International Students (F-1)

All international students with an F-1 visa must show proof of health insurance with a U.S. carrier as a condition of their continued enrollment at Wayne State College. Your policy must include your full name, dates of coverage and explanation of coverage including deductible, major medical coverage, medical evacuation, and repatriation of remains. The policy must be in English and U.S. dollar amounts. Bring a copy of your insurance card by August 30 (fall semester) and January 15 (spring semester) to the Multicultural and International Programs Office.

Textbooks

New and used textbooks may be purchased or rented from the college bookstore, located in the Student Center. The cost of new textbooks will average about $695 per semester. The bookstore buys back used textbooks which are in good condition and which are to be used in courses the next semester. Purchasing used books or renting books can significantly reduce the total cost of textbooks. Students with excess financial aid may use that credit at the on-campus bookstore to purchase books during eligible dates. The books are then charged to the student's account with the amount deducted from financial aid.

Financial Account Authorization

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of your academic records as a student. If you wish to authorize the Student Financial Services office to release and discuss your student account information with anyone other than yourself, you will need to grant Parent/Guest Access by selecting the Parent/Guest Access button in the 'My Links' section on the Profile tab in WildcatsOnline.

Note: This may include, but is not limited to your parents, legal guardians, and/or any third-party making payments on your behalf.

Payment Options

Students become obligated and agree to pay all academic charges during the enrollment process when a student electronically agrees to the terms of the Wayne State College Payment Information form. Students are personally responsible to pay for all charges not covered by awarded financial aid or third-party organizations by the designated due date or late fees may apply. Charges include tuition, fees, room, meal plans, and all other fees that may be assessed. These charges are subject to refund only to the extent allowed under Wayne State College's Tuition Refund Policy (this policy is located below and in the Student Handbook (http://www.wsc.edu/student-handbook).

Specific payment due dates are published for each semester by the Student Financial Services Office. Typically, all amounts due for a semester are to be paid in full on or before the twelfth day of classes (2nd day of each summer session). Any charges to the student's account after the twelfth day of classes (2nd day of each summer session) are due immediately. This includes charges due to dropping or adding a course, fines or other fees or charges. Wayne State College accepts enrollment in the WSC Payment Plan as payment in full; see more information on this payment option below. If you cannot make payment in full on or before the twelfth day of classes (2nd day of each summer session) due to pending financial aid or other issues, please contact the Student Financial Services Office directly at 402-375-7229 to make acceptable payment arrangements.

If payment of tuition and fees is not made as required, Wayne State College reserves the right to assess late payment or other fees, cancel student's registration/enrollment (administrative withdrawal), cancel residence hall and meal plan, and/or place a hold on all student records. If a student is administratively withdrawn and wishes to be reinstated, reinstatement must be requested through Student Financial Services. The Director of Student Accounts will review each request that is submitted in its entirety and no later than 7 business days following the administrative withdrawal notice. Incomplete reinstatement requests or requests completed after the permitted 7 business day timeframe will be denied and reinstatement will not be permitted. If reinstatement is denied by the Director of Student Accounts, appeals for reinstatement must be made in person to the Associate Vice President for Administration and Finance within the original 7 business date timeframe.

Students requesting reinstatement must provide payment in full for all tuition, fees, and room and board at the time of request for reinstatement and will be subject to a $100 reinstatement fee. Students requesting reinstatement must receive permission from the appropriate academic Dean allowing reinstatement back into classes. Students must request reinstatement into equivalent academic credit-based courses as prior to administrative withdrawal. Reinstatement requests for enrollment into academic credit-based courses less than previously enrolled will be denied. If a student is administratively withdrawn, he/she is prohibited from attending class until fully reinstated.

Wayne State College accepts the following forms of payment: cash or check by mail or in person; e-check and Debit/Credit Card (American Express, MasterCard, Visa, Discover, and JCB) only accepted online through WildcatsOnline (https://www.wsc.edu/current-students); WSC Payment Plan (see more information below); Financial Aid (federal or state) or Third Party Billing (see more information below). Contact the Student Financial Services Office at 402-375-7229 to discuss any other payment arrangements.

Wayne State College Payment Plan

Students may pay in installments by enrolling in one of the various options under the Nelnet payment plan available in WildcatsOnline. This plan provides easy online enrollment and flexible monthly payment plan options with no interest. There is a fee to enroll in this plan. Nelnet accepts automatic bank payments and payment by credit card/debit card. For more information or additional help, you can call the Wayne State College Student Financial Services Office at 402-375-7229 or visit My College Payment Plan (https://mycollegepaymentplan.com/waynestate/).

Third Party Billing

Wayne State College also accepts payments from outside sources that have formally agreed to pay tuition and fees for an eligible student. These organizations include, but are not limited to: the Veterans Administration,

Vocational Rehabilitation, Air Force, Go Army Ed, and AmeriCorps. Contact the Student Financial Services Office for more information.

Adjustment Schedule

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

Refund Schedule

Tuition and Mandatory Fees **Adjustment**	**Fall and Spring Semesters**	**Summer Sessions**
100% Adjustment	During Weeks 1 and 2	During Days 1 and 2
50% Adjustment	During Weeks 3 and 4	During Day 3 and 4
25% Adjustment	During Weeks 5 - 8	Not Applicable
No Adjustment	After 8th Week	Not Applicable

It is the student's responsibility to check their account balance online by logging into WildcatsOnline at Resources for Current Students (https://www.wsc.edu/current-students) and make payment by the published payment deadline. Billing statements will not be mailed. The Wayne State College Student Financial Services Office will send notifications to students' WSC e-mail account.

When a student withdraws completely from Wayne State College, federal financial aid such as Pell Grant or Stafford Loans may have to be returned to the government and result in the student owing a bill to Wayne State College.

During the official period when classes may be added or changed, all tuition and fees for hours dropped will be removed from the student's account. The final date of this period is published in the class schedule each semester and summer session and is strictly followed. After this period, the adjustment schedule applies only in the event of complete withdrawal from college. After fee payment, room and meal plan charges will not be adjusted to a student who relinquishes a residence hall room before the end of a contract period. If a student withdraws completely from Wayne State College, room charges will be prorated through the day in which the student officially moves out of the residence hall, and meal plan charges will be prorated through the last day of the week in which the student last used dining hall services.

Veterans Administration Education Benefits for Military Dependents and Military Students

Wayne State College affirms its commitment to assisting our student population, while exercising transparency and full compliance with the individual principles outlined in Executive Order 13607, Principles of Excellence.

Wayne State College courses are approved by the Nebraska State Department for Veterans' Affairs. The Registrar serves as the Certifying Official and will provide guidance on applying for benefits and certification of courses. For assistance, please email VA Benefits (vabenefits@wsc.edu) or call (402) 375-7241.

Military students will receive at least four hours of physical education credit including PED 103 general studies and/or general elective credit if you present us with a copy of your DD 214, verifying active duty basic training.

Wayne State follows the American Council on Education recommendation for granting credit for military training. We prefer that you submit a Joint Services Transcript (JST) for Army, Coast Guard, Marine Corps and Navy training or a Community College of the Air Force (CCAF) transcript for Air Force training.

As of Spring 2019, all students receiving Veterans Administration benefits receive priority registration for Fall and Spring semesters.

Standards of Progress Policy

A veteran and/or eligible person must make satisfactory progress toward an approved educational objective leading to employment. Veteran and/or eligible person Standard of Progress will be determined utilizing the Satisfactory Academic Progress policy as listed in the college catalog consisting of overall grade point average, pace, program length, maximum time for completion, attendance and/or conduct.

Veterans Benefits and Transition Act of 2018 Policy for Veteran Students

Utilizing VA GI Bill® Education Benefits

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, Wayne State College will not impose any penalties due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. Wayne State College will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides Wayne State College a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates: 1) The date on which payment from the VA is made to the institution or 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, Wayne State College will not require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Wayne State College due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by VA.

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

Military Tuition Assistance

Members of the Military who wish to receive state/federal tuition assistance (TA) must submit an approved copy of the Tuition Assistance Authorization to Student Financial Services prior to the 1st day of classes. Military members need to be aware of State and Federal funding deadlines to receive TA. Repeat classes will not be approved for TA funding.

Military Tuition Assistance – Return of Unearned Funds to the Government

Military Tuition Assistance (TA) is awarded to a service member under the assumption that the service member will attend school for the entire term for which the assistance is awarded. When a service member withdraws (officially or unofficially), the service member may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the U.S. Department of Defense (DoD) policy, Wayne State College is required to return to the Military Department any unearned (TA) funds on a proportional basis through the 60% portion of the attendance period for which the funds were provided. TA funds are considered unearned at the point the service member stops attending during the period. All unearned TA funds will be returned directly to the Military Department, not to the service member.

Any refund to the student calculations would occur subsequent to calculating the return to the government.

The return of TA funds may result in a balance due on the student account. However, if a service member stops attending due to a military service obligation, Wayne State College will work with the affected service member to identify solutions that will not result in a student debt for the returned portion.

TA eligibility will be recalculated for students who officially or unofficially withdraw from the course prior to completing 60% of the instructional days of the enrollment period. The official last date of attendance is used to determine the number of days completed. If a course drop/withdrawal occurs on a weekend or holiday, the previous instructional day will be used for recalculation purposes. The recalculation of eligibility is based on the percentage of TA benefits earned using the following schedule for each enrollment period:

Fall and Spring Semester

Full Semester (75 instructional days)

Day 1-10	100% return
Day 11-20	50% return
Day 21-44	25% return
Day 45-75	No return

Summer Term

Full Summer Term (62 instructional days)

Day 1-2	100% return
Day 3-4	50% return
Day 5-37	25% return
Day 38-62	No return

3 Week Session (14 instructional days)

Day 1-2	100% return
Day 3-4	50% return
Day 5-8	25% return
Day 9-14	No return

5 Week 1 Session (23 instructional days)

Day 1-2	100% return
Day 3-4	50% return
Day 5-13	25% return
Day 14-23	No return

5 Week 2 Session (25 instructional days)

Day 1-2	100% return
Day 3-4	50% return
Day 5-14	25% return
Day 15-25	No return

8 Week Session (37 instructional days)

Day 1-2	100% return
Day 3-4	50% return
Day 5-22	25% return
Day 23-37	No return

The calculation and return of the unearned funds will be processed within thirty days of determining that the student is no longer eligible for the full amount of TA funds originally awarded.

Students Called to Military Service

Wayne State College recognizes and appreciates the important contributions made by students in service to our country. In support of these students, the College has developed procedures to provide each student with maximum flexibility in the event the student is called to active duty. Students called to active military service have the following options:

1. Withdraw the entire registration and 100% of the tuition and mandatory fees would be refunded.
2. If arrangements are made with the instructor for grades or incompletes (to be made up later) in the courses, the registration would remain intact and tuition and mandatory fees would be assessed in full.
3. If arrangements are made with only some of the instructors for grades or incompletes, the registration for those courses would remain intact and tuition and mandatory fees would be assessed for those courses. Any courses for which arrangements cannot be made for grades or incompletes could be dropped and the tuition and mandatory fees for those courses would be refunded.

Enrolled members of the Armed Forces, including reserve components and National Guard, are allowed to be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces and will accommodate short absence for such services in the Armed Forces.

Financial aid is refunded in accordance with existing College and Federal policies for each of the above situations. Inquiries should be directed to Student Financial Services, Hahn 104, 402-375-7229.

In addition to the above-mentioned College procedures, there are implications related to any financial aid you may have through the various federal programs. The rules on these are not necessarily within the control of this institution. Consultation with the Office of Student Financial Services is advised as soon as is convenient.

Residency Classification

WSC Students must meet one of the following criteria to qualify for Residency for tuition purposes. An official application and supportive documentation are required. Contact the Records and Registration Office for details. Applications and all supportive documentation are due one week before classes begin.

A. Legal age (19+ years old) or an emancipated minor and have resided in Nebraska for a period of at least (180 days - 6 months) prior to applying.
B. Not of legal age-Dependent of parents/guardian living in Nebraska.
C. Legal age—Dependent of parents/guardian living in Nebraska.
D. Marriage to a Nebraska resident.

E. Non-U.S. citizen. Permanent resident alien or person granted asylum or refugee status.
F. Permanent full-time employee (or dependent/spouse) of a Nebraska post-secondary institution.
G. Active duty military or dependent/spouse.
H. Veteran (or dependent/spouse) discharged/released from a period of not fewer than 90 days of service in active military, naval or air service less than three years before the date of enrollment.
I. Former resident of Nebraska. The 180-day period of residence is waived.
J. Resident student at a Nebraska State College, Nebraska Community College or the University of Nebraska.
K. Alien who has applied or has a petition pending with the US INS to attain lawful status under federal immigration law (180 day rule applies).
L. Alien who resides with parent/guardian/conservator while attending and graduating from a public/private high school in the State of Nebraska.
M. Native American (Tribal Enrollment Verification required).
N. Non-Residents who pay Nebraska Income Tax, as well as their spouse and legal dependents.
O. Resident of contiguous state working full time in Nebraska and has paid Nebraska income tax for most recent year or legal dependents of such resident.

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 (https://studentaid.gov). Priority deadline is April 1.

WSC participates in these federal aid programs: Federal Pell Grant, Federal Work-Study, Supplemental Education Opportunity Grant, TEACH Grant, Federal Stafford Loan and Federal Parent Loan for Undergraduate Students. WSC also participates in the Nebraska Opportunity Grant Program through the State of Nebraska. Because Federal regulations are constantly changing, official financial aid information is available through the Student Financial Services Office or on the Student Financial Services web page (www.wsc.edu/financial-services).

The WSC Financial Aid Satisfactory Academic Progress Policy (https://www.wsc.edu/info/20044/financial_aid/386/staying_eligible) is available on the Student Financial Services website (https://www.wsc.edu/info/20044/financial_aid). Students should become familiar with the policy and review it annually as revisions do occur. The Financial Aid Satisfactory Academic Progress Policy is subject to change.

Academic standing, 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 for information regarding academic standing.

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 Summer Financial Aid application available through WildcatsOnline (https://www.wsc.edu/current-students). The Summer Financial Aid application will be available when registration for the summer opens.

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. Scholarships and application information can be found online (www.wsc.edu/scholarships). The scholarship application for returning students is available through WildcatsOnline (https://www.wsc.edu/current-students).

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 for a master's degree program; 6 credit hours per semester for a second undergraduate degree or endorsement

program). Hours must be approved coursework that applies to the student's program of study. The FAFSA can be completed online (https://studentaid.gov).

The WSC Financial Aid Satisfactory Academic Progress Policy (https://www.wsc.edu/info/20044/financial_aid/386/staying_eligible) is published annually in the WSC Student Handbook (https://www.wsc.edu/student-handbook) and is available online. Students should become familiar with the policy and review it annually as revisions do occur.

A very limited number of scholarships are also available. Visit our website for more information on scholarships (www.wsc.edu/scholarships).

Graduate Teaching Assistantships

WSC is authorized to award Graduate Assistantships in each graduate major field. These assistantships provide a stipend for the academic year, plus tuition, and permit the holder to enroll for no more than nine (9) credit hours of graduate course work while completing a teaching or non-teaching assignment. The load for a student assigned to an academic area will be:

a) teaching the equivalent to six (6) credit hours at the undergraduate level, or

b) providing non-teaching program assistance, approximately 16-20 clock hours, or

c) completing an equivalent combination of teaching and non-teaching assignments.

The load for a student assigned to a non-academic area will be determined by the appropriate Vice President. Consideration for Graduate Assistantships is given only to applicants who plan to earn the graduate degree at WSC. Candidates must have an above average scholastic record and appropriate recommendations. Prior teaching experience is preferred.

Employment Applications for the assistantships must be submitted to the Human Resources 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.

Financial Aid Satisfactory Academic Progress (SAP) Policy

Federal financial aid regulations require Wayne State College to establish and enforce standards of Satisfactory Academic Progress (SAP). The purpose of this policy is to measure a student's academic performance both in a qualitative and quantitative way. This is done by measuring both cumulative grade point average and credit hours earned. To continue receiving Federal and/or State financial aid, students must meet the minimum requirements set in Wayne State College's Satisfactory Academic Progress Policy.

Wayne State College measures satisfactory academic progress at the end of each semester (payment period). Summer is considered a separate semester. The Satisfactory Academic Progress Policy applies to both undergraduate and graduate level students that participate in the following programs: Federal Pell Grant, Supplemental Education Opportunity Grant, Nebraska Opportunity Grant, Federal Work Study, Federal Direct Stafford Loan, and Federal Direct PLUS Loan.

Financial aid recipients that do not meet policy requirements will receive written notification (email and/or letter) of the results of our evaluation of satisfactory academic progress, which discloses future financial aid eligibility status.

The three components of the Satisfactory Academic Progress Policy (qualitative, quantitative, and maximum timeframe) are explained below:

Cumulative Grade Point Average (Qualitative)

Students must meet the following GPA requirements:

Cumulative Grade Point Average (Qualitative)

Degree	Earned Credit Hours*	Minimum WSC GPA
Undergraduate	0-59 credit hours 60 or more credit hours	1.75 2.00
Graduate	All	3.00

**Earned credit hours includes all transfer hours accepted by Wayne State College.*

Cumulative Credit Completion Rate (Quantitative)

Students must successfully complete 67% of attempted credit hours to maintain future eligibility.

Cumulative pace is measured by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted.

$$\frac{\text{Cumulative credit hours successfully completed}}{\text{Cumulative credit hours attempted}}$$

Students must maintain a minimum cumulative pace of 67%. For financial aid purposes, a course is considered completed with grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- or S. A course is considered not completed with grades of F, NC, I, IP, W or AU.

Maximum Attempted Credits Limit (Maximum Timeframe)

Students may receive financial aid toward their degree up to a maximum timeframe for the particular program as follows:

Undergraduate degree

Financial aid recipients may not exceed 180 attempted credit hours toward their bachelor's degree. Attempted hours are defined as all attempted credit hours in which students enroll that are reflected on their academic record. Transfer students will include all hours accepted by the Records and Registration Office from all previously attended institutions.

Graduate and Specialist degrees

Financial aid recipients may not exceed 125% attempted credit hours toward either a graduate or a specialist degree. Attempted hours are defined as all credit hours attempted toward the degree sought and are reflected on the student's academic record.

Initial Endorsement/Initial Teaching Certificate/Recertification

Students seeking an initial endorsement, initial teaching certificate or recertification may not exceed the required credit hours for the endorsement, certificate, or recertification.

Additional Endorsement/Majors

Students seeking to add an additional endorsement or major to their current degree are not eligible for financial aid, as this academic criterion is not considered degree seeking.

Treatment of the Following Types of Courses for Satisfactory Academic Progress (SAP)

Repeated courses

Repeated courses count as attempted credit hours each time the course is taken, and if credit is earned by receiving a passing grade, (repeats as well) it also counts as completed/earned credit hours in the Pace and Maximum Timeframe calculations.

College Level Examination Program (CLEP)

CLEP courses count as both attempted and completed credits.

Transfer Courses

Credits transferred to Wayne State College from another institution count as both attempted and completed credits; however, the credits are not included in the WSC grade point average calculation.

Dual Credit Courses

Dual credit courses count as both attempted and completed credits.

Withdrawing from a course or courses

Students who withdraw from credit hours must still maintain SAP policy requirements. If you have questions, please contact the Student Financial Services Office prior to withdrawing from credit hours.

Earning an incomplete grade

An Incomplete course grade counts as credit hours attempted but will not count as credit hours completed/earned until a passing grade is assigned. An incomplete grade, like a withdrawn course, can negatively affect a student's pace and financial aid eligibility.

Satisfactory Academic Progress (SAP) Statuses

Meets SAP

The Meets SAP status is assigned to students in two circumstances: 1) it is the student's first semester at Wayne State, and 2) when after their most recent semester, they meet all three standards of Satisfactory Academic Progress.

Warning

Students are placed on Warning status when after their most recent semester of attendance they are deficient in either their cumulative GPA, their cumulative Pace, or both and their previous semester status was Meets SAP. Students on Warning status are eligible to receive financial aid.

Suspension

Suspension status is assigned to students in three categories:

1. The student was on Warning status and at the end of their Warning semester; they do not meet the standards for cumulative GPA, cumulative Pace, or both.
2. The student has reached the maximum attempted credits limit.
3. The student has not yet reached the maximum attempted credits limit, but it is not possible for the student to complete their program prior to reaching the maximum attempted credits limit.

There are two ways students with Suspension status can earn reinstatement: 1) secure approval of an appeal or 2) pay with their own resources for one or more semesters until they meet the satisfactory academic progress requirements, then notify the Student Financial Services Office.

Appeal Process

Students placed in Suspension status due to their cumulative GPA, their cumulative course completion rate, or both, have the right to submit an appeal. Students who fail to meet the maximum timeframe component are immediately ineligible for financial aid and do have the right to submit an appeal.

Appeals must include the following:

1. Satisfactory Academic Progress Appeal Form
2. A written statement explaining:
    a. the extenuating circumstances for which a student could not plan, influence or prevent, such as, a serious injury or illness requiring hospitalization, or the death of a close relative, that prevented the student from meeting the SAP requirement, and
    b. what has changed in the student's situation that will allow for a higher cumulative GPA, a higher course completion rate, or both by the end of the next SAP evaluation period.
3. Third party documentation that supports the information in the student's written statement (e.g., medical documents, obituary notices, legal documents, police reports). Statements from friends and family cannot be considered.
4. Evidence of successful academic progress in the student's most recent semester, as supported by a WSC academic advisor.

The appeal must be submitted in writing to the Student Financial Services Office using the appeal form (https://www.wsc.edu/info/20044/financial_aid/386/staying_eligible/5).

Submission of an appeal is not a guarantee of approval.

If aid is not reinstated, the student may submit an appeal to the Financial Aid Appeal Committee. **All decisions made by the Financial Aid Appeal Committee are final.**

If an appeal is approved, the student's SAP status will change to either Probation or Probation with a plan.

Probation

When a Satisfactory Academic Progress appeal is approved for a suspended student, the student is placed in Probation status and will be eligible to receive aid during the probationary semester.

Probation with a plan

A student can remain eligible for aid once they have had an appeal approved with conditions (probation with a plan) by the Director of Financial Aid. If the student continues to meet the conditions of their plan, there is no limit on the number of consecutive terms a student can be on Probation with a plan status.

Student-Athletes

Student-athletes will be allowed to receive athletic financial aid provided they are considered eligible for such aid per NCAA Bylaw 15.6 – Terms and Conditions of Awarding Institutional Financial Aid.

Questions concerning this policy or the appeal process should be directed to the Student Financial Services Office email (sfs@wsc.edu) or (402) 375-7229.

Undergraduate Studies Information

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 Studies requirements. Students who wish to pursue a teaching endorsement work with an advisor to select either one field endorsement or two subject endorsements (only one subject endorsement, Secondary English, stands alone) and complete General Studies 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.

Programs of Study

Endorsements, Majors, Minors, Concentrations, and Certificates

Five words describe programs of study listed on the following pages. “Endorsement” refers to a block of courses for students preparing to teach a certain discipline. There are two primary types 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. “Concentration” is defined as a series of courses within a comprehensive major that, when combined with a core of courses, if required, leads to a degree. An option or concentration is a sub-specialty of a major and includes at least 18 hours. A comprehensive major or a subject major when combined with a minor or second major must consist of at least 50 percent (50%) of upper division (300 or above) level credits.

A comprehensive major or a subject major when combined with a minor or second major must consist of at least 50 percent (50%) of upper division (300 or above) level credits.

A cluster of undergraduate courses that develops specific knowledge and/or skills and supports an occupational outcome or industry certification. This credential does not itself lead to a degree. An undergraduate certificate shall range from nine (9) to fifteen (15) credits of predominantly upper division courses.

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 and 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)
- Art
  - Graphic Design (1)
  - Studio Art (1)
- Business Administration
  - Accounting (1)
  - Agri-Business (1)
  - Economics (1)
  - Finance (1)
  - Human Resource Management (1)
  - International Business Studies (1)
  - Management (1)
  - Marketing (1)
  - Office Administration (1)
  - Professional Studies (1)
  - Public Accounting (1)
  - Supply Chain Management (1)
- Chemistry
  - Chemical Sciences (1)
  - Fermentation Science (1)
  - Health Sciences (1)
- Communication Studies
  - Communication Studies (2)
  - Organizational Leadership and Public Relations (2)
  - Theatre Arts (2)
- Computer Information Systems
  - Integrated Technology Support (1)
  - Networking and Cybersecurity (1)
  - Programmer/Analyst (1)
  - Web Specialist (1)
- Computer Science (1)
- Criminal Justice (3)
- Early Childhood and Family Studies (1)
- Engineering Technology (1)
- English
  - English Literature (BA only) (3)
  - English Writing (3)
  - English Writing and Literature (1)
- Exercise Science (1)
- Family and Consumer Sciences
  - Family and Consumer Sciences (1)
  - Fashion Merchandising (1)
  - Foods and Nutrition (1)
  - Interior Design (1)
- Geography (3)
- History (3)
- Human Services (1)
- Industrial Technology
  - Construction Management (1)
  - Drafting and Design (1)
  - Manufacturing Management (1)
  - Safety Management (1)
- Interdisciplinary Studies (1)
- Life Sciences
  - Biology (1)
  - Medical Laboratory Science (1)
  - Health Sciences (1)
  - Mortuary Science (1)
  - Plant Biology-Ecology and Management (1)
  - Respiratory Therapy (1)
- Mass Communication
  - Agricultural Communication and Leadership (2)
  - Digital Film Production and Theory (2)
  - Electronic Media (2)
  - Journalism (2)
  - Sports Media (2)
- Mathematics
  - Applied Mathematics (1)
  - Pure Mathematics (1)
- Music
  - General Music (1)
  - Music Industry (1)
  - Performance (1)
- Political Science (3)
- Psychology (3)
- Social Sciences (1)
- Sociology (3)
- Spanish (3)
- Sport Management (1)
- Technology
  - Agricultural Occupations (1)
  - Computer Occupations (1)
  - Construction Occupations (1)
  - Drafting Occupations (1)
  - Industrial Management Occupations (1)
  - Industrial Trades Occupations (1)
  - Management Services Occupations (1)
  - Manufacturing Occupations (1)
  - Safety Occupations (1)

Minors

- Art
- Art: Advanced Studio
- Art History
- Biology
- Business Administration
- Chemistry
- Coaching
- Communication Studies
- Computer Information Systems
- Computer Science
- Construction
- Creative Writing
- Criminal Justice
- Digital Film Production
- Drafting
- Earth Science
- Economics
- Editing and Publishing
- Electronic Media
- Emergency Management
- English
- Environmental Studies
- Exercise Science
- Family Life Studies
- Foods and Nutrition
- Geography
- Geospatial Technology
- Graphic Design
- History
- Human Services
- Injury Science
- Interdisciplinary Studies
- International Studies
- Journalism
- Management Information Systems
- Manufacturing Management
- Mapping
- Mathematics
- Merchandising and Design
- Music
- Online and Social Media
- Philosophy
- Photography
- Physics
- Political Science
- Pre-Law
- Promotion and Media
- Psychology
- Public Administration
- Public and Global Health
- Safety Management
- Social Sciences
- Sociology
- Spanish
- Sport Management
- Theatre
- Travel and Tourism
- Web and Mobile App Design and Development

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

Certificates

Intercultural Workplace Communication

Educator Preparation Programs

Undergraduate students preparing for a career in education will earn either one field endorsement or two subject endorsements (except the Secondary English, Vocal Music, or Middle Level subject endorsements which are stand alone) while working toward the Bachelor of Arts (BA) or the Bachelor of Science (BS) degree. Graduate students preparing for initial certification may select from either subject or field endorsements or a combination thereof but must declare at least one endorsement. Supplemental endorsements may be added to field or subject endorsements as appropriate (see list below). Field and subject endorsements are for teaching in the grades indicated.

The bachelor's degree with completed endorsement program verified by the college is required for the Initial Nebraska Teaching Certificate, which is valid for five years.

The Standard Nebraska Teaching Certificate is available to persons who hold an Initial Certificate plus have two or more consecutive years of successful teaching in a Nebraska school system. The Standard Certificate is valid for five years.

Teachers who have qualified for the Standard Nebraska Certificate may receive the Professional Nebraska Certificate by earning a master's degree in Curriculum and Instruction or in the applicant's initial endorsement area as noted on their Standard Certificate. This does not apply to applicants in the areas of counseling and administration. The Professional Certificate is valid for ten years.

In compliance with the State Authorization Reciprocity Act (SARA), it is important for our students and stakeholders to know that Educator Preparation Programs at WSC are state approved, nationally recognized programs that lead to certification by the Nebraska Department of Education. Even 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 by that respective state in accordance with that state's laws. WSC does not assume responsibility for teacher certification by states other than Nebraska but will provide institutional verification that our graduates have completed a state approved Educator Preparation Program. Furthermore, it is the responsibility of the student to complete all program requirements before institutional verification of approved program completion will be provided by the WSC Certification Officer. Effective September 1, 2015, applicants for a Nebraska certificate will be required to show proof of a passing score on the designated Praxis II content test in the student's endorsement area(s) prior to being issued a Nebraska certificate. Nebraska Department of Education requirements change by legislative or executive actions and may be different than degree program requirements stated in the catalog. Students should contact the Director of the Education and Counseling Services with all questions or concerns about student teaching or teaching in another state: 402-375-7373.

Field Endorsements

Art PK-12
Business, Marketing, and Information Technology 6-12
Early Childhood Inclusive Birth- Grade 3
Elementary Education K-8
English Language Arts 7-12
Family and Consumer Sciences Occupational 6-12
Health and Physical Education PK-12
Mathematics 6-12
Music—Vocal and Instrumental PK-12
Science 7-12
Skilled and Technical Sciences 6-12
Social Science 7-12
Special Education Generalist K-12

Subject Endorsements

Biology 7-12
Chemistry 7-12
#Secondary English 7-12
Geography 7-12
History 7-12
Middle Level Education 5-9
#Music, Vocal—PK-12
Physical Education PK-6
Physical Education 7-12
PK-12 Reading Specialist (Graduate only)
Political Science 7-12
Psychology 7-12
Sociology 7-12
Special Education Generalist K-6
Special Education Generalist 7-12
World Language Spanish 7-12

**Students may graduate with a single subject endorsement in Secondary English, Vocal Music Education and Middle Level Education.*

Supplemental Endorsements

Supplemental endorsements available in addition to a field endorsement or two subject endorsements. They can be found under the following catalog program areas:

Coaching 7-12 (Physical Education)
Early Childhood Education PK-3 (only with Elementary Education) (Education)
English as a Second Language PK-12 (can be taken at either undergraduate or graduate level) (English)
Health Sciences Education 6-12 (Family and Consumer Sciences)
Information Technology PK-12 (can be taken at either undergraduate or graduate level) (Computer Science)
Journalism and Media 7-12 (Communication Arts)
Reading and Writing PK-6 or 7-12 (Education)
Skilled and Technical Sciences-Skilled Specific Education 9-12 (only with completion of the field endorsement in Skilled and Technical Sciences Education 6-12) (Industrial Technology)
Speech 7-12 (Communication Arts)
Theatre 7-12 (Communication Arts)
Work-Based Learning 9-12 (Career Education)

Academic Definitions and 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.

WildcatsOnline

Students register and drop/add via WildcatsOnline (https://www.wsc.edu/current-students) from any internet-accessible PC using their Username and Password. Students also access their grades (grade reports are no longer mailed), degree audit, Student Financial Services account summary (billing statements are no longer mailed), financial aid information, and unofficial transcript. Other 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. **WSC follows the Nebraska State College System policy #4141 for Credit Hour Definition and Assignment to Course Modalities found in the NSCS Policy Manual (http://www.nscs.edu/policy-manual).**

Classification of Students

The classification of students is as follows:

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

Undergraduate Returning Students

Undergraduate students returning after an absence of 1 semester or more are required to re-apply. If other postsecondary institutions were attended during the period of absence, official copies of all transcripts must be submitted to the Office of Admissions.

Returning undergraduate students who left on probation will re-enter on probation. Students who left 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 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 from one of the six regionally accredited institutions (Middle States Association, New England Association, North Central Association, North West Association, Southern Association, and Western Association) are given advanced standing classification with ranking determined after an evaluation of such credit by the Records and Registration Office. 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.

Effective Fall 2019, only transfer courses with a C- or better grade can be accepted. Credit for non-college level courses, such as Distance and 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 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 Records and Registration Office 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, Northeast Community College, 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 if at least 60 transferrable hours are accepted. A maximum of 66 semester hours of academic credit may be accepted from all previously attended accredited community colleges (unless otherwise specified by articulation agreement). 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 that transfer to Wayne State College with an AA or an AS degree from an accredited post-secondary institution and have successfully completed 30 hours of general education courses have met the General Studies requirements unless specific requirements are a part of the intended major/degree program. This becomes effective upon receipt of an official transcript indicating the completion of the AA or AS degree. All other transfer students must meet all General Studies requirements; General Studies transfer courses will be considered on a course by course basis.

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

International Baccalaureate Credit-IB

Wayne State College accepts credit from students who have completed the International Baccalaureate diploma program through their high school. Acceptance of specific credits is determined in consultation with appropriate academic departments. Contact the Records and Registration Office for more information.

Student General Information

Academic Load

The average load for undergraduate students is 15 or 16 hours each semester. The maximum load, without special permission, is 18. A student who wishes to register for 19-21 hours should make application to the Records and Registration Office. Requests to take more than 21 hours must be approved by the appropriate Dean. 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 Records and Registration Office. 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 one-year period to retain the privilege of continuing on their present program. Students who fail to earn 12 hours in any one-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.

Correspondence Transfer Courses

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

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.

Degree Audit

Students will have online access to their degree audit through their WildcatsOnline (https://www.wsc.edu/current-students) screens. Advisors can also view advisees' degree audits through their Advisor dashboard screens. An official degree audit may still be obtained from the Records and Registration Office.

Directed Study Courses

A directed study course is for a specific catalog course and 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 he/she 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 Vice President for Academic Affairs, Dean, the appropriate department chair, and the instructor concerned must approve of the arrangement. The appropriate registration approval card may be obtained at the Records and Registration Office and must be returned to that office with the required signatures to be enrolled in the course.

Dual-Numbered Undergraduate/Graduate Courses

Courses taken as an undergraduate cannot be taken for credit at the graduate level (i.e. ENG 426/526).

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.

Service Learning

Academic Service Learning is a pedagogy that integrates service in the community with academic study (theory/curriculum). Faculty, in partnership with representatives from community organizations, collaboratively design Service- Learning (S-L) projects based on three main objectives:

1. Meeting identified community needs, which helps strengthen the community
2. Advancing the students' understanding of course content
3. Enhancing civic engagement values

Strong reflective components are built into the course to help students consider relationships between their service, the course curriculum, and its impact on their personal values and professional goals. The Service-Learning courses are cross listed each semester in the class schedule. S-L courses are noted under *schedule notes* by discipline and also appear in the S-L courses section of the schedule. Additionally, student participation is noted on the student's transcript. S-L project/event details will appear in the course syllabus and may involve out of class time and travel.

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 Records and Registration Office and then returned to that office for enrollment with the required signatures.

Study Abroad Programs

Wayne State offers unique credit bearing study abroad opportunities that are designed to meet the needs of students from a broad range of majors and interests.

Participating students may choose to use the credit hours for General Studies requirements or as a part of a minor in International Studies.

Study Abroad programs present an opportunity for students to immerse themselves in a foreign culture while they are expanding their education through diverse intellectual perspectives, and active participation in hands on engagement activities.

Students are able to interact, to transcend cultural differences, and build relationships with people outside the United States. Students who study abroad return with a broader view of the world; a view that helps them better understand the nature of differences as well as commonalities. Their experiences also help them better understand who they are and where they want to take their lives.

WSC also works in cooperation with other Nebraska colleges and universities to gain access to their study abroad programs and experiences.

All Wayne State study abroad programs are led by Wayne State personnel.

Travel, learn, and earn college credit as a Wildcat!

Benefits of studying abroad

- Add a global perspective to your education
- Experience and learn from different cultures
- Improve communication skills
- Enhance your self-confidence and self-understanding
- Build your resume
- Learn a new language and/or improve and advance your language skills
- Add a minor

- Forge new relationships with international friends
- Live with a host family/get to know host families
- Have a chance for travel and adventure

Study Week/Final Exam Policy

The following study week guidelines regarding exams and class projects shall be observed by faculty and students, as approved by the Faculty Senate on 8/27/93:

1. Final examinations for semester classes are to be given only on a day designated during final exam week as published in the class schedule.
2. Only make-up or laboratory/practical examinations may be given during study week.
3. Only those projects, papers, speeches, and other assignments that were delineated in the course outline or given in writing by the end of the eighth week of the semester may be scheduled for completion during study week.

Student requests to take final examinations prior to the regularly scheduled time must be approved by the Dean/Department Chair.

Withdrawal from Class

A "W" grade will be recorded on the student's record if he/she withdraws from a class through WildcatsOnline (https://www.wsc.edu/current-students). 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.

Withdrawal from College

All withdrawals from college must be made officially through the Office of Student Affairs (see Refund Schedule). Grades of "W" will be recorded for all students who officially withdraw by the semester deadline. Official withdrawal from college after this time will be permitted only with the approval of the Vice President for Student Affairs. 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 Affairs.

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 Records and Registration Office. Contact your high school counselor for further information about enrolling in Advanced Placement (AP) courses and sending official AP scores to WSC.

College Level Examination Program (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 six 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. Six hours of credit normally will be granted for successful completion of the Humanities general examinations.

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.

The CLEP brochure contains updated scores and policies regulating CLEP credit accepted toward graduation at WSC. Please contact the Holland Academic Success Center at 402-375-7321 for the current brochure which lists additional regulations.

Defense Activity for Non-Traditional Education Support (DANTES)

Service personnel may receive credit for the same CLEP exams through DANTES as WSC accepts 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 all the various DANTES Subject Standardized Tests (DSST's), so all 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 currently enrolled WSC student is eligible to challenge a course for which she/he is not enrolled. 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, (3) involves content significantly similar to a course completed, or (4) the student has previously earned a grade. Credit earned by examination is applicable toward degree requirements and is entered on the student's record. Credit by Exam courses are graded S/NC. 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 Records and Registration Office.

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

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 Records and Registration Office for assistance. A Joint Services transcripts (JST) for Army, Coast Guard, and Marine Corps and Navy veterans or a Community College of the Air Force (CCAF) transcript for Air Force veterans or a 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.

Grading System

Letter	Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

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 the minimum 12 hours for 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 (S/NC) 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 Records and Registration Office. The work of the course must be completed and a grade reported to the Records and Registration Office 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 Records and Registration Office 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 and 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 Records and Registration Office. 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. “IPs” 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 Records and Registration Office 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.

AU Audit. No academic credit is earned (so it’s not a repeat). Elected by the student. See section on Auditing of Courses.

Academic Appeals (including Grade Appeals)

If a student believes that an incorrect, incomplete, or capricious action has been taken regarding an academic matter affecting their program, they must follow the procedural steps below to appeal the action:

A. Consult with the instructor to obtain all necessary information regarding the decision and attempt to clarify all matters concerning the decision.

B. If the student’s questions are unanswered after Step A, they should place in writing their concerns regarding the action in question. Send a copy of the written statement to the faculty member and to the appropriate Department Chair who will in turn notify the appropriate Dean. The student is responsible for making an appointment with the Dean to review the allegation and to discuss the findings with the student. Initiation of a grade appeal by the student must happen within the first six weeks of the academic semester following award of the grade under appeal, except for graduating students. Graduating students must have grade changes processed within two weeks following the graduation ceremony (contact the Records and Registration Office for instructions if the instructor is unavailable). After that time, no grade changes can be made for graduates.

C. If there is no satisfactory resolution of the problem at Step B, the student may petition the Vice President for Academic Affairs. The Vice President will review the facts of the case and render a final decision or establish a special Ad Hoc Academic Appeals Committee to investigate the matter. The student must petition the Vice President of Academic Affairs within two weeks of the written response from the Dean. Should an Ad Hoc Committee be appointed, its function is as follows:
   - collect and review all data related to the question or concern
   - interview the student
   - interview the faculty member
   - interview the Dean
   - render a final decision based upon its findings after reviewing the data

The decision reached by the Vice President for Academic Affairs or the Academic Appeals Committee is final. There is no appeal to the Board of Trustees.

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 Records and Registration Office. This does not apply to the removal of In Progress grades and extended 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. 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. 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 term GPA of 3.5 during the previous semester, without an "I", "IP", "NC'' or "F'', and with at least 12 hours of regular letter grades ("S" hours and non-degree courses not included in those 12 hours).

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. To repeat a course to raise a grade of "C'' or above, the student should obtain 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 catalog 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 Studies 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 satisfactory or no credit) 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 Records and Registration Office 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 Studies courses.
6. Honors courses cannot be taken on a Satisfactory-No Credit 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" grades are not counted in minimum regular graded hours for the Dean's List; "NC" grades eliminate students from the Dean's List.

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 Records and Registration Office 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 and returned to good academic standing when their cumulative GPA is 2.0 or above.

Transfer students admitted on probation must earn a semester GPA of 2.0 or better in their first term of attendance or they will be academically suspended for one semester. Please be advised that dropping or withdrawing from a class or classes may have financial impacts. You are encouraged to speak with your Advisor and Student Financial Services prior to making changes to your class schedule. WSC honors rules and regulations pertaining to academic suspension at the most recently attended institution. 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:

Academic Suspension Table

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

Suspension under these conditions will be automatic, and the student will be notified accordingly. Pre-enrollment for any future terms may be 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 continue in the spring semester on probation provided he/she meets with the Registrar no later than the first week of the spring semester to develop a plan for academic success. Failure to comply will result in the drop of enrolled classes at the end of the first week of the semester. Eligibility to return does not remove the academic suspension from the permanent record. Failure to complete minimum academic standards will result in exclusion.

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 (SAR) 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 new cumulative GPA meeting minimum requirements to continue in the fall. Changes in suspension status will not be made for any student until final summer 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 to SAR 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 the summer term immediately following a spring semester exclusion) without approval of the Student Admission and Retention (SAR) 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

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

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 Records and Registration Office.

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 ICE regulations pertaining to study in the United States.

Academic Amnesty

Currently enrolled undergraduate WSC 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 Records and Registration Office, with approval also needed from the Student Financial Services Office, 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 WSC cumulative GPA has been earned within those hours referenced above. 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.

Academic Integrity Policy

An effective teaching, learning, and research environment requires trust among its participants. A key part of any academic learning environment is academic integrity. When this trust is broken through participation in dishonest practices, faculty and students will follow procedures to restore an honest and fair learning environment.

Violations of Academic Integrity come in many forms and include, but are not limited to, the following:

1. Plagiarism

Plagiarism is using the words, ideas, or other types of work from another author and presenting them as one's own work.

Plagiarism also includes the improper citation of another's words, ideas, or work. Unless otherwise specified by the instructor, proper citation requires:

- All quotations must be in quotation marks.
- Signal phrases must be used when introducing a quote or paraphrase to indicate the scope of the work used.
- All quotations, paraphrases, adaptations, or summaries of ideas from another's work must be followed by a citation.

Plagiarism can be intentional or unintentional. (It may be unintentional when it occurs as the result of carelessness or inattention.)

It makes no difference whether the incident of plagiarism is intentional or unintentional; in both cases it is a violation of academic integrity and will be treated as such.

Some examples of plagiarism include, but are not limited to, the following:

A. Submitting exams, homework, or other work written by someone else, including material from current or previous semesters, as if it is your own.

B. Submitting a paper without acknowledging all of the sources used in the paper. A paper that uses quotes that are not in quotation marks or that are in quotation marks but are not followed by proper citations would be a plagiarized paper.

C. Paraphrasing the ideas contained in another's work, whether published or unpublished, without the use of signal phrases and proper citation is plagiarism. Changing a few words in a sentence or paragraph is not a paraphrase and doing so without quotation marks and proper citation is plagiarism.

2. Cheating

Cheating is providing or using unauthorized assistance, materials, or information on exams, homework, or other assignments in-class or outside the classroom.

Some examples of cheating include but are not limited to the following:

A. Copying the answer(s) of a fellow student's exam during an in-class exam.

B. The unauthorized use of notes or crib sheets, including electronic sources.

C. Providing a previous semester's exam to a student currently taking the class, or studying from a previous semester's exam, without the professor's permission.

D. Copying the homework of other students and submitting it as your own or collaborating on assignments that are not meant to be collaborative and submitting them as your own (working on homework as a group when it has been assigned to each individual student).

3. Fabrication and Falsification

Fabrication includes, but is not limited to:

- the invention of data
- sources in citations
- laboratory results
- field experience hours worked
- providing false information on resumes in connection to your academic work
- providing false information in relation to make up exams or missed assignments

Some examples of Fabrication and Falsification include, but are not limited to, the following:

A. Writing a paper that contains fabricated statistics or a falsified citation.

B. Providing an instructor or professor false excuses for missing an exam in order to make up the exam.

4. Facilitating Violations of Academic Integrity

Facilitating Violations of Academic Integrity is purposely assisting or attempting to provide assistance to another in committing an academically dishonest act.

Violations of Academic Integrity is a serious matter. Multiple incidents of such violations will have a cumulative effect on the student's record. Three documented cases of violations of academic integrity will result in the student's suspension.

When a violation of academic integrity is discovered, the penalty imposed is at the discretion of the faculty member.

Reasonable penalties may include but not be limited to failing the assignment and/or the course.

If the penalty for a violation of academic integrity will be failure on an assignment and/or grade of "F" in the course, the following procedure shall apply:

1. The faculty member must complete the "Wayne State College Academic Integrity Incident Form". The Form must include the following:
    a) a description of the allegation;
    b) the faculty member's evidence supporting the allegation against the student;
    c) the penalty to be imposed;
    d) a request for a meeting with the student to be held within five (5) academic days of the delivery of the form, unless good cause exists for an extension; and
    e) notice to the student that should the student fail to respond or attend the meeting as scheduled, the form will be forwarded to the office of the faculty member's dean and the VPAA and the student shall be deemed to have waived any right to challenge the violation or penalty
2. The faculty member must deliver the Form via hand-delivery to the student, or email to the student's college email address, or sent certified by first class mail to their campus address.
3. The meeting with the student must be scheduled no later than five (5) academic days from the delivery of the Form, unless good cause exists for an extension. The meeting may take place in person or electronically. If student does not respond to the request/email, or does not come to the appointed meeting, the Form is forwarded to the office of the faculty member's dean and the VPAA and documented as a case of a violation of academic integrity. The opportunity to challenge the finding of a violation or any penalty imposed is forfeited.
4. At the meeting with the student, the faculty member will present the basis for the allegations and inform the student of the penalty to be imposed. The student may present additional information in response to the allegations or accept the penalty.
5. If the student accepts the penalty, the student will sign the Form accordingly and the faculty member will send the form to the office of the faculty member's dean and the VPAA within ten (10) academic days of the meeting with the faculty member, where it will be recorded as a documented case of a violation of academic integrity.
6. If the student wishes to challenge the allegations of violating academic integrity or the penalty, the student will still sign the form accordingly. The student should then return the signed Form and a written request for an appeal to the faculty member within ten (10) academic days of the meeting. The faculty member will submit a copy of the Form to the Student and Admission Retention (SAR) committee and to the faculty member's dean within ten (10) academic days of receiving the written request for an appeal, accompanied by any supporting documentation.

7. If the student fails to accept the penalty or challenge the allegations pursuant to paragraph 5 or 6, the Form will be forwarded to the office of the faculty member's dean and the VPAA and documented as a case of a violation of academic integrity. The opportunity to challenge the finding of a violation or any penalty imposed is forfeited.
8. The SAR committee will convene within ten (10) academic days of receipt of the appeal request. Within three (3) academic days of this meeting, the committee's decision will be reported in writing to the student and faculty member via hand-delivery, by email to the student's and faculty member's college email addresses, or by first class mail. Students who wish to appeal the decision of the SAR committee must submit a written request for an appeal to the faculty member's dean within five (5) academic days of the decision by the SAR committee. If the faculty member does not have an academic dean, the appeal will be directed to the VPAA.
9. The dean will meet with the student within ten (10) academic days of receipt of a request for appeal. Within three (3) academic days of this meeting, the dean's decision will be reported in writing to the student and faculty member via hand-delivery, by email to the student's and faculty member's college email addresses, or by first class mail. Students who wish to appeal the decision of the dean must submit a written request for an appeal to the VPAA within five (5) academic days of the dean's decision. The VPAA will meet with the student within ten (10) academic days of the request for an appeal. Within three (3) academic days of this meeting, the VPAA's decision will be reported in writing to the student and faculty member via hand-delivery, by email to the student's and faculty member's college email addresses, or by certified by first class mail to their campus address. The decision of the VPAA is final.
10. This process applies only to appeals regarding the charge of violating academic integrity; appeals of any failing grades levied will take place through the grade appeal process.
11. As an early intervention, when a student's first documented case of an academic integrity violation is recorded, the VPAA's office will inform the student's advisor of the incident by email.

Repeated Offenses

Second Offense

Should the process above result in a student's second documented case of an academic integrity violation being recorded, the student will be called before the SAR committee which will inform the student that the VPAA has placed the student on academic probation and warn that if a third documented case is acquired, the student will be suspended. The student's advisor is also notified by the VPAA.

Third Offense

Should the process above result in a student's third documented case of an academic integrity violation being recorded, the student will meet with the VPAA to be suspended and the student's advisor will be informed. Once a student returns to WSC after suspension, any additional academic integrity violations will result in re-suspension.

Note: Special cases will be reviewed by the VPAA. Special cases are those which are so unusual that they cannot be dealt with using the above procedure.

Graduation Requirements

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

Institutional Requirements

1. Students need to apply for graduation through the Records and Registration Office 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.
3. Effective with the 2012-13 catalog a minimum of 120 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 120 hours to complete some degree programs.
4. A minimum of 30 hours of credit must be earned at WSC.
5. A maximum of 66 semester hours of academic credit may be accepted from all previously attended community colleges.

6. At least 24 of the final 30 hours must be earned through WSC, unless approved by the Vice President for Academic Affairs.
7. Achievement of minimum grade-point requirements is required. Students preparing to teach must earn a 2.75 overall GPA, a 2.75 average in field or subject endorsements, and a 2.75 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.
8. Graduation is conditional, contingent upon completion of all college requirements. See the WSC Student Handbook for details.

Degree Requirements

Bachelor of Arts

1. Completion of Institutional Requirements listed above.
2. Completion of the General Studies Requirements.
3. Completion of at least six hours of study in one foreign language at (or above) the intermediate (200) college level, or completion of a minor within an arts and humanities discipline (ART, CNA, ENG, MUS, SPA, PHI), or completion of a major within arts and humanities degree programs.
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 Secondary English, Vocal Music Education and Middle Level Education.*

Bachelor of Science

1. Completion of the Institutional Requirements listed above.
2. Completion of the General Studies 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 Secondary English, Vocal Music Education and Middle Level Education.*

Effective with the 1993-94 catalog, WSC will no longer offer the BAE, BFAE, or BSE degrees. Students completing an educator preparation program will have that indicated on their transcript in the title of the major. Acceptance to Educator Preparation and completion of the Professional Education Requirements are necessary for students in educator preparation 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 ensure that all certification requirements are met. Contact the WSC Education and Counseling Services Office directly.

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 or 12 additional credits for each additional Business Administration concentration.

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) and minor(s) if applicable.

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

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:

a. Earn the second (different) degree in a different major.
b. Complete an additional 30 hours at WSC, at least 15 of which is in the major and 15 of which is upper level.
c. Satisfy all current major/endorsement requirements.

Second Major/Endorsement

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

1. Complete a minimum of 15 additional credits at WSC, as approved by the appropriate Dean.
2. Complete all required courses within the major/endorsement.
3. Satisfy all other requirements for that major/endorsement.

*Supplemental endorsements can be recorded on the transcript with only the requirements completed, no minimum hours.

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 clinical practice requirements only, provided all other endorsement course requirements are satisfied.

When an additional major/endorsement is completed, a notation to that effect will be placed on the official transcript by the Records and Registration Office. 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.

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. 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 are eligible to participate in the May or December commencement ceremony.

Once a student's name appears in a commencement program, their name will not be listed again in any subsequent commencement programs, nor will the student be able to participate in any upcoming commencement exercises.

Transcripts

Official transcripts are obtained through Wayne State College's Transcript Delivery System or must be ordered in person with the student's signature. **Telephone requests will not be accepted.** Transcripts will not be issued if any Student Financial Services holds are in place.

Unofficial transcripts may be accessed through WildcatsOnline (https://www.wsc.edu/current-students) with the student's Username and Password.

Graduation with Scholastic Honors

Undergraduate students with no less than 63 hours earned at WSC (see the exceptions under Transfer Students), 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.

Post-baccalaureate students earning an undergraduate degree from Wayne State College are not eligible for honors designation even if they have earned 63 hours here. 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

Rural Health Opportunities Program (RHOP)

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. Candidates for the RHOP program apply in their senior year of high school and begin their education the following fall semester at WSC. The Rural Health Opportunities Program currently has options in medicine, dentistry, pharmacy, physician assistant, physical therapy, medical laboratory science, radiography, nursing, and dental hygiene. Medicine, physician assistant, physical therapy and dentistry participants must earn a Bachelor of Science (B.S.) degree at WSC before transferring to UNMC.

Admission to the RHOP

1. Participants in this program will be selected by a committee of faculty members from WSC and UNMC.

2. Participants in this program must maintain a specified minimum GPA to be “in good standing” and remain in the program.

3. Medicine participants in “good standing” will be automatically admitted to UNMC’s College of Medicine when they earn a Bachelor of Science degree at WSC.

4. Dentistry participants in “good standing” will be automatically admitted to UNMC’s College of Dentistry when they earn a Bachelor of Science degree at WSC.

5. Pharmacy participants in “good standing” will be automatically admitted to UNMC’s College of Pharmacy when they have completed 95 hours of study at WSC. Pharmacy participants may earn a B.S. in Chemistry-Health Sciences through the 3+1 program.

6. Medical Laboratory Science participants in “good standing” will be automatically admitted to UNMC’s College of Allied Health Professions when they have completed 95 hours of study at WSC. Medical Laboratory Science participants may earn a B.S. in Life Sciences-Health Sciences through the 3+1 program.

7. Dental Hygiene participants in “good standing” will be automatically admitted to UNMC’s College of Dentistry when they have completed 63 hours of study at WSC.

8. Physician Assistant participants in “good standing” will be automatically admitted to UNMC’s College of Allied Health Professions when they earn a Bachelor of Science degree at WSC.

9. Physical Therapy participants in “good standing” will be automatically admitted to UNMC’s College of Allied Health Professions when they earn a Bachelor of Science degree at WSC.

10. Radiography participants in “good standing” will be automatically admitted to UNMC’s College of Allied Health Professions when they complete the required two year program at WSC.

11. Nursing participants in “good standing” will be automatically admitted to UNMC’s College of Nursing in Norfolk, NE when they complete the required two year program at WSC.

Public Health Early Admission Student Track (PHEAST)

PHEAST is collaboration between UNMC’s College of Public Health (CoPH), and Wayne State College (WSC). PHEAST students will gain provisional acceptance to the Masters of Public Health Program (MPH) CoPH following the completion of their sophomore year at WSC. PHEAST students in good standing will receive a tuition waiver their junior and senior year at WSC. The CoPH will accept up to three PHEAST students per year. While the CoPH and WSC will encourage students with rural backgrounds to apply to PHEAST, the program will be open to individuals who meet PHEAST requirements listed below:

Eligibility

- Nebraska residents in the second semester of their sophomore year at WSC
- A minimum undergraduate grade point average of 3.3
- Recommended scores of 24 or higher on the ACT or 1680 or higher on the SAT

Program Requirements

Prior to matriculation into the MPH program, PHEAST students are required to:

- Maintain a 3.2 GPA or higher
- Visit the UNMC Campus and mentors in the fall of their junior and senior years
- Successfully complete the three semester-credit hour UNMC CoPH's "CPH 500-Foundations in Public Health" course, delivered via distance education modalities
- Declare their concentration and meet individual MPH concentration admission requirements
- Successfully complete an entry level statistics course, MAT 180, with a "B" or higher, regardless of concentration
- Complete the GRE by September 1 of their senior year with scores in the 40th percentile
- Complete an application to CoPH by November 1 of their senior year
- Complete a Bachelor's degree from WSC

Rural Law Opportunities Program (RLOP)

The Rural Law Opportunities Program or RLOP is a dynamic partnership between Wayne State College and the University of Nebraska College of Law designed to recruit students from rural areas and train them to become lawyers who will return and practice law in their communities. RLOP aims to ensure rural areas of Nebraska have access to legal representation by encouraging students from those areas to pursue legal studies to return to their communities to meet the demand for attorneys.

Participants in the program receive their bachelor's degrees at WSC and are then presumptively admitted into the Nebraska College of Law provided they maintain RLOP standards. They must also complete all Nebraska Law application requirements and meet all Nebraska Law RLOP standards.

Eligibility

To be eligible for the RLOP program students:

- Must be a rural Nebraska resident (students from the following cities and towns are NOT considered rural and therefore are not eligible to apply to RLOP: Omaha, Ralston, Boys Town, Elkhorn, Lincoln, Bellevue, Papillion, La Vista, Chalco and Offutt Air Force Base).
- Must have applied and been accepted to Wayne State College.
- Demonstrate strong academic potential demonstrated by GPA, letters of recommendation and ACT/SAT scores.
- Alternates may also be chosen if students with RLOP positions do not successfully complete their studies at WSC; however, while an RLOP candidate has alternate status they will not receive the presumptive admission to the College of Law. Alternates will still participate in RLOP program activities.

Program Requirements

While in the Wayne State College RLOP program students must:

- Maintain a 3.5 cumulative GPA.
- Participate in RLOP program activities
- Obtain an LSAT score of 154 (on a scale of 120 to 180). The LSAT score must be obtained prior to, or during the student's senior year at WSC. Students typically take the LSAT over the summer after their junior year.

- Upon completion of their degree and minimum LSAT score, a student will be presumptively admitted by the Nebraska College of Law barring any information concerning the applicant that reflects adversely on the applicant's character and fitness, including but not limited to, violations of a college conduct code or honor code, criminal citations, pending criminal charges, or criminal convictions. In such cases, the application will be individually reviewed by the Nebraska College of Law Admissions Committee.

Career Scholars Cooperative Education (Co-op) Program (Growing Together)

The Career Scholars Co-op Program is an experiential education, cohort-based program that links Wayne State College students to employers in partner communities. The purpose of the program is to recruit and educate students from rural Nebraska and prepare them to gain employment in rural communities in Northeast Nebraska upon graduation. Candidates for the program apply in their senior year of high school, participate in a selection process, and if selected, begin their program their freshman year at WSC. The program model was developed as part of the Northeast Nebraska Growing Together Initiative and is being implemented in partner communities. Students will select either Norfolk Growing Together Career Scholars, Grand Island Career Scholars, or Columbus Career Scholars for their senior year co-op experience. Availability will be based on community need and available program funding.

Participating students must be enrolled in specific majors, and participating fields of study in business, communication, information technology industrial technology, and education. Students participating in the program will complete a prescribed pathway of courses leading to an 18-credit hour cooperative education experience during their senior year. Students must live on campus their freshman and sophomore years. Students will reside in a living-learning community on campus their freshman year and will have the option for a living-learning community their sophomore year. Students will have the option to live on or off campus their junior year. The students will complete three years of accelerated studies at WSC and then complete their senior year living in dedicated community housing in a partner community, while working 30-hours a week with a partner employer.

Program Requirements

- High school seniors applying must be a U.S. citizen, have a 2.5 GPA or higher, score an 18 or higher on their ACT, and be enrolled in a participating major and field of study.
- Participants in this program will be selected by a committee of professors, program personnel, community leaders, and business owners.
- Participants in this program must maintain a minimum 2.5 GPA and retain a full-time student status by being enrolled in a minimum of 12 credit hours each semester. Failure to maintain good standing may be grounds for program dismissal.
- Successfully complete Fundamentals of Professional Practice (194, 294, and 394)
- Participate in civic, social, and industry events related to the program.
- Alternates may be chosen and subsequently placed as a full participant in the program should a vacancy arise. Alternates in the program will not receive scholarship awards unless they become selected as a Career Scholar in the program.

Honors Program

Honors Program Philosophy

The purpose of the Honors Program at WSC is to identify motivated and talented students and to offer them a more challenging curriculum. 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 prepare individuals to be contributors and caretakers of our society, innovative courses offer students 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 Honors courses taught by faculty who are especially interested in working with Honors students. Smaller class sizes contribute to a learning environment and experience that best support the goals of the Program. The Honors Program is available to students in any major offered at Wayne State College.

Honors Program Goals

The Honors Program at WSC seeks to achieve the following goals:

1. To provide motivated and talented students with a stimulating educational program.
2. To develop a closer working relationship between faculty and students from all departments.
3. To implement an Honors curriculum that reaches across disciplines and provides students a perspective outside their major area of study.

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 Honors credit, Independent Study (395) and Senior Honors Colloquium (499), and at least 3 hours of IDS 110 (Shapers of the Modern Mind).

Eligibility and Application for the Honors Program

Students applying to participate in the Honors Program must meet the application criteria. Application is open to qualified freshman, transfer, and current WSC students. Students interested in the Honors Program may contact the Director of the WSC Honors Program for information.

Freshmen

Applicants must have a high school GPA of 3.5 (on a4.0 scale), a minimum ACT score of 25, or minimum SAT score of 1100.

Current WSC Students and Transfer Students

Current WSC students wishing to apply to the Honors Program must:

1. Have a minimum GPA of 3.3, and
2. Submit an application for the Honors Program with the support of a faculty member.

Non-Honors students are permitted to take Honors classes as space allows without formally entering the Honors Program. Instructor permission is required. These courses will be denoted as Honors on the student's transcript. Honors courses cannot be taken on a Satisfactory/No-Credit basis.

Continuing in the Honors Program

To continue in the Honors Program, students must maintain a 3.3 cumulative GPA, and at least a 3.3 GPA in Honors courses. Students who fall below these criteria will be placed on a one-semester probation. If the GPA criteria are not met by the following semester, the student will be removed from the Honors Program. The student may apply for reinstatement into the Honors Program at a later date but must meet the eligibility criteria outlined above.

Honors Senior Project

395 Independent Study

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. Approval of Institutional Review Board may be required.

499 Senior Honors Colloquium

The Senior Honors Colloquium (499) is open to students who have earned at least 3 credit hours in Independent Study (395), and who have a minimum GPA of 3.3 and a minimum of 3.3 GPA in their major. The Honors Colloquium is required for graduation with Honors. Approval of Institutional Review Board may be required.

Graduation with Honors in the Major

Students may earn 1 of 3 different levels of Honors recognition in their major, dependent on the number of Honors courses they have completed.

High Honors in the Major

This Honors recognition is earned by a student who has completed a minimum of 12 hours of Honors credit as well as 6 hours in an Honors project (395 and 499) for a total of 18 hours of Honors credit. The student must meet the Honors GPA criteria for a continuing honors student (3.3 cumulative, 3.3 within the major).

Honors in the Major

This Honors recognition is earned by a student who has completed a minimum of 6 hours of Honors credit as well as 6 hours in an Honors project (395 and 499) for a total of 12 hours of Honors credit. The student must meet the Honors GPA (3.3 cumulative, 3.3 within the major).

Scholar in the Major

This Honors recognition is earned by a student who has completed fewer than 6 hours of Honors credit but does complete an Honors project. To qualify for an Honors project (395 and 499) the student must meet the following criteria:

1. Cumulative GPA of at least 3.3 and major GPA of at least 3.3, Or

2. Cumulative GPA below 3.3 and major GPA of at least 3.5.

General Studies Requirements

(Core Academic Tenets - CATs)

General Program Overview

WSC's ten Core Academic Tenets (CATs) support the institution's mission by providing a foundation of knowledge across a broad range of academic disciplines. Students will develop intellectual and practical skills to include: Inquiry and analysis, critical and creative thinking, written and oral communication, quantitative reasoning, and problem-solving.

General Studies Goals

Students will complete a minimum of 30 credit hours distributed over ten tenets of courses.

CAT 1 .....3 hours
Students write effectively and interpret the writing of others.

CAT 2 .....3 hours
Students speak and listen effectively.

CAT 3 .....3 hours
Students develop, evaluate, and use quantitative and logical reasoning to solve complex problems.

CAT 4 .....3 hours
Students recognize the visual and performing arts as an expression of imagination and creativity.

CAT 5 .....3 hours
Students recognize historical, social, and/or psychological concepts and theories as they relate to human behavior and social change.

CAT 6 .....3 hours
Students evaluate human experiences and values through the study of literature, stories, and ideas.

CAT 7 .....3 hours
Students recognize the structure, complexity, and impact of the life and/or physical sciences.

CAT 8 .....3 hours
Students understand the diverse economic, cultural, ethical, social, environmental, and/or political implications that influence local, regional, and/or national society.

CAT 9 .....3 hours
Students integrate and apply skills and knowledge for life success as it relates to intrapersonal and interpersonal well-being.

CAT 10 .....3 hours
Students recognize and evaluate how complex global issues and ideas affect their lives and those of others.

Special Requirements

Students can apply no more than two General Studies courses toward a non-teaching major.

Transfer students who have completed the associate degree program (AA, AS, or pre-approved AAS degree) from an accredited institution are generally admitted with junior standing. The are no additional General Studies requirements for transfer students holding an AA or AS degree from an accredited Nebraska Community College unless specific courses are required for certain majors/degree programs and a minimum of 30 hours of General Studies credits have been earned. All other transfer students must meet WSC's General Studies requirements; General Studies transfer courses will be considered on a course by course basis. Students who have completed an unarticulated Associates of Applied Science degree (AAS) are encouraged to meet with an advisor in the Department of Technology and Applied Science to discuss degree program options.

Core Academic Tenet 1 (3 Hours)
Students write effectively and interpret the writing of others.

CAT 1 Table

Student Learning Outcomes	Course Options
1. Write using accepted conventions, grammar, and mechanics. 2. Interpret written material by analyzing the arguments, perspectives, and objectives of the text. 3. Compose written work for a particular purpose, situation, and/or audience.	Students must take the following course: ENG 102 Composition Skills(3)

Core Academic Tenet 2 (3 Hours)
Students speak and listen effectively.

CAT 2 Table

Student Learning Outcomes	Course Options
1. Identify and describe the variety and usage of different verbal and nonverbal expressions of a language, discipline, and/or setting. 2. Interpret and explain the objectives, perspectives, and arguments of others. 3. Speak to address the needs of particular situations or audiences.	Students must take one of the listed courses: CNA 100 Principles of Human Communication (3) FRE 110 Elementary French I (3) FRE 120 Elementary French II (3) GER 110 Elementary German I (3) GER 120 Elementary German II (3) MLC 110 Elementary Language I (3) MLC 120 Elementary Language II (3) SPA 110 Elementary Spanish I (3) SPA 119 Spanish for Criminal Justice (3) SPA 120 Elementary Spanish II (3)

Core Academic Tenet 3 (3 Hours)
Students develop, evaluate, and use quantitative and logical reasoning to solve complex problems.

CAT 3 Table

Student Learning Outcomes	Course Options
1. Demonstrate skills in mathematics, reasoning, and/or statistics to analyze information. 2. Interpret and explain mathematical, logical, and/or statistical concepts. 3. Evaluate quantitative and logical information within their social context.	Students must take one of the listed courses: BUS 122 Personal Finance in Modern Society (3) MAT 110 Contemporary Applications of Mathematics (3) MAT 121 College Algebra (3) MAT 130 Precalculus (5) MAT 140 Calculus I (5) MAT 180 Applied Probability and Statistics (3) MAT 210 Mathematics for Elementary School Teachers I (3) PHI 110 The Power of Critical Thinking (3)

Core Academic Tenet 4 (3 Hours)
Students recognize the visual and performing arts as an expression of imagination and creativity.

CAT 4 Table

Student Learning Outcomes	Course Options
1. Identify and describe formal and stylistic elements of the arts. 2. Interpret and critique works using the terms, concepts, and methods of the discipline. 3. Analyze the relationship between art and its social contexts and/or create or perform works of art.	Students must take one of the listed courses: ART 102 Visual Arts Experience (3) ART 103 Studio Art for Non-Majors (3) ART 244 Art History Survey I (3) ART 245 Art History Survey II (3) CNA 101 Introduction to Theatre (3) CNA 223 Acting (3) MUS 152 American Music (3) MUS 154 American Popular Music (3) MUS 156 History of Jazz (3) MUS 158 Music in Film (3) MUS 162 Music Theatre (3) MUS 164 History of American Rock 'n' Roll, 1940-1980 (3) MUS 166 Music Appreciation (3) MUS 168 World Music (3)

Core Academic Tenet 5 (3 Hours)
Students recognize historical, social, and/or psychological concepts and theories as they relate to human behavior and social change.

CAT 5 Table

Student Learning Outcomes	Course Options
1. Identify and describe historical, social, and/or psychological issues that influence human behavior and social change. 2. Interpret historical, social, and/or psychological evidence to explain contemporary issues associated with human behavior and social change. 3. Analyze phenomena using historical, social, and/or psychological concepts and theories.	Students must take one of the listed courses: HIS 150 History of the U.S. for General Studies (3) HIS 170 World Civilizations I (3) HIS 171 World Civilizations II (3) HIS 280 America, 15000 BC to 1845 (3) HIS 281 America, 1845-1945 (3) PSY 101 General Psychology (3) SOC 101 Introduction to Sociology (3)

Core Academic Tenet 6 (3 Hours)
Students evaluate human experiences and values through the study of literature, stories, and ideas.

CAT 6 Table

Student Learning Outcomes	Course Options
1. Articulate questions about the purposes and experiences of human life through literary and philosophical methods. 2. Compare and contrast belief systems and experience. 3. Appraise contemporary issues and experiences through the study of ethical judgements, narrative imaginations, and verbal expressions.	Students must take one of the listed courses: ENG 150 Topics in Literature (3) ENG 202 Poetry Workshop (3) ENG 203 Fiction Workshop (3) ENG 204 Creative Nonfiction Workshop (3) ENG 260 Studies in Genre (3) ENG 280 Themes and Movements in Literature (3) PHI 101 Introduction to Philosophy (3) PHI 105 Ethics and Values (3)

Core Academic Tenet 7 (3 Hours)
Students recognize the structure, complexity, and impact of the life and/or physical sciences.

