Wayne State College

2016-17 General and Graduate Catalog

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Wayne State College
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Member, Nebraska State College System

Wayne State College

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@wsc.edu
www.wsc.edu/admission

Academic Schools and Departments

School of Arts & Humanities
Art & Design
Communication Arts
Language & Literature
Music

School of Education & Counseling
Counseling
Educational Foundations & Leadership

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

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

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.

2016-2017
GENERAL & GRADUATE CATALOG

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

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

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

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2016-2017 ACADEMIC CALENDAR

First Semester, August-December 2016
75 Instructional Days plus Finals
Classes Begin - Monday, August 22, 8:00 a.m.
Late Registration/Drop-Add -
Mon.-Sun., August 22-28
Labor Day Recess - Monday, September 5
Mid-Term Break - Mon.-Tue., October 17-18
Fall Break - Wed.-Fri., November 23-25
Study Week - Tue. -Mon., December 6-12
Last Class/Final Exam Week -
Tue.-Fri., Dec. 13-16
Commencement - Friday, December 16, 1:30 p.m.

Second Semester, January-May 2017
75 Instructional Days plus Finals
Classes Begin - Monday, January 9, 8:00 a.m.
Late Registration/Drop-Add -
Mon.-Sun., January 9-15
Mid-Term Break - Monday-Friday, March 6-10
Spring Break - Monday, April 17
Study Week - Tue.-Mon., April 25-May 1
Last Classes/Final Exam Week –Wed. May 2
-Fri., May 5
Commencement - Saturday, May 6, 9:30 a.m. &
1:00 p.m.

Summer Three-Week Session 2017
Monday, May 15 - Friday, June 2, 2017

Summer First Five-Week Session 2017
Monday, June 5 - Thursday, July 6, 2017

Summer Second Five-Week Session 2017
Monday, July 10 - Wednesday, August 9, 2017

Summer Eight-Week Session 2017
Monday, May 15 - Thursday, July 6, 2017

Summer 13-Week Session 2017
Monday, May 15-Wednesday, August 9, 2017

GENERAL INFORMATION

Semester Calendar

Wayne State College 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 every two academic years will be governed by the current catalog. The student may exercise the option of changing to a later catalog, but in such a case the student must fulfill all of the degree requirements and academic regulations.

Nebraska State Department of Education regulations may change and affect teacher education requirements immediately, without first appearing in a WSC General 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. Handbooks are available online.

Family Educational Rights and Privacy Act of 1974

It is the policy of Wayne State College to provide students the right to inspect and review official records as provided in the Family 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 Wildcats Online.

Directory information at WSC includes: student name; permanent address (limited to the identification of city, state, & country); degrees, honors, and awards received; major field of study; dates of attendance (only the beginning and end dates of the semester); enrollment status (full/part time); year in college; most recent previous educational agency or institution attended; participation in officially recognized activities and sports; and weight and height of athletic team members.

The College

History of Wayne State College

Wayne State College is located in Wayne, Nebraska, a city of about 5,500 in northeastern Nebraska. Omaha, Lincoln and Sioux City, Iowa, are within easy driving distance of Wayne 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 teacher education. Graduate programs are offered at the master's level in Business Administration, Education and 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 teachers college by emphasizing strong teaching and helpful out-of-class support in a personalized setting. A comprehensive co-curricular program of student activities offered in a manageable residential setting provides students with opportunities to enhance personal characteristics and leadership abilities. In addition, the College has extended its tradition of helping by becoming a regional service center enhancing the quality of life and fostering development in its rural service region. The public service programs and activities provided are in large part a product of the applied research and community service activities of the College's faculty and staff.

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

Student Development

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

Students are human capital, our most precious resource for the future.

In order to reach, educate and graduate more of the potential students in our service region we must remain affordable and accessible.

Our emphasis on teaching and support services in a personalized setting increases our students' likelihood for success.

Regional Development

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

Our challenge is to increase the availability of a well-educated labor pool while helping our rural communities enhance the quality of life they offer.

Rural revitalization can be enhanced significantly by aggressively delivering the college's public service programs to communities in our service region.

We are a public agency carrying out a regional agenda for the benefit of statewide development.

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

Degrees Authorized

WSC is authorized to grant the following degrees: bachelor of arts (1949), bachelor of science (1949), master of business administration (1984), master of science in organizational management (2006), master of science in education (1955), and education specialist in school administration (1981).

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

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

Accreditation and Affiliations

Wayne State College is accredited by The Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413, phone 800-621-7440, info@hlcommission.org. Wayne State College received its first accreditation as a teachers 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), the Council for Standards in Human Service Education (CSHSE), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health Counseling (M.S.E. degree), and the National Council for Accreditation of Teacher Education Legacy (NCATE) through 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&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)

Women 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, appropriate department chair, and the Institutional Review Board (IRB).

Use of Animals in Research

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

Schools of the College

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

Objectives of the College

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

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

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

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

- **Develop expression -** Foster communication skills that facilitate effective expression of ideas through writing, speaking, reading, listening, and visualization activities.
- **Participate in methods of inquiry -** Advance ideas and concepts through applied critical, logical, scientific, and creative thinking processes.
- **Expand knowledge -** Enhance awareness, understanding, and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.
- **Encourage civic virtue -** Develop an awareness of local to global responsibility in a diverse world through engaging in activism, community-based research, deliberative dialogue, democratic practice, global philanthropy education, internships, service learning, and/or volunteering.

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

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

The Campus

WSC's campus dwells on 128 acres at the north edge of Wayne. Its 22 buildings are notable for a continuity of architecture. Half of them were built in the past 30 years, and the older buildings have been extensively modernized. The campus is designated as a Nebraska State Arboretum, recognizing the variety and number of trees and shrubs. A distinctive feature of the campus is its Willow Bowl, a picturesque amphitheater that is the traditional site of spring commencement and many programs. Open land to the north and east of clustered buildings gives ample space for athletic fields and a popular 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 contains classrooms and laboratories for industrial technology, family and consumer sciences, and vocational education. The building was named for Dr. Walter Benthack, a member of the college governing board (1939-45) and a Wayne physician for more than half a century.

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

Carhart Science Building houses life sciences, physical sciences, and mathematics. A popular attraction is the Fred G. Dale Planetarium, which presents interesting, informative programs for the public during first and second semesters. Also found in Carhart Science is the A. Jewell Schock Museum of Natural History which features a preservation of animal and plant specimens and archeological artifacts that serve as educational resources. The building is named for Ralph M. Carhart, member of the state college governing board (1945-57) and a Wayne businessperson.

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

Conn Library provides informational and instructional resources for the College and for northeast Nebraska. The collection includes 221,000 volumes, 36,000 government documents, access to over 40,000 journals full text on-line, 650,000 microforms, 6,500 audiovisual items, and about 700 periodicals in print. The library has seats for 550 people at tables, study carrels, lounge areas, and group study rooms. The library uses the Innovative Interfaces' integrated library automation system, sharing an electronic holding catalog with libraries of the other Nebraska State Colleges. Information and instructional resources are provided to support undergraduate programs and to improve the intellectual environment of the College. Conn Library contains: print and non-print media; state and federal documents; audio visual materials and equipment; computer labs; microforms; photocopying equipment; music scores and recordings (cassette, CD's and DVD's); study, conference, and classroom spaces; a special children's and young adult resource library; a popular reading collection of new and current fiction and non- fiction; and media production facilities (overhead transparencies, posters, Ellison letters and art, laminating equipment, conversions from cassette to CD's, color printing, color photocopying, etc.). Also housed in this facility is the College's primary art exhibition space, the Nordstrand Visual Arts Gallery. This gallery presents exhibits from a series of guest artists throughout each year, serves 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 built in 1956.

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

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

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

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

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 1936-39. Bob Cunningham Field features a natural grass surface and has seating for 2,500 fans with another 750 seats available for visiting fans on the east side of the stadium. In the fall of 2010, Cunningham Field had new chairback seats installed in the middle three sections of the west stadium bleachers while the remaining seats in the west stadium were also replaced. 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 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 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 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 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 and Dean of Students, Director of Residence Life, Holland Academic Success Center, Counseling Center, Testing Services, TRiO Student Support Services, Student Health, and Career Services.

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 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.

THE 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, Neb., opened for classes March 14, 2011. The partnership allows students to take all of 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 criminal justice. 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

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

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

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

Loft beds and small refrigerators are available on a lease basis 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

Effective with the incoming class of Fall 2011, a one-time* $50 **non-refundable** application fee must be submitted with the residence hall application in order 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 student cancels the contract in person or in writing at the Office of Residence Life and has vacated the hall no later than the last day of fall fee payment.
- The contract is terminated with the approval of the Director of Residence Life, Assistant Dean, or Dean of Students.
- 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 cannot cancel their contracts unless they are age 20 or older; married; have a dependent child; or living with parents or legal guardians. Students who are eligible to cancel their housing after the deadline, but before fall fee payment are still eligible for a refund, however will be subject to a 10% cancellation penalty for both Fall and Spring terms.

If a student cancels their housing:

Before June 30: Students eligible to cancel their housing will receive 100% housing charges removed.

After June 30 (but before move in): Student receives 100% refund for their housing but is subject to 10% cancellation penalty for the academic year (Fall and Spring terms).

After move-in (but before fall fee payment): Student is subject to daily prorated charges for their time in housing as well as a 10% cancellation penalty for the academic year (Fall and Spring terms).

After fee payment: No refund issued unless an academic related reason or via special permission from the Director of Residence Life.

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 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 Residence Life Office, Student Center 201.

Food service is available in the student cafeteria (Student Center second floor), Cat's Corner food court (Student Center lower level) and Jitter's Coffee Shoppe (Conn Library). The student cafeteria serves three meals a day Monday through Friday and two on both Saturday and Sunday. Cat's Corner and Jitters Coffee Shoppe are open extended hours as posted. On campus students may select from a variety of meal plans including 10 meals, 15 meals, or 19 meals per week. Students selecting the 10-meal plan may eat any 10 meals, students selecting the 15-meal plan may eat any 15 meals, and the 19 meal plan any 19 meals Sunday through Saturday. Each meal plan includes a specified amount of Cat Cash. Cat Cash is a declining balance dollar amount that can be used at any campus food service area. Students living off campus may purchase a 3- or 5-meal plan (not available for on campus students) or a 10-, 15-, or 19 meal plan.

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. Changes in the type of meal plan may be made through the last day for enrollment each semester. Meal plan changes may not be made thereafter during the semester.

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

STUDENT SERVICES

Holland Academic Success Center

The Holland Academic Success Center provides academic support to WSC students with the mission to develop and retain each student to graduation. It provides a variety of academic services and courses to WSC students. Services include academic coaching, academic help desks, Writing Help Desk, support for Buffett Scholars and Advising for Undecided freshmen.

Academic Advising: Academic Advising is where students receive one-on-one guidance during their Wayne State College experience. We will help you: develop an education plan, arrange the best possible schedule, register you for classes for the upcoming term, work with Career Services to help you determine your major career, complete a change of major/advisor form, prepare for graduation, listen to any concerns you have about college and advise on how to complete your degree path to graduation. We advise 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 natravn1@wsc.edu.

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 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 Help Desks: Help Desk staff assist students with their questions regarding General Education courses. Highly qualified upper level students work with individuals or small groups to answer any questions, clarify concepts or review for exams. Wayne State College has 15 Help Desks to assist students in Science, Math, History, Education, Spanish, etc. The Holland Help Desks 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.

TRiO Student Support Services Program

Student Support Services is a federally-funded TRiO program promoting equal access to higher education.

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

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

The TRiO Support Services is an effective program. Students who are participants in TRiO Student Support Services earn higher grades and graduate at a higher rate as compared to students who are eligible for TRIO, but are not participants.

To be eligible for TRiO Student Support Services, a student must meet the following criteria:

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

There is an application process to be accepted into TRiO Student Support Services. For more information, visit our office located on the lower level of the Student Center or call 375-7500.

Counseling Center

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

Personal Counseling: Confidential counseling services are available, free of charge, to all WSC Students. Personal counseling may emphasize such areas as self-growth, values clarification, stress management, human sexuality, and interpersonal relations. Other topics that may concern students include alcohol and drug 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).

Disability Services Program: The Disability Services Program provides services for students with disabilities at Wayne State College. Disability Services are offered through the Counseling Center and include: determining eligibility for services, referral to appropriate resources, and responding to requests for accommodations. Accommodations can include: exam accommodations, recorded books, and campus reader service, computer-aided learning, learning strategies,

support/discussion groups and screening, and referral for evaluation. Sign language interpretation is available for eligible students.

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

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

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

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

Graduate Record Examination (GRE): Students seeking admission to some graduate programs at WSC (and many other colleges and universities) must complete the Graduate Record Examination (GRE) General Test. The GRE General Test is offered as an online exam. The GRE Subject Tests are available at WSC and are offered in a paper/pencil format. Contact the Counseling Center (402-375-7321) for more information. Test schedule information is available at wsc.edu.

Graduate Management Admission Test (GMAT): Students seeking admissions to the MBA at WSC (and many other colleges and universities) must complete the Graduate Management Admission Test (GMAT). The GMAT is available at computerized testing centers. Students can register by calling 1-800-462-8669 or contacting a test center directly. GMAT Information is available online at www.mba.com.

Teacher Education: A competency exam is available to meet teacher education competency requirements. The Core Academic Skills for Educators Test meets the initial competency requirement to enter the teaching field. Those tests are available at computerized testing centers. Any student pursuing a teaching degree will also be required to pass an exit exam in their content area.

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.

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 (rubeola) 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.

Multicultural Affairs

International Student Advising is available to students with F-1 or other visas that allow participation in college degree programs. The International Student Advisor is available in the Multicultural Affairs office to assist students with questions about Immigration and Customs Enforcement (ICE) regulations, adjustment to college, and assistance with initial class selection, or other concerns related to living and working in the United States.

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; and 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.

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

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 Wii bowling, co-ed basketball, co-ed volleyball, co-ed ultimate Frisbee, co-ed dodgeball, co-ed soccer, and co-ed golf scramble. In addition, there are about forty other sports for individuals.

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

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

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 (located in the Student Center) maintains a roster of organizations and officers whom students may contact for information.

Two organizations are concerned with student government. The **Student Senate** has a president and vice president elected by the whole student body and senators elected to represent the fourteen academic departments on campus. The **Student Activities Board** organization consists of student representative from the student body. Membership is open to any student who wants to participate in planning campus events for WSC students during specialized weeks; events---comedians, special performances, new release movies, & etc. SAB works with other organizations and departments to provide quality enriching events. **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:

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

A list of these organizations appears in the Student 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.

Courses offered through the Distance and Continuing Education office range from traditional face-to-face delivery to flexible internet based courses and interactive courses delivered through local distance learning consortiums. Distance and Continuing Education courses are scheduled and organized to be responsive to the needs of non-traditional students and may meet weekends, evenings, once a week, or in other flexible formats.

WSC's Distance and Continuing Education programs serve mainly the graduate student population. Each year a large number of courses are offered for graduate students in master's level programs and workshops throughout the region. Students interested in the Master of Science in Education (MSE) degree are served in our off-campus programs through classes held in such communities as Fremont, Columbus, Norfolk, and South Sioux City. In addition, the Education Specialist and the Master of Business Administration degrees are offered completely online. A Master of Science in Organizational Management (MSOM) degree with a choice of three focus areas is available entirely online 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.

Students interested in learning more about WSC off-campus/distance learning programs should contact the Office of Distance and Continuing Education by e-mail at extcampus@wsc.edu or by phone (1-800-228-9972, ext. 7215). The information is also available at: wsc.edu.

FOUNDATION / ALUMNI

Wayne State Foundation

The Wayne State Foundation is a non-profit corporation organized by alumni and friends of the College "to operate as a charitable and educational foundation exclusively for the promotion and support of Wayne State College." With funds derived from grants, gifts, bequests, and a reserve endowment fund, the Foundation supports programs of student loans, scholarships, awards, and other educational activities for which tax funds are either not available or may not be used for a specified purpose. The Wayne State Foundation has also secured contributions for construction and renovation projects and campus beautification.

Wayne State Alumni Association

The Alumni Office establishes, maintains, and enhances relations between the College, students, alumni and friends that foster a spirit of loyalty, involvement and life-long commitment to the College and one another. The Alumni Office hosts events which enable its alumni and friends to meet each other, maintain friendships, and keep up to date on the mission and needs of the College.

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 at wsc.edu. 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 send transcripts directly from their school any time after completion of the sixth semester. 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 to 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. Each new student is required to submit a self-reporting Student Health and Immunization Record.

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 consists of entry-level college courses which can be applied toward a degree program.

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

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., 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.

The deadlines for filing a completed international student admission application for WSC are as follows:
Fall term ..... June 1
Spring term ..... October 1
Any summer term: ..... March 1

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

International students attending 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 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. 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.

Military Students and Military Dependents with Veterans Administration Education Benefits

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

Wayne State follows the American Council on Education recommendation for granting credit for military training. We prefer that you submit an Army/American Council on Education Registry Transcript System (AARTS) transcript when requesting such credit. Four hours of physical education general education and general elective credit will be granted to you if you present us with a copy of your DD214, verifying active duty basic training.

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 through https://myapplication.wsc.edu.
2. high school transcripts from all high schools (grades 9-12) attended, including home school.

Transfer Students

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 info.

Transfer students not on current academic suspension from their previous institution(s) 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 by the reviewing institution.) 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 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 either of the non-degree courses, GST 117 Freshman Experience or 119 Choosing Academic Success and may take no more than 14 semester hours in the first term of attendance (any exceptions to this policy require advisor approval). The 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 class(es) 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 Undergraduate Student

Non-Degree Seeking Students are those students not working on a degree program but taking courses for transfer to another institution. The completed application for admission is required, and a verification of good academic standing by the institution the student is currently attending. High school and college transcripts are not required.

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. Each student will be notified electronically via their Willy e-mail account, that they have a new Statement of Account available on Wildcats Online, which will list their actual costs before the beginning of each semester. 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.

The costs listed below are those in effect for the 2016-17 academic year. Please visit our website at 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.

2016-2017 Tuition (per credit hour)

Undergraduate Resident Rate	$160.00	Graduate Resident Rate	$200.00
Undergraduate Special Rate	$240.00	Graduate Special Rate	$300.00
Undergraduate Non-Resident/Full Rate	$320.00	Graduate Non-Resident Rate	$400.00
Undergraduate Non-Resident College Center	$161.00	Graduate Non-Resident College Center Rate	$201.00

Wayne State College has four tuition rates:

Resident Rate: If you are a resident of Nebraska; or qualify for the Non-Resident Scholars Program; or if you live in another state, but your parents work in Nebraska.

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

Non-Resident/Full Rate: If you live in any other state or are an international student.

Please contact the Office of Admissions at 1-866-WSC-CATS if you have questions on which tuition rate is applicable to you.

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

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.

Sample of Undergraduate Student Annual Expenses

The summary below gives a general idea of typical expenses for the 2016-17 academic year under the following assumptions: the student is enrolled for 15 credit hours on campus in each of two semesters and lives in a WSC residence hall in a standard room in Anderson, Berry, Bowen, Morey, or Terrace Hall with a 15-meals-per-week meal plan. Please note that students living in WSC residence halls are required to purchase a college meal plan.

Expenses	**Resident**	**Special**	**Non-Resident/Full**
Tuition (30 credit hours/year)	*$ 4,800.00*	*$ 7,200.00*	*$ 9,600.00*
Fees	*$ 1,626.90*	*$ 1,626.90*	*$ 1,626.90*
Room (Bowen) & Meal Plan (15 meals/week)	*$ 7,110.00*	*$ 7,110.00*	*$ 7,110.00*
Direct Estimated Costs	***$ 13,536.90***	***$15,936.90***	***$18,336.90***
Living Expenses & Books	*$ 3,963.10*	*$3,963.10*	*$ 3,963.10*
(estimated cost - varies each semester)			
Total Cost For One Year	***$17,500.00***	***$19,900.00***	***$22,300.00***

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

Textbooks

New and used textbooks may be purchased from the college bookstore, located in the Student Center. The cost of new textbooks will average about $550 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.

Payment Options

Students become obligated and agree to pay all academic charges when they register for each term. 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 non-payment 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 at www.wsc.edu). Each student should complete and sign a Payment Agreement/ Account Authorization available from the Student Financial Services Office or on the Wayne State College website. Wayne State College can only release a student's account information to those persons specifically listed on the Payment Agreement/Account Authorization.

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 does accept 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 Business Services 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 Business Services, appeals for reinstatement must be made in person to the Comptroller within the original 7 business date timeframe.

Students requesting reinstatement must provide payment in full for all tuition, fees, room and board at the time of request for reinstatement and will be subject to a $100 reinstatement fee. Students requesting reinstatement must provide signed add slips from professors 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 (MasterCard, Visa, and Discover) only accepted online through WildcatsOnline; 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.

Account Information

Except as otherwise agreed under applicable payment plans, payment is due on the specified due date. Non-payment and late fees will apply to all accounts not paid in full by the due date.

Wayne State College Payment Plan

Students may pay in installments by signing up for the various options under the Nelnet payment plan. 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 Nelnet at 800-609-8056.

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 Americorp. Contact the Student Financial Services Office for more information.

Refund Schedule

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

Tuition & Mandatory Fees Refund Percentages	**Fall & Spring Semesters**	**Summer Sessions**
100% Refund	During Weeks 1 & 2	During Days 1 & 2
50% Refund	During Weeks 3 & 4	During Day 3 & 4
25% Refund	During Weeks 5 - 8	
No Refund	After 8th Week	

*It is the student's responsibility to check their account balance online (ecampus.wsc.edu→Online Resources→WildcatsOnline →Student Account) 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 refunded. 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 refund schedule applies only in the event of complete withdrawal from college. After fee payment, room and meal plan charges will not be refunded 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 and meal plan charges will be prorated through the last day of the week in which the student officially moves out of the residence hall.

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.

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 is 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 asylee 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 & 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 at www.FAFSA.ed.gov. Priority deadline is April 1.

WSC participates in these federal aid programs: Federal Pell Grant, Federal Work-Study, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, TEACH, 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 our website: www.wsc.edu/financial_services/.

The WSC Financial Aid Satisfactory Academic Progress Policy is available on the website at www.wsc.edu/info/20044/financial_aid/386/staying_eligible. 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.

The satisfactory academic progress policy, which allows a student to remain in school, differs from the policy that

allows a student to remain on financial aid. See the academic probation/suspension policy in the undergraduate studies section of the catalog.

Summer Aid

Financial assistance is primarily designed to help the student attend college during the regular academic year from August to May. There is limited money available for summer study. To be considered for summer aid you must be eligible for aid based on the preceding year's FAFSA and submit a WSC Summer Financial Aid application available through Wildcats Online by April 15th of the current year. The Summer Financial Aid application will be available when registration 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. The entire listing of scholarships and the application can be accessed from our website at www.wsc.edu/financial_services/. The scholarship application for returning students is available through Wildcats Online.

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 at www.FAFSA.ed.gov.
The WSC Financial Aid Satisfactory Academic Progress Policy is published annually in the WSC Student Handbook and is available on the WSC website at: _www.wsc.edu/info/20044/financial_aid/386/staying_eligible. Students should become familiar with the policy and review it annually as revisions do occur.

A very limited number of scholarships are also available. For a listing and an application, visit our website at: www.wsc.edu/financial_services/.

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 Policy

Federal regulations require schools to have a policy to measure the academic progress of all students. All WSC students are subject to the Satisfactory Academic Progress (SAP) policy and must meet the standards to remain eligible for Federal aid consideration. The Student Financial Services Office evaluates SAP after the completion of each semester (Fall, Spring, and/or Summer). Federal regulations require that the standards applied to students receiving financial aid also apply during periods when a student is not receiving Federal financial aid. **All semesters of enrollment must be considered in SAP (including summer, academic amnesty, and when a student is not receiving Federal financial aid).**

Three SAP Standards

There are three components to WSC's Satisfactory Academic Progress Policy. Students must comply with **all components** to maintain financial aid eligibility. **The policy components are**:

1. **Qualitative Grade Point Average and Academic Standing**
   Students must maintain "acceptable academic standing" as defined by the College's Probation/Suspension Academic Action Policy, which can be found in the WSC General and Graduate Catalog. Students placed on academic suspension are automatically placed on financial aid suspension.
2. **Quantitative Completion Rate**
   Students must successfully complete (see below) an established number of attempted credit hours each semester based on the financial aid status for which they are paid in order to maintain future eligibility. All summer sessions jointly are considered one term. The following tables display the relationship between hours attempted, hours completed, and financial aid eligibility for a single term:

UNDERGRADUATE STUDENTS:

Enrollment Status	Hours Attempted	Hours Completed Good Standing	Hours Completed Warning	Hours Completed Suspension
Full Time	12 or more	12	9 - 11	0 - 8
¾ Time	9 – 11	9 – 11	6 – 8	0 – 5
½ Time	6 – 8	6 – 8	3 – 5	0 – 2
< ½ Time	1 - 5	1 - 5	75%	Less than 75%

GRADUATE STUDENTS:

Enrollment Status	Hours Attempted	Hours Completed Good Standing	Hours Completed Warning	Hours Completed Suspension
Full Time	9 or more	9	7 - 8	0 – 6
¾ Time	7 – 8	7 - 8	5 – 6	0 – 4
½ Time	5 – 6	6 – 8	3 - 4	0 – 2

Successfully completed credit hours include letter grades of A, B, C, D or S. Credit hours that **will not count** as successfully completed include letter grades of NC (No Credit), F (Fail), I (Incomplete), W (Withdrawal), and IP (In Progress). AU (Audit), credit by exam (i.e. CLEP), and repeats of successfully completed credits will not be considered in the hours attempted and may not be used in determining enrollment status for financial aid purposes. When Incomplete and In Progress grades are officially changed by the instructor, the student must inform the Student Financial Services Office if s/he wishes to be re-evaluated for Satisfactory Academic Progress.

3. **Quantitative Maximum Time Frame**
   Students may receive financial aid toward their degree up to a maximum timeframe for the particular program as follows:

1st Undergraduate Bachelor's degree Financial aid recipients may not exceed 180 attempted credit hours toward their first 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 those 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 specialist degree. Attempted hours are defined as all credit hours attempted toward the sought degree and that are reflected on the student's academic record.

2nd Undergraduate Bachelor's degree Financial aid recipients seeking a second bachelor's degree are required to complete a credit evaluation through the Records and Registration Office in order to receive financial aid. Copies of the credit evaluation must be submitted to the Student Financial Services Office for eligibility determination. Students seeking the second bachelor's degree may not exceed 125% credit hours toward the second Bachelor's degree.

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

WARNING: Students not meeting the requirements of the policy are notified via WSC e-mail that they have not made progress. Students placed on financial aid warning remain eligible to receive financial aid under most programs for the next period of enrollment. A student is not allowed to receive consecutive Warning Semesters of Federal aid. Students who fail to meet component one or two of the above requirements for Satisfactory Academic Progress at the conclusion of their Warning Semester will be placed on financial aid suspension and are no longer eligible for financial aid.

Students who fail to meet component three of the policy are immediately ineligible for financial aid; no probationary period applies.

Appeal Process

A student who is placed on Financial Aid Suspension may submit an appeal form to the Student Financial Services Office. An appeal must be based on significant mitigating circumstances that seriously impacted academic performance (for example, serious illness or injury of the student, or death of a relative). In the SAP Appeal, a student is expected to demonstrate an understanding of what SAP measure/s were failed and what has changed that will allow the student to meet SAP at the next SAP evaluation. The appeal must also include documentation supporting the reason(s) the student failed to meet SAP or complete the probationary requirements. Appeal forms are available from the Student Financial Services Office and must be submitted no later than the deadline date provided in the notification. If aid is not reinstated, the student may then appeal to the Financial Aid Appeal Committee.

Regain Eligibility

To regain eligibility for future financial aid at Wayne State College and meet satisfactory academic progress standards, a student must do all of the following during a single semester (without financial aid): achieve the minimum grade point average (as indicated in component one) and attain the minimum completion rate for attempted credit hours (as indicated in component two). It is the student's responsibility to notify the Student Financial Services Office in writing once all requirements to regain financial aid eligibility have been completed.

NOTES:

In order to qualify for state and federal financial aid beyond the 60th earned credit hour at Wayne State College, students must be enrolled in and have officially declared a major program of study. Students who do not meet this requirement will need to declare a major or be subject to financial aid suspension.

For additional information please contact the Student Financial Services Office at 800-228-9972, ext. 7230, or by e-mail at sfs@wsc.edu.

UNDERGRADUATE STUDIES

WSC offers programs of study which lead to a Bachelor of Arts or Bachelor of Science degree. With the assistance of an advisor, students select a program of study and complete General Education requirements. Students who wish to 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 Education requirements.

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

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

Programs of Study

Non-Teaching Programs

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

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

Majors

Applied Human and Sport Physiology (1)
Art
- Studio Art (1)
- Graphic Design (1)

Business Administration
- Accounting (1)
- Agri-Business (1)
- Economics (1)
- Finance (1)
- Human Res. Management (1)
- International Business Studies (1)
- Management (1)
- Marketing (1)
- Office Administration (1)
- Professional Studies
- Public Accounting (1)

Chemistry
- Chemical Sciences (1)
- Health Sciences (1)

Computer Information Systems
- Applied E-Commerce (1)
- Networking (1)
- Programmer/Analyst (1)
- Web Analyst (1)

Computer Science (1)
Criminal Justice (3)
Early Childhood (1)
Engineering, Pre-professional
English
- English Literature (BA only) (3)
- English Writing (3)
- English Writing & Literature (1)

Exercise Science (1)
Family and Consumer Sciences
- Family and Consumer Sci. (1)
- Fashion Merchandising (1)
- Foods and Nutrition (1)
- Interior Design (1)

Geography (3)
History (3)
Human Service Counseling (1)
Industrial Technology
- Construction Management (1)
- Drafting, Planning & Design (1)
- Safety Management (1)

Interdisciplinary Studies (1)
Life Sciences
- Biology (1)
- Biology / Food Science (1)
- Clinical Laboratory Science (1)
- Health Sciences (1)
- Mortuary Science (1)
- Respiratory Therapy (1)

Mass Communication
- Electronic Media (2)
- Journalism (2)

Mathematics
- Applied Mathematics (1)
- Pure Mathematics (1)

Music
- General Music (1)
- Industry (1)
- Performance (1)

Political Science (3)
Psychology (3)
Social Sciences (1)
Sociology (3)
Spanish (3)
Speech Communication
- Communication Studies (2)
- Organizational Leadership and Public Relations (2)
- Theatre Arts (2)

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)

Minors

Anthropology
Art
Art: Advanced Studio
Biology
Business Administration
Chemistry
Coaching
Computer Information Systems
Computer Science
Criminal Justice
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
History
Interdisciplinary Studies
International Studies
Journalism
Management Info Systems
Manufacturing Management
Mathematics
Merchandising and Design
Music
Online Media
Philosophy
Physics
Political Science
Pre-Law
Psychology
Public Administration
Public Health
Safety
Social Sciences
Sociology
Spanish
Speech Communication
Sport Management
Theatre

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

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 subject endorsement which stands 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 Teacher's Certificate is based on the Initial Certificate plus two years of successful teaching in the same school in the endorsed field. 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.