CAT 7 Table

Student Learning Outcomes	Course Options
1. Articulate basic theories and methods of the life and/or physical sciences. 2. Interpret and explain scientific concepts. 3. Appraise contemporary issues through scientific knowledge and skills.	Students must take one of the listed courses: BIO 102 Biology for General Studies (3) BIO 110 Biology Concepts (4) BIO 280 Biology in Society – Honors (3) EAS 110 Introduction to Meteorology (4) EAS 120 Introduction to Geology (4) EAS 250 Discover Astronomy (4) NAT 280 Life Science for Elementary Education (3) NAT 281 Physical Science for Elementary Education (3) PHS 102 Physical Science Today (3) PHY 201 and 321 General Physics I and Lab I (4) PHY 301 and 321 University Physics I and Lab I (5) PHY 326 Electronics (3)

Core Academic Tenet 8 (3 Hours)
Students understand the diverse economic, cultural, ethical, social, environmental, and/or political implications that influence local, regional, and/or national society.

CAT 8 Table

Student Learning Outcomes	Course Options
1. Identify economic, cultural, ethical, social, environmental, and/or political beliefs and values that influence society. 2. Interpret and explain economic, cultural, ethical, social, environmental, and/or political issues and their implications on society. 3. Analyze economic, cultural, ethical, social, environmental, and/or political issues and propose solutions for a diverse society.	Students must take one of the listed courses: CNA 102 Media Literacy (3) ECO 203 Principles of Microeconomics (3) GEO 130 Physical Geography (3) POS 100 American National Government (3) SOC 220 Social Problems (3) SOC 245 Race and Ethnic Relations (3)

Core Academic Tenet 9 (3 Hours)
Students integrate and apply skills and knowledge for life success as it relates to intrapersonal and interpersonal well-being.

CAT 9 Table

Student Learning Outcomes	Course Options
1. Explain and describe one or more of the following dimensions of wellness: emotional, occupational, social, spiritual, physical, financial, intellectual, creative, and environmental. 2. Assess intrapersonal and interpersonal behaviors associated with a state of wellness in contemporary society. 3. Plan improvement in intrapersonal and interpersonal behaviors associated with a state of wellness in contemporary society.	Students must take one of the listed courses: CNA 210 Interpersonal Communication (3) FCS 207 Nutrition (3) PED 103 Physical Health and Wellbeing (3) PGH 200 Introduction to Personal, Public and Global Health (3)

Core Academic Tenet 10 (3 Hours)
Students recognize and evaluate how complex global issues and ideas affect their lives and those of others.

CAT 10 Table

Student Learning Outcomes	Course Options
1. Identify and describe global issues and their impact on communities. 2. Interpret and explain global issues and their effect on individuals and communities. 3. Evaluate global issues and the challenges that they present from multiple perspectives.	Students must take one of the listed courses: BIO 104 Environmental Concerns (3) ECO 202 Principles of Macroeconomics (3) GEO 120 World Regional Geography (3) HIS 120 World History for General Studies (3) POS 110 Introduction to World Politics (3) SPA 210 Intermediate Spanish I (3) SPA 220 Intermediate Spanish II (3)

Students are placed in the appropriate first mathematics course based on ACT Math or SAT Math scores as indicated in the chart below. If a student does not have an ACT Math or SAT Math score or wishes to challenge placement in the first mathematics course at WSC, the student may take a placement exam. The exam can be completed only once per year and is taken in the WSC math department. Based on placement, the student may need to take additional courses as prerequisites for the mathematics course required by the student's major. Please see the Mathematics section of this catalog for more details.

Credit may be earned in MAT 121 College Algebra, using the College-Level Examination Program (CLEP). The math CLEP test must be completed before the completion of a higher-level math course. Questions about the CLEP program can be directed to the Holland Academic Success Center.

Math Course Placement Requirements

Math Course	Placement Requirements		
	ACT Math Score	SAT Math Score	"C-" or Better in Prior Course
MAT 140 Calculus I	25 or above	620 or above	MAT 130 Precalculus
MAT 180 Applied Probability and Statistics	23 or above	570 or above	MAT 121 College Algebra
MAT 130 Precalculus	23 or above	570 or above	MAT 121 College Algebra
MAT 121 College Algebra	21 or above	530 or above	MAT 105 Intermediate Algebra
MAT 210 Math for Elementary Ed I	19 or above	500 or above	MAT 105 Intermediate Algebra
MAT 110 Contemporary Applications of Mathematics	Any	Any	N/A
MAT 105 Intermediate Algebra	Any	Any	N/A

Undergraduate Information

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 and Behavioral Sciences.

Credit Hours

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

Prerequisites

Prerequisites, if any, for enrolling in a course are indicated at the beginning of the course description and are enforced during enrollment through WildcatsOnline (https://www.wsc.edu/current-students).

Class Cancellations

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.

Special Undergraduate Courses

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

113 American Culture for Non-native 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 Studies credit.

194-394 Fundamentals of Professional Practice (0-3). Prerequisite: Participating in the “Growing Together Career Scholars” program and instructor permission. Topics vary from term to term. The courses introduce students to multiple aspects of professional practices leading to career and cooperative education readiness. Course content and activities vary each semester but may include workshops, seminars, upskilling modules, employer engagement activities, and class instruction. This course may be repeated for credit two times.

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 (see 596/696 course descriptions). This course may be repeated with different topics. The total number of times a Special Course may be offered will be up to four terms, including summers.

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

297-397 Internship Program (1-12). Prerequisite: Approval of the Academic Advisor and/or Department Chair and a minimum 2.0 GPA requirement and/or the eligibility requirements per their department. The internship program is a credit-bearing program providing undergraduate students with the opportunity to integrate career-related work experience with classroom learning. Work experiences occur in positions relevant to a student’s major. Internships require a minimum of 45-50 work hours for each 1 hour of credit. Contact the Career Services office, your Academic Advisor or Department Chair for specific details. (Graded S/NC)

368/468 Workshop (.5-3). May be offered by any department. Advisor approval is suggested for use as possible general elective credit in an undergraduate program. This course may be repeated with different topics.

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.

494 Cooperative Education Program (1-18). Prerequisite: Program Director approval. Cooperative Education is a credit bearing program providing undergraduate students with the opportunity to integrate a paid, practical 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 45 work hours for 1 hour of credit. Contact the Executive Director of Cooperative Education & Industry Liaison, Career Services office, or the appropriate Department Chair for further details.

497 Internship Program (1-12). Same as 297-397 Internship Program above except (Graded A through F).

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

Special Courses limited to Honors Students and Neihardt Scholars

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.

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.

298 Honors Special Topics (1-6) Prerequisite: Honors student or consent of instructor. Honors seminar on a topic not traditionally offered within the Honors General Studies curriculum. Topics vary by term. This course may be repeated.

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. Students present senior project during honors colloquium presentations on campus either in spring or fall term. May be applied to the major or minor or endorsement.

Academic Success Courses (ASC)

Academic Success (ASC) courses, are available through the Holland Academic Success Center, apply toward full-time enrollment for the current semester, **but the course credit hours do not count toward graduation and are not included in the calculation of WSC Grade Point Average.** These courses are listed in the Academic Success section of the course schedule each semester.

ASC 100 Non-Degree: HS Library Students (0) Wayne State College Library access for high school students.

ASC 108 Introducing College (1 non-degree) CREDIT DOES NOT COUNT TOWARD ANY WSC DEGREE. An intense, one-week residential pre-college summer bridge program for entering freshmen. Designed to instruct in study skills, college life and adjustment, Wayne State basics, and serves as an introduction to TRIO Student Support Services. The course will be divided into 6 different classes and various discussion groups to teach these areas.

ASC 117 Freshman Experience (2 non-degree) CREDIT DOES NOT COUNT TOWARD ANY WSC DEGREE. This course is designed to improve student performance in college classroom and teaches adaptability in a changing environment. Freshman Experience helps students develop strategies to improve academic performance, approach new ideas and subjects and perform better in discussions and on college exams. Students will be encouraged to become involved in campus activities and receive information on the various campus services that may benefit them throughout their college experience.

ASC 119 Choosing Academic Success (1 non-degree) CREDIT DOES NOT COUNT TOWARD ANY WSC DEGREE. Course is designed to promote the probationary student's success in higher education. Issues are explored in setting and achieving academic goals. Students select and adapt methods that can contribute to their progress at Wayne State. The one hour course is augmented by individual student/faculty conferences (by advisement only).

ASC 196 Special Course: Tutor Training (1 non-degree) CREDIT DOES NOT COUNT TOWARD ANY WSC DEGREE. Students who are Holland Academic Success Center tutors will learn and discuss the history of tutoring, best practices of tutoring, and current research on tutoring. Instructor approval required.

Art (ART)

Art and Design Department
School of Arts and Humanities
Studio Arts Building

Mission

The Department of Art and Design is dedicated to developing and expanding students' intellectual, aesthetic, and creative development through its commitment to high standards and quality programs in Art Education, Graphic Design, and Studio Art. A strong foundation in design and drawing fundamentals is combined with a broad range of studio experiences, art history, exhibitions and visiting artists to provide students the opportunity to acquire the skills, problem-solving ability, self- awareness, and aesthetic growth necessary to pursue careers or advanced study in their respective fields.

Goals

The undergraduate goals of the Department of Art and Design are:

1) To prepare art majors at the baccalaureate level for the pursuit of careers in PK-12 art education, graphic design, and studio art.
2) To provide students with knowledge about the use of traditional and new technologies, materials, and techniques related to visual arts.
3) To provide rich cultural and aesthetic visual experiences which contribute to the college, community, and the society at large.
4) To prepare art students for graduate school in PK-12 art education, graphic design, and studio art programs.

Accreditation

The Department of Art and Design is accredited by the National Association of Schools of Art and Design (NASAD).

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.

Studio Course Fees

Each student enrolled in studio courses will be assessed a course materials fee in addition to tuition to cover a portion of the expendable materials used during the course (also includes Art 315, 391, 395, 396, 499 and Directed Studies courses).

Sophomore and Senior Reviews

All art major students must complete ART 200 Sophomore Review and Senior Reviews. ART 200 is a review of sophomore and transfer students who have completed ART 101 Design and ART 110 Drawing I and includes: 30 jpeg images of work, progress statement and art analysis. Successful completion of the sophomore review is a prerequisite for all studio courses 300 level or above. Senior Review takes place in ART 490 Senior Exhibit or ART 411 Senior Portfolio.

Art Major (BA) 56-57 hours

All ART majors must take ART 244 Art History Survey I as the CAT 4 General Studies requirement.

Art Core Classes: 20 hours

ART 101 Design 3
110 Drawing I 3
111 Drawing II 3
200 Sophomore Review 0
204 Digital Imaging/Graphic Design 2
221 Painting I 3
271 Sculpture I 3
281 Printmaking I 3

Plus one of the following concentrations:

Field Endorsement in PK-12 Art Education Concentration: 36 hours + 20 hour core

ART 245 Art History Survey II 3
251 Pottery and Ceramics I 3
314 PK-8 Art Curriculum 2
316 Secondary School Art 3
321 Painting II 3
322 Mixed Media 3
351 Pottery and Ceramics II 3
371 Sculpture II 3
381 Printmaking II 3
440 Multicultural Arts 3
490 Senior Exhibit 1
Upper division Art History course selected from
ART 302, 303, 304, 305, 306, 307 6

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

Graphic Design Concentration: 37 hours + 20 hour core

ART 230 Graphic Design I 3
231 Graphic Design II 3
245 Art History Survey II 3
322 Mixed Media 3
335 Advanced Typography and Animation 3
403 App Design and Prototyping 3
405 Web Design for the Graphic Designer 3
410 Interaction Design 3
411 Senior Portfolio 1
497 Art Internship 3
Upper division Art History course selected from
ART 302, 303, 304, 305, 306, 307 6
3 hours of electives by advisement from 3
ART 363, BUS 270, 374, CNA 426, or any other Art course except ART 102, 314, 315 or 316.

Students selecting the Advanced Studio Minor cannot apply those hours as part of this major's requirement.

Studio Art Concentration: 37 hours + 20 hour core

ART 245 Art History Survey II 3
251 Pottery and Ceramics I.....3
321 Painting II 3
322 Mixed Media.....3
351 Pottery and Ceramics II.....3
371 Sculpture II 3
381 Printmaking II 3
490 Senior Exhibit 1
Upper division Art History courses selected from
ART 302, 303, 304, 305, 306, 307 6
Upper division electives from up to three advanced problems studio
(instructor approval) (ART 421, 451, 471 or 481) 9

Minor in Art: 18 hours

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

ART 101 Design, or
110 Drawing I 3
244 Art History Survey I, or
245 Art History Survey II 3
221 Painting I, or
251 Pottery and Ceramics I, or
271 Sculpture I, or
281 Printmaking I 6
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) and minor(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
Upper Division Studio selected from ART 351, 421, 451, 471, 481 6

Minor in Art History: 18 hours

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

ART 244 Art History Survey I 3
245 Art History Survey II 3
Upper division Art History course selected from
ART 302, 303, 304, 305, 306, 307 12

Minor in Graphic Design: 20 hours

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

ART 204 Digital Imaging for Graphic Design 2
230 Graphic Design I 3
231 Graphic Design II 3
335 Advanced Typography and Animation 3
403 App Design and Prototyping 3
405 Web Design for the Graphic Designer 3
410 Interaction Design 3

Minor in Photography: 20 hours

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

ART 204 Digital Imaging for Graphic Design 2
363 Digital Photography I 3
364 Digital Photography II 3
420 Advanced Problems in Digital Photography 3

Plus at least 9 hours from the following 9

CNA 102 Media Literacy (3)
274 Video and Film Production I (3)
284 Film Criticism (3)
372 Media Ethics (3)
389 Photojournalism (3)

Minor in Web and Mobile App Design and Development: 21 hours

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

ART 403 App Design and Prototyping 3
405 Web Design for the Graphic Designer 3
410 Interaction Design 3
CSC 150 Programming Fundamentals I 3
165 Introduction to Web Development 3

Plus at least 6 hours selected from 6

ART 231 Graphic Design II (3)
CIS 366 Introduction to Database (3)
375 Introduction to E-Commerce (3)
CNA 426 Social Media Marketing (3)
CSC 465 Advanced Web Development (3)

Undergraduate Courses

ART 101 Design (3) Study of two-dimensional and three-dimensional design elements and principles applied to imagery and spatial concepts. Emphasis on visual communication and problem-solving through creative thinking, concepts, media, skills, processes, and research. Critical discourse, basic color theory and composition will be integral parts of the course. Students will design a digital portfolio. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 102 The Visual Arts Experience (3) Designed to enhance the student's awareness, knowledge, and appreciation for the visual arts in various societies. Increase understanding of the historical role the visual arts hold in a global world. Particular emphasis will be placed upon the nature of perception, the visual language of art, the media, and creative processes used. (ART 102 does not apply to an endorsement, major, or minor in Art.)

ART 103 Studio Art for Non-Majors (3) An introduction to foundational materials, methods, and concepts of practice-based studio art, through a variety of 2-dimensional and 3-dimensional media. Particular emphasis will be placed upon media specific hands-on creations that also include study of historic and contemporary artwork. Other topics may include information about artistic career opportunities; as well as, how to develop creativity and critical thinking skills. (6 hours studio) $10 Class Fee per Credit Hour Required. (ART 103 does not apply to an endorsement, major, or minor in Art.)

ART 110 Drawing I (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) $10 Class Fee per Credit Hour Required.

ART 111 Drawing II (3) Prerequisite: ART 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) $10 Class Fee per Credit Hour Required.

ART 200 Sophomore Review (0) A review for sophomores and transfer students who have completed, or are currently enrolled in, ART 101 and 110. This assessment course ensures that students are properly prepared for the rigors of upper-level art classes. Artistic development, professionalism, written and verbal communication skills, and the comprehension of terminology, techniques, and theories are considered. Entering transfer students, meeting all other prerequisites, may enroll in upper-division classes prior to the review. However, transfers must take and pass ART 200 during its soonest offering before enrolling in any subsequent upper division art classes. Successful completion of the review is a prerequisite for ART 316, 321, 322, 335, 351, 371, 381. Carries no credit. (Graded S/NC)

ART 204 Digital Imaging for Graphic Design (2) Prerequisites: ART 101, 110, or instructor permission for students declaring a minor in Graphic Design. This course explores the effective use of digital imagery in graphic design. Aesthetic content in the production, manipulation, and presentation of digital images will be stressed. Students will learn creative and exploratory use of digital cameras, scanners, and appropriate computer programs. Utilizes Adobe Photoshop. (4 hours studio) $10 Class Fee per Credit Hour Required.

ART 221 Painting I (3) Prerequisites: ART 101, 110, or instructor permission for students declaring a minor in Art. Concentration on foundational skills using the oil painting medium. Color mixing, sketching for compositional placement, surface applications, and use of materials will be covered. Subject matter will address formal concerns as they relate to representation and abstraction. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 230 Graphic Design I (3) Prerequisites: ART 204. (ART 204 prerequisite waived for students declaring a minor in Online and Social Media or the CIS major with Web Specialist concentration.) Course structured to help students gain a working knowledge of the history of the profession of graphic design. Principles of visual design based in basic visual communication, typography, and the professional practice of graphic design will be covered. Development of visual skills is emphasized, using color, form, and composition to aid in message-design strategies. Utilizes Adobe Illustrator (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 231 Graphic Design II (3) Prerequisite: ART 230, or instructor permission for students declaring a minor in Web and Mobile App Design and Development. This course focuses on the visual aspects of print and electronic communication and identifying when a design is successful. Emphasis on integration of effective and established design principles in layout design. Projects include advertisement, brochure, and poster design. Utilizes Adobe InDesign. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 244 Art History Survey I (3) A survey of painting, sculpture, and architecture from Prehistoric to Gothic. (Lecture)

ART 245 Art History Survey II (3) A survey of painting, sculpture, and architecture from Early Renaissance through the 21st Century. (Lecture)

ART 251 Pottery and Ceramics I (3) Study of the cultural, historical, and geological basis of clay. Foundational methods in both hand-building construction and throwing on the wheel will be introduced. Surface decoration, glazing techniques, and kiln firing processes will be discussed and performed. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 271 Sculpture I (3) Prerequisites: ART 101, 110, or instructor permission for students declaring a minor in Art. Exploration of basic technical and expressive possibilities in three- dimensional form and space, including woodworking, steel fabrication, and mixed-media assemblage. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 281 Printmaking I (3) Prerequisites: ART 101, 110, or instructor permission for students declaring a minor in Art. An introduction to printmaking concentrating on relief and screen-printing processes. Utilizing wood, plastics, and silkscreen stencils as matrices, the student will execute a variety of editioned prints in black and white, and color using single block, multiple block, and reductive techniques. Various approaches to registration and color will be presented. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 302 Ancient Art History (3) Prerequisites: Art 244, 245. Advanced study of the art of the Classical World, focusing on the sculpture, architecture, and painting of ancient Greece and Rome. (Lecture)

ART 303 Italian Renaissance Art History (3) Prerequisites: ART 244, 245. Advanced study of the art of Italy from the 14th through 17th centuries. (Lecture)

ART 304 American Art History (3) Prerequisites: ART 244, 245. Advanced study of American art from the Colonial era through the 1920s (Lecture)

ART 305 Modern Art (3) Prerequisites: ART 244, 245. Advanced study of European and American art from the mid-nineteenth century through the 1970s. (Lecture)

ART 306 Contemporary Art (3) Prerequisites: ART 244, 245. Advanced study of global art from the 1970s through the present day. (Lecture)

ART 307 Special Topics in Art History (3) Prerequisites: ART 244, 245. Advanced study of a specific topic in Art History. (Lecture)

ART 314 PK-8 Art Curriculum (2) Prerequisites: ART 101, 110, Sophomore/Junior. Preparation to teach art and organize appropriate art experiences for students PK-8. The course includes: history and philosophy of art education as it relates to creative experiences for PK-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) $10 Class Fee per Credit Hour Required.

ART 315 Art and Creative Processes in Education (2) (Designed for Elementary Ed, and Special Ed. 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) $10 Class Fee per Credit Hour Required.

ART 316 Secondary School Art (3) Prerequisite: ART 200, 314, and Junior/Senior standing. 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) $10 Class Fee per Credit Hour Required.

ART 321 Painting II (3) Prerequisites: ART 200, 221. Advanced painting concepts using the acrylic painting medium; may also include mixed media and/or digital painting. Emphasis will be placed on a variety of techniques which include mixed media. Subject matter will explore modern and contemporary themes and introduce abstraction and non-representation. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 322 Mixed Media (3) Prerequisites: ART 111, 200, 204, 221, or instructor permission for students declaring a minor in Art. Students will learn to question the boundaries between painting, drawing, and digital artwork through demonstrations, discussions, and exposure to contemporary and historically relevant mixed media artists. Experimentation, critical thinking, and technical proficiency will be emphasized. Students are expected to be self-directed regarding the selection of subject matter and content, but open to the selection of media; as well as, learning through collaboration. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 335 Advanced Typography and Animation (3) Prerequisite: ART 200, 231, or instructor permission for students declaring a minor in Graphic Design. Study of type as both a verbal and visual form of communication. A discussion of the art of designing with type, including the planning of typeface, size, and composition. The course also explores the combination of type with illustration, animation, video, and how each can be integrated into a meaningful composite. Projects include simple and complex 2D animations for various audiences and purposes, using typography as a focal point and means of communication. Utilizes Adobe After Effects, Adobe Illustrator, and Adobe Photoshop. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 351 Pottery and Ceramics II (3) Prerequisites: ART 200, 251. For Art majors only or with permission of instructor and Department Chair. A continuation of Pottery and Ceramics I with more advanced wheel and hand building concepts introduced. Students will learn a variety of surface decoration techniques, low and high fire kiln processes, and contemporary issues in clay. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 363 Digital Photography I (3) Offers an opportunity to learn visual communication, recording, expression and appreciation of digital photographic process basics. The course includes photography basics such as composition, lighting, camera care, use of photographic equipment, computer and printing processes, organizational methods, technical terminology, and the introduction to industry standard software to manipulate and enhance digital images. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 364 Digital Photography II (3) Prerequisite: ART 363. Expansion of the principles and processes introduced in Digital Photography I, with an emphasis on intermediate level photographic production. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 371 Sculpture II (3) Prerequisites: ART 200, 271. Expansion of the principles and processes introduced in Sculpture I, with an emphasis on traditional and contemporary methods of sculptural production. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 381 Printmaking II (3) Prerequisites: ART 200, 281. A further exploration of printmaking concentrating on intaglio processes. Students will primarily explore dry point, hard and soft ground etching, and aquatint and various approaches to monochrome and polychrome printing. Collography and intagliotype printmaking will be introduced. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 403 App Design and Prototyping (3) Prerequisite: ART 335, or instructor permission for students declaring a minor in Web and Mobile App Design and Development. This course will explore how the design concepts, principles, and processes of graphic design can be applied to the design and prototyping of mobile apps. Projects include creating a concept for how users will explore a product or experience and how the app will communicate visually with the user, followed by creating a functional app prototype. Utilizes Sketch, Adobe After Effects, and various prototyping applications. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 405 Web Design for the Graphic Designer (3) Prerequisite: ART 403. This course is designed as an introduction to design and development for the Web, with a focus on the specific needs of the graphic designer. Emphasis is on fundamental technical implementation, including current HTML, CSS, and the basics of JavaScript and JavaScript libraries. Topics include page design, responsive design, and content planning. Utilizes Sketch and various code editors. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 410 Interaction Design (3) Prerequisite: ART 405. This course focuses on the design of interactive media. Emphasis on graphic and information design for the Web. Projects include creating an online portfolio of work. Utilizes Sketch and various code editors. (6 hours studio) $10 Class Fee per Credit Hour Required.

ART 411 Senior Portfolio (1) Prerequisite: ART 403. 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. $10 Class Fee per Credit Hour Required.

ART 420 Advanced Problems in Digital Photography (3) Prerequisite: ART 364. A further exploration of approaches to photography with an emphasis on the self-directed research interests of the student. (6 hours studio) This course may be repeated for a total of 6 hours. $10 Class Fee per Credit Hour Required.

ART 421 Advanced Problems in Painting (3) Prerequisite: ART 321. Emphasis will be on self-direction regarding the selection of subject matter and media. Experimentation, critical and independent thinking, technical proficiency, and alliance with contemporary art issues are emphasized. (6 hours studio) This course may be repeated for a total of 6 hours. Additional hours may be taken as ART 491 Special Project in Painting. $10 Class Fee per Credit Hour Required.

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) $10 Class Fee per Credit Hour Required.

ART 451 Advanced Problems in Pottery and Ceramics (3) Prerequisite: ART 351. For Art majors only or with permission of instructor and Department Chair. Emphasis will be on self-direction in the selection of utilitarian or sculptural areas to pursue in clay. Experimentation, critical thinking, technical proficiency, and alliance with contemporary art issues are emphasized. (6 hours studio) This course may be repeated for a total of 6 hours. Additional hours may be taken as ART 491 Special Project in Pottery and Ceramics. $10 Class Fee per Credit Hour Required.

ART 471 Advanced Problems in Sculpture (3) Prerequisite: ART 371. Significant problems in the realization of sculpture based on individual concepts and advanced applications of sculptural processes. Expanded media and safe studio operations will be explored through research. (6 hours studio) This course may be repeated for a total of 6 hours. Additional hours may be taken as ART 491 Special Project in Sculpture. $10 Class Fee per Credit Hour Required.

ART 481 Advanced Problems in Printmaking (3) Prerequisite: ART 381. A further exploration of approaches to printmaking based on the student's special interest and skills. Photo processes will be more fully presented and experimentation with additional processes related to the individual's approach to imagery will be pursued. (6 hours studio) This course may be repeated for a total of 6 hours. Additional hours may be taken as ART 491 Special Project in Printmaking. $10 Class Fee per Credit Hour Required.

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. $10 Class Fee per Credit Hour Required.

ART 492 Gallery Assistant (1) Prerequisite: Approval of the instructor. This course focuses on the process of mounting an art exhibition, from de-installation to installation. Students will learn the practical aspects of working with art objects, as well as the aesthetic and didactic considerations in staging an exhibition. Students will assist with the installation and curation of the three exhibitions held in the Nordstrand Visual Arts Gallery each semester.

ART 497 Art Internship (1-12) Prerequisite: Approval of the Academic Advisor and/or Department Chair. The internship program is a credit bearing program providing undergraduate students with the opportunity to integrate career-related work experience with classroom learning. Work experiences occur in positions relevant to a student's major. Internships require a minimum of 40-50 work hours for each 1 hour of credit. Contact the Career Services office, your Academic Advisor or Department Chair for specific details. (Regular Letter Grade)

Life Sciences/Biology (BIO)

Life Sciences Department
School of Science, Health, and Criminal Justice
Carhart Science Building

The Life Sciences/Biology major offers courses to students preparing for further study in medicine, dentistry, nursing, physical or occupational therapy, medical laboratory science, mortuary science, respiratory therapy, and other allied health science fields. The Life Sciences/Biology major provides students with career choices in biotechnology, wildlife management, public health, agronomic industry, organismal biology, environmental biology, or biology education. Courses in Biology offer majors and non-majors the background required to think critically about the role of the living world in their lives.

Life Sciences Major (BA or BS) 42-56 hours

Life Sciences Core: 12-13 hours

BIO 110 Biology Concepts 4
CHE 106 General Chemistry I 4
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:

Biology Concentration: 43 hours + 12-13 hour core

Biology concentration majors must complete MAT 180 Applied Probability and Statistics (3) for the CAT 3 General Studies requirement. Students must take BIO 370 before taking BIO 397 or 465.

BIO 200 Zoology.....4
210 Experimental Plant Science 4
301 Biology Seminar 1
320 Molecular Genetics 4
370 Introduction to Research.....2
397 Biology Internship OR
465 Continuing Research.....1
425 Evolution 3
469 Senior Seminar in Biology OR
470 Research Project.....1
CHE 107 General Chemistry II 4
208 Introduction to Organic Chemistry OR
314 Organic Chemistry I 4

Select one of the two tracks of study below:
CHE 326 Biochemistry I (4) may be taken in lieu of one Biology elective course in either track. Honors courses BIO 395 and 499 cannot be used as upper-level electives.

Biology Track:

BIO 325 Ecology.....4
BIO electives numbered 300 or above.....11

OR

Health Science Track:

BIO 330 Histology.....4
434 Advanced Cellular Biology 3
BIO electives numbered 300 or above.....8

Subject Endorsement in Life Sciences/Biology Education Concentration: 30 hours + 12-13 hour core

MAT 180 Applied Probability and Statistics (3) must be taken as the CAT 3 General Studies requirement.

BIO	200 Zoology	4
	210 Experimental Plant Science	4
	220 Human Anatomy	4
	320 Molecular Genetics	4
	325 Ecology	4
	340 Human Physiology	4
	370 Introduction to Research	2
	393 Laboratory Techniques	1
	425 Evolution	3

EDU 409 Science Content Area Methods and Assessment is required.

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

(Life Sciences) Health Sciences 3+1 Concentration: 12-13 hour core + hours by advisement to total 90 hours + 30 hours of HSC 498

This 3+1 concentration requires students to complete 90 semester hours of a prescribed pre-professional curriculum including the above courses accepted by 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: 60 hours by advisement + 60 hours of HSC 498

This 2+2 concentration requires students to complete a minimum of 60 hours of a prescribed pre-professional curriculum accepted by 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 Laboratory Science Concentration: 12-13 hour core + 43 hours + Clinical Year

BIO	220 Human Anatomy	4
	301 Biology Seminar	1
	320 Molecular Genetics	4
	340 Human Physiology	4
	385 Microbiology	4
	486 Immunology	3
CHE	107 General Chemistry II	4
	208 Introduction to Organic Chemistry	4
	326 Biochemistry I	4
MAT	180 Applied Probability and Statistics	3
Elective courses numbered 300 or above from any department		9
HSC 498 Professional Clinical Year Experience at an affiliated hospital		30

A minimum of 90 semester hours is required prior to the clinical year. No minor is required. The Medical Laboratory Science Program satisfies the requirements and standards established by the National Accrediting Agency for Medical Laboratory Sciences (NAACLS).

Sequence of Medical Laboratory Science 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: Make application to the affiliated hospital (hospitals) of your choice.
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 and Registration Office at WSC a semester before the expected date of graduation.

Mortuary Science Concentration: 12-13 hour core + 41 hours + Clinical Year

MAT 121 College Algebra must be taken as the CAT 3 General Studies requirement and PSY 101 General Psychology must be taken for CAT 5.

BIO	220 Human Anatomy	4
	320 Molecular Genetics	4
	340 Human Physiology	4
BUS	240 Accounting I	3
	241 Accounting II	3
CHE	107 General Chemistry II	4
	208 Introduction Organic Chemistry	4
Elective courses numbered 300 or above from any department		6
HSC	498 Clinical Year at an affiliated Mortuary Science School	30
Plus 9 hours of electives from the following:		9
	(must include 3 hours of HUS or PSY)	
BIO	385 Microbiology (4)	
BUS	222 Business Law I (3)	
HUS	202 Introduction to Human Service Counseling (3)	
PSY	316 Social Psychology (3)	
	406 Death and Dying (3)	
SOC	415 The Family (3)	

A minimum of 90 semester hours is required prior to the Professional Clinical Year at an affiliated Mortuary Science School.

Plant Biology-Ecology and Management Option 3+1 Concentration: 12-13 hour core + 78 hours + 30 hours at UNL

BIO	200 Zoology	4
	210 Experimental Plant Science	4
	320 Molecular Genetics	4
	325 Ecology	4
	345 Conservation Biology	3
	370 Introduction to Research	2
	397 Biology Internship	1
	425 Evolution	3
	469 Senior Seminar in Biology	1
	470 Research Project	1
CHE	107 General Chemistry II	4
	314 Organic Chemistry I	4
	326 Biochemistry I	4
EAS	110 Introduction to Meteorology	4
GEO	430 Geographic Information Systems	3
MAT	140 Calculus I	5
	180 Applied Probability and Statistics	3
Elective courses numbered 300 or above from BIO		9

Upon acceptance to the University of Nebraska-Lincoln, the following courses must be completed to fulfill degree requirements:

AGRO 92 Plant Biology Portfolio and Assessment (0)
AGRO 153 Soil Resources (4)
AGRO 245 Introduction to Grassland Ecology and Management (3)
AGRO 325 Introduction to Plant Physiology (4)
AGRO 442 Wildland Plants (3)
AGRO 444 Ecosystem Monitoring and Assessment (3)
10 elective credits from courses related to Ecology and Management

Students must also choose from:
AGRO 4023 Scientific Writing and Communication (3)
BIOS 457 Ecosystem Ecology (4)
NRES 454 Ecological Interactions (3)
to fulfill Achievement Centered Education (ACE) area 10.

Respiratory Therapy Concentration: 12-13 hour core + 41 hours + Clinical Year at an approved Respiratory Therapist program

MAT 121 College Algebra (3) must be taken for the CAT 3 General Studies requirement.

BIO	220 Human Anatomy	4
	340 Human Physiology	4
	385 Microbiology	4
	486 Immunology	3
BUS	260 Management Theory and Practice	3
CHE	107 General Chemistry II	4
	208 Introduction Organic Chemistry	4
FCS	207 Nutrition	3
HSC	345 CPR-Healthcare Provider	1
PSY	230 Life Span 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) and minor(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) and minor(s).

BIO	145 Environmental Studies Seminar	1
	345 Conservation Biology	3
GEO	430 Geographic Information Systems	3
POS	430 Public Policy	3
SOC	420 Environmental Sociology	3
Plus 7 hours of electives from the following:		7

BIO 104 Environmental Concerns (3)
BIO 325 Ecology (4)
BUS 418 Legal Environment of Business (3)
CHE 400 Environmental Chemistry (3)
EAS 120 Introduction to Geology (4)
EAS 340 Environmental Geology (3)
EAS 360 Global Climate Change (3)
GEO 315 World Economic Geography (3)
PSY 316 Social Psychology (3)
SOC 355 Health and Populations (3)

Supplemental Endorsement in Health Sciences.

See Family and Consumer Sciences section of the catalog.

Undergraduate Courses

BIO 102 Biology for General Studies (3) Selected topics in Biology to be presented by the laboratory-oriented approach, and in compliance with the requirements of General Studies. 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 Studies (3) Selected topics of Environmental Concerns to be presented by the laboratory-oriented approach, and in compliance with the requirements of General Studies. 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 108 Medical Terminology (1) An introductory study of the prefixes, suffixes, and root words of medical terms commonly used by health professionals.

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 in the biology concentration. 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) $20 class fee required.

BIO 145 Environmental Studies Seminar (1) A discourse on environmental problems and opportunities through research, discussion, and guest lectures. This course may be repeated for a total of 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) $20 class fee required.

BIO 210 Experimental Plant Science (4) Prerequisite: A grade of C- or better in BIO 110. A study of the principle of biology through an investigation into the molecular, anatomical, and morphological diversity of the non-animal Eukarya. Students will use laboratory methodology and scientific inquiry to understand plant structure, function, and evolution. Topics related to the human use of plants including phytopharmacology, ethnobotany and plant biotechnology will also be examined. (3 hours lecture, 3 hours lab) $20 class fee required.

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) $20 class fee required.

BIO 225 Biomedical Ethics (2) Students will examine styles of moral reasoning with biotechnology and biomedicine as a focal point. Human reproductive technologies, cloning, stem cells, organ development and transplantation, informed consent, animal research, professional responsibility and the availability and distribution of medical advances are examples areas of study. Problem-solving exercises and case studies are integral components of this course.

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) $20 class fee required.

BIO 301 Biology Seminar (1) Prerequisite: A grade of C- or better in BIO 110. Lecture and discussion of topics relevant to the science and practice of biology. Topics vary based on the faculty member leading the course. This course may be repeated up to a total of 4 hours, by advisement, when no duplication of topic exists but a maximum of only two (2) credit hours can count towards 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) $20 class fee required.

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) $20 class fee required.

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) $20 class fee required.

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) $20 class fee required.

BIO 336 Cancer Biology (3) Prerequisite: A grade of C- or better in BIO 110, BIO 320 recommended. This course will provide an overview of the biology and pathology of cancer. Lecture and discussion will include the various molecular and genetic changes that occur when a cell transforms from a normal to a malignant cancer cell. Changes in cancer prevalence over time, as well as current prevention measures, diagnostics, and treatments, will also be discussed.

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) $20 class fee required.

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 (2) Prerequisites: A grade of C- or better in BIO 110, 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 465 and 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) $20 class fee required.

BIO 393 Laboratory Techniques (1) Prerequisite: Junior Standing. Assisting in the preparation and evaluation of laboratory activities. This course may be repeated for a total of 2 hours. Instructor approval required.

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. Title will vary with offering. (3 hours lecture-lab combined) $20 class fee required.

BIO 405/505 Advanced Plant Biology: (3) Prerequisite: BIO 210. Classification, structure, and/or physiology of plants and plant- like organisms. Title will vary with offering. (3 hours lecture-lab combined) $20 class fee required.

BIO 406/506 Great Plains Flora (3) Prerequisite: BIO 210. The identification and characterization of dominant vascular plant species in the Great Plains region. Plant morphological terminology, family identification characteristics, dichotomous keys, plant collection techniques, and an introduction to plant systematics will be used for the purpose of classifying plants. The ability to identify plants is critical for Wildlife Biology, Forestry, Range Management, Agronomy, Horticulture, and other natural resource fields. (3 hours lecture-lab combined) $20 class fee required.

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) $20 class fee required.

BIO 415 Wildlife Management (4) Prerequisites: A grade of C- of better in BIO 110; BIO 325 is recommended. Theory and methods of managing wildlife populations through habitat manipulations, population management and policy. Includes lecture and activities including field work and computer modeling. Course topics will include advanced ecology topics, conservation theory and practice, population census methods, age structure, adaptive management, wildlife harvesting and damage control, and ecosystem management and conservation topics (3 hours lecture, 3 hours lab) $20 class fee required.

BIO 425 Evolution (3) Prerequisites: A grade of C- or better in BIO 110, BIO 200, BIO 210, and BIO 320. The study of the history of evolutionary thought. The course will explore the evidence for evolution by examining the fossil record, comparative anatomy/physiology, and model field studies. Students will learn the model systems demonstrating the mechanisms that drive evolution: mutation, selection, genetic drift, gene flow, and inbreeding. Students are required to conduct research projects requiring quantitative analysis of evolutionary and ecological data. Evolution is a unifying theme in biology which integrates knowledge from all biological disciplines. (3 hours lecture-lab combined)

BIO 428 Ornithology (4) Prerequisite: BIO 200. The study of the morphology, evolution, ecology, physiology, taxonomy, and behavior of birds. Includes field studies of local species. (3 hours lecture, 3 hours lab) $20 class fee required.

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 course. Parasitology is highly recommended for students interested in health-related, biomedical, and biological careers. (3 hours lecture-lab combined)

BIO 434/534 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. (4 hours lecture-lab combined) $20 class fee required.

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) $20 class fee required.

BIO 443 Advanced Human Anatomy (3) Prerequisite: Instructor permission. Under close supervision, students will dissect a human cadaver and prepare anatomical specimens. Students will learn proper dissection techniques and expand on their basic knowledge of human anatomy using a team based approach. (3 hours lecture-lab combined) $20 class fee required.

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) $20 class fee required.

BIO 451/551 Advanced Ecology: (3) Prerequisite: BIO 325. The study of interrelationships of organisms to their environment in terrestrial and freshwater habitats. Title will vary with offering. (3 hours lecture-lab combined) $20 class fee required.

BIO 465 Continuing Research (1) Prerequisites: A grade of C- or better in BIO 110, 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 469 Senior Seminar in Biology (1) Prerequisites: A grade of C- or better in BIO 110, 370, and 397. Students will develop an oral and written presentation of their Biology Internship experience. Students will incorporate current research literature into their presentations.

BIO 470 Research Project (1) Prerequisites: A grade of C- or better in BIO 110, 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 (3) Prerequisites: A grade of C-or better in BIO 110; BIO 320 is recommended. 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 and the role of the immune response in cancer and organ transplants. (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. Title will vary with offering. $20 class fee required.

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. Title will vary with offering. $20 class fee required.

BIO 506 Great Plains Flora (3) See BIO 406. Students registering for BIO 506, 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. $20 class fee required.

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 534 Advanced Cellular Biology (3) Prerequisites: See BIO 434. Students registering for BIO 534, a graduate level, dual numbered course will be assigned an additional project that focuses on the application of course materials to the secondary education classroom. (4 hours lecture-lab combined) $20 class fee required.

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. Title will vary with offering. $20 class fee required.

BIO 586 Immunology (3) 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 and Economics Department
School of Business and Technology
Gardner Hall Building

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, marketing, and information technology subjects in Grades 6-12 should pursue the bachelor's degree with the 48-hour Business, Marketing, and Information Technology (BMIT) field endorsement. Students wishing to meet the requirements to teach in reimbursable Career and Technical education programs must pursue the BMIT field endorsement. These candidates are automatically eligible for the supplemental endorsement in Work-Based Learning.

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, Agri-Business, Economics, Finance, Human Resource Management, Management, Marketing, Office Administration, International Business, or Professional Studies. 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 a career in computer information systems should work toward the Bachelor of Science degree in Computer Information Systems.

Nebraska Certified Public Accountant Requirements

Students wishing to sit for the Certified Public Accountants exam in Nebraska need to have a college degree and must have completed 150 semester hours. See Public Accounting Concentration section for more information.

Accreditation

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting Wayne State College Accreditation (https://www.wsc.edu/accreditation) or by contacting the Assistant to the Dean of the School of Business and Technology at 1111 Main Street, Wayne, NE 68787, (402) 375-7587.

Wayne State College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration
- Bachelor of Science and Bachelor of Arts Business Administration/Accounting
- Bachelor of Science and Bachelor of Arts Business Administration/Agri-Business
- Bachelor of Science and Bachelor of Arts Business Administration/Economics
- Bachelor of Science and Bachelor of Arts Business Administration/Finance
- Bachelor of Science and Bachelor of Arts Business Administration/Human Resource Management
- Bachelor of Science and Bachelor of Arts Business Administration/International Business
- Bachelor of Science and Bachelor of Arts Business Administration/Management
- Bachelor of Science and Bachelor of Arts Business Administration/Marketing
- Bachelor of Science and Bachelor of Arts Business Administration/Office Administration
- Bachelor of Science and Bachelor of Arts Business Administration/Professional Studies
- Bachelor of Science and Bachelor of Arts Business Administration/Public Accounting
- Bachelor of Science and Bachelor of Arts Business Administration/Supply Chain Management

Field Endorsement in Business, Marketing and Information Technology (BMIT) 6-12 (BA or BS) 48 hours

ECO 203 Principles of Microeconomics must be taken for the CAT 8 General Studies requirement and ECO 202 Principles of Macroeconomics must be taken for CAT 10. EDU 409 (Business Education) Content Area Methods and Assessment must be taken to meet the requirement for three (3) semester hours of professional education coursework in pedagogical content knowledge.

Business Administration: 24 hours

BUS 122 Personal Finance in Modern Society 3
BUS 208 Business Communications 3
BUS 222 Business Law I 3
BUS 240 Accounting I 3
BUS 241 Accounting II 3
BUS 262 International Business 3
BUS 270 Principles of Marketing 3
BUS 367 Foundations of Human Resource Management 3

Marketing: 9 hours

BUS 372 Selling and Sales Management 3
BUS 374 Advertising and Integrated Marketing 3
Marketing electives to be selected from the following 3
BUS 470 Marketing Management (3)
BUS 475 Consumer Purchasing and Motivation (3)
BUS 476 Omnichannel Retailing Management (3)
CIS 375 Introduction to E-Commerce (3)

Information Technology: 12 hours

BUS 214 Information Management 3
BUS 216 Office Information Processing 3
BUS 307 Office Systems and Technologies 3
CSC 165 Introduction to Web Development 3

Career Education: 3 hours

CED 423 Coordinating Techniques 3

Plus Work Experience:

The endorsement is available to those who have (A) 1,000 verified hours of volunteer, internship, or paid work experience; or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement. Individuals earning the BMIT field endorsement will be eligible for the Supplemental Endorsement in Work-Based Learning. Individuals seeking this supplemental endorsement must complete 3 hours of CED423/523 Coordinating Techniques and work experience requirements. For more information on the Work-Based Learning supplemental endorsement, refer to the Career Education section of the College Catalog.

Business Administration Foundation

Admission to Wayne State College does not constitute admission to the Business Administration major. Students who have not been admitted to the Business Administration will not be allowed to enroll for 300 level or above core/concentration courses without approval of the Department Chair. The courses are noted with an "*".

Students will be admitted into the Business Administration major upon completion of the following course requirements and at least forty-five semester hours.

The course requirements are:

Pass each of the following courses with a grade of "C" or better:

BUS 208 Business Communications 3
BUS 222 Business Law I 3
BUS 226 Business Statistics 3
BUS 240 Accounting I 3
BUS 241 Accounting II 3
ECO 202 Principles of Macroeconomics 3
ECO 203 Principles of Microeconomics 3

Students not having successfully fulfilled the above requirements may be admitted conditionally to the Business Administration major upon approval of the Department of Business and Economics Admission Committee.

Major in Business Administration (BA or BS) 48 or 61 hours

Business Administration Core: 27 hours

BUS 260 Management Theory and Practice 3
262 International Business 3
270 Principles of Marketing 3
322 Managerial Finance 3
352 Operations and Supply Chain Management 3
408 Business Ethics 3
418 Legal Environment of Business 3
420 Strategic Management 3
490 Assessment Seminar 0
CIS 430 Management Information Systems 3

Plus one of the following Concentrations (each additional concentration must include a minimum of 12 hours unduplicated course work):

Accounting: 21 hours

BUS 340 Internal Financial Reporting 3
342 Accounting Information Systems 3
347 External Financial Reporting 3
348 External Financial Reporting Standards 3
440 Assurance Services 3
445 Federal Tax Accounting I 3
447 Accounting Analysis, Forecasting Decision Making 3

Agri-Business: 21 hours

BUS 336 Farm and Ranch Management 3
366 Management Science 3
432 Agricultural Marketing and Pricing 3
434 Agricultural Policy (Capstone) 3
ECO 365 Economics of Agriculture 3
375 Natural Resource Economics 3
Elective hours selected from the following 3
BUS 327 Principles of Real Estate (3)
372 Selling and Sales Management (3)
497 Internship (3)
ECO 305 Economics for Managers (3)
310 Money and Banking (3)

Economics: 21 hours

ECO 305 Economics for Managers 3
310 Money and Banking 3
365 Economics of Agriculture 3
375 Natural Resource Economics 3
426 Quantitative Economics 3
430 International Economics 3
Electives hours selected from the following: 3
BUS 327 Principles of Real Estate (3)
366 Management Science (3)
424 Investments (3)
475 Consumer Purchasing and Motivation (3)
ECO 320 Labor Economics (3)
444 Topics in Economics (3)
GEO 315 World Economic Geography (3)

Finance: 21 hours

BUS 324 Intermediate Managerial Finance 3
344 Financial Accounting and Analysis OR
348 External Financial Reporting Standards 3
423 Advanced Managerial Finance.....3
424 Investments.....3
ECO 310 Money and Banking 3
Electives selected from the following 6
BUS 223 Business Law II (3)
327 Principles of Real Estate (3)
427 Bank Management (3)
ECO 430 International Economics (3)

Human Resource Management: 21 hours
BUS 367 Foundations of Human Resource Management 3
452 Human Resource Development.....3
453 Workforce Planning and Employment.....3
454 Total Compensation 3
455 Employment Law and Labor Relations 3
456 Strategic Human Resource Management.....3
Electives selected from the following 3
BUS 350 Managing Behavior in Organizations (3)
356 Conflict Management (3)
357 Negotiations (3)
CIS 477 Project Management (3)
ECO 320 Labor Economics (3)

International Business Studies: 21 hours
ECO 430 International Economics.....3
GEO 120 World Regional Geography.....3
Elective hours from 300-400 level courses with BUS prefixes 6
Elective hours of advisor approved upper level course work from the following areas: ECO, GEO, POS, or credit earned in an approved study abroad program.....9

Management: 21 hours
BUS 350 Managing Behavior in Organizations 3
366 Management Science 3
367 Foundations of Human Resource Management 3
472 Marketing Analytics OR
485 Predictive Analytics 3
CIS 477 Project Management.....3
Electives selected from the following 6
BUS 340 Internal Financial Reporting (3)
372 Selling and Sales Management (3)
383 Principles of Transportation (3)
452 Human Resource Development (3)
454 Total Compensation (3)
471 Principles of Supervision (3)
476 Omnichannel Retailing Management (3)
497 Internship (3)
ECO 305 Economics for Managers (3)
320 Labor Economics (3)
ITE 205 Introduction to Manufacturing Technology (3)
306 Industrial Safety (3)

Marketing: 21 hours

BUS 372 Selling and Sales Management 3
373 Marketing with Social Media 3
374 Advertising and Integrated Marketing 3
470 Marketing Management 3
472 Marketing Analytics 3
475 Consumer Purchasing and Motivation 3
476 Omnichannel Retailing Management 3

Office Administration: 21 hours

BUS 214 Information Management 3
216 Office Information Processing 3
307 Office Systems and Technologies 3
367 Foundations of Human Resource Management 3
454 Total Compensation 3
471 Principles of Supervision 3
CSC 165 Intro to Web Development 3

Supply Chain Management: 21 hours

BUS 357 Negotiations 3
366 Management Science 3
383 Principles of Transportation 3
384 Principles of Purchasing and Supply Management 3
485 Introduction to Predictive Analytics 3
486 Seminar in Supply Chain Management 3
CIS 477 Project Management 3

Professional Studies: 21 hours

21 hours approved by the student's advisor(s), approved by the department chair, the Professional Studies Curriculum Committee, and sent to the Records and Registration Office where the 21 hours will be formally entered as part of the student's program.

Public Accounting: 34 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, 30 semester hours in general business and 90 semester hours of additional courses. 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 340 Internal Financial Reporting 3
342 Accounting Information Systems 3
347 External Financial Reporting 3
348 External Financial Reporting Standards 3
431 Accounting Analytics 3
437 Fraud Examination and Forensic Accounting 3
440 Assurance Services 3
444 Governmental and Nonprofit Accounting and Auditing 3
445 Federal Tax Accounting I 3
446 Federal Tax Accounting II 3
447 Accounting Analysis, Forecasting and Decision Making 3
CIS 232 Spreadsheet Software 1

Minor in Business Administration: 21 hours

Not available to Business Administration majors. A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s).

BUS 142 Survey of Accounting 3
226 Business Statistics 3
260 Management Theory and Practice 3
270 Principles of Marketing 3
322 Managerial Finance 3
418 Legal Environment of Business 3
ECO 203 Principles of Microeconomics 3

Minor in Management Information Systems: 21 hours

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

BUS 260 Management Theory and Practice 3
CIS 132 Principles of Computing and Information Systems 3
(may substitute CIS 130 if required in student's major)
360 Computer Information System: Analysis and Design 3
366 Introduction to Database 3
375 Introduction to E-Commerce 3
430 Management Information Systems 3
CSC 165 Introduction to Web Development 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 Marketplace Insights and Innovations (3) 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 208 Business Communications (3) Prerequisites: ENG 102. 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 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. This course may be repeated up to a total of 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: MAT 105 or General Studies Math requirement. 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.

BUS 260 Management Theory and Practice (3) 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 262 International Business (3) 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 270 Principles of Marketing (3) This course facilitates students in conquering the essential concepts of product, price, promotion, distribution, segmentation, ethics, and social responsibility, while addressing the evolving digital and social media influences. The fundamentals will be stressed allowing for useful decision processes by managers while encouraging the development of the marketing specialist as one of the key decision makers in a firm. Marketing is critical to implementing strategy, gaining competitive advantages, and ensuring positive organizational results.

Enrollment in most 300 and 400 level business and economics classes requires admission to the business administration program by the department. The classes impacted by this requirement are noted with an "*". Admission is not required for enrollment in 500 level classes.

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 proficiency in Microsoft Office Suite applications in Word, Publisher, PowerPoint, Excel, Access, OneNote, digital media, cloud computing, and emerging technologies.

BUS 322 Managerial Finance (3) Prerequisites: BUS 226, and 241 or 142. 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) Prerequisite: 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) Prerequisite: Sophomore Standing. A study of the character of land, real estate markets, ownership, interests, legal instruments, contracts, closing transfers, financing, brokerage, and management.

BUS 335 Real Estate Sales and Brokerage (3) Prerequisite: Sophomore Standing. This course educates both the licensed and unlicensed to the statutes, rules and regulations, and Fair Housing laws enforced by the State of Nebraska/Nebraska Real Estate Commission regarding real estate sales and brokerage. The course focuses on sales and brokerage techniques and training, including prospecting for listings, qualifying buyers, showing properties, closing the sale, completing legal documents, and other aspects integral to success in real estate sales as a professional endeavor. The course provides foundation knowledge and skills to prepare students to take/pass the Nebraska AMP Real Estate license exam. The course meets 3 semester hours credit of pre-licensing education required for those seeking real estate licensure in Nebraska. The course does NOT meet Distance and Continuing Education for existing licensees.

BUS 336 Farm and Ranch Management* (3) The application of economic concepts and business principles involved in the decision-making process of managing a farm or ranch.

BUS 340 Internal Financial Reporting* (3) Prerequisite: BUS 241. 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) Prerequisite: BUS 340. Introduction to Access or demonstrated computer literacy in database software. 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 347 External Financial Reporting* (3) Prerequisite: BUS 241. In-depth study of accounting theory and practice with particular emphasis on reporting via the four financial statements. Extensive coverage of the statement of cash flows as well as reporting for cash; receivables; inventories; property, plant, and equipment; and intangibles. Includes an introduction to accounting standards research and an introduction to international accounting standards.

BUS 348 External Financial Reporting Standards* (3) Prerequisite: BUS 347. In depth study of accounting theory and practice with particular emphasis on researching and applying accounting standards to various business situations. Coverage of reporting for current liabilities, bonds, equity, leases, deferred income tax, and post-employment benefits. Includes application of international accounting standards.

BUS 350 Managing Behavior in Organizations (3) This course prepares students to lead and manage organizations in a highly competitive environment. Students will understand and identify methods for improving and maintaining aspects of individual and organizational performance. The course includes an examination of management and the applied behavioral sciences; organizational goals, training and performance; organizational culture; motivation and behavior; building effective relationships; planning and implementing change; leadership strategies; and integrating situational leadership.

BUS 352 Operations and Supply Chain Management (3) Successfully managing operations is vital to the long-term viability of every type of organization. This course provides a broad overview of issues in operations and supply chain management emphasizing a strategic orientation toward design and improvement issues. Specific topics include competitiveness; operations strategy; quality management; statistical process control; design of products, services, processes, and facilities; forecasting; supply chain management; logistics; project management; inventory management; lean production; and scheduling.

BUS 356 Conflict Management* (3) This course will introduce students to an analysis of conflict. Students will explore questions such as: What is conflict? How do different people respond to conflict? What are the costs of conflict in a person's life and in the workplace? When is conflict constructive and when is it destructive? Further, students will learn the best tools for resolving conflict in community, corporate, organizational, legal, and interpersonal settings.

BUS 357* Negotiations (3) Students in this course will learn about conflict, conflict resolution and negotiations. Students will learn and exercise tactics to become better negotiators. During the course students will study the concepts, engage in exercises, and participate in simulated negotiations.

BUS 366* Management Science (3) Prerequisite: BUS 226. Application of quantitative and analytical approaches to management problems within a theoretical framework and behavioral background developed.

BUS 367 Foundations of Human Resource Management (3) This course identifies the foundations of human resources in an organizational setting. The course introduces students to the history of human resource management and its role, and provides an overview of human resource management including: workforce planning and employment; employee recruitment, selection, orientation, performance appraisals; human resource development; job analysis and design; compensation and benefits; employee relations; and Human Resource Information Systems (HRIS).

BUS 372 Selling and Sales Management* (3) Prerequisite: BUS 270. The philosophy and tools of relationship selling are stressed in this course. Use of current sales research with interactive direct sales techniques and training will develop the student's fundamental sales skills while providing the foundation for career advancement as a sales executive. The sales executive's duties and responsibilities include planning, recruiting, and training of the sales force.

BUS 373 Marketing with Social Media (3) Prerequisite: BUS 270. Students will develop a foundation in the essentials of marketing within social media. Designing, developing, and creating social media marketing strategies and campaigns will be the focus of this course. Students will learn key marketing concepts utilizing the major and current social media platforms in the industry.

BUS 374 Advertising and Integrated Marketing* (3) Prerequisite: BUS 270. Through study of the most dynamic and revolutionary concepts of advertising and integrated marketing, students will become leaders in using the major marketing communication tools of advertising, direct marketing, sales promotion, public relations, personal selling, internet, and social media and mobile marketing. Utilizing an integrated marketing communications (IMC) planning model, students will gain the skills necessary to research and evaluate a company's marketing and promotional situation and use various methods to develop effective communication strategies and programs to achieve the organization's marketing objective.

BUS 383 Principles of Transportation* (3) Economic, operating, and service characteristics of the various modes of transportation, with emphasis on factors that influence transportation demand, costs, market structures, carrier pricing, and carrier operating and service characteristics and their influence on other supply chain cost and supply chain performance.

BUS 384 Principles of Purchasing and Supply Management* (3) Sourcing strategies, concepts, tools, and dynamics in the context of the integrated supply chain. Topics include: make or buy decisions, supplier evaluation and selection, global sourcing, the total cost of ownership, contracts, and legal terms, negotiations, purchasing ethics, and information systems.

BUS 408 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 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 Strategic Management* (3) Prerequisites: BUS 270, 322, 352, 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 Advanced Managerial Finance* (3) Prerequisite: BUS 324. 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 using case analysis.

BUS 424 Investments* (3) Prerequisites: BUS 322. Topics include types of securities, security prices and markets, economics of personal selection of securities, outlook for specific industries.

BUS 427 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 431/531 Accounting Analytics (3) Prerequisite: BUS 348. Exploration of techniques applied to accounting data and big data to provide insights regarding key performance indicators, financial statement forecasting, business valuation, earnings management detection, and fraud detection

BUS 432 Agricultural Marketing and Pricing* (3) Prerequisite: ECO 203, or permission from the instructor. The structure of pricing and output decisions are explored within the context of agricultural commodity markets. The marketing of commodities through supply chains will be analyzed. Topics to be discussed will include futures markets, options markets, and risk analysis.

BUS 434 Agricultural Policy* (3) Prerequisite: ECO 365, or ECO 375, or permission from the instructor. An examination and analysis of the current policies related to the agricultural sector.

BUS 435 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.

BUS 437/537 Fraud Examination and Forensic Accounting* (3) Prerequisite: BUS 348. Focuses on developing understanding of the types of fraud and why people commit fraud, preventing fraud, detecting fraud, conducting a fraud investigation, and the forensic accounting aspects of the litigation and recovery process.

BUS 440 Assurance Services* (3) Prerequisite: BUS 348. Introduction to the concepts and practice of accounting professional services including audits, other attestation services, and other assurance services. Topics include independence standards, professional standards, materiality, the audit risk model, engagement planning, substantive tests and test of controls, evidence accumulation, and evaluation and results reporting.

BUS 444/544 Governmental and Nonprofit Accounting and Auditing* (3) Prerequisite: BUS 348. A study of the accounting and auditing standards utilized for government and nonprofit organizations. Coverage includes state and local government units, nonprofit organizations, colleges and universities, health care organizations, voluntary health and welfare organizations, and governmental auditing standards.

BUS 445 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. General overview of income tax laws as they relate to partnerships, corporations, fiduciaries, estates and trusts, gifts, and tax research and planning.

BUS 447 Accounting Analysis, Forecasting, and Decision Making* (3) Prerequisites: BUS 340, 348. Focus is on further developing accounting and business skills that will add value to organizations. These include financial analysis skills, financial forecasting skills, research (of 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 financial accounting and cost accounting are integrated and applied.

BUS 452/552 Human Resource Development (3) This course focuses on developing and implementing programs and processes directed toward organizational performance improvement, learning, and change; employee training and development; and addressing the unique needs of a diverse workforce. Students will utilize tools for assessment, analysis and evaluation for the purpose of identifying and establishing priorities and measuring the results of human resource development activities.

BUS 453/553 Workforce Planning and Employment* (3) This course focuses on the development and implementation of recruitment, selection, on boarding, succession planning, retention, and organizational exit programs necessary to achieve organizational objectives. Students will apply techniques such as Markov analysis to assess labor (internal and external) supply and demand; and metrics to evaluate recruitment sources and retention strategies, such as return on investment, cost per hire, and time to fill. Further, students will incorporate technology through the application of Human Resource Information Systems (HRIS).

BUS 454/554 Total Compensation* (3) This course focuses on the design and management of total compensation programs. The course will examine the internal consistency and external competitiveness of wage structures and how organizations assign pay rates to various jobs. Students will apply procedures to conduct job evaluation, and tie pay plans to employee performance and skill development. Further, they will assess and recommend benefits plans, such as healthcare insurance, pensions, and legally-mandated benefits; and other incentives, such as tuition reimbursement, flexible schedules.

BUS 455/555 Employment Law and Labor Relations* (3) This course focuses on the workplace relationship between employer and employee. Students will explore activities that maintain relationships and working conditions that balance employer and employee needs and rights. Further, students will identify plans and policies which provide a safe and secure working environment and protect the organization from liability.

BUS 456/556 Strategic Human Resource Management* (3) Prerequisites: BUS 367 and Senior Standing or instructor approval. This course examines the role of human resource management practitioners and leaders as a strategic partner to business unit leaders. Students will be able to demonstrate how strategic human resource management influences, contributes to and supports the organization's mission, values, and strategic objectives. Further, students will apply tools, such as a human resource management scorecard, and processes to formulate policies, conduct cost/benefit analysis for human resource management interventions, and measure human resource management's contributions to organizational effectiveness. $25 Class Fee Required

BUS 457 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 470 Marketing Management* (3) Prerequisites: BUS 270 and completion of 105 semester credit hours. 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 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 472 Marketing Analytics (3) Prerequisite: BUS 270. Students will be introduced to the power of data-driven decisions and learn to forecast results and measure progress of marketing activity. Students will gain a working knowledge of major and current digital marketing analytics and how to apply it to their marketing career. Understanding the scale of big data available to marketing professionals, students will use software platforms to manipulate this consumer data to build business-to-consumer relationships, enhance consumer communication, and earn a competitive advantage. Students will have practice in optimizing and connecting results across search engines, social media, email, and more. This course will utilize firsthand experience with the major digital platforms and prepare students for platform certifications.

BUS 475 Consumer Purchasing and Motivation* (3) Prerequisite: BUS 270. Understanding a customer's needs, wants, trips, and triggers to buy will set apart the successful marketing professional. Students will expand upon their knowledge of marketing with social psychology and marketing research in identifying market segments and writing psychographic profiles to build effective customer relationships in a competitive business environment. Analyzing target market use of social media is a valuable source of information about the consumer. Attention is placed on recognizing market influences to help shape consumer purchasing preferences in successfully reaching the organization's marketing objectives.

BUS 476 Omnichannel Retailing Management* (3) Prerequisites: BUS 270. Explores the various retail platforms of omnichannel retailing including ecommerce, social media networks, and brick-and-mortar retail. Focusing on key strategic issues that emphasize merchandise management, retail strategy, store management, online retailing, and retail promotions, students will gain an understanding of the importance of utilizing a multichannel retail platform. The use of both small and large retailers will be explored to stay abreast the current trends of retail.

BUS 482 International Transportation and Logistics* (3) Logistics systems and framework for the international movement of goods. Operational characteristics of providers of exporting and importing services and the effects of government trade policies on global logistics will be explored.

BUS 483 Transportation Carrier Management* (3) Analysis of transport users' requirements, carrier management problems involving ownership and mergers, routes, competitors, labor, and other decision areas.

BUS 485/585 Introduction to Predictive Analytics* (3) This course introduces an analytical toolset to address modern, data-intensive business problems. The course provides an overview of the key concepts, applications, processes, and techniques relevant to business analytics. The course is intended to provide tools for business applications using data, databases, and reports from analytic models. It covers the basic fundamentals of data analysis and inferential statistics as well as predictive modeling techniques, including linear regression, logistic regression, and decision trees.

BUS 486/586 Seminar in Supply Chain Management* (3) The focus of this course is on the concepts and theories of supply Chain Management through the application in real world settings. Students will emulate decision making through simulated applications and will work with local/regional organizations to make improvements or explore opportunities enhancing supply chain applications.

BUS 490 Assessment Seminar (0) Prerequisite: completion of 100 semester credit hours. This course requires students to demonstrate or report their level of achievement of the student learning objectives developed for the Business Administration major foundation, core, and concentration courses. Various assessment measures such as surveys, comprehensive exams and capstone projects will be used to gather student data. Completion of this course is a graduation requirement. Graded S/N

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

BUS 531 Accounting Analytics (3) See BUS 431.

BUS 537 Fraud Examination and Forensic Accounting (3) See BUS 437.

BUS 544 Governmental and Nonprofit Accounting and Auditing (3) See BUS 444.

BUS 546 Federal Tax Accounting II (3) See BUS 446.

BUS 552 Human Resource Development (3) See BUS 452.

BUS 553 Workforce Planning and Employment (3) See BUS 453.

BUS 554 Total Compensation (3) See BUS 454.

BUS 555 Employment Law and Labor Relations (3) See BUS 455.

BUS 556 Strategic Human Resource Management (3) See BUS 456.

BUS 585 Introduction to Predictive Analytics (3) See BUS 485.

BUS 586 Seminar in Supply Chain Management (3) See BUS 486.

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 608 Financial Administration (3) Prerequisites: CBK accounting, CBK business finance. 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 Organizational Change (3) This course integrates concepts from organizational development, systems dynamics, and management to oversee organizational change. Included will be concepts from demographic, technology, 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 Business Education Instruction (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 623 Education Decision Science (3) Prerequisite: CBK Statistics. This course provides statistical concepts and tools for application in the area of decision making in educational environments. It is designed to help education decision makers to strengthen their understanding of statistics to comfortably access information and confidently make wise policy decisions. Topics may include graphing, measures of central tendency, variability, correlation, and univariate statistical tests. The course encourages reflection and application of statistical methodology to the education sector.

BUS 625 Decision Science (3) Prerequisites: CBK statistics. 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 thorough 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 an assessment of his/her ethical character traits.

BUS 628 Dispute Resolution Management (3) This course is designed to give students an overview of alternative dispute resolution. Students will explore negotiations, a process that helps individuals and organizations settle disputes. Students will examine their personal style of management and their unique approach to conflict. This course uses case studies, simulations and role-playing to explore concepts of interests, collaboration, mediation, and nonverbal communications. Students will grow in their ability to anticipate the needs of their audience.

BUS 629 Government and Industry (3) This is a course that explores the nature and consequences of the interaction between business and government. The course examines the way in which government regulates the marketplace and influences the way businesses make decisions. Specifically, the course examines how the Constitution permits the government to regulate business and how it does so in the areas of business formation, finance, marketing, the development of competitive strategies, accounting, and management of employees and resources in both the domestic and international environments. The course also looks at ethical decision-making and the social responsibilities of business entities.

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. This course may be repeated up to a total of 6 hours.

BUS 632 Information Systems Technology and Management (3) 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 and Information Technology Education (3) Application of educational research techniques. 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 650 Managerial Economics (3) Prerequisites: CBK Economics. 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.

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. 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 654 Human Resource Risk Management (3) This course examines several aspects of management human resource (people) risk in an organization. Students will learn about the importance of an organization’s need to look at risk, as it applies to human resource activities, as well as how to incorporate risk management policies into organizational planning and decision making. Topics include workplace health and safety, security, crisis management, legal compliance, employment and discrimination issues.

BUS 656 Marketing Administration (3) Prerequisite: CBK marketing. 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 660 Coaching Business Champions (3) This course examines organizational coaching as an intervention to improving individual and organizational performance. Students are introduced to the practice of coaching and coaching conversation models, as well as coaching-related skills. Ethical dilemmas that can arise in coaching individuals will also be discussed.

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 687 Project Administration (3) This course provides an overview of the management of projects building a foundation of basic project management terminology, concepts, and skills, and then expands on that foundation to explore project administration. Emphasis is placed on both the technical aspects of the project management process and the management of the human behavioral/situational aspects of projects. Operational, tactical, and strategic implications of project management approaches are considered. Students are also provided with an understanding of the many issues in the organizational environment surrounding project management, and approaches to dealing with these issues. The course also provides coverage of a variety of topics related specifically to project administration, including project selection, project portfolio management, project stakeholder management, internationalization project management, project audit, project evaluation, project closure, emerging methods for increasing project agility, project workforce development, managing international projects, and similar topics. (Cross-listed as CIS 687.)

BUS 690 Seminar in Organizational Behavior (3) Prerequisite: CBK management. 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.

Career Education (CED)

Technology and Applied Science Department
School of Business and Technology

Supplemental Endorsement in Work-Based Learning: 3 hours + work experience

Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills. This endorsement is a supplementary endorsement and requires an applicant to have, or earn concurrently, an endorsement in two subjects or one field in any content area in Grades 9-12.

Certification Endorsement requirements

This endorsement requires a minimum of three (3) semester hours in the coordination and supervision of work-based learning in Grades 9-12.

CED 423/523 Coordinating Techniques 3

Work Experience

This endorsement is available only to those who have either (A) 1,000 verified hours of paid work experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

Career Education Courses

The offerings in Career Education are provided for students preparing to teach in career education programs at the secondary level. Specific career education course requirements for endorsements are outlined in the appropriate sections of this catalog.

Undergraduate Courses

CED 417/517 Principles of Career Education (3) This course will provide students with the understanding of the five relationships critical for planning and implementing a career education program; politics and government, academics and total school offerings, student achievement and life application, business and industry and the individual's role as a professional educator. Career Education reflects the historical, evolutionary, and technological changes in career education, the impact of legislation, work and demand for new knowledge and skills in a global economy.

CED 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 skilled and technical sciences. 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.

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

CED 517 Principles of Career Education (3) See CED 417.

CED 523 Coordinating Techniques (3) See CED 423.

CED 650 Curriculum Development in Career/Technical Education (CTE) (3) Professional development for educators in the disciplines of Vocational Agriculture, Business and Marketing Education, Cooperative Education, Family and Consumer Science, Guidance and Counseling, Health Occupations, and Industrial Technology Education. A "hybrid" course requiring mandatory registration/attendance at the Nebraska Career Education (NCE) Conference in Kearney, NE. The follow-up online component focuses on current issues, trends and curriculum development in Career and Technical Education, with required participation in online chats and discussion boards. This course may be repeated for a total of 6 hours.

CED 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.

Chemistry (CHE)

Physical Sciences and Mathematics Department
School of Science, Health, and Criminal Justice
Carhart Science Building

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) 39-57 hours

Chemistry Core: 12 hours
BIO 110 Biology Concepts must be taken as the CAT 7 General Studies requirement. Computer literacy requirements in the discipline will be addressed in CHE 305.

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

Plus one of the following concentrations:

Chemical Sciences Concentration: 43 hours + 12 hour core
MAT 140 Calculus I (5) must be taken as the CAT 3 General Studies 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 OR	
	480 Advanced Laboratory Methods	1
	470 Research Project	1
	493 Laboratory Management	1
PHY	301 University Physics I	4
	302 University Physics II	4
	321 Physics Laboratory I	1
	322 Physics Laboratory II	1
Chemistry electives numbered 300 or above		7

Up to 4 hours of CHE 490 may be counted toward CHE electives.

Fermentation Science Concentration: 45 hours + 12 hour core
MAT 180 must be taken as the CAT 3 General Studies requirement.

CHE	314 Organic Chemistry I	4
	315 Organic Chemistry II	4
	326 Biochemistry I	4
	370 Introduction to Research	1
	470 Research Project	2
	481 Principles of Fermentation	4
	482 Wine and Beer Production and Analysis	4
	483 Sensory Analysis of Beer and Wine	3
	497 Fermentation Internship	12
BIO	385 Microbiology	4
PSY	440 Psychopharmacology	3

A minor in business management is strongly encouraged.

Health Sciences Concentration: 43 hours + 12 hour core

MAT 140 Calculus I (5) must be taken as the CAT 3 General Studies 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 I	4
MAT	180 Applied Probability and Statistics	3
PHY	301 University Physics I	4
	321 Physics Laboratory I	1
	302 University Physics II	4
	322 Physics Laboratory II	1
Electives (choose from list below)		6
CHE	380 Instrumental Analysis (4)	
	390 Inorganic Chemistry (3)	
	426 Biochemistry II (3)	
	456 Physical Chemistry I (3)	

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

a. Completes 90 semester hours of a prescribed pre-professional curriculum accepted by 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 accepted by 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.

Subject Endorsement-Chemistry Education Concentration: 27 hours + 12 hour core

MAT 130 Precalculus Math (5) must be taken as the CAT 3 General Studies requirement.

CHE	208 Introduction Organic Chemistry OR	
	314 Organic Chemistry 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 Introduction to Geology	4
PHY	201 General Physics I	3
	321 Physics Laboratory I	1
BIO, CHE, NAT, PHY elective courses numbered 300 or above		6

EDU 409 Science Content Area Methods and Assessment is required.

Minor in Chemistry: 21 hours

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

Undergraduate Courses

CHE 102 Chemistry for General Studies (3) Selected topics of chemistry to be presented by laboratory-oriented approach and in compliance with the General Studies requirements. 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). $20 class fee required.

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) $20 class fee required.

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) $20 class fee required.

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: C- or better in CHE 107. Emphasis on theories and application of quantitative analysis including gravimetric and volumetric procedures. (3 hours of lecture and 3 hours of laboratory) $20 class fee required.

CHE 314 Organic Chemistry I (4) Prerequisite: C- or better in CHE 107. This course is designed to allow students to learn the fundamental aspects of organic chemistry. Among the topics covered will be structure determination, bonding, stereochemistry, and spectroscopy. Also included are the structure and reactivity of alkenes, alkynes, alkyl halides, and alcohols. The laboratory work will introduce the equipment and techniques of chemistry, which relate to the material discussed in the lecture. The experiments will develop organic laboratory techniques for product formation, isolation, purification, and identification. (3 hours of lecture and 3 hours of laboratory) $20 class fee required.

CHE 315 Organic Chemistry II (4) Prerequisite: C- or better in CHE 314. This is a continuation of CHE 314. Among the topics covered will be electrophilic substitution, alcohols, aromatic chemistry, ethers, epoxides, and carbonyl chemistry-including nucleophilic substitution, carboxylic acids, alpha-substitution, and condensation reactions. The laboratory work introduces the equipment and techniques of organic chemistry, which relate to the material discussed in the lecture. The experiments will develop synthetic methods for product formation, isolation, purification, and identification. (3 hours of lecture and 3 hours of laboratory) $20 class fee required.

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) $20 class fee required.

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. $20 class fee required.

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) $20 class fee required.

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: PHY 301. Investigations into the properties of ideal and real gases, the first, second, and third laws of thermodynamics, the thermodynamics of pure substances, simple mixtures, chemical equilibrium, and equilibrium electrochemistry with special applications for the life sciences.

CHE 457 Physical Chemistry II (3) Prerequisite: C- or better in CHE 456 or by permission of instructor. Investigations into quantum theory, atomic structure, atomic spectra, molecular structure, and molecular spectroscopy: including rotational, vibrational, electronic, and magnetic resonance spectroscopy.

CHE 458 Physical Chemistry Lab (1) Prerequisite or Corequisite: 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 a total of 3 hours. $20 class fee required.

CHE 480 Advanced Laboratory Methods (1) Prerequisites: 15 hours of upper-level Chemistry courses. This is an advanced laboratory course featuring integrative, project-based activities. Projects will incorporate instrumental and chemical techniques used in cross-disciplinary studies at both the advanced undergraduate and post-baccalaureate level.

CHE 481 Principles of Fermentation (4) Prerequisite: CHE 315. Principles of fermentation sciences will cover the use of microorganisms to produce beverages (e.g., wine, beer) and foods (e.g., cheese, yogurt) and biofuels. It will include the history, culture, and fundamental science of the fermentation processes, basic food science, microbiology, chemistry, biology, natural products chemistry, and nutrition. The course will touch on basic industrial processes in the cultivation of grapes, grains, and hops. The biochemical pathways of fermentation and the type of organisms used in fermentation will be explored. The accompanying laboratory will cover basic biochemical and microbiological procedures in fermentation (3 hours of lecture and 3 hours of laboratory). $40 Class Fee Required

CHE 482 Wine, Beer, and Spirit Production and Analysis (4) Prerequisite: CHE 481. This course is designed to study the production of three common fermented beverages. Wine production and analysis will lead students through the processing of grapes, berry composition, fermentation kinetics, sanitation, aging, and bottling. Similar coverage of the chemical and physical processes that go into brewing malted beverages and spirits will include the processes and the scientific principles of each step with emphasis on the equipment, instrumentation and data analysis used in the process. With beer, coverage of the hops, malt, and yeast varieties and how they are combined to produce specific styles and flavors of beers. Flavor and aroma compounds will be quantified by students using appropriate instrumental techniques and data analysis. Students will have hands-on experience with micro-scale fermentations and standard laboratory analysis associated with each of these beverages. Field trips will include visits to local vineyards and wineries, breweries, and distilleries to provide relevant exposure to facilities and fermentation processes (3 hours of lecture and 3 hours of laboratory.) $20 Class Fee Required

CHE 483 Sensory Analysis of Beer and Wine (3) Prerequisites: CHE 481 and MAT 180. This course is intended to provide students with a competency in sensory science and its relevance to beverage production. Students must be 21 years of age or older, although the "sip and spit" technique for proper sensory analysis will be advocated. The course will provide students with the basic principles involved in sensory perception and how these skills are used for quality assurance and detection in the food industry. Students should be adequately prepared to methodically assess products, identify characters and faults, and relate them to scientific principles presented in previous courses and experiences. Competency in statistics and methods of determining statistical differences in requisite for this course. Aspects of branding, marketing, business, laws, and liabilities will be integrated into class discussions and projects. $40 Class Fee Required

CHE 490 Chemistry Seminar (1-2) Prerequisite: 16 hours of Chemistry courses. An advanced course of study for chemistry majors. Research and advanced reading in an area chosen by the student and the instructor in charge. This course may be repeated with different topics.

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)

CHE 497 Internship (12) Prerequisites: CHE 481, CHE 482, CHE 483. Supervised practical experience in business/field setting or laboratory setting, e.g. at a winery, brewery, vineyard, distillery or in a production or processing facility. 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. Requirements will include 2.5 GPA, a clear agreement on the part of the industrial partner, and a commitment to excellence on the part of the student participant. A final report and an exit presentation are required.

Eligible seniors may enroll in 500 and 600 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 and Humanities
Humanities Building

The Department of Communication Arts consists of the Communication Studies, Mass Communication, and Theatre Arts programs. The department is an interdisciplinary unit that offers students the opportunity to develop practical communication skills through application in oratory, rhetoric, public relations, leadership, theatre performing arts, technology, film, sports media, and journalism. Students will also explore the theories and ethical tenets that are the cornerstone of the study of communication. Students are encouraged to complete internships, honors projects, travel abroad, 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: student performances and speeches, resumes, video and audio productions, research reports, design projects, articles published, etc. A student's portfolio will be developed within our capstone courses of CNA 455 or 480. Students will be evaluated on knowledge, skill, and engagement in their program of study.

Students seeking the 48 hour major must complete a 36 hour major in Communication Studies or Mass Communication and select additional advisor-approved coursework to a total of 48 hours.

CNA 120/220/320/420 and the 300 level Special Courses for the Honors Program/Neihardt Scholars may be applied to any Communication Arts major.

An intercultural Workplace Communication Certificate is offered through the department.

Fees

Students enrolled in CNA 162, CNA (F, J, R, S or V) 120/220/320/420/520, CNA 274, CNA 389, and CNA 473 will be assessed a course equipment fee in addition to tuition to cover a portion of replacement/repair costs for technology used in the courses.

Major in Communication Studies (BA or BS) 36 hours

The Communication Studies program prepares students for careers in corporate, community, education, healthcare, public relations, organizational leadership, civic leadership, organizational consulting, law, ministry, speech pathology, politics, theatre, performance, technical theatre production, and public service.

The Communication Studies program offers three concentrations: Communication Studies (for students interested in graduate programs of law, ministry, speech pathology, accelerated nursing, or communication), Organizational Leadership and Public Relations (for students interested in careers of public relations, organizational leadership or consulting), and Theatre Arts (for students interested in careers of theatre, performance, and technical theatre production). All students in the Communication Studies program must complete the 18 hour core and an 18 hour concentration area. If the student selects the 48 hour major option for any concentration, the student with his/her advisor will choose 12 hours from the list of electives that does not duplicate courses in the concentration area.

Communication Studies Core Classes: 18 hours

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

*BUS 350 may be substituted for CNA 346 for students in the Organizational Leadership and Public Relations concentration.

Plus one of the following concentrations

Communication Studies 36 hour Concentration: 18 hours + 18 hour core

Choose 18 hours from the following 18
CNA 140/240/440 Intercollegiate Forensics (0-3)
302 Language and Human Behavior (3)
342 Persuasion (3)
352 Organizational Presentations (3)
418 Health Communication (3)
448 Organizational Communication II (3)
451 Speech Pathology (3)
459 Organizational Leadership (3)
465 Qualitative Research Design (3)
467 Intercultural Communication (3)
470 Family Communication (3)
471 Mass Media and Society (3)
478 Communication Ethics (3)

48 hour Concentration includes the above plus 12 hours from list below

Organizational Leadership and Public Relations 36 hour Concentration: 18 hours + 18 hour core
Required courses in Organizational Leadership and Public Relations: 12
CNA 374 Public Relations 3
377 Public Relations Writing 3
459 Organizational Leadership 3
460 Leadership Theory 3
Choose 6 hours from the following by advisement 6
CNA 262 Writing for the Mass Media (3)
301 Advertising Copywriting (3)
352 Organizational Presentations (3)
418 Health Communication (3)
448 Organizational Communication II (3)
450 Media Design Applications (3)
452 Public Relations Case Studies (3)
453 Integrated Brand Promotion (3)
458 Advanced News Writing and Reporting (3)
461 Case Studies in Organizational Leadership (3)
465 Qualitative Research Design (3)
467 Intercultural Communication (3)
478 Communications Ethics (3)
497 Communication Internship (3)

48 hour Concentration includes the above plus 12 hours from list below

Theatre Arts 36 Hour Concentration: 18 hours + 18 hour core
Must act in a minimum of two WSC Theatre mainstage productions; must assist with build for a minimum of two WSC Theatre mainstage productions; must enroll in CNA 101 Introduction to Theatre as the CAT 4 General Studies requirement.
Required courses in Theatre Arts: 18 hours
CNA T120/220/320/420 Theatre Workshop 3
223 Acting 3
232 Stagecraft.....3
318 Directing 3
333 American Theatre OR
386 Modern World Drama.....3
331 Scene Design OR
387 Lighting.....3

48 hour Concentration includes the above plus 12 hours from list below

Other courses by advisement for the 48-hour Communication Studies, Organizational Leadership and Public Relations, and Theatre Arts concentration areas.

Choose 12 hours unduplicated in the concentration:.....12

BUS 208 Business Communications
260 Management Theory and Practice (3)
270 Principles of Marketing (3)
367 Foundations of Human Resource Management (3)
374 Advertising and Integrated Marketing (3)

CNA 140/240/440 Intercollegiate Forensics (0-3)
263 Introduction to Mass Communication (3)
280 News Writing (3)
302 Language and Human Behavior (3)
318 Directing (3)
322 Children's Theatre (3) OR 339/439 Musical Theatre (3)
333 American Theatre (3) OR 386 Modern World Drama (3)
337 Costumes and Make Up for the Stage and Screen (3)
342 Persuasion (3)
352 Organizational Presentations (3)
374 Public Relations (3)
419 Advanced Directing (3)
426 Social Media Marketing (3)
431 Advanced Design (3)
443 School and Community Theatre Management (3)
450 Media Design Applications (3)
452 Public Relations Case Studies (3)
453 Integrated Brand Promotion (3)
457 Special Topics in Communication (3)
459 Organizational Leadership (3)
462 Communication Research Methods (3)
465 Qualitative Research Design (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 Promotion and Media: 21 Hours

All Promotion and Media minors must take CNA 100 as the CAT 2 General Studies requirement.

Almost every profession has reason to promote itself and communicate effectively with constituents. This minor is designed to partner with a wide range of majors to allow students to develop practical ability to promote their future business and organizational employers, using public relations and media skills. Under this structure, the major provides the content knowledge and this minor provides the public relations and media content development experience.

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

CNA 274 Video and Film Production I OR
374 Public Relations 3
280 News Writing OR
377 Public Relations Writing 3
342 Persuasion 3
426 Social Media Marketing.....3

Choose 9 hours from the following 9

CNA 102 Media Literacy (3)
(J, R, S, V) 120/220/320/420/520 Mass Communication Arts Workshop (0-3)
162 Audio Production (3)
262 Writing for the Mass Media (3)
263 Introduction to Mass Communication (3)

301 Advertising Copywriting (3)
346 Organizational Communication (3)
372 Media Ethics (3)
379 Media Management (3)
389 Photojournalism (3)
390 Multiplatform Journalism (3)
392 Sports Writing (3)
418 Health Communication (3)
450 Media Design Applications (3)
452 Public Relations Case Studies (3)
453 Integrated Brand Promotion (3)
457 Special Topics in Communication (3)
463 Advanced Media Writing (3)
471 Mass Media and Society (3)
Other courses by advisement

Minor in Communication Studies: 21 hours

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

Choose 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)
352 Organizational Presentations (3)
418 Health Communication (3)
442 Communication and Rhetorical Theory (3)
467 Intercultural Communication (3)
470 Family Communication (3)
471 Mass Media and Society (3)
478 Communication Ethics (3)

Minor in Theatre: 21 hours

All Theatre minors must take CNA 101-Introduction to Theatre to fulfill the CAT 4 General Studies requirement.

In addition, theatre minors must act in a minimum of two WSC Theatre mainstage productions and must assist with build for a minimum of two WSC Theatre mainstage productions.

The theatre minor prepares students with a generalized background in Theatre Arts. Courses in Theatre are designed to acquaint the student with the various aspects of theatrical production and participation. A minor in Theatre is beneficial to students of all backgrounds as it encourages critical and creative thinking skills and develops organizational and communication skills. Such a minor is especially beneficial to those students specializing in Communications, Language and Literature, the Fine Arts, and Social Sciences.

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

CNA T120/220/320/420 Theatre Workshop 3
223 Acting 3
232 Stagecraft.....3
318 Directing 3
331 Scene Design OR
387 Lighting.....3
333 American Theatre OR
386 Modern World Drama.....3
337 Costumes and Make Up for the Stage and Screen 3

Supplemental Endorsement in Speech: 21 hours

Available in addition to a field endorsement or two subject endorsements.

CNA 140/240/440 Intercollegiate Forensics OR
447 Directing Communication Activities....3
210 Interpersonal Communication....3
252 Public Address....3
317 Argumentation....3
346 Organizational Communication I....3
442 Communication and Rhetorical Theory....3
467 Intercultural Communication....3

Supplemental Endorsement in Theatre: 24 hours

Available in addition to a field endorsement or two subject endorsements.

All Theatre endorsement students must take CNA 101 as the CAT 4 General Studies requirement. Theatre endorsement students must act in a minimum of two WSC theatre mainstage productions (minimum 0.5 Theatre Workshop credits each) and must assist in a minimum of two building constructions of two WSC theatre mainstage productions (minimum 1 Theatre Workshop credit each).

CNA T120/220/320/420 Theatre Workshop....3
223 Acting....3
232 Stagecraft....3
318 Directing....3
331 Scene Design OR
387 Lighting....3
333 American Theatre OR
335 Theatre History OR
386 Modern World Drama....3
337 Costumes and Make Up for the Stage and Screen....3
432 Play Production in Secondary Schools....3

Field Endorsement in English Language Arts (BA or BS): 54 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 54 semester credit hours in journalism, language, literature, mass communication, reading, speech, theatre, and writing. Also listed in the English section.

Reading: 4 hours

ENG 443 Young Adult Literature....2
444 Developmental Reading in Middle and Secondary Schools....2

Language: 7 hours

CNA 302 Language and Human Behavior....3
ENG 426 Linguistic Theory and Application....3
441 Traditional English Grammar....1

Composition: 5 hours

ENG 202 Poetry Workshop OR
203 Fiction Workshop OR
204 Creative Nonfiction Workshop OR
205 Play Writing/Screen Writing....3
442 Teaching Writing....2

Speech: 6 hours

CNA 140/240/440 Intercollegiate Forensics OR
447 Directing Communication Activities....3
201 Small Group Communication OR
210 Interpersonal Communication....3

Literature: 15 hours

ENG 270 Critical Approaches to Literature....3
361 American Literature I OR
362 American Literature II....3
371 British Literature I OR
372 British Literature II....3
380 Shakespeare OR
381 Classical Mythology OR
382 The Bible as Literature....3
480 Senior Seminar OR
CNA 455 Senior Seminar in Communication Arts....3

Mass Media: 3 hours
CNA 263 Introduction to Mass Communication OR
ENG/CNA 383 Film and Literature....3

Dramatic Arts: 8 hours
CNA T120/220/320/420 Theatre Workshop....2
223 Acting....3
432 Play Production for Secondary Schools....3

Journalism: 6 hours
CNA 280 News Writing....3
290 Editing and Copy Editing....3

EDU 409 English Content Area Methods and Assessment AND

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

Major in Mass Communication (BA or BS) 36 or 48 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 five concentrations: Agricultural Communication and Leadership, Digital Film Production and Theory, Electronic Media, Journalism, and Sports Media. All students in the Mass Communication program must complete the 15 hour core and a 21 hour concentration area. If the student selects the 48 hour major option for either concentration, the student with his/her advisor will choose twelve hours from the list of electives that does not duplicate courses in the concentration area.

Mass Communication Core Courses: 18 hours
CNA 263 Introduction to Mass Communication....3
280 News Writing....3
372 Media Ethics....3
471 Mass Media and Society....3
475 Communication Law....3
480 Senior Seminar in Mass Communication....3
Plus one of the following concentrations:

Agricultural Communication and Leadership 36 hours Concentration: 18 hours + 18 hour core
Choose 18 hours from the following....18
CNA 150 Agricultural Communication (3)
162 Audio Production (3)
274 Video and Film Production I (3)
374 Public Relations (3)
426 Social Media Marketing (3)
459 Organizational Leadership (3)
497 Agriculture Communication Internship (3)

48 hour Concentration includes the above plus:

Choose 12 hours from the following 12
CNA 252 Public Address (3)
301 Advertising Copywriting (3)
302 Language and Human Behavior (3)
352 Organizational Presentations (3)
377 Public Relations Writing (3)
379 Media Management (3)
389 Photojournalism (3)
390 Multiplatform Journalism (3)
450 Media Design Applications (3)
452 Public Relations Case Studies (3)
453 Integrated Brand Promotion (3)
458 Advanced News Writing (3)
461 Case Studies in Organizational Leadership (3)
462 Communication Research Methods (3)
467 Intercultural Communication (3)
470 Family Communication (3)
POS 430 Public Policy (3)

Digital Film Production and Theory 36 hour Concentration: 18 hours + 18 hour core

CNA 205 Play Writing/Screen Writing 3
Choose 15 hours from the following 15
CNA 223 Acting (3)
274 Video and Film Production I (3)
284 Film Criticism (3)
318 Directing (3)
378 Performance for the Screen (3)
472 Sound Design (3)
473 Video and Film Production II (3)

48 hour Concentration includes the above plus:

Choose 12 hours from the following 12
CNA (F, V) 120/220/320/420 Video/Film Mass Communication Arts Workshop (0-3)
162 Audio Production (3)
232 Stagecraft (3)
297/397/497 Internship in Broadcasting (3)
301 Advertising Copywriting (3)
331 Scene Design (3)
337 Costumes and Makeup for the Stage (3)
352 Organizational Presentations (3)
383 Film and Literature (3)
387 Lighting (3)
391/491 Special Project in Communication (3)
419 Advanced Directing (3)
450 Media Design Applications (3)
453 Integrated Brand Promotion (3)
457 Special Topics in Communication (3)
471/571 Mass Media and Society (3)
478 Communication Ethics (3)
FCS 312 Historic Costume (3)
MUS 158 Music in Film (3)

Electronic Media 36 hour Concentration: 18 hours + 18 hour core

CNA (R, V) 120/220/320/420 Mass Communication Arts Workshop 3
162 Audio Production 3
274 Video and Film Production I 3
379 Media Management 3
390 Multiplatform Journalism 3
473 Video and Film Production II 3

48 hour Concentration includes the above plus:

Choose 12 hours from the following 12
ART 363 Digital Photography (3)
BUS 270 Principles of Marketing (3)
374 Advertising and Integrated Marketing (3)
CNA 102 Media Literacy (3)
(R, V) 120/220/320/420 Mass Communication Arts Workshop (0-3)
140/240/440 Intercollegiate Forensics (0-3)
223 Acting (3)
252 Public Address (3)
297/397/497 Internship in Broadcasting (3)
301 Advertising Copywriting (3)
352 Organizational Presentations (3)
374 Public Relations (3)
378 Performance for the Screen (3)
387 Lighting (3)
389 Photojournalism (3)
391/491 Special Project in Communication (3)
392 Sports Writing (3)
426 Social Media Marketing (3)
450 Media Design Applications (3)
453 Integrated Brand Promotion (3)
454 Advanced Web Development (3)
457 Special Topics in Communication
467 Intercultural Communication (3)
ENG 200 Expository Writing (3)
206 Workplace Writing (3)
GEO 305 Political Geography (3)
POS 350 The American Presidency (3)
402 State and Local Politics (3)
430 Public Policy (3)

Journalism 36 hour Concentration: 18 hours + 18 hour core

CNA J220/320/420 Communication Arts Workshop.....3
290 Editing and Copy Editing.....3
389 Photojournalism 3
390 Multiplatform Journalism 3
458 Advanced News Writing and Reporting 3
497 Journalism Internship.....3

48 hour Concentration includes the above plus:

Choose 12 hours from the following 12
ART 363 Digital Photography (3)
BUS 270 Principles of Marketing (3)
374 Advertising and Integrated Marketing (3)
CNA 102 Media Literacy (3)
J220/320/420 Communication Arts Workshop (3)
301 Advertising Copywriting (3)
352 Organizational Presentations (3)
374 Public Relations (3)
391/491 Special Project in Communication (3)
392 Sports Writing (3)

426 Social Media Marketing (3)
453 Integrated Brand Promotion (3)
454 Advanced Web Development (3)
457 Special Topics in Communication (3)
463 Advanced Media Writing (3)
467 Intercultural Communication (3)
ENG 200 Expository Writing (3)
206 Workplace Writing (3)
321 Literary Editing (3)
426 Linguistic Theory and Apps (3)
GEO 305 Political Geography (3)
ITE 425 Desktop Publishing (3)
POS 350 The American Presidency (3)
402 State and Local Politics (3)
430 Public Policy (3)

Sports Media 36 hour Concentration: 18 hours + 18 hour core

CNA J 120/220/320/420 Mass Communication Arts Workshop.....1
S 120/220/320/420 Mass Communication Arts Workshop 2
162 Audio Production.....3
297/397/497 Internship in Broadcasting 3
334 Sports Media Theory.....3
390 Multiplatform Journalism 3
392 Sports Writing.....3

48 hour Concentration includes the above plus:

Choose 12 hours from the following 12
CNA 262 Writing for Mass Media (3)
274 Video and Film Production I (3)
301 Advertising Copywriting (3)
352 Organizational Presentations (3)
374 Public Relations (3)
377 Public Relations Writing (3)
389 Photojournalism (3)
391/491 Special Project in Communication (3)
426 Social Media Marketing (3)
450 Media Design Applications (3)
453 Integrated Brand Promotion (3)
457 Special Topics in Communication (3)
458 Advances News Writing and Reporting (3)
472 Sound Design (3)
473 Video and Film Production II (3)
PED 277 Media Relations in Sports (3)
295 Sports Management Public Relations and Communications (3)
410 Sports Law (3)
485 Sport in American Culture (3)

Minor in Digital Film Production: 21 Hours

All Digital Film Production minors must take CNA 101 as the CAT 4 General Studies requirement.

The Digital Film Production minor provides students with a background for the diverse elements that make up digital film production, including theatre-type skills, including acting, lighting, make-up, and costume, as well as video-type skills such as production planning, videography, and sound design. This minor provides this combination of practical skills, giving students who complete the minor broad resume experience.

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

CNA 223 Acting 3
274 Video and Film Production I OR
473 Video and Film Production II 3
284 Film Criticism.....3
318 Directing OR
387 Lighting.....3
379 Media Management 3
Choose 6 hours from the following: 6
CNA (F, R, T, V) 120/220/320/420/520 Mass Communications Arts Workshops (0-3)
162 Audio Production (3)
205 Playwriting (3)
232 Stagecraft (3)
263 Introduction to Mass Communication (3)
301 Advertising Copywriting (3)
337 Costumes and Make Up for the Stage and Screen (3)
378 Performance for the Screen (3)
387 Lighting (3)
419 Advanced Directing (3)
450 Media Design Applications (3)
453 Integrated Brand Promotion (3)
457 Special Topics in Communication (3)*
471 Mass Media and Society (3)
Other courses by advisement. *CNA 457 may be repeated.

Minor in Editing and Publishing: 21 hours

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

CNA 290 Editing and Copy Editing.....3
453 Integrated Brand Promotion.....3
ENG 221 Editing for Publication 3
321 Production and Design for Publication.....3
421 Advanced Publishing.....3
Choose 6 hours from the following (at least 3 hours upper level) 6
CNA 262 Writing for the Mass Media (3)
280 News Writing (3)
379 Media Management (3)
426 Social Media Marketing (3)
458 Advanced News Writing and Reporting (3)
ENG 200 Expository Writing (3)
202 Poetry Workshop (3)
203 Fiction Workshop (3)
204 Creative Nonfiction Workshop (3)
206 Workplace Writing (3)
402 Advanced Poetry Workshop (3)
403 Advanced Fiction Workshop (3)
404 Advanced Creative Nonfiction Workshop (3)
CNA 497 Internship OR
ENG 497 Internship

Minor in Electronic Media: 21 hours

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

CNA 102 Media Literacy OR
263 Introduction to Mass Communication....3
162 Audio Production....3
(R, V) 220/320/420 Communication Arts Workshops....3
274 Video and Film Production I....3
280 News Writing....3
390 Multiplatform Journalism....3
471 Mass Media and Society....3

Minor in Journalism: 21 hours

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

CNA J220/320/420 Journalism Workshop....3
263 Introduction to Mass Communication....3
280 News Writing....3
290 Editing and Copy Editing....3
390 Multiplatform Journalism....3
458 Advanced News Writing and Reporting....3
471 Mass Media and Society....3

Minor in Online and Social Media: 21 hours

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

CIS 375 Introduction to E-Commerce....3
CNA 162 Audio Production OR
274 Video and Film Production I....3
280 News Writing OR
390 Multiplatform Journalism....3
426 Social Media Marketing....3
453 Integrated Brand Promotion....3
Choose 6 hours from the following....6
ART 204 Digital Imaging for Graphic Design (2)
230 Graphic Design I (3)
335 Advanced Typography and Animation (Prerequisite Art 331 or instructor approval) (3)
405 Web Design for the Graphic Designer (Prerequisite Art 403 or instructor approval) (3)
BUS 270 Principles of Marketing (3)
470 Marketing Management (3)
CIS 130 Introduction to Computer/Information Technology (3)
CNA 102 Media Literacy (3)
263 Introduction to Mass Communication (3)
301 Advertising Copywriting (3)
374 Public Relations (3)
389 Photojournalism (3)
458 Advanced News Writing and Reporting (3)
462 Communication Research (3)
463 Advanced Media Writing (3)
465 Qualitative Research Design (3)
471 Mass Media and Society (3)
473 Video and Film Production II (3)
475 Communication Law (3)
477 Remote TV Production (3)
CSC 150 Programming Fundamentals I (3)
165 Introduction to Web Development (3)

Supplemental Endorsement in Journalism and Media: 18 hours

Available in addition to a field endorsement or two subject endorsements.

CNA 162 Audio Production 3
J 220 Journalism Workshop.....1
R 220 Radio Workshop 1
V 220 Video Film Workshop.....1
263 Introduction to Mass Communication.....3
274 Video and Film Production I 3
280 News Writing 3
426 Social Media Marketing OR
471 Mass Media and Society.....3

Intercultural Workplace Communication Certificate: 15 hours

CNA 210 Interpersonal Communication 3
302 Language and Human Behavior 3
346 Organizational Communication.....3
467 Intercultural Communication 3
470 Family Communication.....3

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 educator preparation 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.

CNA 102 Media Literacy (3) Provides students with the skills to analyze media messages critically to become active and engaged citizens. The course focuses on the historical evolution of U.S. mass media and provides a critical understanding of the political, economic, and social forces that structure U.S. media institutions and influence media content.

CNA (F, J, R, S, V) 120/220/320/420/520 Mass Communication Arts Workshop (0-3) Prerequisite: Approval of instructor and C or above in the corresponding prerequisite course. Prerequisite courses cannot be taken concurrently. Corresponding prerequisite for Journalism Workshop is CNA 280, for Audio/Radio Workshop is CNA 162, and for Video and Film Workshops is CNA 274. Title varies with major concentration: Digital Film Production (F), Journalism (J), Audio/Radio (R), Sports Media (S), Video Production (V). Practical application of skills learned in other classes to direct, produce, and coordinate content development in electronic media, journalism, sports media, video, and film. Workshop hours beyond those required in CNA majors and minors may be taken as electives in CNA or as general elective credits with the permission of the advisor. Electronic Media majors must take at least three (3) credits in a combination of Audio/Radio Workshop, Video Workshop and Film Workshop. Students who are not Mass Communication majors may enroll with permission of the instructor. $10 Course Fee per Credit Hour Required.

CNA T120/220/320/420/520 Theatre Workshop (0-2) Practical application of skills in stagecraft, lighting, costuming, acting, and/or directing for mainstage production. Enrollment in CNA T120/220/320/420/520 is required for participation in mainstage productions. Workshop hours beyond those required in Theatre may be taken as electives in the CNA majors, but only with the permission of the advisor and department chair.

CNA 140/240/440 Intercollegiate Forensics (0-3) Participation in intercollegiate forensics as well as other public appearances. This course may be repeated up to a total of 6 hours.

CNA 150 Introduction to Agricultural Communication (3) A course designed to introduce the student to the many forms of agricultural communication including written, spoken, and electronic.

CNA 162 Audio Production (3) Audio production techniques including 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. $10 Course Fee per Credit Hour Required.

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 205 Play Writing/Screen Writing (3) Study of and practice in the techniques of play writing and/or screen writing. Cross-listed as ENG 205.

CNA 210 Interpersonal Communication (3) 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 223 Acting (3) Exploration of basic acting techniques and performance theory through object exercises, monologues, and scene work.

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

CNA 252 Public Address (3) Prerequisite: CNA 100. This course sets the foundation of communication theory by setting the stage of the first roots of the western heritage in rhetoric. Students will learn how the art and skills of rhetoric evolved beginning with the Greeks of Plato and Aristotle, through the Romans of Cicero and Quintilian, through the Christianization of rhetoric in St. Augustine, and ending with the Ramian and Cartesian turns leading into modern thought and practice of communication theory.

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 274 Video and Film Production I (3) An introduction to studio and remote production including live broadcasts of news, sports, talk, narrative film, and special events. Students will learn current concepts and theories of pre-production, production and post-production procedures and will apply them utilizing video and audio equipment for digital storytelling. (Lab hours required). $10 Course Fee per Credit Hour Required.

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 284 Film Criticism (3) Exploration of the diverse influences on cinematic and film production, including story and character development, visual elements of storytelling, artistic/esthetic qualities, business/marketplace influences, and cultural significance. Emphasis on the role of the critic in development of film professionals. Cross-listed with ENG 284.

CNA 290 Editing and Copy Editing (3) Application of copy editing activities used in various media platforms. The goal is to think like editors and to adopt the skills and attitudes they use in their work, regardless of the medium. Skills that the course focuses on include working with words (copy editing), working with meaning (content editing), and working with page layout and design (page editing). Attitudes involve editorial decision-making as well as learning to mentor and work with writers. Relevant to production of newspapers, newsletters, yearbooks, and other editorial pieces.

CNA 301 Advertising Copywriting (3) An introduction to the strategies of writing and presenting promotional and advertising copy, including brand promises, calls to action, and the stylistic content requirements of traditional print and broadcast media, social media, and other content sources, in written, audio, and video formats, Includes 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: Sophomore Standing. 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 Directing (3) Prerequisites: CNA 223 or 232, or approval of instructor. Study and practice of basic directing theory starting with screen-analysis and proceeding to director-actor-designer relationships in the production process. (3 hours 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.

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 334 Sports Media Theory (3) This course applies media theory (such as audience reception, critical cultural studies, and fan participation) to issues pertaining to various sports media. Students explore topics ranging from the history of sports broadcasts to contemporary representations of race, gender, and identity in popular sports. Students can use these investigations to develop content for student media as well as academic inquiry.

CNA 335 Theatre History (3) Theatre from earliest days to the present day with supplemental readings in dramatic literature reflecting the times.

CNA 337 Costumes and Make Up for the Stage and Screen (3) Principles and methods of design, planning, and execution of costumes and makeup for the theatre.

CNA 339/439 Musical Theatre (3) Problems and techniques of musical theatre in production. All participates in the scheduled Musical Theatre production must register for this course. This course may be repeated for a total of 6 hours.

CNA 342 Persuasion (3) Prerequisite: Sophomore Standing. 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, deliberative, and epideictic speeches for public, private, or business organizations. Emphasis is placed on both theory and application of public speaking, speech criticism, and listening skills in culturally diverse business and professional settings. Students employ presentation software when delivering a variety of business presentations such as informative, after dinner, persuasive, sales advertising, and team speeches.

CNA 372 Media Ethics (3) An in-depth investigation of the ethical foundations underlying conduct of media professionals.

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 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 Performance for the Screen (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 various types of film productions. Special emphasis will be placed on developing roles for dramatic or comedic scenes.

CNA 379 Media Management (3) This course focuses on new media in converged environments and management practices, including radio, television, and print. Includes topics such as budgeting, staff, audience research, content development, promotion, sales, labor relations, governmental regulations, community responsibility, and other related subjects.

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 383 repeatable once for credit. This course is cross-listed as ENG 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.

CNA 389 Photojournalism (3) 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. $10 Course Fee per Credit Hour Required.

CNA 390 Multiplatform Journalism (3) Prerequisite: CNA 280. An overview of multiplatform journalism from brainstorming story ideas, to interviewing, writing for the web and broadcast, and multimedia journalism skills. Students will learn how to organize electronic newscasts and create online news stories using current applications.

CNA 392 Sports Writing (3) Introduction to theory and practice of sports writing in various media. Students will analyze exemplary literature in the field as well as write game reports for publication in the college newspaper. Useful for students interested in such areas as critical sports studies, sports management, and journalism.

CNA 418 Health Communication (3) Explores theories, research, and applications of the symbolic processes by which people, both individually and collectively, understand and share ideas about health and illness. The course focuses on the communicative implications of health beliefs, practices, and policies with special emphasis on the core communication competencies of a health citizen, as well as the communication challenges for the health care practitioner.

CNA 419 Advanced Directing (3) Prerequisite: CNA 318. Advanced study of directing theories and required directing of short plays and films for public performance. (3 hours lab)

CNA 426/526 Social Media Marketing (3). An introduction to current systems and practices used in Marketing Communications to create and maintain Internet-based interactive communications with customers and constituents. Students will create content hands-on and will be able to apply a conceptual framework including branding programs, Integrated Marketing Communications, and other professional, legal, and ethical standards and practices. This course draws from the fields of public relations writing, photography, video production, and/or other types of multimedia content creation.

CNA 431 Advanced Design (3) Prerequisite: Approval of instructor. Advanced problems in scenic, costume, lighting, or sound design. Topic varies; this course may be repeated up to a total of 9 hours, by advisement, when no duplication of topics exists.

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) 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 443/543 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 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 Media Design Applications (3) Survey of contemporary media software and design elements which includes the creative use of current print (newspaper, yearbook, and newsletters), video (editing, motion graphics, and animation), and audio software packages in professional content creation.

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 Brand Promotion (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 459/559 Organizational Leadership (3) Prerequisite: Sophomore Standing. 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 460 Leadership Theory (3) Prerequisite: Sophomore Standing. An in-depth analysis of leadership theory and influence from a communication perspective. Using a variety of frameworks and approaches, the focus is on communication patterns in leadership issues and theory

CNA 461/561 Case Studies in Organizational Leadership (3) Prerequisite: Sophomore Standing. Historical and current case study and analysis of leadership from a communication perspective. Students will research and critically analyze specific cases dealing with leadership styles and attitudes with emphasis on leadership character, credibility, ethical and compliance gaining examples/strategies from private, public, and corporate organizations.

CNA 462 Communication Research Methods (3) Prerequisite: Junior Standing. Focuses on methodologies and designs used in Communication Studies, Mass Communication, and Public Relations communication campaigns. Students will evaluate the research of others as well as design their own studies.

CNA 463 Advanced Media Writing (3) Prerequisite: One of the following: CNA 262, 280, 377, 390, 458. A writing-intensive class that focuses on advanced writing skills applicable to multi-media, cross-platform writing. Includes a broad-based grounding in stylistic elements and allows individual students to focus on specific types of writing for detailed exploration, including, but not limited to, in-depth print and electronic journalistic writing, screen writing, and other interests. Uses a writer’s community format for interactive peer support. Emphasizes writing processes as well as outcomes.

CNA 465/565 Qualitative Research Design (3) Prerequisite: Junior Standing. This course is an introduction to the methodology and practice of qualitative research. The focus of this course is on five different approaches to qualitative research: Narrative Inquiry, Phenomenology, Case Study, Ethnography, and Grounded Theory. Students will collect and analyze qualitative data and develop a mini-qualitative research project.

CNA 467/567 Intercultural Communication (3) 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 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 Sound Design (3) Prerequisite: CNA 162 (with the exception of Digital Film Production and Theory concentration majors). Study of advanced techniques in preparation, production, and presentation of Audio materials in electronic media. Includes multi-track recording and editing, film soundtrack audio, radio and podcast production, and audio needs of developing media.

CNA 473 Video and Film Production II (3) Prerequisites: CNA 162. Study of advanced video and film-making techniques for program and non-program content in standard, cable, and specialized video. Instruction includes post-production, digital editing, color correction, sound engineering, and distribution. (Lab hours required) $10 Course Fee per Credit Hour Required.

CNA 475/575 Communication Law (3) An overview of the laws, regulations, and court cases affecting personal and organizational communication. Topics addressed include freedom of speech, libel and slander, privacy, regulation of advertising, copyright and trademark, and Internet and media law. Case studies emphasize how the courts interpret and apply the law.

CNA 477 Remote TV Production (3) Prerequisites: CNA 162, 263, 274 plus 473 as prerequisite or corequisite 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. This course may be repeated for a total of 6 hours.

CNA 478 Communication Ethics (3) Explores communication and ethics in various areas of communication studies (i.e., interpersonal, small group, organizational, political, family, health, and media communication). The course will examine ethical dimensions of communication such as truthfulness, openness, politeness, sensitivity to others, listening, respect, and storytelling through the domain of popular discourse of film and television. Students will learn how to conduct a discourse analysis in their areas of interest through the examination of ethical messages in a variety of communication situations portrayed in film, television, or texts.

CNA 480 Senior Seminar in Mass Communication (3) Prerequisite: 90 hours. Students enrolled in this seminar will develop a cumulative portfolio of work that demonstrates the growth of their abilities in various areas of mass communication while developing tools for career readiness. The portfolio may include any of the following types of student work: writing, photography, audio, video, or electronic media projects. In conjunction with faculty, students research regional and national media employment trends, and develop a portfolio that best reflects their chosen mass communication career. Faculty will review the portfolio and conduct a qualitative exit interview for the purpose of program review and assessment. The review of the portfolio and the exit interview must be completed to graduate.

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

CNA 520 Communication Arts Workshop (1-3) See CNA 220.

CNA 526 Social Media Marketing (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 543 School and Community Theatre Management (3) See CNA 443.

CNA 547 Directing Communication Activities (3) See CNA 447.

CNA 548 Organizational Communication II (3) See CNA 448.

CNA 550 Media Design Applications (3) See CNA 450.

CNA 551 Speech Pathology (3) See CNA 451.

CNA 553 Integrated Brand Promotion (3) See CNA 453.

CNA 554 Advanced Web Development (3) See CNA 454.

CNA 555 Graduate Seminar in Communication Arts (3) See CNA 455.

CNA 559 Organizational Leadership (3) See CNA 459.

CNA 561 Case Studies in Organizational Leadership (3) See CNA 461.

CNA 565 Qualitative Research Design (3) See CNA 465.

CNA 567 Intercultural Communication (3) See CNA 467.

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 694 Focus Area Exit Benchmark (0) Prerequisite: Final semester prior to graduation. This course requires students to demonstrate or report their level of achievement of the student learning objectives developed for the Master of Science in Organizational Management Public Relations Management focus. Various measures such as surveys, comprehensive exams and/or capstone papers or projects will be use to gather student data. Completion of this course is a graduation requirement. (Graded S/NC)

Computer Information Systems (CIS)

Computer Technology and Information Systems Department
School of Business and Technology
Gardner Hall Building

The Computer Information Systems (CIS) program provides its students and graduates with: (1) a knowledge of foundational principles and concepts of computing; (2) an understanding of fundamental organizational and business concepts, (3) familiarity with essential theory and practical skills in the areas of computer programming, introductory networking, systems development, computer hardware, operating systems, and databases; (4) instruction in advanced undergraduate topics, theory, and skills in a focused concentration area; (5) the ability to work independently, as well as in groups across a range of diverse situations; (6) a working familiarity with sources of information and assistance in this field and related fields, as well as a knowledge of the systems for accessing such resources; (7) the ability to communicate effectively in a variety of forms for a variety of purposes; (8) an awareness of the types and range of career opportunities in the field, coupled with the ability to manage one's own career; and (9) an understanding of the contexts and environments surrounding the development and uses of information systems.

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 Studies requirements.

Computing Core Courses: 36 hours

CIS 132 Principles of Computing and Information Systems 3
171 Networking I 3
360 Computer Information Systems: Analysis and Design.....3
366 Introduction to Database 3
372 Computer Hardware and Operating Systems.....3
480 Seminar in Computer Information Systems 3
CSC 150 Programming Fundamentals I.....3
165 Introduction to Web Development.....3
380 Operating Systems.....3

Plus Support Area:

CIS 352 Introduction to Enterprise Computing 3
Choose 6 hours from the following 6
BUS 142 Survey of Accounting (3)
208 Business Communications (3)
260 Management Theory and Practice (3)
270 Principles of Marketing (3)
366 Management Science (3)
408 Business Ethics (3)
418 Legal Environment of Business (3)
CNA 346 Organizational Communications I (3)
352 Organizational Presentations (3)
426 Social Media Marketing (3)

Plus at least ONE of the following Concentrations:

Networking and Cybersecurity Concentration: 21 hours

CIS 271 Networking II 3
361 Software Engineering 3
371 Networking III 3
471 Networking IV 3
479 Network Design and Administration 3
CSC 160 Programming Fundamentals II 3
Upper Division Committee-Approved Electives 3

Programmer/Analyst Concentration: 21 hours

CIS 361 Software Engineering 3
466 Advanced Database 3
477 Project Management 3
CSC 160 Programming Fundamentals II 3
365 Scripting Languages 3
Upper Division Committee-Approved Electives 6

Web Specialist Concentration: 21 hours

CIS 361 Software Engineering 3
375 Introduction to E-Commerce 3
477 Project Management. 3
CSC 365 Scripting Languages 3
465 Advanced Web Development 3
Upper Division Committee-Approved Electives 6

Integrated Technology Support Concentration: 21 hours

CIS 271 Networking II 3
369 IT Support and Management. 3
430 Management Information Systems 3
472 Advanced Computer Hardware and Embedded Systems 3
477 Project Management 3
CSC 378 Robotics 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) and minor(s).

BUS 260 Management Theory and Practice 3
CIS 132 Principles of Computing and Information Systems 3
(may substitute CIS 130 if required in student's major)
366 Introduction to Database 3
372 Computer Hardware and Operating Systems 3
Choose 9 hours from the following 9
CIS 352 Introduction to Enterprise Computing (3)
360 CIS: Analysis and Design (3)
375 Introduction to E-Commerce (3)
430 Management Information Systems (3)
477 Project Management (3)
CSC 150 Programming Fundamentals I (3)
165 Introduction to Web Development (3)
380 Operating 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 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. This course may be repeated up to a total of 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 352 Introduction to Enterprise Computing (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. This course also addresses other concepts in enterprise computing.

CIS 360 Computer Information Systems: Analysis and Design (3) Prerequisite: CIS 130 or 132. A study of software engineering approaches, tools, and methodologies. In addition, some coverage is provided regarding 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.

CIS 361 Software Engineering (3) Prerequisite: CIS 360. A study of software engineering approaches, tools, and methodologies. In addition, some coverage is provided regarding 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.

CIS 366 Introduction to Database (3) Prerequisite: CIS 130 or 132 or CSC 150. 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 369 IT Support and Management (3) Prerequisite: CIS 130 or 132. A study of the processes, procedures, approaches, support mechanisms, communications flows, management tools, and technological tools used in supporting operational and tactical deployments of information technologies and systems in a variety of types of modern organizations. Emphasis is placed on the knowledge and skills needed by the support position employees working in the technological arena to support organizational activities and various categories and types of end-users of applications and information technologies.

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 and Operating Systems (3) Prerequisite: CIS 130 or 132. A study of computer hardware and operating systems. This course covers hardware components of a variety of types and explores both proprietary and open-source operating systems. Emphasis is placed on proper design and operation, troubleshooting, and basic management/maintenance of hardware and the operating systems that run on it.

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. This course may be repeated for 3 additional hours of general electives only.

CIS 430/530 Management Information Systems (3) 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. Additionally 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 Advanced Database (3) Prerequisite: CIS 366 or equivalent. An advanced study of database planning, design, implementation, evaluation, and administration. Topics include: the ANSI/SPARC model for database development, exploration of advanced considerations related to various types of database structures, the use of databases for strategic advantage in the organization, management of all phases of the database life, query and human factors considerations. Student will apply theory to a database project.

CIS 471 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 472 Advanced Computer Hardware and Embedded Systems (3) Prerequisite: CIS 372 or instructor approval. This course addresses advanced topics in the study of computer hardware systems, including processors, memory, storage devices, display technologies, input technologies, output technologies, and various other hardware components and approaches. The course also covers embedded technologies commonly found within other types of dedicated devices and general-purpose devices.

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. This course may be repeated if topic and title are different.

CIS 477/577 Project Management (3) This course provides an introduction to the management of projects. Emphasis is placed on both the technical aspects of the project management process and the management of the human behavioral/situational aspects of projects. The nature of projects is explored. The techniques and tools of project management are introduced. Operational, tactical, and strategic implications of project management approaches are considered. The use of current project management software is incorporated. Students are also provided with an understanding of the many environmental and behavioral issues surrounding project management, and approaches to dealing with these issues. Graduate students in these courses have additional requirements beyond those for the undergraduate students.

CIS 479: Network Design and Administration (3) Prerequisite CIS 371 or instructor approval. A study of the operational, tactical, and strategic considerations for design, management, and administration of modern computer networks. The design and management issues surrounding the organizational units, functional areas, and outsourced service providers that provide network administration for the organization will also be explored. Topic areas from CCNA and CCPA curricula will be considered in the context of the role of the network administrator.

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 and 600 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 575 Topics in Computer Information Systems (3) See CIS 475.

CIS 577 Project Management (3) See CIS 477.

CIS 580 Seminar in Computer Information Systems (3) See CIS 480.

CIS 632 Information Systems Technology and Management (3) 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.

CIS 687 Project Administration (3) This course provides an overview of the management of projects building a foundation of basic project management terminology, concepts, and skills, and then expands on that foundation to explore project administration. Emphasis is placed on both the technical aspects of the project management process and the management of the human behavioral/situational aspects of projects. Operational, tactical, and strategic implications of project management approaches are considered. Students are also provided with an understanding of the many issues in the organizational environment surrounding project management, and approaches to dealing with these issues. The course also provides coverage of a variety of topics related specifically to project administration, including project selection, project portfolio management, project stakeholder management, internationalization project management, project audit, project evaluation, project closure, emerging methods for increasing project agility, project workforce development, managing international projects, and similar topics. (Cross-listed as BUS 687.)

Computer Science (CSC)

Computer Technology and Information Systems Department
School of Business and Technology
Gardner Hall Building

The Computer Science (CSC) programs provides its students and graduates with: (1) the foundational principles and concepts of computer science and mathematics essential for further study in the field; (2) a working knowledge of computer hardware and architecture; (3) the ability to analyze, design, build/program, implement, and evaluate software and systems; (4) an understanding of fundamental scientific principles and the scientific method; (5) the ability to work independently, as well as in groups across a range of diverse situations; (6) a working familiarity with sources of information and assistance in this field and related fields, as well as a knowledge of the systems for accessing such resources; (7) the ability to communicate effectively in a variety of forms for a variety of purposes; (8) additional instruction in the advanced undergraduate Computer Science topics and skills; (9) an awareness of the types and range of career opportunities in the field, coupled with the ability to manage one's own career; and (10) an understanding of the contexts and environments in which Computer Science exists.

See also Computer Information Systems section of the catalog.

Major in Computer Science (BA or BS) 57 hours

MAT 140 Calculus I must be taken as the CAT 3 General Studies requirement and PHY 326 Electronics must be taken as the CAT 7 General Studies requirement.

Computing Core Courses:

CIS 132 Principles of Computing and Information Systems 3
171 Networking I 3
360 Computer Information Systems: Analysis and Design....3
366 Introduction to Database 3
372 Computer Hardware and Operating Systems 3
CSC 150 Programming Fundamentals I....3
480 Seminar in Computer Science 3

Plus Computer Science Concentration Courses:

CIS 361 Software Engineering....3
CSC 160 Programming Fundamentals II....3
310 Data Structures 3
320 Computer Organization 3
345 Computer Graphics 3
363 Human-Computer Interaction....3
380 Operating Systems....3
450 Server Security and Management 3
CSC 390 Computer Science Practicum OR
397/497 Computer Science Internship OR
CIS 472 Advanced Computer Hardware and Embedded Systems 3
Upper Division Committee-Approved Electives 3

Plus Mathematics Support Area:

MAT 305 Discrete Mathematics....3
Choose at least 3 hours from the following....3
BUS 226 Business Statistics (3)
MAT 130 Precalculus (5)
180 Applied Probability and Statistics (3)
Or Any Mathematics Course Numbered 300 or Above (by Advisement)

Minor in Computer Science: 21 hours

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

CSC	150 Programming Fundamentals I	3
	160 Programming Fundamentals II	3
	310 Data Structures	3
	320 Computer Organization	3
CIS	132 Principles of Computing and Information Systems	3
Upper Division Committee-Approved Electives		6

Minor in Management Information Systems.

See Business section of the catalog.

Supplemental Endorsement in Information Technology: 15 hours

Supplemental endorsement only. This endorsement cannot exist by itself on a teaching certificate; it is added to a teaching 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 PK-12. This endorsement requires a minimum of 15 semester hours in Information Technology courses.

CSC	442/542 Programming, Design and Documentation	3
	448/548 Web and Multimedia Content, Design and Admin	3
CIS	454/554 Technology Platforms: Hardware and Operating Systems	3
	457/557 Networking and Technology Management	3
	475/575 Topics in CIS: Emerging Information Technology	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. 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.

CSC 165 Introduction to Web Development (3) An introduction to the development and implementation of pages for the World Wide Web. Introductory use of web programming language (s) and web development tools will be introduced. This course will also address introductory-level development methodologies, layout, functionality, content creation, and basic content management.

CSC 178 Introduction to Robotics (3) This course provides students with very elementary introductory robotics instruction including robotics terminology, concepts, design principles, and control principles. Control of robots by both direct human interaction and by autonomous means is addressed. Students will use beginner-level robotics kits and other learning tools to practice what they learn in this course as they design and operate the robots to perform predetermined tasks.

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 345 Computer Graphics (3) Prerequisite: CSC 160. The study of the fundamental mathematical, algorithmic, and representational issues in computer graphics, with emphasis of 3-dimensional graphics. The topics to be covered are: overview of the graphics process, projective geometry, homogenous coordinates, projective transformations, line-drawing, surface modelling and object modelling using spatial sampling and parametric functions, approaches to rendering including ray tracing and radiosity, texture synthesis and mapping.

CSC 363 Human-Computer Interaction (3) Prerequisite: CIS 132 or CSC 150. This course is an exploration of how humans interact with computing devices. The dimensions of human-computer interaction (physical, psychological, etc.) are examined. Hardware design, software design, operation, environment, and other factors are considered. An integrated framework for considering HCI evaluation and HCI systems design/operation is utilized.

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 378 Robotics (3) Prerequisite: CSC 150. An introduction to the fundamental concepts of robotics and robotic programming. Students will work in teams to construct and test progressively more complex mobile robots. There is a possibility of participation in one or more robotics competitions. Basic concepts will be discussed, including coordinate transformations, sensors, path planning, stressing the importance of integrating sensors, effectors, and control.

CSC 380 Operating Systems (3). 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.

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. This course may be repeated for 3 additional hours of general electives only.

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 Security and 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 465 Advanced Web Development (3) Prerequisite: CSC 165. This course provides students with advanced theory and practice in web development. It addresses the advanced capabilities of web development tools. Design methodologies are also explored. Additional topics such as content management systems, web administration, and relationships of the website to other organizational and external systems are considered.

CSC 478 Robotics for Industrial Technology (3) An exploration of basic robotics concepts and robotics programming/operation with an emphasis on applicability to industrial settings. Basic concepts will be discussed, including coordinate transformations, sensors, and path planning, stressing the importance of integrating sensors, effectors, and control.

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 structured credit-bearing work experience with classroom learning. Employment occurs in paid positions relevant to a student's field of study. Each experience is approved and monitored by the Program Director. The Program Director facilitates a mutually beneficial work experience between an employer and student through on-site visits, employer meetings, and formal student evaluations. When a student meets the minimum requirements for the co-op program, the Executive Director of Cooperative Education & Industry Liaison, and Career Services staff will provide assistance in finding the student an appropriate employment experience. When the student is successful, the guidelines for receiving credit follow:

- Students may apply for 1-18 credit hours or transcript notation (TN). Approval of the experience and the amount of credit given for each experience is determined by the Program Director.
- Credit not applied directly to program major requirements can be applied towards general electives or may be substituted for program electives for your major with permission.
- The level and number of credits will be determined by the Program Director and listed as course number 494. A letter grade will be awarded based on the fulfillment of requirements of the program, such as completing assignments and meeting the work hour requirement. Students enrolled in 494 will receive a no credit (NC) if those requirements are not fulfilled.
- The student must work a minimum of 45 work hours per credit hour and meet any additional program obligations. Students may work more hours than required, however, no additional credits will be awarded.

Criminal Justice (CJA)

Criminal Justice Department
School of Science, Health, and Criminal Justice
Connell Hall Building

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 Criminal Justice major is a 36 hour major; students must also select a minor or a second major. Students must have completed the pre-admission courses listed below with a grade of C or better in each of the pre-admission courses to continue in the Criminal Justice major.

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 (BS or BA) 36 hours

Foreign Language is required in the CAT 2 General Studies requirement, with Spanish strongly recommended for all Criminal Justice majors.

Pre-Admission requirements (C or above required in each) 12 hours

CJA 105 Introduction to Criminal Justice 3
200 Criminal Law 3
203 Police and Society 3
210 Juvenile Delinquency 3

Required courses: 18 hours

CJA 320 Correctional Institutions 3
325 Community Based Corrections 3
351 Criminal Procedure 3
430 Criminology 3
444 Topics 3
488 Criminal Justice Senior Seminar 3

Electives: 6 hours

Choose 6 hours from the following (at least 3 hours upper level credit) 6

CJA 127 Introduction to Forensic Crime Scene Investigation (3)
226 Criminal Investigation (3)
235 Security and Loss Prevention (3)
360 Homeland Security and Terrorism (3)
370 Crime and the Media (3)
372 Environmental, White Collar, and Corporate Crime (3)
377 Gangs and Organized Crime (3)
380 Cybercrime (3)
382 Capital Punishment in America (3)
404 Drugs, Alcohol, and Crime (3)
405 Family Violence (3)
451 Violent Crime and Victimology (3)
460 Emergency Management (3)
497 Internship (3)
(only 3 hours of Internship will count in the Criminal Justice major or minor)
SOC 220 Social Problems (3) OR
320 Social Welfare (3)
305 Sociology of Deviance (3)
SSC 300 Social Science Research Methods (3)
319 Statistics for the Social Sciences (3)

Minor in Criminal Justice: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major. Not available for Criminal Justice majors.

CJA 105 Introduction to Criminal Justice 3
203 Police and Society OR
226 Criminal Investigation 3
210 Juvenile Delinquency 3
320 Correctional Institutions OR
325 Community Based Corrections 3
9 hours of upper level Criminal Justice coursework 9

Minor in Emergency Management: 18 hours

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

This minor is intended to prepare students to participate in developing, planning, implementing, and evaluating emergency management policies and activities at local, regional, and national levels.

CJA 360 Homeland Security and Terrorism 3
460 Emergency Management 3
GEO 410 Hazards and Disasters 3
430 Geographic Information Systems OR
435 Computer Mapping OR
440 Remote Sensing 3
Choose 6 hours from the following 6
ITE 408 Hazardous Materials (3)
POS 402 State and Local Politics (3)
430 Public Policy (3)
445 Public Administration and Management (3)
PSY 406 Death and Dying (3)

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 127 Introduction to Forensic Crime Scene Investigation (3) Prerequisite: CJ Major or CJA 105. 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 200 Criminal Law (3) Prerequisite: CJ Major or CJA 105. Criminal Law focuses on substantive criminal law, including constitutional limitations on government power, elements of crimes, and criminal responsibility and defenses. Criminal laws explored include inchoate offenses, person crimes, property offenses, crimes against public morality, alcohol and drug offenses, offenses against public order and safety, and offenses against justice and public administration.

CJA 203 Police and Society (3) Prerequisite: CJ Major or CJA 105. 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 210 Juvenile Delinquency (3) Prerequisite: CJ Major or CJA 105. 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 226 Criminal Investigation (3) Prerequisite: CJ Major or CJA 105. 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) Prerequisite: CJ Major or CJA 105. 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.

CJA 320 Correctional Institutions (3) Prerequisite: CJ Major or CJA 105. 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) Prerequisite: CJ Major or CJA 105. The study of the correctional processes at the community level including the parole and probationary concepts. Emphasis is on applied techniques.

CJA 351 Criminal Procedure (3) Prerequisite: CJA 200. This course focuses on the procedural criminal law, including search and seizure, arrest, interrogation and identification procedures, the pretrial process, the criminal trial, sentencing and punishment, and appeal and post-conviction relief.

CJA 360 Homeland Security and Terrorism (3) Prerequisite: CJ Major or CJA 105. This course examines the nature and extent of the threat from internal and external political groups as well as how the federal law enforcement community was restructured in a post 9-11 period. Agency structure, funding, training jurisdiction, issues, and contemporary court cases are topics.

CJA 370 Crime and the Media (3) This course will examine the representations of crime and the criminal justice system in the media. It will examine how the media presents, represents, distorts, and/or screens issues in our society related to crime and justice. This course will evaluate television, film, newspaper, and electronic/internet media to examine how these entities are used as a mechanism to explore issues that are central to the study of crime.

CJA 372 Environmental, White Collar, and Corporate Crime (3) This course focuses on individual and group criminal behavior tied to economic, political, and privileged positions that facilitate the commission of crimes and deviance at the national and international level. The course will examine and define environmental crime and environmental justice with special emphasis on types of crimes, types of criminals, related legislation and politics, and enforcement issues.

CJA 377 Gangs and Organized Crime (3) Prerequisite: CJ Major or CJA 105. This course provides insight on gangs and organized crime by examining the history, structure, activities, identification of criminal and organized groups, and government efforts to control them both nationally and internationally. Topics include illegal trafficking, money laundering and cybercrime.

CJA 380 Cybercrime (3) This course focuses on the latest trends and best practices associated with cybercrime and investigation contexts, processes, and procedures. Topics include identity theft, hacking, cyberterrorism, child sexual abuse, cyberbullying, the Deep Web, and the Dark Web.

CJA 382 Capital Punishment in America (3) This course considers the legal, political, and social implications of the practice of capital punishment in the United States. Students will examine the historical, moral, philosophical, legal, and socio-cultural perspectives that frame arguments for and against capital punishment.

CJA 404 Drugs, Alcohol, and Crime (3) Prerequisite: CJ Major or CJA 105. This course examines drug use and abuse, the impact of drugs on the human body, and how drugs are correlated with crime. The course will explore theoretical explanations for drug use and abuse, current treatment, and prevention strategies, along with the criminal justice system's response in prevention and public policy.

CJA 405 Family Violence (3) Prerequisite: CJ Major or CJA 105. 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 430 Criminology (3) Prerequisite: CJ Major or CJA 105. This course reviews the nature and causes of crime and efforts of the criminal justice system to predict, prevent, modify, and correct criminal behavior. Criminological theories of crime and criminality from classical theories to modern theories will be examined. Students will also assess the benefits and weaknesses of major sources of crime statistics and their impact on criminal justice policy.

CJA 444 Topics in Criminal Justice (3) Prerequisite: CJ Major or CJA 105. Current or special issues in Criminal Justice will be examined. The course offers students the opportunity to discuss relevant issues facing society. This course may be repeated, by advisement, with different topics.

CJA 451 Violent Crime and Victimology (3) Prerequisite: CJ Major or CJA 105. This course focuses on definitions, patterns, and society reactions to violent crimes and victims, theoretical explanations of violence, and how the criminal justice system attempts to control crimes and respond to victims.

CJA 460 Emergency Management (3) Prerequisite: CJ Major or CJA 105.Current topics of concern regarding strategies of disaster assessment, mitigation, response, recovery, and preparedness will be discussed. This course will focus on types of natural and man-made disasters, federal, state, and local reactions to disasters, disaster communications, and the management of responses to terrorist attacks.

CJA 488 Criminal Justice Senior Seminar (3) Prerequisites: CJ Major and Senior Standing. 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 (1-3) Prerequisites: CJ Major, instructor permission, 2.5 GPA required and junior level or above. Placement in a professional capacity in an agency for a supervised period of at least 50 hours per credit.

Eligible seniors may enroll in 600 level graduate courses.

Graduate Courses

CJA 625 Life Course Criminology (3) This course provides an overview of the life course approach and describes the major concepts and issues in one's life that leads to delinquency and criminal behavior. This course reviews research on the role of the family in crime and juvenile delinquency as it applies to criminal justice.

CJA 627 Elements of Cybercrime (3) This course is designed to provide students with the foundational knowledge needed to detect, investigate, and prevent computer-related crimes. Topics will include computer hacking, dark web, digital forensics, online harassment, identity theft, sex crimes, cyberterrorism, digital copyright and related issues, and economic crimes.

CJA 630 Applied Criminology (3) This course is an advanced study of various theories of crime causation, including an examination of biological, psychological, economic, and sociological perspectives on criminal behavior and delinquency.

CJA 644 Topics in Criminal Justice (3) This course will examine current or special issues in criminal justice in depth. The course offers students the opportunity to discuss relevant issues facing society. This course may be repeated, by advisement, with different topics.

CJA 647 Youth Crime and Justice (3) This course provides an overview of youth crime and the response by the juvenile justice system. Topics discussed include juvenile delinquency and status offenders, gangs and extraordinary groups, peer pressure, drug use and abuse, and theoretical perspectives of delinquency. Additionally, police, courts, and detention of juveniles will be discussed.

CJA 650 Advanced Criminal Law (3) This course is an advanced look at criminal law and the cases that influenced the law we see today. Topics include an overview of the criminal justice system and uniqueness of the criminal process, the requirement of actus reus and mens rea, and the importance of proving each element of major crimes such as homicide, rape, and inchoate crimes as demonstrated through full cases and court decisions.

CJA 652 Drugs and Society (3) Comprehensive analysis of the interrelationships among drug use/abuse, crime, and justice. The course will examine historical and contemporary policies, drug markets, drug trafficking, and drug offender arrests, as well as prosecution and sentencing of drug offenders by the state and federal courts.

CJA 653 Administration and Management in Criminal Justice (3) This course will examine administration and management in the criminal justice system and the administrative challenges associated with certain career choices. Students will explore various occupations in their career field. Topics include leadership, management, ethical issues, communication, political behavior, and administrative principles in criminal justice.

CJA 694 Focus Area Exit Benchmark (0) Prerequisite: Final semester prior to graduation. This course requires students to demonstrate or report their level of achievement of the student learning objectives developed for the Master of Science in Organizational Management Criminal Justice Administration and Management focus. Various measures such as surveys, comprehensive exams and/or capstone papers or projects will be use to gather student data. Completion of this course is a graduation requirement. (Graded S/NC)

Earth Science (EAS)

Physical Sciences and Mathematics Department
School of Science, Health, and Criminal Justice
Carhart Science Building

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) and minor(s).

EAS 110 Introduction to Meteorology.....4
120 Introduction to Geology.....4
302 Astronomy.....4
320 Rocks and Minerals.....3
Upper Level Earth Science Electives.....6
Upper level 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. High school mathematics is used extensively in this course. (3 hours lecture, 3 hours lab) $20 Meteorology Lab Fee Required.

EAS 120 Introduction to Geology (4) A study of the solid earth in terms of its internal structure and surface landforms. High school mathematics is used extensively in this course. (3 hours lecture, 3 hours lab) $30 Geology Lab Fee Required.

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) This course may be repeated for a total of 6 hours when no duplication of topics exists. $30 Geology Lab Fee Required.

EAS 302 Astronomy (4) An analytical study of astronomy that includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth/moon system, the sun as a star, stars, galaxies, and life in the universe. (3 hours lecture, 3 hours lab) $30 Course Fee Required.

EAS 310 Excel for the Physical Sciences (1) An introduction to Microsoft Excel spreadsheet software. Topics are relevant to the physical sciences and may include spreadsheet creation, data manipulation, graphing, statistical analysis and uncertainty determination, integration, trigonometric functions, and logical tests. Recommended for students pursuing a major or minor in a physical science.

EAS 320 Rocks and Minerals (3) Prerequisite: A grade of C- or better in EAS 120 or instructor approval. A study of the formation of minerals, including why they have specific physical and chemical properties, and how minerals combine to form a variety of rocks in the earth's crust. (2 hours of lecture, 2 hours of lab) $30 Geology Lab Fee Required.

EAS 340 Environmental Geology (3) Prerequisite: A grade of C- or better in EAS 120 or instructor approval. A study of the relationship between man and his geological surroundings, with emphasis on case histories of natural disasters and human interactions with earth materials. Geological materials and land use will be examined as they relate to environmental quality.

EAS 350 Topics in Earth Science (1-3) A study of topics of special interest in the field of Earth Science. This course may be repeated up to a total of 6 hours with different topics.

EAS 360 Global Climate Change (3) Prerequisite: A grade of C- or better in either EAS 110 or EAS 120, or instructor approval. A study of how and why Earth's climate has changed and how the climate is likely to change in the future. Environmental, economic, social, and political issues associated with climate change will also be explored. (2 hours lecture, 2 hours lab)

EAS 370 Research in the Earth Sciences (1-3) Prerequisite: Approval by a faculty research mentor. Completion of an individual research project under the mentorship of a faculty member. The nature of the project will be determined collaboratively between the mentor and student and may include, but is not limited to, library research, data collection, data analysis, scientific writing, and oral presentations. This course may be repeated up to a total of 6 hours.

EAS 393 Laboratory Techniques (1) Prerequisite: Junior Standing. Assisting in the preparation and evaluation of laboratory activities (one lab per week).

EAS 410 Historical Geology (4) Prerequisite: EAS 120. A study of the geological and biological evolution of the earth as seen in the rock record and in fossilized remains of past life forms. Special emphasis is placed on North America. (3 hours lecture, 3 hours lab). $30 Geology Lab Fee Required.

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.

EAS 440 Field Hydrology (3) Prerequisite: C- or better in either EAS 110 or EAS 120. Theory and practice of quantifying hydrologic phenomena in the field. The course includes methods for performing hydrologic measurements, data manipulation and limitations, and environmental applications. (2 hours lecture, 3 hours lab) $30 Hydrology Lab Fee Required.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

EAS 530 Oceanography (3) See EAS 430.

Economics (ECO)

Business and Economics Department
School of Business and Technology
Gardner Hall Building

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 Economics as a Primary Area of Emphasis.

Minor in Economics: 21 hours

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

BUS 226 Business Statistics OR
SSC 319 Statistics for the Social Sciences 3
ECO 202 Principles of Macroeconomics 3
203 Principles of Microeconomics.....3
305 Economics for Managers 3
310 Money and Banking 3
Economics Electives (Upper Level) 6

Undergraduate Courses

ECO 202 Principles of Macroeconomics (3) In this course the principal 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 Microeconomics (3) In this course the principal 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.