Educator Preparation Programs at WSC lead to certification by the Nebraska Department of Education. In those states having reciprocity with the state of Nebraska, students must apply for teacher certification to that respective state to be issued a teaching certificate. WSC does not assume responsibility for teacher certification by states other than Nebraska, but will provide institutional verification that graduates have completed an approved Educator Preparation Program. Further, 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, students will be required to show proof of a passing score on the required Praxis II content test in the student's endorsement area(s) prior to being awarded a Nebraska teaching 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 WSC Field Experience and Teacher Certification Office directly with all questions or concerns.

FIELD ENDORSEMENTS

Art K-12
Business, Marketing, & Information Technology 6-12
Early Childhood Inclusive Birth- Grade 3
Elementary Education K-8
English Language Arts 7-12
Family & Consumer Sciences 6-12
Health & Physical Education PK-12
Industrial Technology Education 6-12
Mathematics 6-12
Middle Level Education 4-9
Music—Vocal & Instrumental K-12
Science 7-12
Social Sciences 7-12
Special Education Generalist K-12

SUBJECT ENDORSEMENTS

Basic Business 6-12
Biology 7-12
Chemistry 7-12
#Secondary English 7-12
Geography 7-12
History 7-12
Music, Vocal—K-8
Music, Vocal—7-12
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.

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

Coaching 7-12— 18 hours
Cooperative Education-Diversified Occupations 9-12 (see Career Education section)
Early Childhood Education PK-3 (only with Elementary Education)
English as a Second Language PK-12 - 15 hours (can be taken at either undergraduate or graduate level)
Information Technology PK-12 - 15 hours (can be taken at either undergraduate or graduate level)
Reading and Writing PK-6 or 7-12
Skilled and Technical Science Education 9-12 (only with completion of Industrial Technology Education)
Speech 7-12
Theatre 7-12

Academic Definitions & Procedures

Registration and Academic Advising

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

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

WildcatsOnline

Students register and drop/add via WildcatsOnline 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 at http://www.nscs.edu/policy-manual.htm.**

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 12 calendar months 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 Spring 2012, only transfer courses with a "C" or better grade can be accepted; credit for a course in which the student earned a grade of "C-" is not 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, Nebraska Indian Community College, Northeast Community College, and Western Iowa Tech Community College. We also have an Agricultural Education 1+2+1 Academic Transfer joint program agreement with Northeast Community College/University of Nebraska Lincoln College of Ag Sciences & Natural Resources.

Community and Junior College Graduates

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

Students that transfer to Wayne State College with an AA or an AS degree from an accredited Nebraska Community College have met the General Education 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 education requirements; General Education 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 Science 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 more than 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 two-year period to retain the privilege of continuing on their present programs. Students who fail to earn 12 hours in any two-year period will have to meet the graduation requirements and academic regulations current at the time they re-enroll.

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

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 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 in order to be enrolled in the course.

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 of non-profit, community organizations, design service learning projects based on two main objectives:

1. Meeting identified community needs, which helps strengthen the community
2. Advancing the students' understanding of course content

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 identified on the student's transcript.

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

Study Abroad programs present an opportunity for students to immerse themselves in a foreign culture while they are learning philosophy, literature, history, geography, and political systems. 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.

Wayne State offers unique opportunities that are designed to meet the needs of students, from any major, who wish to benefit from studying abroad. All of the approved programs meet standards established by the Wayne State International Education Policies Committee. Most of the participating students use the credit hours for general education requirements or as a part of a minor in International Studies. All Wayne State study abroad programs are led by Wayne State faculty.

International educational opportunities at Wayne State College include affordable opportunities to take part in semester long experiences in both Greece and Asia, and a summer experience in Costa Rica. Occasionally, short term opportunities are available in other countries. Wayne State also works in cooperation with other Nebraska colleges and universities to gain access to their study abroad programs and experiences.

Wayne State Semester in Greece. The Greece program is available each spring. While studying in Greece, students learn about Greek culture by living within it. Lectures, field trips, presentations and discussion groups address Greek history, mythology, and geography, as well as Greek culture, including government, politics, economics, family, education, religion, and social issues. While in Greece, the students are introduced to the Greek language through coursework and immersion. The Greece experience also includes a field trip to Turkey.

Wayne State Semester in Asia. The Asia program is available each spring. The program begins in Taiwan where the instruction in language and culture will be offered with the assistance of Providence University in Taiwan. This will be followed by an extensive mainland China excursion, which will include visits to Shanghai, Changsha, Jishou, Xi'an and Beijing. Along

with language instruction in Mandarin, lectures and experiences in Asian culture include: art, history, music, calligraphy, martial arts, food, politics, and religion.

Costa Rica. Costa Rica is a four week summer program. This program focuses on enhancing Spanish language skill and Latin American culture through immersion. The program is offered with the assistance of COSI Institute in Costa Rica. Students will divide their time between San Jose and Quepos-Manuel Antonio.

Ecuador. Service-Learning in Ecuador. This five-week summer program begins with on-line studies about the history, biology, geography, and culture of Ecuador. After a couple of days of on-campus learning, student begin their travels in Quito, Ecuador's capital city. The two-weeks traveling in Ecuador include studying the Andean cities of Otavalo & San Clemente plus an extended stay with an indigenous Achuar tribe in the Amazon rain forest. Service learning is a significant component of this experience as students are expected to actively engage in service to the Ecuadorian people as they learn about their culture & diversity.

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 Wildcats Online. 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 Services (see Refund Schedule). Grades of "W" will be recorded for all students who officially withdraw from college prior to the beginning of the final examination period. Official withdrawal from college after this time will be permitted only with the approval of the Vice President for Student Life. Grades of "F" will be given to any student who leaves without officially withdrawing, and a refund will be denied. An application form for withdrawal may be obtained from the Office of Student Services.

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.

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 Counseling Center at 402-375-7321 for the current brochure which lists additional regulations.

DANTES (Defense Activity for Non-Traditional Education Support) – 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. 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.

WSC/USD Joint ROTC Program Credit

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

Credit for Prior Military Experience

Veterans may receive appropriate credit for education preparation and experience acquired while in the Armed Forces. A veteran with an honorable discharge from active duty can receive such credit in accordance with the recommendations of the American Council on Education. Veterans should contact the Records and Registration Office for assistance. A Joint Services transcripts (JST) for Army, Coast Guard, and Sailor/Marine 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.

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	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 & 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. "IP's" received in the semester of graduation must be removed within two weeks after the graduation date. Unless a new grade has been reported within the specified period or an extension of the time submitted in writing to the 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.

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.

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 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 Education curriculum.

Students are permitted to enroll for any course on a Satisfactory-No Credit basis within the normal college regulations and the limitations stated below. If a student passes the course with at least a "C", the student receives credit and a grade of "S''.

If the work is "C-'' or below, the student receives no credit and a grade of "NC''. Hours attempted (either 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 Education 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 class(es) 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:

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

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

Reinstatement Following First Suspension

Fall semester suspensions: A student who has been placed on his or her first academic suspension at the end of the fall semester may appeal to the Student Admission & Retention (SAR) Committee for permission to enroll on probation for courses in the subsequent spring term. Such written appeal must be submitted to the Records and Registration Office by the stated deadline and shall be based solely upon an error or extenuating circumstance that the student believes affected his or her academic performance and warrants immediate return to WSC. The SAR Committee reserves the right to require a personal interview with the student prior to ruling on the suspension appeal. In cases where the appeal is approved, such approval does not remove the academic suspension from the permanent record.

Spring semester suspensions: A student who has been placed on his or her first academic suspension at the end of the spring semester may appeal to the Student Admission & 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 & 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 shall mean an error in the posting of a grade(s) or a miscalculation of a student's GPA or academic standing.

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

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

Graduate Students Satisfactory Progress

Graduate students working on a graduate degree must maintain an overall GPA of 3.0 to continue in good standing. Graduate 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. See Student Appeals Process in the Graduate section of this catalog.

International Student Satisfactory Progress Policy

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

Academic Amnesty

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 & 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.

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 Education 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 two majors 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.*

Bachelor of Science

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

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

NOTE: WSC program requirements may vary from State of Nebraska Teacher Certification Licensing Requirements. It is the responsibility of the student to insure that all certification requirements are met. Contact the WSC Field Experience and Teacher Certification 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 <u>other than WSC</u> 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 <u>from WSC</u> the student must:

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

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

Satisfy all current major/endorsement requirements.

Second Major/Endorsement

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

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

Complete all required courses within the major/endorsement.

Satisfy all other requirements for that major/endorsement.

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

When an additional major/endorsement is completed, a notation to that effect will be placed on the official transcript by the 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 from the Records and Registration Office. Transcripts must be ordered in person or in writing with the student's signature. Telephone requests will not be accepted. Transcripts will not be issued if any Student Financial Services holds are in place.

Unofficial transcripts may be accessed through WildcatsOnline with the student's Username and Password.

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, clinical 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 the respective UNMC College.

Admission to the RHOP Program

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 School 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 School 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 School 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. Clinical Laboratory Science participants in "good standing" will be automatically admitted to UNMC's School of Allied Health Professions when they have completed 95 hours of study at WSC. Clinical 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 School 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 School 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 School 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 School 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 School 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 the University of Nebraska Medical Center (UNMC), 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

Honors Program

Honors Program Philosophy

The purpose of the Honors Program at WSC is to identify motivated and talented students and to offer a challenging curriculum, including the opportunity for interdisciplinary study. The intent of the curriculum is to provide students a more in-depth learning environment, where discussion, exploration and experimentation are encouraged. In order to train individuals to be contributors and caretakers of our society, an innovative General Education core is offered, one that will offer the student an opportunity to understand the world around them, and the impact their actions have on that world. The program consists of a collection of specialized General Education courses, taught by faculty who are especially interested in working with honors students. Smaller class sizes will contribute to a better learning environment and experience that best supports 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 attract a motivated, talented student, and provide a stimulating educational program that will help promote student retention.
2. To develop a closer working relationship between the faculty from all departments and the students.
3. To implement a curriculum that reaches across all disciplines, thus providing the students a perspective outside their major area of study.
4. To promote the image of WSC as a student oriented, high quality academic institution.
5. To provide faculty opportunities to challenge their own teaching styles and to improve their instruction in an environment of talented and motivated students.

Student Selection Criteria

Students applying to participate in the honors program in their major must meet the application criteria. Application is open to qualified freshmen, transfer and continuing students. Students interested in the Honors Program can contact Dr. Deborah Whitt, Director of the WSC Honors Program, Humanities 113C (402-375-7352 or 402-375-7394) for information.

Eligible Students: Freshmen

Applicants must meet one of the following criteria:

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

Continuing Students

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

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

Non-honors students are allowed to take selected honors classes as space allows without formally entering the honors program. Instructor permission is required. Courses that may be taken include only the honors courses that directly substitute for non-honors General Education Courses, and Interdisciplinary courses that can be taken as an elective. These courses will be denoted as honors on the student's transcript.

Honors courses cannot be taken on a Satisfactory/No-Credit basis.

Transfer Students

Transfer students will be allowed to apply for the honors program as a continuing student, and must meet the same eligibility requirements as a continuing WSC student. Students who graduate from a community college under an articulated agreement with WSC will be eligible for graduation with honors at WSC under the following circumstances:

1. Completed all of the transfer work at the partner community college;
2. Earned a minimum community college cumulative GPA of 3.5;
3. Completed no less than 59 credits at WSC;
4. Earned a cumulative GPA of no less than 3.5 at WSC.

Continuing in the Honors Program

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

Neihardt Scholars

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

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

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

Junior Honors (Junior Honors Project)

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

Senior Honors (Senior Honors Project)

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

Graduation with Honors in the Major

Students may receive 1 of 3 different levels of Honors recognition in their major, depending on the number of honors courses they have completed. Honors courses cannot be taken on a Satisfactory/No-Credit basis.

High Honors in the Major

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

Honors in the Major

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

Scholar in the Major

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

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

Graduation with Honors

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

GENERAL EDUCATION REQUIREMENTS

General Education Requirements

Philosophy

General Education forms the foundation of learning at Wayne State College. Drawing from disciplines across the campus, the General Education program of study fosters intellectual inquiry, personal and professional development, and responsible citizenship as lifetime endeavors.

The General Education program represents a vital, diverse liberal arts approach to the student's undergraduate experience, creating a common framework for more specialized study within a student's major.

General Education Goals

General Education at Wayne State College seeks to help students achieve the following goals and objectives:

Develop expression - Foster communication skills that facilitate effective expression of ideas through writing, speaking, reading, listening, and visualization activities.

- Demonstrate effective writing skills
- Demonstrate effective oral communication skills (could include the use of languages such as Sign Language for those who do not communicate orally)
- Accurately summarize, paraphrase, and organize information from reading
- Listen actively and critically
- Evaluate artistic and creative practices using a variety of methods, materials and/or processes

Participate in methods of inquiry - Advance ideas and concepts through applied critical, logical, scientific, and creative thinking processes.

- Evaluate, analyze and integrate information from a variety of sources
- Use appropriate strategies and tools to represent, analyze and integrate information
- Develop critical, reasoned positions

Expand knowledge - Enhance awareness, understanding, and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.

- Exhibit the skills necessary to acquire, organize, reorganize and interpret new knowledge
- Articulate the value of a diverse and global society
- Recognize diverse economic, political, cultural and religious opinions and practices

Encourage civic virtue – Develop an awareness of local to global responsibility in a diverse world through engaging in activism, community-based research, deliberative dialogue, democratic practice, global philanthropy education, internships, service learning, and/or volunteering.

- Engage in local and global civic activities
- Work with others to support a shared purpose or goal

General Overview of Program

Students will complete a minimum of 41 credit hours distributed over three blocks of courses.

BLOCK 1 ..... 6 hours
Communication: ..... 6 hours

BLOCK 2 ..... Minimum of 11 hours
Mathematics: ..... Minimum of 3 hours
Wellness: ..... Minimum of 2 hours
Natural Sciences: ..... Minimum of 6 hours

BLOCK 3 ..... Minimum of 24 hours
Literary, Performing, and Visual Arts: ..... Minimum of 6 hours
History and Social Sciences: ..... Minimum of 9 hours
World History: ..... 3 hours
Social Sciences: ..... 6 hours
Philosophy and Modern Languages: ..... Minimum of 3 hours
Block 3 Electives: ..... Minimum of 6 hours

Special Requirements

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

Several majors and/or endorsements require course work of higher level or designated course number to meet specific General Education requirements. Refer to specific program descriptions in this catalog for identification of these courses.

Students who transfer to Wayne State College with an AA or an AS degree from an accredited Nebraska Community College have met the General Education 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 education requirements; General Education transfer courses will be considered on a course by course basis.

BLOCK 1 ..... 6 Hours

COMMUNICATION: 6 Hours

Effective communication skills are foundational to success in all academic disciplines and, more broadly, to effective participation in contemporary society. Communication courses provide essential instruction and practice in developing writing, speaking, reading, listening, and critical thinking skills.

Learning Objectives	Course Options
• Expand knowledge of the elements of oral and written communication. • Construct and competently deliver oral and written messages to diverse individuals and audiences. • Learn to listen and read critically to understand and evaluate the communication of others.	Students must take the two listed courses: CNA 100 Principles of Human Communication (3) ENG 102 Composition Skills (3)

BLOCK 2 ..... Minimum of 11 Hours

MATHEMATICS: 3 Hours Minimum

The mathematical sciences provide opportunities to gain understanding and deeper insight of mathematics and its influences in all aspects of life. Understanding the logic and nature of mathematics, together with its applications, provides a stronger foundation for making well-informed judgments and decisions.

Learning Objectives	Course Options
• Understand mathematics in context, drawing examples from areas such as mathematical modeling, data analysis, quantification of the uncertain and the unknown, and analysis of the infinite. • Develop persistence and skill in symbolic manipulation, exploration, conjecture, generalization, and logical reasoning as applied to problem solving. • Process, evaluate, and communicate mathematical concepts with understanding and clarity.	Students must take one of the listed courses: MAT 110 Topics and Ideas in Mathematics (3) MAT 121 College Algebra (3) MAT 130 Precalculus (5) MAT140 Calculus I (5) MAT 180 Applied Probability and Statistics (3) MAT 210 Mathematics for Elementary Teachers I (3) (See Math ACT and COMPASS Placement Scores at the end of the General Education Section)

WELLNESS: 2 Hours Minimum

Wellness provides opportunities to assess physical fitness, nutrition, and health information with the aim to develop programs and foster lifestyle changes designed to achieve optimal health and well-being. Because wellness has a significant impact on all aspects of life, it is essential to understand its importance and to develop strategies to maintain wellness throughout the lifespan.

Learning Objectives	Course Options
• Understand the relationship between healthy lifestyle choices and prevention of chronic disease. • Competently assess, evaluate, and develop personalized programs designed to improve and maintain core areas associated with health and wellness. • Access accurate health information and health-promoting practices, products, and services.	Students must take one of the listed courses: PED 103 Lifestyle Assessment (2) FCS 207 Nutrition (3) PGH 200 Introduction to Personal, Public, and Global Health (3)

NATURAL SCIENCES: 6 Hours Minimum

The natural sciences provide opportunities to gain a broader understanding of the world and universe from the perspective of factual observation and interpretation of matter and life. Our future will, in part, be dictated by our understanding and utilization of the physical and biological processes that govern our planet and universe.

Learning Objectives	Course Options
• Understand what science is and how it is conducted. • Expand breadth and depth of knowledge in the life and physical sciences. • Examine the impact of science through historical, current and future perspectives.	Students will select one course from each of the following two categories: <u>Physical Sciences:</u> CHE 106 General Chemistry I (4) EAS 110 Introduction to Meteorology (4) EAS 120 Introduction to Geology (4) EAS 250 Discover Astronomy (3) NAT 281 Physical Science for Elementary Education (3) PHS 102 Physical Science Today (3) PHY 201 & 321 General Physics & Lab (4) PHY 301 & 321 University Physics I & Lab (5) <u>Life Sciences:</u> BIO 102 Biology for General Education (3) BIO 104 Environmental Concerns for General Education (3) BIO 110 Biology Concepts (4) BIO 280 Biology in Society - Honors (3) NAT 280 Life Science for Elementary Education (3)

BLOCK 3.....Minimum of 24 Hours

LITERARY, PERFORMING & VISUAL ARTS: 6 Hours Minimum required – may take up to 9 Hours

A study of the Literary, Performing and Visual Arts is integral to understanding and appreciating the aesthetic aspects of the human experience. The arts provide a range of aesthetic experiences and opportunities to foster creative processes of inquiry and analysis of artistic achievements.

Learning Objectives	Course Options
• Understand the aesthetic experience as it applies to the arts in various cultures. • Analyze the form, content, and historical significance of various creative works. • Evaluate artistic and creative practices using a variety of methods, materials and/or processes.	Students will select at least two courses from at least two of the following categories. An additional course may be selected from any category as a Block 3 elective. <u>Art:</u> ART 102 The Visual Arts Experience (3) ART 244 Art History I (3) <u>Music:</u> MUS 110 Topics in Music (3) <u>Literature:</u> 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) <u>Theater:</u> CNA 101 Introduction to Theater (3)

HISTORY & SOCIAL SCIENCES: 9 Hours Minimum required – may take up to 15 Hours

History and the Social Sciences are devoted to the study of humans and their societies and cultures. Each of the disciplines provide content, conceptual frameworks, and methods to assess, analyze, and understand the complexities and diversity of our social worlds throughout time. A sense of the social dimensions of the human experience prepares individuals for global citizenship and participation in the social structures in which they operate.

Learning Objectives	Course Options
• Enhance knowledge of political, historical, social, economic, cultural, psychological and/or geographic foundations of social structures, institutions, and societies. • Examine and assess social interactions, situations and settings using the methods of the various social sciences. • Apply historical and/or social science concepts and theories to analyze human behavior in diverse cultural and/or global contexts.	Students will select courses from both History and the Social Sciences as indicated (two additional courses may be taken as Block 3 electives): <u>History (3 hours of a world history required):</u> *(3 hrs from HIS 120, HIS 170, or HIS 171.* ***Students may not get Block 3 elective credit for HIS 170 or HIS 171 if they have taken HIS 120****)* HIS 120 World History for General Education (3) HIS 170 World Civilization I (3) HIS 171 World Civilization II (3) ***(The following can be Block 3 electives, but students may not get Block 3 elective credit for HIS 180 or HIS 181 if they have taken HIS 150)*** HIS 150 History of the U.S. for General Education (3) HIS 180 The American Experience I (3) HIS 181 The American Experience II (3) <u>Social Sciences (6 hours required):</u> *Select a minimum of two courses from at least two different prefixes* ECO 202 Principles of Macroeconomics (3) ECO 203 Principles of Microeconomics (3) GEO 120 World Regional Geography (3) GEO 130 Physical Geography (3) POS 100 American National Government (3) POS 110 Introduction to World Politics (3) PSY 101 General Psychology (3) SOC 101 Introduction to Sociology (3) SOC 110 Introduction to Anthropology (3)

PHILOSOPHY AND MODERN LANGUAGES: 3 Hours Minimum required – may take up to 9 Hours

International students who have provided official evidence of required English language skills (i.e., TOEFL, IELTS, or comparable test score results) for admission to Wayne State College are not required to take a course in the Philosophy and Modern Languages section defined in block 3 of the General Education program. However, they are required to complete a minimum of 44 credits distributed over the four blocks of courses.

PHILOSOPHY

Philosophy seeks answers to fundamental questions about the nature and purpose of existence, the possibility of knowledge, and the values that guide people's actions. The study of philosophy examines how philosophers from the past have answered these questions, and develops abilities to analyze and respond to philosophical arguments and questions.

Learning Objectives	Course Options
• Understand philosophical inquiry and argument. • Think critically about the ideas of prominent philosophers. • Apply philosophical perspectives to contemporary issues.	Students will select one course from either the Philosophy or Modern Languages categories. No more than two courses from either category will count toward General Education credit. PHI 101 Introduction to Philosophy (3) PHI 105 Ethics and Values (3)

MODERN LANGUAGES

Language is a fundamental feature of human culture. Modern language study broadens one's knowledge of other cultures, deepens one's understanding of language, and enhances one's ability to communicate in a multi-lingual society.

Learning Objectives	Course Options
• Understand basic grammar and vocabulary in a non-English language. • Develop basic abilities to write and converse in a non-English language. • Understand the cultural contexts of a non-English language.	Students will select one course from either the Philosophy or Modern Languages categories. No more than two courses from either category will count toward General Education credit. 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) SPA 210 Intermediate Spanish I (3) SPA 220 Intermediate Spanish II (3)

BLOCK 3 ELECTIVES ..... 6 Hours

Students will select a minimum of 6 hours from Block 3 as General Education electives.

Literary, Performing and Visual Arts ..... up to 3 hours
History and Social Sciences..... up to 6 hours
Philosophy ..... up to 3 hours
Modern Languages ..... up to 3 hours

Students who are placed in the appropriate first mathematics course based on their ACT Math scores – see chart below. If a student does not have an ACT Math score, or wishes to challenge placement in the first mathematics course at WSC, the student may take the COMPASS Exam. The exam can only be completed once per year. 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 Counseling Center at 402-375-7321.

ACT and COMPASS Placement Scores

Course	ACT Math Score Range	COMPASS Score Range
MAT 210 Math for El Ed I	19 or above	Algebra: 40 and above
MAT 180 Applied Probability & Statistics	23 or above	College Algebra: 50 and above
MAT 140 Calculus I*	25 or above	Trigonometry: 40 and above
MAT 130 Pre-Calculus	23 or above	College Algebra: 50 and above
MAT 121 College Algebra	21 or above	Algebra: 45 and above
MAT 110 Topics and Ideas in Math	19 or above	Algebra: 40 and above
MAT 105 Intermediate Algebra	17 or above	Algebra: 35 and above
GST 103(ND) Elementary Algebra	16 or above	Algebra: 30 and above
GST 102(ND) Beginning Algebra	15 or below	Pre-Algebra or Algebra: below 30

** An algebra and trigonometry skills test will be given on the first day of class to assess readiness for Calculus.*

UNDERGRADUATE PROGRAMS

Descriptions Of Courses

Course Numbering

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

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.

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.

Endorsements, Majors, Minors and Concentrations

Four 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 kinds of endorsements—field and subject. "Major" and "minor" refer to non-teaching programs of study. In some disciplines, an endorsement and a major are identical. "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.

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

Special Undergraduate Courses

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

113 American Culture for 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 Education credit.

196-496 Special Courses (.5-12). Prerequisite: Approval of the department chair. Special topical or regional studies to be offered when justified by student demand or the presence of qualified faculty. Special assignments will be required for graduate credit (see 596/696 course descriptions). May be repeated for credit if no duplication exists. 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. May be repeated with different topic.

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.

497 Internship Program (1-12). Same as 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

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

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

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

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. May be repeated for credit if no topic duplication exists.

568 Workshop (.5-3) Only 3 hours of 568 workshop credit may be included in a Master's degree program. May be repeated for credit if no topic duplication exits.

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

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

USD Military Science Courses

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

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

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

MSL 101 Leadership and Personal Development (1) Make your first peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. One hour and a required leadership lab, MSL 101L, plus optional participation in one-hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

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

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

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

MSL 294 ROTC Summer Leadership Internship (4) Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. (C) denotes common course

MSL 301 Adaptive Team Leadership (2-3) Corequisite: MSL 301L. Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit tactics and opportunities to plan and conduct training for lower division students both to develop such skills as vehicles for practicing leadership.

MSL 302 Leadership in Changing Environments (2-3) Corequisite: MSL 302L Continues methodology of MSL 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab, MSL 302L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

MSL 401 Developing Adaptive Leaders (2-3) Corequisite: MSL 401L. Introduces formal management skills including problem analysis, planning techniques, and the delegation and control of activities, providing an understanding of the command and staff organization used in the modern army and creating a forum for discussing professional and ethical decisions faced by commissioned officers. (C) denotes common course

MSL 402 Leadership in a Complex World (2-3) Corequisite: MSL 402L. Provides information for transition to active or reserve commissioned service, developing administrative controls essential in managing a military organization, introducing the management of financial and personal affairs, and allowing time for discussion and analysis of the ethical decision-making process.

MSL 494 Leadership Development and Assessment Course (3-4) Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

ART

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

Mission: The Department of Art & 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 K-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 an aesthetic visual experiences which contribute to the college, community and the society at large. 4.) To prepare art students for graduate school in K-12 art education, graphic design and studio art programs.

Accreditation: The Department of Art and Design is accredited by the National Association of the School 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 or BS) 56-59 hours

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 K-12 Art Education Concentration: 39 hours + 20 hour core

ART 244 Art History I 3
251 Pottery & Ceramics I 3
314 K-8 Art Curriculum 2
316 Secondary School Art 3
321 Painting II..... 3
325 Watercolor 3
345 Art History II 3
346 Art History III 3
351 Pottery & Ceramics II 3
371 Sculpture II 3
381 Printmaking II..... 3
440 Multicultural Arts 3
447 Art History IV 3
490 Senior Exhibit 1
Upper division electives (instructor approval)..... 3

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

Graphic Design Concentration: 36 hours + 20 hour core

ART 244 Art History I 3
325 Watercolor 3
330 Graphic Design I 3
331 Graphic Design II 3
335 Advanced Typography and Animation 2
345 Art History II 3
346 Art History III 3
400 Web Design for the Graphic Designer 3
402 Production/Media Problems 3
410 Interactive Media 3
411 Senior Portfolio 1
447 Art History IV 3
497 Art Internship 3
3 hours of electives by advisement from: 3
CNA 426, ITE 363, BUS 370, 374, 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 244 Art History I 3
251 Pottery and Ceramics I 3
321 Painting II 3
325 Watercolor 3
345 Art History II 3
346 Art History III 3
351 Pottery and Ceramics II 3
371 Sculpture II 3
381 Printmaking II 3
447 Art History IV 3
490 Senior Exhibit 1
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 3
110 Drawing I 3
221 Painting I **or**
271 Sculpture I **or**
281 Printmaking I 3
244 Art History I **or**
345 Art History II **or**
346 Art History III **or**
447 Art History IV 3
Upper division Art electives by advisement 6

Minor in Art: Advanced Studio: 18 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) 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
6 hours Upper Division Studio selected from ART 351, 421, 451, 471, and 481 6

Undergraduate Courses

ART 101 Design (3) Corequisite: ART 110. 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 Required.

ART 102 The Visual Arts Experience (3) is 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 110 Drawing I (3) Corequisite: ART 101. 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 Required.

ART 111 Drawing II (3) Prerequisites: 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 Required.

ART 200 Sophomore Review (0) A review of sophomores and transfer students who have completed ART 101 Design and ART 110 Drawing I. Assess student progress, ensure that the required portfolio is being maintained and that the student is actively engaged and responsible for his/her progress. All eligible students will be notified in a timely fashion by the Department of Art & Design prior to the reviews. The department will notify students of the results in writing and forward a list of those who have successfully completed the review to the registrar. Entering transfer students meeting all other prerequisites may enroll in upper-division classes prior to the review, but failure to successfully complete the review will negate their ability to enroll in subsequent upper-division classes. Successful completion of the review is a prerequiste for all studio courses 300 level or above (ART 321, 325, 330, 351, 371, 381). Carries no credit. S/NC

ART 204 Digital Imaging for Graphic Design (2) Prerequisite: ART 101 and 110. 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 Required.

ART 221 Painting I (3) Prerequisites: ART 101, 110. 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 Required.

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

ART 251 Pottery and Ceramics I (3) For Art majors only or with permission of instructor and Department Chair. 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 de coration, glazing techniques, and kiln firing processes will be discussed and performed. (6 hours studio) $10 Class Fee Required.

ART 271 Sculpture I (3) Prerequisites: ART 101, 110. Exploration of basic technical and expressive possibilities in three-dimensional form and space, including wood carving, steel fabrication, and mixed-media assemblage. (6 hours studio) $10 Class Fee Required.

ART 281 Printmaking I (3) Prerequisites: ART 101, 110. An introduction to printmaking concentrating on relief processes. Primarily utilizing wood and plastics 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 approached to registration and color will be presented. (6 hours studio) $10 Class Fee Required.

ART 314 K-8 Art Curriculum (2) Prerequisites: ART 101, 110, Sophomore/Junior. Preparation to teach art and organize appropriate art experiences for students K-8. The course includes: history and philosophy of art education as it relates to creative experiences for K-8 students, skills in teaching major concepts reflected in art disciplines, service and community learning, interdisciplinary lesson development, art hazards and safety, and assessment. Current trends and research will be covered. (4 hours studio) $10 Class Fee 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 Required.

ART 316 Secondary School Art (3) Prerequisite: ART 314, Junior/Senior. Preparation to teach art and organize appropriate art experiences for the secondary level student, grades 9-12. Includes history and philosophy of art education as it relates to secondary level teaching. Topics to be covered include: teaching art, art hazards, curriculum planning and assessment, studio, lesson plans, current trends, community and service learning, advocacy, developing resource materials, and demonstrated teaching. (6 hours studio) $10 Class Fee Required.

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

ART 325 Watercolor (3) Prerequisite: ART 200, 221. Introduction to materials and techniques of watercolor painting.

Exploration of basic and mixed media. (6 hours studio) $10 Class Fee Required.

ART 330 Graphic Design I (3) Prerequisite: Junior/Senior, ART 200, 204. (ART 204 prerequisite waived for students declaring a minor in Online Media or the CIS major with Applied E-Commerce Paths 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 Required.

ART 331 Graphic Design II (3) Prerequisite: ART 330. 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 Required.

ART 335 Advanced Typography and Animation (2) Prerequisite: ART 331. 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, and 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. (4 hours studio) $10 Class Fee Required.

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

ART 346 Art History III (3) History of Modern Art. A study of 20th Century Art, beginning with Post Impressionism, surveying the wide range of movements that resulted from the modernist experience. (Lecture)

ART 351 Pottery and Ceramics II (3) Prerequisite: 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 Required.

ART 371 Sculpture II (3) Prerequisite: ART 200, 271. Advanced application of techniques learned in Sculpture I, with an emphasis on materials. Basic stone carving and metal casting will be explored, in addition to advanced research methods. One project will include the creation of a large-scale suitable for outdoor display. (6 hours studio) $10 Class Fee Required.

ART 381 Printmaking II (3) Prerequisite: 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 Required.

ART 400 Web Design for the Graphic Designer (3) Prerequisite: ART 335. This course is designed as an introduction to website design and development, with a focus on the specific needs of the graphic designer. Emphasis is on fundamental technical implementation, including XHTML, CSS, and the basics of JavaScript. Topics include page design, site design, and content design. Utilizes Adobe Photoshop and Adobe Dreamweaver.) $10 Class Fee Required.

ART 402 Production and Media Problems (3) Prerequisite: Senior, ART 400. Advanced graphic design course involving assignments in identity design, layout, packaging, and web design. The focus is on building an effective design process and communicating the essential qualities desired by the client, including preparing computer files for printing. Utilizes Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. (6 hours studio) $10 Class Fee Required.

ART 410 Interactive Media (3) Prerequisite: Senior, ART 402. 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 Adobe Flash and Adobe Dreamweaver. (6 hours studio) $10 Class Fee Required.

ART 411 Senior Portfolio (1) Prerequisite: Senior. This course is designed to concentrate on preparing the student to compete in the job market. Topics include: 1) Portfolio development, 2) Practical considerations in interviewing skills, 3) Self promotion and developing contacts. Students will make arrangements, advertise and present their individual portfolios at a Senior Portfolio public presentation. $10 Class Fee 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) **May be repeated for a total of six (6) credits. Additional hours may be taken as ART 491 Special Project in Painting.** $10 Class Fee 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 Required.

ART 447 Art History IV (3) A survey of PostModernism and its manifestations in the 21st Century, as well as contemporary art and art theory to the present day. (Lecture)

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) **May be repeated for a total of six (6) credits. Additional hours may be taken as ART 491 Special Project in Pottery and Ceramics.** $10 Class Fee 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) **May be repeated for a total of six (6) credits. Additional hours may be taken as ART 491 Special Project in Sculpture.** $10 Class Fee 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) **May be repeated for a total of six (6) credits. Additional hours may be taken as ART 491 Special Project in Printmaking.** $10 Class Fee 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 Required.

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

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

The Life Sciences/Biology major offers courses to students preparing for further study in medicine, dentistry, nursing, physical or occupational therapy, clinical 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 Block 2 Mathematics General Education 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
425 Evolution 3
397 Biology Internship **or**
465 Continuing Research 1
469 Senior Seminar in Biology **or**
470 Research Project……1
CHE 107 General Chemistry II 4
208 Intro Organic Chemistry **or**
314 Organic Chemistry I 4

Select one of the two tracks of study below:
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
CHE 326 Biochemistry I (4) may be taken in lieu of one Biology elective course in either track.

Biology/Food Science Concentration: 38 hours + 12-13 hour core

Students graduating with a biology/food science concentration major must complete MAT 180 Applied Probability and Statistics (3) to satisfy the Block 2 Mathematics General Education requirement. Students must take BIO 370 before taking BIO 397 or 465.

BIO	200 Zoology	4
	210 Experimental Plant Science	4
	320 Molecular Genetics	4
	370 Introduction to Research	2
	385 Microbiology	4
	425 Evolution	3
	397 Biology Internship **or**	
	465 Continuing Research	1
	469 Senior Seminar in Biology **or**	
	470 Research Project	1
CHE	107 General Chemistry II	4
	314 Organic Chemistry	4
FDST	405 Food Microbiology	3**
	406 Food Micro Lab	2**
	451 Seminar	2**
UNL classes (**)		

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

In addition to the required courses above, students must complete a minimum of 40 credit hours of 300 level or above course work and a minimum of 120 credit hours for a biology degree from WSC. WSC will waive the requirement that 24 of the last 30 hours be completed at WSC, as long as the student completes 90 credit hours* prior to transferring to the University of Nebraska-Lincoln to complete the Biology/Food Science Major. *Note: 30 of the 90 credit hours must be taken at WSC.

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

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

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

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

MAT 180 Applied Probability and Statistics (3) must be taken as the Block 2 Mathematics General Education requirement.

BIO	200 Zoology	4
	210 Botany	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.

A second subject endorsement is required for a Nebraska teaching certificate.

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.

Clinical Laboratory Science Concentration: 43 hours + Clinical Year + 12-13 hour core

MAT 180 Applied Probability and Statistics (3) must be taken for the Block 2 Mathematics General Education requirement.

BIO 220 Human Anatomy 4
320 Molecular Genetics 4
340 Human Physiology 4
385 Microbiology 4
486 Immunology 3
CHE 107 General Chemistry II 4
208 Intro Organic Chemistry 4
301 Introduction to Clinical Chemistry 1
326 Biochemistry I 4
MAT 121 College Algebra 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 Clinical Laboratory Science Program satisfies the requirements and standards established by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Sequence of Clinical 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 &Registration Office at WSC a semester before the expected date of graduation.

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

MAT 121 College Algebra (3) must be taken as the Block 2 Mathematics General Education requirement. PSY 101 General Psychology (3) and SOC 110 Introduction to Anthropology (3) must be taken as part of the Block 3 Social Sciences General Education requirement.

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 Intro 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;
must include 3 hours of PSY or CSL 9
BIO 385 Microbiology 4
BUS 222 Business Law I 3
CSL 202 Intro to Human Service Counseling 3

PSY 316 Social Psychology 3
406 Death and Dying 3
SOC 350 Religion and Culture 3
415 The Family 3

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

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

MAT 121 College Algebra (3) must be taken for the Block 2 Mathematics General Education requirement.

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

Minor in Biology: 20 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) 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)
325 Ecology (4)
BUS 418 Legal Environment of Business (3)
CHE 400 Environmental Chemistry (3)
EAS 110 Introduction to Meteorology (4)
120 Introduction to Geology (4)
ECO 360 Global Economics (3)
GEO 315 World Economic Geography (3)
PSY 316 Social Psychology (3)
SOC 355 Human Populations (3)

Undergraduate Courses

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

BIO 104 Environmental Concerns for General Education (3) Selected topics of Environmental Concerns to be presented by the laboratory-oriented approach, and in compliance with the requirements of General Education. Does not apply to any major, minor, or endorsement in any science area (BIO, CHE, EAS, NAT) unless specified. (4 hours lecture-lab combined)

BIO 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. May be repeated once for a maximum of two (2) hours.

BIO 200 Zoology (4) Prerequisite: A grade of C- or better in BIO 110. A study of the principles of biology as they apply to the uniformity, diversity and organization of the animal kingdom. (3 hours lecture, 3 hours lab) $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)

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. The course may be repeated for a maximum of four (4) credit 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)

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) Prerequisite: 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. Course may be repeated for a maximum of two (2) credits. 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)

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)

BIO 410 Vertebrate Embryology (4) Prerequisite: C- or better in BIO 110 and 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) Additional course fee applies.

BIO 425 Evolution (3) Prerequisites: A grade of C- or better in BIO 110, and BIO 200, BIO 210, and BIO 320. The study of the history of evolutionary thought, beginning with pre-Darwinian ideas and ending with our current understanding of evolutionary mechanisms. 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. Evolution is a unifying theme in biology which integrates knowledge from all biological disciplines. (3 hours lecture-lab combined)

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: C- or better in BIO 110 and 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) Additional course fee applies.

BIO 445 Molecular Biology (3) Prerequisite: BIO 320. This course is designed to give students a working knowledge in the field of molecular biology. It will introduce cloning techniques, DNA sequencing, site directed mutagenesis, electrophoresis and the polymerase chain reaction. A discussion of these techniques and current developments in gene therapy, forensic analysis and molecular systematics will be included. (3 hours lecture/lab combined)

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

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) Prerequisite: 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. $20 Class Fee Required.

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.

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.

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).

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.

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

Business (BUS)
Business & Economics Department
School of Business & 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 pursuing the 36-hour subject endorsement in Basic Business education to teach in grades 6-12 must select a second subject 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 Cooperative Education-Diversified Occupations.

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

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

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

Computer Literacy Requirements:
Business Administration

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

Accounting and Finance concentrations: CIS 130 Introduction to Computer/Information Technology (3) and CIS 232 Spreadsheet Software or demonstrated literacy.

Business Education

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

Nebraska Certified Public Accountant Requirements:

Students wishing to sit for the Certified Public Accountants exam in Nebraska need to have a college degree and must have completed 150 semester hours prior to application. 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 our website at www.wsc.edu/schools/bst/bsec/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

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

This endorsement requires 6 hours of Block 3 General Education social science requirements, as follows:

ECO 202 Principles of Macroeconomics 3
203 Principles of Microeconomics 3

Business Administration 24
BUS 122 Personal Finance in Modern Society 3
208 Business Communications 3
222 Business Law I 3
240 Accounting I 3
241 Accounting II 3
362 International Business 3
367 Foundations of Human Resource Management 3
370 Principles of Marketing 3

Marketing 9
BUS 372 Selling and Sales Management 3
374 Advertising and Integrated Marketing 3
Marketing electives to be selected from the following 3
BUS 470 Marketing Management (3)
475 Consumer Purchasing & Motivation (3)
476 Retail Management (3)
CIS 375 Introduction to E-Commerce (3)

Information Technology 12
BUS 214 Information Management 3
216 Office Information Processing 3
307 Office Systems and Technologies 3
CSC 165 Intro to Web Design 3

Career Education 3
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 Cooperative Education/Diversified Occupations. Individuals seeking the supplemental Coop/DO endorsement must complete 3 hours of CED 423/523 Coordinating Techniques and work experience requirements. Instruction in CED 417/517 Principles of Career Education is not required as a separate course, as content is infused into EDU 409 Business Education Methods & Assessment. For more information about Cooperative Education/Diversified Occupations supplemental endorsement, refer to the Career Education section of the College Catalog.

Subject Endorsement in Basic Business 6-12 (BA or BS) 36 hours PLUS second subject endorsement

This endorsement requires 6 hours of Block 3 General Education social science requirements, as follows:

ECO 202 Principles of Macroeconomics 3
203 Principles of Microeconomics 3

Business Administration 30
BUS 122 Personal Finance in Modern Society 3
208 Business Communications 3
214 Information Management 3
222 Business Law I 3
240 Accounting I 3
241 Accounting II 3
362 International Business 3
367 Foundations of Human Resource Management 3
370 Principles of Marketing 3
Electives to be selected from the following 3
BUS 223 Business Law II (3)
325 Principles of Insurance (3)
327 Principles of Real Estate (3)

Information Technology 6
BUS 216 Office Information Processing 3
307 Office Systems and Technologies 3

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.

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
222 Business Law I 3
226 Business Statistics 3
240 Accounting I 3
241 Accounting II 3
CNA 100 Principles of Human Communication 3
ECO 202 Principles of Macroeconomics 3
203 Principles of Microeconomics 3
ENG 102 Composition Skills 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 76 hours

Business Administration Core: 27 hours

BUS 322 Managerial Finance 3
352 Production & Operations Management 3
360 Management Theory and Practice 3
362 International Business 3
370 Principles of Marketing 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 (a second 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

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

Economics: 21 hours

ECO 302 Intermediate Macroeconomics 3
303 Intermediate Microeconomics 3
310 Money and Banking 3
430 International Economics 3
470 Industrial Organization 3

Electives hours selected from the following: 6

ECO 320 Labor Economics (3)
350 Economic Development (3)
360 Global 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
424 Investments 3
ECO 310 Money and Banking 3
BUS 423 Advanced Finance **or**
ECO 430 International Economics 3
Electives selected from the following 6
BUS 223 Business Law II (3)
325 Principles of Insurance (3)
327 Principles of Real Estate (3)
427 Bank Management (3)
ECO 302 Intermediate Macroeconomics (3)
303 Intermediate Microeconomics (3)

Human Resource Management: 21 hours

BUS 367 Foundations of Human Resource Management 3
452 Human Resource Development 3
453 Workforce Planning & Employment 3
454 Total Compensation 3
455 Employment Law & 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)
480 Business Research (3)
ECO 320 Labor Economics (3)
Highly Recommended Coursework:
CJA 425 Substance Abuse Management (3)
CNA 467 Intercultural Communication (3)
ITE 207 Ergonomics (3)
310 Workplace Accident Investigation (3)
PSY 435 Industrial/Organizational Psychology (3)

International Business Studies: 21 hours

BUS 457 Topics in Globalization 3
ECO 430 International Economics 3
GEO 120 World Regional Geography 3
Elective hours from courses with BUS prefixes 3
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 343 Managerial Accounting..... 3
366 Management Science 3
367 Foundations of Human Resource Management..... 3
480 Business Research 3
CIS 477 Project Management 3
Electives selected from the following 6
BUS 350 Managing Behavior in Organizations (3)
452 Human Resource Development (3)
372 Selling and Sales Management (3)
471 Principles of Supervision (3)
476 Retail Management (3)
ITE 108 Manufacturing Processes and Systems (3)
315 Manufacturing Technology (3)
PED 450 Leadership in Sport Organizations (3)
464 Facility Management in Sport & Wellness (3)

Marketing: 21 hours

BUS 343 Managerial Accounting 3
372 Selling and Sales Management 3
374 Advertising and Integrated Marketing 3
470 Marketing Management 3
475 Consumer Purchasing and Motivation 3
476 Retail Management 3
480 Business Research 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 Into to Web Design 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: 49 hours

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

BUS 223 Business Law II 3
340 Internal Financial Reporting 3
342 Accounting Information Systems 3
347 External Financial Reporting 3
348 External Financial Reporting Standards 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 & Decision Making 3
448 Advanced Assurance Services 3
449 Risk Analysis and Accounting Controls 3
CIS 232 Spreadsheet Software 1
Electives taken from courses with non-BUS prefixes 12

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
322 Managerial Finance 3
360 Management Theory and Practice 3
370 Principles of Marketing 3
418 Legal Environment of Business 3
ECO 203 Principles of Microeconomics 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).

BUS 362 International Business 3
Choose three of the following 9
ART 440 Multicultural Arts (3)
CNA 467 Intercultural Communications (3)
ECO 360 Global Economics (3)
430 International Economics (3)
ENG 384 World Literature (3)
GEO 120 World Regional Geography (3)
300 Human Geography (3)
305 Political Geography (3)
315 World Economics Geography (3)
PHI 335 Comparative Religion (3)
POS 110 Introduction to World Politics (3)
365 Comparative Government and Politics (3)
Elective hours earned from an advisor approved
study abroad program 9

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

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

Undergraduate Courses

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

BUS 124 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. May be repeated up to three (3) hours.

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

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

BUS 226 Business Statistics (3) Prerequisite: MAT 105 or General Education 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 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) 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: BUS 327. 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 340 Internal Financial Reporting (3) Prerequisites: BUS 241 and CIS 232. 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 and CIS 231, Intro 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 Production and Operations Management (3) Prerequisite: BUS 226. The application of business principles to rational production of goods and delivery of services. Topics include forecasting, logistics, quality control, process reliability, project management, supply chain management, and resources planning.

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 360 Management Theory and Practice (3) Prerequisite: Junior standing. 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 362 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 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 370 Principles of Marketing (3) Prerequisite: Junior Standing. A study of the distribution of manufactured goods, the field of marketing, people as markets, classification of goods, markets and services, wholesale, manufacturer's selling policies, marketing research, and trends in marketing.

BUS 372 Selling and Sales Management (3) Prerequisite: BUS 370. An examination of sales as a career and the practical application of the principles and practices of professional selling. Topics include an examination of the sales executive's role as a participant in the marketing management team; the sales executive's duties and responsibilities; and the planning and implementation of sales and marketing programs.

BUS 374 Advertising and Integrated Marketing (3) Prerequisite: BUS 370. A study of advertising as a communications strategy and a function of marketing. Focus is on consumer psychology and the various media approaches to advertising and promotion.

BUS 381 Business Logistics (3) Introduction and analysis of the logistics concept to include the management of transportation, inventory, packaging, warehousing, materials handling, order processing, facility location, and customer service.

BUS 383 Principles of Transportation (3) Prerequisite: BUS 381. 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) Prerequisite: BUS 381. 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 322, 350, 352, 370, or instructor approval, and completion of 105 semester credit hours. Involves analysis of cases in which knowledge from basic courses in marketing, accounting, finance, management, and economics is integrated and applied. Demonstrated interrelationship between the functions of business, complexities of business problems, and strategic management models are addressed.

BUS 423 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 through the use of 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 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 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 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 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 (or professional standards) skills, decision modeling skills, decision-making skills, communication skills, teamwork skills, and strategic thinking skills. Involves analysis of case situations in which knowledge from courses in law, financial accounting, and cost accounting are integrated and applied.

BUS 448 Advanced Assurance Services (3) Prerequisite: BUS 440. The advanced study of assurance services topics. Topics include statistical sampling, professional ethics and responsibilities, and comparative analysis of standards from different authoritative bodies in the auditing profession. Students will apply their knowledge through a comprehensive audit simulation case. Independent research of auditing standards for specific situations and the case methodology are employed to enhance students' understanding of the accounting profession.

BUS 449 Risk Analysis and Accounting Controls (3) Prerequisites: BUS 340, 342, 348. Study of business risk identification, accounting internal controls evaluation, and response to control deficiencies development. Involves analysis of cases in which knowledge from courses in financial accounting, cost accounting, and accounting information systems is integrated and applied.

BUS 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.

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 374 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 475 Consumer Purchasing and Motivation (3) Prerequisite: BUS 370. The consumer's role in the marketing structure. Patterns of consumer expenditure and the psychological and controlling activities involved in the administration of a marketing program.

BUS 476 Retail Management (3) Prerequisites: BUS 350, 370. Retail store organization and operation. Topics include location and layout, retail buying techniques, human relations, and employee supervision. Pricing and merchandising are explored.

BUS 480 Business Research (3) Prerequisite: BUS 226. Survey of research procedures and techniques including information sources, designs, instrumentation, analysis, interpretation and presentation of research findings.

BUS 481 Decision Tools for Logistics (3) Prerequisite: BUS 381. Technical tools and skills required for problem solving and decision making in logistics. Transportation and networking planning, inventory decision making, facility location planning, vehicle routing, scheduling, and production planning are covered.

BUS 482 International Transportation and Logistics (3) Prerequisite: BUS 381. 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) Prerequisite BUS 381. Analysis of transport users' requirements, carrier management problems involving ownership and mergers, routes, competitors, labor and other decision areas.

BUS 484 Transportation and Logistics Issues (3) Prerequisite: BUS 383 and BUS 481. An integrative course designed to study contemporary problems and issues in transportation and logistics.

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 level graduate courses.

Graduate Courses

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 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 in Turbulent Times (3) This course integrates concepts from General Systems Theory, systems dynamics, and management to present a comprehensive picture of adapting an organization to a turbulent environment. Included will be concepts from demographics, diversity, political and social arenas.

BUS 620 Managerial Communications (3) Application of principles of communication to the managerial setting. The course investigates the influence of organizational climate, manager's style and use of motivation on the communication process. Communication strategies appropriate to business reports, speeches, interviews, and conferences are explored along with emphasis on managerial problems with employee communication and conflict management. The course includes a focus on methods of analyzing and resolving communication problems.

BUS 621 Seminar in 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 in order 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. May be repeated up to six (6) hours.

BUS 632 Information Systems Technology and Management (3) Prerequisite: CBK management. 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 developed in EDU 650. Emphasis will be placed on development of research methods and procedures, literature review, and data gathering, analysis and interpretation. Non-thesis option students will complete their file paper requirement in this course.

BUS 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 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 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.

BUS 693 MBA Assessment Seminar (0) Prerequisite: Completion of 24 semester credit hours. This course requires students to demonstrate or report their level of achievement of the student learning objectives developed for the Master of Business Administration program. 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/NC

CAREER EDUCATION

Career Education (CED) Technology & Applied Science
Department School of Business & Technology
Benthack Hall

The offerings in Career Education are provided for the students preparing to teach in career education programs at the secondary or post-secondary level. At WSC these programs are the **Field Endorsements in Business, Marketing, and Information Technology; Family and Consumer Sciences; and Industrial Technology.** The specific career education course requirements for these endorsements are outlined in the appropriate sections of this catalog.

Supplemental Endorsement in Cooperative Education-Diversified Occupations: 6 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.

CED 417/517 Principles of Career Education 3
423/523 Coordinating Techniques 3

The endorsement is available only to those who have either (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 Family and Consumer Science field endorsement are NOT automatically eligible for the Coop/DO endorsement. Individuals seeking the supplemental endorsement must complete the above 6 hours of course work and work experience requirements to be eligible for the Coop/DO endorsement.

Individuals earning the BMIT field endorsement will be eligible for the Coop/DO endorsement. Individuals seeking the supplemental endorsement must complete 3 hours of CED 423/523 Coordinating Techniques and work experience requirements. Instruction in CED 417/517 Principles of Career Education is not required as a separate course, as content is infused into EDU 409 Business Education Methods & Assessment.

Individuals earning the Industrial Technology field endorsement will be eligible for the Coop/DO endorsement. Individuals seeking the supplemental endorsement must complete 6 hours of career education instruction in CED 417/517 Principles of Career Education and CED 423/523 Coordinating Techniques and work experience requirements to be eligible for the Coop/DO endorsement.

Individuals earning the Skilled and Technical Science endorsement will require a student to earn or qualify for a Cooperative Education/Diversified Occupation Endorsement by completing 6 hours of career education instruction in CED 417/517 Principles of Career Education and CED 423/523 Coordinating Techniques and 1,000 verified 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.

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 science. 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 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 & Consumer Science, Guidance & 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. May be repeated one time for an additional three hours of credit.

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

Chemistry (CHE)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
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) 39-55 hours

Chemistry Core: 12 hours
BIO 110 Biology Concepts must be taken as the Block 2 Life Science General Education 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:

Chemistry Health Sciences Concentration: 43 hours + 12 hour core
MAT 140 Calculus I (5) must be taken as the Block 2 Mathematics General Education requirement.
BIO 220 Human Anatomy 4
320 Molecular Genetics 4
340 Human Physiology 4
CHE 314 Organic Chemistry I 4
315 Organic Chemistry II 4
326 Biochemistry I 4
MAT 180 Applied Probability & Stat 3
PHY 301 University Physics I 4
PHY 321 Physics Laboratory I 1
PHY 302 University Physics II 4
PHY 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 95 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.

Chemical Sciences Concentration: 43 hours + 12 hour core

MAT 140 Calculus I (5) must be taken as the Block 2 Mathematics General Education requirement.
CHE 314 Organic Chemistry I 4
315 Organic Chemistry II 4
370 Introduction to Research 1
380 Instrumental Analysis 4
390 Inorganic Chemistry 3
393 Laboratory Techniques 1
456 Physical Chemistry I 3
457 Physical Chemistry II 3
458 Physical Chemistry Lab **or**
480 Advanced Laboratory Methods 1
470 Research Project 1
493 Laboratory Management 1
PHY 301 University Physics I 4
PHY 321 Physics Laboratory I 1
PHY 302 University Physics II 4
PHY 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.

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

MAT 130 Pre-Calculus Math (5) must be taken as the Block 2 Mathematics General Education requirement.
CHE 208 Intro 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
PHY 201 General Physics I 3
PHY 321 Physics Laboratory I 1
EAS 110 Introduction to Meteorology **or**
120 Intro to Geology 4
BIO, CHE, NAT, PHY elective courses
numbered 300 or above 6
EDU 409 Science Content Area Methods and Assessment is required.
A second subject endorsement is required for Nebraska state certification.

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.

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

Undergraduate Courses

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

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

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

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

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

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

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

COMMUNICATION ARTS

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

The Department of Communication Arts consists of the Speech Communication, Mass Communication, and Theatre programs. The department is an interdisciplinary unit that offers students the opportunity to develop practical communication skills through application in oratory and rhetoric, the performing arts, technology and media, as well as understanding of the theories and ethical tenets that are the cornerstone of the study of communication. Students are encouraged to complete internships, 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 with the student's advisor to reflect each area of student competence.

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

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

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 two concentrations: Electronic Media and Journalism. 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: 15 hours

CNA 263 Introduction to Mass Communication 3
280 News Writing 3
372 Media Ethics 3
400 Portfolio Seminar 0
471 Mass Media and Society 3
475 Communication Law 3

Plus one of the following concentrations:

Electronic Media 36 hour Concentration: 21 hours + 15 hour core

CNA 162 Radio Production I 3
R,V220/320/420 Communication Arts Workshop 6
373 Video Production I 3
379 Media Management 3
390 Electronic Journalism 3
473 Video Production II 3

48 hour Concentration includes the above plus:

Choose 12 hours of electives from the following 12
BUS 370 Principles of Marketing (3)
374 Advertising & Integrated Marketing (3)
CNA R,V220/320/420 Communication Arts Workshop (4)
223 Acting (3)
240/440 Intercollegiate Forensics (1-3)
252 Public Address (3)
297/397/497 Internship in Broadcasting (3)
301 Advertising Copywriting (3)
374 Public Relations (3)
378 Television Performance (3)
387 Lighting (3)

389 Photojournalism (3)
391/491 Special Project in Communication (3)
392 Sports Writing (3)
426 Web & Social Media Management (3)
450 Computer Layout & Presentation (3)
453 Integrated Marketing Communication (3)
454 Advanced Web Development (3)
457 Special Topics in Communication (3)
467 Intercultural Communication (3)
ENG 200 Expository Writing (3)
GEO 305 Political Geography (3)
ITE 363 Digital Photography (3)
POS 300 State and Local Politics (3)
350 The American Presidency (3)
430 Public Policy (3).

Journalism 36 hour Concentration: 21 hours + 15 hour core

CNA J220/320/420 Comm. Arts Workshop 6
290 Editing and Copy Editing **or**
450 Comp Layout & Presentation 3
389 Photojournalism 3
390 Electronic Journalism.....3
458 Advanced News Writing and Reporting 3
497 Journalism Internship 3

48 hour Concentration includes the above plus:

Choose 12 hours of electives from the following 12
BUS 370 Principles of Marketing (3)
374 Advertising & Integrated Marketing (3)
CNA J220/320/420 Communication Arts Workshop (3)
301 Advertising Copywriting (3)
374 Public Relations (3)
391/491 Special Project in Communication (3)
392 Sports Writing (3)
426 Web & Social Media Management (3)
453 Integrated Marketing Communication (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)
321 Literary Editing (3)
425 Structure of English (3)
426 Linguistic Theory & Apps (3)
GEO 305 Political Geography (3)
ITE 363 Digital Photography (3)
425 Desktop Publishing (3)
POS 300 State and Local Politics (3)
350 The American Presidency (3)
430 Public Policy (3)

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 English section.
Students must complete 21
CNA 290 Editing and Copy Editing..... 3
453 Integrated Marketing Communication 3
ENG 221 Editing for Publication..... 3
321 Production and Design for Publication 3
ITE 425 Desktop Publishing 3
Choose 6 hours of Optional courses (at least 3 hrs upper level) 6
CNA 262 Writing for the Mass Media (3)
280 News Writing (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)
402 Advanced Poetry Workshop (3)
403 Advanced Fiction Workshop (3)
404 Advanced Creative Nonfiction Workshop (3)
421 Advanced Publishing (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 162 Radio Production I..... 3
R,V220/320/420 Communication Arts Workshops 3
263 Introduction to Mass Communication..... 3
280 News Writing 3
373 Video Production I..... 3
390 Electronic 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 **or**
450 Computer Layout & Presentation 3
390 Electronic Journalism..... 3
458 Advanced News Writing and Reporting 3
471 Mass Media and Society..... 3

Minor in Online Media: 21 hours

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

CIS 375 Intro to E-Commerce..... 3
CNA 162 Radio Production I **or**
373 Video Production I (3)..... 3
280 NewsWriting **or**
390 Electronic Journalism (3)..... 3
426 Web & Social Media Management 3
453 Integrated Marketing Communication 3
Plus 6 hours from the following..... 6
ART 204 Digital Imaging for Graphic Design(2)
330 Graphic Design I (3)
335 Advanced Typography & Animation (Prerequisite Art 331 or instructor approval) (2)
400 Web Design for Graphic Designer (Prerequisite Art 335 or instructor approval) (3)
BUS 370 Principles of Marketing (3)
470 Marketing Management (3)
CIS 130 Intro to Computer/Info Tech (3)
CNA 263 Intro 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)
471 Mass Media and Society (3)
473 Video Production II (3)
475 Communication Law (3)
477 Remote TV Production (3)
CSC 150 Programming Fundamentals I (3)
165 Intro to Web Design (3)

Major in Speech Communication (BA or BS) 36 hours

The Speech Communication program prepares students for careers in corporate, community, and public relations,

organizational leadership, organizational consulting, law, ministry, politics, theatre, theatre production, and public service.