Enrollment in most 300 and 400 level business and economics classes requires admission to the business administration program by the department. The classes impacted by this requirement are noted with an "*". Admission is not required for enrollment in 500 level classes.

ECO 301 Applied Economic Analysis (3) The economic motivation of consumers and producers will be explored in the context of individual markets, the national economy, and international trade. Applying economic concepts to current events and policy issues will be emphasized.

ECO 305 Economics for Managers (3) Prerequisite: ECO 203. The application of economic concepts to decision-making problems faced by managers in private or public sector organizations. The strategic nature of pricing and output decisions is explored in the context of product demand, production and cost, market structure conditions, and public policy.

ECO 310 Money and 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 345 Engineering Economics* (3) Engineering economics is the application of economic techniques to the evaluation of design and engineering alternatives. The role of engineering economics is to assess the appropriateness of a given project, estimate its value, and justify it from an engineering standpoint. This course covers the time value of money and other cash-flow concepts, reviews economic practices and techniques used to evaluate and optimize engineering decisions and discusses the principles of cost analysis.

ECO 365 Economics of Agriculture* (3) Prerequisite: 3 hours of economics or permission from the instructor. Evaluation of factors that affect demand and supply for food markets, price behavior, structure of markets, and marketing channels within the agriculture industry. Economic implications of public policies on agriculture markets are explore.

ECO 375 Natural Resource Economics* (3) Prerequisite: 3 hours of economics or permission from the instructor. Economic application of natural resource markets, impacts of resource use as an input, pricing of renewable and non-renewable resource, and an exploration of policy implications on natural resource markets. Specific markets discussed may include energy, water, forestry, and fisheries.

ECO 426 Quantitative Economics* (3) Prerequisite: ECO 305, ECO 310, and BUS 226. Applies statistical analysis to data typically generated in business and economic settings. The classical regression model is the focal point of the course. Extensions of the model are considered in situations where the basic model is not appropriate. Topics may include serial correlation, categorical variables, cross section data, and simultaneous equations.

ECO 430 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. This course may be repeated, by advisement, with different topics.

Cross-Listed Course:

GEO 315 World Economic Geography (3) May be taken as an elective in the Economics minor.

Eligible seniors may enroll in 600 level graduate courses.

Graduate Courses

ECO 600 Studies in Economics Education (3) Designed for secondary schoolteachers, this course examines selected themes in economics education. Content and title will vary. This course may be repeated if topic and title are different.

Education (EDU)

Educational Foundations and Leadership Department
School of Education and Behavioral Sciences
Benthack Hall

Wayne State College prepares candidates for certification in Special Education, Early Childhood Inclusive, Elementary Education, Middle Level Education, and various content areas in Secondary Education. In addition, we offer several supplemental endorsements (see full listing in Educator Preparation Programs section of this catalog). In compliance with the State Authorization Reciprocity Act (SARA), it is important for our students and stakeholders to know that Educator Preparation Programs at WSC are state approved, nationally recognized programs that lead to certification by the Nebraska Department of Education. Even 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 by that respective state in accordance with that state's laws. WSC does not assume responsibility for teacher certification by states other than Nebraska but will provide institutional verification that our graduates have completed a state approved Educator Preparation Program. Furthermore, it is the responsibility of the student to complete all program requirements before institutional verification of approved program completion will be provided by the WSC Certification Officer. Effective September 1, 2015, applicants for a Nebraska certificate will be required to show proof of a passing score on the designated Praxis II content test in the student's endorsement area(s) prior to being issued a Nebraska certificate. Nebraska Department of Education requirements change by legislative or executive actions and may be different than degree program requirements stated in the catalog. Students should contact the Director of the Education and Counseling Services with all questions or concerns about student teaching or teaching in another state: 402-375-7373.

Undergraduate students preparing to teach in secondary schools must elect a field endorsement or two subject endorsements in addition to coursework in General Studies and Professional Education.

Note: Students may graduate with a single subject endorsement in Secondary English Education, Vocal Music Education, and Middle Level Education.

Undergraduate students preparing to teach Early Childhood Inclusive, Elementary, or Middle Level must complete courses respective to the chosen field endorsement in addition to the required General Studies and Professional Education coursework.

Undergraduate students preparing for PK-12 endorsement in Art, Health and Physical Education, Music, or Special Education must complete courses respective to the chosen field endorsement in addition to the required General Studies and Professional Education coursework. All PK-12 endorsements require clinical practice at both the elementary and secondary level, but this is accomplished all in one semester.

Undergraduate students preparing for endorsements in two subjects at different instructional levels, e.g. Physical Education K-6 and Biology 7-12, must also complete clinical practice at both levels in addition to completing content courses respective to the chosen subjects and the General Studies and Professional Education requirements.

Graduate students preparing for initial certification may select from either subject or field endorsements or a combination thereof but must declare at least one endorsement and complete Professional Education coursework, as well as courses respective to the chosen endorsement.

Supplemental endorsements may be added to a field endorsement or two subject endorsements as appropriate (see full listing in Educator Preparation Programs section of this catalog). Please contact the Director of Education and Counseling Services for further program requirements.

All students shall declare their endorsements at the Office of Records and Registration after making a choice.

Non-certified degree designations may be awarded to students who successfully complete coursework requirements toward a degree in education (Early Childhood Inclusive, Elementary Education, Middle Level Education, and Special Education) but choose not to complete, or are unable to complete satisfactorily, the final clinical practice experience. To qualify for the non-certified degree students must complete: (1) all required courses within an endorsement except for clinical practice and (2) electives, by advisement, if necessary to meet the 120-hour basic graduation requirement. Completion of this major does not qualify the graduate for a Nebraska Teaching Certificate.

Program Entry and Advancement– Effective 8-1-2016

Admission to WSC does not guarantee entry into its Educator Preparation Programs. Students preparing for professional education must meet benchmark criteria at multiple stages in order to advance through established Levels (see below). **It is the student's responsibility to confirm with the Education and Behavioral Sciences Services Office that adequate progress has been made on each benchmark.** A document showing the required benchmarks is available in the Office of the Dean of Education and Behavioral Sciences, or in the designated online management system. Since the Nebraska Department of Education and/or the U.S. Department of Education can institute changes in their policies that become effective immediately, all education majors must understand that the benchmark requirements listed below are subject to change without advance notice and must be followed from that date forward by all education majors, regardless of catalog being followed by the individual student.

Initial prerequisites must be completed during EDU 250 or during the first semester at WSC (if a transfer student.)

Anthology Portfolio

- All education majors must purchase a subscription to Anthology Portfolio, an electronic portfolio software that is used for submitting homework and assessing progress. This can also be used for building a personal portfolio for future employment. Subscriptions are purchased through the on-campus bookstore.

Introductory Video and State Authorization Reciprocity Act (SARA)

- Students are required to view the WSC introductory video describing the educator preparation process and review the SARA information, after which they must digitally sign a Signature Page (located in Anthology Portfolio) indicating their understanding of all requirements.

Application to Educator Preparation

- Form is located in Anthology Portfolio and completed/submitted electronically. A digital copy will automatically be sent to the Education and Behavioral Sciences Services Office.

Background Check

- All education majors must complete an initial background screening prior to being placed for any field experiences. Information (including the name of the company that completes the screening and fee paid by the student) is provided in Anthology Portfolio.

LEVEL ONE – Preparing for Teacher Candidacy – All Endorsements

Required Basic Knowledge Test (Core Academic Skills for Educators known as the "Core" test)

- Pass all three sections of the Core test. State-required minimum scores are Reading 156; Math 150; and Writing 162. Additional information about the test can be found at ETS.org (www.ets.org). Be sure to request your scores be sent to WSC and to the Nebraska Department of Education (NDE).

Required General Studies courses (must earn a "C" or higher in the following two classes)

- CNA 100 Principles of Human Communication in CAT 2
- ENG 102 Composition Skills in CAT 1

Required Professional Education Courses

Note: All candidates must earn a "C" or higher in all EDU or SPD prefix classes

- EDU 150 Introduction to Professional Education (may include a field experience)
- EDU 250 Human Development and Cognition (includes field experience component)
- EDU 275 PK-12 Instructional Design (includes field experience component)

Note: Some of the above courses may be accepted as transfer credit from other institutions. See your advisor for assistance.

Training in Human Relations

- EDU 275 PK-12 Instructional Design OR
- EDU 457 Human Relations in a Pluralistic Society (if transferring in an equivalent EDU 275 course from another institution)

Performance Benchmarks

- Must have a 2.5 (or higher) cumulative GPA.
- Evidence of professionalism and potential for teaching verified by successful progress on the Educator Growth Portfolio (EGP).

Recommendation and Approval

- Must receive a recommendation to advance. Each student's EGP will be reviewed by the Candidate Review Committee for evidence of satisfactory progress in knowledge, skills, and dispositions. Then, the Candidate Review Committee will make recommendations to the Professional Progress Committee (PPC).
- Please refer to the Recommendation Process within the full Benchmark Chart handout for an explanation of the recommendation options.
- Must receive final approval from the PPC to advance to Candidate status. The PPC assesses candidates' progress and makes recommendations to the dean regarding promotion to each successive level. The PPC also makes recommendations to the dean regarding candidates experiencing difficulties completing their programs.

Students who meet all Level One benchmarks and are approved for Candidacy will be allowed to take upper level EDU/SPD classes.

LEVEL TWO-Preparing for Clinical Practice (formerly known as student teaching) – All Endorsements

Candidates must complete all content courses required (see catalog pages for specific endorsement requirements) plus the following required Professional Education courses in their chosen endorsement area(s).

Note: All candidates must earn a "C" or higher in all EDU or SPD prefix classes.

Special Education Generalist

- EDU 332 Development of Language Arts in the Elementary and Middle School
- EDU 341 Intermediate Reading
- EDU 430 Literacy Assessment
- MAT 215 Mathematics for Elementary School Teachers II
- CNA 451 Speech Pathology

Early Childhood Inclusive

- SPD 160 Introduction to Special Education
- SPD 435 Classroom Management through Social Emotional Learning K-6
- FCS 412 Guiding the Young Child (includes field experience component)
- EDU 435 Practicum Experience II (includes field experience component)

PK-12 Education (Art, Music, or Health/PE)

- SPD 302 Inclusion and Co-teaching in General Education
- EDU 310 Reading, Writing, and Assessment in Content Areas
- SPD 435 Classroom Management through Social Emotional Learning K-6 OR SPD 436 Classroom Management through Social Emotional Learning 7-12
- EDU 409 Content Area Methods and Assessment for each subject/discipline area (Music Education majors take MUS 308, 309 and 415)
- EDU 414 Content Area Practicum Experience (taken concurrently with EDU 409)

Note: Music Education majors take MUS 411 (concurrently with MUS 415) and MUS 412 (concurrently with either MUS 308 or 309).

Elementary Education K-8

- SPD 302 Inclusion and Co-teaching in General Education
- EDU 302 Curriculum, Standards, and Assessment in Elementary Schools
- EDU 335 Practicum Experience I (includes field experience component)
- SPD 435 Classroom Management through Social Emotional Learning K-6
- EDU 435 Practicum Experience II (includes field experience component)

Middle Level Education

- SPD 302 Inclusion and Co-teaching in General Education
- SPD 435 Classroom Management through Social Emotional Learning K-6, OR
  SPD 436 Classroom Management through Social Emotional Learning 7-12
- EDU 409 Content Area Methods and Assessment (for each content emphasis)
- EDU 414 Content Area Practicum Experience (taken concurrently with EDU 409 once-includes field experience component)

Secondary Education

- SPD 302 Inclusion and Co-teaching in General Education
- EDU 310 Reading, Writing, and Assessment in Content Areas
- SPD 436 Classroom Management through Social Emotional Learning 7-12
- EDU 409 Content Area Methods and Assessment for each subject/discipline area (Music Education majors take MUS 308, 309 and 415)
- EDU 414 Content Area Practicum Experience (taken concurrently with EDU 409)

Note: Music Education majors take MUS 412 (concurrently with either MUS 308 or 309).

Plus (for all endorsements):

Performance Benchmarks

- All required coursework must be completed prior to clinical practice with at least a 2.75 GPA in each of these three categories: cumulative, content area, and professional education
- Evidence of readiness for clinical practice verified by successful progress on the Educator Growth Portfolio (EPG).

Recommendation Benchmarks

- Successful completion of all field and clinical experience requirements and positive recommendations from all cooperating teachers
- Evidence of readiness for teaching as determined by faculty following a review of candidate's EGP.
- Approval of the Professional Progress Committee for clinical practice placement.

Required Paperwork

- Application for Clinical Practice is submitted to the Education and Behavioral Sciences Services Office one semester prior to clinical practice.

Background Check

- All candidates must complete a second background check within 90 days prior to clinical practice. Vendor information and fee paid by candidate will be posted to the Anthology Portfolio dashboard

***Candidates who successfully complete all Level Two benchmarks and receive PPC approval will be placed for Clinical Practice.**

LEVEL THREE – Clinical Practice Benchmarks-All Endorsements

- Evidence of positive impact on PK-12 student learning demonstrated by successful completion of the Reflection of Instructional Choices (RIC) during clinical practice
- Successful completion of a full semester of clinical practice as evidenced by satisfactory evaluations from cooperating teacher(s) and college supervisor(s), and grade of "S" from the Academic Coordinator
- Successful completion of all general requirements for Wayne State College graduation

*Successful completion of all Level Three benchmarks will result in recommendation for teacher licensure (certification.)

Transfer students

Students transferring from a Nebraska community college with an AA, or AS degree may have to take additional General Studies courses to meet state certification requirements depending on the specific courses completed in the associate degree program.

Elementary Education Transfer students

Students transferring from a Nebraska community college with an AA or AS degree may have to take additional courses to meet state requirements which are as follows: 30 hours of coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours are required in each of the following areas: communications (literature-3, composition-3,

and speech-3); mathematics-minimum 6; natural sciences-minimum 6; and social sciences- minimum 6. In addition, the college must ensure that coursework is completed in fine arts and humanities, and health and wellness.

Transfer Students with Other Endorsements

Students transferring from a Nebraska community college with an AA or AS degree who wish to pursue a Middle Level, K-12, or secondary endorsement are required to have transcript documentation of coursework required for the respective endorsement program. If not taken previously, students may be required to take additional General Studies courses to meet current state requirements for teacher preparation (see specific Family and Consumer Sciences listing).

Early Childhood Inclusive Birth-Grade 3

Individuals are provided with opportunities to develop knowledge, understanding, skills, and competencies for teaching infants through grade 3. On completion of the program, the student is prepared for a teaching position or for graduate level work.

Specific courses required to meet General Studies and state certification:
MAT 210 Mathematics for Elementary School Teachers I (3) to satisfy the CAT 3 General Studies requirement.

Field Endorsement in Early Childhood Inclusive Birth-Grade 3 (BA or BS) 46 hours

EDU	216 Children's Literature	3
	217 Diverse Family Systems	2
	230 Integrating Creative Arts for Children	3
	303 Developmentally Appropriate Practices for the Young Child	3
	320 Instructional Media and Technology	2
	332 Development of Language Arts in the Elementary and Middle School	3
	340 Early Reading	3
	430 Literacy Assessment	3
	432 Development of Mathematics in the Elementary and Middle School	3
FCS	120 Introduction to Early Childhood Education	2
	220 Infants and Toddlers	3
	325 Health, Safety, and Nutrition for the Young Child	3
	335 The Pre-School Age Child	3
	430 Organization and Administration of ECE Programs	3
SPD	260 Characteristics and Methods: Birth through Age 8	1
	302 Inclusion and Co-teaching in General Education	3
	452 Consultation and Collaboration	3

Highly recommended coursework:
EDU 302 Curriculum, Standards, and Assessment in Elementary School (3)

Early Childhood Inclusive Birth-Grade 3, Professional Education Courses: 31 hours

EDU	150 Introduction to Professional Education	3
	250 Human Development and Cognition	3
	275 PK-12 Instructional Design	3
FCS	412 Guiding the Young Child	3
SPD	160 Introduction to Special Education	3
	435 Classroom Management through Social Emotional Learning K-6	3
EDU	435 Practicum Experience II	1
	450 Clinical Practice and Seminar for Early Childhood	12

Supplemental Endorsement in Early Childhood Education PK-3: 18 hours

This endorsement must be taken in conjunction with the Elementary K-8 Field Endorsement.

EDU 303 Developmentally Appropriate Practices for the Young Child 3
FCS 120 Introduction to Early Childhood Education 2
220 Infants and Toddlers 3
335 The Pre-School Age Child 3
412 Guiding the Young Child 3
430 Organization and Administration of ECE Programs 3
SPD 260 Characteristics and Methods: Birth through Age 8 1

Supplemental Endorsement in Reading and Writing PK-6, 7-12: 19 hours

This supplemental endorsement in Reading and Writing PK-6, 7-12 allows the completer to teach reading and writing in prekindergarten through grade 6 or in grades 7-12.

Undergraduate students seeking the PK-6 Reading and Writing Supplemental Endorsement should take the following courses:

A supplemental endorsement is in addition to a field endorsement or two subject endorsements.

EDU 216 Children's Literature 3
332 Development of Language Arts in the Elementary and Middle School 3
340 Early Reading OR
341 Intermediate Reading 3
415 ESL Programs, Curriculum, and Assessment 3
416 ESL Methods and Assessment 3
430 Literacy Assessment 3
440 Reading and Writing Practicum PK-6 1

Undergraduate students seeking the 7-12 Reading and Writing Supplemental Endorsement should take the following courses:

A supplemental endorsement is in addition to a field endorsement or two subject endorsements.

ENG 442 Teaching Writing 2
443 Young Adult Literature 2
444 Developmental Reading in Middle and Secondary School 2
EDU 310 Reading, Writing, and Assessment in Content Areas 2
415 ESL Programs, Curriculum, and Assessment 3
416 ESL Methods and Assessment 3
430 Literacy Assessment 3
441 Reading and Writing Practicum 7-12 1

Elementary Education

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.

Required courses to meet General Studies and state certification:

To meet state certification requirements, 33 hours minimum of coursework must come from the following areas:
Communication (9 hours of CNA 100, ENG 102, and a literature course),
Mathematics (6 hours of MAT 210 and MAT 215),
Natural sciences (6 hours),
Social sciences (6 hours),
Fine arts and humanities (3 hours), AND
Health and wellness (3 hours).

Some of these courses may also satisfy General Studies. Students will work with advisors to satisfy all requirements.

Field Endorsement in Elementary Education K-8 (BA or BS) 41 hours

ART 315 Art and Creative Process in Education 2
EDU 216 Children's Literature 3
217 Diverse Family Systems....2
318 Professional Communication 3
320 Instructional Media and Technology 2
331 Development of Physical Education and Health in the Elementary School.3
332 Development of Language Arts in Elementary and Middle School 3
340 Early Reading....3
341 Intermediate Reading....3
423 Development of Social Studies in the Elementary and Middle School 3
430 Literacy Assessment 3
431 Development of Science in the Elementary and Middle School 3
432 Development of Mathematics in the Elementary and Middle School 3
MAT 215 Mathematics for Elementary Teachers II 3
MUS 214 Music and Creative Process in Education 2

K-8 Elementary Professional Education Courses: 32 hours

EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition 3
275 PK-12 Instructional Design....3
302 Curriculum, Standards, and Assessment in Elementary School 3
335 Practicum Experience I 1
SPD 302 Inclusion and Co-teaching in General Education....3
435 Classroom Management through Social Emotional Learning K-6 3
EDU 435 Practicum Experience II 1
452 Clinical Practice and Seminar for Elementary School 12

Middle Level Education

Individuals are provided opportunities to develop knowledge, understanding, skills and competencies for teaching grades five through nine in the selected content area(s). Students must complete the Middle Level pedagogy courses, required professional education courses, and at least one of the Middle Level core academic subject areas. Additional subject areas can be added (see Subject Area Courses section below).

Subject Endorsement in Middle Level Education 5-9 (BA or BS) 39-42 hours

Students who wish to pursue the Middle Level endorsement should work with an advisor to select academic subject areas.

Middle Level Pedagogy Courses: 15-18 hours

EDU 310 Reading, Writing and Assessment for Content Areas 2
350 The Middle Level Teacher....3
*409 Content Area Methods and Assessment 3
**414 Content Area Practicum Experience 1
SPD 302 Inclusion and Co-teaching in General Education....3
Choose the course below that corresponds to your core academic subject area 3
EDU 332 Development of Language Arts in Elementary and Middle School (3)
423 Development of Social Studies in the Elementary and Middle School (3)
431 Development of Science in Elementary and Middle School (3)
432 Development of Mathematics in Elementary and Middle School (3)
*Will need to be repeated for each selected subject area
**Taken concurrently with EDU 409 (once)

Middle Level Subject Area Courses (minimum 24-27 hours each)

Students must select at least one of the Middle Level core academic subject areas: English Language Arts, Mathematics, Science or Social Science. To increase marketability, undergraduates should choose to add 1) a second core academic subject area; OR 2) either Family and Consumer Sciences or Health and Physical Education Middle Level subject areas; OR 3) any other K-6 or 7-12 subject or field endorsement (see list in Programs of Study).

English Language Arts Content Area Courses: 26 hours

ENG 150 Topics in Literature OR
260 Studies in Genre OR
280 Themes and Movements in Literature 3
270 Critical Approaches to Lit 3
384 World Literature.....3
426 Linguistic Theory and Application 3
441 Traditional English Grammar 1
442 Teaching Writing 2
443 Young Adult Literature 2
Choose 9 hours from the following 9
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 Mythology (3)
382 Bible as Literature (3)
386 Modern World Drama (3)

Family and Consumer Sciences Content Area Courses: 25 hours

FCS 103 Clothing Construction.....3
104 Principles of Food Preparation.....3
108 Introduction to FCS 1
110 Family and Personal Relationships.....3
207 Nutrition.....3
220 Infants and Toddlers OR
335 Preschool Age Child.....3
240 Design and Interior Environments OR
305 Housing Development and Design 3
314 Organization and Administration of Family and Consumer Sciences Programs 3
315 Consumer Economics.....3

Health and Physical Education Content Area Courses: 24 hours

PED 105 Anatomy and Physiology I.....3
205 Anatomy and Physiology II.....3
242 CPR/AED Certification 1
243 First Aid Certification 1
305 Exercise Physiology 3
341 Organization Administration and Curriculum Development of Secondary Health and Physical Education.....3
351 Biomechanics.....3
361 Methods and Materials in Health and PE.....3
407 Motor Perception and Adaptives for Special Populations.....3
Activity Course (select from any PED 200 level activity course) 1

Mathematics Content Area Courses: 27 hours

MAT 130 Precalculus.....5
140 Calculus I.....5
180 Applied Probability and Statistics.....3
210 Mathematics for Elementary School Teachers I 3
215 Mathematics for Elementary School Teachers II 3
270 Transitions to Advanced Mathematics.....3
320 College Geometry 3
471 Connections in Math Education 2

Science Content Area Courses: 28 hours

Earth Science

EAS 110 Introduction to Meteorology....4
120 Introduction to Geology. 4

Physical Science

PHY 201 and 321 General Physics and Physics Lab I 4
CHE 106 General Chemistry I 4
107 General Chemistry II 4

Life Science

BIO 110 Biology Concepts 4
Choose one of the following....4
BIO 200 Zoology (4)
210 Experimental Plant Science (4)
220 Human Anatomy (4)

Social Science Content Area Courses: 27 hours

ECO 202 Principles of Macroeconomics 3
GEO 120 World Regional Geography....3
HIS 170 World Civilizations I....3
171 World Civilizations II....3
280 America, 15000 BC to 1845....3
281 America, 1845-1945....3
490 Geography and History of Nebraska....3
POS 100 American National Government....3
Choose 3 hours from the following 3
GEO 130 Physical Geography (3)
HIS 300 The Ancient World (3)
385 America, 1945 to the Present (3)
POS 110 Introduction to World Politics (3)

Middle Level Professional Education Courses: 18-24 hours

EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition 3
275 PK-12 Instructional Design....3
SPD 435 Classroom Management through Social Emotional Learning K-6 OR
436 Classroom Management through Social Emotional Learning 7-12 3
EDU 454 Clinical Practice and Seminar for Middle Level.... 6-12
(If a second subject endorsement is chosen outside the Middle Level options, 6 credits of EDU 454 Clinical Practice for Middle Level and 6 credits of the corresponding EDU/SPD Clinical Practice course will be required)

Professional Education Courses for other PK-8, 6-12, 7-12, PK-12 endorsements

For the following programs see specific subject areas in this catalog for required courses for the field or subject endorsements.

PK-8 (PE) Professional Education Courses: 27 hours

EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition 3
275 PK-12 Instructional Design....3
310 Reading, Writing, and Assessment in Content Areas....2
*409 Content Area Methods and Assessment....3
**414 Content Area Practicum Experience (with EDU 409) 1
452 Clinical Practice and Seminar for Elementary School 6
SPD 302 Inclusion and Co-teaching in General Education....3
435 Classroom Management through Social Emotional Learning K-6....3

If a 7-12 Subject Endorsement is combined with one of the above PK-8 Subject Endorsements, these additional professional education courses are required:

EDU ***409 Content Area Methods and Assessment 3
456 Clinical Practice and Seminar for Secondary School 6

6-12 and 7-12 Secondary Professional Education Courses: 27-33 hours

EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition 3
275 PK-12 Instructional Design.....3
310 Reading, Writing, and Assessment in Content Areas (2) OR
ENG 444 Developmental Reading in Middle and Secondary School
(for English Education and Language Arts Education students) 2
409 Content Area Methods and Assessment 3
414 Content Area Practicum Experience (concurrently with EDU 409).....1
456 Clinical Practice and Seminar for the Secondary School 6-12
SPD 302 Inclusion and Co-teaching in General Education.....3
436 Classroom Management through Social Emotional Learning 7-12 3

PK-12 (Art, HPE) Professional Education Courses: 33 hours

EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition 3
275 PK-12 Instructional Design.....3
310 Reading, Writing, and Assessment in Content Areas.....2
409 Content Area Methods and Assessment 3
414 Content Area Practicum Experience (concurrently with EDU 409).....1
SPD 302 Inclusion and Co-teaching in General Education.....3
435 Classroom Management through Social Emotional Learning K-6 OR
436 Classroom Management through Social Emotional Learning 7-12 3
EDU 452 Clinical Practice and Seminar for Elementary School 6
456 Clinical Practice and Seminar for the Secondary School 6

Undergraduate Courses

EDU 150 Introduction to Professional Education (3) Students are introduced to teaching as a profession through the historical, cultural, and philosophical foundations of educational systems. Students will explore various aspects of education, as well as their beliefs and values about teaching and learning through the exploration of professional knowledge, practice, and values. This course may include a field experience.

EDU 216 Children's Literature (3) A study of children's literature to include historical development, contemporary topics and trends, genre, author/illustrator study, and integration into the elementary curriculum.

EDU 217 Diverse Family Systems (2) 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 230 Integrating the Creative Arts for Children (3) This activity-based course will use the integration of art, music, theatre, and movement with the major curricular themes in early childhood education to extend and enrich learning. Through interdisciplinary themes and connections the students will be guided in the development and sharing of thematic units, hands-on activities, and instructional strategies with respect to curricular integration.

EDU 245 Preparing for Level 2: Teacher Candidacy (0) This course is designed for students in Level 1 of WSC's educator preparation programs who are progressing into Level 2. Students will receive valuable information including, but not limited to, admission, program progression, degree and certification requirements, the use of Anthology Portfolio software, professional dispositions for success, etc. (Graded S/NC)

EDU 250 Human Development and Cognition (3) Prerequisite: EDU 150. Students construct a conceptual basis for understanding the growth and development of learners. Theories of physical, cognitive, and socio-emotional development are explored in order to better understand the importance of the nurturing role of the teacher in human development and learning. Students begin to understand the human learning process and individual differences in how learners think and behave based on their unique characteristics. Students study theoretical models and the integration of models for planning and facilitating effective and differentiated experiences for diversified learners. This course will include field experience.

EDU 275 PK-12 Instructional Design (3) Prerequisites: EDU 150 and EDU 250 must be taken concurrently or prior to EDU 275. Students will practice instructional design methodologies or analysis, design, development, implementation, and evaluation. To explore and learn to recognize their biases, including but not limited to sexism, racism, prejudice, and discrimination, students will develop an awareness of the impact such biases have on their interpersonal relations. Students will be challenged to reflect on how they can relate more effectively to other individuals and groups in a pluralistic society in order to promote equitable approaches to instructional design. This course fulfills the human relations component established by the Nebraska Department of Education. This course may include a field experience.

EDU 302 Curriculum, Standards, and Assessment in the Elementary School (3) Prerequisites: Acceptance to Educator Preparation. A holistic view of curriculum planning, implementation, standards, and assessment in the elementary school. To understand and apply the knowledge and skills needed to benefit elementary student learning and growth, a primary focus in this course will be on the applications of data literacy and the employment of data analysis and evidence to develop supportive school environments that align curriculum, assessment, and instruction. This emphasis on data literacy will enhance the learner's ability to understand the rationale for school districts in having a clear vision, mission, and purpose when making curriculum and assessment decisions and how these decisions connect with the overall history, culture, and traditions of a society.

EDU 303 Developmentally Appropriate Practices for the Young Child (3) Prerequisites: FCS 120, 220 and 335. Completion of any Level not required. A methods course focusing on effective strategies for working with young children (birth through age 8). Emphasis is placed on inquiry and critical thinking in social studies, science, health and safety as well as classroom management.

EDU 310 Reading, Writing, and Assessment in Content Areas (2) Prerequisite: Acceptance to Educator Preparation. This course outlines the essentials of the reading processes and skills necessary for secondary students to become proficient learners of content, the incorporation of reading instruction into content delivery, and examination of the Nebraska Language Arts standards. The course also provides candidates with a solid foundation in educational assessment.

EDU 318 Professional Communication (3) Prerequisite: Acceptance to Educator Preparation. 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, and interpretations of test results and in day-to-day communication with students, colleagues, and administration.

EDU 320 Instructional Media and Technology (2) Prerequisite: Acceptance to Educator Preparation. To prepare emergent professionals for the task of assisting PK-12 students in building an understanding of the role of media in society as well as developing the essential skills of inquiry and self-expression necessary for citizens of a democracy to access, analyze, evaluate, and create messages in multiple forms including, but not limited to, print, video, Internet, and other current technologies. (lecture/lab).

EDU 331 Development of Physical Education and Health in the Elementary School (3) Prerequisite: Acceptance to Educator Preparation. 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) Prerequisite: Acceptance to Educator Preparation and successful completion of or concurrent enrollment in either EDU 340 or EDU 341. To prepare emergent professionals to become confident in their ability to develop and implement quality instruction in the language arts, with an emphasis on writing, listening, and speaking.

EDU 335 Practicum Experience I (1) Prerequisite: Acceptance to Educator Preparation. Incorporating knowledge, skills, and dispositions developed in all previous and current Professional Education and Elementary Field Endorsement course work. Will include significant field experience.

EDU 340 Early Reading (3) Prerequisite: Acceptance to Educator Preparation and EDU 216. Current methods, materials, and research findings related to the teaching of reading in a balanced program up through the primary level. Comprehension, fluency, phonemic awareness, and phonics instruction will be addressed.

EDU 341 Intermediate Reading (3) Prerequisite: Acceptance to Educator Preparation and EDU 216. Current methods, materials, and research findings related to the teaching of reading in a balanced program at the intermediate level. Content area reading, vocabulary development, and comprehension will be addressed.

EDU 350 The Middle Level Teacher (3) Prerequisite: Candidacy in Educator Preparation. 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 in the core subjects, 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 required sections of EDU 409.

EDU 375 Teacher Academy (1) Prerequisite: Acceptance into the Northeast Nebraska Teacher Academy. This course is designed to assist current educator preparation students to obtain a Nebraska local substitute teaching permit. Students will learn key strategies and techniques to help them achieve success as a substitute teacher. Discussion and reflection of substitute teaching experiences will occur as these teaching experiences complement the other required field-focused clinical experiences. Students will continue learning about crafting and delivering lesson plans, teaching methodologies, assessment activities, student motivation and management, and professionalism. This course may be repeated.

EDU 380 Models of Discipline for the Secondary Classroom (2). Prerequisite: Acceptance to Educator Preparation. To assist 7-12 pre-service 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 382 Strategies and Techniques for the Classroom (3). Prerequisite: Acceptance into Level 2. This field-focused course encourages discussion and reflection on past, current, and future field-based experiences. Relying on research-based strategies and techniques, students will learn how to: prepare and deliver comprehensive lesson plans that promote student achievement; enact responsive, inclusive, and differentiated pedagogies; employ appropriate formative assessment activities; organize student-centered learning environments; identify appropriate classroom and behavior management strategies; and demonstrate professional attitudes and behaviors expected of the profession. This course may be repeated with permission from PPC.

EDU 409 Content Area Methods and Assessment (3) Prerequisite: Acceptance to Educator Preparation. This course examines the essential knowledge, skills, dispositions, and innovative applications of content needed for effective teaching in the 21st Century. Specific content-area topics include instructional planning for differentiated instruction; effective strategies, techniques, materials, and assessment methods; reading and writing in the content area; classroom management; and the relationship of the content area to standards-based curriculum. To be taken concurrently with EDU 414 Content Area Practicum Experience.

EDU 414 Content Area Practicum Experience (1) Prerequisite: Acceptance to Educator Preparation and Successful Completion/Concurrent Enrollment in EDU 409 Content Area Methods and Materials. This 80-clock hour minimum (60 hours in classroom plus 20 hours in activities related to teaching) content specific clinical experience is designed to induct students into classroom teaching and develop an awareness of the many roles of a professional educator. Under the mentorship of a practicing K-12 educator, students will assist/co-teach/teach. Students will also actively participate in school-related activities commonly encountered by professional educators.

EDU 415/515 ESL Programs, Curriculum, and Assessment (3) Prerequisite: Acceptance into Level 2. 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) Prerequisite: Acceptance into Level 2. 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 PK-12 (3) Prerequisites: Acceptance into Level 2, EDU 415/515, and EDU 416/516. A course designed to offer students opportunities to work within English as a Second Language PK-12 programs and develop skill in methods and assessment relating to English Language Learners. Reflection and peer discussion will be part of the course. All students will complete a minimum of 45 hours in a PK-12 classroom setting.

EDU 423 Development of Social Studies in the Elementary and Middle School (3) Prerequisite: Acceptance to Educator Preparation. 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.

EDU 430/530 Literacy Assessment (3) Prerequisites: Acceptance to Educator Preparation and successful completion of EDU 340 or 341 or graduate standing. The assessment, analysis, and instruction of children's literacy development to include a field experience.

EDU 431 Development of Science in the Elementary and Middle School (3) Prerequisites: Acceptance to Educator Preparation and completion of one (1) course in General Studies 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.

EDU 432 Development of Mathematics in the Elementary and Middle School (3) Prerequisites: Acceptance to Educator Preparation and completion of all course work except the Professional Semester and Clinical Practice. 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.

EDU 435 Practicum Experience II (1) Prerequisites: Acceptance to Educator Preparation and successful completion of EDU 335 (for elementary education) or FCS 412 (for early childhood education). Students will incorporate knowledge, skills, and dispositions developed in all previous and current Professional Education and Elementary/Early Childhood Field Endorsement course work. This course includes significant field experience.

EDU 440 Reading and Writing Practicum PK-6 (1) Prerequisites: EDU 216, 332, 340 or 341, 415, and 416. EDU 430 must be taken concurrently or prior to EDU 440. A course designed to offer students opportunities to work within a PK-6 school literacy program to assist with developing skills in teaching methods and assessment relating to Reading and Writing. Reflection and peer discussion will be part of the course. All students will complete a minimum of 20 hours in a PK-6 classroom setting.

EDU 441 Reading and Writing Practicum 7-12 (1) Prerequisites: ENG 442, 443, 444, EDU 310, 415, 416, and 430. A course designed to offer students opportunities to work within a 7-12 school literacy program to assist with developing skills in teaching methods and assessment relating to Reading and Writing. Reflection and peer discussion will be part of the course. All students will complete a minimum of 20 hours in a 7-12 classroom setting.

EDU 444/544 Special Topics in Education (3) Selected topics related to education outside other courses. May be used once as an elective.

EDU 445 Preparing for Level 3: Clinical Practice (0) This course is designed for students in Level 2 of WSC's educator preparation programs who are progressing into Level 3. Candidates will receive valuable information including, but not limited to, how to apply for Clinical Practice, an overview of Clinical Practice requirements, rules regarding placement choices and department approval requirements. (Graded S/NC)

EDU 450 Clinical Practice and Seminar for Early Childhood (3-12) Prerequisite: Acceptance to Clinical Practice. A semester course of full day learning experiences in an early childhood setting under the supervision of a cooperating pre-K to grade 3 classroom teacher and a supervisor from the School of Education and Behavioral Sciences. On-campus seminars will be offered periodically throughout the semester. This is the culminating experience of the early childhood inclusive education pre-service educator preparation program. Students in the Growing Together residency program will enroll for 3 credit hours in their first semester and 12 credit hours in their second semester (this course may be repeated by residency students only). All other students will enroll for 12 credit hours in one semester. (Graded S/NC)

EDU 452 Clinical Practice and Seminar for Elementary School (3-12) Prerequisite: Acceptance to Clinical Practice. A semester course of full day learning experiences in an elementary school under the supervision of a cooperating K-6 classroom teacher and a supervisor from the School of Education and Behavioral Sciences. On-campus seminars will be offered periodically throughout the semester. This is the culminating experience of the elementary pre-service educator preparation program. Students in the Growing Together residency program will enroll for 3 credit hours in their first semester and 12 credit hours in their second semester (this course may be repeated by residency students only). All other students will enroll for 6 or 12 credit hours in one semester. (Graded S/NC)

EDU 454 Clinical Practice and Seminar for Middle Level (3-12) Prerequisite: Acceptance to Clinical Practice. A semester course of full day learning experiences in the middle level under the supervision of a cooperating 5-9 teacher, a supervisor from the School of Education and Behavioral Sciences, and a faculty member from each content subject area. On-campus seminars will be offered periodically throughout the semester. This is the culminating experience of the middle level pre-service educator preparation program. Students in the Growing Together residency program will enroll for 3 credit hours in their first semester and 12 credit hours in their second semester (this course may be repeated by residency students only). All other students will enroll for 6 or 12 credit hours in one semester. (Graded S/NC)

EDU 456 Clinical Practice and Seminar for the Secondary School (3-12) Prerequisite: Acceptance to Clinical Practice. A semester course of full day learning experiences in a secondary setting under the supervision of a cooperating 7-12 classroom teacher, a supervisor from the School of Education and Behavioral Sciences, and a faculty member from the appropriate content area. On-campus seminars will be offered periodically throughout the semester. This is the culminating experience of the secondary pre-service educator preparation program. Students in the Growing Together residency program will enroll for 3 credit hours in their first semester and 12 credit hours in their second semester (this course may be repeated by residency students only). All other students will enroll in 6 or 12 credit hours in one semester. (Graded S/NC)

EDU 457/557 Human Relations in a Pluralistic Society (1) A study of issues and sensitivity to biases in human relations as they impact people of a pluralistic society with varied histories, values, and lifestyles. Develop abilities to recognize, and use strategies and skills to deal with dehumanizing biases, including, but not limited to sexism, racism, prejudice, and discrimination and promote respect for human dignity and individual rights, and celebrate the differences of individuals and groups in a pluralistic society that makes it viable.

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

EDU 510 Culturally Responsive Teaching (3) Prerequisites: Admission to Curriculum and Instructional Leadership MSE: Community of Learning. Understanding techniques, curriculum, and programming that exemplify culturally responsive teaching. An emphasis on positive student-teacher relationships that nurture and enhance culturally responsive classrooms.

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 PK-12 (3) See EDU 417.

EDU 530 Literacy Assessment (3) See EDU 430.

EDU 544 Special Topics in Education (3) See EDU 444.

EDU 550 Clinical Practice for Early Childhood (6-12) Prerequisite: Acceptance for Clinical Practice. A semester course of full day learning experiences in an early childhood setting under the supervision of a cooperating pre-K to grade 3 classroom teacher and a supervisor from the School of Education and Behavioral Sciences. This is the culminating experience of the early childhood education inclusive education initial licensure preparation program at the graduate level. (Graded S/NC)

EDU 552 Clinical Practice for Elementary School (6-12) Prerequisite: Acceptance to Clinical Practice. A semester course of full day learning experiences in an elementary school under the supervision of a cooperating K-6 classroom teacher and a supervisor from the School of Education and Behavioral Sciences. This is the culminating experience of the elementary initial licensure preparation program at the graduate level. (Graded S/NC)

EDU 554 Clinical Practice for Middle Level (6-12) Prerequisite: Acceptance to Clinical Practice. A semester course of full day learning experiences in the middle level under the supervision of a cooperating 5-9 teacher, a supervisor from the School of Education and Behavioral Sciences, and a faculty member from each content subject area. This is the culminating experience of the middle level initial licensure preparation program at the graduate level. (Graded S/NC)

EDU 556 Clinical Practice for Secondary School (6-12) Prerequisite: Acceptance to Clinical Practice. A semester course of full day learning experiences in a secondary setting under the supervision of a cooperating 7-12 classroom teacher, a supervisor from the School of Education and Behavioral Sciences, and faculty member from the appropriate content area. This is the culminating experience of the secondary initial licensure preparation program at the graduate level. (Graded S/NC)

EDU 557 Human Relations in a Pluralistic Society (1) See EDU 457.

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 Introduction to Educational Research and Design (3) Beginning graduate students will develop a practical knowledge and application of basic types of research, as well as basic research tools and skills that will be helpful to them throughout their program. Graduate students will create a research plan and write a review of literature (paper). Students will create appropriate survey and interview questions, develop a beginning understanding of educational statistics, and the process for developing a research proposal including Institutional Review Board requirements and application processes.

EDU 604 Language Arts in the Elementary and Middle School (3) A course designed to enhance instruction and assessment of elementary and middle level students' communication skills.

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 610 Elementary School Administration PK-8 (3) A study of the role and responsibility of the elementary principal to lead by establishing a school vision; striving for educational equity; implementing a rigorous and coherent elementary curriculum; cultivating an inclusive, caring, and supportive school community; promoting professional capacity; and fostering a professional community to promote the academic success of elementary and middle school students. Topics include engaging families and community organizations, student personnel policies, student activities, guidance services, class scheduling, integrating technology, and evaluating the education program.

EDU 611 Secondary School Administration 7-12 (3) The study of the role and responsibility of the secondary school principal to lead by establishing a school vision, striving for educational equity; implementing a rigorous and coherent secondary curriculum; cultivating an inclusive, caring, and supportive school community; promoting professional capacity; and fostering a professional community to promote the academic success of middle and high school students. Topics include engaging families and community organizations, student personnel policies, student activities, guidance services, class scheduling, integrating technology, and evaluating the education program.

EDU 612 Social Studies in the Elementary and Middle School (3) A course designed to enhance instruction and assessment of elementary and middle level students' knowledge, skills, and dispositions in the social sciences to include anthropology, economics, geography, government, history, psychology, and sociology.

EDU 613 Science in the Elementary and Middle School (3) A course designed to enhance instruction and assessment of elementary and middle level students' knowledge, skills, and disposition for scientific investigation.

EDU 614 Mathematics in the Elementary and Middle School (3) A course designed to enhance instruction and assessment of elementary and middle level students' knowledge, skills, and dispositions in mathematics.

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 (3) This course offers intensive study of specific issues and trends that have direct impact upon education. Individuals will choose a topic to examine in breadth and depth. It presents a comprehensive approach to the exploration of the selected topics. The course offers opportunities for the students 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 632 Clinical for Early Childhood (3) Prerequisites: All previous course work in the Early Childhood Program. A one-semester experience and study concerning programs in early childhood education in selected early childhood settings. Requires field experience in an early childhood education setting selected by the student and instructor.

EDU 635: Differentiated Methodology (3) Prerequisites: Admission to Curriculum and Instructional Leadership MSE: Community of Learning. Exploration of differentiated lesson planning and unit designs within all content areas.

EDU 642 Foundations of Literacy (3) The philosophy, history, and components including but not limited to phonics, comprehension, writing, and diverse learners of PK-12 literacy.

EDU 645 The Principal as an Instructional Leader (3) This course examines the different areas of emphases and roles that are central to promoting effective instructional leadership in schools, especially as they apply to the principal. This will include the study of instructional leadership as it relates to the improvement of instruction, effective schools, and ongoing effective program delivery by personnel. Areas to be explored and discussed include significant and recent research and best practices of instructional leadership, high reliability schools, learning theory, the change process, school climate and culture, school improvement and the use of data, effective teaching methods and the relationship of instruction to curriculum.

EDU 647 Instructional Theory and Practice in Literacy (3) Investigates various theoretical and practical methods of literacy instruction as well as the literacy needs of diverse learners.

EDU 648 Advanced Assessment and Interventions in Literacy (3) Literacy assessment tools, techniques, bias, data analysis, and instructional interventions for grades PK-12. Field experiences will be included.

EDU 649 Instructional Leadership in Literacy (3) Investigates various instructional leadership (e.g., mentor, coach, and director) roles for literacy professionals and interpersonal skills required for such positions. Field experiences will be included.

EDU 651 Classroom Assessment (3) Prerequisite: Community of Learning Commitment. This class is designed to acquaint students with the latest research related to classroom assessment techniques and, further, to create opportunities for teachers to try out new assessment practices in their own classrooms. Special attention will be given to efficient classroom data management routines that can minimize the time burden for teachers while maximizing their understanding of individual student strengths and weaknesses. Enrollment in this class is limited to those students pursuing an MSE in Curriculum and Instruction through the Community of Learning format.

EDU 652 Instructional Theory and Practice (3) This class is designed to acquaint students with the latest research related to instructional theory, and further, to create opportunities for teachers to try new instructional approaches. The course surveys systems that teachers may use to assess the pros and cons of various instructional approaches.

EDU 655 School Law: Constitutional Aspects and Cases (3) This course explores the legal, ethical, and political issues of school administration and implementing equity of educational opportunity and culturally responsive practices. The course will examine the principles of PK-12 education law and the management of school operations through the study of the legal system and student and employee rights.

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 Community Relations (3) A study of school leadership, the organization and administration of public schools, and the meaningful engagement of families and communities to promote each student’s academic success and well-being. The Study shall include an examination of leadership styles, political and legal structure of schooling in the United States, and how to interact with and build partnerships with families and the community; as well as how to advocate for students and schools.

EDU 658 Fundamentals of Curriculum Development PK-16 (3) A course designed to examine the principles underlying the development of a Pre-K-12 public school and post-secondary program 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) A study of the management of a school’s facilities and fiscal resources and the leadership skills necessary to cultivate a caring and supportive school community. Emphasis will be placed on acquiring and managing school resources, ethical stewardship of school funds, and maintenance of a safe, caring, and healthy school environment.

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 clinical practice.

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 Technology in the Classroom (3) This is an advanced course in which students will further develop skills to use advanced technology for classroom presentations and interactive teaching/learning. This course is also designed to integrate instructional principles and assessment practices with the use of technology in the classroom. Students will develop a broader understanding of the application of technology in the curriculum of one's subject area(s) or grade level(s).

EDU 689 Internship in Administration PK-8 (3) Prerequisite: EDU 657, Major in School Administration/Educational Leadership, and last 12 hours in the program of study. A one semester experience and study concerning administrative functions in selected PK-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) Prerequisite: EDU 657, Major in School Administration/Educational Leadership, and last 12 hours in the program of study. 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 693 Final Research (2-3) Original research in the content area designed and conducted by the student and directed by a faculty advisor. Types of research include Final Research Paper, Final Research Project, Final Research Portfolio and Comprehensive Examinations. The results of the research project may be presented to faculty, school boards, community groups, or other appropriate groups. This course is the capstone research project for the M.S.E. Curriculum and Instruction- Instructional Leadership emphases. It should be taken within one of the final two semesters of the program. This course may be used as three credit hours of electives to meet the 36 hour degree requirement. Complete descriptions of each research type may be found in the MSE Curriculum and Instruction Handbook. [For an emphasis that requires a Thesis the student completes 6 hours of EDU 699 in place of EDU 693 and one three credit hour elective to meet the 36 hour degree requirement.]

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 administrator's 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) This course is a requirement for students pursuing the Specialist in Education Degree. It entails the study of systematic methods for analyzing and resolving major problems encountered by leaders of public and private school systems.

EDU 710 School Improvement Planning (3) This class is a requirement in the Specialist in Education Program. Course content includes learning organization theory, research on collaborative decision-making models for school improvement, and development of change models that can be applied in the local school setting.

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 Human Resources 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 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 745 School Finance and Budgeting (3) This class is a requirement in the Specialist in Education Program. Course content will include utilizing and analyzing supporting spreadsheet budget documents which includes computing total staff cost, preparing a line-item budget, studying bond issues and debt services, comparing specialized funds, reviewing the audit process, and examining historical spending patterns.

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 786 Advanced Internship in Educational Leadership (3) This class is a requirement in the Specialist in Education Program and should be taken within the last nine credit hours of course work. Course content includes self-evaluation exercises, networking activities, and a major field project, all of which are designed to prepare the student for an entry-level position in school district administration.

EDU 790 Special Topics in Educational Administration (1-3) Selected topics related to educational administration. This course may be repeated up to a total of 6 hours for the graduate-level programs in educational administration, with different topics.

English (ENG)

Language and Literature Department
School of Arts and Humanities
Humanities Building

Mission

Our mission is to provide our students with tools and opportunities to be highly literate, broadly educated graduates, able to think critically, to make informed decisions, and to express themselves creatively.

Goals

Students will appreciate the complexity of language; know how to communicate in speech and writing; understand and value literature.

Objectives

Students will identify major eras, works, and writers of literature in English; describe the interaction between literature and culture; analyze and evaluate works of literature in English; communicate effectively in writing in a variety of genres; describe the structure of language and its development; describe how social and cultural factors influence language; locate and synthesize information from a variety of sources.

Major in English (BA or BS) 33-36 hours

The BA degree is preferred for English majors and required for the Literature emphasis major.

Core: 15 hours

ENG 150 Topics in Literature OR
260 Studies in Genre OR
280 Themes and Movements in Literature 3
200 Expository Writing OR
202 Poetry Workshop OR
203 Fiction Workshop OR
204 Creative Nonfiction Workshop.....3
270 Critical Approaches to Literature.....3
383 Film and Literature OR
384 World Literature.....3
480 Senior Seminar 3

Plus one of the following:

Writing emphasis (BA or BS) 18 hours + 15 hour core

ENG 426 Linguistic Theory and Applications 3
Choose 6 hours from the following that are not used in the core 6
ENG 200 Expository Writing (3)
202 Poetry Workshop (3)
203 Fiction Workshop (3)
204 Creative Nonfiction Workshop (3)
206 Workplace Writing (3)
Choose at least 6 hours from the following.....6
ENG 402 Advanced Poetry Workshop (3)
403 Advanced Fiction Workshop (3)
404 Advanced Creative Nonfiction Workshop (3)
Plus 3 hours of upper level ENG electives OR
PHI 310 Logic.....3

Literature emphasis (BA only) 21 hours + 15 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 Mythology OR
382 The Bible as Literature 3
Plus 3 hours of upper level ENG electives OR
PHI 310 Logic 3
(upper level foreign language may be substituted).

Major in English Writing and Literature (BA or BS) 51 hours

Students taking this major will complete the required courses for both the English writing and literature emphases listed above.

Subject Endorsement in Secondary English (BA or BS) 40 hours

Students may graduate with a single subject endorsement in English.

ENG 202 Poetry Workshop 3
203 Fiction Workshop OR
204 Creative Nonfiction Workshop 3
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 Mythology OR
382 The Bible as Literature 3
426 Linguistic Theory and Applications 3
441 Traditional English Grammar 1
442 Teaching Writing 2
443 Young Adult Literature 2
444 Developmental Reading in Middle and Secondary School 2
480 Senior Seminar 3

EDU 409 English Content Area Methods and Assessment must be taken as part of the professional education requirements, offered second semester only.

Field Endorsement in English Language Arts (BA or BS) 54 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 54 semester credit hours in journalism, language, literature, mass communication, reading, speech, theatre, and writing. Also listed in the Communication Arts section.

Reading: 4 hours

ENG 443 Young Adult Literature 2
444 Developmental Reading in Middle and Secondary Schools 2

Language: 7 hours

CNA 302 Language and Human Behavior 3
ENG 426 Linguistic Theory and Application 3
441 Traditional English Grammar 1

Composition: 5 hours

ENG 202 Poetry Workshop OR
203 Fiction Workshop OR
204 Creative Nonfiction Workshop OR
205 Play Writing/Screen Writing 3
442 Teaching Writing 2

Speech: 6 hours

CNA 140/240/440 Intercollegiate Forensics OR
447 Directing Communication Activities 3

201 Small Group Communication OR
210 Interpersonal Communication 3

Literature: 15 hours

ENG 270 Critical Approaches to Literature 3
361 American Literature I OR
362 American Literature II 3
371 British Literature I OR
372 British Literature II 3
380 Shakespeare OR
381 Classical Mythology OR
382 The Bible as Literature 3
480 Senior Seminar OR
CNA 455 Senior Seminar in Communication Arts 3

Mass Media: 3 hours

CNA 263 Introduction to Mass Communication OR
ENG/CNA 383 Film and Literature 3

Dramatic Arts: 8 hours

CNA T120/220/320/420 Theatre Workshop 2
223 Acting 3
432 Play Production for Secondary Schools 3

Journalism: 6 hours

CNA 280 News Writing 3
290 Editing and Copy Editing 3

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

Minor in Creative Writing: 21 hours

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

Choose at least 9 hours from the following 9
(ENG 202, 203, 204, 205)
ENG 402 Advanced Poetry Workshop 3
403 Advanced Fiction Workshop 3
404 Advanced Creative Nonfiction Workshop 3
Choose 3 hours from the following 3
(ENG 361, 362, 365, 371, 372, 378, 380, 381, 382, 383, 384)

Minor in Editing and Publishing: 21 hours

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

Complete at least 50% of the hours in the minor at the 300-400 level. Also listed in the Communication Arts section.

CNA 290 Editing and Copy Editing 3
453 Integrated Brand Promotion 3
ENG 221 Editing for Publication 3
321 Production and Design for Publication 3
421 Advanced Publishing 3
Choose 6 hours from the following (at least 3 hours upper level) 6
CNA 262 Writing for the Mass Media (3)
280 News Writing (3)
379 Media Management (3)
426 Social Media Marketing (3)
458 Advanced News Writing and Reporting (3)
ENG 200 Expository Writing (3)
202 Poetry Workshop (3)
203 Fiction Workshop (3)
204 Creative Nonfiction Workshop (3)
206 Workplace Workshop (3)

402 Advanced Poetry Workshop (3)
403 Advanced Fiction Workshop (3)
404 Advanced Creative Nonfiction Workshop (3)
CNA 497 Internship OR
ENG 497 Internship

Minor in English: 21 hours

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

Choose 3 hours from the following 3
(ENG 200, 202, 203, 204, 206, 402, 403, 404)
Choose at least 9 hours from the following.....9
(ENG 150, 270, 361, 362, 371, 372, 380, 381, 382, 383, 384)
Choose 9 hours from any ENG course not used above other than ENG 102.....9

Minor in International Studies: 21 hours

This program of study, along with a major, is designed to prepare students interested in graduate study/careers associated with transnational or intergovernmental institutions, foreign affairs, international business, and international relations. Although language study is not required for the minor, students intending to undertake graduate work in international studies are strongly encouraged to acquire proficiency in a foreign language which is a requirement (for admission or graduation) in many select graduate programs. A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor (s). Complete at least 50% of the hours in the minor at the 300-400 level. Also listed in the Geography section.

Elective hours earned from an advisor-approved study abroad program.....6
Choose 15 hours from the following 15
ART 440 Multicultural Arts (3)
BUS 262 International Business (3)
CNA 467 Intercultural Communication (3)
ECO 430 International Economics (3)
ENG 384 World Literature (3)
386 Modern World Drama (3)
FCS 322 International Foods and Cultures (3)
GEO 120 World Regional Geography (3)
300 Human Geography (3)
305 Political Geography (3)
315 World Economics Geography (3)
HIS 170 World Civilization I (3)
171 World Civilization II (3)
PGH 200 Public and Global Health (3)
PHI 335 Comparative Religion (3)
POS 110 Introduction to World Politics (3)
365 Comparative Government and Politics (3)
SOC 110 Introduction to Anthropology (3)
SPA 210 Intermediate Spanish I (3)
220 Intermediate Spanish II (3)

Supplemental Endorsements in English as a Second Language

Persons with this supplemental endorsement may teach English as a Second Language in grades PK-12.

Supplemental Endorsement in English as a Second Language for undergraduate students: 15 hours

Available in addition to a field endorsement or two subject endorsements.

CNA 302 Language and Human Behavior OR
467 Intercultural Communication 3
EDU 415 ESL Programs, Curriculum, and Assessment.....3
416 ESL Methods and Assessment.....3
417 ESL Practicum PK-12 3
ENG 426 Linguistic Theory and Applications 3

Supplemental Endorsement in English as a Second Language for Graduate Students: 15 hours

Graduate students must hold a valid teaching certificate.

CNA 567 Intercultural Communication 3

EDU 515 ESL Programs, Curriculum, and Assessment.....3
516 ESL Methods and Assessment.....3
517 ESL Practicum PK-12 3
ENG 526 Linguistic Theory and Applications 3

ENG 102 is a prerequisite to all other English courses except ENG 105, 150, 202, 203, 204, 260, and 280.

Undergraduate Courses

ENG 102 Composition Skills (3) This course 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 will 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 Studies 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. This course 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 204 Creative Nonfiction Workshop (3) Study of and practice in the techniques of writing creative nonfiction, or fact-based writing that is crafted in a way that is both artistic and accessible rather than scholarly.

ENG 205 Play Writing/Screen Writing (3) Study of and practice in the techniques of play writing and/or screen writing. Cross-listed as CNA 205.

ENG 206 Workplace Writing (3) Prerequisite: ENG 102 or an equivalent course. This course focuses on writing genres commonly used in professional workplaces, including correspondence (letters, memos, and emails) as well as reports, proposals, and lab reports. Students will learn to write polished, professional communication, focusing content for specific audiences and contexts. The instruction emphasizes audience and situational analysis, clarity, professional tone and style, as well as elements of format and pattern, research, and revision techniques.

ENG 221 Editing for Publication (3) Editing for a variety of forms including magazines, reviews, manuscripts, promotional materials, and books, with attention to the special, wildly diverse demands of literary projects. Covers format editing, content editing, and copy editing.

ENG 260 Studies in Genre (3) Studies in techniques and forms of one of the major genres of literature, poetry, drama, fiction, and film. Film sections may require a lab. 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. This course provides an introduction to the English major in which the English program goals are communicated.

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 284 Film Criticism (3) Exploration of the diverse influences on cinematic and film production, including story and character development, visual elements of storytelling, artistic/esthetic qualities, business/marketplace influences, and cultural significance. Emphasis on the role of the critic in development of film professionals. Cross-listed with CNA 284.

ENG 321 Production and Design for Publication (3) Prerequisite: ENG 221. Application of editing techniques through the production of smaller publications, including chapbooks, book promotional materials, and basic literary event planning. Publishing ethics are addressed along with a look at various publishing and printing processes.

ENG 333 American Theatre (3) Theatre, plays and players from 17th century beginnings to the present. Cross-listed as CNA 333.

ENG 361 American Literature I (3) A survey, beginning with pre-contact indigenous literature and concluding with the Naturalist/Symbolist Period.

ENG 362 American Literature II (3) 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) Short stories and novels by significant 20th century American writers.

ENG 371 British Literature I (3) A survey of British literature, beginning with Beowulf and concluding with works by 18th century writers.

ENG 372 British Literature II (3) A survey of British literature, beginning with the Romantic writers and concluding with contemporary writers.

ENG 378 Topics in Modern British Fiction (3) Short stories and novels by significant 20th century British writers.

ENG 380 Shakespeare (3) Directed reading of Shakespeare's plays and poetry against the background of Renaissance culture. Cross-listed as CNA 380.

ENG 381 Classical Mythology (3) 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) Literary analysis of the Hebrew scripture (Old Testament) and of the New Testament.

ENG 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 383 repeatable once for credit. This course is cross listed as CNA 383.

ENG 384 World Literature (3) This course examines works from literary canons and traditions world-wide. This course may treat a common theme across various cultures; focus on a particular time period, culture, or genre; or compare and contrast texts from two or more countries.

ENG 386 Modern World Drama (3) 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 404 Advanced Creative Nonfiction Workshop (3) Prerequisite: ENG 204 or permission of instructor. Continued study of and practice in the writing of creative nonfiction.

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. This course may be repeated.

ENG 421 Advanced Publishing (3) Prerequisites: ENG 321, CNA 290. Focus on the selection, design, and publishing of the Judas Goat and other significant in-house publications. Non-print publishing such as literary event planning and promotion will be included.

ENG 426/526 Linguistic Theory and Applications (3) A linguistic study primarily of English, including phonetics, phonology, morphology, syntax, semantics, pragmatics, orthography, historical linguistics, sociolinguistics, psycholinguistics, neurolingustics, and linguistic anthropology.

ENG 441 Traditional English Grammar (1) Study of the rules and principles of traditional grammar in the English language, and of techniques and strategies for teaching grammar.

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.

ENG 483/583 Studies in Film and Literature (3). A study of the history, development, techniques and cultural impact of a selected cinematic and literary genre or theme with focus on the interplay between film and print. This course may be repeated for a total of 6 hours, by advisement, with different topics.

ENG 497 Internship (1-12) Enrollment: by advisement. A practical learning experience with publishers, editors, or a writer that provides the student with an additional option to further explore editing and publishing outside of the classroom.

Eligible seniors may enroll in 500 and 600 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. This course 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 526 Linguistic Theory and Applications (3) See ENG 426.

ENG 527 Academic and Professional Writing (3) This course examines the theory and practice of writing for academic and professional fields, including differences in diction, style, organization, and documentations among different disciplines and professions. Course materials and assignments are tailored to each student's needs.

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 583 Studies in Film and Literature (3) See ENG 483.

ENG 600 Readings: Literary History (3) Guided readings in British and American literature and its history based upon the graduate reading list. Offered every term.

ENG 621 Seminar: Major Authors (3) Intensive study of one or two major writers. Topic and title vary from offering to offering. This course 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. This course 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. This course 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. This course 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. This course 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. This course may be repeated.

Family and Consumer Sciences (FCS)

Technology and Applied Science Department
School of Business and Technology
Benthack Hall

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 for individuals, families, and communities.

Students planning to teach family and consumer sciences subjects in secondary schools (grades 6-12) should work toward the major in family and consumer sciences with the field endorsement in Family and Consumer Sciences Occupational. 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 and take appropriate electives selected by advisement.

Students planning careers in fashion merchandising, interior design, foods and nutrition, or other related professions should work toward a bachelor's degree in Family and Consumer Sciences with a concentration in the appropriate area. Students planning a career related to young children and working with families should pursue the major in Early Childhood and Family Studies.

Minors in merchandising and design, foods and nutrition, and family life studies are also offered to support other professional career objectives and to broaden the student's background relative to a specific career objective.

Students transferring from a Nebraska community college with an AA or AS degree who wish to pursue a field endorsement in Family and Consumer Sciences Occupational must complete FCS 207 Nutrition or an equivalent course to meet state certification requirements.

Major in Family and Consumer Sciences (BA or BS) 51-57 hours

All Family and Consumer Sciences majors must take FCS 207 Nutrition to meet the CAT 9 General Studies requirement.

Family and Consumer Sciences Core: 18 hours

FCS 103 Clothing Construction OR
302 Textiles 3
108 Introduction to Family and Consumer Sciences 1
110 Family and Personal Relationships OR
115 Human Development and the Family 3
240 Design and Interior Environments OR
305 Housing Development and Design 3
313 Techniques in Professional Presentation 3
315 Consumer Economics 3
410 Professional Development in FCS 2

Field Endorsement in Family and Consumer Sciences Occupational Concentration (BA or BS) 33 hours + 18 hour core

(Requires FCS 103 Clothing Construction and FCS 110 Family and Personal Relationships in the core.)

CED 417 Principles of Career Education 3
423 Coordinating Techniques 3
FCS 104 Principles of Food Preparation OR
107 Principles of Baking 3
115 Human Development and the Family 3
202 Clothing Design OR
403 Fashion Analysis 3
205 Meal Management 3
220 Infants and Toddlers OR
335 Preschool Age Child 3
302 Textiles 3

306 Family Resource Management 3
310 Parenting OR
325 Health, Safety, and Nutrition for the Young Child 3
314 Organization and Administration of FCS Programs 3

Required:
Secondary Professional Education Courses.....33

Work Experience:
This endorsement is available only to those persons who have either A) 1,000 verified hours of paid work-based experience relevant to the career field, or B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

Family and Consumer Sciences Concentration: 39 hours + 18 hour core
(Requires FCS 103 Clothing Construction and FCS 115 Human Development and the Family in the core.)
FCS 104 Principles of Food Preparation OR
107 Principles of Baking.....3
110 Family and Personal Relationships.....3
205 Meal Management 3
302 Textiles.....3
306 Family Resource Management 3
308 Household Technology 3
310 Parenting OR
412 Guiding the Young Child 3
403 Fashion Analysis 3
Fifteen hours FCS electives by advisement:.....15

Fashion Merchandising Concentration: 38 hours + 18 hour core
(Requires FCS 103 Clothing Construction in the core.)
BUS 142 Survey of Accounting 3
222 Business Law I 3
260 Management Theory and Practice.....3
270 Principles of Marketing.....3
FCS 106 Introduction to Fashion Industry.....2
202 Clothing Design.....3
204 Fashion Illustration 3
302 Textiles 3
303 Fashion Retailing 3
304 Computer Applications for Fashion and Retail.....3
312 Historic Costume.....3
318 Soft Furnishings 3
403 Fashion Analysis 3

Recommended:
FCS 416 FCS Practicum
Business Administration Minor

Foods and Nutrition Concentration: 33-36 hours + 18 hour core
FCS 104 Principles of Food Preparation.....3
107 Principles of Baking 3
205 Meal Management 3
306 Family Resource Management 3
308 Household Technology 3
317 Nutrition Through the Life Cycle 3
322 International Foods and Cultures.....3
340 Community Nutrition.....3
407 Nutritional Counseling and Assessment 3
Choose 6-9 hours from the following: 6-9
BUS 142 Survey of Accounting (3)

222 Business Law I (3)
260 Management Theory and Practice (3)
270 Principles of Marketing (3)
367 Foundations of Human Resource Management (3)
CHE 106 General Chemistry I (4)
107 General Chemistry II (4)
208 Introduction Organic Chemistry (4)
FCS 416 FCS Practicum (3)
PED 105 Anatomy and Physiology I (3)
207 Athletic Performance and Nutrition (3)
310 Professional and Leadership Development in Exercise Science (3)

Interior Design Concentration: 39 hours + 18 hour core
(Requires FCS 302 Textiles in the core.)
ART 244 Art History I OR
245 Art History II OR
440 Multicultural Arts....3
BUS 142 Survey of Accounting....3
222 Business Law I OR
270 Principles of Marketing....3
260 Management Theory and Practice OR
327 Principles of Real Estate....3
FCS 240 Design and Interior Environments....3
242 Techniques of Interior Design....3
308 Household Technology....3
318 Soft Furnishings....3
408 Applied Concepts of Interior Design....3
420 Professional Studies in Interior Design....3
ITE 211 Architectural/Industrial Finishing....3
214 Residential Drawing....3
314 Architectural Design....3

Recommended:
FCS 416 FCS Practicum
Business Administration Minor or Art Minor

Major in Early Childhood and Family Studies (BA or BS) 57 hours
480 hours of experience also required for CDA, see the department chair.
(Not for certification - See Early Childhood Inclusive Endorsement for certification.)
FCS 207 must be taken to meet the CAT 9 General Studies requirement.
EDU 216 Children's Literature....3
230 Integrating Creative Arts for Children....3
303 Developmentally Appropriate Practices for Young Children....3
FCS 104 Principles of Food Preparation OR
107 Principles of Baking....3
108 Introduction to Family and Consumer Science....1
110 Family and Personal Relationships OR
115 Human Development and the Family....3
120 Introduction to Early Childhood Education....2
205 Meal Management....3
220 Infants and Toddlers....3
306 Family Resource Management....3
310 Parenting....3
313 Techniques in Professional Presentation....3
317 Nutrition Through the Life Cycle....3
325 Health, Safety, and Nutrition for the Young Child....3
335 The Pre-School Age Child....3
410 Professional Development in FCS....2
412 Guiding the Young Child....3

416 FCS Practicum 3
430 Organization and Administration of Early Childhood Education Programs .3
SPD 260 Characteristics: Birth through Age 8 1
302 Inclusion and Co-teaching in General Education.....3

Recommended:
FCS 315 Consumer Economics (3)

Note: With this major, students will need an additional 7 hours of upper division courses by advisement for graduation.

Minor in Family Life Studies: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s). Complete at least 50% of the total hours for the minor at the 300-400 level.

FCS 110 Family and Personal Relationships.....3
306 Family Resource Management 3
FCS Electives by advisement 15

Minor in Foods and Nutrition: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s). Complete at least 50% of the total hours for the minor at the 300-400 level.

FCS 104 Principles of Food Preparation OR
107 Principles of Baking.....3
207 Nutrition 3
317 Nutrition Through the Life Cycle 3
Electives selected from the following 12
FCS 205 Meal Management (3)
308 Household Technology (3)
322 International Foods and Cultures (3)
340 Community Nutrition (3)
407 Nutritional Counseling and Assessment (3)
416 Family and Consumer Sciences Practicum (3)
PED 207 Athletic Performance and Nutrition (3)

Minor in Merchandising and Design: 18 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s). Complete at least 50% of the total hours for the minor at the 300-400 level.

FCS 302 Textiles.....3
313 Techniques in Professional Presentation.....3
Electives selected from the following 12
FCS 103 Clothing Construction (3)
106 Introduction to Fashion Industry (2)
202 Clothing Design (3)
240 Design and Interior Environments (3)
242 Techniques of Interior Design (3)
303 Fashion Retailing (3)
305 Housing Development and Design (3)
308 Household Technology (3)
312 Historic Costume (3)
318 Soft Furnishings (3)
403 Fashion Analysis (3)
408 Applied Concepts of Interior Design (3)
420 Professional Studies in Interior Design (3)

Supplemental Endorsement in Health Sciences Education 6-12: 15-16 hours

This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Science, Biology, Health and Physical Education, Physical Education, Health Education, Agriculture Education, or Family and Consumer Sciences Occupational.

CED 423 Coordinating Techniques 3
PED 105 Anatomy and Physiology (3) OR
BIO 220 Human Anatomy (4) OR
340 Human Physiology (4)..... 3-4
FCS 340 Community Nutrition OR
PED 130 Introduction to Exercise and Allied Health Professions OR
305 Exercise Physiology OR
351 Biomechanics OR
PGH 200 Public and Global Health OR
NAT 421 Scientific Communications.....3
FCS 416 FCS Practicum.....3
EDU 409 Content Area Methods and Assessment 3

Work Experience: This endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field of (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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. (Lecture and lab combined)

FCS 104 Principles of Food 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.(Lecture and lab combined) $42 class fee required.

FCS 106 Introduction to Fashion Industry (2) This course is a study of the historical evolution of the fashion industry. It will include an analysis of the social and psychological fashion theories related to past and current apparel consumption behavior.

FCS 107 Principles of Baking (3) An introduction to the principles and techniques used in the preparation of high-quality baked goods, with an emphasis on fundamental production techniques and evaluation of quality characteristics. The course will cover baking ingredients, use of equipment, proper storage, and sanitation methods. (Lecture and lab combined) $45 class fee required.

FCS 108 Introduction to 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. Freshmen, sophomores, undeclared majors or by permission of instructor.

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 115 Human Development and the Family (3) Principles and concepts of individual development through the lifespan in the context of the family.

FCS 120 Introduction to Early Childhood Education (2) A study of types of early childhood programs. 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. Infant/toddler and pre-school observation hours are required.

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. (Lecture and lab combined)

FCS 204 Fashion Illustration (3) Students will learn technical and illustrative techniques using traditional media and computer software. (Lecture and lab combined)

FCS 205 Meal Management (3) Prerequisite: FCS 104 or FCS 107, or approval of instructor. Application of concepts in menu planning, preparation, and time management principles related to budgeting and purchasing of food. (Lecture and lab combined)

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 220 Infants and Toddlers (3) Prerequisite: FCS 120 or permission of instructor. 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 240 Design and Interior Environments (3) The study and discussion of concepts, issues, and resolutions in which research of human behavior is influenced by built environment. Use of communication skills, problem-solving, and media to design interior environments. An exploration of sustainable design and its effects on interior design, architecture, city planning, and landscape design.

FCS 242 Techniques of Interior Design (3) Study of design process as it applies to interior spaces. Emphasis on problem-solving and communication skills in space planning. Course will include detailing interior drawings and plans using multiple mediums. Careers in interior design will be explored. (Lecture and lab combined)

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) This course provides an analysis of supply chain distribution and buying for the fashion retail industry. It will include applications to brick and mortar, as well as, ecommerce environments. Students will also learn computational concepts in retail math for purposes of analysis, interpretation, and problem-solving contexts.

FCS 304 Computer Applications for Fashion and Retail (3) Prerequisite: FCS 204 or approval by instructor. Students will digitally design merchandise displays, store layouts, print and marketing media, website creation, and continue work on portfolio development. (Lecture and lab combined)

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, color theory, and their application to housing will be covered. (Lecture and lab combined)

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 Technology (3) A study of the construction, selection, use, and care of appliances and other technology used in the home; the basic principles in the use of gas and electricity in the home; safety and energy conservation of household technology.

FCS 310 Parenting (3) A study of the parenting relationships over the course of time from preparing for the first child through families with adolescent children into relationships with adult children. Traits and characteristics of healthy families and discipline techniques are included.

FCS 312 Historic Costume (3) This course explores the dress and adornment of ancient times to the 21st century. It will also include an examination of significant global cultures which have influenced the dress of Western civilization.

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 314 Organization and Administration of FCS Programs (3) Introduction to the administration and organization of family and consumer sciences programs including budget and lab management, curriculum development for programs of study and scope/sequence of courses, effective technology use for households and classrooms, and analysis and assessment of resources.

FCS 315 Consumer Economics (3) Development of responsible consumerism through value clarification, goal formulation, decision making, and effective use of resources.

FCS 317 Nutrition Through the Life Cycle (3) Knowledge and understanding of nutritional needs and recommendations throughout the life cycle from prenatal nutrition through adulthood and special needs of the elderly. Special emphasis on maternal health and the development of a healthy child.

FCS 318 Soft Furnishings (3) 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. (Lecture and lab combined)

FCS 322 International Foods and Cultures (3) Prerequisite: FCS 104 or 107, or approval of instructor. An understanding of the influences of cultures on food and nutrition practices and beliefs. (Lecture and lab combined) $35 class fee required.

FCS 325 Health, Safety, and Nutrition 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). The promotion of good nutrition and a healthy lifestyle will also be emphasized.

FCS 335 The Pre-School Age Child (3 through 5 years) (3) Prerequisite: FCS 120 or permission of instructor. 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 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 Fashion Analysis (3) This course analyzes how the fashion industry decides what is featured in retail stores, from runway collections to the streets of mainstream America. It also explores the factors that affect trends and influence fashion forecasting with examples and industry applications.

FCS 407 Nutritional Counseling and Assessment (3) Prerequisite: FCS 207 or approval of instructor. Fundamental knowledge and skills in nutritional counseling, including theory and strategies of behavior change and principles of nutritional and dietary assessment.

FCS 408 Applied Concepts of Interior Design (3) Prerequisite: FCS 242 or permission of instructor. Advanced study of the elements and principles of design, color, period decoration and furniture, and residential design, pictorial drawings, materials, and accessories. Client projects, sample boards, and client presentations will be emphasized. Professional practices of design will be explored. (Lecture and lab combined)

FCS 410 Professional Development in Family and Consumer Sciences (2) Prerequisite: FCS 313. Course to enhance the professional development of FCS majors. Topics to include networking, job search skills, portfolio development, professional associations, and entrepreneurship.

FCS 412 Guiding the Young Child (3) Prerequisites: FCS 335 and Junior Standing or permission of instructor. The role of teachers, childcare 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. (Lecture and lab combined)

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 420 Professional Studies in Interior Design (3) Prerequisite: FCS 242 or permission of instructor. Comprehensive study of design components and its effect on commercial and retail spaces. Continuing emphasis on problem-solving and communication skills. Expanded application of interior design codes and regulations that are applied to designed interiors.

FCS 430 Organization and Administration of Early Childhood Education Programs (3) Prerequisites: FCS 120, 220, 335. 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.

Eligible seniors may enroll in 500 and 600 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. This course may be repeated up to a total of 9 hours with different topics.

FCS 604 Infants/Toddlers Through Primary Children Birth-8 (3) 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 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 611 Administration of Early Childhood Education Programs and Coordination of Community Partnerships (3) A study of principles for successful development and management of early childhood education programs and centers. Coordinating relations between families, schools and communities will also be addressed.

FCS 615 Current Trends and 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 and Applied Research (3) Prerequisite: FCS 604. Study of children birth through age 5 by observation and interaction in an organized environment such as a child development center or preschool program. Interaction and observation are required in an early childhood setting. A child study, case study, anecdotal record or other research project resulting from the interaction/observation will also be required.

Geography (GEO)

History, Politics and Geography Department
School of Arts and Humanities
Connell Hall Building

The Geography program will introduce students to the natural and human systems of the earth as well as the interconnectedness of its physical, political, economic, and cultural development. The geospatial technology courses provide students with hands-on experience using geographic information systems, computer mapping programs, and global positioning systems to collect, map, and analyze data to solve problems.

Geography Major (BA or BS) 36 hours

GEO 120 World Regional Geography....3
130 Physical Geography....3
315 World Economic Geography....3
425 Urban Geographic Information Systems OR
430 Geographic Information Systems OR
435 Computer Mapping....3
Earth Science and/or Geography electives....24
(12 of the 24 hours must be upper level courses)

Subject Endorsement in Geography (BA or BS) 36 hours

A grade of C or above is required for all courses in the Geography Endorsement, of which up to 9 hours may be used to fulfill General Studies requirements. A second subject endorsement is also required.

GEO 120 World Regional Geography....3
130 Physical Geography....3
300 Human Geography....3
305 Political Geography....3
315 World Economic Geography....3
Geography Electives....15
Social Science Electives (other than GEO)....6
(9 of the 21 elective hours must be upper level courses).

EDU 409 Social Science Content Area Methods and Assessment must be taken as part of the professional education requirements

Minor in Geography: 21 hours

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

GEO 120 World Regional Geography....3
130 Physical Geography....3
315 World Economic Geography....3
Geography or Earth Science Electives....12

Minor in Geospatial Technology: 21 hours

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

CSC 150 Programming Fundamentals I....3
GEO 120 World Regional Geography OR
130 Physical Geography....3
Choose 9 hours from the following....9
GEO 425 Urban Geographic Information Systems (3)
430 Geographic Information Systems (3)
435 Computer Mapping (3)
440 Remote Sensing (3)
Choose 6 hours from the following....6
CIS 366 Introduction to Database (3)
CSC 160 Programming Fundamentals II (3)
365 Scripting Languages (3)

GEO 425, 430, 435, OR 440, if not used for other major or minor requirements (3)
497 Geography Internship (3)
SSC 319 Statistics for the Social Sciences (3)

Minor in International Studies: 21 hours

This program of study, along with a major, is designed to prepare students interested in graduate study/careers associated with transnational or intergovernmental institutions, foreign affairs, international business, and international relations. Although language study is not required for the minor, students intending to undertake graduate work in international studies are strongly encouraged to acquire proficiency in a foreign language which is a requirement (for admission or graduation) in many select graduate programs. A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor (s). Complete at least 50% of the hours in the minor at the 300-400 level. Also listed in the Geography section.

Elective hours earned from an advisor-approved study abroad program.....6

Choose 15 hours from the following 15
ART 440 Multicultural Arts (3)
BUS 262 International Business (3)
CNA 467 Intercultural Communications (3)
ECO 430 International Economics (3)
ENG 384 World Literature (3)
386 Modern World Drama (3)
FCS 322 International Foods and Cultures (3)
GEO 120 World Regional Geography (3)
300 Human Geography (3)
305 Political Geography (3)
315World Economics Geography (3)
HIS 170 World Civilization I (3)
171 World Civilization II (3)
PGH 200 Public and Global Health (3)
PHI 335 Comparative Religion (3)
POS 110 Introduction to World Politics (3)
365 Comparative Government and Politics (3)
SOC 110 Introduction to Anthropology (3)
SPA 210 Intermediate Spanish I (3)
220 Intermediate Spanish II (3)

Minor in Mapping: 21 hours

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

GEO 425 Urban Geographic Information Systems OR
430 Geographic Information Systems.....3
435 Computer Mapping.....3
ITE 109 Mechanical Engineering and Drafting 3
304 Surveying and Print Reading 3
497 Internship.....1
MAT 130 Precalculus.....5
Choose 3 hours from the following 3
ENG 200 Expository Writing (3)
206 Workplace Writing (3)
GEO 320 Urban Geography (3)
425 Urban Geographic Information Systems (3) OR
430 Geographic Information Systems (if not taken as required course) (3)
440/540 Remote Sensing (3)
497 Internship (3)
ITE 214 Residential Drawing (3)
404 Commercial and Structural Design (3)

Minor in Travel and Tourism: 21 hours

A minimum of 12 of the 21 hours must be upper level (300-400) courses. A minor must include a minimum of 12 hours unduplicated by the student's major(s).

GEO 120 World Regional Geography.....3
GEO 130 Physical Geography.....3
GEO 325 Geography of Recreation, Tourism, and Sport.....3
PED 288 Sport Tourism and Event Management.....3
Choose 9 hours from the following.....9
GEO 300 Human Geography (3)
GEO 315 Economic Geography (3)
GEO 340 Geography of the US and Canada (3)
GEO 350 Geography of Europe (3)
GEO 360 Geography of Russia (3)
GEO 370 Geography of Latin America (3)
GEO 380 Geography of Asia (3)
GEO 490 Geography and History of Nebraska (3)
GEO 444 Topics in Geography (3)
GEO 497 Internship in Geography (3)

Undergraduate Courses

GEO 120 World Regional Geography (3) A global survey of the geographic interrelationships between people and their environments.

GEO 130 Physical Geography (3) An introduction to the physical elements of geography and the environment in which people live, focusing on natural processes that create landscape diversity on the earth.

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. Special emphasis is given to the factors involving uneven patterns of social and economic development and the impact of globalization at various scales.

GEO 315 World Economic Geography (3) A study of resource use, locational choices, and regional specialization in the global economy. Special emphasis is given to the factors involving uneven patterns of social and economic development and the impact of globalization at various scales.

GEO 320 Urban Geography (3) This course provides a theoretical survey of the urban environment. Topics emphasized include the historical development of cities, ecological consequences of urbanization, metropolitan specialization, housing markets, residential segregation, and planning governance.

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) This course provides a regional analysis of Europe in terms of its physical environment, history, culture, political systems, and economic activities. Topics emphasized include Europe's global influence, unification efforts, and east-west regional contrasts.

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 its physical environment, history, culture, economic development, political systems, and demographic trends.

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 425/525 Urban Geographic Information Systems (3) This course is divided into two components. The lecture component for this course emphasizes the theoretical nature of geographic information systems (GIS) and surveys urban topics that typically employ GIS applications. The lab component provides students with hands-on experience with GIS and global positioning systems (GPS) to complete mapping projects that involve demographics, public health, urban planning, and crime.

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 creating maps via computers. Emphasis will be on interpretation of physical and cultural information from maps and understanding map layout and design. Hands-on use of computer mapping programs will allow students to create their own maps in lab.

GEO 440/540 Remote Sensing (3) This course provides a basic introduction to the concepts and applications of remote sensing. Labs provide students with experience interpreting and analyzing aerial and satellite imagery for environmental assessment.

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. This course may be repeated, by advisement, with different topics.

GEO 490/590 Geography and History of Nebraska (3) A history and geography of Nebraska focusing on principal people, events, and themes in the state's history. Also listed as HIS 490/590.

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

GEO 500 Topics in Geography (3) Reading and discussion of selected topic in geography. Topic and title will vary. This course may be repeated if topic and title are different.

GEO 510 Hazards and Disasters (3) See GEO 410.

GEO 525 Urban Geographic Information Systems (3) See GEO 425.

GEO 530 Geographic Information Systems (3) See GEO 430.

GEO 535 Computer Mapping (3) See GEO 435.

GEO 540 Remote Sensing (3) See GEO 440.

GEO 590 Geography and History of Nebraska (3) See GEO 490. Also listed as HIS 590.

GEO 600 Reading Seminar in Geography (3) Extensive reading and discussion seminar designed to provide a broad competency in geography. Topic and title will vary. This course may be repeated if topic and title are different.

Health Sciences (HSC)

Physical Sciences and Mathematics Department
School of Science, Health, and Criminal Justice
Carhart Science Building

See Health Sciences concentration in Chemistry and Life Sciences/Biology.

Undergraduate Courses

HSC 101 Introduction to Health Science (1-3) Provides description of health care professions, education and licensing requirements, employment trends and salary ranges for health-related careers. Students will have exposure to the history and development of healthcare. Health care issues will be examined. Ethics and cultural diversity may be emphasized.

HSC 345 CPR-Healthcare Provider (1) Corequisite 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 443 Rural Health Issues (1-2) An introduction to the social, financial, and political issues related to health care in rural communities.

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

History (HIS)

History, Politics and Geography Department
School of Arts and Humanities
Connell Hall Building

History offers courses designed to help the student understand something of human nature through an understanding of the past.

Major in History (BA or BS) 36 hours

The Major includes 3 hours of General Studies History requirements. No course with a grade below "C" will be accepted as part of the minimum requirements for the History major.

HIS 170 World Civilizations I 3
171 World Civilizations II 3
280 America, 15000 BC to 1845 3
281 America, 1845-1945 3
385 America, 1945 to the Present 3
U.S. Upper Level History 3
Non-U.S. Upper Level History 6
History Electives 9
SSC 490 Social Sciences Research Seminar 3
(or appropriate Honors Course 395 or 499)

Subject Endorsement in History (BA or BS) 42 hours

The endorsement includes 9 hours of General Studies history and social sciences requirements. 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. Students must also maintain a cumulative Grade Point of 2.75 or higher in the courses for this endorsement.

GEO 120 World Regional Geography 3
HIS 170 World Civilizations I 3
171 World Civilizations II 3
280 America, 15000 BC to 1845 3
281 America, 1845-1945 3
385 America, 1945 to the Present 3
U.S. Upper Level History 3
Non-U.S. Upper Level History 6
History Electives 9
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 Assessment (must be taken as part of the professional education requirements)

Minor in History: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s). No course with a grade below "C" will be accepted as part of the minimum requirements for the HIS Minor.

21 hours of History electives 21
A minimum of 12 of the 21 hours must be upper level courses.

Undergraduate Courses

HIS 120 World History for General Studies (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 for General Studies (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 educator preparation 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 educator preparation candidates seeking a Social Sciences field endorsement or a history subject endorsement.

HIS 280 America, 15000 BC to 1845 (3) A comprehensive survey of American History from the Pre-Columbian Period to the beginning of the Mexican-American War, including a survey of Pre-Columbian cultures, the Colonial Era, the American Revolution, the Early National Period, and Antebellum America. This course focuses on studying the diversity of America by analyzing and interpreting the role of gender, class, race, and ethnicity in history. Students will engage in historical research using multiple historical and contemporary sources to investigate, interpret, and analyze the events of the time under study and the persistent issues that have compelled this dynamic nation forward. This class is required for majors and educator preparation candidates seeking a Social Sciences field endorsement or a History subject endorsement.

HIS 281 America, 1845-1945 (3) A comprehensive survey of American History from 1845 to 1945, including a survey of Western expansion, the Civil War and Reconstruction, the Gilded Age and Progressive Era, World War I, the Roaring Twenties, the Great Depression, and World War II. The course focuses on studying the diversity of America by analyzing and interpreting the role of gender, class, race, and ethnicity in history. Students will engage in historical research using multiple historical and contemporary sources to investigate, interpret, and analyze the events of the time under study and the persistent issues that have compelled this dynamic nation forward. This class is required for majors and educator preparation candidates seeking a Social Sciences field endorsement or a History subject endorsement.

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 400 A.D. The emphasis is on cross-cultural borrowings and the diverse patterns of social and political organization.

HIS 310 The Renaissance and Reformation (3) This course surveys the fundamental changes in European society that resulted from the Renaissance and Reformation from 1450 to 1650.

HIS 315 The Age of Enlightenment (3) This course surveys European history focused on the history of ideas, politics, and culture during the long eighteenth century.

HIS 317 Nineteenth Century Europe (3) This course surveys European history from the French Revolution 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 319 The Two World Wars, 1914-1945 (3) This course surveys the major contours and problems in the history of World War I, the interwar period, and World War II from a global perspective. It examines both wars through the lens of military history, in addition to examining the ways in which these wars shaped the lives of those who lived through them.

HIS 335 History of India (3) This course provides a broad introduction to the history and culture of India, which also includes the modern states of Pakistan, Sri Lanka, and Bangladesh. It will begin with Harappan civilization in the Indus Valley and follow through the Mughal Empires, British Raj, the Nationalist Movement, Independence, and, finally, the struggles South Asians face today.

HIS 345 History of Empire through Film (3) This course examines how the effects of empire, colonialism, and postcolonialism are manifested in key films from around the world. Each film is accompanied by required readings exploring historical realities behind film, the cultural context it portrays, and the contemporary cultural context of its production.

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 The New Nation, 1789-1815 (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 Era (3) A detailed survey of the political, legal, economic, and social issues of the Antebellum period, Civil War, the era of Reconstruction, the expansion of the West, and the growth of industrialism.

HIS 385 America, 1945 to the Present (3) A survey of America in the latter half of the century. Topics include World War II, Industrialism, the Cold War, and changes in American domestic and foreign policies.

HIS 405 Mind-Altering Substances in World History (3) This course examines how human societies have conceptualized the meanings associated with mind-altering substances through time. It also examines the influence of these material goods on culture, economics, and politics. Students will learn through discussions of course readings and through the completion of a research project.

HIS 423 History of Spain, 1469-Present (3) This course is a discussion-oriented seminar on the history of Spain and its empire, focusing particularly on how the experience of Spain both reflects and departs from the general European experience. The intersection of religion, politics, and culture will be considered, especially as they relate to regional, national, and ethnic identity. The course will also introduce students to a variety of recent trends in the study of Spanish history.

HIS 425 History of the British Empire (3) This course examines the culture, economy, and politics of the British Empire from the loss of the American colonies in the late 18th century through the 20th century. It will examine the reciprocal relationship between Great Britain and two types of colonies: those of conquest in such areas as the Caribbean, Africa, and Asia, and those of settlements such as those in North America and the Antipodes. This course will pay special attention to nationalist responses to the British Empire and more contemporary legacies.

HIS 443 Topics in World History (3) Current or special issues in world history will be examined. The course offers students the opportunity to study important issues in global history. This course may be repeated, by advisement, with different topics.

HIS 444 Topics in American History (3) Current or special issues in American history will be examined. The course offers students the opportunity to study important issues in American history. This course may be repeated, by advisement, with different topics.

HIS 447 Warfare and Society in World History (3) This course examines the role of class, race, and gender in warfare, from the earliest recorded wars to the most recent conflicts through a broad range of readings. Students will also conduct a formal research project.

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 451 American Indian History (3) This course will teach the history of Native American peoples from the Pre-Columbian Period to the 21st century. This class will explore the historical implications of the contradictions between American Indian institutions and beliefs and Euro-American institutions and beliefs and the events and policies that governed the conflict. The focus will be on understanding the diversity of native civilizations and cultures in the Western hemisphere and the varied responses to contact with European culture. Using both primary documents and works by respected historians, this course will examine the complex cultural history of the nation, with a special emphasis on the tribes in Nebraska.

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 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 490/590 Geography and History of Nebraska (3) A history and geography of Nebraska focusing on principal people, events, and themes in the state's history. Also listed as GEO 490/590.

Cross Listed Courses:

Three hours from the following courses may be taken as electives in the history major, minor, and endorsement programs:

GEO 360 Geography of Russia (3)

GEO 370 Geography of Latin America (3)

Eligible seniors may enroll in 500 and 600 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. This course 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. This course may be repeated if topic and title are different.

HIS 590 Geography and History of Nebraska (3) See HIS 490. Also listed as GEO 590.

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. This course 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. This course may be repeated if topic and title are different.

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. This course may be repeated if topic and title are different.

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. This course may be repeated if topic and title are different.

Human Services (HUS)

Counseling Department
School of Education and Behavioral Sciences
Benthack Hall

Undergraduate Human Services Program

Human Services is a baccalaureate degree program, housed in the Counseling Department, designed to prepare undergraduate 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. Human Services 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 human service professionals 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.

For those interested in the Counseling Graduate Program, it can be found in the graduate section of the catalog.

Admission and Retention in the Human Services Program

Admission to WSC does not constitute admission to the Human Services Program. Students will be accepted into the program following completion of requirements for program:

1. File a formal application, completed in HUS 202 Introduction to Human Services. The application must include the names of two people who would be knowledgeable of personal qualities conducive to success within the human services profession. Students who transfer credit which includes this course will need to apply 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. CNA 100 is required in CAT 2.
3. Earn at least a "C" grade in ENG 102 Composition Skills and continue to demonstrate the ability to communicate effectively in writing. Human Services faculty expect students to seek writing/academic assistance as needed.
4. Earn at least a "C" in all courses associated with the major. (HUS 342 Interviewing Skills and HUS 497 Internship require a minimum of a "B-")
5. PSY 101 General Psychology is strongly recommended in CAT 5 to take upper-level PSY courses. SOC 220 Social Problems is highly recommended for CAT 8.
6. Achieve and maintain at least a 2.5 GPA in the major.
7. Demonstrate professional dispositions consistent with the human services professional and ethical standards outlined by the National Organization for Human Services (NOHS).
8. Sign a notarized Student Affirmation showing no felony convictions, nor misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude. If there are convictions, submit court records with an explanation of actions taken to prevent additional convictions. ANY further convictions must be brought to the attention of the Field Experience Office immediately after conviction.
9. Should a student demonstrate concerns for practice in the human services field (e.g., a lack of professional dispositions or skills, minimal academic performance, ethical violations, or criminal behavior), the student's concern will be addressed by the Counselor Assessment Remediation Education (CARE) Committee. A student may request a hearing before the CARE Committee at any time in relation to their program status.

Students granted or rejected admission will be notified by written communication. An appeal may be made to the Dean of Education and Behavioral Sciences.

Admission to the Professional Seminar

The professional seminar is designed to prepare the student for placement in the Human Services Internship. To be admitted to the seminar, a student must meet the following requirements:

1. Officially admitted into the Human Services Program.
2. Earn a minimum of 90 hours of credit including 36 hours in the major or be granted special faculty permission.
3. Receive at least a "B-" in HUS 342 Interviewing Skills and continue to demonstrate the ability to relate empathically and productively.

Admission to the Human Services Internship

The internship in human services is designed to integrate the knowledge of theory and techniques with human services practice. To be admitted to the internship a student must meet the following requirements:

1. Retention in the Human Services Program.
2. GPA minimum of 2.5 in major.
3. Submission of a completed Internship Agreement at least one month prior to the start of the internship.
4. Approval of the instructor.

Requirements for Graduation

1. Retention in the Human Services Program
2. Completion of all program requirements.
3. Earned "B-" or higher in HUS 497 Human Services Internship.

Major in Human Services (BA or BS) 36 hours

HUS 202 Introduction Human Services....3
218 Personal Growth....3
324 Fundamentals of Human Services....3
342 Interviewing Skills....3
403 Group Strategies....3
470 Planning, Administration, and Evaluation of Human Services Programs....3
490 Human Services Seminar....3
497 Human Services Internship....3
PSY 230 Life Span Development....3
450 Abnormal Psychology....3
SOC 320 Social Welfare....3
Choose 3 hours from the following....3
SSC 300 Social Sciences Research Methods (3)
310 Research and Statistical Analysis (3)
319 Statistics for the Social Sciences (3)
419 Advanced Social Sciences Research Methods (3)

Students seeking a minor in Human Services are held to the same admission steps as those seeking a major as listed.

Minor in Human Services: 21 hours

HUS 202 Introduction to Human Services....3
324 Fundamentals of Human Services....3
342 Interviewing Skills....3
470 Planning, Administration, and Evaluation of Human Services Programs....3
Choose 9 hours from the following (by advisement, at least 3 hours upper level)....9
HUS 218 Personal Growth (3)
403 Group Strategies (3)
440 Foundations of Addiction Disorders (3)
PSY 230 Life Span Development (3)
316 Social Psychology (3)
450 Abnormal Psychology (3)
SOC 220 Social Problems (3)
320 Social Welfare (3)
415 The Family (3)

Undergraduate Courses

HUS 105 Career Planning (1) This class introduces students to career and life planning concepts and how to apply these to their own lives. Research shows that students who are more crystallized in their career path are more focused in their academic endeavors. While learning career and life planning concepts, students participate in experiential activities to assist them in their own career planning process. When taking this course, students assess their interests, skills, personality style, work, and personal values; search a variety of college and career options; and are guided through a decision-making process.

HUS 202 Introduction to Human Services (3) This course summarizes the history and standards of the human services profession. It also clarifies the personality characteristics, skills, and knowledge that lead to the development of effective human services professionals. Students implement these during service-learning activities in human services agencies in the community (as available) and discuss their experiences in small reflection groups.

HUS 218 Personal Growth (3) An introduction to the study of personal growth with an emphasis upon facilitating self-awareness, personal growth, and adjustment. An understanding of oneself and others will be addressed along with such issues as friendship, stress, motivation, work, decision making, emotions, intimate relationships, sexuality, and others.

HUS 324 Fundamentals of Human Services (3) Introduction to basic human services theories and their associated assumptions, goals, and strategies to assist client change from a multicultural perspective. (A grade of “C” or above is required for majors/minors only.)

HUS 342 Interviewing Skills (3) Prerequisite: Admission to Human Services Program. This course provides the basic concepts for structuring an interview. Select approaches to human services and case report writing will be considered. Helping skills of attending, responding, and initiating action within interview situations will be emphasized. (A grade of “B-“ is required for majors/minors only.)

HUS 403 Group Strategies (3) Prerequisites: Admission to Human Services Program. The purpose of this course is to facilitate self-awareness and relationship skills in human services trainees for implementation within group settings. Communication, problem-solving, and leadership skills for group management will also be stressed.

HUS 440 Substance-Related and Addictive Disorder Foundations (3) This course is a study of substance-related and addictive disorders 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. Classification of chemicals and their effects on the human body; tolerance, rebound, and withdrawal; and various treatment modalities and settings will be explored. Ethical issues associated with substance-related and addictive disorder counseling will be considered in detail.

HUS 470 Planning, Administration, and Evaluation of Human Services Programs (3) Prerequisite: Junior Standing. This course focuses on the administration of human services organizations through strategic planning, leadership, supervision, and management of staff and operations. Candidates will learn how to use needs assessments to plan programs. Grant applications and budgetary operations will be examined, using available technology to create and manage spreadsheets and databases. Methods of program evaluation will also be studied.

HUS 490 Human Services Seminar (3) Prerequisites: HUS 342 and 403. This course focuses on refinement of human services competencies for general and special populations. Attention is given to human services processes 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) advocacy.

HUS 497 Human Services Internship (1-12) Prerequisites: min. 2.5 GPA in major/minor and department faculty permission. The internship in human services is designed to integrate the knowledge of theory and techniques with human services practice. Students complete a minimum of 350 hours (7 credit hours) of job duties typical of a bachelor’s level human services worker at an approved human services agency and additional course activities designed to reflect and process their experiences in the field. Additional credits may be taken beyond the 7 credits required in accordance with 50 working hours representing 1 academic credit hour. Human Services majors must complete a minimum of 100 of the 350 required hours in their senior year of the program.

Eligible seniors may enroll in 500 and 600 level graduate courses for up to 6 credits with application and provisional acceptance to the graduate counseling program. For graduate courses, see Counseling in the Graduate Studies section of the catalog.

Industrial Technology (ITE)

Technology and Applied Science Department
School of Business and Technology
Center for Applied Technology

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, Drafting and Design, Manufacturing Management and Safety Management. These concentrations combine technical content with business and computer information systems courses and prepare one for introductory supervisory roles in business and industry. Students preparing to teach in the public schools' areas of skilled and technical sciences and/or career and technical concentrations areas will follow the program listed under Field Endorsement.

Field Endorsement in Skilled and Technical Sciences Education 6-12 (BA or BS) 48 hours

Persons with this endorsement may teach Skilled and Technology Sciences Education and will be eligible for the Work-Based Learning supplemental endorsement.

CSC 378 Robotics 3
ITE 114 Introduction to Industrial Technology 3
202 Construction Systems 3
205 Introduction to Manufacturing Technology 3
210 Introduction to Energy, Power and Transportation Systems 3
214 Residential Drawing 3
219 Mechanical and Engineering Drafting 3
300 Small Engines 3
307 Cabinetmaking and Millwork 3
308 Construction Technology 3
322 Fundamentals of CNC Machining 3
326 Technology Lab Design, Care, and Maintenance 3
330 Welding Theory and Fabrication 3
403 Electronics and Control Systems 3

Plus Career Education (6 hours)

CED 417 Principles of Career Education 3
423 Coordinating Techniques 3

Supplemental Endorsement to Skilled and Technical Sciences-Skilled Specific Education (9-12)

To qualify to teach in a Skilled and Technical Sciences education program in the secondary schools of Nebraska, a teacher must complete the BA or BS degree with an endorsement in Skilled and Technical Sciences and also complete the following requirements.

1. Satisfactory completion of 12 credit hours of course work in one of the specific career areas listed below:
   - Architecture and Construction
   - Energy and Engineering
   - Manufacturing
   - Transportation, Distribution and Logistics
2. Work experience of 1000 verified hours of paid employment in the industry in which the specific career area coursework is taken OR 500 hours of verified paid employment in the industry in which the specific career area coursework is taken plus a valid nationally recognized trade certification/licensure in the career area in which the specific career area coursework is taken.
3. The Skilled and Technical Sciences Education endorsement also requires an applicant to earn or qualify for a Work-Based Learning endorsement which includes:

CED 423 Coordinating Techniques 3

Major in Engineering Technology (BA or BS) 57 hours

The offerings in the Engineering Technology major focus on the career tract for a student becoming an engineering technologist. The engineering technologist is a specialist devoted to the practical applications of implementing existing technology within an industry. Technologists often work with engineers in a wide variety of technology projects and improvement. In general, the work of engineers emphasizes the theoretical aspects of mathematics, science and engineering principles and the engineering technologies is hands-on.

BUS 485 Introduction to Predictive Analytics 3
CHE 106 General Chemistry I 4
CIS 477 Project Management 3
ECO 345 Engineering Economics 3
ITE 114 Intro to Applied Engineering and Technology 3
205 Introduction to Manufacturing Technology 3
212 Material Science-Strength of Materials 3
219 Mechanical and Engineering Drafting 3
220 Introduction to Manufacturing Operations 3
303 Composite Materials 3
322 Fundamentals of CNC Machining 3
403 Electronics and Control Systems 3
421 Computer Integrated Manufacturing and Robotics 3
422 Advanced CIM and Robotics 3
497 Internship 5-6
MAT 130 Precalculus OR
140 Calculus 5
PHY 201 General Physics I OR
301 University Physics I 3-4

Major in Industrial Technology (BA or BS) 63 hours

Industrial Technology majors should take MAT 110 Contemporary Applications of Mathematics to meet the CAT 3 General Studies requirement and PHS 102 Physical Sciences Today to meet CAT 7.

ITE 111 is a prerequisite or co-requisite to all ITE courses (or by approval of Department Chair).

Industrial Technology Core: 30 hours

BIO 104 Environmental Concerns for General Studies 3
BUS 208 Business Communications 3
471 Principles of Supervision 3
CIS 477 Project Management 3
ITE 111 Introduction to Safety 3
114 Introduction to Applied Engineering and Technology 3
202 Construction Systems 3
205 Introduction to Manufacturing Technology 3
214 Residential Drawing OR
219 Mechanical and Engineering Drafting 3
MAT 118 College Math for Industrial Technology 3

Plus one of the following concentrations:

Construction Management Concentration: 33 hours + 30 hour core

Requires ITE 214 in the Industrial Technology Core

ITE 211 Architectural and Industrial Finishing 3
301 Construction Safety 3
304 Surveying and Print Reading 3
308 Construction Technology 3
314 Architectural Design 3
367 Building Climate, Energy Control and Sustainability 3
390 Project Bidding and Estimating 3
404 Commercial and Structural Design 3
428 Construction Project Management 3
438 Commercial Construction 3
497 Internship* 3

Drafting and Design Concentration: 33 hours + 30 hour core

Requires ITE 219 in the Industrial Technology Core

ITE 214 Residential Drawing 3
304 Surveying and Print Reading. 3
309 Parametric Modeling and Industrial Design 3
314 Architectural Design 3
322 Fundamentals of CNC Machining 3
330 Welding Theory and Fabrication. 3
367 Building Climate, Energy Control and Sustainability 3
390 Project Bidding and Estimating 3
404 Commercial and Structural Design 3
412 Industrial Prototypes and Manufacturing Design 3
497 Internship* 3

Manufacturing Management Concentration: 33 hours + 30 hour core

CIS 171 Networking 3
366 Introduction to Database 3
ITE 220 Introduction to Manufacturing Operations 3
306 Industrial Safety 3
309 Parametric Modeling and Industrial Design 3
322 Fundamentals of CNC Machining 3
330 Welding Theory and Fabrication 3
403 Electronics and Control Systems 3
421 Computer Integrated Manufacturing and Robotics 3
422 Advanced CIM and Robotics 3
497 Internship* 3

Safety Management Concentration: 33 hours + 30 hour core

Requires ITE 219 in the Industrial Technology Core

BUS 367 Foundations of Human Resource Management 3
ITE 203 Fundamentals of Industrial Hygiene 3
207 Ergonomics 3
301 Construction Safety 3
306 Industrial Safety 3
310 Workplace Accident Investigation 3
312 Systems Safety 3
402 Safety Data Analysis 3
407 Accident Prevention 3
408 Hazardous Materials 3
497 Internship* 3

*ITE 497 Internship: Students taking an internship for their major are required to secure placement in an internship of a professional capacity and related to their Major Concentration. Internships must be approved by the advisors. Internships are supervised and must show at least 50 clock hours at work for each credit hour earned. A signed internship agreement is required. (See page of current catalog)

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, management services, manufacturing, and safety. 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, Management Services, Manufacturing and Safety.

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 Occupations 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

Manufacturing Occupations Concentration: 17 hours
Supporting upper level coursework by advisement 17

Safety Occupations Concentration: 17 hours
Supporting upper level coursework by advisement 17

Minor in Construction: 21 hours

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

ITE 202 Construction Systems 3
214 Residential Drawing 3
304 Surveying and Print Reading 3
308 Construction Technology 3
390 Project Bidding and Estimating 3
428 Construction Project Management.....3
Choose 3 hours from the following 3
BUS 471 Principles of Supervision (3)
ITE 367 Building Climate, Energy Control and Sustainability (3)
438 Commercial Construction (3)

Minor in Drafting: 21 hours

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

ITE 214 Residential Drawing 3
219 Mechanical and Engineering Drafting.....3
309 Parametric Modeling and Industrial Design 3
314 Architectural Design.....3
404 Commercial and Structural Design 3
412 Industrial Prototypes and Manufacturing Design 3
Choose 3 hours from the following 3
ITE 304 Surveying and Print Reading (3)
390 Project Bidding and Estimating (3)
438 Commercial Construction (3)

Minor in Manufacturing Management: 21 hours

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

ITE 205 Introduction to Manufacturing Technology.....3
220 Introduction to Manufacturing Operations.....3
306 Industrial Safety 3
403 Electronics and Control Systems 3
421 Computer Integrated Manufacturing and Robotics 3
Choose 6 hours from.....6
CIS 477 Project Management (3)

ITE 322 Fundamentals of CNC Programming (3)
422 Advanced CIM and Robotics (3)

Minor in Mapping: 21 hours

See Geography section of the catalog.

Minor in Safety Management: 21 hours

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

ITE 203 Fund of Industrial Hygiene OR
207 Ergonomics 3
301 Construction Safety 3
306 Industrial Safety 3
310 Workplace Accident Investigation. 3
312 Systems Safety 3
407 Accident Prevention 3
408 Hazardous Materials 3

Undergraduate Courses

ITE 111 Introduction to Safety (3) This course examines the fundamentals of creating a safe and healthy work environment. Topics focus on reducing injuries, identifying common safety hazards, and safely operating specific machines and tools in the Center for Applied Technology building labs. This course also includes training in American Heart Association's (AHA) Heartsaver First Aid Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) use. These training sessions are designed to prepare students to provide first aid and CPR, and how to use an AED in a safe timely, and effective manner. Students will have the opportunity to earn certifications through a 10-hour OSHA Safety card (does not expire) and a First Aid CPR AED (valid for two years). ITE majors must pass with a C or better. $35 class fee required

ITE 114 Introduction to Applied Engineering and Technology (3) An introductory course of engineering and technology principles. Designed to provide a foundation of knowledge and skills for all Industrial Technology, Skilled and Technical Sciences (STS) and undeclared majors. Engineering concepts along with new technology will be utilized in the design and production of products made. Students will employ problem-solving, research and design, and interpersonal communication skills as they work through the assigned classroom and lab activities. (Lecture and lab combined) ITE majors must pass with a C or better. $25 class fee required

ITE 202 Construction Systems (3) This course covers the proper care and operation of various hand and power tools used in residential and light commercial 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. Course also covers the processes of design, estimating, planning, and the contractor's role in scheduling. (Lecture and lab combined) ITE majors must pass with a C or better. $25 class fee required.

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 205 Introduction to Manufacturing Technology (3) An exploratory course introducing students to the five areas of the manufacturing industry. Hands-on lab activities will reinforce lessons in sheet steel and aluminum, plastics, wood, and the foundry. Appropriate material selection, process selection, safety, use of manufacturing and industrial tools and equipment, and measurement will be presented. (Lecture and lab combined) ITE majors must pass with a C or better. $25 class fee required.

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. (Lecture and lab combined)

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. (Lecture and lab combined)

ITE 212 Material Science –Strength of Materials (3) This course focuses on the properties of materials and is intended as an introduction to material science. Materials are used in everything and many major engineering problems are materials problems. The course will provide students with an introduction to stress, strain, and deformation analysis of materials subjected to axial, torsional, and bending loads and will also focus on mechanical lab testing and structural analysis of polymers, metal, and ceramics.

ITE 214 Residential Drawing (3) 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, zoning, an introduction to code requirements, building permits process and energy audits. 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. (Lecture and lab combined) ITE majors must pass with a C or better. $25 class fee required.

ITE 219 Mechanical and Engineering Drafting (3) A drafting and design class that will emphasize geometry, 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 and solid modeling software, problem-solving and elements of design. Students will be introduced to prototype development and 3D printing. (Lecture and lab combined) ITE majors must pass with a C or better. $25 class fee required.

ITE 220 Introduction to Manufacturing Operations (3) An introduction to manufacturing via lectures, lab activities, and field trips. Lecture topics will cover manufacturing from product demand to fulfillment, while the lab element will focus on metal machining. (Lecture and lab combined) ITE majors must pass with a C or better. $30 class fee required.

ITE 300 Small Engines (3) Students will become familiar with the components and operating principles of the small engine. Topics covered include the similarities and differences in 2-stroke and 4-stroke engines. Basic servicing, tune-up and complete engine overhaul will be completed as well as engine part identification and definitions of terms related to small engines. (Lecture and lab combined) $15 class fee required.

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. $10 class fee required.

ITE 303 Composite Materials (3) The following topics are covered in this course: basic concepts and definitions of composite materials; fabrication, structure, properties, and applications of fibrous materials; and structure and properties of polymer matrix, metal matrix, and ceramic matrix materials. The student will also study the interface between fiber and matrix and the properties and applications of polymer matrix composites, metal matrix composites, ceramic matrix composites, and carbon/carbon composites.

ITE 304 Surveying and Print Reading (3) A theory and lab course devoted to the study of site surveying and commercial print reading. Surveying will include discussion of plane and geodetic surveying concepts and use of field surveying equipment to develop skills needed to gather, record, and use information from the site. Print reading will place an emphasis on the study of commercial plan specifications, schedules, floor plans, elevations, and site plans as they apply to drafting and construction management. (Lecture and lab combined)

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. $10 class fee required.

ITE 307 Cabinetmaking and Millwork (3) This course focuses on the use, operation and care of cabinetmaking and millwork tools and equipment and the selection and use of materials, hardware, and finishes. Emphasis will be on plan selection, estimating, materials, safe use of tools and correct machining processes. Consideration will also be given to various materials and finishes. Students will demonstrate safety practices and safe and correct use of tools at all times. (Lecture and lab combined) $25 class fee required.

ITE 308 Construction Technology (3) Prerequisite: ITE 202. This course provides a progression in the development of skills and knowledge initiated in ITE 202. Students enrolled in this course study traditional and current construction processes, including recent innovations in the construction industry. Emphasis is also placed on the International Residential Code and its application in actual construction projects. Students may be engaged in hands-on projects on construction sites in the college region as part of their learning process. (Lecture and lab combined) ITE majors must pass with a C or better.

ITE 309 Parametric Modeling and Industrial Design (3) Prerequisite: ITE 219. The use of a parametric 3D CAD package, in conjunction with either add-on or third-party software application, to create virtual part and assembly models, and to analyze their physical performance using computer simulation techniques. Topics include shape optimization, stress, fatigue, kinematic analysis, dimensioning, tolerancing, ANSI standards, sheet-metal developments, fasteners, and documentation of manufacturing practices. (Lecture and lab combined) ITE majors must pass with a C or better. $25 class fee required.

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 and Process Safety Management (3) This course will focus on the key elements of Systems Safety and Process Safety Management (PSM) as they apply to the creation, management, and improvement of safety and health programs. The student will explore a variety of current and topical concepts as they pertain to Systems Safety and PSM fields.

ITE 314 Architectural Design (3) Prerequisite: ITE 214. This course builds on skills and information learned in ITE 214. Students design a residential project limited in size by the instructor. The project includes a full set of working drawings. Zoning ordinances, local building code, International Building Codes, and energy efficiency are incorporated into all the projects. Topics will include IRC Code as it applies to build types, occupancy types, materials, and ratings for commercial design. Software used will allow students to produce 2D construction documents as well as 3D Building Information Models (BIM). (Lecture and lab combined) ITE majors must pass with a C or better. $25 class fee required.

ITE 322 Fundamentals of CNC Machining (3) The goal of this course is to teach the student to produce a product on Computer Numerical Control (CNC) mills and lathes. Topics include reading a detailed blueprint, tooling selection, work holding strategies (including jigs and fixtures), CNC programming, machine setup, and CNC operations. Students will use various specialized measurement tools to meet established quality standards. Multi-axis programming will be used to program parts. (Lecture and lab combined) ITE majors must pass with a C or better. $30 class fee required.

ITE 326 Technology Lab Design, Care and Maintenance (3) This course will address the design and management of STS Labs. Information on careers, occupations, and environmental safety issues will be provided for pre-service teacher education majors. Equipment purchasing, service, and repair will be covered for STS Labs. (Lecture and lab combined)

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. (Lecture and lab combined) $40 class fee required.

ITE 367 Building Climate, Energy Control and Sustainability (3) A review of building automation systems used to control interior climate and energy usage. Discussion and research of HVAC systems including their installation, programming, and maintenance. Special emphasis on energy conservation and efficiency in both residential and commercial environments and the design, engineering and manufacturing, and/or construction industries. Information on U.S. Green Building Council and Leadership in Energy and Environmental Design new and remodeled structure certification.

ITE 390 Project Bidding and Estimating (3) A foundational course in the analysis and determination of construction and manufacturing project costs. Bidding strategies and proposals; material, equipment and labor estimates, as well as overhead and profit are examined and critical path scheduling.

ITE 402 Safety Data Analysis (3) Prerequisite: Junior or Senior Standing. This course will cover accident safety data and analysis. Analysis decision making with relevant accident data will be a major focus of this course. Resources available that compile accident statistics will be investigated. The course will include basic statistical techniques and emphasis will be placed on the preparation of safety data for presentations.

ITE 403/503 Electronics and Control Systems (3) This course will cover electricity, electronics, hydraulics, and pneumatics as each relate to controlling machines in manufacturing environments. Students will further explore the areas of Alternating Current, Direct Current, analog and digital circuitry, solid state devices, AC and DC motors, sensors, programmable logic controllers, and selected information input systems. (Lecture and lab combined) ITE majors must pass with a C or better.

ITE 404 Commercial and Structural Design (3) This course includes the planning and design of commercial buildings and their structural systems. It also includes city and industrial planning, landscaping, zoning, and International Building Code. (Lecture and lab combined)

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 Industrial Prototypes and Manufacturing Design (3) Examines current topics, research, exploration, testing, and evaluation of computer-aided drafting and design programs. Development of industrial quality prototypes from engineering or designer prints. Includes the selection of materials and processes for production that reviews the design process to include design analysis, design process, modeling, rendering, and presentation. Includes 3D modeling, working drawings, BOM, Parts List, Finite Element Analysis, and 3D printing. (Lecture and lab combined) $30 class fee required.

ITE 416 Industrial Technology Practicum (1-3) Prerequisite: Department chair approval. Laboratory assistance, organization, presentation, and evaluation of activity units in Industrial Technology classes. This course may be repeated up to a total of 6 hours with different topics.

ITE 421/521 Computer Integrated Manufacturing and Robotics (3) Introduction to the concepts and procedures of CIM production as well as the main components and devices in a CIM cell. Using a fully simulated industrial CIM, students learn about the CIM production cycle, from customer order and inventory control, through automated manufacturing of materials into finished parts, to quality inspection and final delivery. Additional topics include programming industrial robots and the opportunity to earn an industrial Robot Certification. (Lecture and lab combined) $10 Class Fee Required.

ITE 422/522 Advanced CIM and Robotics (3) Prerequisites: ITE 421/521 or department chair approval. Students design, set up, and operate CIM cells, and learn more advanced robotic programming, are introduced to Quality Control video device with software, part feeding, and ERP. Activities will migrate from basic operations to identifying cost savings opportunities and increasing throughout, if not earned in ITE 421, the opportunity to earn an Industrial Robot Certification is possible. Lecture and lab combined)

ITE 428 Construction Project Management (3) Prerequisites: C or better in ITE 308, 390. The students will demonstrate the role of a contractor through the design and construction phases of a construction project. They will be responsible for planning, organizing, staffing, directing, and controlling labor and material. They will also work with equipment utilization, cost estimation and pricing, cost control, and accounting throughout the various phases of a construction project. (Lecture and lab combined)

ITE 438/538 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. The graduate level course will include the design and managerial aspects of commercial construction in comparison to residential construction.

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

ITE 503 Electronics and Control Systems (3) See ITE 403.

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) Architecture and Construction

b) Energy and Engineering

c) Manufacturing

d) Transportation, Distribution and Logistics

ITE 512 Industrial Prototypes and Manufacturing Design (3) See ITE 412.

ITE 521 Computer Integrated Manufacturing and Robotics (3) See ITE 421.

ITE 522 Advanced CIM and Robotics (3) See ITE 422.

ITE 538 Commercial Construction (3) See ITE 438.

ITE 605 Organization of Technology Education Programs (3) See ITE 505.

ITE 608 New Technologies for Your Classroom (3) This course covers new technologies in STS, AET, FCS, and ART. Technologies include but are not limited to: Lasers, 3D Printers, CNC Routers, CNC Lathes, CNC Mills, CNC Plasma Cutting, and Plotter. Students will create, prepare, and present lessons for 2-3 technologies of their choice.

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)

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 Records and Registration Office for further information.

Bachelor of Science - Bachelor of Arts

The Interdisciplinary Studies major is designed to provide the maximum flexibility for the student in determining the content of his or her degree program. This major is constructed by the student and advisor.

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.

Interdisciplinary Studies programs must be signed and approved by an advisor, department chair, school dean, and the Vice President for Academic Affairs. The signed program will be forwarded to the Records and Registration Office.

The student will complete 48 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 24 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) and minor(s). The minor should be requested prior to completion of 80 hours.

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.

IDS 120 Library Resources and Overview (2) This course will provide guidance for the research process. Students will learn to develop a research question and compile a variety of resources to complete any research project or presentation. Resources that will be accessed include books, periodicals, government documents, statistical resources, databases, and internet sites. Students will also learn how to evaluate a website and how to cite all resources.

IDS 121 Database Review (1) Students will gain knowledge of current library research databases and the content covered in each database. Both basic and advanced search techniques will be covered. The databases will be grouped into five different subject lessons (Reference, General, Business/Law, Education/Medical, and Special).

IDS 300 Critical Thinking (3) This interdisciplinary course will challenge students to assess their thinking through the development and expansion of communication skills, methods of investigation, appreciation of diverse perspectives, and their civic/societal role.

Internship Program

An Internship is an opportunity combining work experience with classroom learning. Work based experience occurs in positions that are relevant to a student's major or minor and may be either a paid or non-paid experience. Wayne State College encourages students to take part in an internship experience to gain practical or hands on work experience directly related to the student's major, minor, or professional interest. To be competitive in today's job market, practical work experience in their field of study is desirable. Besides gaining relevant or hands on experience, students can earn college credit and possibly an income to help pay for college as well as a network with professionals in their field of study. However, if credit is not needed, the option of transcript notation is available which notes their experience on their official transcript but at no cost to the student.

Eligibility

To be eligible for enrollment in the Internship program a student must:

- Have completed 24 credit hours prior to their Internship experience.
- Meet the minimum 2.0 GPA requirement and/or the eligibility requirements per their department.
- Academic departments may have additional eligibility requirements. See the academic Advisor for details.

Guidelines

If a student meets the minimum requirements for the Internship 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:

- Students may apply for **1-12 credit hours** or for **Transcript Notation**. The approval of and the amount of credit given for each experience is determined by the Advisor and/or the Chair of each department.

Note: Only 12 credit hours can be earned through the Internship program during a student's college career.

- Credits can go toward the student's program of study, general electives or may be substituted for program electives in the major or minor upon recommendation of the Advisor and/or Department Chair with the Vice President of Academic Affairs giving the final approval. Students should consult with their Advisor to make this determination prior to enrolling in the internship experience.
- The level and number of credits will be determined by the Advisor or Department Chair and will be listed as course number 297, 397 or 497. At the 297 and 397 level a grade of Satisfactory (S) will be awarded to the students who successfully complete their Internship experience. No credit (NC) will be given if the requirements of the program are not fulfilled, such as missing assignments or not meeting the work hour requirement. Students enrolled in 497 will receive a letter grade as determined by their Advisor.
- The student must work a minimum of 40-50 work hours per credit hour or transcript noted experience depending on the major. Students may work more hours than required, however, no additional credits will be given.
- Credit hours will be billed through the Student Financial Services Office. There is no charge for completing an experience for Transcript Notation.

Mathematics/Mathematics Education (MAT)

Physical Sciences and Mathematics Department
School of Science, Health, and Criminal Justice
Carhart Science Building

The Mathematics program is intended for those students who desire to (1) teach 6-12 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.

Mathematics/Mathematics Education 6-12 (BA or BS) 42-52 hours

The Mathematics Core is the foundation for a comprehensive major with three options:
1) Applied Mathematics, 2) Pure Mathematics, 3) 6-12 Field Endorsement.

Mathematics Core: 29 hours

MAT	240 Calculus II	5
	270 Transition to Advanced Mathematics	3
	305 Discrete Mathematics	3
	340 Calculus III	5
	350 Linear Algebra	3
	400 Real Analysis	4
	410 Probability and Statistics	4
	470 Connections	2
	481 Mathematics Assessment	0

Choose one of the following concentrations:

Applied Mathematics Concentration: Minimum of 20-21 hours + 29 hour core

All Applied Mathematics majors must take CSC 150 and 160 to meet computer literacy requirements.
Applied Mathematics students must choose an emphasis in A) Mathematics, B) Biology, C) Chemistry, D) Computer Science, E) Economics, or F) Physics.
General Studies requirements must be met in the following way: Students in all emphases must take ECO 202 in CAT 10; ECO 203 in CAT 8; and either BIO 110 or both PHY 301 and PHY 321 in CAT 7.
Required of all students: these 14 hours plus an emphasis listed below

MAT	140 Calculus I	5
	250 Differential Equations	3
	335 Applied Mathematics and Modeling	3
	440 Numerical Analysis	3

Upper level courses may need supporting coursework completed before students can enroll, therefore students should contact their mathematics advisor(s) before enrolling.

A) Mathematics: 7 hours

MAT	320 College Geometry	3
	425 Abstract Algebra	4

B) Biology: 6 hours

Choose a minimum of 6 hours from the following.....6

BIO 320 Molecular Genetics (4)
325 Ecology (4)
345 Conservation Biology (3)
385 Microbiology (4)

C) Chemistry: 6 hours

CHE	456 Physical Chemistry I	3
	457 Physical Chemistry II	3

D) Computer Science: 6 hours

Choose a minimum of 6 hours from the following.....6

CSC 310 Data Structures (3)
345 Computer Graphics (3)
365 Scripting Languages (3)
378 Robotics (3)
380 Operating Systems (3)

E) Economics: 6 hours

Choose a minimum of 6 hours from the following.....6

BUS 322 Managerial Finance (3)
ECO 430 International Economics (3)

F) Physics: 6 hours

Choose a minimum of 6 hours from the following.....6

PHY 302/322 University Physics II and Physics Lab II (5)
336 Classical Mechanics (3)
345 Thermodynamics (3)
356 Electricity and Magnetism (3)
457 Modern Physics (3)
465 Optics (3)

Pure Mathematics Concentration: 20 hours + 29 hour core

Pure Mathematics majors must take CSC 150 to meet computer literacy requirements.

MAT 140 Calculus I.....5
250 Differential Equations.....3
425 Abstract Algebra.....4
472 Connections Research.....2
MAT Electives numbered 300 or above.....6
320 Geometry is recommended as an elective

Field Endorsement in Mathematics 6-12: 13 hours + 29 hour core

6-12 Mathematics Field Endorsement majors must take CSC 150 to meet computer literacy requirement and MAT 140 Calculus I to meet their CAT 3 General Studies requirement.

MAT 320 College Geometry.....3
425 Abstract Algebra.....4
471 Connections in Mathematics Education.....2
482 Mathematics Education Assessment.....0
Electives by advisement selected from
MAT 250, 335, 405, 420, 435, 440, 472.....4

Students in the Field Endorsement are also required to complete the Secondary Professional Education courses. All MAT prefix courses must be completed with a grade of "C-" or better with a GPA of at least 2.75 for the Field Endorsement in Mathematics.

Minor in Mathematics: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s). Coursework toward the minor must be completed with a GPA of at least 2.0

MAT 140 Calculus I.....5
240 Calculus II.....5
MAT Electives numbered 300 or above.....11

Mathematics Concentration for Elementary Teachers: 22 hours

22 hours of optional work supporting the Elementary Education Endorsement

MAT 130 Precalculus.....5
140 Calculus I.....5
210 Mathematics for Elementary School Teachers I.....3
215 Mathematics for Elementary 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) Designed for the student with a limited algebra background. A solid foundation in arithmetic and basic algebra skills is expected. Linear equations and inequalities, linear functions, systems of linear equations, polynomials, factoring, rational expressions and equations, radical expressions and equations, quadratic equations, quadratic functions, and applications. This course does not meet a General Studies requirement.

MAT 110 Contemporary Applications of Mathematics (3) Students will build critical thinking and problem-solving skills with mathematical topics which may include Venn diagrams, logic, algebra, geometry, probability, and basic statistics. Written explanations of reasoning are emphasized.

MAT 118 College Mathematics for Industrial Technology (3) This course fosters a solid understanding of the mathematics applicable for trade and technical environments. Topics include measurement, proportions, solving equations, rational expressions, geometric measures, trigonometry, and statistics. This course is intended for Industrial Technology majors.

MAT 121 College Algebra (3) Prerequisite: Placement or “C-” or better in MAT 105. Equations and inequalities; functions and graphs; polynomial, rational, and radical functions; complex numbers, exponential and logarithmic functions; systems of equations and inequalities.

MAT 130 Precalculus (5) Prerequisite: Placement or “C-” or better in MAT 121. A rigorous course in the computational and theoretical aspects of algebra and trigonometry: equations and inequalities; systems of equations and inequalities; complex numbers; polynomial, rational, radical, exponential logarithmic, and trigonometric functions, equations, and graphs; right triangle trigonometry; inverse functions; law of sines; law cosines, trigonometric identities. Mastery of these skills will empower a student to achieve success in Calculus I.

MAT 140 Calculus I (5) Prerequisite: Placement or “C-” or better in MAT 130. Mastery of algebra and trigonometry is necessary before taking this course. Theory and applications of limits, derivatives, antiderivatives, definite integrals, and differentials of algebraic, trigonometric, logarithmic, and exponential functions.

MAT 180 Applied Probability and Statistics (3) Prerequisite: Placement or "C-" or better in MAT 121, MAT 130, or MAT 140. An introduction to the practice of statistics including sampling, experimental design, data displays, descriptive statistics, binomial and normal probability distributions, sampling distributions, one and two sample confidence intervals, hypothesis tests for means and proportions, and linear regression with analysis. Traditional and resampling/bootstrapping methods are employed. (4 hours of lecture-lab combined)

MAT 210 Mathematics for Elementary School Teachers I (3) Prerequisite: Placement or “C-” or better in MAT 105. Place value, models and algorithms for addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and integers. Applications involving ratios, percentages, and rates. Generalizations involving algebra, divisibility, primes, greatest common factors, and least common multiples. This course is intended for Early Childhood Inclusive, Elementary, Middle Level, and Special Education majors.

MAT 215 Mathematics for Elementary School Teachers II (3) Prerequisite: “C-” or better in MAT 210. Probability and data analysis, geometry, measurement, problem-solving, reasoning and proof.

MAT 240 Calculus II (5) Prerequisite: “C-” or better in MAT 140. Integration techniques, parametric equations, polar equations, conic sections, infinite sequences and series.

MAT 250 Differential Equations (3) Prerequisite: “C-” or better in MAT 240. First- and second-order methods for ordinary differential equations including: separable, linear, Laplace transforms, linear systems, series solutions, and applications. Qualitative, analytic, and numerical techniques will be considered.

MAT 270 Transitions to Advanced Mathematics (3) Prerequisite: “C-” or better in MAT 140. A bridge course into abstract mathematics. Proof construction and craft, quantifiers, logical connectives, and structure of valid arguments.

MAT 305 Discrete Mathematics (3) “C-” or better in MAT 140 or at least Sophomore Standing with an ACT math score of at least 27, or at least Sophomore Standing with a “C-” or better in CSC 310. Sets, relations, functions, graphs, trees, combinatorics, logic, recurrence relations, algorithms, and proofs.

MAT 320 College Geometry (3) Prerequisite: “C-” or better in MAT 140. Formal axiomatic development of neutral and Euclidean geometry with an emphasis on valid arguments. Non-Euclidean geometry will also be investigated.

MAT 335 Applied Mathematics and Modeling (3) Prerequisite: “C-” or better in MAT 140. Using mathematics to study the phenomena arising in nature and described by fields such as biology, chemistry, physics, or social sciences. Students will formulate and analyze models using methods such as optimization, simulation, dynamical systems, and other strategies. Current technologies will be utilized.

MAT 340 Calculus III (5) Prerequisite: “C-” grade or better in MAT 240. Vectors and vector calculus, cylindrical and spherical equations, the theory and application of partial derivatives and multiple integrals, including Green’s and Stokes’ Theorems.

MAT 350 Linear Algebra (3) Prerequisite: “C-” or better in either MAT 270 or MAT 340. Topics in matrix algebra including determinants, abstract vector spaces, transformations, orthogonality, and eigensystems. Students perform calculations and construct proofs in each of these topics.

MAT 400 Real Analysis (4) Prerequisite: “C-” or better in MAT 340. Supremums and infimums, Cauchy sequences, limits, continuity, differentiation, integration, and point-set topology. Student proof construction is emphasized.

MAT 405 Applied Mathematics (3) Prerequisites: “C-” or better in MAT 250 and MAT 340. Analytical and numerical methods of solution in various mathematical and scientific areas. Modeling, infinite series, vector analysis, Fourier series, partial differential equations, integral transformations, and complex analysis.

MAT 410 Probability and Statistics (4) Prerequisite: "C-" or better in MAT 340. Calculus based probability and statistics with theory and applications. Topics include discrete, continuous, multivariate and sampling distributions; moment generating functions; confidence intervals, hypothesis testing, correlation, regression, and analysis of variance. Traditional and resampling/bootstrapping methods are employed.

MAT 420/520 Number Theory (3) Prerequisite: “C-” or better in MAT 270 for undergraduate students. An exploration of different kinds of numbers and their relationships. Topics may include modular arithmetic, prime numbers, divisibility theorems, Diophantine equations, congruences, Fermat’s Little Theorem, quadratic reciprocity, continued fractions, and cryptography.

MAT 425 Abstract Algebra (4) Prerequisite: “C-” or better in MAT 350. Abstract group theory including fundamental group homomorphism theorems. The course concludes with polynomial ring theory. Student proof construction is emphasized.

MAT 435/535 History of Mathematics (3) Prerequisite: “C-” or better in MAT 270 for undergraduate students. This course surveys the historical development of mathematics. Critical thinking from different perspectives will be emphasized to learn about the context of discovery of different topics. Famous problems and mathematicians will also be explored.

MAT 440 Numerical Analysis (3) Prerequisite: “C-” or better in MAT 240. An introduction to numerical solutions to problems in various mathematical and scientific areas. Solution of equations and systems of equations, interpolation and curve fitting, approximation of polynomials, and numerical differentiation and integration. Use of technology emphasized.

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 presentation of their findings.

MAT 465 Mathematics Education Seminar (3) Prerequisite: Senior Standing. A seminar course in which students will discuss the relationships between college mathematics and the teaching of 6-12 mathematics. Students will research a topic in mathematics education and make a presentation of their findings.

MAT 470 Connections (2) Prerequisite: At least 27 hours of MAT courses numbered 140 or above. A capstone experience where students study mathematics, history and technology and do mathematical problems that require knowledge from several previous courses in the major.

MAT 471 Connections in Mathematics Education (2) Prerequisites: “C-” or better in MAT 140 and acceptance to the Educator Preparation Program. Recommended to take concurrently with EDU 409. This is a capstone experience where middle level or secondary mathematics education students connect mathematical knowledge from previous courses in their major to the teaching of mathematics in middle and secondary level mathematics.

MAT 472 Connections Research (1) Prerequisite: At least 27 hours of MAT courses numbered 140 or above. Students will independently complete problems that require knowledge from several previous courses in the major or work with an instructor on an independent research project. This course may be repeated for a total of 2 hours.

MAT 481 Mathematics Assessment (0) Prerequisite: Senior Standing. A review of students in their final semester of MAT courses. Students will take the Major Field Test in Mathematics and take an exit survey. Additional $25 course fee required. Carries no credit. (Graded S/NC)

MAT 482 Mathematics Education Assessment (0) Prerequisite: Senior Standing. An additional review of mathematics field endorsement students in their final semester. Students will take the Praxis II Mathematics Content Exam (5161). Carries no credit. (Graded S/NC)

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

MAT 520 Number Theory (3) See MAT 420.

MAT 530 Seminar in Abstract Algebra (3) Integral domains, fields, polynomial rings over a field. The mathematical similarity between the ring of integers and the ring of polynomials as well as the study of extension fields.

MAT 535 History of Mathematics (3) See MAT 435.

MAT 554 Seminar in Real Analysis (3) This course is designed to study the theory behind calculus. The goal is to deepen the understanding of the construction of real numbers, sequences and series, limits, continuity, and convergence with an emphasis on their relation to derivatives and integrals. Participants will find much of the content relevant to concepts included in functions, sets of numbers, and properties of graphs.

MAT 555 Seminar in Real Analysis II (3) Prerequisite: MAT 554. This course is a continuation of MAT 554 Seminar in Real Analysis and includes topics such as infinite series and integration theory.

MAT 610 Modern Geometry for Teachers (3) Euclidean geometry theory is the focus of this course with an exploration of various non-Euclidean geometries such as taxicab and hyperbolic. Connections to high school geometry are emphasized.

MAT 620 Seminar in Discrete Mathematics (3) This course provides a survey of topics from counting and graphs, to modeling and algorithms. Discrete mathematics provides a foundation for fields such as data structures, algorithms, logic, set theory, and number theory. Participants will find much of the content relevant to concepts included in probability, sets, and problem-solving.

MAT 645 Current Trends in Mathematics Curriculum and Teaching (3) This course explores current trends in mathematics education and teaching. Emphasis will be placed on learning theory, different curricular models, the teaching of mathematics, and assessment.

MAT 660 Probability and Statistics for Teachers (3) Probability and statistics concepts commonly taught in high school are explored alongside the underlying theory. Topics include sampling distributions, estimation and inference for means and proportions, linear regression, analysis of count data, exploratory data analysis, and basic study design. Various software and calculators are used to analyze the data from one, two, and more samples.

MAT 661 Probability and Statistics for Teachers II (3) Prerequisite: MAT 660. A continuation of MAT 660, including further mathematical development of confidence intervals, hypothesis tests, correlation, regression, and multivariate methods.

MAT 682 Topics in Mathematics (3) Various topics in mathematics will be explored. Topics may include: topology, complex analysis, sets and logic, ring and field theory, differential geometry, and/or chaos and fractals. Students may enroll in this course more than once as long as the topic to be covered is different each time.

Modern Languages and Cultures (MLC)

Language and Literature Department
School of Arts and Humanities
Humanities Building

The mission of the Modern Language program is to provide students with educational experiences in modern languages, literatures, histories, and cultures, as well as study abroad opportunities.

The Modern Language program prepares students to live and work in the “global village” of contemporary society. Students may prepare for careers in education, business, government, health, counseling, and law enforcement. Language studies are also essential for those planning to pursue graduate work in many fields. Many students combine a language major or minor with another field to enrich their preparation and enhance their marketability. Students specializing in a modern language are expected to spend time abroad in a country where the language is spoken. There are several opportunities at Wayne State College to improve language skills and experience other cultures in study abroad programs.

Students may pursue a major, minor, or subject endorsement in Spanish. The department also offers elementary German, French, and American Sign Language, plus occasional courses in Russian, Chinese, and other languages. Choose a language - or languages - and prepare for a wealth of exciting and challenging opportunities for study, travel, and enrichment.

Advanced or Refresher Study

Students with previous experience in a language may receive advanced placement and credit by CLEP examinations.

Most students with two or three years of high school language should register for second semester (120) courses. Students with four years of high school language should take the third semester (210) course after consulting with a modern language faculty member. Students with greater fluency in Spanish should also be advised by a modern language faculty member about a major, minor, or endorsement. Completion of at least six hours of study in one foreign language at (or above) the intermediate (200) college level, or completion of a minor within an arts and humanities discipline (ART, CNA, ENG, MUS, SPA, PHI), or completion of a major within arts and humanities degree programs, is also required for the Bachelor of Arts (BA) degree from Wayne State College.

Major in Spanish or Subject Endorsement in World Language-Spanish (BA) 30 hours

SPA 210 Intermediate Spanish I 3
220 Intermediate Spanish II 3
305 Advanced Grammar and Comp 3
One 300-level SPA civilization or culture course (SPA 301, 302, 303) 3
One 300-level SPA literature course (SPA 316, 317, 333).....3
One 300-level SPA Special Topics in Literature course (SPA 335, 337) 3
Electives.....12
To be chosen from any SPA 300-level or higher course, CNA 467, ENG 270, ENG 384 (by advisement), GEO 370, or HIS 423. At least 9 hours must be SPA prefix courses.

For the endorsement, EDU 409 Foreign Language Content Area Methods and Assessment must be taken as part of the professional education requirements.

Minor in Spanish: 21 hours

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

SPA 120 Elementary Spanish II.....3
210 Intermediate Spanish I 3
220 Intermediate Spanish II 3
One 300-level SPA literature course (SPA 316, 317, 333, 335, 337).....3
One 300-level SPA civilization or culture course (SPA 301, 302, 303) 3
Electives (to be chosen from 300-level or higher SPA courses) 6

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 American Sign Language, depending on the availability of an instructor. This course may be repeated if the target language differs.

MLC 120 Elementary Language II (3) Prerequisite: MLC 110 or equivalent. Continued study of a language other than Spanish, French, or German.