The Speech Communication program area has three concentrations: Communication Studies, Organizational Leadership and Public Relations, and Theatre Arts All students in the Speech Communication 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 twelve hours from the list of electives that does not duplicate courses in the concentration area.

Speech Communication Core Classes: 18 hours

CNA 201 Small Group Communication **or**
210 Interpersonal Communication..... 3
252 Public Address 3
317 Argumentation 3
346 Organizational 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

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

Choose 18 hours from the following: 18
CNA 240/440 Intercollegiate Forensics (1-3)
302 Language and Human Behavior (3)
342 Persuasion (3)
418 Health Communication (3)
448 Organizational Communication II (3)
459 Organizational Leadership (3)
462 Communications Research Methods (3)
467 Intercultural Communication (3)
470 Family Communication (3)
471 Mass Media & 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

Electives by advisement chosen from the following 6
CNA 262 Writing for the Mass Media (3)
418 Health Communication (3)
448 Organizational Communication II (3)
450 Computer Layout and Presentation (3)
452 Public Relations Case Studies (3)
453 Integrated Marketing Communication (3)
458 Advanced News Writing and Reporting (3)
461 Case Studies in Organizational Leadership (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 a General Education requirement

Required courses in Theater Arts: 18
CNA 223 Acting 3
232 Stagecraft 3
240/440 Intercollegiate Forensics 3
318 Play 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 Theater Arts concentration areas.

Choose 12 hours unduplicated in the concentration: 12
BUS 208 Business Communications (3)
360 Management Theory and Practice (3)
367 Foundations of Human Resource Management (3)
370 Principles of Marketing (3)
374 Advertising & Integrated Marketing (3)
CNA 240/440 Intercollegiate Forensics (1-3)
263 Introduction to Mass Communication (3)
280 News Writing (3)
318 Play 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 (3)
352 Organizational Presentations (3)
374 Public Relations (3)
419 Advanced Play Directing (3)
426 Web & Social Media Management (3)
431 Advanced Design (3)
443 School and Community Theatre Management (3)
450 Computer Layout & Presentation (3)
452 Public Relations Case Studies (3)
453 Integrated Marketing Communication (3)
457 Special Topics in Communication (3)
459 Organizational Leadership (3)
470 Family Communication (3)
471 Mass Media and Society (3)
475 Communication Law (3)
PSY 435 Industrial/Organizational Psychology (3)
SSC 300 Social Science Research Methods (3)
319 Statistics for the Social Sciences (3)

Minor in Speech Communication: 21 hours

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

Select 21 hours from the following: 21
CNA 201 Small Group Communication (3)
210 Interpersonal Communication (3)
252 Public Address (3)
302 Language and Human Behavior (3)
317 Argumentation (3)
346 Organizational Communication I (3)
418 Health Communication (3)
442 Communication and Rhetorical Theory (3)
467 Intercultural Communication (3)
470 Family Communication (3)
471 Mass Media & Society (3)

Minor in Theatre: 21 hours

All Theatre minors must take CNA 101-Introduction to Theatre to partially fulfill the Block 3-Literary, Performing, and Visual Arts General Education requirement. In addition, theater 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 223 Acting 3
232 Stagecraft 3
318 Play Directing 3
331 Scene Design 3
333 American Theatre **or**
386 Modern World Drama 3
337 Costumes and Makeup for the Stage 3
387 Lighting 3

Supplemental Endorsement in Speech: 21 hours

Available in addition to a field endorsement or two subject endorsements

CNA 210 Interpersonal Communication 3
252 Public Address 3
317 Argumentation 3
346 Organizational Communication I 3
442 Communication and Rhetorical Theory 3
240/440 Intercollegiate Forensics **or**
447 Directing Communication Activities 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 Introduction to Theatre to partially fulfill the Block 3 Literary, Performing and Visual Arts General Education 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 T220/T320/T420 Theatre Workshop 3
223 Acting 3
232 Stagecraft 3
318 Play Directing 3
333 American Theatre **or**
335 Theatre History **or**
386 Modern World Drama 3
331 Scene Design **or**
387 Lighting 3
337 Costumes and Makeup for the Stage 3
432 Play Production in Secondary Schools 3

Field Endorsement in English Language Arts (BA or BS): 53 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 53 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 Lit …… 2
444 Developmental Reading-Middle/Secondary Schools..... 2

Language (6 Hours)
ENG 425 Structure of English 3
426 Linguistic Theory & Application **or**
CNA 302 Language & Human Behavior 3

Composition (5 Hours)
ENG 202 Poetry Workshop **or**
203 Fiction Workshop **or**
204 Creative Nonfiction Workshop **or**
430 Playwriting..... 3
442 Teaching Writing 2

Speech (6 Hours)
CNA 201 Small Group Communication **or**
210 Interpersonal Communication..... 3
240/440 Intercollegiate Forensics **or**
447 Directing Communication Activities..... 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 Epic and Drama **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 & Literature 3

Dramatic Arts (8 Hours)
CNA 223 Acting*..... 3
T220/T320/T420 Theatre Workshop 2
432 Play Production for Secondary Schools.....3
*Participation in college productions also required.

Journalism (6 Hours)
CNA 280 News Writing..... 3
290 Editing and Copy Editing **or**
450 Computer Layout & Presentation 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.

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

Undergraduate Courses

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

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

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

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

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

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

CNA T220/T320/T420/T520 Theatre Workshop (.5-2) Practical application of skills in stagecraft, lighting, costuming, acting, and/or directing for mainstage production. Enrollment in CNA T220/T320/T420/T520 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 223 Acting (3) Exploration of basic acting techniques and performance theory through object exercises, monologues, and scene work. Students must co-register for CNAT320-Theatre Workshop for .5 credit hours.

CNA 232 Stagecraft (3) Fundamentals of scenic construction and painting techniques, sound, properties, and stage management. Students must also co-register for CNA T220 (1 credit) or CNA T420 (2 credits)-Theatre Workshop.

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

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

CNA 262 Writing for the Mass Media (3) An introduction to writing for print, electronic media and corporate communications. Writing skills will be emphasized and differences in writing for various avenues of mass communication writing will be explored. The course will give students the writing fundamentals on which other courses in broadcasting and journalism will expound.

CNA 263 Introduction to Mass Communication (3) An overview of the historical development, technological evolution, current status, and future direction of mass communication. Differences between mass communication systems will be explored, as well as mass communication effects on its audiences.

CNA 280 News Writing (3) An introduction to journalism and journalistic writing. Students in this course work as beginning reporters for the college newspaper.

CNA 290 Editing and Copy Editing (3) 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.

CNA 301 Advertising Copywriting (3) An introduction to the strategies of writing and speaking for journalism and mass communications, as well as an introduction to the purposes of advertising, sales, and marketing.

CNA 302 Language and Human Behavior (3) Examines in depth the relationship among language, thought, and behavior, emphasizing the role linguistic communication plays in culture and society.

CNA 317 Argumentation (3) Prerequisite: 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 Play Directing (3) Prerequisites: CNA 223 or 232, or approval of instructor. Study and practice of basic directing theory starting with play-analysis and proceeding to director-actor-designer relationships in the production process. (3 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. (4 hours lab)

CNA 333 American Theatre (3) Study of plays, players, places, and events in American theatre history from the 17th century beginnings to the present. Also cross-listed as ENG 333.

CNA 335 Theatre History (3) Theatre from earliest days to the present day with supplemental readings in dramatic literature reflecting the times.

CNA 337 Costumes and Makeup for the Stage (3) Principles and methods of design, planning, and execution of costumes and makeup for the theatre. (4 hours lab)

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. May be repeated once for credit

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, and small group presentations for public, private, or business organizations.

CNA 372 Media Ethics (3) An in-depth investigation of the ethical foundations underlying conduct of media professionals.

CNA 373 Video Production I (3) An introduction to studio and remote production including live broadcasts of news, sports, 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)

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 Television Performance (3) This course focuses on basic performance techniques that are used in work as a newscaster, an interviewer or a talk show host, and an actor in commercials. Special emphasis will be placed on developing roles for dramatic or comedic scenes.

CNA 379 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. (4 hours lab)

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.

CNA 390 Electronic Journalism (3) Prerequisite: CNA 280. An overview of multi-platform 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 400 Portfolio Seminar (0) Prerequisite: 90 hours. Students will present a cumulative portfolio of work that demonstrates the growth of their abilities in multiple areas of mass communication. The portfolio may include any of the following types of student work: writing, photography, audio, video, or electronic media projects. 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 in order to graduate. Carries no credit. S/NC

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 Play Directing (3) Prerequisite: CNA 318. Advanced study of directing theories and required directing of short plays for public performance. (3 hours lab)

CNA 426/526 Web & Social Media Management (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 430 Playwriting (3) Theory and practice of writing one-act and full length plays. Also cross-listed as ENG 430.

CNA 431 Advanced Design (3) Prerequisite: Approval of instructor. Advanced problems in scenic, costume, lighting, or sound design. Topic varies; the course may be repeated up to 3 times for credit, by advisement, when no duplication of topics exist. (4 hours lab)

CNA 432/532 Play Production for Secondary Schools (3) The study of principles and methods of play selection for, and directing design and execution of theatre production in high schools.

CNA 442/542 Communication and Rhetorical Theory (3) Prerequisites: CNA 201 or 210, 252. The study of various theories and models typically employed in communication studies today. Students explore the central assumptions, questions, and approaches in the study of human communication.

CNA 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 Computer Layout & Presentation (3) Prerequisite: By advisement. A practical introduction to elements of design, layout and typography. Students will utilize these elements in computer lab to create publications such as brochures, newsletters, yearbooks, magazine and newspaper pages, and visual aids for professional presentations.

CNA 451/551 Speech Pathology (3) Characteristics, causes, and treatment of speech and hearing disorders. Designed for teachers to aid in recognizing speech and language disorders in the classroom.

CNA 452 Public Relations Case Studies (3) Prerequisite: CNA 374. The study of the role of communication theory in Public Relations as it applies in business, politics, and non-profit organizations through the case study method. The management role in Public Relations will be studied, as well as the ethical responsibility of PR professionals. This course presumes prior knowledge of Public Relations principles and presumes effectiveness in public speaking.

CNA 453/553 Integrated Marketing Communication (3) Prerequisite: Junior standing or by approval. An exploration of strategic communication combining advertising, public relations, sales promotions, direct marketing, and other marketing communication functions to build relationships with constituents for business, organizations, and other groups. Includes case studies and hands-on projects.

CNA 454/554 Advanced Web Development (3) Prerequisite: CNA 426. Advanced web applications, animation, and database/active-server pages. Includes focus on the function of the worldwide web in professional settings.

CNA 455/555 Senior/Graduate Seminar in Communication Arts (3) Capstone course that involves the investigation of recent and ongoing research and theory in major field and their implications for continued research and field applications. Extensive training in listening, interviewing, and research skills. Completion of program portfolio required. Topics will vary from offering to offering. Cannot be repeated.

CNA 457 Special Topics in Communication (3) A detailed study of a particular aspect of communication, such as but not limited to political communication, gender and communication, communication and aging. Topic varies and the course can be repeated up to 3 times for credit covering a different topic.

CNA 458 Advanced News Writing and Reporting (3) Prerequisites: CNA 280, one course in Social Sciences. Course deals with major political, social, and economic developments that have local news interest. Complex, off- campus reporting on judicial system and court reporting, environmental, criminal justice, budgets, labor and employment, housing, poverty, etc. Will examine how bias and ideological framing arise from news routines.

CNA 459 Organizational Leadership (3) Prerequisite: 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 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) Focuses on methodologies and designs used in Communication and Mass Communication studies. Students will evaluate the research of others as well as design their own studies. Although quantitative research methods and designs will be highlighted, students will also be expected to recognize the usefulness of qualitative methodologies. Junior standing.

CNA 463 Advanced Media Writing (3) Prerequisite: 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 467/567 Intercultural Communication (3) Prerequisite: CNA 263, waived for ESL and MLC students. A course aimed at developing a thorough understanding of communication and culture, in both global and community settings, and the way members of diverse cultures and subcultures utilize unique systems, symbols and media representation to communicate among themselves and other groups. Emphasis on media representation of minority groups and U.S. sponsored health/public welfare campaigns in developing nations will enable students to critically assess the communication process in a cultural context.

CNA 470/570 Family Communication (3) An in-depth study of family communication concepts including family systems, roles, networks, power, intimacy, and decision-making. Special attention will be given to research affecting family communication in such areas as gender, culture, race, and age.

CNA 471/571 Mass Media and Society (3) Prerequisite: CNA 263. In-depth critical perspective of mass communication theoretical development and audience effects, including short and long term media socialization, political propaganda, advertising, social control, and characteristics shared by all media.

CNA 472 Radio Production II (3) Prerequisite: CNA 162. Study of advanced techniques in preparation, production, and presentation of program materials.

CNA 473 Video Production II (3) Prerequisites: CNA 162, 263, 373, 390. Study of advanced techniques for program and non-program content in standard, cable, and specialized television. Includes videotape editing. (Lab hours required)

CNA 475/575 Communication Law (3) An overview of the function of the judicial system with special emphasis on broadcast and print media, interpretation and administration of the law. Important for news, advertising, public relations, and management. Appropriate for pre-law.

CNA 477 Remote TV Production (3) Prerequisites: CNA 162, 263, 373 plus 473 as prerequisite or 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. May be repeated to maximum of 6 hours.

CNA 478 Communication Ethics (3) Explores ethical issues in interpersonal, small group, organizational, public speaking, and political communication. It will provide models of ethical decision-making and will increase ethical awareness through actual and hypothetical case studies.

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

CNA 520 Communication Arts Workshop (1-3) See CNA 220

CNA 526 Web & Social Media Management (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 Computer Layout & Presentation (3) See CNA 450

CNA 551 Speech Pathology (3) See CNA 451

CNA 553 Integrated Marketing Communication (3) See CNA 453

CNA 554 Advanced Web Development (3) See CNA 454

CNA 555 Graduate Seminar in Communication Arts (3) See CNA 455

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.

COMPUTER INFORMATION SYSTEMS

Computer Information Systems (CIS)
Computer Technology & Information Systems Department
School of Business & 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 Block 2 Mathematics and Science General Education requirements.

Computing Core Courses: 36 hours

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

Plus at least ONE of the following Concentrations:

Applied E-Commerce Concentration: 21 hours

CIS 375 Intro to E-Commerce 3
390 CIS Practicum 3
OR
397/497 Internship 3
CSC 165 Intro to Web Design 3
BUS 370 Principles of Marketing 3
418 Legal environment of Business 3
ART 330 Graphic Design I 3
Upper Division Committee-Approved Electives 3

Networking Concentration: 21 hours

CIS 271 Networking II 3
361 CIS: Design, Implementation, & Evaluation 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 CIS: Design, Implementation, & Evaluation 3
466 Advanced Data Base..... 3
477 Project Management..... 3
CSC 160 Programming Fundamentals II 3
365 Scripting Languages 3
Upper Division Committee-Approved Electives 6

Web Analyst Concentration: 21 hours

CIS 361 CIS: Design, Implementation, & Evaluation 3
375 Intro to E-Commerce..... 3
CSC 160 Programming Fundamentals II 3
165 Intro to Web Design 3
365 Scripting Languages 3
465 Advanced Web Design..... 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 360 Management Theory and Practice 3
CIS 132 Principles of Computing & Information Systems.....3
(may substitute CIS 130 if required in student's major)
140 Intro to Micro Operating Systems 3
352 Structured Business Programming 3
372 Computer Hardware 3
Plus 6 hours selected from the following courses: 6
CIS 271 Networking II (3)
356 Visual Basic (3)
371 Networking III (3)
375 Intro to E-Commerce (3)
430 Management Info Systems (3)
471 Networking IV (3)
477 Project Management (3)

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

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

Undergraduate Courses

CIS 130 Introduction to Computer/Information Technology (3) An introduction to computer technology (hardware and software) including computerized information systems designed to serve personal or business needs for problem solving, decision making, and data communication. Includes hands-on microcomputer applications.

CIS 132 Principles of Computing and Information Systems (3) An introduction and overview of modern computer systems, software design, information systems, and related technologies. Topics include computer hardware, software, communications, introductory algorithm design, basic networking concepts, computer ethics, and various other timely topics from the fields of computer science and/or computer information systems.

CIS 140 Introduction to Microcomputer Operating Systems (3) Students are introduced to the fundamental and advanced components of operating systems as they relate to microcomputer hardware. Students will gain hands-on knowledge and experience with operating systems that include command-driven, graphical, and menu-oriented environments.

CIS 171 Networking I (3) An introduction to networking concepts and technologies. Students will be introduced to the theory and practice of networking computers and various other devices.

CIS 231 Microcomputer Software (1-3) An introduction to the use of the microcomputer as a business tool. Included will be "hands-on" experience with word processor, database, desktop publishing, graphics and presentations, Windows operating system, Internet, Web Page design, and other applications software packages. May be repeated up to nine (9) hours.

CIS 232 Spreadsheet Software (1-3) An introduction to microcomputer spreadsheet software. Included will be "hands-on" experience with a popular microcomputer spreadsheet application package. Emphasis will be on commonly used concepts and features.

CIS 233 Advanced Spreadsheet Software (1-3) Prerequisite: CIS 232 or instructor approval. An exploration of advanced spreadsheet applications software concepts and features. The course will build on the introductory material provided in CIS 232 Spreadsheet Software and will provide coverage of more sophisticated concepts and require "hands-on" experience with features of the spreadsheet software that go beyond the basics.

CIS 271 Networking II (3) Prerequisite: CIS 171 or instructor approval. This course builds upon the material presented in CIS 171 and provides the students with additional networking theory. In addition, students will work in a variety of "hands-on" settings to apply the theory to modern computer networks and networking equipment.

CIS 346 Introduction to MVS/JCL (3) A study of Job Control Language (JCL) in the MVS mainframe environment. Topics include: operating systems, MVS/JCL syntax, sequential data sets, utilities, partitioned data sets, generation data groups, system and user-written procedures, sort/merge concepts, advanced JCL features and TSO environment basics. Emphasis is placed on development of single and multi-step JCL jobs operating in the TSO, ISPF/PDF environment.

CIS 352 Structured Business Programming (3) Prerequisite: CIS 130 or 132. A study of structured computer programming. Topics include: a computer language overview, the program development cycle, the structured programming concept, program documentation, language structure and syntax, and common language commands. Emphasis is placed on development of sequential, batch programs that generate reports. Input to output data transfer, editing, simple and comprehensive arithmetic statement application, single and compound condition testing, sort/merge techniques, single dimensional and multi-dimensional table concepts are some of the processes emphasized in the programs.

CIS 353 Advanced Structured Programming (3) Prerequisite: CIS 352. A study of advanced topics in structured programming. Topics include: programmer controlled sort/merge concepts, advanced concepts in structured programming techniques, program documentation, multi-image records, master/transaction file concepts and advanced language syntax commands and topics. Emphasis is placed on development of programs that generate, access, and update sequential and random master files. Cohesion, coupling, structured walkthrough, key matching, test data development and editing are some of the concepts/processes emphasized in the programs.

CIS 356 Visual Basic (3) Prerequisite: CIS 130 or 132. Basic elements of interface design, object use and placement, and coding to operationalize the objects. The course is "hands-on" and project oriented. The student will have to design and submit several Visual Basic projects and a semester project, using structured, standard coding conforming to standard design practices.

CIS 360 Computer Information Systems: Analysis and Design (3) Prerequisite: CIS 130 or 132. A study of the structured approach to systems development through use of structured analysis methods within an established life cycle. Topics include: the systems development environment and life cycle, information gathering techniques, feasibility studies, cost/benefit analysis, software development alternatives, software selection techniques, modeling tools, data analysis methodologies, communication considerations and new system design. Emphasis is placed on project team assignments that stress activities within the preliminary investigation and systems analysis phases of the systems development cycle.

CIS 361 Computer Information Systems: Design, Implementation, and Evaluation (3) Prerequisite: CIS 360. A study of the structured approach to systems development through use of structured analysis methods within an established life cycle. Topics include: the systems development environment and life cycle, the systems design process, I/O design activities and strategies, file and database design, project management techniques, foundations and strategies of software design, software testing methods, CASE tools, user training, installation techniques, and evaluation process. Emphasis is placed on project team assignments that stress activities within the system design, implementation and evaluation phases of the system development cycle.

CIS 366 Introduction to Data Base (3) Prerequisite: CIS 130 or 132 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 371 Networking III (3) Prerequisite: CIS 271 or instructor approval. This course builds upon the material presented in CIS 271 and provides the students with additional networking theory. In addition, students will work in a variety of "hands-on" settings to apply the theory to modern computer networks and networking equipment.

CIS 372 Computer Hardware (3) Prerequisites: CIS 130 or 132 and CIS 140. A study of computer hardware nomenclature from micro to super-computer. The course will review hardware components of the principal computer systems used in industry, education and business. It will also emphasize the relationship of hardware to system management concerns such as connectivity, shared devices, end user interfaces, installation requirements, systems maintenance routines and upgrade procedures, etc.

CIS 375 Introduction to E-Commerce (3) This course is an introduction to the world of electronic commerce and various other forms of electronic interaction. The course provides an overview of the basic technology of the Internet and World Wide Web. It also discusses strategic, tactical, and operational issues faced by online business firms and various other types of organizations. Marketing, financing, infrastructure, choice of online business model, and many other considerations are explored.

CIS 390 Computer Information Systems Practicum (3) Prerequisite: approval of instructor. The application of computing and information systems theory to real-world situations via individualized experiences tailored to student interests and backgrounds. Students will participate in supervised and mentored projects and assignments designed to teach them about the realities of translating theory into practice. Course may be repeated for three (3) additional credits of general electives only.

CIS 430/530 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. In addition the course provides coverage of the general management skills, techniques, and strategies for planning, designing, implementing, evaluating, and managing the learning environment and the various technology components, technical resources, and tools that are a part of it. The basic practice of database design, development, and management is presented and it role in technology management is emphasized. Students will complete a significant technology planning or technology management project in this course. That project will be supported by a database application.

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

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

CIS 475/575 Topics in Computer Information Systems (3) Prerequisites: Varies by topic. Study of topics such as simulation, expert systems, and other areas in the forefront of current CIS practices. Designated as a “hands on”, project-oriented course. The student will learn about the techniques, tools and practices of contemporary information systems domains. Topic and title will vary. May be repeated if topic and title are different.

CIS 477/577 Project Management (3) Prerequisite: BUS 352 or instructor approval. 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 level graduate courses.

Graduate Courses

CIS 530 Management Information Systems (3) See CIS 430

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

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

CIS 566 Advanced Data Base (3) See CIS 466

CIS 571 Networking IV (3) See CIS 471

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

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

COMPUTER SCIENCE

Computer Science (CSC)
Computer Technology & Information Systems Department
School of Business & 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

PHY 326 Electronics must be taken as the Block 2 Physical Science General Education Requirement and MAT 140 Calculus I must be taken as the Block 2 Mathematics General Education requirement.

Computing Core Courses:

CIS 132 Principles of Computing & Information Systems.....3
171 Networking I.....3
360 Comp Info Sys: Analysis & Design.....3
366 Introduction to Data Base 3
372 Computer Hardware 3
CSC 150 Programming Fundamentals I.....3
480 Seminar in Computer Science.....3
Plus Computer Science Concentration Courses:
CSC 160 Programming Fundamentals II 3
310 Data Structures 3
320 Computer Organization & Architecture..... 3
345 Computer Graphics 3
380 Operating Systems.....3
390 Computer Science Practicum **or**
397/497 Computer Science Internship.....3
432 Parallel Programming 3
450 Server Security & Management.....3
CIS 361 CIS: Design, Implementation, & Evaluation 3
Upper Division Committee-Approved Electives 3

Plus Mathematics Support Area:
MAT 305 Discrete Mathematics 3
Plus at least 3 hours selected from.....3
MAT 130 Precalculus (5)
MAT 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 & Architecture..... 3
CIS 132 Principles of Computing & 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, but 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 & Documentation 3
448/548 Web & Multimedia Content, Design & Admin.....3
CIS 454/554 Technology Platforms:
Hardware & Operating Systems.....3
457/557 Networking & Technology Management.....3
475/575 Topics in CIS: Emerging Info Tech 3

Undergraduate Courses

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

CSC 160 Programming Fundamentals II (3) Prerequisite: CSC 150. 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 Design (3) An introduction to the design and implementation of pages for the World Wide Web. Elementary HTML programming and the use of various web creation software tools will be introduced. This course will also deal with issues and considerations in design, layout, functionality, and other aspects of web creation.

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

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

CSC 432 Parallel Programming (3) Prerequisite: CSC 310 and CSC 320. Design and analysis of parallel algorithms: fundamental parallel algorithms for sorting, arithmetic, matrix and graph problems and additional selected topics. Emphasis on general techniques and approaches used for developing fast and efficient parallel algorithms and on limitations to their efficacy.

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 Design (3) Prerequisite: CSC 165. This course provides students with advanced theory and practice in web design. 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 web site to other organizational and external systems are considered.

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.

COUNSELING

Counseling (CSL)
Counseling Department
School of Education & Counseling
Brandenburg Education Building

Human Service Counseling is a baccalaureate degree program designed to prepare students to work in the helping professions. The program is built on a strong foundation of psychology and sociology to develop understanding of individuals and the influence of social interaction. Counseling theory and skills enable students to work with people toward functional ways of meeting their needs.

The program is based on the philosophy of empowerment of clients. Program outcomes include the preparation of counselors who (a) have the skills to attend, listen, reflect, clarify, probe, plan and evaluate, (b) have the ability to understand problems from clients' perspectives, establish mutually acceptable goals, and choose appropriate strategies, and (c) show self-awareness, empathy, and respect for clients.

Admission and Retention in the Human Service Counseling Program:

Admission to WSC does not constitute admission to the Human Service Counseling program. Students will be accepted into the program following completion of requirements for program admission (ordinarily during the Junior Year):

1. File a formal application, completed in CSL 202 Introduction to Human Service Counseling. The application must include the names of two people who would be knowledgeable of personal qualities conducive to success within the counseling profession. Students who transfer credit which includes this course will need to make application during the semester of transfer.
2. Earn at least a "C" grade in CNA 100 Principles of Human Communication and continue to demonstrate the ability to communicate orally in an effective way.
3. Earn at least a "C" grade in ENG 102 Composition Skills and continue to demonstrate the ability to communicate effectively in writing.
4. Earn at least a "C" in CSL 202 Introduction to Human Service Counseling and continue to demonstrate an empathic understanding of people and knowledge of ethical, professional intervention.
5. Earn at least a "C" in CSL 324 Fundamentals of Counseling and continue to demonstrate understanding of counseling theory in assisting people.
6. PSY 101 General Psychology is strongly recommended as one of the Social Sciences General Education options.
7. Achieve and maintain at least a 2.5 GPA in the major.
8. The counseling faculty will review students' course assignments for writing skills and students with weak skills will participate in writing improvement activities.
9. Demonstrate mental health and personal adjustment commonly expected within the counseling profession and model ethical standards.
10. 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).
11. Receive a favorable recommendation by the Human Service Counseling faculty based on their professional judgment of the student's ability to be of help to others.

Students granted admission will be notified by letter. Students denied admission will also be notified by letter. An appeal may be made to the Dean of Education and Counseling.

Retention in the Human Service Counseling Program is contingent upon maintaining the above requirements. A student may request a review or hearing before the Human Service Counseling faculty at any time.

Admission to the Professional Seminar

The professional seminar is designed to prepare the student for placement in the Human Service Counseling Internship. To be admitted to the seminar, a student must meet the following requirements:

1. Officially admitted into the Human Service Counseling Program.
2. Earn a minimum of 90 hours of credit including 36 hours in the major.
3. Receive at least a "B-" in CSL 342 Interviewing Skills and continue to demonstrate the ability to relate empathically and therapeutically.

Admission to the Human Service Counseling Internship

The internship in human service counseling is designed to integrate the knowledge of theory and techniques with counseling practice. To be admitted to the internship, a student must meet the following requirements:

1. Retention in the Human Service Counseling Program.
2. Complete CSL 490 with a grade of at least a "C".
3. Submission of a completed Internship Agreement at least one month prior to the start of the internship.
4. Approval of the instructor.

Requirements for Graduation

1. Retention in the Human Service Counseling Program
2. Completion of all program requirements.
3. Earned "B-" or higher in CSL 497 Human Service Counseling Internship.

Major in Human Service Counseling (BA or BS) 55 hours

CSL 202 Introduction Human Service Counseling..... 3
324 Fundamentals of Counseling..... 3
342 Interviewing Skills.....3
403 Group Strategies in Counseling.....3
409 Human Sexuality Counseling.....3
440 Substance-Related and Addictive Disorder Counseling 3
470 Plan/Admin/Evaluation of Human Service Programs 3
490 Human Service Counseling Seminar..... 3
497 Human Service Counseling Internship 10
PSY 230 Lifespan Development.....3
316 Social Psychology..... 3
450 Abnormal Psychology 3
SOC 101 Introduction to Sociology 3
220 Social Problems.....3
320 Social Welfare 3
415 The Family 3

Undergraduate Courses

CSL 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.

CSL 202 Introduction to Human Service Counseling (3) This course summarizes the history and standards of the human service profession. It also clarifies the personality characteristics, skills, and knowledge that lead to the development of effective human service professionals. Students implement these during service-learning activities in human service agencies in the community and discuss their experiences in small reflection groups.

CSL 218 Personal Growth Counseling (3) An introduction to the study of personal growth counseling with an emphasis upon facilitating self-awareness, personal growth, and adjustment. The role of counseling in promoting an understanding of oneself and others will be addressed along with such counseling issues as friendship, stress, motivation, work, decision making, emotions, intimate relationships, sexuality, and others.

CSL 324 Fundamentals of Counseling (3) Introduction to basic counseling theories and their associated assumptions, goals, and strategies to assist client change from a multicultural perspective. (Grade of C or above is required for majors only.)

CSL 342 Interviewing Skills (3) Prerequisite: Admission to HSC program. This course provides the basic concepts for structuring the interview. Select approaches to counseling and case report writing will be considered. Helping skills of attending, responding, and initiating action within interview situations will be emphasized. (Grade of B- is required for majors only.)

CSL 403 Group Strategies in Counseling (3) Prerequisites: Admission to HSC program. The purpose of this course is to facilitate self-awareness and relationship skills in counseling trainees for implementation within group counseling settings. Communication, problem-solving, and leadership skills for group counseling will also be stressed.

CSL 409/509 Human Sexuality Counseling (3) This course is a study of Human Sexuality Counseling from a Bio-Psycho-Social theory of human development. Emphasis is on an individualized perspective; dynamics of psychological, sociological, and physiological predisposition; and a multidimensional approach to intervention. Assessment of individual needs, intervention problem design and implementation, and documentation of progress is also addressed. Etiology, diagnosis, treatment planning and therapeutic interventions are based on 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 videotapes of actual counseling sessions. Ethical issues associated with human sexuality counseling will be considered in detail.

CSL 440/540 Substance-Related and Addictive Disorder Counseling (3) This course is a study of substance-related and addictive disorder counseling from a Bio- Psycho-Social theory of human development. Emphasis is on an individualized perspective; dynamics of psychological, sociological, and physiological predisposition; and a multidimensional approach to intervention. Assessment of individual needs, intervention program design and implementation, and documentation of progress is also addressed. Classification of chemicals and their effects on the human body; tolerance, rebound, and withdrawal; and various treatment modalities and settings will be explored. Etiology, diagnosis, treatment planning and therapeutic interventions are based on contemporary diagnostic descriptions. Diverse intervention strategies will be identified to meet the needs of a multicultural society. Specific protocols will be illustrated for diagnosis, treatment planning and therapeutic intervention. Counselees will be presented with specific case studies and videotapes of actual counseling sessions. Ethical issues associated with substance-related and addictive disorder counseling will be considered in detail.

CSL 445/545 Clinical Issues in Substance-Related and Addictive Disorders (2) 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 447/547 Multicultural Counseling (3) This course explores the special issues involved in working with clients and students who are impacted by cultural influences of minority groups in America. Special counseling techniques and adaptations of traditional counseling approaches when working with diverse cultural groups will be studied.

CSL 449/549 Alcohol/Drug Assessment, Case Planning and Management (2) This course describes processes involved in collecting self-report and assessment data as a basis for making decisions regarding the diagnosis and selection of appropriate level of care of persons with substance-related and addictive disorders.

CSL 470 Planning, Administration, and Evaluation of Human Service Programs (3) Prerequisite: Junior Standing. This course focuses on the administration of human service 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.

CSL 490 Human Service Counseling Seminar (3) Prerequisites: CSL 342 and 403. This course focuses on refinement of counseling competencies for general and special populations. Attention is given to counseling from initiation to termination. Current issues are addressed in seminar format with each advanced level student conducting and sharing research. Additional activities include (a) internship seeking and placement and (b) political advocacy.

CSL 497 Human Service Counseling Internship (10) Corequisites or Prerequisites: CSL 490, min. 2.5 gpa in major. The internship in human service counseling is designed to integrate the knowledge of theory and techniques with counseling practice. Students complete 400 hours of job duties typical of a bachelor's level human service worker at an approved human service agency and an additional 50 hours of online and on-campus seminars designed to reflect and process their experiences.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

CSL 509 Human Sexuality Counseling (3) See CSL 409

CSL 540 Substance-Related and Addictive Disorder Counseling (3) See CSL 440

CSL 545 Clinical Issues in Substance-Related and Addictive Disorders (2) See CSL 445

CSL 547 Multicultural Counseling (3) See CSL 447

CSL 549 Alcohol/Drug Assessment, Case Planning and Management (2) See CSL 449

CSL 575 Psychopathology and Client Strengths (3) This course reviews the risk factors that contribute to mental illness and addictions and the strengths and protective factors that contribute to human wellness. Common problems of infancy, childhood, adolescence and adulthood as well as a broad exposure to the most current diagnostic categories will be presented. Outcome-based research that clarifies the dynamics of these disorders will be explored.

CSL 580 Professional Counselors and Ethical Standards of Practice (3) This course is designed to encourage reflection on general ethical principles, recognition of ethical issues raised in practice, and use of an ethical decision-making model. Case studies are used for discussion of ethical issues in developing competent, culturally-sensitive professionals. Professional identity is addressed through awareness of our history, professional roles, professional associations (ACA), credentialing, and advocacy.

CSL 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 the ACA Code of Ethics are introduced, particularly in reference to training standards. (Prerequisite for CSL 641, 642, 645, 661, 662, 665, 688, 697; Minimum grade of B- is required.)

CSL 615 Career Development and Life Planning (3) This course is designed to prepare graduate level counselor trainees to facilitate career and life planning decisions within an applied professional setting. Typical theoretical perspectives associated with career development and life-planning counseling will be highlighted. An analysis of the psychological, sociological, and physiological aspects of human behavior, which typically impact upon career decisions, will be emphasized. Career development program planning, organization, implementation, administration, and evaluation will be addressed. Assessment instruments and techniques associated with career planning and decision-making will be explored. Technology-based career development applications and strategies, including computer-assisted career guidance information will be utilized. This class will include such topics as foundations and resources, career-counseling programs for special populations, and techniques for career-counseling interviewing. Career development program planning, organization, implementation, administration, and evaluation will be addressed. Ethical issues associated with career counseling will be considered in detail.

CSL 625 Individual and Group Assessment (3) This course is designed to prepare graduate level counselor trainees to apply relevant principles of assessment and evaluation within an applied professional setting. Typical topics for discussion will include theoretical and historical bases for assessment techniques; reliability and validity dimensions in testing; appraisal methods associated with standardized tests; psychometric statistics upon which assessment is based; strategies for selecting, administering, interpreting, and using assessment instruments; and typical human qualities involved in the assessment process. The assumptions, implications, and effects of assessment on minorities and on public policy will also be addressed. Diverse intervention strategies will be identified to meet the needs of a multicultural society within an ever changing social milieu. Ethical issues associated with appraisal counseling will be considered in detail.

CSL 630 Developmental Counseling over the Lifespan (3) This is a course about basic human growth and development. It is designed to prepare graduate level counselor trainees to apply relevant principles of human transformation over the lifespan to Developmental Counseling Theoretical Perspectives within an applied professional setting. A presentation of personality dynamics and behavioral manifestations at critical stages of development over the lifespan will be provided based on a Bio-Psycho-Social perspective. This class will include such topics as 1) stage wise progression; 2) psychosocial crisis; 3) chemical addiction and dependency; 4) environmental factors impacting on both adaptive and maladaptive adjustment; and 5) strategies for facilitating positive development over the lifespan. Such factors as age, race, religious preference, physical disability, vulnerability to addiction and dependency; sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability will also be addressed in relationship to attitude formation and behavioral response. Diverse intervention strategies associated with developmental counseling will be considered in detail.

CSL 636 Introduction to Student Services (3) An introduction to student services in higher education: history, purpose, policies, legal and ethical issues. Overview of developmental theories and characteristics of college students and their interaction with campus and community influences.

CSL 641 Counseling Children (2) Prerequisite: CSL 600.This course is designed to adapt counseling skills to the developmental needs and special problems of children within a cultural context. Appropriate techniques include play therapy, expressive arts, and bibliotherapy. Ethical considerations in counseling children are addressed.

CSL 642 Consultation (2) Prerequisite: CSL 600, 660. 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, 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 Marriage and Family Counseling (3) Prerequisite: CSL 600. This course is designed to introduce systems theories to include an understanding of (a) family development, issues and concepts, (b) interventions associated with major family therapy models, and (c) social constructivist models, e.g. Solution-Focused Brief Therapy and Narrative Therapy.

CSL 646 Student Affairs and College Counseling (2) Prerequisite: CSL 636. Unique needs of students in higher education are explored. Models of programs to meet these needs are examined. Development of essential skills and competencies of student affairs professionals are described.

CSL 660 Pre-Practicum in Counseling (3). Introduction, practice, and mastery of basic skills for structuring a counseling interview. (Minimum grade of "B-" and the ability to relate empathetically and therapeutically is required.)

CSL 661 Counseling Techniques and Strategies (3) Prerequisites: CSL 600, 660. The explanation, demonstration, and implementation of evidence-based practices commonly used in counseling. In addition the course will utilize a clinical decision making model to select treatments that fit client characteristics/needs.

CSL 662 Practicum (3) Prerequisites: CSL 600, 660 and admission to program. Provides for the development of individual and group counseling skills beyond the initial practicum with direct service to clients. This course is designed to model, demonstrate, and train for clinical application. (A minimum grade of "B-" and the ability to relate empathically, therapeutically, and ethically is required.)

CSL 665 Group Counseling (3) Prerequisites: CSL 600, 660, and admission to the program. This course is designed to provide theoretical and experiential understanding of group counseling with emphasis on types of groups, planning, orientation, stages of group development, group member roles and behaviors, effective leadership skills, theoretical implications for methodology and leadership style, and ethical issues related to a group environment. This course includes supervised practice.

CSL 670 Organization/Administration of Counseling Services (3) This class is an introduction to the historical development of counseling services and significant societal changes impacting on the evolution of the helping profession. The class is designed to prepare graduate level counselor trainees to develop, deliver, and maintain outcome/performance-based counseling service programs that facilitate the academic, personal/social and career development of individuals. An emphasis is placed on the integration of counseling services within either a school or agency setting.

CSL 675 Differential Diagnosis and Treatment Planning in Counseling (3) This course is a study of the most common personality disorders manifested within American society, schools, and community counseling settings. It is designed to facilitate collaboration among school and community counselors and other primary care providers. The primary focus is on contemporary diagnostic descriptions; advances in differential diagnostic procedures; current theoretical perspectives; and prevalent treatment planning strategies that guide the intervention process. Assessment of individual needs, intervention program design and implementation, and documentation of progress is also addressed. Etiology, diagnosis, treatment planning and therapeutic interventions are based on contemporary diagnostic descriptions. Diverse intervention strategies will be identified to meet the needs of a multicultural society. Specific protocols will be illustrated for diagnosis, treatment planning, and therapeutic intervention. Psychological disorders will be presented in specific case studies, counseling transcripts, films, and videotapes of actual counseling sessions. Ethical issues associated with counseling those with psychological disorders will be considered in detail.

CSL 688 Crisis Intervention Counseling (2) Prerequisite: CSL 600. 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. Guidelines for professional, school, and community responses to suicidal threats and completions, violence, bereavement, substance abuse crises, 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 (3-12) Prerequisites: CSL 600, 662, 665, instructor approval. Specializations require the completion of CSL 643, 644, 646, or 662. 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 (acceptable videotape practicum). 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. Interns are required to provide video or digital reproduction of direct service for use in supervision and demonstration of competencies. (Minimum grade of "B-" and modeling ethical and personal behavior articulated in the ACA Code of Ethics and Standards of Practice is required.)

CRIMINAL JUSTICE

Criminal Justice (CJA)
Criminal Justice Department
School of Natural & Social Sciences
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 second major or a minor. For students in majors other than Criminal Justice, minors in Criminal Justice and Emergency Management are available. Criminal Justice majors may take the Emergency Management minor but only as a second minor or in addition to a second major. Students must complete an application process and must have completed the pre-admission courses listed below, with a grade of C or better in each of the pre-admission courses in order 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 Block 3 of General Education, with Spanish strongly recommended for all Criminal Justice majors.

Pre Admission requirements (12 hours) C or above required in each

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 325 Community Based Corrections 3
430 Criminology 3
444 Topics 3
488 Criminal Justice Senior Seminar 3
SOC 305 Sociology of Deviance 3
SSC 310 Research and Statistical Analysis 3

Electives (6 hours, at least 3 hours upper level credit) 6

CJA 127 Intro to Forensic Crime Scene Investigation (3)
226 Criminal Investigation (3)
235 Security and Loss Prevention (3)
320 Correctional Institutions (3)
360 Homeland Security and Terrorism (3)
405 Family Violence (3)
497 Internship (3)
(only 3 hours of Internship will count in the Criminal Justice major or minor)
SOC 220 Social Problems **or**
320 Social Welfare 3

Criminal Justice Minor: 21 hours (not available for Criminal Justice majors)

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

CJA 105 Introduction to Criminal Justice 3
203 Police and Society (3) **or**
226 Criminal Investigation 3
210/365 Juvenile Delinquency 3
320 Correctional Institutions (3) **or**
325 Community Based Corrections 3
9 hours of upper level Criminal Justice coursework 9

Emergency Management Minor: 21 hours
(Criminal Justice majors must have a second major or another minor in addition to the Emergency Management minor)

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
491 Emergency Management Special Project 3
GEO 410 Hazards and Disasters..... 3
430 Geographic Info Systems (3) **or**
435 Computer Mapping.....3

Plus choose any two of the following:..... 6
BUS 214 Information Management (3)
POS 390 Public Budgeting and Finance (3)
444 Topics: Grant Writing Seminar (3)
PSY 406 Death and Dying (3)
410 Psychology of Small Group Behavior (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 200 Criminal Law (3) The study of the categories of criminal code, the elements of evidence and proof from the legal standpoint, and how these relate to constitutional rights of the accused.

CJA 210 Juvenile Delinquency (3) The study of the nature and extent of juvenile delinquency in the U.S., theories of cause, and the special police processing and court systems which deal with delinquency, with focus on the role of schools, drugs, gangs, racial groups, and females as special topics in delinquency.

CJA 320 Correctional Institutions (3) The course focuses on the historical development of prisons, and a discussion of the current structure, philosophy, character and issues of modern correctional institutions.

CJA 325 Community-Based Corrections (3) The study of the correctional processes at the community level including the parole and probationary concepts. Emphasis is on applied techniques.

CJA 360 Homeland Security and Terrorism (3) 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 405/505 Family Violence (3) The course examines child abuse, dating violence, domestic violence, sexual assault and elder abuse. Particular topics include theories of abuse, societal responses to abuse, and assistance to victims.

CJA 425/525 Substance Abuse Management (3) The study of substance abuse in the work place from a managerial perspective: union issues, management concerns, legality of intervention, referrals for treatment, drug testing, training supervisors, and other topics. The course also examines the war on drugs, drug sources and distribution systems, and the impact of drug abuse on individuals and society.

CJA 430 Criminology (3) 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 444/544 Topics in Criminal Justice (3) Current or special issues in Criminal Justice will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.

CJA 460 Emergency Management (3) 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 475 Issues and Ethics in Criminal Justice (3) This course will review classical and modern theories of ethics and their application to criminal justice practice. Topics include: theories of ethics, racism and prejudice, abuse of authority, and corruption.

CJA 488 Criminal Justice Senior Seminar (3) Prerequisite: 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: Instructor permission, 2.75 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.

Effective with the 2016-2017 year, the following former Northeast Community College courses are transitioning to Wayne State College courses:

CJA 127 Introduction to Forensic Crime Scene Investigation (3) Introduction to scientific investigation and the use of the crime laboratory. Includes proper methods of collecting, handling, packaging, and mailing of evidence to be analyzed by the crime laboratory. Also covers such scientific techniques as neuroactivation and analysis, toxicology, and questioned document analysis.

CJA 203 Police and Society (3) Examines the role of the police in relationship to law enforcement and American Society. Topics include, but are not limited to the role and function of police, the nature of police organizations and police work, and the patterns of police-community relations.

CJA 226 Criminal Investigation (3) Introduces criminal investigation procedures. Reviews the historical development and investigative processes related to law enforcement functions. Topics include, but are not limited to the proper collection, organization and preservation of evidence using basic investigative tools; examining the primary sources of information; analyzing the importance of writing skills; and reviewing the constitutional (legal) limitations of the investigation.

CJA 235 Security and Loss Prevention (3) Provides insight into the complex problems of loss prevention in today's society, including security staffing needs, fire protection and control, duties and responsibilities of security personnel, internal controls, emergency and disaster planning, and internal theft.

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

CJA 505 Family Violence (3) See CJA 405

CJA 525 Substance Abuse Management (3) See CJA 425

CJA 544 Topics in Criminal Justice (3) See CJA 444

EARTH SCIENCE

Earth Science (EAS)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
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
320 Rocks and Minerals 3
401 Astronomy 4
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. (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. (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) The course may be repeated twice when no duplication of topics exists.

EAS 320 Rocks and Minerals (3) Prerequisite: EAS 120. 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 and 2 hours of lab) $30 Geology Lab Fee Required.

EAS 340 Environmental Geology (3) 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. (3 hours of lecture)

EAS 350 Topics in Earth Science (1-3) A study of topics of special interest in the field of Earth Science. Course may be repeated with different topics. A limit 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 401/501 Astronomy (4) An analytic study of the solar system, our galaxy, and the universe, including a survey of cosmological theory. Graduate students will do a project and write a paper. (3 hours lecture, 3 hours lab)

EAS 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.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

EAS 501 Astronomy (4) See EAS 401

EAS 530 Oceanography (3) See EAS 430

ECONOMICS

Economics (ECO)
Business & Economics Department
School of Business & 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 an Economics concentration.

Minor in Economics: 21 hours

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

ECO	202 Principles of Macroeconomics	3
	203 Principles of Microeconomics	3
	302 Intermediate Macroeconomics	3
	303 Intermediate Microeconomics	3
SSC	319 Statistics for the Social Sciences **or**	
BUS	226 Business Statistics	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.

ECO 302 Intermediate Macroeconomics (3) Prerequisite: ECO 202. Determination of the level of national income, output and employment according to Classical, Keynesian and Modern theories. The mechanism and evaluation of stabilization policies in a global economy is discussed.

ECO 303 Intermediate Microeconomics (3) Prerequisite: ECO 203. The general framework for economic analysis of activity in a market for a product will be covered. The standard treatment of consumer and producer theory, as well as market structure influences on pricing and output activity, will be presented. Areas of application will include the labor markets, financial markets and the legal environment of business. By employing measures of economic well-being as a policy evaluation tool, particular attention will be paid to how market transactions affect the market participants and society in general.

ECO 310 Money & Banking (3) Prerequisite: ECO 202. A study of the historical evolution of the United States money and financial institutions, their current status, regulation and its impact on the whole economy. Topics include regulatory functions of the Central Bank and their relationships to sectoral, regional and aggregate output, price level and employment, an introduction to monetary theory and policies.

ECO 320 Labor Economics (3) Prerequisite: ECO 203. A study of the labor market focusing on demand for labor, supply of labor, wage determination and occupational wage differential, investment in human capital, discrimination and labor market outcomes, collective bargaining, industrial relations, labor laws, employment, unemployment, and related public policy issues.

ECO 350 Economic Development (3) Prerequisite: 3 hours of Economics. A study of the economic conditions of the Third World Countries analyzing historical and institutional aspects as to why they are underdeveloped. Modern development theories are introduced and their application to the Third World Countries are discussed

ECO 360 Global Economics (3) Basic economic concepts and their applications are introduced with the study of the trade links of different countries of the world in a global economy. The theory of international trade, the role of international agencies, World Bank, IMF, GATT and various trade blocks in a global economy are discussed.

ECO 430 International Economics (3) Prerequisite: 3 hours of Economics. A study of the principles and theories of international trade, finance, foreign investment, barriers to trade, and international economic cooperation. This course provides the necessary tools to interpret, evaluate and analyze the changing international economy.

ECO 444 Topics in Economics (3) Current or special issues in Economics will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.

ECO 470 Industrial Organization (3) Prerequisite: ECO 203. A study of the forces shaping the structure of industries and the way in which the structure of markets influences pricing, advertising, unemployment and income distribution in the economy. The evolution of public policy in relationship with the corporation is discussed

Cross-Listed Course:
GEO 315 World Economic Geography (3) May be taken as an elective in the Economics minor.

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

ECO 600 Studies in Economics Education (3) Designed for secondary schoolteachers, this course examines selected themes in economics education. Content and title will vary. May be repeated if topic and title are different.

EDUCATION

Education (EDU)
Educational Foundations & Leadership Department
School of Education & Counseling
Brandenburg Education Building

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). Educator Preparation Programs at WSC lead to certification by the Nebraska Department of Education. In those states having reciprocity with the state of Nebraska, students must apply for teacher certification to that respective state to be issued a teaching certificate. WSC does not assume responsibility for teacher certification by states other than Nebraska, but will provide institutional verification to those states on behalf of graduates who have completed an approved Educator Preparation Program. Effective September 1, 2015, all persons seeking initial certification in Nebraska will be required to produce a passing score on the appropriate Praxis II content test in his/her endorsement area prior to being issued a certificate. Nebraska Department of Education teacher certification requirements change by legislative or executive actions and may be different than degree program requirements stated in the catalog. Students should contact the WSC Field Experience and Teacher Certification Office directly with all questions or concerns.

Undergraduate students preparing to teach in secondary schools must elect a field endorsement or two subject endorsements in addition to coursework in General Education and Professional Education. NOTE: Students may graduate with a single subject endorsement in Secondary English 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 Education and Professional Education coursework.

Undergraduate students preparing for K-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 Education and Professional Education coursework. All K-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 Education 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 Field Experience and Teacher Certification 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. Effective with the 2015-16 academic year, enrollment in EDU 150 Professional Education in a Diverse Society requires an ACT composite score of 17 or higher (or equivalent SAT score). This policy applies to all students who are enrolling at WSC for the first time or who are currently enrolled at WSC but have not yet successfully completed EDU 150. An exception to this policy will be made for students who have previously completed a baccalaureate degree. If a student entering WSC has already successfully completed an introductory professional education at a prior institution, he/she will be required to show proof of at least a 17 on the ACT when submitting the Application to Educator Preparation during the first semester of enrollment at WSC.

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 Field Experience Office that adequate progress has been made on each benchmark.** A handout showing the required benchmarks is available in the Office of the Dean of Education and Counseling, or in the Field Experience Office, or on the School of Education and Counseling website. Due to the fact that 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 150 or during the first semester at WSC (if a transfer student.)

- □ **ACT Score**: Students must have a composite score of 17 or higher on the ACT (or equivalent SAT score) in order to enroll in EDU 150. Transfer students must present evidence of the required score along with the Application to Educator Preparation during the first term of enrollment at Wayne State. Persons holding a Bachelor's degree are exempt from the ACT requirement.
- □ **myEportfolio:** All education majors must purchase a subscription to *myEportfolio*, an electronic portfolio software that is used for submitting homework and assessing progress, and can also be used for building a personal portfolio for future employment. Subscriptions are purchased through the on-campus bookstore located in the Student Center.
- □ **Introductory Video:** Students are required to view the WSC introductory video describing the educator preparation process, after which they must digitally sign a Signature Sheet (located in *myEportfolio*) indicating their understanding of the requirements.
- □ **Application to Educator Preparation** (form is located in *myEportfolio*): A copy of the completed application is submitted to the Field Experience Office.
- □ **Background Check:** All education majors must complete an initial background screening prior to being placed for any field experiences. Information (including name of company that completes the screening and fee paid by the student) is provided in *myEportfolio*.

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 www.ets.org.

Required General Education courses (must earn a "C" or higher in the following two classes):

- □ CNA 100 Principles of Human Communication
- □ ENG 102 Composition Skills

Required Professional Education Courses (NOTE: all candidates must earn a "C" or higher in all EDU or SPD prefix classes):

- □ EDU 150 Professional Education in a Diverse Society (includes field experience component)
- □ EDU 250 Human Development and Cognition
- □ EDU 275 Introduction to PK-12 Instruction (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 150 Professional Education in a Diverse Society **or**
- □ EDU 457 Human Relations in a Pluralistic Society (if transferring in an equivalent EDU 150 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 a faculty committee for evidence of satisfactory progress in knowledge, skills, and dispositions.

*Please refer to the Recommendation Process handout (available on the School of Education and Counseling website) for an explanation of the recommendation options.

- □ Must receive final approval from the Professional Progress Committee to advance to Candidate status.

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 Intro to Special Education
- SPD 433 Early Childhood Social/Emotional Development and Behavior Interventions
- FCS 412 Guiding the Young Child (includes field experience component)
- EDU 435 Clinical Experience II (includes field experience component)

K-12 Education (Art, Music, or Health/PE):

- SPD 302 Inclusive Practices for General and Special Educators
- EDU 310 Reading, Writing, & Assessment in Content Areas
- EDU 406 Classroom Management
- 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 Clinical 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) for their clinical experience. All clinical classes include a significant field experience component.

Elementary Education K-8:

- SPD 302 Inclusive Practices for General and Special Educators
- EDU 302 Curriculum, Standards, and Assessment in Elementary Schools
- EDU 335 Clinical Experience I (includes field experience component)
- EDU 406 Classroom Management
- EDU 435 Clinical Experience II (includes field experience component)

Middle Level Education:

- SPD 302 Inclusive Practices for General and Special Educators
- EDU 406 Classroom Management
- EDU 409 Content Area Methods and Assessment (for each content emphasis)
- EDU 414 Content Area Clinical Experience (taken concurrently with EDU 409 once-includes field experience component)
- EDU 435 Clinical Experience II (includes field experience component)

Secondary Education:

- SPD 302 Inclusive Practices for General and Special Educators
- EDU 310 Reading, Writing, & Assessment in Content Areas
- EDU 406 Classroom Management
- 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 Clinical Experience (taken concurrently with EDU 409) Note: Music Education majors take MUS 412 (concurrently with either MUS 308 or 309) for their clinical experience.

Plus (for all endorsements):

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 *myEportfolio* dashboard

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
- Demonstrated proficiency with required media and instructional technologies (either through coursework or by individual assessment)
- 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 placement for clinical practice

Required Paperwork: Application for Clinical Practice is submitted to the Field Experience Office one semester prior to clinical practice (form is available on School of Education and Counseling website)

***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 four days of APL training either through NENTA participation or during the clinical practice semester
- 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 education 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 insure that coursework is completed in fine arts and humanities, and health and wellness.

Middle Level 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 as follows: coursework in communication, including composition and speech; health and wellness; humanities, including literature; mathematics; natural sciences; social sciences; and fine arts.

Other Endorsements:

Students transferring from a Nebraska community college with an AA or AS degree who wish to pursue an endorsement in Art, Health and Physical Education, Music, Special Education, or any of the secondary subject areas 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 education 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 Education and state certification:

MAT 210 Mathematics for Elementary School Teachers I (3)
to satisfy the Block 2 Mathematics General Education requirement.

Field Endorsement in Early Childhood Inclusive Birth-Grade 3 (BA or BS) 45 hours

EDU 216 Children's Literature 2
217 Diverse Family Systems 2
230 Integrating Creative Arts for Children 3
303 Developmentally Appropriate Practices for the Young Child 3
320 Instructional Media & Technology 2
332 Development of Language Arts in the Elementary/Middle School 3
340 Early Reading 3
430 Literacy Assessment 3
432 Development of Math in the Elementary/Middle School 3
FCS 120 Introduction to Early Childhood Education 2
220 Infants and Toddlers 3
325 Health & Safety for the Young Child 3
335 The Pre-School Age Child 3
430 Organization & Administration of ECE Programs 3
SPD 260 Characteristics & Methods: Birth through Age 8 1
302 Inclusive Practices for Gen. & Special Educators 3
452 Consultation & Collaboration 3

Highly recommended coursework:
EDU 302 Curriculum, Standards, & Assessment in Elementary School (3)
EDU 406 Classroom Management (3)

Early Childhood Education Inclusive Birth-Grade 3, Professional Education Courses: 31 hours

EDU 150 Professional Education in a Diverse Society 3
EDU 250 Human Development and Cognition 3
EDU 275 Introduction to PK-12 Instruction 3
SPD 160 Introduction to Special Education 3
SPD 433 Early Childhood Social Emotional Dev & Behav Interv 3
FCS 412 Guiding the Young Child 3
EDU 435 Clinical Experience II 1
EDU 450 Student Teaching and Seminar for Early Childhood 6-12

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 Intro 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 & Administration of ECE Programs 3
SPD 260 Characteristics & Methods: Birth through Age 8 1

Professional Education clinical practice will be completed with EDU 452 (12 hours) and EDU 450 (6 hours).

Supplemental Endorsement in Reading and Writing PK-6, 7-12: 18 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 in addition to a field endorsement or two subject endorsements.

EDU 216 Children's Literature 2
332 Development of Language Arts in the Elementary/Middle School 3
340 Early Reading..... 3
415 ESL Programs, Curriculum, Assessment 3
416 ESL Methods, 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 in addition to a field endorsement or two subject endorsements.

ENG 442 Teaching Writing.....2
443 Young Adult Literature 2
444 Developmental Reading in Mid/Sec School.....2
EDU 310 Reading, Writing, & Assessment in Content Areas 2
415 ESL Programs, Curriculum, Assessment 3
416 ESL Methods, 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.

Specific courses required to meet General Education and state certification:

Elementary Education Endorsement majors must take MAT 210 Mathematics for Elementary School Teachers I (3) in Block 2 and choose a literature course in Block 3 of the General Education program. Additionally, they must take MAT 215 Mathematics for Elementary School Teachers II (3) to meet state certification requirements.

Field Endorsement in Elementary Education K-8 (BA or BS) 41 hours

ART 315 Art and Creative Process in Ed 2
EDU 216 Children's Literature.....2
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 Elem/Mid School.....3
340 Early Reading..... 3
341 Intermediate Reading.....3
423 Development of Social Studies in the Elem/Mid School 3
430 Literacy Assessment 3
431 Development of Science in the Elem/Mid School..... 3
432 Development of Math in the Elem/Mid School 3
MAT 215 Math for Elem. Teachers II 3
MUS 214 Music and Creative Process in Ed 2

K-8 Elementary Professional Education Courses: 32 hours

EDU 150 Professional Education in a Diverse Society 3
EDU 250 Human Development and Cognition 3
EDU 275 Introduction to PK-12 Instruction 3
SPD 302 Inclusive Practices for Gen. & Special Educators 3
EDU 302 Curriculum, Standards, & Assessment
in Elementary School 3
EDU 335 Clinical Experience I.....1
EDU 406 Classroom Management.....3
EDU 435 Clinical Experience II 1
EDU 452 Student Teaching and Seminar for Elementary School.....6-12

Middle Level Education

Individuals are provided with opportunities to develop knowledge, understanding, skills and competencies for teaching grades four through nine. On completion of the program, the student is prepared for a teaching position grades four through nine.