French 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.

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.

German 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.

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.

Spanish 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. If students have completed more than 2 years of high school Spanish, they are advised to register in SPA 120 or to consult with a Spanish instructor before registering in SPA 110.

SPA 119 Spanish for Criminal Justice (3) This course teaches basic conversational Spanish to develop communication skills for criminal justice careers. Discipline-specific vocabulary and culture are emphasized.

SPA 120 Elementary Spanish II (3) Prerequisite: SPA 110 or permission of instructor. Emphasis on oral and written skills, as well as reading and culture.

SPA 210 Intermediate Spanish I (3) Prerequisite: One year college Spanish or equivalent knowledge. Grammar review and advanced presentation of the structure of the language, stressing aural understanding, conversation skills, reading and writing.

SPA 220 Intermediate Spanish II (3) Prerequisite: SPA 210 or equivalent knowledge. Continuation of SPA 210.

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) Prerequisite: SPA 210 and 220 or by instructor permission. A course designed to introduce advanced study of grammatical structure and a practical application of grammar in composition.

SPA 306 Spanish for Health Professionals (3). Some knowledge of Spanish helpful. A course designed to teach vocabulary and concepts for communicating with Spanish-speaking clientele in a variety of healthcare settings. Useful for those studying to become doctors, dentists, pharmacists, physical therapists, or other health professionals.

SPA 307 Conversation and Composition (3) Prerequisite: SPA 210or equivalent. Practice in speaking, understanding, and writing Spanish. Activities are designed to develop oral and written skills necessary for upper-level coursework.

SPA 315 Spanish Translation (3) A general study of translation in Spanish with intensive translating practice in several professional areas.

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 335 Special Topics in Spanish Literature (3) Detailed study of a particular aspect of an author, movement, genre, historical, period, or topic of general relevance in Spanish literature.

SPA 337 Special Topics in Spanish American Literature (3) Detailed study of a particular aspect of an author, genre, historical period, or topic of general relevance in Spanish American literature.

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. 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. This course may be repeated once at each level covering a different topic with permission of instructor.

Music (MUS)

Music Department
School of Arts and Humanities
Peterson Fine Arts Building

Mission

The mission of the Department of Music is to prepare students for musical careers, advanced study, and civic involvement, and to provide musical opportunities so that music will play a significant and rewarding role throughout their lives.

Goals

The goals of the Department of Music are:

- To prepare music students at the baccalaureate level for successful careers in education, performance, and music industry
- To prepare music students for graduate school
- To foster the development of musical talent
- To provide rich cultural and aesthetic musical experiences which contribute to the musical life of the college, community, and region

Accreditation

The Department of Music is accredited by the National Association of Schools of Music (NASM).

Degrees Offered

Students may pursue a Bachelor of Science or a Bachelor of Arts degree in any of the music programs.

Music Majors: Non-teaching programs offered are listed below.

- Music Performance
- General Music
- Music Industry

Music Education Majors: Endorsements offered are listed below.

- Field endorsement: Vocal and Instrumental Music PK-12
- Vocal Music PK-12

Performing Ensembles

The performing ensembles 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, Lyrica Treble Choir, Chamber Choir, Marching Band, Wind Ensemble, Symphonic Band, Jazz Ensemble, and chamber music ensembles.

Proficiencies and Requirements

Admission to music major programs

*Admission to Wayne State College does not automatically constitute admission to degree programs in music. Admission to music programs is completed by meeting the following criteria:

- Students must meet the piano proficiencies as required by the major. (see item #4).
- Students must pass all Music Theory, Aural Skills, and Class in Piano courses with a grade of “C-” or higher. If a student earns a “D+” or lower in a required course, the student must repeat the course until earning a “C-” or higher.
- Students must successfully perform a qualifying audition for 300-level applied lessons before a jury of music faculty one of whom is in the student’s primary performance area. The student must demonstrate, through performance of technical material (scales, rudiments, vocalizes, etudes, etc.) and repertoire, a degree of facility and musicality deemed sufficient to undertake advanced applied study. Each applied

area has specific guidelines and requirements for the technical material and repertoire. See the Department of Music Student Handbook for these guidelines.

- Students must submit a written list of all repertoire studied and performed and a self-assessment report (see the student handbook for specific guidelines). The reports must be submitted to the applied instructor at least one week prior to the 300-level audition.

Applied Music Study

All prospective music majors and minors must declare an instrument or voice as the primary performance area from one of the following: Voice, Keyboard, Flute, Oboe, Clarinet, Saxophone, Bassoon, Trumpet, French Horn, Trombone, Euphonium, Tuba, Percussion, Violin, Viola, Cello, Double Bass and Guitar. Students pursuing a music teaching endorsement must also declare a secondary performing area. For the primary area, 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 (300-level) study (see above). Until the student has passed the jury examination, continued enrollment at the 100-level is required. Applied music study includes at least one hour of participation per week in studio class in addition to the weekly lesson. Students are expected to arrive at lessons and performance classes with their assigned material fully prepared. It is expected that students will schedule daily practice time, as well as develop practice habits sufficient to accomplish this objective.

Junior and Senior Recital Requirements

All students pursuing degrees in Music Education or Music-Performance must enroll in MUS 454, Senior Recital during the semester of the recital. Performers 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 faculty. Music-Performance majors must also present a junior recital following the same jury requirements as the senior recital. Repertoire and program notes for the junior and senior recitals must demonstrate an understanding of the repertory and the ability to perform a cross-section of that repertory. Instrument-specific guidelines can also be found in the student handbook.

Piano Proficiency-Requirements

Music Education (Field and PK-12 Vocal), Music Performance, and General Music majors must meet the piano proficiency requirements for piano (course numbers MUS 280, 281, 380, and 381). This requirement may be met by examination or through successful completion of the courses appropriate to the student's degree program. Music majors who successfully test out of one or more sections of Class in Piano will be required to fill those hours with elective, regardless of degree program.

Minimum GPA Requirement for Graduation

All non-teaching music majors, regardless of degree program, must have a minimum GPA of 2.5 to graduate. Music education majors must have a minimum GPA of 2.75 to graduate.

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 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 454 Senior Recital). The criteria for satisfactory completion of this requirement are stated in the syllabus for MUS 130.

Ensemble Credit and Requirements

All music majors are required to participate in the large ensemble related to their primary performance area– Marching Band/Wind Ensemble (MUS 142), or Choir (MUS 141) – throughout their entire program, excluding the semester of Clinical Practice. Because of the dual nature of the PK-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 PK-12 Field Endorsement program are:

Voice Primary

a. 5 hours of choir (MUS 140 or 141/441)
b. 1 hour of marching band (MUS 142-Fall semesters only)
c. 1 hour of band (MUS 142 or 149)

Winds and Percussion Primary

a. 5 hours of band (MUS 142/442 or 149)
b. 2 hours of choir (MUS 140 or 141)

Keyboard Primary (as determined by the student's secondary performing area)

a. Voice Secondary
   i. 5 hours of choir (MUS 140 or 141/441)
   ii. 1 hour of marching band (MUS 142-Fall semesters only)
   iii. 1 hour of band (MUS 142 or 149)

b. Wind or Percussion Secondary
   i. 5 hours of band (MUS 142/442 or 149)
   ii. 2 hours of choir (MUS 140 or 141)

Private Lesson Fees

Each student enrolled in applied music lessons will be assessed a fee in addition to the tuition.

Other Fees

Instrument Rental

Students wishing to check out WSC instruments may do so by reserving one through one of the Instrumental Music Faculty. A non-refundable fee is required each semester, which covers the rental of one or more instruments owned by Wayne State College. All instruments must be returned or checked out again 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.

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 an Instrumental Music faculty member.

Music Major Core Courses required of all Music Majors: 15 hours

These core courses are also listed under each individual program requirements.

MUS	101 Music Theory I	3
	102 Music Theory II	3
	104 Aural Skills I	1
	305 Music Technology	1
	402 History and Literature of Music II	3
Primary Applied Lessons 100-level		4

Music Education Majors (BS or BA) 59-60 hours

Students will choose an endorsement from the following:

PK-12 Field Endorsement in Vocal and Instrumental Music Education (BS or BA) 60 hours

This degree prepares students to teach instrumental and vocal music grades PK-12.

MUS	101 Music Theory I	3
	102 Music Theory II	3
	104 Aural Skills I	1
	105 Aural Skills II	1
	150 Class in Voice I (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
	204 Aural Skills III	1
	205 Aural Skills IV	1
	208 Fundamentals of Conducting	1
	*280 Class in Piano I	1
	*281 Class in Piano II	1
	300 Choral Arranging OR	
	303 Instrumentation	2

305 Music Technology 1
306 Choral Conducting and Materials....2
307 Instrumental Conducting and Materials 2
*380 Class in Piano III....1
*381 Class in Piano IV 1
401 History and Literature of Music I 3
402 History and Literature of Music II 3
454 Senior Recital....1
(MUS 454 requires concurrent enrollment in Primary Applied Lessons 300-level)
Primary Applied Lessons 100-level....4
Primary Applied Lessons 300-level 2
Secondary Applied Lessons 2
Ensembles (MUS 140, 141/441, 142/442, 149)....7
Music Electives by advisement (not ensembles) 1

*Students who test out of any of the Class in Piano sequence will fill those hours with electives by advisement (not ensembles).

PK-12 Field Endorsement in Music Professional Education Courses: 36 hours

EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition 3
275 PK-12 Instructional Design....3
310 Reading, Writing, and Assessment in Content Areas....2
MUS 308 Teaching Vocal Music 7-12....2
309 Teaching Instrumental Music 2
411 Content Area Practicum (Taken with MUS 415) 0.5
412 Secondary Education Practicum (Taken with MUS 308 or 309)....0.5
415 Teaching Music PK-6 2
SPD 302 Inclusion and Co-teaching in General Education....3
435 Classroom Management through Social Emotional Learning K-6 OR
436 Classroom Management through Social Emotional Learning 7-12 3
EDU 452 Clinical Practice and Seminar for Elementary School 6
456 Clinical Practice and Seminar for Secondary School 6

Note: Instead of EDU 409, PK-12 Vocal and Instrumental Music candidates must take MUS 308, 309 and 415, and MUS 411 and MUS 412 instead of EDU 414 to fulfill professional education requirements.

PK-12 Subject Endorsement in Vocal Music Education (BS or BA) 59 hours

This degree prepares students to teach vocal music in grades PK-12.

MUS 101 Music Theory I....3
102 Music Theory II....3
104 Aural Skills I 1
105 Aural Skills II 1
171, 172, 173, 174, 175, 176, 177 (choose 2) 2
178 Class in Guitar....1
201 Music Theory III....3
202 Music Theory IV 3
204 Aural Skills III 1
205 Aural Skills IV 1
208 Fundamentals of Conducting 1
*280 Class in Piano I....1
*281 Class in Piano II....1
300 Choral Arranging 2
302 Form and Analysis 2
305 Music Technology 1
306 Choral Conducting 2
310 Song and Choral Literature 2
320 Diction for Singers....2
*380 Class in Piano III....1

*381 Class in Piano IV 1
401 History and Literature of Music I 3
402 History and Literature of Music II 3
423 Vocal Pedagogy 2
454 Senior Recital 1
(MUS 454 requires concurrent enrollment in Primary Applied Lessons 300-level)
Primary Applied Lessons 100-level 4
Primary Applied Lessons 300-level 2
Secondary Applied Lessons 2
Ensembles (MUS 140 or 141/441) 7

*Students who test out of any of the Class in Piano sequence will fill those hours with electives by advisement (not ensembles).

If voice is the primary performing area, the secondary area applied must be keyboard; if keyboard is the primary performing area, the secondary area must be voice.

PK-12 Subject Endorsement in Vocal Music Education Professional Education Courses: 36 hours

EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition 3
275 PK-12 Instructional Design 3
310 Reading, Writing, and Assessment in Content Areas 2
MUS 308 Teaching Vocal Music 7-12 2
411 Content Area Practicum (Taken with MUS 415) 0.5
412 Secondary Edu Practicum (Taken with MUS 308 or 309) 0.5
415 Teaching Music PK-6 2
SPD 302 Inclusion and Co-teaching in General Education 3
435 Classroom Management through Social Emotional Learning K-6 OR
436 Classroom Management through Social Emotional Learning 7-12 3
EDU 452 Clinical Practice and Seminar for Elementary School 6
456 Clinical Practice and Seminar for Secondary School 6

Note: Instead of EDU 409, PK-12 Vocal Music Education candidates must take MUS 308 and 415, and MUS 411 and 412 instead of EDU 414 to fulfill professional education requirements.

Music Majors (BS or BA) 53-59 hours

Students will choose an area of emphasis from the following:

General Music Emphasis: 53 hours

This degree provides students with a broad background in music, while allowing advanced study in a specific area of interest in music.

MUS 101 Music Theory I 3
102 Music Theory II 3
104 Aural Skills I 1
105 Aural Skills II 1
201 Music Theory III 3
202 Music Theory IV 3
204 Aural Skills III 1
205 Aural Skills IV 1
208 Fundamentals of Conducting 1
*280 Class in Piano I 1
*281 Class in Piano II 1
301 Counterpoint 2
302 Form and Analysis 2
303 Instrumentation 2
305 Music Technology 1
306 Choral Conducting and Materials OR
307 Instrumental Conducting and Materials 2
*380 Class in Piano III 1

*381 Class in Piano IV 1
401 History and Literature of Music I 3
402 History and Literature of Music II 3
492 Senior Seminar 3
Primary Applied Lessons 100-level....4
Primary Applied Lessons 300-level....2
Ensembles (MUS 140, 141/441, 142/442, 149)....7
Upper-level Music Electives (not ensembles)....1

*Students who test out of any of the Class in Piano sequence will fill those hours with electives by advisement (not ensembles).

Music Industry Emphasis: 57 hours

This degree provides students with a broad knowledge of careers in the music industry, including the operation of music stores, sheet music sales and production, musical equipment sales, and arts management.

MUS 101 Music Theory I....3
102 Music Theory II....3
104 Aural Skills I 1
*280 Class in Piano I....1
*281 Class in Piano II....1
305 Music Technology 1
402 History and Literature of Music II 3
Primary Applied Lessons 100-level....4
Primary Applied Lessons 300-level....1
Ensemble Electives (Large or Small Ensembles)....6
Selected from the following: MUS 135, 136, 139, 140, 141/441, 142/442, 144, 145, 146, 147, 148, 149

*Students who test out of any of the Class in Piano sequence will fill those hours with electives by advisement (not ensembles).

Music Industry Courses

MUS 210 Introduction to Performing Arts Management 3
304 Music Industry....3
403 Instrument Repair....1
409 Arts Marketing 3
420 Music Industry Capstone....2
497 Music Industry Internship 6

Business Courses

BUS 142 Survey of Accounting 3
270 Principles of Marketing....3
476 Omnichannel Retailing Management 3
Choose 6 hours from the following (by advisement)....6
(BUS 208, 222, 260, 307, 357, 372, 374, 475; CNA 162, 262, 301, 374, 426, 475)

Performance Emphasis: 57-58 hours

(57 hours for instrumentalists; 58 hours for vocalists)

This degree provides students with a broad background in music performance to prepare for a career as a performing musician, private music instructor, or continued study in graduate school.

MUS 101 Music Theory I....3
102 Music Theory II....3
104 Aural Skills I 1
105 Aural Skills II 1
201 Music Theory III....3
202 Music Theory IV 3
204 Aural Skills III 1
205 Aural Skills IV 1

208 Fundamentals of Conducting 1
*280 Class in Piano I 1
*281 Class in Piano II 1
302 Form and Analysis 2
305 Music Technology 1
310 Song and Choral Literature (vocalists only) 2
320 Diction for Singers (vocalists only) 2
*380 Class in Piano III 1
*381 Class in Piano IV 1
401 History and Literature of Music I 3
402 History and Literature of Music II 3
409 Arts Marketing 3
421 Jazz Ensemble Techniques (instrumentalists only) 1
423-427 Pedagogy course in primary area 2
454 Senior Recital 1
(MUS 454 requires concurrent enrollment in Primary Applied Lessons 300-level)
Primary Applied Lessons 100-level 4
Primary Applied Lessons 300-level 7
(A Junior Recital is required as a part of Applied Lessons 300-level)
Ensembles (MUS 135, 136, 139, 145, 146, 148) (instrumentalists only) 2
Ensembles (MUS 140, 141/441, 142/442, 149) 7

*Students who test out of any of the Class in Piano sequence will fill those hours with electives by advisement (not ensembles).

Minor in Music: 21 hours

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

MUS 101 Music Theory I 3
208 Fundamentals of Conducting 1
305 Music Technology 1
401 History and Literature of Music I OR
402 History and Literature of Music II 3
Primary Applied Lessons (one area) 100-level 4
Primary Applied Lessons (one area) 300-level 1
Class in voice, piano, strings, brass, woodwinds, percussion, or guitar.
(MUS 150, 171, 172, 173, 174, 175, 176, 177, 178, 280, 281) 1
Ensembles (MUS 140, 141/441, 142/442, 149) 2
Music Electives (not ensembles) 5

Undergraduate Courses

MUS 101 Music Theory I (3) Fundamentals of pitch and rhythmic notation, intervals, scales, keys, modes, triads and seventh chords. Introduction to figured bass, popular chord symbols, and voice leading. Part-writing of diatonic triads in root position and first inversion. Analysis of non-harmonic tones.

MUS 102 Music Theory II (3) Prerequisite: A grade of "C-" or higher in MUS 101. Part-writing of triads and seventh chords in root position and all inversions. Fundamentals of musical form, including cadences, phrases, and periods. Secondary dominant and leading-tone chords. Common chord modulation to closely related keys.

MUS 104 Aural Skills I (1) Fundamentals of sight singing and ear training. Includes computer-assisted learning. (2 hours per week)

MUS 105 Aural Skills II (1) Prerequisite: A grade of "C-" or higher in MUS 104. Continued study of sight singing and ear training. Includes computer-assisted learning (2 hours per week).

Private Music Lessons

Note: See statements under "Proficiencies and Requirements" for additional information concerning applied music.

Applied Lessons (chosen from courses listed below): (1-2 hours; .5 during summer terms)

Corequisite: MUS 130 for music majors and minors. Upper-division requires instructor approval. Applied music study includes participation in one 50-minute studio class in addition to the weekly lesson in the primary performance area. Must also be enrolled in the appropriate large ensemble. $15 Class Fee Required.

Credit for private music instruction is as follows:

1) 2 credit hours (primary instrument only) for one 50-minute lesson per week. Two hours daily practice and participation in department recitals are required.
2) 1 credit hour for one 30-minute lesson per week. One hour daily practice is required.

111, 311 Voice Lessons
112, 312 Keyboard Lessons
113, 313 Trumpet Lessons
114, 314 Horn Lessons
115, 315 Trombone Lessons
116, 316 Euphonium Lessons
117, 317 Tuba Lessons
118, 318 Flute Lessons
119, 319 Clarinet Lessons
121, 321 Oboe Lessons
122, 322 Bassoon Lessons
123, 323 Saxophone Lessons
124, 324 Violin Lessons
125, 325 Viola Lessons
126, 326 Cello Lessons
127, 327 String Bass Lessons
128, 328 Percussion Lessons
129, 329 Guitar Lessons

MUS 130 Recital Attendance (0) Attendance at departmental recitals and performances. Carries no credit. Music majors and minors must enroll in this course concurrently with any applied music course (MUS 111-119, 121-129, 311-319, 321-329).

MUS 135 Mariachi Negro y Oro (.5) Rehearses and performs traditional Mexican mariachi music. Studies performance technique on mariachi instruments: trumpet, violin, guitar, vihuela, and guitarrón. Open to all WSC students.

MUS 136 Percussion Ensemble (.5) Rehearsal and performance of percussion ensemble music. Open to all WSC students.

MUS 139 Keyboard Ensemble (.5) Rehearsal and performance of piano music written for more than one performer.

MUS 140 Lyrica Treble Choir (1) Lyrica Treble Choir is open to students regardless of major, without audition. To participate, one's full voice must lie naturally in the treble clef. Objectives of the ensemble include, but are not limited to, 1) healthy vocal technique, 2) tonal memory and audiation (hearing) skills, 3) music reading skills, and 4) a sense of community within a positive social climate. The choir performs music of many cultures and times, sometimes ranging from medieval to modern.

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 will be given. Open to all students by audition.

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.

MUS 144 Chamber Choir (.5) Corequisite: 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 for the Elizabethan Christmas Feast. Open to all students by audition; enrollment requires permission of the director.

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.

MUS 150 Class in Voice (1) Fundamentals of vocal technique for healthy and expressive singing, introduction to IPA; fundamentals of English and Italian diction. (2 hours per week).

MUS 152 American Music (3) Traces the progression of American music from colonial times to present, including all styles from classical to folk to popular music. Students will investigate the roots of today's music and understand how the events in American history have influenced American music and vice versa.

MUS 154 American Popular Music (3) Presents the elements of music in an overview of American Popular music from the 1800s to the present. Includes discussion of historical and social impacts on the development of popular music in America.

MUS 156 History of Jazz (3) Provides the opportunity to learn about Jazz, a genre of music that is native to America. The study of Jazz includes its forms and characteristics, as well as its history and cultural context.

MUS 158 Music in Film (3) An exploration of music through the lens of popular film. Topics covered will include composers; history; innovations in film and in music; the film industry; fundamentals of music reading, theory, and appreciation; and the general relationship between music and film and the importance of film as a "total art."

MUS 162 Music Theatre (3) A study of the history of music theatre and exploration of the functions of music in theatrical productions.

MUS 164 History of American Rock ‘n’ Roll, 1940-1980 (3) A study of the history of Rock ‘n’ Roll music in America. Includes an exploration of the elements of music and study of the cultural, economic, and social influences which shaped this American phenomenon.

MUS 166 Music Appreciation (3) This course introduces the study of music focusing on the elements of music and their relationships, the musical characteristics of representative works and composers, and common musical forms and genres of various historical style periods, Music in its cultural and social contexts will be explored along with the development of listening skills.

MUS 168 World Music (3) An exploration of music from the non-Western world in the classical, folk, and popular styles. Focuses on specific musical characteristics as well as the purpose and function of music in the society from which it originates.

MUS 171 Class in Strings I (1) Methods, materials, and techniques for playing and teaching violin and viola. (2 hours per week). $20 class fee required.

MUS 172 Class in Strings II (1) Methods, materials, and techniques for playing and teaching cello and bass. (2 hours per week). $20 class fee required.

MUS 173 Class in Woodwinds I (1) Methods, materials, and techniques for playing and teaching flute, clarinet, and saxophone. (2 hours per week) $20 class fee required.

MUS 174 Class in Woodwinds II (1) Methods, materials, and techniques for playing and teaching double reed instruments. (2 hours per week) $20 class fee required.

MUS 175 Class in Brass I (1) Methods, materials, and techniques for playing and teaching high brass instruments. (2 hours per week) $20 class fee required.

MUS 176 Class in Brass II (1) Methods, materials, and techniques for playing and teaching low brass instruments. (2 hours per week) $20 class fee required.

MUS 177 Class in Percussion (1) Methods, materials, and techniques for playing and teaching percussion instruments. (2 hours per week). $20 class fee required.

MUS 178 Class in Guitar (1) Prerequisite: MUS 101 or permission of instructor. Methods, materials, and techniques for playing and teaching guitar. (2 hours per week). $20 class fee required.

MUS 201 Music Theory III (3) Prerequisite: A grade of “C-” or higher in MUS 102. Further practice with secondary chords. Harmonic sequences involving diatonic and secondary chords. Binary and ternary forms. Modal mixture, the Neapolitan, and augmented sixth chords. Introduction to chromatic modulation.

MUS 202 Music Theory IV (3) Prerequisite: A grade of “C-” or higher in MUS 201. Modulation to foreign keys using chromatic pivot chords, including enharmonic modulation. Ninth, eleventh, thirteenth chords, altered dominants, chromatic mediants, and common-tone diminished sevenths. Introduction to 20th century harmonic practices.

MUS 204 Aural Skills III (1) Prerequisite: A grade of “C-” or higher in MUS 105. Continued study of sight singing and ear training. Includes computer- assisted learning. (2 hours per week)

MUS 205 Aural Skills IV (1) Prerequisite: A grade of “C-” or higher in MUS 204. Continued study of sight singing and ear training. Includes computer-assisted learning. (2 hours per week)

MUS 208 Fundamentals of Conducting (1) Prerequisites: MUS 101. Fundamental techniques of the physical movement of conducting and its process, including beat patterns, transposition and score reading. (2 hours per week)

MUS 210 Introduction to Performing Arts Management (3) An overview of the field of performing arts management. This course will provide a basic understanding of the role of a performing arts administrator through readings, class discussion, research projects, and class presentations, guest lectures and visits to non-profits arts organizations. Topics such as board development, fundraising, marketing and publicity, volunteers and strategic planning will be discussed.

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 280 Class in Piano I (1) Development of functional piano skills for non-pianists. Emphasis on keyboard theory and technique, sight reading, harmonization, improvisation, score reading, accompanying, and solo/ensemble repertoire. (2 hours per week). $10 class fee required.

MUS 281 Class in Piano II (1) Prerequisite: A grade of “C-” or higher in MUS 280 or consent of instructor. Continued development of the skills begun in MUS 280. (2 hours per week) $10 class fee required.

MUS 300 Choral Arranging (2) Prerequisite: A grade of “C-” or higher in MUS 202. Principles and practices of arranging music for various choral ensembles with and without instrumental accompaniment. Emphasis on the production of practical arrangements.

MUS 301 Counterpoint (2) Prerequisite: A grade of “C-” or higher in MUS 202. Species counterpoint, invertible counterpoint, imitative procedures, and canonic writing in eighteenth-century style. Composition of short pieces. Emphasis on two and three-part forms.

MUS 302 Form and Analysis (2) Prerequisite: A grade of “C-” or higher in MUS 202. Study of large-scale formal structures in music, including variations, rondo, sonata form, sonata-rondo, and fugue. Analysis of selected works from the Baroque, Classical, and Romantic periods.

MUS 303 Instrumentation (2) Prerequisite: A grade of “C-” or higher in MUS 202. General considerations of instrument ranges, transposition, and performance capabilities. Characteristics of standard orchestration as applied to transcribing and arranging for various ensembles.

MUS 304 Music Industry (3) This course will explore and examine many of the diverse fields and career opportunities within the music industry through readings, guest lecturers and visits to music businesses, such as record labels and recording studios. Topics such as career options and current issues in performing arts management will be discussed. Students will also reflect upon their career goals and begin working on interview, resume writing and professionalism skills.

MUS 305 Music Technology (1) Prerequisite: A grade of “C-” or higher in MUS 101. An introduction to music technology including composition and recording software, as well as computer assisted instruction. (2 hours per week)

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. Additional time may be required for students to rehearse a large choral ensemble.

MUS 307 Instrumental Conducting and Materials (2) Prerequisite: MUS 208. Corequisite: MUS 149. Techniques and practical applications of conducting and rehearsing instrumental ensembles. Includes significant experience in literature, score studying, rehearsal techniques, transposition, and interpretation. Additional time will be required for students to rehearse a large instrumental ensemble.

MUS 308 Teaching Vocal Music 7-12 (2) Prerequisite: MUS 208. A survey of methods and materials used for teaching vocal music in junior high school and high school. Pedagogical materials include: testing, classifying, and blending voices, problems of the changing voice, materials for glee club, chorus and ensembles, contests and public appearances, developing, running, and maintaining a show choir program, 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 PK-12 instrumental music program.

MUS 310 Song and Choral Literature (2) General survey of solo vocal and choral literature. Emphasis given to major composers and standard repertoire together with influences from non-Western cultures.

MUS 320 Diction for Singers (2) A study of foreign language diction.

MUS 340 Conducting Lessons (1) Prerequisite: MUS 306 or MUS 307. Advanced study of conducting techniques and ensemble literature. Instruction will be by private studio study with independent practice required. Advanced students may be permitted to conduct WSC ensembles.

MUS 341 Fundamentals of Jazz Improvisation (1) Prerequisite: MUS 101. A practical course in learning the basics of jazz improvisation. Emphasis on jazz scales and chords, reading chord changes, and general concepts of improvisation with application on the student's primary instrument.

MUS 380 Class in Piano III (1) Prerequisite: A grade of "C-" or higher in MUS 281 or consent of instructor. Continued development of the skills begun in MUS 281. (2 hours per week) $10 class fee required.

MUS 381 Class in Piano IV (1) Prerequisite: A grade of "C-" or higher in MUS 380 or consent of instructor. Continued development of the skills begun in MUS 380. (2 hours per week) $10 class fee required.

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 Baroque. Analysis of musical types and influential composers in each era.

MUS 402 History and Literature of Music II (3) Music of the Classical period through contemporary. 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 per week) $20 class fee required.

MUS 405 Double Reed Making (2) A laboratory course covering the construction and adjustment of oboe and bassoon reeds.

MUS 409 Arts Marketing (3) Prerequisite: MUS 304. The study of techniques related to marketing and promoting the arts. This course will provide students with the tools to create a comprehensive marketing plan that makes use of the internet and social media as well as traditional marketing methods.

MUS 411 Content Area Practicum (.5) Prerequisite: Candidacy in Educator Preparation. A field experience, offered with MUS 415 Teaching Music PK-6, designed with the content area(s) for practical application of the teaching and learning process. This course will focus on active participation within the classroom setting under supervision of the classroom instructor.

MUS 412 Secondary Education Practicum (.5) Prerequisite: Candidacy in Educator Preparation. A field experience, offered with MUS 308 Teaching Vocal Music 7-12 OR MUS 309 Teaching Instrumental Music, designed with the content area(s) for practical application of the teaching and learning process. This course will focus on active participation within the classroom setting under supervision of the classroom instructor.

MUS 415 Teaching Music PK-6 (2) A survey of philosophies, materials, and pedagogical methods for teaching music to children in grades PK-6. Creative exploration of musical activities incorporating movement, improvisation, composition, listening, and curriculum development. For music majors and minors or by permission of the instructor. To be taken concurrently with MUS 411 (Content Area Practicum).

MUS 420 Music Industry Capstone (2) Prerequisite: MUS 304. This course focuses on incorporating knowledge, skills, and dispositions developed in previous courses and preparation for the Music Industry Internship. Will include significant field experience.

MUS 421 Jazz Ensemble Techniques (1) Corequisite: MUS 147. Instruction in the function and goals of a jazz ensemble program, including experience in jazz styles, history, improvisation, and curriculum design. (2 hours per week).

MUS 422 Marching Band Techniques (1) Prerequisite: 2 semesters of MUS 142. Corequisite: 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. (2 hours per week).

MUS 423 Vocal Pedagogy (2) The study of teaching voice.

MUS 424 Keyboard Pedagogy and Literature (2) The study of techniques and solo literature for keyboard instruments.

MUS 425 String Pedagogy and Literature (2) The study of teaching techniques and solo literature for string instruments.

MUS 426 Brass Pedagogy and Literature (2) The study of teaching techniques and solo literature for brass instruments.

MUS 427 Woodwind Pedagogy and Literature (2) The study of teaching techniques and solo literature for woodwind instruments.

MUS 441 Choir (1) Prerequisite: A total of four completed semesters of MUS 141 required to enroll. 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 will be given. Carries the expectation of additional responsibilities. Open to all qualified students by audition.

MUS 442 Marching Band/Wind Ensemble (1) Prerequisite: A total of four completed semesters of MUS 142 or MUS 149 required to enroll. Rehearses and performs standard and contemporary wind literature. The upper-division Marching Band is open to any qualified WSC student and performs at athletic events and concerts. Carries the expectation of additional responsibilities. The Wind Ensemble commences after football season and requires an audition for admission.

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. This course may be repeated for up to 6 hours with no content duplication.

MUS 454 Senior Recital (1) The presentation of a 30-minute senior recital in a student's primary performance area. The student will enroll for this class concurrently with 300 level private applied lessons during the term in which the senior recital is given. (This course may be repeated one time for credit in a second performance area.) $15 class fee required.

MUS 492 Senior Seminar (3) Prerequisite: Approval of the instructor and Department Chair. Focused study in an area of musical interest that incorporates knowledge and skills developed in previous course of the General Music curriculum. Title of the project will be entered on the permanent record.

MUS 497 Music Industry Internship (6) Prerequisite: Approval for the Academic Advisor and/or Department Chair and a minimum 2.0 GPA requirement. The internship program is a credit bearing program providing undergraduate students with the opportunity to integrate career-related work experience with classroom learning. Work experiences occur in positions relevant to the Music Industry. Internships require a minimum of 45-50 work hours for each 1 hour of credit. Contact the Career Services office, your Academic Advisor or Department Chair for specific details.

Eligible seniors may enroll in 500 and 600 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 504 Music of the Romantic Period (3) A study of music of the Romantic period, from Beethoven up to the 20th century. Developments in chamber music, opera, and symphonic music will be studied with accompanying representative works.

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.

MUS 603 Instructional Practices in Music Education (3) Study of historical, philosophical, and social foundations of music education, including creating and assessing curricula in accordance with state and national standards. Current trends and pedagogy in music education will be studied as well as the development of skills and techniques related to music instruction.

MUS 610 Analytical Techniques for Tonal Music (3) Development and expansion of analytical approaches learned in the undergraduate theory curriculum through score study of representative works from the common-practice period. Students will synthesize the essential concepts of music theory through systematic and empirical investigation into the compositional procedures of selected choral and instrumental masterworks from the tonal repertoire.

Applied Music

$15 Class Fee Required

MUS 653 Piano Lessons (2)
MUS 655 Voice Lessons (2)
MUS 657 Brass Lessons (2)
MUS 659 Woodwind Lessons (2)
MUS 661 Strings Lessons (2)
MUS 663 Percussion Lessons (2)
MUS 665 Master’s Recital (2) The recital will consist of at least 60 minutes of music.

Natural Science (NAT)

Physical Sciences and Mathematics Department
School of Science, Health, and Criminal Justice
Carhart Science Building

The field endorsement in 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.

Some of the required courses below may have prerequisite courses that must be successfully completed prior to enrollment.

Field Endorsement in Science (BA or BS) 52 hours

Science field endorsement students must complete MAT 130 Precalculus Math (5) to satisfy the CAT 3 General Studies requirement.

Completion of a total of 52 hours of Biology, Chemistry, Earth Science, Physics to include:

BIO 200 Zoology....4
CHE 107 General Chemistry II....4
EAS 110 Introduction to Meteorology....4
120 Introduction to Geology....4
PHY 202 General Physics II....3
322 Physics Laboratory II....1
BIO, CHE, or PHY 393 Laboratory Techniques....1
BIO, CHE, EAS, PHY electives to combine with the above to total at least 22 hours in one area, 10 hours each in three other areas....31

A total of 24 credit hours from all the above coursework must be upper level.
EDU 409 Science Content Area Methods and Assessment is required.
No additional endorsement is required for a Nebraska Teaching Certificate.

Supplemental Endorsement in Health Sciences.

See Family and Consumer Sciences section of the catalog.

Undergraduate Courses

NAT 280 Life Science for Elementary Education (3) Meets the life science General Studies requirement of Elementary Education, Early Childhood, Middle Level, and Special 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 System International, atomic structure and bonding, physical and chemical changes, energy transfer, periodic table, scientific method, inquiry, and problem-solving, multicellular organization, classification of living things, selected topics in biochemistry, genetics, botany, and microbiology, ecology and zoology (2 hours of lecture and 2 hours of laboratory) $20 NAT Lab Fee Required.

NAT 281 Physical Science for Elementary Education (3) Meets the physical science General Studies requirement of Elementary Education, Early Childhood, Middle Level, and Special 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 of motion, waves, sound and light, rocks and minerals, plate tectonics, earthquakes, volcanoes, and mountain building, meteorology, the water, carbon, and nitrogen cycles, and astronomy topics. An individual inquiry/science research project is required. (2 hours of lecture and 2 hours of laboratory) $20 NAT Lab Fee Required.

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 and 600 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 and Literature Department
School of Arts and Humanities
Humanities Building

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: 18 hours

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

Choose at least 6 hours from the following.....6
PHI 101 Introduction to Philosophy (3)
105 Ethics and Values (3)
110 The Power of Critical Thinking (3)
Choose at least 3 hours from the following.....3
201 Origins of Western Philosophy (3)
202 History of Modern Philosophy (3)
Upper level electives by advisement.....9
The student may include up to 6 hours of Social Sciences selected from HIS 310, 315, 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 105 Ethics and Values (3) A General Studies ethics course intended to introduce students to philosophical reasoning about ethical issues. This course emphasizes understanding philosophical inquiry and argument, thinking critically about major ethical systems and the ideas of prominent philosophers, and applying philosophical perspectives and ethical principles to contemporary ethical issues.

PHI 110 The Power of Critical Thinking (3) An introduction to quantitative and logical reasoning. Topics include statistical arguments and probability, deduction and induction, informal fallacies, psychological impediments to good reasoning, scientific reasoning, and application of critical thinking skills to everyday life.

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 310 Logic (3) A study of formal logic, including categorical syllogisms, propositional logic, natural deduction, and predicate logic.

PHI 330 Philosophy of Religion (3) Consideration of the central philosophical problems presented by systems of religious belief. Possible topics include the nature and attributes of God, arguments for and against the existence of God, the problem of evil, faith and the need for evidence, miracles, and mystical experience. An understanding of the methods of philosophical inquiry and of the ideas of prominent philosophers will be emphasized.

PHI 335 Comparative Religion (3) A survey of the metaphysical, epistemological, ethical, and political tenets of the major world religions, including Hinduism, Buddhism, Judaism, Islam, and Christianity.

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 and Sport Department
School of Science, Health, and Criminal Justice
Rice Auditorium

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.

Field Endorsement in Health and Physical Education PK-12 (BA or BS) 55 hours

PED 105 Anatomy and Physiology I....3
151 Introduction to Health and Physical Education....2
171 Elementary School Health and Physical Education....3
200 Introduction to Motor Learning and Development....3
205 Anatomy and Physiology II....3
207 Athletic Performance and Nutrition....3
242 CPR/AED Certification....1
243 First Aid Certification....1
250 Strategies in Drug Education....3
287 Computer Applications in HHPS....3
305 Exercise Physiology....3
341 Organization, Administration, and Curriculum Development of Secondary Health and Physical Education....3
346 Organization, Administration, and Curriculum Development of Elementary Health and Physical Education....3
351 Biomechanics....3
361 Methods and Materials in Health and Physical Education K-12....3
381 Physical Education Practicum....2
407 Motor Perception and Adaptives for Special Populations....3
470 Fitness Evaluation and Assessment....3
471 Tests and Measurements....3

Select any four activity courses from the following:....4

PED 220 Fitness and Recreation Activities (1)*
224 Fitness and Pickle Ball (1)
227 Weight Training (1)
229 Aerobic Dance (1)
230 Tennis and Racquetball (1)

*PED 220 is variable activities, so may be repeated by advisement.

Subject Endorsement in Physical Education PK-6 (BA or BS) 30 hours

PED 105 Anatomy and Physiology I....3
171 Elementary School Health and Physical Education....3
200 Introduction to Motor Learning and Development....3
229 Aerobic Dance....1
287 Computer Applications in HHPS....3
304 Sport Physiology OR
305 Exercise Physiology....3
346 Organization, Administration, and Curriculum Development of Elementary Health and Physical Education....3
351 Biomechanics....3
361 Methods and Materials in Health and PE K-12....3
381 Physical Education Practicum....2
407 Motor Perception/Adaptives-Special Populations....3

EDU 409 Physical Education Content Area Methods and Assessment must be taken as part of the professional education requirements.

Subject Endorsement in Physical Education 7-12 (BA or BS) 34 hours

PED 105 Anatomy and Physiology I....3
200 Introduction to Motor Learning and Development....3
205 Anatomy and Physiology II....3
287 Computer Applications in HHPS....3
305 Exercise Physiology....3
341 Organization, Administration, and Curriculum Development of Secondary Health and Physical Education....3
351 Biomechanics....3
361 Methods and Materials in Health and Physical Education K-12....3
381 Physical Education Practicum....2
407 Motor Perception and Adaptives for Special Populations....3
Select any five activity courses from the following:....5
PED 220 Fitness and Recreation Activities (1)*
224 Fitness and Pickle Ball (1)
227 Weight Training (1)
229 Aerobic Dance (1)
230 Tennis and Racquetball (1)

*PED 220 is variable activities, so may be repeated by advisement.

Major in Applied Human and Sport Physiology (BA or BS) 57 hours

Students may not combine this major with a major or minor in Exercise Science or a minor in Injury Science.

The Applied Human and Sport Physiology major provides students with a variety of educational experiences pertaining to sports medicine and allied health. The program of study is designed to prepare students for further study and careers in athletic training, physical therapy, occupational therapy, chiropractic medicine, exercise physiology, biomechanics, and kinesiology. Students also receive solid preparation for entering fitness and wellness related professions.

Applied Human and Sport Physiology majors must complete MAT 180 Applied Probability and Statistics (3) to satisfy CAT 3, PSY 101 General Psychology (3) to satisfy CAT 5, BIO 110 Biology Concepts (4) to satisfy the CAT 7 and FCS 207 Nutrition (3) to satisfy CAT 9 of the General Studies requirements.

Program Notes:

- Students are required to maintain a 2.5 cumulative GPA or higher to enroll in the following courses: PED 400, and 472.
- Students must earn a “B” grade or better in PED 470 to enroll in PED 472.
- Students must provide proof of First Aid and CPR certification, including face-to-face skills demonstration, from an approved national organization, which is current for the duration of PED 472.

BIO 220 Human Anatomy....4
340 Human Physiology....4
CHE 106 General Chemistry I....4
107 General Chemistry II....4
PED 130 Introduction to Exercise and Allied Health Profession....3
227 Weight Training....1
275 Prevention and Care of Athletic Injuries....3
305 Exercise Physiology....3
351 Biomechanics....3
357 Principles of Strength and Conditioning....3
400 Exercise and Clinical Populations....3
456 Lower Extremity Evaluation....3
457 Upper Extremity Evaluation....3
458 Rehabilitation of Musculoskeletal Injuries....3
470 Fitness Evaluation and Assessment....3
472 Advanced Fitness Assessment, Exercise Prescription, and Applied Research....3
480 Assessment Seminar....0
495 Research Design in Sports Medicine....3
PHY 201/321 General Physics I + lab....4

Applied Human and Sport Physiology 3+2 Option in Athletic Training

This 3+2 option requires students to complete a minimum of 97 hours of a prescribed pre-professional curriculum accepted by WSC and successfully complete the first year of the Master's Degree in Athletic Training at Midland University. Students register at WSC for PED 486 (no tuition requirement) for 21-24 hours in their senior year and complete one year of course work in Midland University's MAT program. Students in this program are exempted from the requirement that the last 30 hours be taken at WSC.

Major in Exercise Science (BA or BS) 55 hours

Students may not combine this major with a major in Applied Human and Sport Physiology.

Program Description

Exercise Science is a comprehensive major providing undergraduate students with a broad exposure to both basic and applies knowledge and skill sets to support successful employment or advanced studies in a variety of exercise, fitness and allied health settings and professions. The Exercise Science program is committed to developing students with the capability of becoming leaders in their professions and communities.

A student must meet the following requirements before being allowed to enter the Exercise Science Fieldwork program.

1. Completion of all General Studies requirements.
2. Completion of all Exercise Science major courses.
3. Completion of a minimum of 108 credit hours.
4. Obtain a grade of B (3.0) or higher in PED 470.
5. Have a cumulative Grade Point of 2.5 or higher.
6. Proof of First Aid and CPR certification from approved national organization requiring face to face skills demonstration, which is current through the end of the following courses: PED 472, 473, 493.

Note: Students must maintain a 2.5 cumulative GPA to be eligible to enroll in PED 400, 471, 472, 473, and 493.

PED	105 Anatomy and Physiology I	3
	130 Introduction to Exercise and Allied Health Professions	3
	205 Anatomy and Physiology II	3
	207 Athletic Performance and Nutrition	3
	227 Weight Training	1
	305 Exercise Physiology	3
	330 Research and Current Trends in Exercise Science	3
	351 Biomechanics	3
	357 Principles of Strength and Conditioning	3
	400 Exercise and Clinical Populations	3
	411 Sport Marketing and Promotion OR	
	464 Facility Management in Sport and Wellness	3
	470 Fitness Evaluation and Assessment	3
	471 Tests and Measurements	3
	472 Advanced Fitness Assessment, Exercise Prescription and Applied Research	3
	473 Applications of Physical Fitness and Program Design	3
	493 Fieldwork in Exercise Science	12

Exercise Science Majors are encouraged to supplement their course work by adding elective courses from the following suggested courses: BUS 142 Survey of Accounting or BUS 240 Accounting I, BUS 260 Management Theory and Practice, BUS 270 Principles of Marketing, CNA 418 Health Communication, FCS 407 Nutritional Counseling and Assessment, HUS 202 Introduction to Human Service Counseling, GEO 430 Geographic Information Systems or additional basic science courses in Biology, Chemistry, Physics, and Math upon advisement.

Major in Sport Management (BA or BS) 57 hours

Description:

The undergraduate Sport Management Program is designed to prepare students to be leaders in the ever-changing and highly competitive sport industry. The curriculum provides students with the skills and knowledge, as well as practical experience necessary to excel as professionals that will positively impact practices and policies at all levels of organized sport.

A student must meet the following requirements before being allowed to enter the fieldwork program.

1. Completion of all General Studies requirements.
2. Completion of all Sport Management major courses.
3. Completion of a minimum of 108 credit hours.

BUS	142 Survey of Accounting	3
	260 Management Theory and Practice	3
	270 Principles of Marketing	3
CNA	392 Sports Writing OR	
GEO	325 Geography of Recreation, Tourism, and Sport OR	
PED	288 Sport Tourism and Event Management	3
PED	140 Introduction to Sport Management	3
	277 Media Relations in Sport	3
	287 Computer Application in HHPS	3
	295 Sport Management Public Relations and Communications	3
	390 Ethics in Sport Management	3
	405 Sport Business	3
	410 Sport Law	3
	411 Sport Marketing and Promotion	3
	450 Leadership in Sport Organizations	3
	464 Facility Management in Sport and 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 two subject endorsements.

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

PED	105 Anatomy and Physiology I	3
	275 Prevention and Care of Athletic Injuries	3
	304 Sport Physiology OR	
	305 Exercise Physiology	3

Plus 3 of the following courses:

PED	311 Theory and Fundamentals of Football Coaching	3
	312 Theory and Fundamentals of Basketball Coaching	3
	313 Theory and Fundamentals of Track Coaching	3
	314 Theory and Fundamentals of Wrestling Coaching	3
	315 Theory and Fundamentals of Baseball Coaching	3
	316 Theory and Fundamentals of Softball Coaching	3
	317 Theory and Fundamentals of Volleyball Coaching	3
	318 Theory and Fundamentals of Soccer Coaching	3
	357 Principles of Strength and Conditioning	3
PSY	444 Topics in Psychology: Sport Psychology	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 Education (3).

Minor in Exercise Science: 18-20 hours

This minor is intended to give students in pre-professional, education, or sport management majors additional specialization in exercise science. A grade of B (3.0) or better must be earned in PED 470 and a cumulative GPA of 2.5 or better is a prerequisite for PED 310, 400, 471, 472, and 473. A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s).

PED 105/205 (or BIO 220/340) Human Anatomy and Physiology 6-8
305 Exercise Physiology 3
351 Biomechanics 3
470 Fitness Evaluation and Assessment 3
Choose at least 1 course from the following 3
(2-3 credits minimum to total at least 18 hours)
FCS 407 Nutritional Counseling and Assessment (3)
PED 130 Introduction to Exercise and Allied Health Professions (3)
207 Athletic Performance and Nutrition (3)
275 Prevention and Care of Athletic Injuries (3)
310 Professional and Leadership Development in Exercise Science (3)
357 Principles of Strength and Conditioning (3)
400 Exercise and Clinical Populations (3)
471 Tests and Measurements (3)
472 Advanced Fitness Assessment, Exercise Prescription, and Applied Research (3)
473 Applications of Physical Fitness and Program Design (3)

Minor in Injury Science: 18-19 hours

This minor is designed to introduce students in pre-professional programs such as Physical Therapy, Occupational Therapy, Chiropractic Medicine, Nursing, Physician Assistant, and Pre-Medicine to the area of orthopedic injuries, injury evaluation processes, common treatments, and prevention strategies. Students pursuing careers related to health and human performance may also benefit by learning more about the orthopedic injuries their clients may experience. A minimum 2.75 cumulative GPA is a prerequisite for PED 456, 457, and 458. A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s).

BIO 220 Human Anatomy (4) OR
PED 105 Anatomy and Physiology I (3) 3-4
275 Prevention and Care of Athletic Injuries.....3
351 Biomechanics 3
456 Lower Extremity Evaluation.....3
457 Upper Extremity Evaluation.....3
458 Rehabilitation of Musculoskeletal Injuries 3

Minor in Public and Global Health: 21 hours

This 21 credit interdisciplinary minor is designed for students from diverse academic majors with the goal of providing opportunities to integrate, apply and synthesize interdisciplinary knowledge, skills and aptitudes to public health issues and solutions. It may also introduce students to options for graduate study and careers in public health. The minor will include 9 credits of required core courses and 12 credits of electives from at least two prefixes in two Public Health Domains by advisement. At least 12 credits in the minor must be unduplicated in the student's major, and 50% of the minor must be from 300-400 level courses.

Core Courses: 9 hours

MAT 180 Applied Probability and Statistics OR
SSC 319 Social Statistics 3
SSC 300 Social Science Research Methods 3
PGH 200 Introduction to Personal, Public and Global Health 3
Electives (12 hours): Students will select elective courses from at least two different prefixes, and at least two of the Public Health Domains from the list below or by advisement. Advisor approved electives must be on file with the Registrar at least one semester prior to anticipated graduation.

Biostatistics and Epidemiology Domain

CIS 132 Principles of Computer Information Systems (3)
GEO 320 Urban Geography (3)
430 Geographic Information Systems (3)
MAT 140 Calculus I (5)
180 Applied Probability and Statistics (3)
240 Calculus II (5)
SSC 319 Social Statistics (3)

Health Policy, Systems and Administration Domain
CJA 460 Emergency Management (3)
POS 110 World Politics (3)
430 Public Policy (3)
445 Public Administration (3)

Environmental Health Domain
BIO 145 Environmental Studies Seminar (1-2)
325 Ecology (4)
345 Conservation Biology (3)
CHE 400 Environmental Chemistry (3)
GEO 410 Hazards and Disasters (3)

Prevention and Promotions Domain
CNA 262 Writing for Mass Media (3)
418 Health Communication (3)
467 Intercultural Communication (3)
FCS 115 Human Development and the Family (3)
317 Nutrition through the Lifecycle (3)
322 International Foods and Cultures (3)
340 Community Nutrition (3)
HSC 345 CPR-Healthcare Provider (1)
443 Rural Health Issues (1-2)
HUS 202 Introduction to Human Services (3)
PED 400 Exercise and Clinical Populations (3)
PGH 391 Special Project (1-3)
395 Independent Study (Honors Only) (1-3)
PSY 230 Life Span Development (3)
345 Health Psychology (3)
406 Death and Dying (3)
SPA 306 Spanish for Health Professionals (3)

Biosocial Determinants of Health and Disease Domain
BIO 385 Microbiology (4)
GEO 315 World Economic Geography (3)
SOC 110 Introduction to Anthropology (3)
345 Race and Ethnic Relation (3)
410 Sociology of Mental Health (3)
420 Environmental Sociology (3)
460 Social Inequalities (3)

Minor in Sport Management: 20 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 minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s).

PED 140 Introduction to Sport Management.....3
277 Media Relations in Sport.....3
385 Sport Management Practicum.....2
410 Sport Law.....3
411 Sport Marketing and Promotion.....3
450 Leadership in Sport Organizations.....3
485 Sport in American Culture.....3

Supplemental Endorsement in Health Sciences.

See Family and Consumer Sciences section of the catalog.

Undergraduate Courses

PED 103 Physical Health and Wellbeing (3) This course will challenge students to understand the scientific, behavioral, and cultural basis for physical health and wellness in contemporary society. In particular, the course will examine the role of exercise and activity in the prevention of chronic diseases and promotion of physical health and wellness. Students will learn basic means of evaluating, addressing, and monitoring holistic realms of fitness and their impact on health and disease. This course will include lecture, lab, and physical activity.

PED 105 Anatomy and 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, and 452.

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.

PED 122 Squad Participation (1) Credit for student-athlete participation in athletics. Regular attendance and participation are required in all activities of an intercollegiate team. Must be a student-athlete to enroll. This course may be repeated for a total of 2 hours. Instructor signature required.

PED 130 Introduction to Exercise and Allied Health Professions (3) An introduction to the careers commonly pursued with a major in Applied Human and Sport Physiology or Exercise Science. Topics will include the historical background professional associations, career opportunities, and academic advising for such careers. This course will include up to 10 hours of out-of-class job shadowing experience.

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.

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 205 Anatomy and 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, endocrine, cardiovascular, and respiratory. the study of metabolic and renal physiology will be addressed in the context of these systems.

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: (1) A variety of activities will be offered as announced in the registration bulletins. Title will vary with offering. This course may be repeated for a total of 6 hours. Additional course fees apply to any Bowling section.

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.

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.

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.

PED 230 Tennis and Racquetball (1) Skills, techniques, and game strategies; unit and lesson planning and principles of teaching will be provided for majors.

PED 240 Functional Movement Certification (1) This course is designed to introduce students to the process of functional movement assessment and to the Functional Movement Screen (FMS). The FMS is a tool commonly used in human performance related professions to assess how well a person can perform common movement patterns related to sport and physical activity. Students will be required to complete the online FMS Level 1 Certification. $150 course fee required.

PED 242 CPR/AED Certification (1) This course is designed to meet the needs of non-healthcare professionals (i.e. teachers, coaches, and recreational personnel) and community members. Students will gain knowledge and partake in hands-on skills training that will prepare them to respond to breathing and cardiac emergencies. It also teaches the skills and knowledge needed to provide care for victims of sudden cardiac arrest through the safe use of an automated external defibrillator (AED). This class will include CPR and AED for Adults, Children, and Infants. $30 class fee required.

PED 243 First Aid Certification (1) This course will prepare students to identify and eliminate potentially hazardous conditions in their environment, recognize emergencies, and make appropriate decisions for first aid care. It teaches skills that participants need to know in order to provide immediate care for a suddenly ill or injured person until more advanced medical care arrives. $30 class fee required.

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 or BIO 220. This course explores knowledge and hands-on skills which can be used to prevent, recognize, assess, and treat common injuries and illnesses associated with sport and recreational activities. $10 class fee required.

PED 277 Media Relations in Sport (3) An examination of the role of the sport information department in relation to media, coaches, athletes, and society. The course will focus on oral and written communication, statistics, and ethical dilemmas. Case studies and current events will be stressed.

PED 287 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 288 Sport Tourism and Event Management (3) This course introduces students to the nature, structure, and complexity of the sport tourism and event management industry. Topics covered include: economic, sociocultural, and environmental impacts, traveler motivations, marketing, bidding, staffing, and development principles.

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 or BIO 220. 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 or BIO 220, and PED 205 or BIO 340. 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 Professional and Leadership Development in Exercise Science (3) Prerequisite: a minimum 2.5 cumulative GPA. This course will develop and enhance professionalism and leadership skills in the context of leadership evaluation, introduction to professional organizations, service-learning initiatives and career exploration related to exercise science and Allied Health Careers. Ideally, this course should be taken at the end of the student's sophomore year and will help students to develop a curriculum plan of electives to support identified career objectives.

PED 311 Theory and Fundamentals of Football Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to football coaching.

PED 312 Theory and Fundamentals of Basketball Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to basketball coaching.

PED 313 Theory and Fundamentals of Track Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to track coaching.

PED 314 Theory and Fundamentals of Wrestling Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to wrestling coaching.

PED 315 Theory and Fundamentals of Baseball Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to baseball coaching.

PED 316 Theory and Fundamentals of Softball Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to softball coaching.

PED 317 Theory and Fundamentals of Volleyball Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to volleyball coaching.

PED 318 Theory and Fundamentals of Soccer Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to coaching soccer.

PED 330 Research and Current Trends in Exercise Science (3) The course will introduce students to the process, skills, technology, interpretation, and application of research as they examine current topics and trends in Exercise Science.

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 and 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 or BIO 220. 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 357 Principles of Strength and Conditioning (3) Prerequisite: PED 227 and 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 Physical Education (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 381 Physical Education Practicum (2) Prerequisites: PED 361 and consent of department chair. Organization, presentation, and evaluation of health and physical education activity units. This course may be repeated.

PED 385 Sport Management Practicum (1-3) Prerequisites: 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. This course may be repeated.

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 Exercise and Clinical Populations (3) Prerequisites: PED 105 and 205, or BIO 220 and a minimum 2.5 cumulative GPA. This course provides the student with knowledge and skills for developing and supervising safe and effective evidence-based health and rehabilitative exercise for patients and clients with cardiovascular, pulmonary, metabolic, and other clinical co-morbidities. The student will gain knowledge in the pathophysiology and pharmacology of common non-communicable diseases, with an understanding of the evidence-based exercise prescription for these clinical populations. Skills will include blood pressure measurement and ECG rhythm interpretation.

PED 405 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 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.

PED 411 Sport Marketing and Promotion (3) 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 Leadership in Sport Organizations (3) 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 452 Musculoskeletal Evaluation and Management (3) Prerequisites: PED 105 or BIO 220, PED 275, 351 and a minimum 2.75 cumulative GPA. Emphasis on musculoskeletal evaluation and management. To include structural and postural anomalies and injuries.

PED 456/556 Lower Extremity Evaluation (3) Prerequisites: PED 105 or BIO 220, and PED 351. This course provides an introduction to orthopedic injuries and the orthopedic injury examination process for the lower extremity. The course will include injury nomenclature as well as clinical anatomy, knowledge and hands-on skills for the injury examination process, and injury management.

PED 457/557 Upper Extremity Evaluation (3) Prerequisites: PED 105 or BIO 220, and PED 351. This course provides an introduction to orthopedic injuries and the orthopedic injury examination process for the upper extremity and trunk. The course will include injury nomenclature as well as clinical anatomy, knowledge and hands-on skills for the injury examination process and injury management.

PED 458/558 Rehabilitation of Musculoskeletal Injuries (3) Prerequisites: PED 351, and 456/556 or 457/557. An introduction to musculoskeletal injury rehabilitation. This course will address basic rehabilitation concepts as well as a variety of techniques and applications.

PED 464 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) Prerequisite: PED 305. An introduction to the techniques of evaluation and assessment of human needs, interests, and performance in the wellness field.

PED 471/571 Tests and Measurements (3) Prerequisite: a minimum 2.5 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 472 Advanced Fitness Assessment, Exercise Prescription, and Applied Research (3) Prerequisites: A grade of B or better in PED 470, proof of current First Aid and CPR, and a minimum 2.5 cumulative GPA. This course is designed to provide students with the knowledge and skills necessary to effectively assess physical fitness, develop exercise prescriptions, and conduct applied research in the field.

PED 473 Applications of Physical Fitness and Program Design (3) Prerequisites: PED 357, PED 472 proof of current First Aid and CPR, and a minimum 2.5 cumulative GPA. This course is designed to provide students with the knowledge and skills necessary to effectively develop and implement an appropriate exercise prescription for various populations. This course may be repeated after both PED 472 and 473 have been completed.

PED 480 Assessment Seminar (0) Prerequisite: AHSP major enrolled in last semester on campus prior to graduation. This course requires students to demonstrate their level of achievement of the student learning objectives developed for the Applied Human and Sport Physiology major. Various assessment measures such as surveys and comprehensive exams will be used to gather student data. (Graded S/NC)

PED 485 Sport in American Culture (3) The course is a study of sport and the ways in which it influences people in America.

PED 486 Clinical Year. Academic credit completed at an affiliated professional institution.

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 493/593 Fieldwork in Exercise Science (1-12/1-9) Prerequisites: a minimum 2.5 cumulative GPA for undergraduate students and verification of First Aid and CPR Certification that will remain current through the duration of the internship. 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: MAT 180, and PED 456 or 457. This course is designed to introduce theory, skills, methodology, and processes involved in designing, conducting, analyzing, and disseminating research with an emphasis on application to evidence-based best practices.

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

PED 500 Exercise and Clinical Populations (3) See PED 400.

PED 507 Motor Perception and Adaptives for Special Populations (3) See PED 407.

PED 556 Lower Extremity Evaluations (3) See PED 456.

PED 557 Upper Extremity Evaluations (3) See PED 454

PED 558 Rehabilitation of Musculoskeletal Injuries (3) See PED 458.

PED 570 Fitness Evaluation and Assessment (3) See PED 470.

PED 571 Tests and Measurements (3) See PED 471.

PED 589 Fieldwork in Sport Management (1-9) See PED 489.

PED 593 Fieldwork in Exercise Science (1-9) See PED 493.

PED 605 The Economy of Sport (3) Examines how sport business leaders give attention to the application of the financial methods and procedures necessary to be successful within the business of intercollegiate, Olympic, and professional sport. Focus is on understanding the development and management of ownership, league structure, media licensed sport merchandise, athletic compensation, niche sports, gender equity/reform, diversity, ethics, and ticket and concession sales. Examines financial challenges related to current and future sources of revenue for the sport enterprise.

PED 607 Exercise and Nutrition (3) This course will address nutritional training plans and foundational nutritional principles associated with sport and exercise.

PED 610 Legal Aspects of Sport (3) This course explores the legal principles and rules of law affecting the administration of recreation, sports and athletic programs. Emphasis on risk management theory, safety principles, insurance concepts, and liability issues. Litigation trends identified and procedures outlined to minimize legal risks.

PED 612 Advanced Sport Marketing and Promotion (3) Examination of the concepts and principles of marketing and promotion as applied to the unique aspects of sport within intercollegiate athletics, professional sport, and global opportunities that exist. Marketing and promotional topics include strategies, decision making, marketing mix, and implementation/control of the sport marketing process. Students develop marketing and promotional strategies that can be applied to real-life sport opportunities.

PED 614 Advanced Exercise Physiology (3) The advanced study of the physiological adaptations encountered by the human body as it reacts to exercise, physical training, and conditioning. This course will emphasize application of the acute and chronic effects of exercise and training to a variety of settings to include strength and conditioning as well as the field of health and wellness.

PED 615 Advanced Clinical Exercise Physiology (3) Prerequisites: PED 305 or 551, 400/500. The study of the physiological principles and clinical applications associated with a wide range of diseases and disabilities. Topics will include advanced study and application of exercise physiology and cardiovascular, metabolic, and musculoskeletal disorders. Specific topics may vary according to student interests and background.

PED 617 Management in Human Performance and Wellness (3) Students will gain knowledge regarding a variety of management theories, techniques, issues, and trends applicable to human performance professionals. Topics such marketing, ethics, public relations, legal issues, curriculum, budgets and facilities, time management, and technology are addressed.

PED 622 Statistical Applications and Data Analysis (3) A course in statistics designed to provide and introduction to statistical measures. Application to research problems in various disciplines will be emphasized. Computer applications using common statistical software will be utilized to analyze data sets. Statistical Applications and Data Analysis has a variable prefix (EDU, PED, SSC...). Depending on the prefix, the course will be taught by content or educational faculty.

PED 627 Training Special Populations (3) This course provides information on exercise for special populations, which are groups of individuals who exhibit medical conditions (such as obesity, cardiovascular, or respiratory disease) or are in life stages (such as children, pregnant women, and the elderly) where health and functional ability is altered or impaired. This course will examine anatomical and physiological changes, precautions during exercise, benefits of exercise, recommendations for exercise, and nutritional considerations for special populations that clinician, practitioner, or personal trainer would commonly encounter. The course content includes knowledge, skills, and abilities related to the NSCA’s Certified Special Populations Specialist certification and other leading certifications of strength training and conditioning.

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 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.

PED 653 Program Management and the Transition of Sport (3) This course examines how managing relationships can become more important than performing tasks as managers of sport. This examination includes but is not limited to: building business strategies/organizational structure, customer/customer service, branding, employee relations, building alliances, crisis management, globalization, repositioning business, leadership. The course addresses contemporary problems and issues that are sport specific.

PED 655 Functional Movement Assessment (3) Students will complete the online Functional Movement Screen (FMS) Level 1 certification. Then students will explore current research examining the Functional Movement Screen as well as other methods of functional movement assessment. This course may be used as partial fulfillment of Scholarly Project requirement in the MSOM-Human Performance and Wellness Management program. $150 class fee required.

PED 657 Advanced Strength and Conditioning (3) The course is a comprehensive study of strength training and conditioning for athletic or elite physical performance. Emphasis is given to the following areas of strength training and conditioning: (1) scientific principles, (2) testing and evaluation, (3) practical demonstration and instruction of exercise techniques and prescription, (4) program design, (5) facility organization and administration. The course content includes knowledge, skills, and abilities related to the NSCA's Certified Strength and Conditioning Specialist certification and other leading certifications of strength training and conditioning.

PED 664 Sport Event and Facility Management (3) This course is a study of the principles, guidelines, and recommendations for planning, construction, use of, maintenance and management of sports facilities and the various events conducted in them.

PED 670 Evidence Based Practice in Human Performance and Wellness (3) This course is designed for students to examine evidence-based research in the field of human performance and wellness. Students will learn how to analyze, synthesize, and communicate, both written and verbally, evidenced based research to deepen their level of understanding of their field critically and systematically.

PED 671 Recent Literature and Research in Education and HHPS (3) Review of pertinent literature in selected areas to include topics in education, physical education, exercise science, sport management, and other relevant disciplines.

PED 672 Advanced Laboratory Practicum (3) Prerequisites: PED 470/570. A course designed to develop exercise science laboratory skills for graduate students with the objective to expand student skill in exercise testing, fitness assessment, exercise prescription and experimental exercise science. Students will be assigned to assist with existing courses that have a laboratory component to provide them with time to develop laboratory skills.

PED 674 Environmental Exercise Physiology (3) This course explores how the human body responds to extreme environmental challenges, including heat and cold stress altitude, hyperbaric and hypobaric conditions, microgravity, and air pollution. A specific emphasis will be placed on physiological responses and adaptations of the cardiovascular and respiratory systems during acute and chronic exposure to these conditions.

PED 682 Optimizing Athletic Performance (3) The course is a study of theoretical concepts and applications of activities for sport performance enhancement from various areas of sport science. Performance testing, evaluation and training, and psychology will be explored for the purpose of development of the athlete/individual/ and or team to optimum performance potential.

PED 685 Social Issues in Sport (3) This course is designed to examine the various ways issues such as politics, economics, education, the mass media, gender, race, and financial compensation intertwine with sport in the United States.

PED 694 Focus Area Exit Benchmark (0) Prerequisite: Final semester prior to graduation. This course requires students to demonstrate or report their level of achievement of the student learning objectives developed for either the Master of Science in Organizational Management Human Performance and Wellness Management focus or the Sport and Recreation Management focus. Various measures such as surveys, comprehensive exams and/or capstone papers or projects will be use to gather student data. Completion of this course is a graduation requirement. (Graded S/NC)

Physical Sciences (PHS)

Physical Sciences and Mathematics Department
School of Science, Health, and Criminal Justice
Carhart Science Building

Undergraduate Courses

PHS 102 Physical Science Today (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 Studies. Does not apply to any major, minor, or endorsement in any science area (BIO, CHE, EAS, NAT, PHS, PHY) unless specified. $30 Course Fee Required-only for the hybrid section that is cross-taught with EAS 302. (4 hours lecture-lab combined)

Physics (PHY)

Physical Sciences and Mathematics Department
School of Science, Health, and Criminal Justice
Carhart Science Building

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) and minor(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
Upper-level Physics electives selected by advisement to total 21 hours 11-13

Undergraduate Courses

PHY 115 Professionalism in Science and Engineering (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) Prerequisite: 2 years of algebra. An algebra-based general physics course intended primarily for health professions, life science and education students. Topics include vectors, kinematics and dynamics, equilibrium, rotational motion, energy, momentum, oscillations, fluids, and thermodynamics. 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 electricity, magnetism, optics, and modern physics. PHY 322 required.

PHY 209 General Physics I Recitation (1) Concurrent enrollment in PHY 201. A complementary course for PHY 201 that focuses on mathematics review and physics studying, exam-taking, and problem-solving techniques.

PHY 210 General Physics II Recitation (1) Concurrent enrollment in PHY 202. A complementary course for PHY 202 that focuses on mathematics review and physics studying, exam-taking, and problem-solving techniques.

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 scientists, pre-engineers, computer and math majors and advanced health professional students. Topics include vectors, kinematics and dynamics, equilibrium, rotational motion, energy, momentum, oscillations, fluids, and thermodynamics. PHY 321 required.

PHY 302 University Physics II (4) Prerequisite: PHY 301. A second semester calculus-based general physics course intended primarily for scientists, pre-engineers, computer and math majors, and advanced health professional students. Topics include electricity, magnetism, optics, and modern physics. PHY 322 concurrent enrollment by advisement.

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 hours lab). $20 Physics Lab Fee Required.

PHY 322 Physics Laboratory II (1) This laboratory is a required course for PHY 202 but may be taken in a subsequent semester. It is optional for PHY 302, depending on the student's program. Experiments, appropriate to the level of the lecture, include topics in electricity, magnetism, and basic optics (3 hours lab). $20 Physics Lab Fee Required.

PHY 326 Electronics (3) An introduction to fundamental principles in electronics. Topics include basic circuit components and circuit analysis, Kirchoff's laws, DC and AC circuits, and applications of electronics to the modern world around us. (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 410 Physics for Teachers I (3) Prerequisite: 1 year of Physics. An upper-level general physics course intended primarily for science education students. The course reviews many of the topics from general physics I, including mechanics, with a deeper focus on conceptual understanding, problem-solving techniques, and demonstration development.

PHY 420 Physics for Teachers II (3) Prerequisite: PHY 410. An upper-level general physics course intended primarily for science education students. The course reviews many of the topics from general physics II, including electricity and optics, with a deeper focus on conceptual understanding, problem-solving techniques, and demonstration development.

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.

PHY 457 Modern Physics (3) Prerequisite: 1 year of Physics or by permission of instructor. An upper level course in modern physics. Topics include special and general relativity, quantum mechanics, atomic physics, particle physics, and nuclear physics.

PHY 465 Optics (3) Prerequisite: 1 year of Physics. An upper level course in modern optics. Topics include the electromagnetic nature of light, Huygen's principle, interference, diffraction, polarization, dispersion, absorption, and scattering.

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 and Geography Department
School of Arts and Humanities
Connell Hall Building

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

No course with a grade below "C" will be accepted as part of the minimum requirements for the endorsement.