Specific courses required to meet General Education and state certification:

MAT 210 Mathematics for Elementary School Teachers I (3) in Block 2 and choose a literature course **and** either the art course or the music course in Block 3 of the General Education program.

Field Endorsement in Middle Level Education 4-9 (BA or BS) 59-69 hours

Core Courses: 23 hours

EDU 216 Children's Literature 2
332 Development of Lang. Arts in the Elem/Mid School 3
341 Intermediate Reading.....3
350 The Middle Grades Teacher 3
423 Development of Social Studies in Elem/Mid School.....3
430 Literacy Assessment 3
431 Development of Science in Elem/Mid School 3
432 Development of Math in Elem/Mid School 3

Content Area Courses (minimum 36 hours)

Demonstrate competence in two (2) or more of the following Content Areas of Specialization with a minimum of 18 semester hours in each for a total of 36 semester hours. An exception is that a full endorsement in any Special Education area, which includes any portion of grades 4-9 may be accepted in lieu of one Content Area of Specialization.

Business Education Content Area Courses: 18 hours

BUS 122 Personal Finance in Modern Society **or**
124 Marketplace Insights & Innovations 3
208 Business Communications 3
216 Office Information Processing **or**
307 Office Systems & Technologies 3
222 Business Law I 3
240 Accounting I..... 3
ECO 202 Principles of Macroeconomics 3

English Language Arts Content Area Courses: 19 hours

CNA 100 Principles of Human Communication 3
ENG 270 Critical Approaches to Lit.....3
425 Structure of English.....3
384 World Literature 3
442 Teaching Writing.....2
443 Young Adult Literature 2
Choose one of the following 3
ENG 361 American Literature I (3)
362 American Literature II (3)
365 Modern American Fiction (3)
371 British Literature I (3)
372 British Literature II (3)
378 Topics in Modern British Literature (3)
380 Shakespeare (3)
381 Classical Epic & Drama (3)
382 Bible as Literature (3)
386 Modern World Drama (3)

Family & Consumer Sciences Content Area Courses: 22 hours

FCS 103 Clothing Construction 3
104 Principles of Food Preparation 3
108 Introduction to FCS 1
110 Family & Personal Relationships 3
207 Nutrition 3
313 Techniques of Professional Presentation 3
315 Consumer Economics 3
335 The Pre-School Age Child **or**
412 Guiding the Young Child 3

Foreign Language Content Area Courses: 18 hours
Spanish: 18 hours

SPA 120 Elementary Spanish II 3
210 Intermediate Spanish I 3
220 Intermediate Spanish II 3
230 Conversation and Composition 3
305 Advanced Grammar & Composition 3
Choose one of the following 3
SPA 301 Spanish Civilization (3)
302 Spanish American Civilization (3)
317 Spanish Literature (3)
333 Survey of Spanish American Lit (3)

Health & Physical Education Content Area Courses: 18 hours

PED 105 Anatomy & Physiology I 3
241 First Aid & CPR 2
341 Organization Administration & Curriculum Development of Secondary Health & Physical Education 3
351 Biomechanics 3
361 Methods & Materials in Health & PE 3
407 Motor Perception & Adaptives for Special Populations 3
Activity (111, 131, or 200 level) 1

Industrial Technology Content Area Courses: 18 hours

ITE 108 Manufacturing Processes & Systems 3
109 Drafting & Design 3
202 Construction Systems 3
210 Intro to Energy, Power, and Transportation Systems 3
326 Tech Lab Design & Management 3
CED 417 Principles of Career Education 3

Mathematics Content Area Courses: 22 hours

MAT 130 Precalculus 5
140 Calculus I 5
180 Applied Probability and Statistics 3
210 Math for Elem School Teachers I 3
215 Math for Elem School Teachers II 3
270 Foundations of Math 3
Recommended/Not required
MAT 320 College Geometry (3)

Science Content Area Courses: 18-19 hrs total

Earth Science
EAS 120 Introduction to Geology 4

Life Science
BIO 110 Biology Concepts 4
NAT 280 Life Science for Elementary Education 3

Physical Science (Choose two)
PHY 201/321 General Physics and Physics Lab I 4
CHE 106 General Chemistry I 4
NAT 281 Physical Science for Elementary Education 3

Social Sciences Content Area Courses: 24 hours

ECO 202 Principles of Macroeconomics 3
GEO 120 World Regional Geography..... 3
HIS 170 World Civilizations I 3
171 World Civilizations II.....3
180 American Experience I 3
181 American Experience II.....3
490 Geography & History of Nebraska 3
POS 100 American National Government 3

Middle Level -9 Professional Education Courses: 35 hours

EDU 150 Professional Education in a Diverse Society 3
250 Human Development and Cognition 3
275 Introduction to PK-12 Instruction.....3
406 Classroom Management 3
*409 Content Area Methods and Assessment..... 6
*Complete Course in both Content Emphases
**414 Content Area Clinical Experience..... 1
**Taken concurrently with EDU 409 (once)
435 Clinical Experience II..... 1
454 Student Teaching and Seminar for the Middle Grades. 6-12
SPD 302 Inclusive Practices for General and Special Educators 3

Professional Education Courses for other K-8, 6-12, 7-12, K-12 endorsements

For the following programs see specific subject areas in this catalog for required courses for the field or subject endorsements.

K-8 (Music & PE) Professional Education Courses: 27-27.5 hours

EDU 150 Professional Education in a Diverse Society 3
250 Human Development and Cognition 3
275 Introduction to PK-12 Instruction 3
310 Reading, Writing, & Assessment in Content Areas.....2
406 Classroom Management 3
*409 Content Area Methods and Assessment 3
*Music Education Majors take MUS 309/415
**414 Content Area Clinical Experience (concurrently with EDU 409)1
** Music Education majors take MUS 411
452 Student Teaching and Seminar for Elementary School..... 6
SPD 302 Inclusive Practices for General and Special Educators..... 3

If a 7-12 Subject Endorsement is combined with one of the above K-8 Subject Endorsements, these additional professional education courses are required:

EDU 409 Content Area Methods and Assessment 3
Music Education Majors take MUS 308 and 412
456 Student Teaching and Seminar for Secondary School 6

6-12 and 7-12 Secondary Professional Education Courses: 27-33 hours

EDU 150 Professional Education in a Diverse Society..... 3
250 Human Development and Cognition 3
275 Introduction to PK-12 Instruction.....3
310 Reading, Writing, & Assessment in Content Areas.....2
or (for English Education & Language Arts Education students)
ENG 444 Developmental Reading-Middle/ Secondary School 2
406 Classroom Management 3
*409 Content Area Methods and Assessment..... 3
*Music Education Majors take MUS 308/309
**414 Content Area Clinical Experience (concurrently with EDU 409) 1
**Music Education majors take MUS 412
456 Student Teaching and Seminar for the Secondary School.....6-12
SPD 302 Inclusive Practices for General and Special Educators.....3

K-12 (Art, Music, HPE) Professional Education Courses: 33-36 hours

EDU 150 Professional Education in a Diverse Society.....3
250 Human Development and Cognition 3
275 Introduction to PK-12 Instruction.....3
310 Reading, Writing, & Assessment in Content Areas.....2
406 Classroom Management 3
*409 Content Area Methods and Assessment 3
*Music Education Majors take MUS 308/309/415
**414 Content Area Clinical Experience (concurrently with EDU 409)..... 1
**Music Education majors take MUS 411 and 412
SPD 302 Inclusive Practices for General and Special Educators..... 3
EDU 452 Student Teaching and Seminar for Elementary School 6
EDU 456 Student Teaching and Seminar for the Secondary School 6

K-12, K-6, 7-12 Special Education Professional Education Courses. See Special Education program

Special Education Field Endorsement: See Special Education program

Supplemental Endorsements in English as a Second Language: See English section

Undergraduate Courses

EDU 110 Overview of Elementary Education (1) Introduction to inquiry, reflection, and implementation, overview of content integration with pedagogy. This course requires active participation and will be graded satisfactory-no credit (S-NC). Open only to elementary education majors or by permission.

EDU 150 Professional Education in a Diverse Society (3) Prerequisite: Composite ACT score of at least 17. Students are introduced to historical perspectives and philosophical questions to understand the purpose, role, and function of schools in a democratic society. This course will address a teacher's responsibility to recognize and deal with biases, including but not limited to sexism, racism, prejudice, and discrimination; and to develop an awareness of the impact such biases have on interpersonal relationships and the teaching- learning process. Students are challenged to reflect on past experiences, attitudes, and beliefs and compare them with qualities of good teaching. This course combines study of schools and society with a field experience in Nebraska schools.

EDU 216 Children's Literature (2) 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 225 Educational Technology Applications (1) An introduction to the use of technology as an instructional tool. Basic technology skills will be developed using activities that could be integrated into the K-12 curriculum. National, state and Elementary Education program technology competencies will be addressed. May be repeated with different topics up to six hours.

EDU 230 Integrating the Creative Arts for Children (3) This activity-based course will use the integration of art, music, theater 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 250 Human Development & Cognition (3) Prerequisite: EDU 150. Candidates 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. Candidates begin to understand the human learning process and individual differences in how learners think and behave based on their unique characteristics. Candidates study theoretical models and the integration of models for planning and facilitating effective and differentiated experiences for diversified learners.

EDU 275 Introduction to PK-12 Instruction (3) Prerequisite: EDU 150. Through exploration of various teaching models this course connects candidates' intuitive talents with methods of instruction in order to prepare a working knowledge base. Planning, implementation, and evaluation of instruction will be practiced. This course will include field experience.

EDU 302 Curriculum, Standards, and Assessment in the Elementary School (3) Prerequisites: Acceptance to Teacher Education. A holistic view of curriculum planning, implementation, standards, and assessment in the elementary school. Will address development of vision, mission, purpose, philosophy, goals, outcomes, and objectives, as well as history, culture, and traditions. Field experience will be arranged.

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, & Assessment in Content Areas (2) Prerequisite: Acceptance to Teacher Education. 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 Teacher Education. Students will examine the concepts of written and spoken communication as practiced in a healthy, productive school environment with a focus on human interaction. Students will evaluate their communicative ability in parent-teacher conferencing, staff meetings, interpretations of test results and in day-to-day communication with students, colleagues and administration.

EDU 320 Instructional Media and Technology (2) Prerequisite: Acceptance to Teacher Education. 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 Teacher Education. To prepare emergent professionals to be confident in their ability to implement Physical Education and Health and to create an environment in which students become confident learners and participants of Physical Education and Health.

EDU 332 Development of Language Arts in the Elementary and Middle School (3) Prerequisite: Acceptance to Teacher Education 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 Clinical Experience I (1) Prerequisite: Acceptance to Teacher Education. Incorporating knowledge, skills, and dispositions developed in all previous and current Professional Education and Elementary Field Endorsement course work with emphasis on language arts and social studies. Will include significant field experience.

EDU 340 Early Reading (3) Prerequisite: Acceptance to Teacher Education and EDU 216, and either EDU 275 or SPD 252. 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 Teacher Education and EDU 216, and either EDU 275 or SPD 252. 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 Grades Teacher (3) Prerequisite: Candidacy in Teacher Education. In this course, students will examine the history and philosophy of middle grades education, the concepts of teaming and learning communities, knowledge specific to curriculum and learner-centered instructional design in the core subjects, both content areas and fine arts, assessment appropriate for middle grades learners, and other organizational and communication models specific to middle grades education. This course should be taken prior to enrollment in EDU 332, 423, 431, 432, and the two required sections of EDU 409.

EDU 375 Teacher Academy Seminar (1) Prerequisite: Acceptance into the Northeast Nebraska Teacher Academy. During this seminar, discussion and reflection of substitute teaching experiences will occur. Students will continue training on comprehension and delivery of lesson plans, achieving behavioral objectives, teaching methodologies, student learning and formative assessment activities, use of agendas and time-on-task strategies, organization and classroom discipline, student motivation and management, and general professional guidelines, attitudes, and behaviors. In addition, the students will develop reflection and assessment skills through seminar activities, interactions and with mentor teachers, and formal evaluations. May be repeated for credit.

EDU 380 Models of Discipline for the Secondary Classroom (2). Prerequisite: Acceptance to Teacher Education. 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 406 Classroom Management (3) Prerequisite: Acceptance to Teacher Education. This course focuses on the social curriculum for classrooms necessary to proactively establish, monitor, assess, respond and revise classroom elements to facilitate learning and protect the dignity of the learner. Concepts examined are the causes of behavior, logical intervention strategies and responses, student goal setting, coping and conflict resolution strategies, bully prevention, designing and teaching effective classroom procedures and behaviors, classroom codes of conduct and how to address more serious forms of behavior. Course outcomes serve to provide teachers with the skills and ideas to help their students develop physically, socially, academically, and emotionally.

EDU 409 Content Area Methods and Assessment (3) Prerequisite: Acceptance to Teacher Education. 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; Teacher Work Sample; and the relationship of the content area to standards-based curriculum. To be taken concurrently with EDU 414 Content Area Clinical Experience.

EDU 414 Content Area Clinical Experience (1) Prerequisite: Acceptance to Teacher Education and Successful Completion/Concurrent Enrollment in EDU 409 Content Area Methods and Materials. This 80-clock hour minimum (60 hrs. in classroom +20 hrs. 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) A course to examine programs providing appropriate education for English Language Learners. Curriculum will be evaluated relative to the research in second language acquisition. Modules on formal assessment for placement and growth and informal (authentic) assessment will also be provided. Clinical experience will be included. Graduate students will complete an additional project relating to the theorists who have contributed to understanding of ESL programs, curriculum, and assessment.

EDU 416/516 ESL Methods and Assessment (3) A course designed to examine methods appropriate for English Language Learners including sheltered English, total physical approach, comprehensions based and affective-humanistic approaches. Techniques for an authentic (informal) assessment of Limited English Proficient students and goal setting based on results of formal assessment as well as clinical experience will be included. Graduate students will complete a project relative to the use of appropriate methods or assessments of ELL (English Language Learner) students.

EDU 417/517 English as a Second Language Practicum PK-12 (3) Prerequisites: EDU 415/515, 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 Teacher Education. To prepare emergent professionals to become confident in their ability to implement Social Studies and to create an environment in which students become confident learners and participants of Social Studies.

EDU 430/530 Literacy Assessment (3) Prerequisites: Acceptance to Teacher Education and successful completion of EDU 340 and 341 or graduate standing. The assessment, analysis and instruction of children's literacy development to include a field experience. To be taken with EDU 435.

EDU 431 Development of Science in the Elementary and Middle School (3) Prerequisites: Acceptance to Teacher Education and completion of one (1) course in General Education Biology or Physical Science. To prepare emergent professionals to become confident in their ability to implement Science activities and to create an environment in which students become confident learners and participants of Science. To be taken with EDU 435.

EDU 432 Development of Mathematics in the Elementary and Middle School (3) Prerequisites: Acceptance to Teacher Education 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. To be taken with EDU 435.

EDU 435 Clinical Experience II (1) Prerequisites: Acceptance to Teacher Education, successful completion of EDU 414 or 335 or FCS 412 (EDU 414 for middle level education, EDU 335 for elementary education, and FCS 412 for early childhood education). Incorporating knowledge, skills, and dispositions developed in all previous and current Professional Education and Elementary/Middle Level/Early Childhood Field Endorsement course work with emphasis on science and mathematics. Must be taken semester prior to Clinical Practice. Will include significant field experience.

EDU 440 Reading & Writing Practicum PK-6 (1) Prerequisites: EDU 216, 332, 340 or 341, 415, 416, and 430. 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 & 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 450 Student Teaching and Seminar for Early Childhood (6-12) 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 & Counseling. On-campus seminars will be offered periodically throughout the semester. This is the culminating experience of the early childhood education Inclusive pre-service teacher education program. (Graded S-NC)

EDU 452 Student Teaching and Seminar 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 & Counseling. On-campus seminars will be offered periodically throughout the semester. This is the culminating experience of the elementary pre-service teacher education program. (Graded S-NC)

EDU 454 Student Teaching and Seminar for Middle Grades (6-12) Prerequisite: Acceptance to Clinical Practice. A semester course of full day learning experiences in the middle grades under the supervision of a cooperating 4-9 teacher, a supervisor from the School of Education &Counseling, and a faculty member from each of the content specialty areas. On-campus seminars will be offered periodically throughout the semester. This is the culminating experience of the middle grades pre-service teacher education program. (Graded S-NC)

EDU 456 Student Teaching and Seminar for the 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 & Counseling, 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 teacher education program. (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 level graduate courses.
Graduate Courses

EDU 515 ESL Programs, Curriculum, and Assessment (3) See EDU 415

EDU 516 ESL Methods and Assessment (3) See EDU 416

EDU 517 English as a Second Language Practicum PK-12 (3) See EDU 417

EDU 530 Literacy Assessment (3) See EDU 430

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 Graduate Studies and Research (3) This is an introductory course recommended as the first course for graduate students. The course is designed to provide graduate students with a foundation for their degree program. Expectations for graduate programs will be addressed, including the Program of Study (an important document required of each graduate student). 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 as a school leader and manager. Topics include leadership concepts, public relations, student personnel policies, student activities, guidance services, class scheduling and evaluation of the educational programs.

EDU 611 Secondary School Administration 7-12 (3) The study of the role and responsibility of the secondary principal as a school leader and manager. Topics include leadership concepts, public relations, student personnel policies, student activities, guidance services, class scheduling, and evaluating the education program.

EDU 612 Social Sciences 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 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 650 Research Design (3) A course designed to develop knowledge of research, research skills and practical utilization of research information. Graduate students will be expected to use technology effectively and efficiently for any of the following purposes: to conduct literature reviews, to formulate research problems, to develop proposals, to participate in active research problems, and/or to understand and apply basic research tools of both quantitative and qualitative analyses. Research Design has a variable prefix (EDU, ENG, HIS, etc.). Depending on the prefix, the course will be taught by content or education faculty members.

EDU 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 654 Middle School Administration (3) A course designed to acquaint the student with administrative theories, principles, organization, and philosophy for the middle level school. This course is a systematic study of the middle school principalship. Emphasis is placed on relating theories of administration, learning and teaching in the middle grades, and an organization of the middle level school to address the unique needs of the middle grades student.

EDU 655 School Law: Constitutional Aspects and Cases (3) A course designed to acquaint the student with the principles of school law. Some of the areas included are: The legal system; compulsory schooling; control over students; control over teachers; freedom and religion; and control over ideas.

EDU 656 School Law: Operational Aspects and Cases (3) A course designed to acquaint the student with the principles of school law. Some of the areas included are: The legal system; school administrative structure; school organization; tort liability; financing public education and private education.

EDU 657 School Organization and Administration (3) A course designed to provide the student with a background of the conceptual milieu of the school administrator and the organization of public education in order to prepare for the rapid changes in the field of education that demand an integration of theory, knowledge and practice.

EDU 658 Fundamentals of Curriculum Development 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) Common school finance procedures and school facilities planning and management will be the focus of this course. Emphasis will be placed on the application of theory into practice concerning daily budgeting activities and facilities planning.

EDU 660 Supervising the Student Teacher (3) A course for persons who wish to be one of the following: cooperating teacher in a school off-campus; supervising teacher in a campus laboratory school; administrator in a school system where there are student teachers; college director of 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) 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) 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 & 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 & 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 administrators role in general supervision of education programs, to include a broad overview of the role and function of the school superintendent in the selection and development of staff and professional personnel, physical plant maintenance, transportation, public relations, planning, fiscal responsibilities and politics in the community.

EDU 704 School Law for Administrators (3) A course designed for in-depth study of current state statutes, federal legislation, significant court cases and rule-making which affect school financing, accreditation, contractual agreements, downsizing, consolidation, and teacher/student rights and responsibilities.

EDU 705 Problem Resolution in Educational Organizations (3) This course is a requirement for students pursuing the Education Specialist 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 Education Specialist 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 Educational Finance and Business Management (3) Examines the fiscal environment of public education to include sources of tax revenue, allocation of resources, responsibilities of school board and administrators, trends in financing public education, and an analysis of selected funding programs. Special attention will be given to fiscal issues confronting administrators of Nebraska schools.

EDU 750 School and Community Relations (3) The systematic exploration of education policy as it has organized, reflected and influenced the lives of children, youth, and families, with particular emphasis on effective communication and practical applications. Roles of educational organizations and institutional change in such social issues as equity and cultural diversity will be studied.

EDU 760 Information Management (3) This class is a requirement in the Education Specialist Program. Course content includes managing data, administrative tasks, and personal communication via electronic media. Students will learn to use power-points, EXCEL spreadsheets, and word documents for projecting enrollments, staffing, and budgets, and as a tool to organize school improvement efforts.

EDU 786 Advanced Internship in Educational Leadership (3) This class is a requirement in the Education Specialist 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 (3) Selected topics related to educational administration. May be repeated twice for the specialist degree program with a different topic.

PRE-PROFESSIONAL STUDIES IN ENGINEERING

Pre-Professional Studies in Engineering

(Cooperative Programs)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
Carhart Science Building

Program Description: Pre-engineering studies at Wayne State College consist of an interdisciplinary core of coursework in the humanities and social sciences, communications, mathematics, physics, chemistry, and engineering sciences. This core is common of most engineering disciplines and provides a solid foundation that can lead to a career in engineering.

Three options are available for students interested in an engineering degree:

1. Complete a two year program of study at Wayne State College with expectation to transfer to a degree granting institution. The pre-engineering program is designed to be compatible with SDSU and SDSM&T (but is not limited to those institutions). During the first semester pre-engineering students complete four year roadmaps for their choice of engineering specialty with degree granting institutions.
2. Students can earn a BS degree in applied mathematics or in one of the other sciences at WSC, and then transfer to an engineering school to pursue either a BS or MS degree. Please refer to the Mathematics, Biology, Chemistry, or Computer Science section of this catalog.
3. Students can pursue a degree in industrial technology at WSC. Please refer to the Industrial Technology section of this catalog.

The fundamental goal of the pre-engineering program is to deliver a well-articulated program of study allowing students to transfer to an engineering school. To this end, pre-engineering studies consist of an inter-disciplinary core of course work in the humanities and social sciences, communications, mathematics, physics, chemistry, and applied sciences.

Example of a possible Program of Study in General Engineering

Although there is a common core, each area of engineering is enough different, that students will be prescribed individual programs of study. These programs of study are better defined once the student decides on an area of study and the engineering school to which the student wishes to transfer. Please refer to the Program and Advising Guide for Pre-Professional Studies in Engineering available online at www.wsc.edu/eng.

The first semester of each prescribed program is the same.

First Semester (For students meeting Calculus prerequisites)

PHY 115 Professionalism in Science.....2
301 University Physics I..... 4
321 Physics Laboratory I 1
ENG 102 Composition Skills I.....3
MAT 140 Calculus I 5

The remaining semesters (Course taking is very sequential and students need to check with their advisors to create an individualized program of study)

CHE 107 General Chemistry II 4
CNA 100 Principles of Human Communication.....3
CSC 150 Programming Fundamentals I.....3
MAT 240 Calculus II..... 5
250 Differential Equations.....3
340 Calculus III..... 5
PHY 214 Applied Statics 3
215 Applied Dynamics3
301 & 321 University Physics I & Lab.....5
(Calc-Based)
302 & 322 University Physics II & Lab 5
(Calc-Based)
Humanities/Social Sciences Electives*.....6
Science Elective** 3
Technical Writing*** 3

* Studies in the humanities and social sciences serve not only to meet the objectives of a broad education but also to meet the objectives of the engineering profession. Therefore, studies in the humanities and social sciences must be planned to reflect a rationale or fulfill an objective appropriate to the engineering profession and to fulfill the objectives of WSC and the receiving engineering college. To satisfy this requirement, the courses must provide both breadth and depth, and not be limited to a selection of unrelated introductory courses. Such course work must meet the generally accepted definitions that humanities are the branches of knowledge concerned with man and his culture, while social sciences are the studies of individual relationships in and to society. Examples of qualifying subjects are; philosophy, religion, history, literature, fine arts, sociology, psychology, political science, anthropology, economics, and foreign languages other than English or the student's native language. Subjects such as accounting, management, finance, personnel administration, personal economics, and military training do not fulfill the desired objectives of the humanities and social sciences.

** Electives in science can include upper level courses in biology, chemistry, mathematics, or physics. Refer to the Program and Advising Guide for Pre-Professional Studies in Engineering available online at www.wsc.edu/eng, for guidance.

***A technical writing course is a core requirement of engineering programs and this course should be taken either as a special offering from WSC or from a different institution, perhaps as distance learning.

ENGLISH

English (ENG)
Language & Literature Department
School of Arts & Humanities
Humanities Building

In all courses except those concerned with special skills, the English program emphasizes both the form and content of literature to help the student understand not only its aesthetic merit but also its philosophical implications. Courses in English provide the background and skills needed to understand the written word and to use language effectively. The program prepares individuals to evaluate and enjoy what has been written and to enter careers (such as teaching, law, the ministry, business) in which success depends on reading and writing competently.

The BA degree is preferred for English majors and required for the Literature emphasis major.

Major in English (BA or BS) 30-36 hours

Core: 15 hours

ENG 150 Topics in Literature or
260 Studies in Genre **or**
280 Themes and Movements in Literature.....3
ENG 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) 15 hours +15 hour core

*Take 2 of the courses not taken in core.
ENG 200 Expository Writing* **or**
202 Poetry Workshop* **or**
203 Fiction Workshop* **or**
204 Creative Nonfiction Workshop*.....6
425 Structure of English **or**
426 Linguistic Theory and Applications 3
402 Advanced Poetry Workshop **or**
403 Advanced Fiction Workshop **or**
404 Advanced Creative Nonfiction Workshop.....3
Plus 3 hours of upper level ENG electives.....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 Epic and Drama **or**
382 The Bible as Literature 3
Plus 3 hours of upper level ENG electives 3
(upper level foreign language may be substituted).

Major in English Writing and Literature (BA or BS) 48 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) 42 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
425 Structure of English 3
426 Linguistic Theory and Applications 3
361 American Literature I 3
362 American Literature II 3
371 British Literature I 3
372 British Literature II 3
380 Shakespeare 3
381 Classical Epic and Drama **or**
382 The Bible as Literature 3
442 Teaching Writing 2
443 Young Adult Literature 2
444 Developmental Reading-Middle/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) 53 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 53 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-Middle/Secondary Schools 2

Language (6 Hours)

ENG 425 Structure of English 3
426 Linguistic Theory & Application **or**
CNA 302 Language & Human Behavior 3

Composition (5 Hours)

ENG 202 Poetry Workshop **or**
203 Fiction Workshop **or**
204 Creative Nonfiction Workshop **or**
430 Playwriting 3
442 Teaching Writing 2

Speech (6 Hours)

CNA 201 Small Group Communication **or**
210 Interpersonal Communication 3
240/440 Intercollegiate Forensics **or**
447 Directing Communication Activities 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 Epic and Drama **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 & Literature.....3

Dramatic Arts (8 Hours)
CNA 223 Acting* 3
T220/T320/T420 Theatre Workshop 2
432 Play Production For Secondary Schools.....3
*Participation in college productions also required.

Journalism (6 Hours)
CNA 280 News Writing 3
290 Editing and Copy Editing **or**
450 Computer Layout & Presentation 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 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.
Students must complete 21
at least 3 hours from the following: ENG 200, 202, 203, 204, 402, 403, and 404;
at least 9 hours from the following: ENG 150, 270, 361, 362, 371, 372, 380, 381, 382, 383, and 384;
and 9 hours from any ENG course not used above other than ENG 102.

Minor in Editing and Publishing: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) 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.
Students must complete 21
CNA 290 Editing and Copy Editing 3
453 Integrated Marketing Communication 3
ENG 221 Editing for Publication..... 3
321 Production and Design for Publication 3
ITE 425 Desktop Publishing..... 3
Choose 6 hours of Optional courses (at least 3 hrs upper level) 6
CNA 262 Writing for the Mass Media (3)
280 News Writing (3)
458 Adv News Writing and Reporting (3)
ENG 200 Expository Writing (3)
202 Poetry Workshop (3)
203 Fiction Workshop (3)
204 Creative Nonfiction Workshop (3)
402 Advanced Poetry Workshop (3)
403 Advanced Fiction Workshop (3)
404 Advanced Creative Nonfiction Workshop (3)
421 Advanced Publishing (3)
CNA 497 Internship **or**
ENG 497 Internship

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, Assessment 3
416 ESL Methods, Assessment 3
417 ESL Practicum PK-12 3
ENG 425 Structure of English **or**
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, Assessment.....3
516 ESL Methods, Assessment.....3
517 ESL Practicum PK-12 3
ENG 525 Structure of English **or**
ENG 526 Linguistic Theory and Applications.....3

ENG 102 is a prerequisite to all other English courses except ENG 105, 202, 203, 204, 150, 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 Education credit.

ENG 150 Topics in Literature (3) Students will read and analyze selected literary works. The course focuses on the relation of literature to place, biography, culture, gender, class, and race. Students will be introduced to the principles of close reading, interpretation, and criticism of literary texts.

ENG 200 Expository Writing (3) Prerequisite: ENG 102 or an equivalent course. 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 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. These program goals will be reinforced in the literature courses required for the major culminating in ENG 480 Senior Seminar. Prerequisite for ENG 333, 361, 362, 365, 371, 372, 378, 380, 381, 382, 383, 386, and 480 - one of three prerequisite choices for ENG 384.

ENG 280 Themes and Movements in Literature (3) Readings in world literature organized around a specific literary theme or movement. Topic and title vary from offering to offering.

ENG 284 Introduction to Film (3) A survey of the history, development, techniques, and major genres of cinema.

ENG 321 Production and Design for Publication (3) Prerequisites: 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) Prerequisite: ENG 270 or permission of the instructor. Theatre, plays and players from 17th century beginnings to the present. Cross-listed as CNA 333.

ENG 361 American Literature I (3) Prerequisite: ENG 270 or permission of the instructor. A survey, beginning with pre-contact indigenous literature and concluding with the Naturalist/Symbolist Period.

ENG 362 American Literature II (3) Prerequisite: ENG 270 or permission of the instructor. A survey, beginning with the Harlem Renaissance and Modernist Period in American Literature and concluding with study of significant contemporary writers.

ENG 365 Modern American Fiction (3) Prerequisite: ENG 270 or permission of the instructor. Short stories and novels by significant 20th century American writers.