Political Science Core: 12 hours

POS 100 American National Government.....3
110 Introduction to World 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 hours 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 and Liberties (3)
444 Topics in Political Science - by advisement (3)

Public Administration and Policy

Choose 6 hours from the following 6
POS 390 Public Budgeting and Finance (3)
402 State and Local Politics (3)
410 Public Policy Analysis and Program Evaluation (3)
430 Public Policy (3)
444 Topics in Political Science - by advisement (3)
445 Public Administration and Management (3)
SSC 319 Statistics for the Social Sciences (3) *(for the major only)*

International Relations/Comparative

Choose 3 hours from the following 3
POS 365 Comparative Government and Politics (3)
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 may qualify for 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 430 International Economics (3)
GEO 300 Human Geography (3)
305 Political Geography (3)
HIS 320 The Twentieth Century (3)
360 Colonial and Revolutionary America (3)
370 Early National America (3)
380 America, Civil War Era (3)
385 America, 1941 to the Present (3)
PSY 316 Social Psychology (3)
SOC 320 Social Welfare (3)
Other courses by advisement that meet state certification requirements

EDU 409 Social Sciences Content Area Methods and Assessment must be taken as part of the professional education requirements.

Minor in Political Science: 21 hours

Includes three hours of the Social Sciences General Studies requirement.
A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(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.

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) and minor(s).
There are 9 hours of required courses.

POS 100 American National Government.....3
430 Public Policy.....3
445 Public Administration and Management 3
Choose 12 hours from the following 12
No more than 9 hours from one area. These electives must be chosen in consultation with an advisor.
BUS 260 Management Theory and Practice (3)
350 Managing Behavior in Organizations (3)
367 Foundations of Human Resource Management (3)
444 Governmental Accounting (3)
ECO 202 Principles of Macroeconomics (3)
203 Principles of Microeconomics (3)
GEO 320 Urban Geography (3)
325 Geography of Recreation, Tourism and Sport (3)
430 Geographic Information Systems (3)
POS 390 Budget and Finance (3)
402 State and Local Politics (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 Advanced Social Sciences Research 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) and minor(s).

POS 100 American National Government.....3
420 American Constitutional Law.....3
Choose 3 hours from the following: 3
ENG 200 Expository Writing (3) CNA 317 Argumentation (3)
342 Persuasion (3)*
PHI 310 Logic (3)
Choose 3 hours from the following: 3
BUS 222 Business Law I (3)
223 Business Law II (3)
CJA 200 Criminal Law (3)
CNA 475 Communication Law (3)
Choose 9 hours from the following: 9
CJA 360 Homeland Security and Terrorism (3)
ECO 202 Principles of Macroeconomics (3)
203 Principles of Macroeconomics (3)
GEO 305 Political Geography (3)*
320 Urban Geography (3)
PHI 201 Origins of Western Philosophy (3)
202 History of Modern Philosophy (3)
POS 315 Seminar in Political Theory (3)
355 Politics of the Supreme Court (3)
425 Rights and Liberties (3)
430 Public Policy (3)
PSY 316 Social Psychology (3)*
SOC 305 Sociology of Deviance (3)*
460 Social Inequalities (3)*
*Indicates prerequisites waived with instructor approval 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 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 365 Comparative Government and Politics (3) Analysis and comparison of the political systems and processes of selected countries.

POS 390 Public Budgeting and Finance (3) Study of the public budgetary process, public revenue sources, and financial processes of governmental relations perspective.

POS 402/502 State and Local Politics (3) The study of the political institutions and process at state and local levels.

POS 410/510 Public Policy Analysis and Program Evaluation (3) Prerequisite: POS 430. 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 or 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 430/530 Public Policy (3) The study of domestic policy making processes and institutions at all levels, taught from an intergovernmental relations perspective.

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. This course may be repeated, by advisement, with different topics.

POS 445/545 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 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. This course may be repeated if topic and title are different.

POS 502 State and Local Politics (3) See POS 402.

POS 510 Public Policy Analysis and Program Evaluation (3) See POS 410.

POS 530 Public Policy (3) See POS 430.

POS 545 Public Administration and Management (3) See POS 445.

Pre-Professional Programs

Pre-Professional Programs

Students planning to enter the professions listed below will find Pre-Professional Programs offered in the School of Science, Health, and Criminal Justice. These programs are coordinated with fields of specialization at the respective professional schools. Students preparing for these professions should consult early with WSC faculty to plan appropriate courses, and they also should contact a professional college for its advice on preparatory courses. Admission to the professional schools is highly competitive.

Agricultural Engineering
Architecture
Applied Science
Athletic Training
Cardiovascular Interventional Technology (CVIT)
Chiropractic
Computed Tomography/Magnetic Resonance Imaging (CT/MRI)
Dental Hygiene
Dentistry
Diagnostic Medical Sonography (DMS)
Engineering
Mechanical Engineering
Medical Laboratory Science
Medicine (Physician)
Nursing
Occupational Therapy
Oceanography
Optometry
Osteopathic Medicine
Pharmacy
Physical Therapy
Physician Assistant
Podiatric Medicine
Radiation Therapy Tech
Radiography
Veterinary Medicine

Psychology (PSY)

Psychology and Sociology Department
School of Education and Behavioral Sciences
Connell Hall Building

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 endorsement.

PSY 101 General Psychology 3
401 Theories of Personality OR
470 History and Systems 3
405 Experimental Psychology 3
490 Assessment Seminar 0
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.
Electives from ECO, GEO, HIS, POS, SOC 6

EDU 409 Social Sciences Content Area Methods and Assessment must be taken as part of the professional education requirements.

Major in Psychology (BA or BS) 36 hours

A minor or second major is required.

PSY 101 General Psychology 3
401 Theories of Personality OR
470 History and Systems 3
405 Experimental Psychology 3
490 Assessment Seminar 0
SSC 319 Statistics for Social Sciences 3
Choose 6 hours from the following 6
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.

Minor in Psychology: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(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 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 300 Evolutionary Psychology (3) Focuses on the origins of behavior and mental processes, the adaptive value they have or had, and the purposes they serve or served.

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 405 Experimental Psychology (3) Prerequisite: SSC 319 or equivalent taken concurrently or prior to taking the course. 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, and our attitudes about death, rituals, and grief processes.

PSY 408/508 Forensic Psychology (3) Forensic Psychology is any application of psychological knowledge to issues within the legal system. Topics include psychological profiling, psychological autopsies, lie detection, insanity and competency, violence, eyewitness identification, and law enforcement selection and training.

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 430/530 Positive Psychology (3) Prerequisites: PSY 101. The study of positive human functioning, including human strengths, assets, and resilience that maximize mental health.

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. This course may be repeated, by advisement, with different topics.

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.

PSY 490 Assessment Seminar (0) Prerequisites: PSY 405 and 100 credit hours. For the purpose of psychology assessment, students will complete a comprehensive psychology exam to measure knowledge of the field of psychology. Students will also complete a program evaluation. This class will meet every semester on the Friday preceding Finals Week. Graduation Requirement. (Graded S/NC)

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

PSY 502 Learning (3) See PSY 402.

PSY 503 Cognitive Psychology (3) See PSY 403.

PSY 506 Death and Dying (3) See PSY 406.

PSY 508 Forensic Psychology (3) See PSY 408.

PSY 510 Psychology of Small Group Behavior (3) See PSY 410.

PSY 515 Human Sexuality (3) See PSY 415.

PSY 530 Positive Psychology (3) See PSY 430.

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. This course may be repeated if topic and title are different.

Public Health (PGH)

Health, Human Performance and Sport Department
School of Science, Health, and Criminal Justice
Rice Auditorium

Undergraduate Courses

PGH 200 Introduction to Personal, Public and Global Health (3) This introductory course will explore the biological and social determinants of health and health disparities, with attention to personal, public, and global health rights and responsibilities. The course is designed to introduce students to principles of personal health and wellness as well as public health disciplines in community, national and global contexts.

Social Sciences (SSC)

Psychology and Sociology Department
School of Education and Behavioral Sciences
Connell Hall Building

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 Science (BA or BS) 66 hours

The endorsement includes 9 hours of the General Studies history and social sciences requirements. It also requires 3 hours of BUS 122 Personal Finance in Modern Society to fulfill the CAT 3 General Studies requirement and state certification.

No course with a grade below "C" will be accepted as part of the minimum requirements for the endorsement.

Students must also maintain a cumulative Grade Point of 2.75 or higher in the courses for this endorsement.

Students must take either GEO 490 Geography and History of Nebraska or HIS 490 Geography and History of Nebraska in fulfillment of their upper-level history or geography requirements.

History

HIS 170 World Civilizations I 3
171 World Civilizations II 3
280 America, 15000 BC to 1845 3
281 America, 1845-1945 3
385 America, 1945 to the Present 3
3 hours of upper-level U.S. History by advisement 3
6 hours of upper-level Non-U.S. History by advisement 6
6 hours of upper-level History electives 6

Economics

ECO 202 Principles of Macroeconomics 3
203 Principles of Microeconomics 3

Geography

GEO 120 World Regional Geography 3
6 hours of upper-level Geography electives by advisement 6

Political Science

POS 100 Introduction to World Politics 3
6 hours of upper-level Political Science electives by advisement 6

Psychology

PSY 101 General Psychology 3
3 hours of an upper-level PSY course by advisement 3

Social Sciences

SSC 490 Social Sciences Research Seminar
(or appropriate Honors class, 395 or 499) 3

Sociology

SOC 101 Introduction to Sociology 3

EDU 409 Social Sciences Content Area Methods and Assessment must be taken as part of the professional education requirements

Major in Social Sciences (BA or BS) 55 hours

This major can include only 6 hours of the General Studies History and Social Sciences courses.

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), 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).

Primary Areas

18 hours from one area required as a Primary Area of Emphasis.

Criminal Justice

CJA 105 Introduction to Criminal Justice 3
210 Juvenile Delinquency 3
CJA courses as electives 12

Economics

ECO 202 Principles of Macroeconomics 3
203 Principles of Microeconomics 3
ECO upper-level electives 9
SSC 319 Statistics for Social Sciences 3

Geography

GEO electives by advisement 18

History

HIS electives by advisement 18

Political Science

POS 100 American National Government 3
110 Introduction to World Politics 3
POS electives by advisement 12

Psychology

PSY 101 General Psychology 3
PSY electives by advisement 15

Sociology

SOC electives by advisement 18
Including no more than 6 hours of courses cross-listed in the Sociology major.

Minor in Social Sciences: 21 hours

Courses taken to satisfy a student's major(s) may not be used in the minor. 21 hours from the departments of criminal justice, economics, geography, history, political science, psychology (no PSY Internship hours), sociology, 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.

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 310 Research and Statistical Analysis (3) Prerequisite: 9 hours of course work in the social sciences and 3 hours of mathematics or BUS 122. This course combines the study of basic research methods in the social sciences with an exploration of key statistical procedures used in social science data analysis. This course covers methodological concepts, the steps in the research process, measurement, research design, data analysis and report writing. Students are introduced to analysis of research reported in professional literature. This course includes computer applications for statistical analysis.

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. 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. 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. This course may be repeated with different topics.

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 student's 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 (SOC)

Psychology and Sociology Department
School of Education and Behavioral Sciences
Connell Hall Building

Sociology is the scientific study of human behavior and social processes and change. Students will develop an appreciation of the realities of our fast-paced globalizing world and the increasing diversity it brings into our lives. Sociology students will receive training to study and provide needed insights into many aspects of social life such as: globalization, cultural diversity and inequality; crime and delinquency; environmental change and hazards; health and wellness; trauma; mob behavior, social movements and social change; education reform; labor markets and the workplace; and issues of war and peace. Sociology majors will graduate with strong research, writing and communication skills. Sociology majors will also be prepared for career paths and post-graduate study in human and social services, community development and planning, criminal justice fields and law, human resources, business and marketing research, policy fields, public health, and medicine.

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
220 Social Problems....3
245 Race and Ethnic Relations....3
480 Social Theory....3
490 Assessment Seminar....0
SSC 300 Social Sciences Research Methods....3
Upper level Sociology Electives....15
Electives from ECO, GEO, POS, PSY....6

EDU 409 Social Sciences Content Area Methods and Assessment must be taken as part of the Professional education requirements.

Major in Sociology (BA or BS) 36 hours

A total of 15 elective hours in the major must be upper level courses. A minor or second major is required.

SOC 101 Introduction to Sociology OR
220 Social Problems....3
480 Social Theory....3
490 Assessment Seminar....0
SSC 300 Social Sciences Research Methods....3
319 Statistics for the Social Sciences....3
Choose one from the following....3
SOC 245 Race and Ethnic Relations (3)
444 Topics in Sociology on diversity and inclusion (advisor approved) (3)
460 Social Inequalities (3)
Choose one from the following....3
SOC 305 Sociology of Deviance (3)
320 Social Welfare (3)
355 Health and Human Populations (3)
SOC electives (may include SOC 395, 499, and up to 6 hours of
cross listed courses)....18

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 OR
220 Social Problems....3
245 Race and Ethnic Relations....3
Upper level Sociology Electives....15
(may include SSC 300, 319 and up to six hours of cross-listed courses)

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, deviance, gender roles, the family, social stratification, 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 220 Social Problems (3) Study and discussion of selected social issues including racism, ageism, sexism, poverty, welfare, and environment.

SOC 245 Race and Ethnic Relations (3) Study of the history, place, and role of ethnic and racial groups in American society. The course examines the social construction and consequences of majority-minority group relations to understand the differences and similarities in the adjustment processes of race and ethnic groups in American society.

SOC 305 Sociology of Deviance (3) Prerequisite: SOC 101 or 220, or instructor permission. Theory-guided study and discussion of selected topics regarding areas of deviance including alcoholism, drug abuse, mental illness, crime, and domestic violence.

SOC 320 Social Welfare (3) Prerequisite: SOC 101 or 220, or instructor permission. Designed for those interested in understanding social welfare systems, public assistance processes and policies, social services programs, client/patron relations, current issues associated with welfare programming, and the influences of politics of social welfare.

SOC 355 Health and Populations (3) Prerequisite: SOC 101 or 220, or instructor permission. A study of the major qualitative and quantitative problems and trends in health and populations and consideration of those social factors that influence their composition. This course addresses the interrelationships between demographic variables and health and how these apply to a variety of disciplines.

SOC 408 Sociology of Mental Health (3) Prerequisite: SOC 101 or 220, or instructor permission. This course examines numerous topics, viewpoints, and findings related to mental illness and mental health from a multi-disciplinary perspective.

SOC 415/515 The Family (3) Prerequisite: SOC 101 or 220, or instructor permission. 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 or 220, or instructor permission. 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) Prerequisite: SOC 101 or 220, or instructor permission. Current or special issues in Sociology will be examined. The course offers students the opportunity to discuss relevant issues facing society. Topics may include community, social change, and the sociology of women. This course may be repeated, by advisement, with different topics.

SOC 460/560 Social Inequalities (3) Prerequisite: SOC 101 or 220, or instructor permission. The course explores the development and maintenance of systems social stratification historically and in contemporary global society. It focuses on the effects of social class inequality and relationship to social change. In doing so, it also includes the intersection of inequalities based on race/ethnicity, gender, and age.

SOC 480/580 Social Theory (3) Prerequisite: SOC 101 or 220, or instructor permission. A survey of the major theorists and modern theoretical perspectives in sociology.

SOC 490 Assessment Seminar (0) Prerequisite: 100 credit hours. For the purpose of sociology assessment, students will complete a comprehensive sociology exam to measure knowledge gained in the field of sociology. Students will also complete a survey assessing their viewpoints on their experiences in the major and submit their senior portfolios during the examination period. This class will meet every semester on the Friday preceding Finals Week. Graduation Requirement. (Graded S/NC)

SOC 497 Internship (1-3) Prerequisites: Instructor permission and junior level or above. Placement in a professional capacity in an agency for a supervised period. Fifty intern hours translates into 1 credit hour. Periodic meetings with Sociology faculty, a journal, and a final essay are required. This internship option is only available for Sociology majors.

Cross Listed Courses

Six hours from the following courses may be taken for sociology credit in the major or minor, not for the endorsement.

CJA 405 Family Violence
POS 430 Public Policy
PSY 316 Social Psychology

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

SOC 500 Topics in Sociology (3) Reading and discussion of selected topics in sociology. Content and title will vary. This course 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. This course may be repeated if topic and title are different.

SOC 515 The Family (3) See SOC 415.

SOC 560 Social Inequalities (3) See SOC 460.

SOC 580 Social Theory (3) See SOC 480.

SOC 600 Studies in Sociology (3) The study and analysis of selected topics in the fields of sociology. Content and title will vary. This course may be repeated if topic and title are different.

Special Education (SPD)

Educational Foundation and Leadership Department
School of Education and Behavioral Sciences
Benthack Hall

The Special Education Program is a collaborative and consultation based professional preparation program within the School of Education and Behavioral Sciences. This program requires each preservice teacher to have completed a program of study in (1) General Studies; (2) Professional Education; and (3) Special Education Specialty Studies. The Special Education Field Endorsement, being an educator preparation 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 environments.

Theme

The WSC Educator Preparation 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.

MAT 210 Mathematics for Elementary School Teachers I (3) must be taken for the CAT 3 General Studies requirement for students seeking a K-12 or K-6 Special Education Generalist endorsement.

All WSC Special Education majors must adhere to program entry and progress requirements delineated by the Level system described in the Education section.

Field Endorsement in Special Education Generalist K-12 (BA or BS) 45 hours

A “C” or above is required in each course.

EDU	423	Development of Social Studies in the Elementary and Middle School 3
	431	Development of Science in the Elementary and Middle School 3
	432	Development of Mathematics in the Elementary and Middle School 3
SPD	160	Introduction to Special Education 3
	200	Inclusive Learning Strategies 3
	252	Instructional Methods for Special Education K-6 3
	254	Instructional Methods for Special Education7-12 3
	300	Bias, Stereotype and Prejudice in Education 3
	302	Inclusion and Co-teaching in General Education 3
	332	Special Education Law 3
	352	Assessment, Evaluation and the IEP K-12 3
	461	Practicum Special Education 3
	435	Classroom Management through Social Emotional Learning K-6 3
	436	Classroom Management through Social Emotional Learning 7-12 3
	452	Consultation/Collaboration 3

Professional Education Courses Sequence: 39 hours

CNA	451	Speech Pathology 3
EDU	150	Introduction to Professional Education 3
	216	Children’s Literature 3
	250	Human Development and Cognition 3
	275	PK-12 Instructional Design 3
	332	Development of Language Arts in the Elementary and Middle School 3
	341	Intermediate Reading 3
	430	Literacy Assessment 3
MAT	215	Mathematics for Elementary School Teachers II 3

SPD 458 Clinical Practice and Seminar for Special Education K-6 6
460 Clinical Practice and Seminar for Special Education 7-12.....6

Subject Endorsement in Special Education Generalist K-6 (BA or BS) 39 hours

A "C" or above is required in each course.

EDU 423 Development of Social Studies in the Elementary and Middle School 3
431 Development of Science in the Elementary and Middle School 3
432 Development of Mathematics in the Elementary and Middle School 3
SPD 160 Introduction to Special Education 3
200 Inclusive Learning Strategies.....3
252 Instructional Methods for Special Education K-6 3
300 Bias, Stereotype and Prejudice in Education.....3
302 Inclusion and Co-teaching in General Education.....3
332 Special Education Law.....3
352 Assessment, Evaluation and the IEP K-12 3
435 Classroom Management through Social Emotional Learning K-6.....3
452 Consultation/Collaboration.....3
461 Practicum Special Education 3

Professional Education Courses Sequence: 24 hours

CNA 451 Speech Pathology.....3
EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition.....3
275 PK-12 Instructional Design.....3
340 Early Reading.....3
430 Literacy Assessment.....3
SPD 458 Clinical Practice and Seminar for Special Education K-6 6

Subject Endorsement in Special Education Generalist 7-12 (BA or BS) 30 hours

A "C" or above is required in each course.

SPD 160 Introduction to Special Education 3
200 Inclusive Learning Strategies.....3
254 Instructional Methods for Special Education7-12 3
300 Bias, Stereotype and Prejudice in Education.....3
302 Inclusion and Co-teaching in General Education.....3
332 Special Education Law.....3
352 Assessment, Evaluation and the IEP K-12 3
436 Classroom Management through Social Emotional Learning 7-12 3
452 Consultation/Collaboration.....3
461 Practicum in Special Education 3

Professional Education Courses Sequence: 18 hours

CNA 451 Speech Pathology.....3
EDU 150 Introduction to Professional Education 3
250 Human Development and Cognition.....3
275 PK-12 Instructional Design.....3
SPD 460 Clinical Practice and Seminar for Special Education 7-12.....6

Undergraduate Courses

SPD 160 Introduction to Special Education (3) The process of special education including an introduction to the laws, services and categories will be presented in this course. Philosophy, characteristics of exceptional learners and an overview of educational practices will be discussed. (Available to all Education majors)

SPD 200 Inclusive Learning Strategies (3) Prerequisite: SPD 160. Exploration of differentiation, accommodation, modification of core and elective content curriculum and adapting instruction to various inclusive settings.

SPD 252 Instructional Methods for Special Education K-6 (3) Prerequisite: SPD 160 and 200. This course will focus on differentiated instruction unique to elementary aged exceptional learners. An emphasis is placed on the methodology of facilitating the student's learning in Least Restrictive Environments and transition to secondary education. An introduction to assistive technology and mastery of learning strategies are included.

SPD 254 Instructional Methods for Special Education 7-12 (3) Prerequisite: SPD 160 and 200. This course will focus on differentiated instruction unique to adolescents and young adult aged exceptional learners. An emphasis is placed on the methodology of facilitating the student's learning in Least Restrictive Environments and transition to post-secondary goals. An introduction to assistive technology and mastery of learning strategies are included.

SPD 260 Characteristics: Birth through Age 8 (1) Definitions, characteristics, legal and educational provisions for infants and young children with exceptionalities.

SPD 300 Bias, Stereotype and Prejudice in Education (3) Prerequisite: Acceptance to Educator Preparation. Ability to involve and access all learners in holistic student-centered responsive settings-culture, gender, socioeconomic status, disability, ability, religion, etc. in a variety of classroom settings. (Available to all Education majors)

SPD 302 Inclusion and Co-teaching in General Education (3) Prerequisite: Acceptance to Educator Preparation. The course will explore applications of methods and strategies within elementary and secondary settings to provide equitable learning opportunities within least restrictive learning environments for all students. An emphasis is placed on communication and collaboration among professionals and families to ensure the needs of all students are met.

SPD 332 Special Education Law (3) Prerequisite: Acceptance to Educator Preparation. Historical implications of special education law within the present and future educational settings.

SPD 352 Assessment, Evaluation and the IEP K-12 (3) Prerequisite: Acceptance to Educator Preparation. Multidisciplinary Team process and construction of the Individual Education Plan will be explored with an emphasis on culturally and linguistically diverse best practices.

SPD 435 Classroom Management through Social Emotional Learning K-6 (3) Prerequisite: Acceptance to Educator Preparation. Understanding social and emotional development of all learners while considering Multi-Tiered Systems of Support (MTSS). Emphasis on implications for the inclusive learning environment; promotion of social competence; awareness of prosocial skills; and effective utilization of responsive relationships. Completing the Functional Behavior Assessment (FBA) process and developing the Behavior Intervention Plan (BIP) product to meet the needs of elementary learners.

SPD 436 Classroom Management through Social Emotional Learning 7-12 (3) Prerequisite: Acceptance to Educator Preparation. Understanding social and emotional development of all learners while considering Multi-Tiered Systems of Support (MTSS). Emphasis on implications for the inclusive learning environment, promotion of social competence, awareness of prosocial skills, and effective utilization of responsive relationships. Completing the Functional Behavior Assessment (FBA) process and developing the Behavior Intervention Plan (BIP) product to meet the needs of secondary learners.

SPD 452 Consultation and Collaboration (3) Prerequisite: Acceptance to Educator Preparation. Effective techniques of working with parents, educators, paraprofessionals, related service providers, agencies and other professional personnel. (Available to all Education majors)

SPD 458 Clinical Practice and Seminar for Special Education K-6 (6) Prerequisite: Admission to Clinical Practice. This is a semester course of full day learning experiences in an elementary school under the supervision of a cooperating K-6 special educator and a supervisor from the School of Education and Behavioral Sciences. On-campus seminars will be offered periodically throughout the semester. (Graded S/NC)

SPD 460 Clinical Practice and Seminar for Special Education 7-12 (6) Prerequisite: Admission to Clinical Practice. This is a semester course of full day learning experiences in a secondary school under the supervision of a cooperating 7-12 special educator and a supervisor from the School of Education and Behavioral Sciences. On-campus seminars will be offered periodically throughout the semester. (Graded S/NC)

SPD 461/561 Practicum in Special Education (3) Prerequisite: Acceptance to Educator Preparation. Practical application of knowledge, skills, and dispositions acquired through prior coursework. Enable learners to demonstrate the state and national performance and practice-based standards through 100 supervised hours of field experience.

Eligible seniors may enroll in 500 and 600 level graduate courses.

Graduate Courses

SPD 520 Best Practices in Special Education Methods (3) Various instructional methods and evidence-based teaching strategies, for content courses, that have been used successfully in supporting students with disabilities in the least restrictive environment. In addition, inclusive teaching methods will focus on curriculum lesson planning, development of IEPs, selection of instructional methods and materials, and Universal Design for Learning (UDL).

SPD 522 Teaching Exceptional Learners in Inclusive Classrooms (3) Explore applications of methods and techniques of strategies for exceptional learners within K-12 settings providing equitable learning opportunities within least restrictive environments. In addition, multi-tiered support systems (MTSS), Universal Design of Learning (UDL), and assistive technology (AT) will be examined.

SPD 540 Program Design in Special Education (3) A foundation course examining techniques, curriculum, and programming that exemplify the role of special education in inclusive settings. Exploring instruction and the relationship to data-informed decision-making in special education programming. This course is intended for current teachers not holding a special education certification.

SPD 545 Assessment Guiding IEP Development (3) Exploring multiple methods of assessment and data-sources in making educational decisions for Individual Education Plan (IEP) development in a variety of instructional settings. Examining the process for qualification of special education services including determining how to limit bias in choice of assessment instruments, process of administering assessments, and sharing results of assessments with colleagues, families, and learners in a culturally responsive manner.

SPD 561 Practicum in Special Education (3) See SPD 461.

SPD 565 Differentiated Methodology (3) Differentiate lesson planning, instruction, and assessments to create learning opportunities for diverse learners focusing on engagement and critical thinking. Incorporate the use of evidence-based strategies to develop self-regulation and motivation leading to increased learner achievement.

SPD 611 Organization and Administration of Special Education (3) 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 630 History and Characteristics of Exceptionalities (3) The historical development of the education of students with exceptional education needs, recognizing the characteristics of both high and low incidence disability categories. An emphasis is placed on the acceptance and/or exclusion of students with exceptionalities within family, community, vocational, and school environments.

SPD 636 Social/Emotional Behavior (3) Develop prosocial classroom culture, climate and community using evidence-based behavior management strategies. Collaboratively problem solving within multi-tiered systems of support (MTSS), functional behavior assessment (FBA), and behavior intervention plan (BIP) processes. Using positive behavioral interventions and supports (PBIS) to develop culturally responsive learning environments which address the influence of family values, social and environmental factors.

SPD 652 Collaboration and Co-Teaching (3) Effective techniques of working with parents, educators, paraprofessionals, related service providers, agencies and other professional personnel. A strong emphasis will be placed on the various models of co-teaching, forming co-teaching partnerships, and planning within a co-taught environment.

SPD 658 Clinical Practice for Special Education K-6 (6) Prerequisite: Acceptance to Clinical Practice. This is a semester course of full day learning experiences in an elementary school under the supervision of a cooperating K-6 special educator and a supervisor from the School of Education and Behavioral Sciences. This is the culminating experience of the elementary special education initial licensure preparation program at the graduate level. (Graded S/NC)

SPD 660 Clinical Practice Special Education 7-12 (6) Prerequisite: Acceptance to Clinical Practice. This is a semester course of full day learning experiences in a secondary school under the supervision of a cooperating 7-12 special educator and a supervisor from the School of Education and Behavioral Sciences. This is the culminating experience of the secondary special education initial licensure preparation program at the graduate level. (Graded S/NC)

SPD 690 Internship in Special Education Supervision PK-12 (3) A one semester experience and study concerning special education administrative functions in selected PK-12 school settings. Arranged cooperatively with public/private schools and Wayne State College. Course objectives prescribed in SPD syllabus include 70 internship hours.

Graduate Information

Graduate Studies

Wayne State College WSC is authorized to grant four graduate degrees: Master of Arts or Science in Interdisciplinary Studies, Master of Science in Education, Specialist in Education, Master of Business Administration and Master of Science in Organizational Management. Students interested in pursuing graduate studies in education should contact the School of Education and Behavioral Sciences or the Continuing Education Office. Students interested in pursuing graduate studies in business should contact the School of Business and Technology or the Continuing Education Office. Students interested in pursuing graduate studies in organizational management should contact the School of Science, Health, and Criminal Justice or the Continuing Education 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, culture and 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.

Total Credits and Residence

A minimum of 30-60 credit hours, depending upon the program, must be completed. At least 50% of the total graduate credits shall be in 600 level courses.

Dual-Numbered Undergraduate/Graduate Courses

Courses taken as an undergraduate cannot be taken for credit at the graduate level (i.e. ENG 426/526).

Graduate Admission / Registration

All Graduate Students

Students may enroll in graduate courses after they have been admitted, to Wayne State College, for graduate study. The procedure requires that students complete the Graduate Application for Admission, the Health Form, and that they request an official transcript from the undergraduate institution conferring the baccalaureate degree. Transcripts should be sent directly to the Admissions Office. Students who wish to be admitted to a graduate degree program shall have a baccalaureate degree from an accredited institution.

A student with a baccalaureate degree from an institution that 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

Wayne State College offers international student admission through the F-1 Student Program. International students wishing to be admitted to WSC must demonstrate proficiency in oral and written English before admission to a degree program. Requirements include: the completed international application for admission, one passport-size photograph, official credentials of prior course work on 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.

All required application materials must be received by the Office of Admissions in order to allow the I-20 to reach the proper destination for timely visa applications.

International students attending must be continually enrolled in an 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 to WSC may enter the United States with a student F-1 Visa. In accordance with U.S. Immigration Law I-20. F-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. Full-time status for graduate students is 9 semester 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. Visa and full-time status inquiries should be addressed to: International Student Advisor, Wayne State College, 1111 Main Street, Wayne, NE 68787.

Although a student may have 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.). International graduate students entering WSC may be required to enroll in transitional courses based on the recommendations/reports of the above-listed professional and certified credential services evaluation to ensure the student has the appropriate undergraduate background to be successful in his/her graduate course of study.

Advisor Assignment and Admission to the Program

At the time of admission to graduate studies, the student will be assigned a faculty advisor. The faculty advisor's function is to help in developing a program of study, render guidance and support, and represent the student in any matter pertinent to his/her graduate program. The student's advisor will meet with the student to initiate a program of study in the student's selected degree program. The advisor can also advise the student on formal admission into a program of study. Formal admission to a program occurs at specific points identified by each program area. Please consult the catalog section for that program area for specific information on a program of study. Students may request a new advisor at any point during their program.

Transfer Credit

When requesting transfer credit, no more than 50% of a program of study's total graduate credits may be in 500 level courses. Only transfer credit of a "B" grade or better is accepted. A "B-" is not acceptable.

A request to transfer graduate credit may be completed by the student and the student's advisor. A committee of graduate faculty will review the request. Wayne State College will consider for transfer graduate credit courses from any regionally accredited institution. The graduate student must complete at least 50% of the course work from WSC faculty to meet the residency requirement.

Graduate students may petition to challenge for credit and/or evaluation of transfer credit, not to exceed the established transfer guidelines. Challenges will be reviewed by the appropriate program faculty, department chair, and school dean.

MAIS/MSIS Programs

Credit that has been applied toward an earned graduate degree from any college will not be accepted for a graduate degree at WSC. Transfer credit must align with the Wayne State College Transfer Credit policy (outlined above), subject to evaluation by the appropriate Dean of Education and Behavioral Sciences, the Dean of Business and Technology, the Dean of Arts and Humanities, or the Dean of Science, Health, and Criminal Justice.

MBA Program

Credit that has been applied toward an earned graduate degree from any college will not be accepted for a graduate degree at WSC. A maximum of nine (9) graduate credit hours (15 from another Nebraska State College or University), subject to evaluation by the Director of the MBA program and the Dean of Business and Technology, may be transferred from another regionally accredited graduate institution and applied toward a degree.

MSE/Ed.S. Programs

Credit that has been applied toward an earned degree from any college will not be accepted for a graduate degree at WSC, except for courses that are a part of the WSC Professional Education CORE, or their equivalent from other regionally accredited institutions may be applied towards a second MSE degree. A maximum of 18 graduate credits, subject to evaluation by the Dean of Education and Behavioral Sciences, may be transferred from another regionally accredited graduate institution and applied toward a degree. For more information on articulation agreements, contact the Dean of the School of Education and Behavioral Sciences.

MSOM Program

A maximum of six (6) hours that has been applied toward an earned graduate degree can be applied toward the core courses in the MSOM degree, subject to evaluation and approval by the Dean of Science, Health, and Criminal Justice and the appropriate graduate faculty. A maximum of nine (9) graduate credits (15 from another Nebraska University or 18 from the Nebraska State Colleges), subject to evaluation by the Dean of Science, Health, and Criminal Justice and the appropriate graduate faculty, may be transferred from another regionally accredited graduate institution and applied toward a degree.

Graduate Assistantships

WSC is authorized to award graduate assistantships in each graduate major field. These assistantships provide a stipend for the academic year, plus tuition, and permit the holder to enroll for no more than nine (9) credit hours of graduate course work, per semester, while completing a teaching or non-teaching assignment.

The load for a student assigned to an academic area will be a) teaching the equivalent to six (6) credit hours at the undergraduate level, or b) providing non-teaching program assistance, approximately 16-20 clock hours, or c) completing an equivalent combination of teaching and non-teaching assignments.

The load for a student assigned to a non-academic area will be determined by the appropriate Vice President. Consideration for graduate assistantships is given only to applicants who plan to earn the graduate degree at WSC. Candidates must possess a bachelor's degree, and other requirements as may be established by Wayne State College.

Academic Load

Full-time status for students is nine (9) graduate credit hours. The maximum load of graduate credit hours for graduate students, without special permission, is nine (9) hours during regular sessions; students should consult with their advisor and Dean concerning enrollment limits for individual 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 Records and Registration Office.

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 of the WSC courses attempted. In computing this average, no WSC grade below a "C" will be accepted toward the completion of the advanced degree. A "C-" is not acceptable. A course receiving an S/NC grade cannot be used in a Master's or Specialist degree program.

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, except for graduating students.
- Graduating students must have grade changes processed within two weeks following the graduation ceremony (contact the Records and Registration Office for instructions if the instructor is unavailable). After that time, no grade changes can be made for graduates.

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 may 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 and Ed.S. students-Professional Progress Committee; MSOM students-MSOM Appeals 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.

The student should contact the Dean of the school for the school's appeal guidelines and forms prior to initiating an appeal.

Satisfactory Progress

Graduate students working on a graduate degree must maintain an overall GPA of 3.0 to continue in good standing.

Graduate degree-seeking 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 begin with the appropriate School Dean.

Time Limit

Commencing with the date of the completion of the first course on the program of study, all requirements for the degree must be met within ten (10) calendar years. Courses can be no more than 10 years old at the time of graduation.

Graduation

Students must file an Application for Graduation 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 are eligible to participate in the May or December commencement ceremony. Summer graduates desiring to participate in the May commencement must file an Application for Graduation no later than the end of the second week of the spring semester.

Once a student's name appears in a commencement program, it will not be listed again in any subsequent commencement program, nor will the student be able to participate in any upcoming commencement exercises.

Students must have a cumulative graduate GPA of 3.00 or better to graduate. Graduate degrees carry no "honors" designation.

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 Studies and a major field at an accredited institution authorized by law to grant such a degree. Students who graduate without teaching credentials and now intend to enter the teaching profession will be advised to follow an undergraduate endorsement program which upon successful completion will qualify them for certification in Nebraska. Some advanced coursework may be considered in substitution for undergraduate endorsement requirements if applicable enabling the student to complete some requirements for a Master of Science in Education degree.

Wayne State Seniors

Seniors enrolled at WSC who are within their last two semesters of completing requirements for the baccalaureate degree may enroll in graduate courses at the 500 and 600 level if they meet the other requirements for graduate admissions as determined by the appropriate School Dean. They are limited to fifteen (15) total hours for the term and a maximum of six (6) graduate hours earned prior to completing their baccalaureate degree. Notification of approval from the student's advisor, appropriate Department Chair and School Dean for the graduate class(es) must be submitted to the Registrar.

Degree Seeking Graduate Students

Students pursuing a program of study leading to the Master's or Specialist in Education 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 Seeking Graduate Students

Non-degree students are those students who do not intend to work toward the Master's degree or Specialist in Education degree, or those not permitted to do so.

Specialization

The MBA, MSOM, and MSE allow for some manner of specialization. The focus of a graduate student's program of study should be decided, with the aid of a faculty advisor, as early as possible.

Non-Degree Seeking Admission Criteria

Renewal of teaching certificate

If a student is not a WSC graduate, the Admissions Office must receive a Graduate Application for Admission 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 enrolling. The Institutional Verification required by the Nebraska Department of Education for certificate renewal must be processed through the WSC Education and Counseling Services 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 Educator Preparation 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 supplemental 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 a graduate program; 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 the approval of a faculty advisor and permission from the appropriate School office.

Certificate of Achievement

Certificates of Achievement are available for individuals who desire to gain additional knowledge for use for professional development or advancement in their chosen profession. They are available for graduate-level students only. Certificates of Achievement are not endorsements.

Certificates of Achievement may be earned separately or while working toward a master's degree. Degree-seeking students may elect to use the Certificate of Achievement to fulfill the 500-level courses in a master degree program.

A minimum overall average of "B" (3.00 on a 4.00 scale) will be required for all graduate courses included in a Certificate of Achievement. No grade below a "C" will be accepted.

A maximum of six (6) transfer credit hours may be applied toward the certificate requirements.

A Certificate of Achievement is currently available in Human Resource Management.

Human Resource Management: 15 Hours

Courses cover advanced topics in Human Resource Management including compensation, employment law and labor relations, employee development, workforce planning and the strategic HR function. The courses are designed to assist students in preparing for the SHRM examination.

BUS	552 Human Resource Development	3
	553 Workforce Planning and Employment	3
	554 Total Compensation	3
	555 Employment Law and Labor Relations	3
	556 Strategic Human Resource Management	3

Strength and Conditioning: 12 Hours

Courses cover advanced topics in Strength and Conditioning including exercise physiology, recovery, training adaptations, sports nutrition, mental performance, exercise technique, testing, and program design. The courses are designed to assist students in preparing for the NSCA's Certified Strength and Conditioning Specialist (CSCS) exam.

PED 607 Exercise and Nutrition 3
614 Advanced Exercise Physiology 3
657 Advanced Strength and Conditioning 3
682 Optimizing Athletic Performance 3

Certificate of Advanced Studies

School Administration/Educational Leadership

Certificates of Advanced Studies in School Administration are available for individuals who previously have received a Master's degree in Educational Administration or Educational Leadership or received a subject area Master's degree with the completion of additional coursework in an approved program of school administration. This Certificate is available to graduate level students only.

This Certificate shall require students to complete 36 or 45 graduate semester hours of credit. Thirty-six (36) graduate semester hours are required if the principal endorsement is at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching endorsement must complete a minimum of nine (9) additional credit hours. The focus of the additional nine (9) credit hours must be specific to the new level.

Students seeking a Certificate of Advanced Studies may receive the certificate in School Administration PK-8; School Administration 7-12; or School Administration PK-12. The program of study requirements for those seeking a Certificate of Advanced Studies in School Administration shall be the same requirements as for an MSE degree in School Administration. However, the school administration/educational leadership faculty, at their discretion, may substitute up to 18 graduate hours from a prior Master's degree and may waive other degree requirements.

Special Graduate Courses

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

513 International Study (1-9) Prerequisite: Approval of the department chair and the appropriate School Dean. Earning of credits in this course will be subject to the completion of a scholarly project showing educational benefit or growth of the learner in his/her chosen degree program; project to be pre-approved by the advisor.

565 Self-Paced Workshop (.5-3) These courses are intended for certificate renewal or personal enrichment and are not applicable to a degree program. This course may be repeated with different topics.

568 Workshop (.5-3) Only 3 hours of 568 workshop credit may be included in a Master's degree program. This course may be repeated with different topics.

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. This course may be repeated with different topics. The total number of times a 596 or 696 Special Course may be offered is four terms, including summers.

597/697 Internship (1-12) Prerequisite: Approval of department chair. An actual work experience related to the student's field of study. Internships require a minimum of 45-50 work hours for each 1 hour of credit. 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.

Master of Arts or Science in Interdisciplinary Studies

Interdisciplinary Studies Program
Humanities Building

Program Description

The Interdisciplinary Studies degree is designed to provide maximum flexibility for the student in determining the content of his or her degree program. This major is constructed by the student and advisor. An Interdisciplinary Studies program of study must emphasize a clearly defined area, body of thought, or educational goal. This degree program is not intended to allow students to graduate without concentrating their thoughts in some clearly defined area of emphasis.

The proposed program of study shall be comprised of at least 30 credit hours and may include a thesis, internship, comprehensive examination, or project as part of those 30 hours. The program must include a minimum of 15 credit hours in a primary area of study, with the remainder of the credits in one or more areas. All courses are eligible for inclusion in a program, but courses will be selected from among the regular rotation of existing courses. Interdisciplinary Studies program proposals will be signed and recommended by an academic advisor and the appropriate School Dean and approved by the Vice President for Academic Affairs. The signed program will be forwarded to the Records and Registration Office.

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 WSC courses attempted. In computing this average, no grade below a “C” will be accepted toward completion of the degree. A “C-” is not acceptable. Credit bearing courses receiving S/NC grades cannot be used in the degree program.

Program Admission Criteria

- One official set of transcripts from the undergraduate institution conferring the baccalaureate degree must be sent directly to the WSC Admissions Office.
- Students must present an undergraduate GPA of 2.75 or higher on a 4.00 scale for regular admission.
- Students may be required to take certain undergraduate courses if their undergraduate preparation is determined to be deficient by the advisor or department chairperson.
- If the student does not meet all of the above requirements, the student may be provisionally admitted. This process may include, but is not limited to, an interview, letters of recommendation, a standardized test, or a personal statement.

Master of Business Administration (MBA)

School of Business and Technology
Gardner Hall Building

Program Description

The Master of Business Administration (MBA) is a professional graduate degree designed primarily to provide an 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 30-36 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: (1) the ability to solve problems based on a knowledge of the concepts, theories, and tools of each of the functional business disciplines; accounting, economics, finance, management, and marketing; (2) the ability to communicate professionally and effectively; (3) the ability to apply ethical criteria, critical and creative thinking, and analytical and quantitative skills to solve business problems; (4) understanding of organizational behavior, leadership, management theory and organizational design within a dynamic business environment; (5) understanding and experiencing of the role of teams, groups, and individual behavior in relation to organizational success; (6) understanding of the economic, political, legal, technological and social forces that influence business organizations; (7) the ability to transcend functional boundaries, synthesizing and integrating information as well as conduct the research, competitive analysis and environmental scanning necessary for strategic decisions: and (8) the ability to incorporate a global perspective.

Non-Thesis Program

The non-thesis program requires satisfactory completion of the 30-36 credit hour professional graduate program of study. No written thesis is required.

General Degree Requirements

Total Semester Credits

The MBA consists of a minimum of 30-36 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” for WSC courses will be accepted toward completion of the MBA. A “C-” is not acceptable. A course receiving an S/NC grade cannot be used in the MBA degree program. At least 24 credit hours must be beyond the common body of knowledge component in courses normally reserved for graduate students.

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. Undergraduate GPA 2.50 or higher on a 4.00 scale.
2. Any applicant not meeting the undergraduate GPA may be fully admitted by special approval by the Dean of the School of Business and Technology. Students must meet the criteria for full admission before enrolling beyond nine credit hours.
3. 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.

Semester credit hours in:

Accounting 3
Corporate Finance 3
Economics.....3
Law.....3
Management 3
Marketing 3
Statistics.....3

1) While each candidate who is accepted into 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 approved equivalency options.

MBA Core* (all courses required): 24 hours

BUS 608 Financial Administration.....3
620 Managerial Communications.....3
625 Decision Science.....3
650 Managerial Economics.....3
652 Management Accounting 3
656 Marketing Administration.....3
690 Seminar in Organizational Behavior 3
692 Administrative Policy.....3

*MBA core courses open to graduate students only.

Program of Study: Master of Business Administration (MBA) 30 hours (without focus area)

MBA Core.....24
MBA Electives*.....6 hours

*MBA electives consist of any 6 semester credit hours from approved courses offered at the 500-level.

Program of Study: Master of Business Administration (MBA) Accounting Focus 36 hours (all courses required)

Undergraduate Prerequisites in addition to MBA Common Body of Knowledge Courses

Intermediate Accounting I
Intermediate Accounting II
MBA Core.....24

Accounting Focus Area Courses: 12 hours

BUS 531 Accounting Analytics.....3
537 Fraud Examination and Forensic Accounting.....3
544 Governmental and Nonprofit Accounting and Auditing.....3
546 Federal Tax Accounting II 3

Program of Study: Master of Business Administration (MBA) Human Resource Management Focus 36 hours
(all courses required)

MBA Core.....24

Human Resources Management Focus Area Courses: 12 hours

BUS 552 Human Resource Development.....3
553 Work Force Planning and Employment 3
554 Total Compensation.....3
555 Employment Law and Labor Relations 3

*WSC baccalaureate Human Resource Management students who have already completed the undergraduate equivalent of these courses will substitute other by advisement for these courses.

Program of Study: Master of Business Administration (MBA) Supply Chain Management Focus 36 hours (all courses required)

MBA Core.....24

Supply Chain Management Focus Area Courses: 12 hours

BUS 585 Predictive Analytics.....3
586 Seminar in Supply Chain Management 3
CIS 577 Project Management.....3
632 Information Systems Technology and Management 3

MBA Program Procedures and Regulations

Admission

Each new student is required to file the following:

1. Apply for Graduate Study at Wayne State College. The application for Graduate Study precedes admittance into the MBA program. Applicants must first apply to become a graduate student
2. Submit Official Transcripts. Official transcript(s) must be original copies with the official seal of the institution and the degree statement. Transcripts must be sent directly to the Admissions Office at Wayne State College. Transcripts that are not received directly from the institution will be accepted. If an applicant received their undergraduate degree from Wayne State College, they do not have to request transcripts.

International students should refer to the Graduate Admission/Registration section of the WSC catalog for TOEFL and other specific admission requirements.

Program of Study

In the term of enrollment immediately prior to the term of graduation, a finalized program of study form indicating the courses that have been agreed upon and approved by the advisor should be filed in the student's permanent file. A preliminary program of study must be filed 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 50% of the course work from WSC faculty to meet the residency requirement.

Course Prerequisites

Students are not allowed to enroll in 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
625: CBK Statistics
650: CBK Economics
652: CBK Accounting
656: CBK Marketing
690: CBK Management
692: All common body of knowledge courses and 24 hours completed in the MBA program

Approved CBK Equivalency Options

Students are able to complete missing Common Body of Knowledge (CBK) prerequisites through approved equivalency options. Contact the MBA Director for a list of approved equivalency options.

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.

Master of Science in Education (MSE)

School of Education and Behavioral Sciences
Benthack Hall

Program Description

The School of Education and Behavioral Sciences 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 Behavioral Sciences 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.

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. See individual programs of study for admission requirements.

1. Counseling
2. Curriculum and Instruction-Instructional Leadership
3. School Administration/Educational Leadership
4. Special Education

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 Behavioral Sciences.

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 Option Table

Thesis Committee	The advisor will assign a thesis committee (an even number of faculty members of the appropriate department and one faculty member outside the department) with student input after the student completes 15 credit hours and will complete the required Thesis Application Form which will be filed in the student's permanent file. 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 Behavioral Sciences.

Non-Thesis Option

The non-thesis option requires a minimum of 36 credit hours of course work plus placement of one substantive final research artifact on file. Graduate students choosing a non-thesis option, near completion of 24 credit hours, must work with their advisor to complete (with required signatures) the Final Research form. Any graduate student choosing a non-thesis option must work closely with his/her advisor to complete the research. Examples include a final research paper, portfolio or a comprehensive examination as described below. The non-thesis student shall file with the School of Education and Behavioral Sciences and the appropriate school office a minimum of one acceptable final research artifact.

A graduate research artifact is one acceptable research paper, portfolio or comprehensive examination which demonstrates the candidate's abilities to meet all of the following criteria:

1. knowledge of research and the skills of inquiry,
2. depth of thought, organization, competence in the discipline and the ability to reflect on practice, and
3. writing proficiency at the graduate level.

The journey of formulating and writing your research paper, portfolio, or comprehensive examination begins with your advisor. **However, the responsibility for this final research requirement is that of the graduate student; your advisor is the person who will guide you through the process.** Check with your advisor concerning the requirements and details of the final research requirements.

Non-Thesis Options Table

Non-Thesis Options	Descriptions
Final Research Paper	Minimum requirements regarding the final research paper for graduate students are as follows: 1. 15-20 pages of content; 2. correct use of APA or MLA documentation; 3. a bibliography, reference page or works cited page that reflects a broad awareness and understanding of research appropriate for graduate study. ** If human subjects are used in the research, an IRB application must be submitted and approved by the Wayne State Institutional Review Board prior to application for final research. Upon approval of the advisor, the final research paper must be placed on file with the appropriate School Office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by the two faculty members as assigned.
Final Research Portfolio	A typical final research portfolio would include a research-based cumulative portfolio created by participants. This project would connect directly to the candidate's professional assignment using these requirements: 1. 15-20 pages of content; 2. correct use of APA or MLA documentation; 3. a bibliography, reference page or works cited page that reflects a broad awareness and understanding of research appropriate for graduate study. Upon approval of the advisor, the final research portfolio must be placed on file with the appropriate School Office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by the two faculty members as assigned.
Final Comprehensive Exam	Candidates for graduate degrees may choose (or must choose if required in their program emphasis) to complete a final comprehensive examination to fulfill the Research Requirement. The comprehensive exam is determined by the graduate faculty in the appropriate school. The form of the content area emphasis comprehensive exam (written, oral, portfolio, performance, or a combination thereof) is determined by the content area faculty. Candidates for an MSE degree must contact their advisors at the beginning of their final semester of study to arrange and verify the time of the final exam and complete the Application for Comprehensive Examination no less than 2 weeks prior to the proposed examination date. Upon approval of the advisors, the results of the final comprehensive examination must be placed on file with the appropriate School Office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by the two faculty members as assigned.

Degree Candidacy

Only after students have achieved formal admission to a graduate degree program, filed the program of study, and 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 between 6 and 12 credit hours. Prospective graduate students should contact the professor-in-charge to learn more about specific core requirements. Any substitution for core courses requires the approval of the Dean of Education and Behavioral Sciences.

Grades and Course Numbers

No grade below a “C” (C- will not be accepted) in a WSC graduate level course (500, 600, 700) will be accepted toward completion of a Master’s 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 degree program. At least half of the total graduate credits shall be in 600-level or greater courses for the Master’s degree.

Program of Study

In the term of the enrollment immediately following admission to a graduate degree program and before the completion of 9 credit hours, 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 student’s advisor 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 the approval of their advisor, department chair, and the appropriate Dean. Substantial changes may require a new Program of Study form.

The graduate student must complete at least 50% of the course work from WSC faculty to meet the residency requirement.

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) can be included in 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 must complete undergraduate requirements for teacher certification in Nebraska. 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. It should be noted that conferral of the MSE does not necessarily lead to a professional teaching endorsement.

Teaching Endorsements/Certification

Graduate students may complete requirements for an endorsement at the same time they earn the master’s degree; endorsements are also available to students who have already earned master’s degrees. Graduate students preparing for initial certification may select from either subject or field endorsements or a combination thereof but must declare at least one endorsement. Special endorsements may be added to field or subject endorsements as appropriate (see the full listing in the Teaching Programs section of this catalog). Students should file the following forms with the WSC Admissions Office: (1) a Graduate Application for Admission, and (2) one official complete transcript of their academic work sent directly from their other institutions to the WSC Admissions Office. Endorsement plans and requirements are processed through the department in which the work is being taken and with the Education and Counseling Services Office. Students are to meet as early in their programs as possible with the Education and Counseling Services Office, Benthack Hall.

Counseling

School of Education and Behavioral Sciences
Benthack Hall

Counseling

The master's degree programs in counseling are 60 credit hour minimum CACREP-based models (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 school, community, or higher education settings. The school counseling program is approved by the Nebraska Department of Education (NDE). The clinical mental health program is accredited by CACREP.

All eligible students must be accepted or provisionally accepted to the graduate counseling program prior to taking courses. A grade of B- or better in all coursework is required for successful progress in graduate counseling program.

Both the thesis and non-thesis options of the counseling degree, regardless of program, require successful completion and passing of the Counselor Preparation Comprehensive Examination (CPCE). CPCE passing cutoff scores will be determined by current national averages. Students must meet or exceed the national average for an approved passing score.

School Counseling Certification Information

In compliance with the State Authorization Reciprocity Act (SARA), it is important for our students and stakeholders to know that educator preparation programs at WSC are state approved, nationally recognized programs that lead to certification by the Nebraska Department of Education. Even 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 by that respective state in accordance with that state's laws. WSC does not assume responsibility for teacher certification by states other than Nebraska but will provide institutional verification that our graduates have completed a state approved Educator Preparation Program. Furthermore, it is the responsibility of the student to complete all program requirements before institutional verification of approved program completion will be provided by the WSC Certification Officer.

Effective September 1, 2015, applicants for a Nebraska certificate will be required to show proof of a passing score on the designated Praxis II content test in the student's endorsement area(s) prior to being issued a Nebraska certificate. Furthermore, students without a teaching certification, who wish to be certified in the State of Nebraska as a School Counselor, will be required to successfully complete the Core Academic Skills test for admission to the program along with 12 hours of education specific coursework built into the program. Nebraska Department of Education requirements change by legislative or executive actions and may be different than degree program requirements stated in the catalog. Students should contact the Director of the Education and Counseling Services with all questions or concerns about completing internship or practicing in another state: 402-375-7373.To apply for Nebraska certification or for more information, please visit https://www.education.ne.gov/tcert/.

Endorsement only programs are subject to review of the previously completed degree to ensure all counseling requirements have been met from previous program. Any missing coursework will be added to the required endorsement specific courses outlined below.

Degree seeking school counseling students will be required to take the Counselor Preparation Comprehensive Examination (CPCE) to demonstrate mastery of core competencies, the Praxis Core (must be completed for admission), and Professional School Counselor exams prior to the completion of their last internship.

1. **Elementary (PK-8) Endorsement** will be granted to those students completing the required courses with an internship experience in an elementary school setting. This endorsement is only available for students who have previously completed a 7-12 school counseling degree.

    CSL 641 Counseling Children (3)
    642 Consultation (2)
    643 Elementary School Counseling (2)
    688 Crisis and Trauma Intervention (3)
    697 Internship in Counseling (PK-8) (3)
    12 credits as outlined by the Nebraska Department of Education as needed

2. **Secondary (7-12) Endorsement** will be granted to students completing the required courses with an internship experience in a secondary school setting. This endorsement is only available for students who have previously completed a PK-8 school counseling degree.

    CSL 641 Counseling Children (3)
    642 Consultation (2)
    644 Secondary School Counseling (2)
    688 Crisis and Trauma Intervention (3)
    697 Internship in Counseling (7-12) (3)
    12 credits as outlined by the Nebraska Department of Education as needed

3. **PK-12 Endorsement** will be granted to those students completing the required courses and PK-12 internship experiences, in both an elementary and a secondary school setting. This endorsement is only available for students who have previously completed a graduate counseling degree not in school counseling.

    CSL 647 Comprehensive School Counseling (3)
    662 Supervised Practicum (3)
    671 Organization and Administration of Academic Counseling Services (3)
    697 Internship in Counseling (PK-8) (3)
    697 Internship in Counseling (7-12) (3)
    EDU 626 Advanced Education Psychology (3)
    658 Fundamentals of Curriculum Dev. PK-16 (3)
    SPD 565 Differentiated Methodology (3)
    636 Social/Emotional Behavior (3)

Admission Phases of the Program

Student progress is monitored at each of the following phases.

Level 1

1. Complete a baccalaureate degree from an accredited institution with a minimum grade point average (GPA) of a 2.75.

2. Compete and submit the online application for **WSC graduate admission** (https://www.wsc.edu/mse-counseling and select Admission Procedures) available on our website.

3. Request official transcripts for **all** college work be sent to the WSC Office of Admissions.

4. Complete and submit the **Application to the Graduate Program in Counseling** in accordance with the outlined timelines.

5. Submit a Statement of Purpose containing the following information:

    a. Purpose for entering the counseling profession
    b. Career goals
    c. Anticipated ability to form effective counseling relationships
    d. Expectations for the program
    e. Expectations of your performance in the graduate program
    f. Your ability to respect cultural differences (ex. Differences in race, age, sexual orientation, gender identity, religion/spirituality, addictive concerns, criminal charges/history etc.)

Note: This document should be a maximum of four pages in length, double-spaced with once inch margins and use the most recent formatting guidelines outlined by the American Psychological Association (APA) when relevant. This document will be assessed by a committee of department graduate faculty. Students who cannot meet the entrance writing requirement, and are still considered for admission, will be required to complete at least one additional writing course for the improvement of their academic writing skills (ENG 527 Academic and Professional Writing (3) is recommended).

6. Have two individuals complete a professional reference form on your behalf. Select individuals who have observed your effectiveness in working with people, preferably faculty, administrators, or employers.

7. Sign a notarized Student Affirmation of Appropriate Conduct stating that you have no felony convictions, nor misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude. If you have convictions, submit court records with an explanation of actions taken to prevent additional convictions for consideration.

8. Review and sign the Counseling Learning Agreement.

9. All application materials are submitted via the online application portal. Information will be sent via email upon Application to Wayne State College.

10. Students may be subjected to an interview for consideration to the counseling program depending on need for application clarification or limited enrollment ability. Interview requests will be provided via email. Interviews for admission into the graduate counseling program will be scheduled in the semester applications are considered. Students will be interviewed via video conference or face-to-face at a schedule time. The interview process will consist of: Program overview and expectations, individual meetings with faculty members, group interview topics (e.g. multicultural awareness, candidate contribution, assessment of expectations and understanding, baseline assessment of anticipated counselor competencies)

    a. Following the completion of the interview, faculty will determine the applicant's readiness for the graduate program and provide notice of decision to the Dean of Education and Behavioral Sciences.

11. Upon completion of **Level 1 requirements**, you will receive a notice informing you of your acceptance to the graduate school at WSC and receipt of your materials to the counseling department. **Acceptance to the graduate school at WSC is not acceptance to the counseling program.** Department faculty will then determine acceptance in accordance with review of all materials and available enrollment for the submitted semester. Materials are expected to be submitted no later than the following date for consideration of the respective semester:

Counseling Graduate Studies Application Table

Application materials must be received by:	**For enrollment in the following term:**
March 1st	Summer
March 1st	Fall
October 1st	Spring

12. The applicant will be notified of the decision by email from the department within 8 weeks of application due date. Acceptance to the graduate degree program in counseling will become official once an email of acceptance has been sent to the applicant and the student effectively passes both parts of a nationwide and Nebraska Department of Health and Human Services (DHHS) background check. Applicants denied acceptance will also be notified by email. Unsuccessful applicants may request a review or hearing before the Counseling Department faculty who will forward their recommendation to the Dean of Education and Behavioral Sciences. 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 Behavioral Sciences.

Level 2 Admission Requirements to Counseling Program

- Students needing financial aid will also need to contact the WSC Student Financial Services for advisement.

- Meet with advisor to plan a **Program of Study** prior to the first day of your first graduate course.

    - The program of study will need to be approved by the advisor, and department chair. Please plan accordingly.

- Earn a grade of B- or better in all coursework. Maintain a minimum 3.0 cumulative GPA in **all** graduate coursework related to your program of study.

- Model ethical and personal behavior in accordance with your profession as a described in the most recent editions of the American School Counseling Association (ASCA), American Counseling Association (ACA) Code of Ethics and Standards of Practice as well as Student Expectations Handbook for WSC.

- Complete the Annual Review Processes **each year** you are enrolled in graduate coursework. Submit this to your advisor **by March 1st** to initiate the departmental competencies review process.

- Receive departmental determination email, following a review of academic competency and professional dispositions.

    - Status will be determined by the faculty in the first full week in March unless otherwise stated

    - If status **Acceptable** or **Exceptional** Progress is determined, enroll in courses as indicated on your approved Program of Study

    - If determination of **Committee Review** is made, due to areas of concern regarding professional fitness (i.e. legal charges, academic need/concerns, personal issues that may impact you as a professional), a referral will be made to the **CARE Committee** to assess the concerns and develop an action. This is designed to determine enrollment in courses and/or decline/delay admission student program progress.

- Discuss with your advisor your options for degree assessment for Anthology (i.e. MyEPortfolio).

Counseling Graduate Studies- Application Table- Level 3

Level 3			
<u>All</u> field experience documents must be received in the stated semester below prior to the anticipated experience start term:	**For a field experience in the:**	**Application materials are reviewed by faculty for consideration:**	**Acceptance of Field Experience Enrollment provided by start of the:**
February 1st – February 15th	Summer or Fall Term	Spring Term	Summer or Fall Term Respectively
September 1st – September 15th	Spring Term	Fall Term	Spring Term

Level 4 Approval for Graduation

- Register and pass the Counselor Preparation Comprehensive Examination (CPCE) required for all students.
- Register and pass any additional relevant professional exam required for your program (ex. PRAXIS II) (as-relevant).
- Earn a grade of B- or better in all coursework.
- Complete required field experience hours in accordance with program expectations.
- Model ethical and professional behavior as described in **Level 2**.
- File the Application for Graduation as described in the WSC catalog before the end of the second week of the semester that graduation is intended. Contact graduation@wsc.edu for more information.
- Complete the MSE non-thesis graduate paper which demonstrates your competence in a literature review and research proposal (EDU 603 course).

Counseling Graduate Studies- Application Table- Level 4

Level 4		
For planned graduation in:	**Graduation Application Link available on WildCatsOnline in the months prior to graduation:**	**Graduation Applications due by:**
May (Spring)	Early October	The Friday of the second week of the semester in which you plan to graduate
August (Summer)	Mid December	
December (Winter)	Mid February	

Student Affairs and College Counseling

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. Students will be required to take the Counselor Preparation Comprehensive Examination (CPCE) to demonstrate mastery of core competencies.

Clinical Mental Health Counseling

A student may complete the graduate degree in Clinical Mental Health Counseling as a first step in applying for licensure to provide counseling. An additional step to earning a license is to pass a competency test that is approved by the state. Students will be required to take the Counselor Preparation Comprehensive Examination (CPCE) to help prepare for the licensure exam and to demonstrate mastery of core competencies.

Mental Health Practitioner Licensure Information

In compliance with the State Authorization Reciprocity Act (SARA), it is important for our students and stakeholders to know that our Clinical Mental Health program at WSC is CACREP accredited and leads to the ability to apply for licensure through the Nebraska department of Health and Human Services. However, WSC does not assume responsibility for counseling licensure eligibility by other states other than Nebraska. Students should check with their licensing agency regarding specific state requirements. For a directory of counseling licensing boards, please visit the American Counseling Association's "Knowledge Center" website. For licensure in Nebraska, contact the Nebraska Department of Health and Human Services Regulation and Licensure, P.O. Box 95007, Lincoln, NE 68509-5007, 402-471-2115, or visiting their website at Nebraska Department of Health and Human Services (http://dhhs.ne.gov/).

Counseling Core (MSE) 36 hours minimum

Required courses for all areas of Counseling

EDU 603 Introduction to Educational Research and Design....3
CSL 541 Dual Diagnosis and Addiction Disorders....3
547 Multicultural Counseling and Advocacy....3
575 Psychopathology and Client Adaptations....3
580 Professional Ethical and Legal Standards of Practice....3
600 Theories of Counseling....3
615 Career Development and Life Planning....3
625 Theory and Practice of Appraisal....3
630 Human Development Across the Lifespan....3
660 Professional Foundations and Counseling Skills....3
665 Group Counseling....3
688 Crisis and Trauma Intervention....3

Practicum and Internship Experiences determined by program

The setting of an internship must be specific to the type of program selected. Students must acquire hours to satisfy the appropriate certification and licensure requirements.

School Counseling (PK-12 Field) Content Area Requirements for School Counselors: 27 hours

CSL 647 Comprehensive School Counseling....3
662 Supervised Practicum....3
671 Organization/Administration of Academic Counseling Services....3
697 Internship in Counseling (PK-8 settings)....3
697 Internship in Counseling (7-12 settings)....3

Students must complete the following 12 hours to meet NDE Rule 24

SPD 565 Differentiated Methodology....3
636 Social/Emotional Behavior....3
EDU 626 Advanced Educational Psychology....3
658 Fundamentals of Curriculum Development PK-12....3

Clinical Mental Health Counseling (CMHC) Content Area Requirements: 24 hours

CSL 645 Diverse Families and Relationships....3
661 Counseling Techniques and Strategies....3
662 Supervised Practicum....3
672 Organization/Administration of Clinical Counseling Services....3
675 Diagnosis and Treatment Planning in Counseling....3
697 Internship in Counseling (CMHC I)....3
697 Internship in Counseling (CMHC II)....3

One of the following....3

CSL 605 Clinical Psychopharmacology (3)
PSY 540 Psychopharmacology (3)

Student Affairs and College Counseling (SACC) Content Area Requirements: 24 hours

CSL 636 Introduction to Student Services....3
645 Diverse Families and Relationships....3
646 Student Affairs and College Counseling....3
662 Supervised Practicum....3
663 Supervised Advising Practicum....3
671 Organization/Administration of Academic Counseling Services....3
697 Internship in Counseling (SACC I)....3
697 Internship in Counseling (SACC II)....3

Recommended Electives:

All accepted graduate counseling students are eligible to take coursework in other content areas with the exception of CSL 662 or 697 in another content area.

CSL 509 Human Sexuality in Counseling (3)
610 Supervision Foundations in Counseling (1)
641 Counseling Children (3)

Addictions Counseling Certificate: 12 hours

Students and professionals may pursue this coursework if they have been accepted and are completing coursework in a graduate counseling program or related field or have a completed graduate degree in counseling or a related field. This coursework is aimed at providing classes typically needed in addition to a graduate counseling degree for application towards Nebraska state licensure for drug and alcohol counseling.

CSL 541 Dual Diagnosis and Addiction Disorders.....3
CSL 545 Clinical Issues in Substance-related and Addictive Disorders.....3
CSL 549 Alcohol/Drug Assessment, Case Planning and Management.....3
CSL 605 Clinical Psychopharmacology OR
PSY 540 Psychopharmacology.....3

Trauma Counseling Certificate: 9 hours

This coursework is aimed at providing professional counselors with applicable knowledge to serve clients impacted by trauma. Topics addressed are expected to include professional self-awareness, evidence-based interventions and application, and the integration of physiological responses in mental health treatment. Students may pursue this coursework if they have been accepted and are completing coursework in a graduate counseling program or related field and have passed CSL 662 with a B- or better. Professionals who are seeking this certificate are eligible if they have completed a graduate degree in counseling or a related field and are in good standing with all state licensure boards and national certification bodies.

This certificate is designed to be taken online, in the one summer with courses divided across terms.

CSL 606 Professional Preparedness for Trauma Counseling.....2
CSL 607 Evidenced Based Practices in Trauma Treatment.....2
CSL 608 Special Topics in Trauma.....2
CSL 609 Advanced Trauma Counseling.....3

Graduate Courses

All eligible students must be accepted, or provisionally accepted, to the graduate counseling program prior to taking courses. A minimum of a B- is required for successful progress in the graduate counseling program. Undergraduates taking graduate level courses must achieve a minimum of a C- to be eligible for undergraduate credit. Graduate credits taken at the undergraduate level must have a completed grade of B- to be eligible for transfer credit into the graduate counseling program.

CSL 509 Human Sexuality Counseling (3) This course is a study of Human Sexuality Counseling from a BioPsycho-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 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. Counselees will be presented with specific case studies and recordings of actual counseling sessions as available. Ethical issues associated with human sexuality counseling will be considered in detail.

CSL 541 Dual Diagnosis and Addiction Disorders (3) This course is a conceptualization of how mental health disorders relate and exacerbate addictive disorders in the counseling relationship. Topics include: drug/alcohol assessment and diagnosis, level of care placement, record keeping, treatment planning, clinical case review, discharge planning, case management, program development, cultural impact, treatment intervention and referral strategies, ethical concerns, and overall client experiences.

CSL 544 Topics in Counseling (3) Current or special issues in counseling will be examined. The course offers students the opportunity to discuss relevant issues facing the profession. This course may be repeated, by advisement, with different topics.

CSL 545 Clinical Issues in Substance-Related and Addictive Disorders (3) This course focuses on counseling approaches for persons with substance-related and addictive disorders and special issues including dual diagnoses, relationship(s) with 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 547 Multicultural Counseling and Advocacy (3) This course explores the special issues involved in working with clients and students who are impacted by cultural influences of minority groups in the United States. Inclusive counseling techniques and adaptations of traditional counseling approaches when working with diverse cultural groups will be studied as well as assurance in advocacy processes including exploration of counselor privilege. Additional consideration is given to technological influence on clients and students in their cultural context.

CSL 549 Alcohol/Drug Assessment, Case Planning and Management (3) 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 substance-related and addictive disorders. Two or more alcohol/drug assessment instruments will be studied. This course will provide opportunities to study and practice maintaining confidentiality, as well as creating treatment plans, progress notes, discharge plans, and clinical reviews.

CSL 575 Psychopathology and Client Adaptations (3) This course reviews the risk factors that contribute to mental health and addictive disorders. Attention to adaptive behaviors that contribute to human function are explored. Common problems of infancy, childhood, adolescence, and adulthood as well as a broad exposure to the most current diagnostic categories will be explored along with brief evaluation models to assess for concerns across the lifespan as well as common medications for specific concerns. Outcome-based research that clarifies the dynamics of these disorders will be explored.