ENG 371 British Literature I (3) Prerequisite: ENG 270 or permission of the instructor. A survey of British literature, beginning with Beowulf and concluding with works by 18th century writers.

ENG 372 British Literature II (3) Prerequisite: ENG 270 or permission of the instructor. A survey of British literature, beginning with the Romantic writers and concluding with contemporary writers.

ENG 378 Topics in Modern British Fiction (3) Prerequisite: ENG 270 or permission of the instructor. Short stories and novels by significant 20th century British writers.

ENG 380 Shakespeare (3) Prerequisite: ENG 270 or permission of the instructor. Directed reading of Shakespeare's plays and poetry against the background of Renaissance culture. Cross-listed as CNA 380.

ENG 381 Classical Epic and Drama (3) Prerequisite: ENG 270 or permission of the instructor. A study of the ancient epic and of Greek drama; readings of Homer, Virgil, Aeschylus, Sophocles, Euripides, Aristophanes, and Aristotle.

ENG 382 The Bible as Literature (3) Prerequisite: ENG 270 or permission of the instructor. Literary analysis of the Hebrew scripture (Old Testament) and of the New Testament.

ENG 383 Film and Literature (3) Prerequisite: ENG 270 or permission of the instructor. An on-going series of courses concerned with the relationship (thematic, generic, social-historical, etc.) between cinema and literature. CNA/ENG 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. The 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) Prerequisite: ENG 270 or permission of the instructor. Reading of representative global dramatists in translations from Ibsen to the Post-Moderns. Cross-listed as CNA 386.

ENG 402 Advanced Poetry Workshop (3) Prerequisite: ENG 202 or permission of instructor. Continued study of and practice in the techniques of poetry writing.

ENG 403 Advanced Fiction Workshop (3) Prerequisite: ENG 203 or permission of instructor. Continued study of and practice in the writing of short fiction.

ENG 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. 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 425/525 Structure of English (3) Descriptive approach to English Grammar, including pronunciation, word-formation, sentence structure, and semantics/pragmatics. Some attention to dialect differences, social factors in usage, written and spoken style, orthography, and the history of the language.

ENG 426/526 Linguistic Theory and Applications (3) Introduction to generative grammar and its application to English and other languages. In addition to basic concepts of phonology and morpho-syntax, the course covers language acquisition, psycholinguistics, neurolinguistics, and other applied linguistic fields.

ENG 430 Playwriting (3) Theory and practice of writing one-act and full-length plays. Cross-listed as CNA 430.

ENG 442/542 Teaching Writing (2) A survey of the major theories and issues surrounding the teaching of writing in the pre-college classroom. Topics include classroom strategies, traditional grammar and its alternatives, grading and testing, and individualizing the writing curriculum. After an initial survey of current literature on these topics, students will be involved in designing their own writing curricula, micro-teaching, and adapting materials to the needs of the student population they expect to encounter in their professional careers.

ENG 443/543 Young Adult Literature (2) Study of popular and traditional literature appropriate for adolescent readers, and of techniques and strategies for teaching this literature.

ENG 444/544 Developmental Reading in Middle and Secondary Schools (2) Survey of current research on the reading processes of middle and secondary school student: techniques for assessing, developing, and improving students' reading strategies, with emphasis on such topics as vocabulary development, comprehension, study skills, and reading in the content areas. This course meets the middle and secondary school reading requirement (reading in the content areas).

ENG 480 Senior Seminar (3) Prerequisite: ENG 270. A study of the techniques of literary research, critical evaluation, and analysis of literary texts, as well as historical and thematic problems facing the literary scholar.

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 once for credit, by advisement, when no duplication of topic exists.

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 level graduate courses.

Graduate Courses

ENG 501 Writer's Workshop (3) Prerequisites: ENG 402 and 403 or graduate standing. The course is intended for experienced creative writers working in poetry, fiction, creative non-fiction or other genres who wish to further practice their craft. May be repeated.

ENG 515 Neihardt Seminar (3) See ENG 415

ENG 522 History of the English Language (3) The development of modern English from its Anglo-Saxon sources through American English, with emphasis on phonetics and the history of grammar, syntax, and vocabulary. Illustrative reading in Anglo-Saxon, Middle English, and the principal modern dialects.

ENG 525 Structure of English (3) See ENG 425

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 (1) Guided readings in British and American literature and its history based upon the graduate reading list. Offered every term. May be repeated to a maximum of three hours.

ENG 621 Seminar: Major Authors (3) Intensive study of one or two major writers. Topic and title vary from offering to offering. May be repeated.

ENG 632 Seminar: English Literature to 1700 (3) Topics in English literature through the Restoration. Topic and title vary from offering to offering. May be repeated.

ENG 633 Seminar: English Literature from 1700-1900 (3) Topics in English literature of the Augustan, Romantic, and Victorian periods. Topic and title vary from offering to offering. May be repeated.

ENG 644 Seminar in American Literature (3) Topics in American literature from the beginning to 1920. Topic and title vary from offering to offering. May be repeated.

ENG 655 Modern British and American Literature (3) Studies in the Anglo American literary culture of the twentieth century. Topic and title vary from offering to offering. May be repeated.

ENG 682 Topics in Literary Criticism (3) Close study of a major problem in the criticism of literature. Problem and title vary from offering to offering. May be repeated.

FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences (FCS)
Technology & Applied Science Department
School of Business & 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.

Students planning to teach family and consumer sciences subjects in secondary schools should work toward the major in family and consumer sciences with the field endorsement in family and consumer sciences. No other endorsement is required.

Students planning careers in professional areas of family and consumer sciences other than teaching such as business, extension or social services, which require teaching-related skills, should work toward the major in family and consumer sciences with the field endorsement in family and consumer sciences, and take appropriate electives selected by advisement.

Students planning careers in fashion merchandising, interior design, early childhood, foods and nutrition, or other related professions should work toward a bachelor's degree with a concentration in the appropriate area. Students planning a career in early childhood should pursue the major in that area.

Students needing a background of concentrated study for related professions should work toward a major with a family and consumer sciences concentration. 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.

Transfer Students

Students transferring from a Nebraska community college with an AA or AS degree who wish to pursue an endorsement in Family and Consumer Sciences must complete 9 semester hours of Nutrition, Wellness and Foods to meet state certification requirements.

Major in Family and Consumer Sciences (BA or BS) 51-57 hours

All Family and Consumer Sciences majors will take FCS 207 Nutrition to meet the Block 2 Wellness General Education requirement.

Family and Consumer Sciences Core: 18 hours

FCS 103 Clothing Construction **or**
302 Textiles 3
108 Intro to Family & Consumer Sciences. 1
110 Family & Personal Relationships **or**
115 Human Development and the Family..... 3
240 Design and Interior Environments **or**
305 Housing Development & 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 Concentration (BA or BS) 33 hours + 18 hour core

(Requires FCS 103 Clothing Construction and FCS 110 Family and Personal Relationships in the core)

FCS 104 Principles of Food Preparation **or**
107 Principles of Baking 3
115 Human Development and the Family..... 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 and Safety for the Young Child 3
314 Organization and Administration of FCS Programs……3
403 Fashion Analysis 3
CED 417 Principles of Career Education.....3
423 Coordinating Techniques.....3

Required: Secondary Professional Education Courses (33 hours)

Family and Consumer Sciences Concentration: 39 hours + 18 hour core

(Requires FCS 103 Clothing Construction and FCS 115 Human Development & 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)

FCS 106 Introduction to Fashion Industry 2
202 Clothing Design 3
302 Textiles 3
303 Fashion Retailing 3
312 Historic Costume 3
318 Soft Furnishings 3
403 Fashion Analysis 3
BUS 142 Survey of Accounting 3
222 Business Law I 3
360 Management Theory and Practice 3
367 Foundations of Human Resource Management 3
370 Principles of Marketing 3
FCS electives by advisement (should not include 207) 3
Recommended:
FCS 497 FCS Internship
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 & Assessment 3
Electives selected from the following: 6-9
BUS 142 Survey of Accounting (3)
222 Business Law I (3)
360 Management Theory & Practice (3)
367 Foundations of Human Resource Management (3)
370 Principles of Marketing (3)
CHE 106 General Chemistry I (4)
107 General Chemistry II (4)
208 Intro Organic Chemistry (4)
FCS 416 FCS Practicum (3)
PED 105 Anatomy & Physiology I (3)
207 Athletic Performance & Nutrition (3)
310 Professional & Leadership Development in Exercise Science (3)

Interior Design Concentration: 39 hours + 18 hour core

(Requires FCS 302 Textiles in the core)

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
ART 344 Art History I **or**
345 Art History II **or**
346 Art History III **or**
440 Multicultural Arts....3
BUS 142 Survey of Accounting....3
222 Business Law I **or**
370 Principles of Marketing....3
327 Principles of Real Estate **or**
360 Management Theory & Practice....3
ITE 211 Architectural/Industrial Finishing....3
214 Residential Drawing....3
314 Architectural Design....3

Recommended:
FCS 497 FCS Internship
Business Administration Minor or Art Minor

Major in Early Childhood (BA or BS) 56 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 Block 2 Wellness requirement in General Education.

FCS 104 Principles of Food Preparation **or**
107 Principles of Baking....3
108 Intro to Family & Consumer Science....1
110 Family & 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 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 Org & Ad of Early Childhood Education Programs....3
EDU 216 Children's Literature....2
230 Integrating Creative Arts for Children....3
303 Developmentally Appropriate Practices for Young Children....3
SPD 260 Chars & Meth: Birth thru age 8....1
302 Inclusive Practices for Gen & Special Education....3

Recommended course:
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**
FCS 107 Principles of Baking.....3
FCS 207 Nutrition.....3
FCS 317 Nutrition Through the Life Cycle..... 3
Electives selected from the following 12
PED 207 Athletic Performance and Nutrition (3)
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)

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)

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) A study of the fashion industry from concept to consumer, including career opportunities, the language of the industry, and its place in a global economy.

FCS 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 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) A study of the retail distribution of fashion. Buying and merchandising concepts will be explored through computer simulation.

FCS 305 Housing Development and Design (3) A study of architectural housing styles, future trends in housing, housing selection as it concerns the family during stages of the family life cycle. Floor plans, furniture arrangement, elements and principles of design, 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) A survey of western style clothing and accessories from the ancient Egyptian times to the present.

FCS 313 Techniques in Professional Presentation (3) A study of the fundamentals of: verbal and nonverbal presentations; media techniques for presenting oral and written information; visual aids and their usage; and display techniques to enable the student to become more skilled at giving professional presentations.

FCS 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 and Safety for the Young Child (3) Students will be assessed a fee for Red Cross CPR certification. A course designed to assist early childhood and elementary educators by providing them with knowledge and skills to address the health, safety, and physical needs of young children (0-8 years). CPR certification, partnerships with family members and other professionals, and adaptive care for special needs will be addressed. $35 Course Fee Required

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) Prerequisites: FCS 103 or permission of instructor. Fashion and figure analysis, standards of fit, and alteration potential of ready-to-wear will be explored. Alteration problems will be studied in half-scale and applied to full scale designer garments. (Lecture and lab combined)

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, child care providers and parents in providing an environment that is safe and developmentally appropriate for the development of the child's potential. The pre-school lab provides opportunity for observing and working with three, four and five year olds. (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 430/530 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. Graduate students will complete a project relative to the management of an early childhood program.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

FCS 505 Special Topics in Family and Consumer Sciences (3) Each time this course is offered the focus will be on topics related to one of the areas of family and consumer sciences. The areas to be rotated include housing, textiles and apparel, family relations, foods and nutrition, resource management, and other topics as applicable. The course may be repeated with a change in topic three (3) times for a total of nine (9) hours.

FCS 520 Infants/Toddlers Through Primary Children Birth-8 (4) Study of the processes of human growth and development from birth through age 8 as determined by heredity, society, and human interaction. The course will examine physical, social, emotional, cognitive (intellectual), language (communication), and creative development.

FCS 530 Organization and Administration of Early Childhood Education Programs (3) See FCS 430

FCS 610 Instructional Techniques and Curriculum Development in FCS (3) This course will examine the current literature on instructional techniques and curriculum development; compare and contrast available curriculums; adapt and apply curriculums to meet needs of family and consumer sciences.

FCS 615 Current Trends & Issues in Family and Consumer Sciences (3) This course explores current trends and issues that affect the field of family and consumer sciences.

FCS 616 Early Childhood Practicum and Applied Research (3) Prerequisites: FCS 520, 530. Study of children birth through age 5 by observation and interaction in an organized environment such as a child development center or preschool program. 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.

GENERAL STUDIES

General Studies (GST) courses, available through the Holland Academic Success, are graded and apply toward full-time enrollment, but do not count toward graduation and are not included in the calculation of WSC Grade Point Average. These courses are listed under General Studies in the course schedule/registration booklets each semester.

GST 102(ND) Beginning Algebra (2 non-degree) CREDIT DOES NOT COUNT TOWARD ANY WSC DEGREE. Operations with real numbers, solutions and graphs of linear equations, problem solving strategies, and algebraic manipulations are included. The course also reinforces basic mathematical skills and their everyday applications. Intended for students with inadequate math background, high level of math anxiety, or out of a school environment for some years. It is also useful for CORE Academic Skills for Educators Test Preparation. The course is designed for students with: math ACT 15 or below, SAT 410 or below, or a COMPASS score of PREALG OR ALGEBRA: below 30.

GST 103(ND) Elementary Algebra (3 non-degree) CREDIT DOES NOT COUNT TOWARD ANY WSC DEGREE. Prerequisite: Placement or C- or better in GST 102. A beginning Algebra course covering most elementary topics of algebra. The real number system, solving simple equations and inequalities, and an introduction to polynomials, rational equations and radical expressions. This course does not meet a general education requirement. This course is designed for students with: Math ACT 16 or above, SAT 440 or above, or a COMPASS score of ALGEBRA: 30 and above as well as for students with limited algebra background or for students who need review.

GST 108(ND) 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.

GST 117(ND) 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. $6 Course Fee Required.

GST 119(ND) 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).

Geography

Geography (GEO)
History, Politics & Geography Department
School of Natural & Social Sciences
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 Education requirements.

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). A second subject endorsement is also required.
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 <u>or Earth Science</u> Electives 12

Minor in Geospatial Technology (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 **or**
GEO 130 Physical Geography 3
425 Urban Geographic Information Systems 3
430 Geographic Information Systems 3
435 Computer Mapping 3
CSC 150 Programming Fundamentals I 3

Plus six hours of electives selected from the following courses 6
(at least one must be 300 level or higher):

CSC 160 Programming Fundamentals II (3)
165 Intro to Web Design (3)
365 Scripting Languages (3)
CIS 366 Introduction to Data Base (3)
SSC 319 Statistics for the Social Sciences (3)
GEO 497 Geography Internship (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 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 444 Topics in Geography (3) Current or special issues in Geography will be examined. The course offers students the opportunity to discuss relevant issues facing society. The course may be repeated for credit, by advisement, when no duplication of topics exists.

GEO 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.

Cross Listed Course:
This class may be used as a geography elective in the major, minor, and endorsement programs:

SOC 465 Peoples & Cultures of the Middle East (3)

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

GEO 500 Topics in Geography (3) Reading and discussion of selected topic in geography. Topic and title will vary. May be repeated if topic and title are different.

GEO 510 Hazards and Disasters (3) See GEO 410

GEO 525 Urban Geographic Information Systems (3) See GEO 425

GEO 530 Geographic Info Systems (3) See GEO 430

GEO 535 Computer Mapping (3) See GEO 435

GEO 590 Geography and History of Nebraska (3) See GEO 490. Also listed as HIS 590

HISTORY

History (HIS)

History, Politics & Geography Department
School of Natural & Social Sciences
Connell Hall Building

History offers courses designed to help the student understand something of human nature through an understanding of the past.

Subject Endorsement in History (BA or BS) 42 hours

The endorsement includes 15 hours of Block 3 General Education 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
180 The American Experience I.....3
181 The American Experience II.....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 3
must be taken as part of the professional education requirements.

Major in History (BA or BS) 36 hours

The Major includes 6 hours of Block 3 General Education 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
180 The American Experience I.....3
181 The American Experience II.....3
U.S. Upper level History.....6
Non U.S. Upper level History.....6
History Electives.....9
SSC 490 Social Sciences Research Seminar
(or appropriate Honors Course 395 or 499).....3

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 Education (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 Education (3) A selective examination of the major trends, events, and issues that have shaped the development of the United States, from pre-colonial times to the present. This course does not count in the major in History, subject endorsement in History, or field endorsement in Social Sciences.

HIS 170 World Civilizations I (3) This course surveys the world's cultures and their interactions from the rise of civilization through the age of European expansion. Required for majors and teacher education candidates seeking a Social Sciences field endorsement or a history subject endorsement.

HIS 171 World Civilizations II (3) This course surveys the world's cultures from the age of the European voyages of discovery to the twentieth century. Required for majors and teacher education candidates seeking a Social Sciences field endorsement or a history subject endorsement.

HIS 180 The American Experience I (3) A comprehensive survey of American History from the Pre-Columbia Period to Reconstruction, including a survey of the Colonial Era, the American Revolution, the Early National Period, Antebellum America, and the Civil War. The course focuses on analyzing and interpreting the role of gender, class, race and ethnicity in American History. The class will study many cultural groups in history including Americans Indians, African Americans and European Americans. Students will engage in historical research using primary sources. The goal will be to investigate, interpret, and analyze the important events of the time and the persistent issues they have led to in the nation using multiple historical and contemporary resources. This class required for majors and teacher education candidates seeking a Social Sciences field endorsement or a History subject endorsement.

HIS 181 The American Experience II (3) A comprehensive survey of American History from Reconstruction to the present, including a survey of the Industrial Age, the Gilded Age, the Progressive era, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the tumultuous Sixties, and the Age of Reagan. The course focuses on analyzing and interpreting the role of gender, class, race and ethnicity in American History. The class will study many cultural groups in history including American Indians, African Americans, Asian Americans, Hispanic Americans and European Americans. Students will engage in historical research using primary sources. The goal will be to investigate, interpret, and analyze the important events of the time and the persistent issues they have led to in the nation using multiple historical and contemporary resources. This class is required for majors and teacher education 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 A.D. 400. The emphasis is on cross-cultural borrowings and the diverse patterns of social and political organization.

HIS 305 Medieval Europe (3) A survey of changing values and institutions in Europe, from the decline of the Western Roman Empire to the 14th century, circa 400-1400.

HIS 310 The Renaissance and Reformation (3) A survey of the fundamental changes in European society that resulted from the Renaissance and Reformation, covering the period from 1400 to 1650.

HIS 315 Europe, 1600-1815 (3) A survey of Europe from the end of the Religious Wars to the French Revolution and Napoleon. Focuses on French society under the Old Regime, changes in the European balance of power, and the origins of the French Revolution.

HIS 317 Nineteenth Century Europe (3) A survey of Europe from the post-Napoleonic era to the eve of World War I, studying such major movements and events as the rise of industrial civilization and the unification of Germany and Italy.

HIS 320 The Twentieth Century (3) A survey of the major events in world history during the twentieth century.

HIS 335 History of India (3) A broad introduction to the history and culture of India, which also includes the modern states of Pakistan, Sri Lanka, Nepal, and Burma. This course 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 337 Modern Southeast Asia (3) Charts the transition of Southeast Asian societies from premodern kingdoms, to European colonies, to independent nation-states. Focuses on the experiences of Vietnam, Thailand, Indonesia, and the Philippines. Main themes include gender and religion, high colonialism, nationalism, and revolution, Japanese occupation, Marxism, and post-colonial developments.

HIS 338 The Holocaust (3) An examination of the Holocaust, in an effort to understand the historical, social, psychological, and political factors that enabled Hitler to lead one of Europe's leading countries to near success in eliminating Jews and other "undesirables."

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 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. The course may be repeated for credit, by advisement, when no duplication of topics exists.

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. The course may be repeated for credit, by advisement, when no duplication of topics exists.

HIS 450 The American West (3) The history of the western U.S., with special emphasis on defining the West as a region, the relation to and impact of the West on the rest of the U.S., and changing historical and popular culture interpretations of the West.

HIS 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:

ECO 360 Global Economics (3)
GEO 360 Geography of Russia (3)
GEO 370 Geography of Latin America (3)
SOC 465 Peoples & Cultures of the Middle East (3)

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

HIS 505 Topics in Western Civilization (3) Reading and discussion seminar on selected topics in European history. Content and title will vary. May be repeated if topic and title are different.

HIS 560 Topics in United States History (3) Reading and discussion seminar on selected topics in the history of the United States. Content and title will vary. May be repeated if topic and title are different.

HIS 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. 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. 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. 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. May be repeated if topic and title are different.

HEALTH SCIENCES

Health Sciences (HSC)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
Carhart Science Building

See Health Sciences concentration in Chemistry and Life Sciences/Biology

Undergraduate Courses

HSC 345 CPR-Healthcare Provider (1) 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.

INDUSTRIAL TECHNOLOGY

Industrial Technology (ITE) Technology & Applied Science
Department School of Business & Technology
Benthack Hall

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 three concentrations available: Construction Management, Drafting Planning and Design, and Safety Management. These concentrations combine technical content with business courses and prepare one for introductory supervisory roles in business and industry. Students preparing to teach in the public schools technology education or trades and industry education will follow the program listed under Field Endorsement.

All Industrial Technology majors must take MAT 121, 130, 140, 180, or an equivalent course to meet the Block 2 Mathematics General Education requirements. All Construction Management majors must take SPA 110 to meet the Block 3 Literacy requirement.

Field Endorsement in Industrial Technology Education 6-12 (BA or BS) 48 hours

Persons with this endorsement may teach Industrial Technology Education and will be eligible for the Cooperative Education/Diversified Occupations supplemental endorsement.

ITE 105 Introduction to Technology Systems 3
108 Manufacturing Processes & Systems..... 3
109 Drafting and Design 3
202 Construction Systems 3
210 Intro to Energy, Power and Transportation Systems..... 3
214 Residential Drawing **or**
309 Technical Drawing and Solid Modeling ……3
307 Cabinetmaking & Millwork..... 3
308 Construction Technology..... 3
315 Manufacturing Technology..... 3
326 Technology Lab Design/ Management.....3
330 Welding Theory & Fabrication..... 3
333 Electricity and Electronics.....3
418 Transportation Systems 3

One ITE Communications Elective:
ITE 363 Digital Photography **or**
425 Desktop Publishing..... 3

PLUS Career Education (6 hours)
CED 417 Principles of Career Education 3
423 Coordinating Techniques 3

Supplemental Endorsement to Teach Skilled and Technical Science Education (9-12)

To qualify to teach in a Skilled and Technical Science education program in the secondary schools of Nebraska, a teacher must complete the BA or BS degree with an endorsement in industrial technology education and also complete the following requirements.

Satisfactory completion of 12 credit hours of course work in one of the specific career areas listed below:

Architecture and Construction
Manufacturing
Science Technology, Engineering, and Mathematics
(STEM) Transportation, Distribution and Logistics

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 in taken plus a valid nationally recognized trade certification/licensure in the career area in which the specific career area coursework is taken.

The endorsement also requires an applicant to earn or qualify for a Cooperative Education/Diversified endorsement which includes:

CED 417 Principles of Career Education..... 3
423 Coordinating Techniques 3

Major in Industrial Technology (BA or BS) 56-57 hours Core: 18 hours

ITE 105 Introduction to Technology Systems 3
108 Manufacturing Processes & Systems **or**
330 Welding Theory and Fabrication 3
109 Drafting and Design **or**
214 Residential Drawing 3
110 Occupational & Environmental Safety 3
333 Electronics and Electricity 3
493 Advanced Studies in Technology 3

Plus one of the following Concentrations:

Construction Management Concentration: 39 hours
Requires ITE 214 and ITE 330 in the Industrial Technology Core & SPA 110 in Block 3

ITE 202 Construction Systems 3
301 Construction Safety 3
304 Surveying and Print Reading 3
308 Construction Technology 3
314 Architectural Design 3
317 Sustainable Energy & Environmental Design 3
367 Building Climate & Energy Control Systems 3
390 Construction Estimating & Scheduling 3
428 Construction Project Management **or**
497 ITE Internship 3
438 Commercial Construction 3
BUS 327 Principles of Real Estate 3
360 Management Theory & Practice 3
471 Principles of Supervision 3

Drafting, Planning and Design Concentration: 39 hours + 18 hour core
Requires ITE 109 in the Industrial Technology Core with minimum of a C grade

ITE 202 Construction Systems 3
214 Residential Drawing 3
304 Surveying and Print Reading 3
309 Technical Drawing and Solid Modeling 3
314 Architectural Design 3
315 Manufacturing Technology **or**
330 Welding Theory and Fabrication 3
390 Construction Estimating and Scheduling 3
412 3D Modeling, Rendering, and Design 3
BUS 208 Business Communication 3
360 Management Theory and Practice 3
471 Principles of Supervision 3
CIS 140 Intro to Microcomputer Operating System **or**
171 Networking **or**
372 Computer Hardware 3
ITE Upper Division Electives 3

Safety Management Concentration: 38 hours + 18 hour core
Requires ITE 109 in the Industrial Technology Core

ITE 203 Fundamentals of Industrial Hygiene 3
207 Ergonomics 3
301 Construction Safety **or**
306 Industrial Safety 3
310 Workplace Accident Investigation 3
312 Systems Safety 3
497 Safety Management Internship* 3
402 Safety Data Analysis 3
407 Accident Prevention 3
408 Hazardous Materials 3
BUS 418 Legal Environment of Business 3
471 Principles of Supervision 3
PED 241 First Aid & CPR 2
SPA 110 Elementary Spanish I 3

*Safety Management concentration students taking internship for their major receive placement in a professional capacity where safety related issues can be experienced and the student is supervised for a period of at least 50 clock hours for each credit hour earned.

Major in Technology (BA or BS) 57 hours

The bachelor's degree with a major in Technology will provide an opportunity for the student transferring to WSC from a technical or community college with an associate of applied arts or science degree or approved coursework to continue his/her education for employment potential, advancement in business and industry or to teach at the post-secondary level.

Students majoring in technology are able to transfer up to 40 credit hours from a variety of technical and service areas including agriculture, computer, construction, drafting, industrial management, industrial trades and management services. In addition to the 40 transfer hours, students will complete an additional 17 hours of upper level credit approved by the student's advisor(s), the Technology and Applied Science Department Chair and the Technology Curriculum Committee. (To meet graduation requirements, students must complete 40 hours of upper division credit.)

Technology Core: 40 hours

40 hours of technology related coursework in Agriculture, Computers, Construction, Drafting, Industrial Management, Industrial Trades, or Management Services.

Agricultural Occupations Concentration: 17 hours

Supporting upper level coursework by advisement.....17

Computer Occupations Concentration: 17 hours

Supporting upper level coursework by advisement.....17

Construction Occupations Concentration: 17 hours

Supporting upper level coursework by advisement.....17

Drafting Occupations Concentration: 17 hours

Supporting upper level coursework by advisement.....17

Industrial Management Concentration: 17 hours

Supporting upper level coursework by advisement.....17

Industrial Trades Occupations Concentration: 17 hours

Supporting upper level coursework by advisement.....17

Management Services Occupations Concentration: 17 hours

Supporting upper level coursework by advisement.....17

Minor in Drafting: 21 hours

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

ITE 109 Drafting and Design.....3
214 Residential Drawing.....3
309 Technical Drawing and Solid Modeling.....3
314 Architectural Design.....3
412 3D Modeling, Rendering, & Design.....3
Choose 6 hours from..... 6
ITE 304 Surveying & Print Reading (3)
315 Manufacturing Technology (3)
390 Construction Estimating/Scheduling (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 108 Manufacturing Processes & Systems.....3
306 Industrial Safety.....3
315 Manufacturing Technology..... 3
CSC 178 Introduction to Robotics..... 3
BUS 350 Managing Behavior in Org.....3
Upper division ITE by advisement.....6

Minor in Safety: 20 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 **or**
306 Industrial Safety.....3
310 Workplace Accident Investigation.....3
312 Systems Safety.....3
407 Accident Prevention.....3
408 Hazardous Materials.....3
PED 241 First Aid and CPR.....2

Undergraduate Courses

ITE 105 Introduction to Technology Systems (3) ITE majors must pass with a C or better. This introductory course will provide an excellent opportunity for undeclared majors to explore career options in industrial technology and provide all industrial technology majors the foundation for college level technology activities. An introduction to the four technological systems: manufacturing, design, construction and transportation. Laboratory activities will provide students an opportunity to develop knowledge and skills in the four systems. Career opportunities for industrial management and technology education will be explored. $12 Class Fee Required.

ITE 108 Manufacturing Processes and Systems (3) Students in this course will look at the processes of casting, forming, joining, machining and finishing of metals, polymers, ceramics, composites and wood. Students will have to demonstrate abilities in precision measurement, machine setups and basic machining operations. (Lecture and lab combined) $25 Class Fee Required.

ITE 109 Drafting and Design (3) An introduction to drafting that will emphasize geometric construction, multi-view drawings, orthographic projection, sectional views, primary and secondary auxiliary views, dimensioning, isometric drawing, sketching and drafting standards. The course will include extensive use of computer aided drafting software and solid modeling. (Lecture and lab combined)

ITE 110 Occupational and Environmental Safety (3) This course will explore occupational safety and health legislation, hazard control management and the history of safety in the United States. The course will look at safety as it pertains to land, sea and air, as well as major safety organizations. $8 Class Fee Required.

ITE 202 Construction Systems (3) ITE majors must pass with a C+ or better. Students enrolled in this course study the proper care and operation of various hand and power tools used in construction, basic masonry, and carpentry practices; framing, interior and exterior finishing; reading and interpreting of building blueprints and specifications with actual application of the competencies necessary to complete various construction projects, and the processes of design, estimating, planning, and the contractor's role in scheduling. (Lecture and lab combined)

ITE 203 Fundamentals of Industrial Hygiene (3) An overview of the reasons for, benefits of and activities related to occupational environmental control programming and industrial hygiene practices.

ITE 207 Ergonomics (3) This course is a study of human characteristics for the appropriate design of the workplace environment to promote safety, well being and work efficiency.

ITE 210 Introduction to Energy, Power and Transportation Systems (3) A study of various energy, power and transportation systems utilized to move people and goods through various environments. The course will address the design, industrial application, proper nomenclature, troubleshooting and repair of various power and transportation units. Alternative energy forms will be explored. The power systems studied will include the internal combustion engine, hydraulics, pneumatics, rockets, diesel, jet and steam engines as they relate to society's energy and transportation needs. Transportation environments studied include terrestrial, marine, atmospheric and space. (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 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. 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 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. $8 Class Fee Required.