CSL 580 Professional Ethical and Legal Standards of Practice (3) This course is designed to encourage reflection on general and professional ethical principles, recognition of ethical issues raised in practice, and use of an ethical decision-making model. Case law and current legal implications of policy are explored as well as technological boundaries and influence in the transmission of protected health information with the review of HIPPA and HITECH acts. Case studies are used for discussion of ethical issues in developing competent, culturally sensitive professionals broadly and within their specific counseling program identity (e.g. clinical mental health, school counseling, addictions, or student affairs/college counseling.

CSL 587 Advocacy (3) Students will learn knowledge, skills, and attitudes to advocate for their clients and the counseling profession. Students will explore leadership skills to promote healthy public policies and to advocate for programs and services to meet the unique needs of clients. Students will also learn conflict resolution strategies to utilize in professional settings.

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 interventions. Professional orientation and applicable professional ethical codes are introduced, particularly in reference to training standards.

CSL 605 Clinical Psychopharmacology (3) An in-depth examination of the behavioral and central nervous system effects of pharmacologic substance use and abuse, and the application of such substances to the prevention and treatment of psychopathological dysfunction. Topics include basic neuronal function, pharmacology principles, medication selection and side effects, novel application of various medications, and assessment of clients considered for treatment. The course will also examine the cultural and ethical concerns of prescribing medication and the role of the pharmaceutical industry in drug development, research, and sales.

CSL 606 Professional Preparedness for Trauma Counseling (2) Prerequisites: Enrolled in graduate counseling program or approved graduate program or completion of a graduate degree in counseling or related field. This course is designed to facilitate personal reflection and enhanced sensitivity related to working with clients who have or are experiencing trauma. Topics in this course include identifying transference and countertransference concerns related to this work, integration of self into the therapeutic relationship, effective use of boundaries and self-disclosure, and professional evaluation of self-referrals. This course is utilized as a gatekeeping class to ensure that all students are adequately prepared both personally and professionally for this work. Please be mindful that the faculty instructor reserves the right to recommend personal counseling for the students if concerns arise.

CSL 607 Evidenced-Based Practices in Trauma Treatment (2) Prerequisite: A grade of B- or better in CSL 606. This course will evaluate and review current evidence-based practices (EBTs) related to working with clients in trauma in the clinical counseling setting. Additional topics related to evidence-based practices include effective adaptation of models, lifespan concerns, legal processes and standards related to traumatic experiences, drug therapy implications, best practice standards, and certification requirements will be explored.

CSL 608 Special Topics in Trauma (2) Prerequisite: A grade of B- or better in CSL 606. This course will identify unique topics in the context of trauma treatment. Topics include child abuse/neglect, rape, sexual assault, domestic violence, complex grief, complex trauma, combat, witness to violence, etc.

CSL 609 Advanced Trauma Counseling (3) Corequisite: CSL 606. This course is designed to immerse students in the neurobiological responses related to trauma counseling practices and client symptom expression. This course will detail topics related to autonomic nervous system and sensory responses related to trauma, social and relational implications of trauma symptoms, and clinical awareness and treatment complexities related to trauma diagnoses.

CSL 610 Supervision Foundations in Counseling (1) This course is a brief introduction to counseling supervision as a foundation in the counseling profession. Students learn about common supervision theories and models, the unique dynamics of supervisory relationship, practical methods and techniques for effective supervision, the supervisee evaluation process, how to incorporate a culturally-informed approach to counseling supervision, as well as ethical and legal issues to consider when taking on a supervisee.

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. 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 Theory and Practice of Appraisal (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 including the impact of technology on appraisal processes. Diverse intervention strategies will be identified to meet the needs of a multicultural society with individual, group, and classroom participants and settings. Ethical issues associated with appraisal counseling will be considered in detail.

CSL 630 Human Development Across the Lifespan (3) This course explores human growth and development with emphasis on neurobiological processes relevant to counseling practice. It is designed to prepare graduate level counselor trainees to apply relevant principles of human transformation within an applied professional setting. A presentation of personality dynamics and behavioral manifestations at critical psychosocial stages of development over the lifespan will be provided based on a Neuro- Bio- Psycho-Social perspective. Cultural implications related to human development will be explored in detail as well as outlining impact of diverse systems on human development.

CSL 636 Introduction to Student Services (3) Prerequisites: CSL 600 and 660. An introduction to student services in higher education: history, purpose, policies, and legal and ethical issues specific to higher education. Overview of developmental theories, settings and characteristics of college students and their interaction with campus and community influences including technology integration to student services.

CSL 641 Counseling Children (3) This course is designed to introduce counseling skills to the developmental needs and special problems of children within a cultural context. Appropriate techniques may include play, expressive arts, and bibliotherapy. Ethical considerations in counseling children are addressed as well as foundational credentialing processes required for certification in specialized practice.

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 (2) 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, and coordination of student services, referral services, and collaboration with other professionals in the community.

CSL 644 Secondary School Counseling (2) 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 Diverse Families and Relationships (3) Prerequisites: CSL 600 and 660. This course is designed to introduce systems theories to include an understanding of (a) family and relational development, issues and concepts, (b) interventions associated with major family and relational therapy models, (c) social constructivist models, and (d) practices specific to integrating children into the counseling process.

CSL 646 Student Affairs and College Counseling (3) Prerequisite: CSL 636. Unique needs of higher education are explored including organizational culture, budgeting/finance, and personnel practices. Models of programs to meet these needs are examined. Development of essential leadership skills and competencies of student affairs professionals are described. Identification and exploration of applicable interventions across the higher education settings are explored for effective student and program outcomes.

CSL 647 Comprehensive School Counseling (3) Prerequisites: CSL 600 and 660. This course is designed to address the multifaceted experiences and concerns experienced by the PK-12 counselor in professional practice. Emphasis on services provided through the school: counseling, consulting, and coordination including typical encounters with psychopharmacology intervention and behavioral intervention strategies. Additional focus is on organizing and managing developmental guidance activities, career education, and coordination of student services, referral services, and collaboration with other professionals in the community, Technological influence is considered in the context of students' academic and personal experiences.

CSL 660 Professional Foundations and Counseling Skills (3). Introduction, practice, and mastery of basic skills for structuring a counseling session. Specific attention is applied to skill implementation and function while ensuring effective ethical and culturally appropriate professional demeanor in both in-person and telehealth formats. Professional foundations into the field of counseling are identified as a means to introduce students to professional identity development and self-care strategies. Professional identity is addressed through awareness of our history, professional roles, professional associations, credentialing, licensure/certification, and advocacy.

CSL 661 Counseling Techniques and Strategies (3) Prerequisites: CSL 600 and 660. The explanation, demonstration, and implementation of evidence-based practices commonly used in counseling. Clinical supervision strategies provide basic skills in the supervision of counselors in training as well as ensuring students are informed consumers within their own acquisition of supervisor for licensure. Additionally, the course will utilize a clinical decision-making model to select treatments that fit client characteristics/needs.

CSL 662 Supervised Practicum (3) Prerequisites: CSL 600, 660, 665, minimum of 27 credit hours completed or in-progress of completion prior to enrollment semester; acceptable annual review. Approval of field experience application and approval from advisor. If completing practicum off-campus, all site placement paperwork must be approved prior to enrollment (see handbook for due dates). Students will be enrolled in specific section as it relates to their site (e.g. school counseling: PK-12; PK-8; 7-12; clinical mental: on campus or off-campus, college counseling/student affairs or addiction studies: on campus or off-campus). This course provides development of individual and group counseling skills in professional practice with direct service to clients. This course is designed to model, demonstrate, and train for professional skills application in each student's specific professional setting. Students are expected to successfully integrate feedback and meet professional skills and dispositions competence for internship consideration. Students must record or have direct observation of experiences during their practicum experience and meet weekly for individual/triadic supervision outside of regular class time. A minimum of 100 hours of field experience are completed with a minimum of 40 direct client contact hours. Students are expected to lead/co-lead a counseling group no less than 10 hours of their minimum 40 direct hours required during their practicum experience. Students are expected to maintain hours logs with signatures upon the completion of this course for their records.

CSL 663 Supervised Advising Practicum (3) Prerequisites: CSL 600, 660, approval of field experience application and approval from advisor. This course provides student affairs and college counseling students the foundation exposure and integration of skills required to aid student clients in advising, enrollment, and registration processes. Students must record or have direct observation of experiences during their practicum experience and meet weekly for individual/triadic supervision outside of regular class time. A minimum of 100 hours of field experience are completed with a minimum of 40 direct client contact hours. Students are expected to maintain hours logs with signatures upon the completion of this course for their records.

CSL 664 Graduate Reflection Group (1) Corequisite: Must be enrolled in CSL 665. This course is led by professional counselors in the student counseling center to offer a confidential counseling reflection group for students in accordance with the requirements outlined in CSL 665. Students are not required to take this course and may instead find a community group to complete their 10 hours as a client. Time and delivery format for the group will be determined based on students enrolled in the CSL 665 course.

CSL 665 Group Counseling (3) Prerequisites: CSL 600 and 660. 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 and accumulation of 10 hours as a client in a group setting. Students may take CSL 664 to meet their 10 hour requirement of group participation.

CSL 671 Academic Organization/Administration of Counseling Services (3) Prerequisites: CSL 600 and 660. This class is an introduction to the historical development of academic counseling services and significant societal changes impacting on the evolution of the helping profession. This class is designed to prepare graduate level school counselors and student affairs/college counselor trainees to develop, deliver, and maintain outcome/performance-based counseling service programs that facilitate the academic, personal/social and career development of the individuals and groups. An emphasis is placed on the integration of counseling services within either an educational, academic, or college setting as well as effective consultation and collaboration with critical professionals, caregivers, and client supports.

CSL 672 Clinical Organization/Administration of Counseling Services (3) Prerequisites: CSL 600 and 660. This class is an introduction to the historical development of clinical counseling services and significant societal changes impacting on the evolution of the helping profession. This class is designed to prepare graduate level clinical counselors and addiction counselor trainees to develop, deliver, and maintain outcome/ performance-based counseling service programs that facilitate the academic, personal/social and career development of individuals and groups. An emphasis is placed on the integration of counseling services within either a private practice, agency, hospital, or school setting as well as effective consultation and collaboration with critical professionals, caregivers, and client supports.

CSL 675 Diagnosis and Treatment Planning (3) Prerequisites: CSL 600 and 660. This course is a study of the mental health disorders manifested within the United States and outlined in the most current diagnostic and statistical manual. 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 688 Crisis and Trauma Intervention (3) Prerequisites: CSL 600 and 660. This course will identify the immediate and long-term impact of crises, disasters, and trauma on individuals and organizations. The principles of risk assessment and management, crisis intervention, and the role of the counselor in emergency management teams will be described. Interventions for short- and long-term trauma treatment strategies are explored in the neurobiological context of the individual. Guidelines for professional, school, and community responses to suicidal threats and completions, violence, bereavement, substance abuse crises, mandatory reporter expectations, and other trauma will be emphasized. Self-care strategies for counselors working with trauma and crises will also be explored.

CSL 697 Internship in Counseling (3) Prerequisites: A grade of B- or better in CSL 662. Approval of field experience application and approval from advisor. If completing internship off-campus, all site placement paperwork must be approved prior to enrollment (see handbook for due dates). Students will be enrolled in a specific section as it relates to their site (e.g. school counseling; PK-12; PK-8; 7-12; clinical mental: on-campus or off-campus, college counseling/student affairs, or addiction studies: on-campus or off-campus). The internship involves required field experience in a setting appropriate to the student's program. The student should have the required coursework to function effectively at the internship site and have demonstrated the ability to be helpful to students or clients (successful supervised practicum experience required). Emphasis will be placed on (a) direct services to students and/or clients and (b) indirect services to include the use of best practices in planning, reflection on their work, accountability, and supervision. Direct service will include individual and group counseling for all interns and additional area-specified activities in relation to certification and endorsement requirements. Proficient site completion and evaluations are required to pass this course including weekly class attendance and weekly individual/triadic supervision outside of class time. Internship hours are typically completed in enrollment of 3 credit hours (300 hours; 150 direct hours minimum) or 6 credit hours (600 hours; 300 direct hours minimum). Modeling ethical and personal behavior articulated in the counseling program handbook and professional ethical standards is required.

Curriculum and Instruction-Instructional Leadership

School of Education and Behavioral Sciences
Benthack Hall

The Curriculum and Instruction-Instructional Leadership program is designed primarily for K-12 teachers who wish to remain in the classroom and combine a teaching enhancement program with Curriculum and Instruction-Instructional Leadership and advanced content and pedagogy. Because there is a variety of occupations that include educational dimensions, the Curriculum and Instruction-Instructional Leadership 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-Instructional Leadership to non-teachers will not result in teacher certification.

Students may combine a professional education core and electives with one of the areas of emphasis listed below:

Business and Information Technology Education
Community of Learning
Cross-Curricular Education
Early Childhood Education
Elementary Education
English as a Second Language
English Education
Family and Consumer Sciences Education
Mathematics Education
Music Education
Reading Specialist PK-12
Science Education
Skilled and Technical Science Education
Social Science Education

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.

Requirements for Admission to Degree Program

1. One official set of transcripts from the undergraduate institution conferring the baccalaureate degree must be sent directly to the WSC Admissions Office.
2. Upon application to the program, candidates for the MSE are required to submit to the Dean of the School of Education and Behavioral Sciences a Statement of Purpose containing the following information: (a) reason and purpose for entering the program, (b) professional experience and preparation, (c) expectations for the program, (d) future aspirations or goals, and (e) future endeavors once the degree is earned.
3. Students must have on file with the Dean of the School of Education and Behavioral Sciences three recommendation forms or letters from school administrators, current employers, or previous employers. The recommendations cannot be from peers, people the student is currently supervising or has supervised in the past. The recommendation forms address the student's academic and leadership potential.
4. Have a 2.75 undergraduate GPA or above and/or graduate transfer credits with a GPA of 3.0 or higher.
5. Once all of the aforementioned information is provided, a letter of admittance will be sent, and a program of study will be designed in coordination with an advisor.

Typical Program of Study: Curriculum and Instruction-Instructional Leadership: Minimum 36 hours

Professional Education CORE for most Program Emphases: 12 hours

EDU 603 Introduction to Educational Research and Design.....3
652 Instructional Theory and Practice 3
658 Fundamentals of Curriculum Development PK-16 3
674 History and Philosophy of Education 3

Content Area (emphasis-specific- see on following pages) 15-30 hours

Electives (emphasis specific substitutions allowed*) 0-12 hours

EDU 600 Literacy through Literature for Children 3
604 Language Arts in the Elementary and Middle School.....3
626 Advanced Educational Psychology.....3
627 Current Issues and Trends in Education.....3
655 School Law: Constitutional Aspects and Cases 3
693 Final Research 2-3

Thesis (optional) (6 hours)

EDU 699 Thesis.....6
[This option is only for those Content areas requiring a Thesis.]
***students may substitute Content Area Emphasis courses as Electives if desired.**

Areas of Emphasis

Business and Information Technology Education: 15-18 hours

Students pursuing the MSE in Curriculum and Instruction-Instructional Leadership in Business and Information Technology Education must select either Business Education or Information Technology as an area of emphasis.

Business Education Emphasis: 15 hours

BUS 602 Issues in Business Education 3
621 Seminar in Business Education Instruction.....3
630 Workshop in Business Education 3
640 Research in Business and Information Technology Education 3
Elective selected from the following offerings or by advisement. 3
CED 650 Curriculum Development in Career/Technical Education (3)
CIS 575 Topics in CIS: Emerging Technologies (3)
CSC 548 Web and Multimedia Content Design (3)
EDU 682 Developing and Integrating Technology in the Classroom (3)

Information Technology Emphasis: 18 hours

Note: Students who have already completed any of the 400-level course counterparts of the 500-level courses in the Information Technology emphasis will be encouraged by advisement to select the Business Education emphasis instead.

BUS 640 Research in Business and Information Technology Education 3
CIS 554 Technology Platforms, Hardware and Operating Systems.....3
557 Networking and Technology Management 3
575 Topics in CIS: Emerging Technologies.....3
CSC 542 Program Design and Documentation..... 3
548 Web and Multimedia Content Design 3

Students who complete the Information Technology Emphasis AND complete 40 clock hours of documented clinical information technology experience at the elementary and/or secondary levels will have met the requirements for the Information Technology Supplemental Endorsement. It is the student's responsibility to contact the Wayne State College Computer Technology and Information Systems department for the appropriate forms for documenting the clinical experience before starting that experience.

Community of Learning: 24 hours

EDU 510 Culturally Responsive Teaching 3
626 Advanced Educational Psychology Design.....3
627 Current Issues and Trends in Education.....3
635 Differentiated Methodology 3
651 Classroom Assessment 3
693 Final Research 3
Electives (agreed upon by student and advisor).....6

Cross-Curricular Education Emphasis: 15-30 hours

The Dean of the School of Education and Behavioral Sciences may, with the permission of the Vice President of Academic Affairs, designate a cross-curricular education emphasis to meet the needs of administrators, teachers, school districts, educational service units, or a combination of these groups. The cross-curricular emphasis may include courses in Reading and Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, Visual and Performing Arts, Career Education, World Languages, Technology, Leadership, Cultural Diversity and other content areas, threads, or themes. Such an emphasis shall examine the interrelatedness of two or more content/themes areas in the PK-12 classroom. The Dean of the School of Education and Behavioral Sciences shall consult with the Deans of other schools who may be impacted by the degree emphasis. This emphasis shall include the Professional Core of the MSE degree, any necessary electives, and 15-30 graduate credit hours of emphasis in the cross-curricular themes.

Early Childhood Education: 24 hours

Bachelor's degree and a completed Elementary Education endorsement if seeking the ECE supplemental endorsement.

EDU 605 Curriculum and Methods Appropriate for Ages Birth-8 3
617 Assessment of Needs for Young Children Birth-8 3
632 Clinical for Early Childhood 3
FCS 604 Infants/Toddlers Through Primary Children Birth-8 3
611 Administration of Early Childhood Education Programs and Coordination of Community Partnerships 3
**616 Early Childhood Practicum with Applied Research 3
SPD 636 Social and Emotional Behavior 3
652 Collaboration and Co-Teaching 3
*Students completing a thesis will also take the EDU 699 Thesis course.

Note: For graduate students wanting to add the Early Childhood PK-3 supplemental endorsement without completing the MSE, take the following classes (18 hours):

EDU 605 Curriculum and Methods Appropriate for Ages Birth-8 3
617 Assessment of Needs for Young Children Birth-8 3
658 Fundamentals of Curriculum Development PK-16 3
FCS 604 Infants/Toddlers Through Primary Children Birth-8 4
611 Administration of Early Childhood Education Programs and Coordination of Community Partnerships 3
**616 Early Childhood Practicum with Applied Research 3

Elementary Education: 15 hours

EDU 600 Literacy through Literature for Children 3
604 Language Arts in the Elementary and Middle School 3
612 Social Studies in the Elementary and Middle School 3
613 Science in the Elementary and Middle School 3
614 Mathematics in the Elementary and Middle School 3

English as a Second Language: 15 hours

(Supplemental endorsement. This endorsement requires an applicant to have a valid regular teaching certificate.)

CNA 567 Intercultural Communication 3
EDU 515 ESL Programs, Curriculum, and Assessment.....3
516 ESL Methods and Assessment 3
517 ESL Practicum PK-12 3
ENG 526 Linguistic Theory and Applications 3

English Education: 21-24 hours

The English faculty encourages students to use their graduate programs of study to gain a broad-based education. Beyond the required hours in Education, students will select from a rotation of seminars in English in literature, creative writing, criticism, linguistics, and related topics.

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.

Family and Consumer Sciences Education: 15 hours

FCS 610 Instructional Techniques and Curriculum Development in FCS 3
615 Current Trends and Issues in FCS 3
Electives selected from 9
FCS 505 Special Topics in FCS (3-9)
591 Special Project (3)
597/697 Internship (3)
695 Independent Study (3)

Mathematics Education: 36 hours

The MSE in Mathematics Education is a non-thesis degree. For completion of this degree, in addition to coursework, a comprehensive examination will be required.

Admission to Mathematics Education Program

1. A BS/BA in Mathematics/Mathematics Education OR a teaching certificate in secondary mathematics. Completion of the calculus sequence (Calculus I, II, and III) along with 9 other hours of mathematics courses numbered 300 and above is strongly recommended.
2. Completion of a mathematics proof course preferred.

Professional Education Core Courses: 9 hours

EDU 603 Introduction to Educational Research and Design.....3
652 Instructional Theory and Practice 3
658 Fundamentals of Curriculum Development PK-16 3

Mathematics Area Courses: 27 hours

MAT 530 Seminar in Abstract Algebra 3
554 Seminar in Real Analysis 3
610 Modern Geometry for Teachers.....3
620 Seminar in Discrete Mathematics 3
645 Current Trends in Mathematics Curriculum and Teaching 3
660 Probability and Statistics for Teachers.....3
Electives selected from 9
MAT 520 Number Theory (3)
535 History of Mathematics (3)
555 Seminar in Analysis II (3)
661 Probability and Statistics for Teachers II (3)
682 Topics in Mathematics (3)

Music Education: 24 hours

MUS 603 Instructional Practices in Music Education....3
610 Analytical Techniques for Tonal Music 3
6 hours selected from....6
MUS 515 Choral Literature and Materials (3)
516 Instrumental Literature and Materials (3)
601 Advanced Choral Conducting (3)
602 Advanced Instrumental Conducting (3)
6 hours selected from....6
MUS 503 Music of the Baroque and Classical Periods (3)
504 Music of the Romantic Period (3)
505 Music of the 20th Century (3)
4 hours selected from....4
MUS 524 Piano Pedagogy (3)
544 Topics in Music Pedagogy and Literature (2)
653 Piano (2)
655 Voice (2)
657 Brass (2)
659 Woodwind (2)
661 Strings (2)
663 Percussion (2)
MUS electives 2

Reading Specialist PK-12 (MSE) 24 hours plus 12 hours Professional Core: 36 hours

This endorsement requires an applicant to have a valid regular teaching certificate and two years of teaching experience.

EDU 642 Foundations of Literacy....3
647 Instructional Theory and Practice in Literacy....3
648 Advanced Assessment and Interventions in Literacy 3
649 Instructional Leadership in Literacy 3
682 Developing and Integrating Technology in Classroom 3
698 Practicum 3
600-level Electives (as agreed upon by student and advisor) 6

Reading Specialist PK-12 Subject Endorsement 18 hours plus 12 hours Professional Core: 30 hours

This endorsement requires an applicant to have a valid regular teaching certificate and two years of teaching experience.

EDU 642 Foundations of Literacy....3
647 Instructional Theory and Practice in Literacy....3
648 Advanced Assessment and Interventions in Literacy 3
649 Instructional Leadership in Literacy 3
682 Developing and Integrating Technology in Classroom 3
698 Practicum 3

Science Education: 15-21 hours

Must take at least one course in each of the following areas:

1. Biology – BIO
2. Chemistry – CHE
3. Earth Science – EAS
4. Physics – PHY

Additional courses must be in the above areas including courses with NAT prefix.

Skilled and Technical Sciences Education: 18 hours

ITE 605 Organization of Technology Education Programs 3
650 Developments in Technology Education....3
ITE Electives 12

Social Science Education: 24 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 course work.

Social Sciences courses (21 hours) including at least nine (9) hours from one content area, and at least six (6) hours from another content area, plus six (6) hours of electives by advisement and approval of School of Education and Behavioral Sciences Dean. Additionally, students are required to complete a final research project (SSC 695 or other prefix, 3 hours).

School Administration/Educational Leadership

School of Education and Behavioral Sciences
Benthack Hall

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 graduate transfer credits with a GPA of 3.0 or higher;
3. As part of the first class, EDU 657 applicants will submit a Statement of Purpose to the Dean of the School of Education and Behavioral Sciences on "Why I am Interested in Becoming a School Administrator." Items to be addressed include: (a) Describe your background, (b) How did your interest in school administration evolve? (c) What leadership experiences have you had to this point in your career? (d) What personal characteristics and professional skills do you possess that would contribute to your potential for becoming and effective educational leader? (e) Other than your graduate program of study, how do you plan to prepare yourself for a role in educational leadership? The essay is graded by school administration faculty and it is intended to serve in lieu of a qualifying examination;
4. In addition, in EDU 657 the applicant will need to select three current or former school administrators to complete a reference questionnaire which is designed to obtain feedback about the applicant's potential for completing and academic program of study and for becoming a successful school administrator;

Typical Program of Study: School Administration/Educational Leadership PK-8 (MSE) 36 hours

Note: This program requires 250 internship hours, 110 of which will be acquired in EDU 689.

Professional Education Core Courses: 15 hours

EDU 603 Introduction to Educational Research and Design.....3
658 Fundamentals of Curriculum Development PK-16 3
SPD 611 Organization and Administration of Special Education.....3
Student and advisor will select 6 hours from the following: 6
(A 12 credit hour focus may be substituted for professional core electives.)
EDU 604 Language Arts in the Elementary and Middle School (3)
626 Advanced Educational Psychology (3)
627 Current Issues and Trends in Education (3)
652 Instructional Theory/ Practice (3)
674 History and Philosophy of Education (3)

Major Area Courses: 21 hours

EDU 610 Elementary School Administration PK-8.....3
645 The Principal as an Instructional Leader.....3
655 School Law: Constitutional Aspects and Cases 3
657 School Organization and Community Relations 3
659 Finance/Facilities 3
666 Supervision of Instruction 3
689 Internship in Administration PK-8.....3

Typical Program of Study: School Administration/Educational Leadership 7-12 (MSE) 36 hours

Note: This program requires 250 internship hours, 110 of which will be acquired in EDU 690.

Professional Education Core Courses: 15 hours

EDU 603 Introduction to Educational Research and Design....3
658 Fundamentals of Curriculum Development PK-16 3
SPD 611 Organization and Administration of Special Education....3
Student and advisor will select 6 hours from the following 6
(A 12 credit hour focus may be substituted for professional core electives.)
EDU 626 Advanced Educational Psychology (3)
627 Current Issues and Trends in Education (3)
652 Instructional Theory/ Practice (3)
674 History and Philosophy of Education (3)
682 Developing and Integrating Technology in the Classroom (3)

Major Area Courses: 21 hours

EDU 611 Secondary School Administration....3
645 The Principal as an Instructional Leader....3
655 School Law: Constitutional Aspects and Cases 3
657 School Organization and Community Relations 3
659 Finance/Facilities 3
666 Supervision of Instruction 3
690 Internship in Administration 7-12 3

Typical Program of Study: School Administration/Educational Leadership PK-12 (MSE) 45 hours

Note: This program requires 380 internship hours, 220 of which will be acquired in EDU 689 and 690.

Professional Education Core Courses: 18 hours

EDU 603 Introduction to Educational Research and Design....3
658 Fundamentals of Curriculum Development PK-16 3
SPD 611 Organization and Administration of Special Education....3
Student and advisor will select 9 hours from the following 9
(A 12 hour credit hour focus may be substituted for professional core electives.)
EDU 604 Language Arts in the Elementary and Middle School (3)
626 Advanced Educational Psychology (3)
627 Current Issues and Trends in Education (3)
652 Instructional Theory/ Practice (3)
674 History and Philosophy of Education (3)
682 Developing and Integrating Technology in the Classroom (3)

Major Area Courses: 27 hours

EDU 610 Elementary School Administration....3
611 Secondary School Administration....3
645 The Principal as an Instructional Leader....3
655 School Law: Constitutional Aspects and Cases 3
657 School Organization and Community Relations 3
659 Finance/Facilities 3
666 Supervision of Instruction....3
689 Internship in Administration PK-8....3
690 Internship in Administration 7-12 3

*If candidate is secondary prepared, 3 credit hours of electives must be an elementary reading or language arts course.

Focus Areas in School Administration

A focus area is a cluster of courses that concentrate on a specific area of specialization within a larger academic discipline. The School Administration degree program has a focus area in Athletic Administration and Special Education Supervision. Students may utilize courses from the focus area as electives within the Professional Core Electives required for each degree. The focus area is not an independent degree program but may be a part of one of the school administration degree programs. Students are not required to have a focus area as part of their degree program.

Focus Area in Athletic Administration: 12 hours

Note: Students wishing to complete a Focus Area in Athletic Administration will select 12 hours from the following courses by advisement. Students may use the hours in this focus as substitution for the Professional Core electives in any of the School Administration/Educational Leadership programs of study. This focus does not lead to any additional administrative endorsements in Nebraska.

PED	610 Legal Aspects of Sport	3
	612 Advanced Sport Marketing and Promotion	3
	631 Seminar in Sport Management: Sport Event Security	3
	653 Program Management and the Transition of Sport	3
	664 Sport Event and Facility Management.	3
	685 Social Issues in Sport	3

Focus Area in Special Education Supervision: 12 hours

Note: Students wishing to complete a Focus in Special Education Supervision will take the following 12 hours. Students may use the hours in this focus as substitution for the Professional Core Electives in any of the School Administration/Educational Leadership programs of study. Persons completing this focus seeking a Special Education Supervisor endorsement in Nebraska must currently hold a teaching certificate with an endorsement in Special Education.

SPD	611 Organization and Administration of Special Education	3
	636 Social/Emotional Behavior	3
	652 Collaboration and Co-Teaching	3
	690 Internship in Special Education Supervision PK-12	3

Special Education

School of Education and Behavioral Sciences
Benthack Hall

The Master of Science in Education (MSE) degree is designed for those persons seeking an advanced degree in Special Education. The degree can also lead to initial certification as a Special Education Generalist (K-12), or added endorsement as a Special Education Generalist (K-6, and/or 7-12), according to the following criteria:

A. Candidates who currently hold a teaching certificate and wish to add the Special Education Generalist endorsement will be required to complete all MSE program requirements and, depending on the grade range selected for the added endorsement, may be required to complete additional clinical practice. The Nebraska Department of Education (NDE) requires clinical practice for anyone changing levels when adding a new endorsement. Example: If a person holds an Elementary Education field endorsement (K-6) and now wants to add the Special Education Generalist subject endorsement (7-12), he/she must complete seven weeks of clinical practice at the new (7-12) level. If the person is not changing levels when adding the endorsement, then no additional clinical practice is required (but 6 credit hours of Special Education Electives will be required to meet the minimum NDE requirements for certification).

B. Candidates who do not currently hold a teaching certificate but wish to pursue initial certification as a Special Education Generalist will be required to meet all MSE program requirements plus all required benchmarks for becoming a teacher candidate including earning a passing score on the Praxis® Core Academic Skills for Educators (commonly known as the Core test) before being allowed to advance beyond 15 hours on the MSE program. Initial certification requires completion of 100 hours of practicum experience plus one full semester (12 credit hours) of clinical practice which includes participation in all on-campus seminars. Field Endorsement level is K-12.

Persons who are currently certified and are interested only in completing the courses and requirements necessary for adding an endorsement rather than completing a MSE degree should consult with an advisor regarding which courses to take.

Admission to the Degree Program:

1. One official set of transcripts from the undergraduate institution conferring the baccalaureate degree must be sent directly to the WSC Admissions Office.
2. Upon application to the program, candidates for the MSE are required to submit to the Dean of the School of Education and Behavioral Sciences a Statement of Purpose containing the following information: (a) reason and purpose for entering the program, (b) professional experience and preparation, (c) expectations for the program, (d) future aspirations or goals, and (e) future endeavors once the degree is earned.
3. Students must have on file with the Dean of the School of Education and Behavioral Sciences three recommendation forms or letters from school administrators, current employers, or previous employers. The recommendations cannot be from peers, people the student is currently supervising or has supervised in the past. The recommendation forms address the student's academic and leadership potential.
4. Have a 2.75 undergraduate GPA or above and/or graduate transfer credits with a GPA of 3.0 or higher.

Once all of the aforementioned information is provided, a letter of admittance will be sent, and a program of study will be designed in coordination with an advisor

Special Education Advanced Study (MSE) 36 hours

Note: For students who currently hold a teaching certification in Special Education and are seeking advanced study in Special Education at the same level as their initial certification.

Professional Education Core Courses: 12 hours

EDU 603 Introduction to Educational Research and Design....3
626 Advanced Educational Psychology....3
627 Current Issues and Trends in Education....3
658 Fundamentals of Curriculum Development PK-16....3

Special Education Core Courses: 24 hours

SPD 520 Best Practices in Special Education Methods....3
522 Teaching Exceptional Learners in Inclusive Classrooms....3
545 Assessment Guiding IEP Development....3
565 Differentiated Methodology....3
611 Organization/Administration of Special Education....3
630 History and Characteristics of Exceptionalities....3
636 Social/Emotional Behavior....3
652 Collaboration and Co-Teaching....3

Special Education Generalist Initial Certification (MSE) 51 hours

Note: Students seeking initial certification must take the Professional Education Core Courses:

Professional Education Core Courses: 12 hours

EDU 603 Introduction to Educational Research and Design....3
626 Advanced Educational Psychology....3
627 Current Issues and Trends in Education....3
658 Fundamentals of Curriculum Development PK-16....3

Special Education Core Courses: 27 hours

SPD 520 Best Practices in Special Education Methods....3
522 Teaching Exceptional Learners in Inclusive Classrooms....3
545 Assessment Guiding IEP Development....3
561 Practicum in Special Education....3
565 Differentiated Methodology....3
611 Organization/Administration of Special Education....3
630 History and Characteristics of Exceptionalities....3
636 Social/Emotional Behavior....3
652 Collaboration and Co-Teaching....3

Plus the following Clinical Practice:

K-12 Field Endorsement Courses: 12 hours

SPD 658 Clinical Practice for Special Education K-6....6
660 Clinical Practice for Special Education 7-12....6

Special Education Generalist Certification (MSE) 42-48 hours

Note: For students who hold a current teaching certification in an area other than Special Education and want to add a Special Education subject endorsement at either the K-6 or 7-12level; or for students who hold a current teaching certification in Special Education (K-6 or 7-12) and want to add the other subject endorsement level. Total credit hours vary based on current level of certification and level of Special Education subject endorsement desired.

Professional Education Core Courses: 12 hours

EDU 603 Introduction to Educational Research and Design....3
626 Advanced Educational Psychology....3
627 Current Issues and Trends in Education....3
658 Fundamentals of Curriculum Development PK-16....3

Special Education Cores Courses: 24 hours

SPD 520 Best Practices in Special Education Methods....3
522 Teaching Exceptional Learners in Inclusive Classrooms 3
545 Assessment Guiding IEP Development 3
565 Differentiated Methodology 3
611 Organization/Administration of Special Education 3
630 History and Characteristics of Exceptionalities 3
636 Social/Emotional Behavior 3
652 Collaboration and Co-Teaching 3

Special Education Electives: 6-12 hours

Plus 6-12 hours selected from the following (if changing levels from initial certification, you must choose the appropriate 6 hours of Clinical Practice; if currently certified PK-3 then you must completed SPD 658 for K-6 subject endorsement and/or SPD 660 for 7-12 subject endorsement.

SPD 540 Program Design in Special Education 3
561 Practicum in Special Education 3
658 Clinical Practice for Special Education K-6....6
660 Clinical Practice for Special Education 7-12 6

Special Education Subject Endorsement: 42-48 hours

Note: For students who hold a current teaching certification in an area other than Special Education and want to add a Special Education subject endorsement at either the K-6 or 7-12level; or for students who hold a current teaching certification in Special Education (K-6 or 7-12) and want to add the other subject endorsement level. Total credit hours vary based on current level of certification and level of Special Education subject endorsement desired. This endorsement option does not lead to an MSE, but it can include undergraduate substitutions as approved by an advisor. It can also include up to 5 transfer courses from other institutions pending advisor approval:

Professional Education Core Courses: 6 Hours

EDU 603 Introduction to Educational Research and Design....3
627 Current Issues and Trends in Education....3

Special Education Core Courses: 30 hours

SPD 520 Best Practices in Special Education Methods....3
522 Teaching Exceptional Learners in Inclusive Classrooms 3
545 Assessment Guiding IEP Development 3
565 Differentiated Methodology 3
611 Organization/Administration of Special Education 3
630 History and Characteristics of Exceptionalities 3
636 Social/Emotional Behavior 3
652 Collaboration and Co-Teaching 3
Additional Special Education Content Course 3
Additional Special Education Content Course 3

Special Education Electives: 6-12 hours

Plus 6-12 hours selected from the following (if changing levels from initial certification, you must choose the appropriate 6 hours of Clinical Practice; if currently certified PK-3 then you must completed SPD 658 for K-6 subject endorsement and/or SPD 660 for 7-12 subject endorsement.

SPD 540 Program Design in Special Education 3
561 Practicum in Special Education 3
658 Clinical Practice for Special Education K-6....6
660 Clinical Practice for Special Education 7-12 6

Master of Science in Organizational Management (MSOM)

School of Sciences, Health, and Criminal Justice
Connell Hall Building

Program Description

The MSOM degree has been collaboratively designed by the three State Colleges (Wayne State College [WSC], Chadron State College [CSC], Peru State College [PSC]) and will substantially use courses currently offered by the State Colleges. Some courses are available online. The program is a cooperative degree program whereby students in the State College System may complete graduate courses at any of the Nebraska State Colleges and apply those credits toward completion of their MSOM degree. Prior learning credit would not be applied to this degree. This program is a value-added degree designed to add new knowledge to the students' base of knowledge, skills, and concept integration.

The program will consist of a common core of required courses consisting of eighteen (18) credit hours. The required eighteen hours will include six (6) credit hours of research design and methods courses and twelve (12) credit hours of courses in organizational management program focus area.

General Degree Requirements

Total Semester Credits

A total of thirty-six (36) credit hours is required to complete the MSOM degree program in organizational management.

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 WSC courses attempted. In computing this average, no grade below a "C" will be accepted toward completion of the MSOM. A "C-" is not acceptable. A course receiving an S/NC grade cannot be used in the MSOM degree program. At least 30 credit hours must be beyond the common body of knowledge component in courses normally reserved for graduate students.

Program 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. Students must present an undergraduate GPA of 2.75 or higher on a 4.00 scale for regular admission.
3. Students may be required to take certain undergraduate courses if their undergraduate preparation is determined to be deficient by the advisor or department chairperson.
4. If the student does not meet all of the above requirements, the student may be provisionally admitted by special action of the MSOM graduate committee. This may include but is not limited to an interview with the MSOM graduate committee, letters of recommendation, a standardized test, or a personal statement.

Program Focus Areas

Students interested in pursuing the Master of Science in Organizational Management must complete a focus area from the following list:

1) Criminal Justice Administration and Management
2) Human Performance and Wellness Management
3) Human Resource Management
4) Information Technology Management
5) Public Affairs
6) Public Relations Management
7) Sport and Recreation Management

*Student may choose to complete a maximum of two focus areas.

Program of Study: Master of Science in Organizational Management (MSOM) 36 hours

Core: 18 hours

Student must complete one of the following courses 3

CA 615 Research Process and Practice (CSC) (3)
EDCI 631 Research Design and Data Analysis (CSC) (3)
PED 650 Research Design (WSC) (3)
EDU 603 Introduction to Educational Research and Design (WSC) (3)
MGMT 601 Study Design and Data Collection (PSC) (3)
CNA 565 Qualitative Research Design (WSC)

Student must complete one of the following courses 3

MATH 533 Stats Methods/Data Analysis (CSC) (3)
MGMT 602 Stats Methods/Data Analysis (PSC) (3)
PED 622 Stats Applications/Data Analysis (WSC) (3)
PSYC 538 Behavioral Statistics (CSC) (3)

Student must complete one course from each of the following four areas: 12 hours

Note: If a student would like to emphasize leadership in their program of study they may, with special permission from their advisor, take two leadership courses from the above area as part of their 12 hours.

Leadership 3

BUS 665 Leadership Seminar (WSC) (3)
627 Ethics in Leadership (WSC) (3)
CNA 561 Case Studies in Organizational Leadership (WSC) (3)

Communication 3

BUS 620 Managerial Communication (WSC) (3)
CNA 575 Communication Law (WSC) (3)

Organizational Behavior 3

BUS 690 Seminar in Organizational Behavior (WSC) (3)
CNA 548 Organizational Communication II (WSC) (3)

Conflict Management and Organizational Psychology 3

PSY 535 Industrial Organizational Psychology (WSC) (3)
BUS 628 Dispute Resolution Management (WSC) (3)
CNA 617 Topics in Argumentation and Persuasion (WSC) (3)

MSOM Focus Area: 18 hours

Focus or specialized area of concentration 12
Thesis, scholarly project, or internship.....6
*Focus Area Exit Benchmark.....0

This program will require the completion of twelve (12) credit hours in a focused area in a field chosen by the student and his or her graduate committee. The seven (7) areas from which students may choose will consist of specialized courses in a number of professional areas. Included in the twelve (12) credit hours of focused study will be three (3) credit hours in a management-related course and nine (9) elective hours to be determined by the graduate committee and the student.

In addition to the required core and the twelve (12) credit hours in a focused area, completion of a six (6) credit hour thesis, scholarly project, or internship requirement, or a combination scholarly project/internship is required. The focus of this part of the program will be to emphasize knowledge integration and application of learned principles.

*During the final semester prior to graduation, students in the focus areas listed here: (Criminal Justice Administration and Management, Human Performance and Wellness Management, Public Relations Management and Sport and Recreation Management) will be required to complete a benchmark to demonstrate their level of achievement of the learning objectives of each focus area in the Master of Science in Organizational Management program. Benchmarks may vary by focus area, such as surveys, comprehensive exams, capstone papers or projects as determined by the graduate committee for that focus area. Completion of this course is a graduation requirement. (Graded S/NC)

Program Objectives for Criminal Justice Administration and Management

The specialization is structured to prepare students for leadership and professional positions in the criminal justice field. For those who want to move into command positions, where leadership and management skills are in high demand, criminal justice professionals with a master's in criminal justice administration and management will be needed in many sectors of society.

Criminal Justice Administration and Management Focus Area: 12 hours

Required:

CJA 653 Administration and Management in Criminal Justice 3
694 Focus Area Exit Benchmark.....0

Choose 9 hours from the following.....9

CJA 625 Life Course Criminology (3)
627 Elements of Cybercrime (3)
630 Applied Criminology (3)
644 Topics in Criminal Justice (3)
647 Youth Crime and Justice (3)
650 Advanced Criminal Law (3)
652 Drugs and Society (3)

Program Objectives for Human Performance and Wellness Management

The concentration in Human Performance and Wellness Management is designed to allow working professionals the opportunity to develop management skills in their discipline as well as advance their knowledge across topics related to human performance and wellness. The curriculum includes advanced theory in exercises physiology, nutrition, strength training technique, program design, and special populations. Along with gaining valuable management skills and advanced knowledge, students will be prepared for the Certified Strength and Conditioning Specialist (CSCS) exam. They will learn how to apply strength and conditioning principles, fine tune their programming skills, and be prepared for advanced certifications.

Human Performance and Wellness Management Focus Area: 12 hours

Required:

PED 617 Management in Human Performance and Wellness 3
694 Focus Area Exit Benchmark.....0

Choose 9 hours from the following.....9

PED 607 Exercise and Nutrition (3)
614 Advanced Exercise Physiology (3)
627 Training Special Populations (3)
657 Advanced Strength and Conditioning (3)
670 Evidence Based Practice in Human Performance and Wellness (3)
674 Environmental Exercise Physiology (3)
682 Optimizing Athletic Performance (3)

Program Objectives for Human Resource Management

The specialization in Human Resource Management is designed for those students who want to maximize employee performance in service of their employer's strategic objectives. The program covers a series of business activities used to manage the employees within a business organization, specifically related to workforce planning and employment; employee recruitment, selection, orientation, performance appraisals; human resource development; job analysis and design; compensation and benefits; and employee labor relations.

Human Resource Management Focus Area: 12 hours

All offered by WSC

BUS *552 Human Resource Development 3
*553 Work Force Planning and Employment.....3
*554 Total Compensation.....3
*555 Employment Law and Labor Relations.....3

*WSC baccalaureate Human Resource Management students who have already completed the undergraduate equivalent of these courses will substitute other courses by advisement for these courses.

Program Objectives for Information Technology Management

The specialization in Information Technology Management has as its target audience those who are employed in business, education, government, or other types of organizations. It is designed for those who must deal with or manage information technology as a part of their job in a functional area or as the sole focus of their employment. This specialization offers a market advantage by delivering the information technology management and business skills, as well as practical knowledge and experience necessary to prepare students to be able to adequately plan, deploy, manage, evaluate, and supervise the operational, tactical, and strategic uses of technology in their organizations and functional areas.

Information Technology Management Focus Area: 12 hours

All offered at WSC

CIS *530 Management Information Systems.....3
*575 Topics in Computer Information Systems.....3
*577 Project Management.....3
*632 Information Systems Technology and Management. 3

*WSC baccalaureate business, computer information systems, or computer science students who have already completed the undergraduate equivalent of these courses will substitute other courses by advisement for these courses.

Program Objectives for Public Affairs

The specialization is structured to prepare students for leadership and professional positions in public sector or nonprofit organizations. Students will gain knowledge and skills to effectively engage in the making, implementation, evaluation, and analysis of public policy. Non-profit and government organizations seek individuals with these skills to guide and administer the policies that govern their organizations and the communities they serve.

Public Affairs Focus Area: 12 hours

All offered by WSC

POS 502 State and Local Politics.....3
510 Public Policy Analysis and Program Evaluation.....3
530 Public Policy.....3
545 Public Administration and Management 3

Program Objectives for Public Relations Management

The specialization in Public Relations Management is designed for those who wish to help build an organizations' understanding of and effective communication with its publics/stakeholders. The program offers unique advantage to those seeking to strengthen problem-solving techniques and improve skills relating to social media as well as new communication technologies. The program content can be used strategically in governmental, non-profit, and for-profit organizations.

Public Relations Management Focus Area: 12 hours

All offered at WSC

CNA 526 Social Media Marketing.....3
553 Integrated Brand Promotion.....3
559 Organizational Leadership 3
571 Mass Media and Society.....3
694 Focus Area Exit Benchmark.....0

*WSC baccalaureate communication students who have already completed the undergraduate equivalent of these courses will substitute other courses by advisement for these courses.

Program Objectives for Sport and Recreation Management

The specialization in Sport and Recreation Management is aimed at sports enthusiasts with undergraduate degrees in education, business, or the liberal arts who are ready to leverage a multidisciplinary graduate approach into a career in physical activity settings such as sports industry management, coaching, administration, or sports and recreation sales and marketing. This specialization offers students a market advantage by delivering business skills with practical industry knowledge and experience and includes any combination of skills related to planning, organizing, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport and/or physical activity.

Sport and Recreation Management Focus Area: 12 hours

Choose four courses (at least one from the required list).

Required (choose at least one course)

PED 631 Seminar in Sport Management (3)
653 Program Management and Transition of Sport (3)
664 Sport Event and Facility Management (3)

Electives

PED 605 The Economy of Sport (3)
610 Legal Aspects of Sport (3)
612 Advanced Sport Marketing and Promotion (3)
671 Recent Literature and Research in HHPS (3)
685 Social Issues in Sport (3)

Required:

PED 694 Focus Area Exit Benchmark (0)

MSOM Program Procedures and Regulations

Admission

Each new student is required to file the following:

1. Complete and submit the online Graduate Application for Admission at https://myapplication.wsc.edu.
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. International students should refer to the Graduate Admission/Registration section of the WSC catalog for TOEFL and other specific admission requirements.

Transfer of Credits

A maximum of nine graduate credits (15 from another Nebraska University or 18 from the Nebraska State Colleges), subject to evaluation by the Dean of Science, Health, and Criminal Justice, may be transferred from another regionally accredited graduate institution and applied toward a degree. Only transfer credit of a “B” grade or better is accepted. A “B-” is not acceptable. Credit earned through correspondence courses is not accepted.

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.

Governance

The WSC MSOM program is governed by the applicable information contained in the WSC Graduate Catalog. Students should review this catalog for general graduate program information.

Specialist in Education-School Administration/Educational Leadership (Ed.S.)

School of Education and Behavioral Sciences
Benthack Hall

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.

Program of Study

Upon admission into graduate studies, the student shall develop a program of study with the approval of the student's academic advisor. The graduate student must complete at least 50% of the course work from WSC faculty to meet the residency requirement.

Grades

A minimum cumulative GPA of 3.2 must be achieved in the Specialist in Education degree program. A course receiving an S/NC grade cannot be used in the Specialist in Education degree program.

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 deficiency hours;
2. Possess a valid teaching certificate or must demonstrate the ability to earn such certificate upon completion of the Specialist in Education program;
3. Have an overall minimum GPA of 3.0 in an education master's degree program;
4. 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;
5. Submit a Statement of Purpose to the Dean of the School of Education and Behavioral Sciences on "Why I am Interested in Becoming a School Superintendent." Items to be addressed include: (a) Describe your background, (b) How did your interest in school administration evolve? (c) What leadership experiences have you had to this point in your career? (d) What personal characteristics and professional skills do you possess that would contribute to your potential for becoming and effective educational leader? (e) Other than your graduate program of study, how do you plan to prepare yourself for a role in educational leadership?
6. Submit references from three current or former school administrators on forms prescribed by the college. Students may use reference previously submitted to the college for other degree programs.
7. Students will submit a passing score from the ETS qualifying exams #5411or #5412 Educational Leadership: Administration and Supervision or the ETS School Superintendent Assessment #6021 or #6991. The passing scores shall be as established by the Nebraska Department of Education for certification. Students certified as administrators before September 1, 2015, may request a qualifying exam substitution or waiver from their advisor.

Typical Program of Study: Specialist in Education-School Administration/Educational Leadership (Ed.S.)
30 hours

Required Courses: 30 hours

EDU 700 The Superintendency 3
704 School Law for Administrators 3
705 Problem Resolution in Educational Organizations 3
710 School Improvement Planning 3
725 Educational Facilities Planning 3
730 Human Resources Administration 3
740 Business Management 3
745 School Finance and Budgeting 3
750 School and Community Relations 3
786 Advanced Internship in Educational Leadership 3

Administration and Faculty

Administration

Nebraska State College System

Mr. Jess Zeiss, Chair (Term expires 1/1/27) ..... Omaha
Mr. John Chaney, Vice Chair (Term expires 1/1/25) ..... Omaha
Mr. Gary Bieganski (Term expires 1/1/23) ..... Chadron
Mr. Robert Engles (Term expires 1/1/25) ..... Auburn
Mr. Carter “Cap” Peterson (Term expires 1/1/23) ..... Wayne
Mrs. Marjean Terrell (Term expires 1/1/27) ..... Hay Springs
Dr. Matt Blomstedt, Commissioner of Education (Ex-officio) ..... Lincoln
Dr. Paul Turman, Chancellor ..... Lincoln
The Honorable Pete Ricketts, Governor of Nebraska ..... Lincoln

Executive

Marysz Rames ..... President
B.S., M.A., University of Northern Colorado; Ed.D., University of South Dakota

Kevin M. Armstrong ..... Chief Executive Officer/Wayne State Foundation
B.S., M.B.A., Wayne State College

C.D. Douglas ..... Vice President for Student Affairs
B.A., Southwest Minnesota State University; M.S., South Dakota State University

Steven T. Elliott ..... Vice President for Academic Affairs
B.F.A., University of Kansas; M.F.A., University of Maryland

Angela S. Fredrickson ..... Vice President for Administration and Finance
B.S., M.B.A., Wayne State College

Kevin Halle ..... Vice President for Enrollment Management
B.S., M.S.E., Wayne State College

Department Chairs

(See Credentials in Faculty Section)

Randy Bertolas ..... Department Chair/History, Politics and Geography
Alison Boughn ..... Department Chair/Counseling
Alan Bruflat ..... Department Chair/Language and Literature
Douglas Christensen ..... Department Chair/Life Sciences
Timothy Garvin ..... Department Chair/Computer Technology and Information Systems
Jason Karsky ..... Department Chair/Criminal Justice
Christian Legler ..... Department Chair/Educational Foundations and Leadership
Sarah Lemmon ..... Department Chair/Art and Design
Chad Maas ..... Department Chair/Health, Human Performance and Sport
Angela Miller-Niles ..... Department Chair/Music
Daniel Mitchell ..... Department Chair/Technology and Applied Science
Jeryl Nelson ..... Department Chair/Business and Economics
David Peitz ..... Department Chair/Physical Sciences and Math
Monica Snowden ..... Department Chair/Psychology and Sociology
Deborah Whitt ..... Department Chair/Communication Arts

Academic Affairs*

Jason Barelman ..... Director of Career Services
B.S., M.Ed., University of Nebraska-Lincoln

Jeannette Barry ..... Director of Institutional Research
B.S., M.B.A., Wayne State College

David Bohnert ..... Dean/Arts and Humanities
B.M.E., Southeast Missouri State; M.M., University of Cincinnati; D.M.A., University of Missouri-Kansas City

David Graber ..... Library Director
B.A., B.S., Bethel College; M.A., M.L.S., Indiana University

Janet Greder ..... Director of Holland Academic Success Center
B.A., University of Nebraska-Kearney; M.S., University of Nebraska-Omaha

Brook Jech ..... Director of Education and Counseling Services
B.A., University of Northern Iowa; M.B.A., Wayne State College

Michael Keibler ..... Executive Director of Cooperative Education and Industry Liaison
B.S., M.S., University of Louisville; Ed.D. Morehead State University

Tim Krupicka ..... Director for Workforce and Community Education
B.S., M.S.E. University of Nebraska-Lincoln; Ed.S., University of Nebraska-Kearney

Ronald Loggins ..... Dean/Science, Health, and Criminal Justice
B.S., M.S., California State University-Chico; Ph.D., University of North Dakota

Anne McCarthy ..... Associate Vice President for Academic Affairs
B.S., University of San Francisco; Ph.D., Northwestern University

Lisa Nelson ..... Director of Service Learning
B.S., M.S.E., Wayne State College

Anne Power ..... Dean/Business and Technology
B.B.A., University of Iowa; M.B.A., University of South Dakota; Ph.D., University of Nebraska-Lincoln

Nicholas J. Shudak ..... Dean/Education and Behavioral Sciences
B.S., M.S.Ed., Northern Illinois University; Ph.D., University of North Carolina-Chapel Hill

John Vinchattle ..... Assistant to the Vice President for Academic Affairs
B.A., University of Northern Iowa; M.S.E., University of Nebraska-Omaha

Rebeka Wilson ..... Registrar
B.S., Louisiana State University-Alexandria; M.S.O.M., Wayne State College

Vacant ..... Director of Continuing Education and Outreach

Vacant ..... Director for Faculty Development and Innovation

Administrative Affairs*

Mike Barry ..... Director of Sports and Recreation Facilities/Associate Athletic Director
B.S.E., M.S.E., Chadron State College

Terri Buck ..... Director of Budget
A.A., Northeast Community College

Jay Collier ..... Director of College Relations
B.A., M.A., Colorado State University

Brandon Eckmann ..... Director of Infrastructure & Enterprise Services
B.S., M.B.A., Wayne State College

Amy Gade ..... Director of Admissions
B.S., Wayne State College; M.L.S., Fort Hays State University

Mike Grosz ..... Sports Information Director
Certificate of Broadcasting, Brown Institute of Broadcasting

Loren Kucera ..... Director of Nebraska Business Development Center
B.S., Wayne State College; M.B.A., University of South Dakota

Morgan Lunz ..... Assistant to the Vice President for Administration and Finance
B.S., University of South Dakota

Barbara Meyer ..... Associate Vice President for Administration and Finance
B.S., Wayne State College

Kari Moormeier ..... Director of Budget
B.S., University of Nebraska-Lincoln

Nick Muir ..... Chief Information Officer
B.S., Wayne State College

Kyle Nelsen ..... Director of Facility Services
B.S., Wayne State College

Jeremy Nelson ..... Director of Information Systems & Application Services
B.S., M.B.A., Wayne State College

Mike Powicki ..... Athletic Director
B.S., University of Iowa; M.S., University of Wisconsin-LaCrosse

Jeremy Rasmussen ..... Comptroller
B.S., M.B.A., Wayne State College

Tiffany Reed ..... Director of Financial Aid
B.S., Northern Arizona University; M.S., Embry Riddle Aeronautical University

Carla Streff ..... Director of Service Center and Academic Technologies
B.A., College of Saint Mary

Candace Timmerman ..... Director of Human Resources
B.S., M.B.A., Wayne State College

Kaye Young ..... Director of Accounting
B.S., Wayne State College

Student Affairs*

Heidi Acton ..... Director of Resident Life
B.A., Drake University; M.S., Illinois State University

John Canty ..... Director of TRIO Student Support Services
B.S., High Point University; B.S., M.A., Appalachian State University; M.A., Piedmont International University; M.A., Wheaton College

Alicia Dorcey ..... Associate Vice President for Student Affairs
B.S., M.S.E., Wayne State College

Everette Oredein ..... Director for Student Diversity and Inclusion
B.S., M.S.E., Alcorn State University; Ph.D., Mississippi State University

Amy White ..... Director of Student Activities
B.S., M.S.E., Wayne State College

Vacant ..... Dean of Students

* Administrators Only (Deans, Directors, Registrar, Comptroller, Assistant and Associate Vice Presidents)

Faculty

(Date indicates first year at Wayne State College)

Darius Agoumba ..... Professor, Chemistry
M.S., State University of Kharkov; M.S., Delaware State College; Ph.D., University of Alabama. 2004

Sean X. Ahern ..... Assistant Professor, Communication Arts
B.A., Colby-Sawyer College; M.A., Bowling Green State University; Ph.D., University of Buffalo. 2020

Carolyn A. Albracht ..... Associate Professor, Art
B.A., University of Nebraska-Kearney; M.A., Ph.D., University of Nebraska-Lincoln. 2015

Lídice Alemán ..... Associate Professor, Spanish
B.S., Kiev International University; M.A., University of Missouri-Columbia; Ph.D., Washington University. 2015

Jeffrey C. Allen ..... Associate Professor, Industrial Technology
B.A., California Polytechnic State University; M.S., Utah State University; Ed.D., West Virginia University. 2015

Matthew A. Armstrong ..... Associate Professor, Music
B.M.E., Wartburg College; M.M.E., Vandercook College of Music; D.M.A., University of Nebraska-Lincoln. 2016

Patricia M. Arneson ..... Professor, Business
B.S.E., M.B.E., Ed.D., University of Nebraska-Lincoln. 1977

Tatiana Ballion ..... Lecturer, Psychology
B.S., M.A., Ph.D., University of Central Florida. 2020

Johanna S. Barnes ..... Professor, Education
B.A.E., M.S.E., Wayne State College; Ed.D., University of South Dakota. 2009

Brian P. Begley ..... Associate Professor, Communication Arts
B.F.A., M.F.A., University of South Dakota. 2016

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

Joe Blankenau ..... Professor, Political Science
B.S., Kearney State College; M.A., Ph.D., University of Nebraska-Lincoln. 1997

David A. Bohnert ..... Professor, Music
B.M.E., Southeast Missouri State; 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; J.D., Colorado School of Law; L.L.M., University of Denver. 1979

Alison M. Boughn ..... Assistant Professor, Counseling
M.S.-Art Therapy, M.S.-Mental Health Counseling, Emporia State University; B.F.A., Ph.D., University of South Dakota. 2019

Alan S. Bruflat ..... Professor, Spanish
B.A., Augustana College; M.A., University of Iowa; Ph.D., University of Kansas. 1990

Katherine V. Butler ..... Professor, English
A.B., University of Richmond; M.A., Ph.D., Bryn Mawr College. 1966

Adolfo J. Cacheiro ..... Professor, Spanish
B.A., Queens College; M.A., Cornell University; Ph.D., New York University. 2001

Josh R. Calkin ..... Professor, Music
B.S., Plymouth State College; M.M., Boise State University; D.M.A, University of Iowa. 2007

Chad M. Christensen.....Associate Professor, English
B.S., M.S.E, Wayne State College; M.F.A., University of Nebraska-Omaha. 2013

Douglas P. Christensen..... Professor, Biology
B.S., M.S., Ph.D., University of Nebraska-Lincoln. 1998

Curtis A. Cogswell ..... Assistant Professor, Education
B.S., Peru State College; M.A., University of Nebraska-Kearney; Ed.D., Seton Hall University. 2021

Robert E. Colvard ..... Associate Professor, History
B.S.N., M.A., Texas Tech University; Ph.D., University of Iowa. 2013

Donovan S. Conley..... Professor, HHPS
B.S., M.S., Southern Illinois University; Ed.D., University of Georgia. 1992

Rodney W. Cupp ..... Professor, Philosophy
B.A., New Mexico State University; M.A., University of New Mexico; Ph.D., University of Nebraska-Lincoln. 2006

Molly A. Curnyn .....Professor, Computer Technology
B.S., M.S.E, Wayne State College; Ed.D., University of South Dakota. 2008

Adam N. Davis.....Professor, Physics
B.S., Brigham Young University; M.S., Ph.D., Case Western Reserve University. 2008

Buffany DeBoer .....Instructor, Biology
B.S., M.S.E., Wayne State College. 2004

Laura L. Dendinger..... Professor, Business
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Jean M. Dorcey.....Instructor, Special Education
B.A.E., M.S.E., Wayne State College. 2020

David Z. Drees.....Assistant Professor, English
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Barbara J. Engebretsen..... Professor, HHPS
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Carol J. Erwin ..... Associate Professor, Family and Consumer Science
B.S., University of Nebraska-Lincoln; M.Ed., Doane College; Ed.D., University of South Dakota. 2012

Mary L. Ettel.....Professor, Chemistry
B.A., Central College-Pella, Iowa; Ph.D., Texas Tech. University-Lubbock. 1990

Sarah K. Farr .....Associate Professor, Music
B.A., B.M., Viterbo University; M.M., Cleveland Institute of Music; D.M.A., University of Nebraska-Lincoln. 2015

Jeffrey G. Fisher .....Instructor, Business
B.S.-Sociology, B.S.-Accounting, East Central University; M.Acc., University of Scranton. 2019

Francine M. Fox.....Associate Professor, Art
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Kristi R. Fox ..... Professor, HHPS
B.S., M.S.E., Wayne State College; Ph.D., Rocky Mountain University of Health Professions. 2006

Phillip D. Fox..... Associate Professor, History
B.A., Hillsdale College; M.A., Ph.D., University of Kansas. 2016

Randa Garden .....Professor, Communication Arts
B.S., M.S.E., Wayne State College; Ph.D., University of Nebraska-Lincoln. 2004

Sharon K. Garvin ..... Professor, Business
B.S., Wayne State College; M.P.A., Ed.D., University of South Dakota. 1982

Timothy P. Garvin ..... Professor, Computer Technology
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Cameron M. Geisert ..... Professor, HHPS
B.S., University of Nebraska-Kearney; M.S.E., Wayne State College; Ed.D., United States Sports Academy. 2002

Matthew A. Haakenson ..... Associate Professor, Music
B.A., Wisconsin Lutheran College; M.M., University of Arizona; Ph.D., University of Kentucky. 2014

Mark F. Hammer ..... Professor, Biology
B.S., Iowa State University; M.S., Clemson University; Ph.D., University of Arkansas. 1996

Sally R. Harms ..... Professor, Science Education
B.S.E., M.S., Millersville University of Pennsylvania; Ed.D., University of Nebraska-Lincoln. 2000

Andrew J. Haslit ..... Associate Professor, Art
B.F.A., M.F.A., Ohio University; Ph.D., Indiana University. 2016

Kevin L. Hill ..... Professor, HHPS
B.A., University of Northern Iowa; M.S.E., Wayne State College; Ed.D., University of South Dakota. 1992

David P. Hix ..... Instructor, Industrial Technology
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Joni L. Irlmeier ..... Professor, Education
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Deborah L. Johnson ..... Instructor, Computer Technology
B.S., M.S.O.M., Wayne State College. 2017

Jason L. Karsky ..... Professor, Criminal Justice
B.S., University of North Dakota; M.S., Saint Cloud State University; Ph.D., South Dakota State University. 1999

Karl F. Kolbeck ..... Professor, Music
B.A., Adams State College; M.M., University of New Mexico; D.M.A., Texas Tech University. 2011

Trisha G. Kolterman ..... Associate Professor, Business
B.S., Southwestern Oklahoma State University; M.S., Iowa State University; M.B.A., Wayne State College; Ph.D., Capella University. 2017

Mary J. Kuchta ..... Associate Professor, Mathematics
B.S.E, M.S.E, Ed.D., University of South Dakota. 2014

Brian E. Kufner ..... Associate Professor, Business
B.S., St. Joseph's College; M.B.A., Dominican University; Ph.D., Northcentral University. 2013

Rachel E. Kunz ..... Assistant Professor, Criminal Justice
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Jennifer L. Langdon ..... Professor, Mathematics
B.S., M.S., Ph.D., University of Nebraska-Lincoln. 2008

Pamela A. Langlie-Willers ..... Professor, Early Childhood
M.E., University of Minnesota-Twin Cities; B.S.E., Ph.D., University of North Dakota. 2006

Gloria J. Lawrence ..... Professor, Psychology
B.S., Kearney State College; M.S., Ph.D., Kansas State University. 1988

Christian E. Legler ..... Associate Professor, Education
B.S., M.Ed., Ph.D., University of Florida. 2017

Sarah E. Lemmon ..... Associate Professor, Art
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Alan C. Lindsay ..... Instructor, Industrial Technology
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Nicole J. Listerfelt ..... Assistant Professor, Mathematics
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Allyn M. Lueders ..... Associate Professor, Communication Arts
B.A., Nebraska Wesleyan University; M.A., Saint Louis University; Ph.D., University of Kansas. 2015

Patricia L. Lutt ..... Professor, Business
B.S., M.S.E., Wayne State College; Ph.D., University of Nebraska-Lincoln. 1998

Chad W. Maas ..... Professor, HHPS
B.S., Briar Cliff University; M.S.E., Wayne State College; Ph.D., University of Southern Mississippi. 2007

Stephanie A. Marcellus ..... Professor, English
B.A., Wayne State College; M.A., University of Nebraska-Kearney; M.F.A., Colorado State University; Ph.D., University of South Dakota. 2012

Paul F. McCawley ..... Instructor, HHPS
B.S., M.S.E., Wayne State College. 2014

Daniel J. Miller ..... Professor, Psychology
B.A., Northern Illinois University; M.S., Ph.D., Purdue University. 1994

Angela Miller-Niles ..... Associate Professor, Music
B.A., B.M., University of South Dakota; M.M., Central Michigan University; D.M.A., University of Colorado-Boulder. 2015

Alexander J. Mitchell ..... Associate Professor, Mathematics
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Daniel S. Mitchell ..... Instructor, Industrial Technology
B.A.E., M.S.E., Wayne State College. 2019

Teresa F. Morales ..... Associate Professor, Communication Arts
B.A., Southwest Texas State University; M.A., Texas State University; Ph.D., Georgia State University. 2016

Michael S. Muteheart ..... Assistant Professor, Life Sciences
B.A., Northern Illinois University; Ph.D., Northwestern University. 2021

Kristina M. Nelsen ..... Assistant Professor, Special Education
B.S., Morningside College; M.S.E., Wayne State College. 2020

Jeryl L. Nelson ..... Professor, Business
B.S., Wayne State College; M.B.A., University of South Dakota; Ph.D., University of Nebraska-Lincoln. 1986

Lori A. Newcomb ..... Professor, English
B.A., M.S.E., Wayne State College; Ph.D., University of South Dakota. 2008

Lori E. Nicholson ..... Professor, Computer Technology
B.A., University of Nebraska Medical Center; M.S., University of Phoenix; Ph.D., Nova Southeastern University. 2001

Charles J. Parker ..... Professor, Economics
B.A., M.A., Ph.D., University of Cincinnati. 1995

Shawn D. Pearcy ..... Professor, Biology
B.S., Indiana University; Ph.D., Washington State University. 1996

Danielle N. Peekenschneider ..... Associate Professor, Biology
B.S., University of Nebraska-Lincoln; Ph.D., University of South Florida. 2018

David Peitz ..... Professor, Chemistry
B.A., Mount Marty College; Ph.D., University of North Dakota. 1997

Jeff R. Peterson ..... Assistant Professor, Counseling
B.A., University of Iowa; M.S., Ph.D., Walden University. 2020

Joshua R. Piersanti ..... Professor, Art
B.S., Brigham Young University; M.A., M.F.A, Ohio State University. 2011

Jason R. Price ..... Associate Professor, Earth Science
B.S., Northern Illinois University; M.S., Ph.D., Michigan State University. 2019

Gerard J. Ras ..... Professor, Business
B.A., Olivet Nazarene University; M.A., Wayne State College; Ph.D., University of Nebraska-Lincoln. 2005

Lesli M. Rawlings ..... Professor, Geography
B.S., M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln. 2010

Beatriz Rodriguez ..... Assistant Professor, Art
B.F.A., Florida International University; M.F.A., University of Miami. 2021

Rusty W. Ruth ..... Assistant Professor, Communication Arts
B.F.A., University of South Dakota; M.F.A., Minnesota State University-Mankato. 2019

Suzanne L. Scott ..... Assistant Professor, Counseling
B.S., Illinois State University; M.A., Gordon-Conwell Theological Seminar; Ph.D., Adams State University. 2021

Leigh A. Scruggs ..... Assistant Professor, Special Education
B.S., M.S., University of North Carolina-Charlotte; M.A., Western Carolina University; Ph.D., Florida Atlantic University-Boca Raton. 2019

Jeff S. Shelton ..... Assistant Professor, Sociology
B.S., M.S., Portland State University; Ph.D., University of Georgia. 2020

Michael J. Sieh ..... Assistant Professor, Education
B.A.E., M.S.E., Ed.S., Wayne State College; Ed.D., University of Nebraska-Lincoln. 2020

Midge M. Simmons ..... Assistant Professor, Special Education
B.S., Texas A&M University; M.Ed., University of Houston-Victoria; Ed.D., Stephen F. Austin State University. 2018

Monica A. Snowden ..... Professor, Sociology
B.A., M.A., Ph.D., University of Nebraska-Lincoln. 1997

Bobbi Stromer ..... Assistant Professor, Chemistry
B.S., University of Nebraska-Kearney; Ph.D., University of Connecticut. 2021

Tobin M. Streff ..... Instructor, Counseling
B.S., University of Nebraska-Kearney; M.S., University of Nebraska-Omaha. 2020

Gregory P. Vander Weil ..... Assistant Professor, Industrial Technology
B.A.E., M.S.E., Wayne State College. 1988

Elizabeth K. Viall ..... Associate Professor, Communication Arts
B.A., Eastern Washington University; M.A., University of Alabama; Ph.D., Indiana University. 2019

Benjamin J. Vilkas ..... Assistant Professor, Education
B.S., Grove City College; M.Ed., Arizona State University-Tempe; Ed.D., Grand Canyon University. 2018

Sara J. Walsh ..... Associate Professor, Education
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