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. $8 Class Fee Required.

ITE 307 Cabinetmaking and Millwork (3) Prerequisite: C or better in ITE 105 or permission by instructor. 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)

ITE 308 Construction Technology (3) ITE majors must pass with a C+ or better. 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 309 Technical Drawing and Solid Modeling (3) Prerequisite: C or better in ITE 109. A theory and lab course devoted to the study of solid modeling, assembly modeling, finite element analysis, production of working 2D drawings, dimensioning, tolerancing, ANSI standards, sheet-metal developments, fasteners, and documentation of manufacturing practices. (Lecture and lab combined)

ITE 310 Workplace Accident Investigation (3) This course will explore the principles and application of workplace accident investigation techniques as they relate to the management of occupational safety and health programs. A variety of theories and practices will be discussed and evaluated using case studies of actual accidents.

ITE 312 Systems Safety (3) This course will focus on systems safety as they apply to the management of safety and health programs. The student will explore a variety of concepts as they pertain to system safety.

ITE 314 Architectural Design (3) Prerequisite: C or better in 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 315 Manufacturing Technology (3) Prerequisite: ITE 108 or by permission. This course emphasizes the methods used to access and improve the efficiency of manufacturing processes. Engineering principles used in casting, forming, joining, machining and finishing of metals, polymers, ceramics, woods and composites will be considered in the course. Students will also explore the areas of CNC, process flow, jigs and fixtures. (Lecture and lab combined) $25 Class Fee Required.

ITE 317 Sustainable Energy and Environmental Design (3) An overview of the trends within the construction industry regarding sustainable building practices, materials, and processes. Special emphasis on energy use and conservation, environmental impact of procurement and use, the U.S. Green Building Council and Leadership in Energy and Environmental Design new and remodeled structure certification. Non-traditional and alternative building practices will be discussed.

ITE 326 Technology Lab Design and Management (3) This course will address the design and management of planning and design, fabrication, testing and analysis, and individual studies of technology laboratories. Information on careers and occupations and environmental safety issues will be provided for pre-service teacher education majors. Modular technology laboratory design and operation will also be covered. (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)

ITE 333 Electricity and Electronics (3) Principles of electricity and electronics with emphasis on Ohm's Law, Watt's Law, basic and advanced circuits, including solid state devices, meters, residential wiring and National Electrical Code. Circuit analysis and wiring is explored through laboratory experiences. (Lecture and lab combined) $20 Class Fee Required.

ITE 363 Digital Photography (3) Digital photography is the creation of photographs encoded as binary data. Digital photography is quickly becoming a mass-market product. This course in digital photography is designed to provide practical, user-focused information and understanding of the tools available and their real-world possibilities. (Lecture and lab combined)

ITE 367 Building Climate and Energy Control Systems (3) Prerequisite: ITE 333. 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.

ITE 390 Construction Estimating and Scheduling (3) This course will focus on project estimating and scheduling using industry standards, scheduling techniques, including critical path scheduling. The course will include the use of Timberline software and Excel spreadsheets. The use of cost handbooks, specifications and bid documents will be explored.

ITE 402 Safety Data Analysis (3) Prerequisite: Junior or senior standing. This course will cover accident safety data and analysis. Decision making with the use of accident data will be a major focus of this course. Resources that record and compile accident statistics will be investigated. The course will include basic statistical techniques. Emphasis is also placed on the accurate preparation of safety forms including OSHA 7 and OSHA 300A.

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 3D Modeling, Rendering, and Design (3) Prerequisite: C or better in ITE 214 or by permission. A theory and lab course that reviews the design process to include design analysis, design process, modeling, rendering, and presentation. Content will include architectural and mechanical simulation and modeling. (Lecture and lab combined)

ITE 416 Industrial Technology Education Practicum (1-3) Prerequisite: Department chair approval. Laboratory assistance, organization, presentation and evaluation of activity units in industrial technology classes. May be repeated twice for a total of six hours credit.

ITE 418/518 Transportation Systems (3) This course is designed to explore various transportation systems including material handling systems as well as automobiles, trains, planes, ships and space travel with emphasis on future trends and possible solutions to problems associated with moving people and goods throughout the country and in the world. The course will emphasize alternative fuels, hydraulics, pneumatics and power systems associated with emerging technologies. Students will build prototype models and develop proposals exercising problem solving and critical thinking skills to reach appropriate solutions. (Lecture and lab combined) $5 Class Fee Required.

ITE 425/525 Desktop Publishing (3) The study of the methods and processes included in desktop publishing. Including the use of the associated hardware and software. Composition and design of graphic communications using word processing, graphics and page formatting programs. (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.

ITE 493 Advanced Studies in Technology (3) Prerequisite: Completion of ITE Core, excluding ITE 493. Students will complete their senior project while in this course. The senior project will demonstrate what the student has learned during their four years in the program. The project will be completed using a standard format developed by the department.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

ITE 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) Transportation, Distribution and Logistics
(b) Architecture and Construction
(c) Manufacturing
(d) Science Technology, Engineering and Mathematics

ITE 512 3D Modeling, Rendering, and Design (3) See ITE 412

ITE 518 Transportation Systems (3) See ITE 418

ITE 525 Desktop Publishing (3) See ITE 425

ITE 538 Commercial Construction (3) See ITE 438

ITE 605 Organization of Technology Education Programs (3) See ITE 505

ITE 640 Manufacturing Techniques in Cabinetmaking (3) Advanced course in the modern techniques of cabinet manufacturing and construction techniques. Will include instruction in composite materials, adhesives, construction techniques, computer aided manufacturing and production systems. Students will construct a cabinet. Students should have knowledge of basic woodworking tools.

ITE 650 Developments in Technology Education (3) A seminar covering research and discussion of technical innovations, new and experimental curricular developments, trends in state and federal legislations and guidelines.

INTERDISCIPLINARY STUDIES

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

Interdisciplinary Studies (an advisor/student constructed major)

The Interdisciplinary Studies major is designed to provide the maximum flexibility for the student in determining the content of his or her degree program.

Interdisciplinary Studies majors are not necessarily professionally-oriented or career-oriented degree programs. However, a program must emphasize a clearly defined area, body of thought, or educational goal. These programs are not intended to allow students to graduate without concentrating their thoughts in some clearly defined area of emphasis.

Interdisciplinary Studies Major

Interdisciplinary Studies majors replace conventional comprehensive majors in the General Requirements for graduation. All other General Requirements for graduation must be fulfilled. The program should be requested prior to completion of 80 hours.

Interdisciplinary Studies programs must be signed and approved by an advisor, department chair, and the Vice President for Academic Affairs in consultation with the Chair of the Academic Policies Committee. The Chair of the committee has the option to take the proposal to the full committee. The signed program will be forwarded to the Records and Registration Office.

The student will complete 50 credit hours of Interdisciplinary Studies with an emphasis in one department and supporting work in at least one other department.

All courses are eligible for inclusion in a program. The program must include a minimum of 25 credit hours in one area. 50% of the hours in the major must be upper level courses.

Interdisciplinary Studies Minor

A student may select an individual program of study cutting across departmental lines. Such programs consist of a minimum of 18 semester hours. A minor must include a minimum of 12 hours unduplicated by the student's major(s) 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

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.

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.

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.

Please 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

Mathematics/Mathematics Education (MAT)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
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, and 3) 6-12 Field Endorsement.

Mathematics Core: 29 hours

MAT 240 Calculus II 5
270 Foundations of Mathematics 3
281 Assessment I 0
282 Assessment II 0
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 Assessment III 0

Choose one of the following concentrations:

Applied Mathematics Concentration: Minimum of 23 hours + 29 hour core

All Applied Mathematics majors must take CSC 150 & 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 education requirements must be met in the following way: Students in all emphases must take BIO 110 as a Life Science, ECO 202 as a Social Science, and ECO 203 as a Block 3 elective. Students with an emphasis in B) Biology must take CHE 106 as a Physical Science. Students emphasizing in C) Chemistry or F) Physics must take PHY 301 & 321 as a Physical Science. Students with any other emphases can take either PHY 301 & 321 or CHE 106 as a Physical Science.

Required of all students: these 17 hours plus an emphasis listed below

MAT 140 Calculus I 5
250 Differential Equations 3
335 Mathematical Modeling 3
405 Applied Mathematics 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

MAT 320 College Geometry (3)
360 Intro to Abstract Algebra (4)

B) Biology 6

Choose a minimum of 6 hours from:
BIO 320 Molecular Genetics (4)
325 Ecology (4)
345 Conservation Biology (3)
385 Microbiology (4)

C) Chemistry 6

CHE 456 Physical Chemistry I (3)
457 Physical Chemistry II (3)

D) Computer Science **6**
Choose a minimum of 6 hours from:
CSC 310 Data Structures (3)
345 Computer Graphics (3)
365 Scripting Languages (3)
378 Robotics (3)
380 Operating Systems (3)
432 Parallel Programming (3)

E) Economics **6**
Choose a minimum of 6 hours from:
BUS 322 Managerial Finance (3)
ECO 302 Intermediate Macroeconomics (3)
303 Intermediate Microeconomics (3)
430 International Economics (3)

F) Physics **6**
Choose a minimum of 6 hours from:
PHY 302/322 University Physics II & Physics Lab II (5)
336 Classical Mechanics (3)
345 Thermodynamics (3)
356 Electricity & 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
360 Intro to Abstract Algebra 4
472 Connections Research 2
MAT Electives numbered 300 or above 6
320 Geometry and 335 Mathematical Modeling are recommended as electives

Field Endorsement in Mathematics 6-12: 13 hours + 29 hour core

7-12 Mathematics Field Endorsement majors must take CSC 150 to meet computer literacy requirement and MAT 140 Calculus I to meet their general education mathematics requirement.

MAT 320 College Geometry 3
360 Intro to Abstract Algebra..... 4
471 Connections in Mathematics Education 2
482 Assessment IV 0
MAT Electives numbered MAT 250 or above 4
250 Differential Equations and 335 Mathematical Modeling are recommended as electives.

Students in the Field Endorsement are also required to complete the Secondary Professional Education courses. EDU 409 Mathematics Content Area Methods and Assessment must be taken as part of the professional education requirements.

Minor in Mathematics: 21 hours

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

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 Pre-Calculus Mathematics..... 5
140 Calculus I..... 5
210 Math for Elementary School Teachers I 3
215 Math 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) Prerequisite: Placement or "C-" or better in GST 102 or GST 103. 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 education requirement.

MAT 110 Topics and Ideas in Mathematics (3) Prerequisite: Placement or "C-" or better in MAT 105. Build critical thinking skills with mathematical topics which may include sets, Venn diagrams, formal logic, algebra, geometry, probability and basic statistics.

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. An introduction to the practice of statistics including; sampling; experimental design; data displays; descriptive statistics; binomial and normal probability distributions; samplings distributions; confidence intervals; hypothesis tests; and linear regression.

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. Additional $10 Course Fee Required.

MAT 240 Calculus II (5) Prerequisite: "C-" or better in MAT 140. Integration techniques, parametric equations, polar equations, conic sections, infinite sequences and series. Take with MAT 281.

MAT 250 Differential Equations (3) Prerequisite: "C-" or better in MAT 240 and MAT 281. 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 Foundations of 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. Take with MAT 282.

MAT 281 Assessment 1 (0) Mathematical proficiency in algebra, trigonometry and calculus skills necessary for upper level mathematics courses will be assessed. This course should be taken concurrently with MAT 240 Calculus II, and needs to be taken by transfer students in their first semester at Wayne State. The math faculty will notify students of the results in writing and forward a list of those who have successfully completed the review to the registrar. Carries no credit. S/NC.

MAT 282 Assessment II (0) Prerequisite: Mathematical proficiency in logic and proof necessary for upper level mathematics courses will be assessed. This course should be taken concurrently with MAT 270 Foundations of Mathematics needs to be taken by transfer students in their first semester at Wayne State. The math faculty will notify students of the results in writing and forward a list of those who have successfully completed the review to the registrar. Carries no credit. S/NC

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 Mathematical Modeling (3) Prerequisite: "C-" or better in MAT 140. The modeling process, discrete and continuous change dynamical systems, proportionality and model fitting to include meaningful and practical applications chosen from the mathematical sciences, life sciences, and physical sciences.

MAT 340 Calculus III (5) Prerequisite: MAT 281 and "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 Strokes' Theorems.

MAT 350 Linear Algebra (3) Prerequisite: MAT 282 and "C-" or better in MAT 270. Matrix algebra determinants abstract vector spaces, transformations orthogonality, and eigensystems. Students perform calculations and construct proofs in each of these topics.

MAT 360 Introduction to Abstract Algebra (4) Prerequisite: "C-" or better in MAT 350. Abstract group theory including fundamental group homomorphin theorems. The course concludes with polynomial ring theory. The course emphasizes student construction of proofs. Student proof construction is emphasized.

MAT 400/500 Real Analysis I (4) Prerequisite: MAT 282 and "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: MAT 282 and "C-" or better in MAT 340. Calculus based probability and statistics with applications. Discrete, continuous, multivariate and sampling distributions; moment generating functions; confidence intervals, hypothesis testing, correlation, regression and ANOVA.

MAT 420/520 Number Theory (3) Prerequisite: "C-" or better in MAT 270. Theory of primes, continued fractions, quadratic residues, congruencies, primitive roots, and indices.

MAT 435/535 History of Mathematics (3) Prerequisite: "C-" or better in MAT 270. A survey of the historical mathematicians and the development of mathematical concepts.

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.

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: MAT 282 and 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) Prerequisite: MAT 282 and at least 27 hours of MAT courses numbered 140 or above and concurrent enrollment in EDU 409. A capstone experience where 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: MAT 282 and 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. May be repeated for a total of two (2) credits.

MAT 481 Assessment III (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. Carries no credit. S/NC

MAT 482 Assessment IV (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 (0061) and must score a minimum of 137 to pass. Carries no credit. S/NC

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

MAT 500 Real Analysis I (3) See MAT 400.

MAT 515 Probability and Statistics II (3) Prerequisite: "C-" or better in MAT 410. A continuation of MAT 410, including the application and mathematical development of confidence intervals, hypothesis tests, correlation, and regression.

MAT 520 Number Theory (3) See MAT 420.

MAT 530 Modern Algebra (3) Prerequisite: "C-" or better in MAT 360. 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 555 Real Analysis II (3) Prerequisite: MAT 400/500. This course is a continuation of MAT 400/500 Real Analysis I and includes topics such as infinite series and integration theory.

MAT 600 Current Issues and Trends in Mathematics/Mathematics Education (3) The course explores issues and trends having a direct impact on mathematics and the way in which mathematics is taught. It presents a comprehensive approach to the exploration of the various topics and issues discussed. The course offers students an opportunity to examine contemporary educational topics and how they impact the teaching of mathematics. The course will also provide students with a foundation for professional development.

MAT 610 Modern Developments in Geometry (3) A survey of geometrics to include Euclidean, Transformation, finite, and coordinate geometries and how they relate to high school geometry.

MAT 620 Topics in Discrete Mathematics for Teachers (3) A study of discrete structures to include finite graphs, matrices, sequences, and recurrence relations.

MAT 645 Mathematics Curriculum and Teaching (3) The courses is designed to examine the principles underlying the development and teaching of the 5-12 mathematics curriculum. Emphasis will be placed on learning theory, different curricular models, the teaching of mathematics, and assessment. The roles that national, state, and local groups play in curriculum development will also be examined.

MAT 660 Mathematical Modeling and Statistics (3) Mathematical concepts and techniques are used in modeling real-life problems. Statistical techniques are used in analyzing

MAT 682 Topics in Mathematics (3) The course will be based on current needs and wants of students in the program. It will provide the mathematical development necessary to support those needs and wants. Students may enroll in the course more than once as long as the topic to be covered is different each time. Possible topics might include (but not limited to): topology, complex analysis, sets and logic, ring and field theory, differential geometry, and/or chaos and fractals.

MODERN LANGUAGES AND CULTURES

Modern Languages and Cultures (MLC)
Language & Literature Department
School of Arts & 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 five hours of study in one foreign language at the 200-level or above is also required for the Bachelor of Arts (BA) degree from Wayne State College.

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. MLC 110 may be repeated for credit if the target language differs.

MLC 120 Elementary Language II (3) Prerequisite: MLC 110 or equivalent. Continued study of a language other than Spanish, 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.

Major in Spanish or Subject Endorsement in World Language-Spanish (BA) 30 hours

SPA 210 Intermediate Spanish I 3
220 Intermediate Spanish II 3
230 Conversation and Composition 3
301 Spanish Civilization **or**
302 Spanish-American Civilization 3
305 Advanced Grammar and Comp 3
317 Spanish Literature **or**
333 Survey of Spanish American Literature 3
335 Special Topics in Spanish Literature **or**
337 Special Topics in Spanish American Literature 3
Electives 9
To be chosen from any SPA 300-level or higher course, ENG 270, ENG 384 (by advisement), GEO 370 or CNA 467. No more than 3 hours of a non-SPA prefix may be taken.

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 210 Intermediate Spanish I.....3
220 Intermediate Spanish II 3
230 Conversation and Composition 3
301 Spanish Civilization **or**
302 Spanish-American Civilization 3
316 Intro to Hispanic Literature 3
Electives 6
To be chosen from any SPA 300-level or higher course, ENG 270, ENG 384 (by advisement), GEO 370 or CNA 467. No more than 3 hours of a non-SPA prefix may be taken.

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.

SPA 119 Spanish for Criminal Justice (3) This course teaches work-related vocabulary and phrases for students preparing for careers in criminal justice. Sample topics include control and arrest, serving warrants, asking field information questions, booking suspects, making traffic/DUI stops, and recognizing danger/alert words.

SPA 120 Elementary Spanish II (3) 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 230 Conversation and Composition (3) Prerequisite: One year of college Spanish or equivalent. To be taken with SPA 210 or 220 if possible. Practice in speaking, understanding, and writing Spanish. Activities are designed to develop oral and written skills.

SPA 301 Spanish Civilization (3) A historical, political, philosophical, geographical and economic study of Spain.

SPA 302 Spanish-American Civilization (3) A historical, political, philosophical, geographical and economic study of Spanish America.

SPA 303 Hispanics in the United States (3) This course is a survey of various aspects of the Hispanic experience in the United States today. Students will focus on three major Hispanic groups: Mexican Americans, Cuban Americans, and Puerto Ricans.

SPA 304 Spanish for Business (3) Prerequisite: SPA 210 or permission of instructor. A course designed to improve students' knowledge of business concepts and documents, Spanish business terminology and correspondence.

SPA 305 Advanced Grammar and Composition (3) 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 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. This course may be repeated once at each level covering a different topic. Graduate credit may be granted after fulfillment of special course requirements. When the course is scheduled with a General Studies number, the lectures and readings will be in English. May be repeated once at each level with permission of instructor.

MUSIC

Music (MUS)
Music Department
School of Arts & 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 K-12
- K-12 vocal music

Students completing the K-12 vocal programs earn both the K-8 and 7-12 subject endorsements.

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, Chorale, Show Choir, Madrigals, Orchestra, Marching Band, Wind Ensemble, Symphonic Band, Jazz Ensemble, and chamber music ensembles.

Proficiencies and Requirements

1. **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:

   a. Students must meet the piano, theory, and aural skills proficiencies (see item #4)
   b. 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 major performance area. The student must demonstrate, through performance of technical material (scales, rudiments, vocalises, 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.
   c. 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.

2. **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 performance class in addition to the weekly lesson in the primary performance area. Small ensemble performance is an integral part of performance classes. 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.

3. **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.

4. Piano, Music Theory, and Aural Skills Proficiency-Requirements

All music majors must meet the proficiency requirements for piano, music theory, and aural skills (course numbers MUS 101, 102, 104, 201, 202, 203, 204, 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. Successful completion is defined as earning a "C" or better in the required courses. If a student earns a "C-" or lower in a required course, the student must repeat the course until earning a "C" or better. Music Education majors who successfully test out of one or more sections of Class in Piano will be required to fill those hours with electives, regardless of degree program. These electives must be courses at the 300-level or above and may not be applied lessons.

5. Minimum GPA Requirement for Graduation

All non-teaching music majors, regardless of degree program, must have a minimum GPA of 2.5 in order to graduate. Music education majors must have a minimum GPA of 2.75 to graduate.

6. 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 150, but excluding MUS 454 Senior Recital). The criteria for satisfactory completion of this requirement are stated in the syllabus for MUS 130.

7. 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), Orchestra (MUS 143), or Choir (MUS 141) – throughout their entire program, excluding the semester of Clinical Practice. Because of the dual nature of the K-12 Field Endorsement, students in this degree program are required to participate in both instrumental and vocal ensembles. **The minimum ensemble requirements for students enrolled in the K-12 Field Endorsement program are:**

1. Voice Primary

a. 5 hours of choir (MUS 137 or 141)
b. 1 hour of marching band (MUS 142-Fall semesters only)
c. 1 hour of band (MUS 142 or 149)

2. Winds and Percussion Primary

a. 5 hours of band (MUS 142 or 149)
b. 2 hours of choir (MUS 137 or 141)

3. String Primary

a. 5 hours of orchestra (MUS 143)
b. 2 hours of choir (MUS 137 or 141)

4. Keyboard Primary (as determined by the student's secondary performing area)

a. Voice Secondary
i. 5 hours of choir (MUS 137 or 141)
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 or 149)
ii. 2 hours of choir (MUS 137 or 141)

c. String Secondary
i. 5 hours of Orchestra (MUS 143)
ii. 2 hours of choir (MUS 137 or 141)

8. Private Lesson Fees

Each student enrolled in applied music lessons will be assessed a fee in addition to the tuition.

9. Other Fees

a. 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 academic year, which covers the rental of one or more instruments owned by Wayne State College. All instruments must be returned at the end of the semester. Failure to do so will result in the holding of registration and transcripts, and the student will be charged the replacement cost of the instrument. If a student wishes to use the assigned instrument for another semester, another form must be completed for that semester.

b. Lockers:

Music students may rent lockers for their instruments and supplies, subject to availability. A non-refundable fee will be charged for usage of an appropriate locker, lock, and key. Interested students should see an Instrumental Music faculty member.

Music Major Core Courses required of all Music Majors (15 hours):

***These courses are also listed under each individual program requirements and are identified by an asterisk (*)**

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:

K-12 Field Endorsement in Vocal and Instrumental Music Education (BS or BA) 60 hours
This degree qualifies students to teach instrumental and vocal music grades K-12

MUS *101 Music Theory I.... 3
*102 Music Theory II.... 3
*104 Aural Skills I....1
150 Class in Voice I....1
165 Class in Voice II (instrumentalists only).... 1
171 Class in Strings I.... 1
172 Class in Strings II....1
173 Class in Woodwinds I....1
174 Class in Woodwinds II....1
175 Class in Brass I....1
176 Class in Brass II....1
177 Class in Percussion.... 1
178 Class in Guitar.... 1
201 Music Theory III....3
202 Music Theory IV.... 3
203 Aural Skills II.... 1
204 Aural Skills III.... 1
208 Fundamentals of Conducting.... 1
280 Class in Piano I....1
281 Class in Piano II....1
303 Instrumentation....2
*305 Music Technology.... 1
306 Choral Conducting & Materials.... 2
307 Instrumental Conducting & Materials.... 2
380 Class in Piano III.... 1
381 Class in Piano IV....1
401 History & Literature of Music I.... 3
*402 History & Literature of Music II....3
454 Senior Recital....1
**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 137, 141/441, 142/442, 143/443, 149).... 7
Upper Level Music Electives (class, not lessons)....1-5
**Students who test out of any of the Class in Piano sequence will have 1-5 hours of electives. Those elective classes must be 300-level or above and may not be applied lessons.

K-12 Field Endorsement in Music Professional Education Courses: 36 hours

EDU 150 Professional Education in a Diverse Society.... 3
250 Human Development and Cognition.... 3

275 Introduction to PK-12 Instruction 3
310 Reading, Writing, & Assessment in Content Areas 2
406 Classroom Management 3
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 K-6 2
EDU 452 Student Teaching and Seminar for Elementary School 6
456 Student Teaching and Seminar for Secondary School 6
SPD 302 Inclusive Practices for General and Special Educators 3

NOTE: Instead of EDU 409, K-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.

K-12 Vocal Music Education (BS or BA) 59 hours

This degree qualifies students to teach vocal music in grades K-12. Students completing this program will earn both the K-8 and 7-12 vocal music education subject endorsements.

MUS *101 Music Theory I 3
102 Music Theory II 3
*104 Aural Skills I 1
150 Class in Voice I 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
203 Aural Skills II 1
204 Aural Skills III 1
208 Fundamentals of Conducting 1
280 Class in Piano I 1
281 Class in Piano II 1
301 Counterpoint 2
302 Form & 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 & Literature of Music I 3
*402 History & Literature of Music II 3
423 Vocal Pedagogy & Literature 2
454 Senior Recital 1
**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 137 or 141/441) 7

Upper-level Music Electives (class, not lessons)** 0-4

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.

**Students who test out of any of the Class in Piano sequence will have 1-5 hours of electives. Those elective classes must be 300-level or above and may not be applied lessons.

K-12 Vocal Music Education Professional Education Courses: 36 hours

EDU 150 Professional Education in a Diverse Society 3
250 Human Development and Cognition 3
275 Introduction to PK-12 Instruction 3
310 Reading, Writing, & Assessment in Content Areas 2
406 Classroom Management 3
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 K-6 2
EDU 452 Student Teaching and Seminar for Elementary School 6
456 Student Teaching and Seminar for Secondary School 6
SPD 302 Inclusive Practices for General and Special Educators 3

NOTE: Instead of EDU 409, K-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) 52-57 hours

Students will choose an area of emphasis from the following:

Performance Emphasis: 57-59 hours (57 hours for instrumentalists; 59 hours for vocalists)

This degree prepares students for a career as a performing musician, private music instructor, and continued study in graduate school.

MUS *101 Music Theory I 3
*102 Music Theory II.....`3
*104 Aural Skills I 1
201 Music Theory III.....3
202 Music Theory IV 3
203 Aural Skills II 1
204 Aural Skills III 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
306 Choral Conducting and Materials **or**
307 Instrumental Conducting and Materials.....2
320 Diction for Singers (vocalists only) 2
380 Class in Piano III 1
381 Class in Piano IV 1
401 History & Literature of Music I 3
*402 History & Literature of Music II 3
409 Music Marketing.....3
421 Jazz Ensemble Techniques (instrumentalists only) 1
423-427 Pedagogy course in primary area 2
454 Senior Recital..... 1
**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 137, 141/441, 142/442, 143/443, 149)..... 8
Upper-level Music Electives (class, not lessons).....0-4
**Students who test out of any of the Class in Piano sequence will have 0-4 hours of electives. Those elective classes must be 300-level or above and may not be applied lessons.

General Music Emphasis: 52 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
201 Music Theory III.....3
202 Music Theory IV 3
203 Aural Skills II 1
204 Aural Skills III 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 & Literature of Music I 3
*402 History & Literature of Music II 3
491 Special Project 3

*Primary Applied Lessons 100-level 4
Primary Applied lessons300-level 2
Ensembles (MUS 137, 141/441, 142/442, 143/443, 149)..... 7
Upper-level Music Electives (class, not lessons) 1

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 & 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 136, 137, 138, 139, 141/441, 142/442, 143/443, 144, 145, 146, 147, 148, 149

Music Industry Courses
MUS 210 Intro to Performing Arts Management..... 3
304 Music Industry 3
403 Instrument Repair 1
409 Music Marketing 3
420 Music Industry Capstone 2
497 Music Industry Internship.....6

Business Courses
BUS 142 Survey of Accounting 3
370 Principles of Marketing..... 3
476 Retail Management 3
6 hours of electives by advisement from: 6
BUS 208, 222, 307, 360, 357, 372, 374, 475; CNA 162, 262, 301, 374, 426, 475

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 & Literature of Music I **or**
402 History & Literature of Music II.....3
Primary Applied Lessons (one area) 100-level..... 3
Primary Applied Lessons (one area) 300-level..... 1
Class in voice, piano, strings, brass, woodwinds or percussion
(MUS 150, 165, 171, 172, 173, 174, 175, 176, 177, 178, 280, 281) 1
Ensembles (MUS 137, 141/441, 142/442, 143/443, 149) 2
Upper-level Music Electives (class, not lessons)..... 6

Undergraduate Courses

MUS 101 Music Theory I (3) Fundamentals of pitch and rhythmic notation, intervals, scales, keys, and triads. Part-writing of

diatonic triads and the dominant seventh in root position. Introduction to the diatonic modes.

MUS 102 Music Theory II (3) Prerequisite: MUS 101. Part writing of root position chords and inversions, including the dominant seventh chord. Fundamentals of melody writing and harmonization, figured bass, and cadences.

MUS 104 Aural Skills I (1) Prerequisite: MUS 101. Fundamentals of sight singing and ear training. Includes computer-assisted learning. (2 hours lab per week)

MUS 110 Topics in Music (3) An introduction to the nature of music and its essential role in human life and culture. Listening to music in a wide variety of styles for study and appreciation, with particular emphasis on a specific musical genre.

Private Music Lessons

Note: See statements under **"Proficiencies and Requirements"** for additional information concerning applied music.

Applied Lessons for music majors (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:

- 2 credit hours (primary instrument only) for one 50-minute lesson per week. Two hours daily practice and participation in department recitals are required
- 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 must enroll in this course concurrently with any applied music course (MUS 111-119, 121-128, 311-319, 321-328), or MUS 150.

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 137 Chorale (.5) Non-audition vocal ensemble. Rehearses and performs choral literature from all periods of history; focuses on tone production, balance, blend, textual interpretation, and other principles of choral training. Public concerts given on campus. Open to all students and community members.

MUS 138 Show Choir (.5) A select vocal ensemble specializing in the performance of contemporary show choir literature and choreography. Show Choir Combo is also open for auditions: Electric keyboard, piano, electric guitar, bass guitar, and drum kit. Public concerts will be given both on and off campus. Open to all students by audition.

MUS 139 Keyboard Ensemble (.5) Rehearsal and performance of piano music written for more than one performer.

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 143 Orchestra (1) Standard symphonic literature, practice in sight-reading, development of tone and technique. Public appearances by the group and smaller ensembles. Open to new students by permission of director only.

MUS 144 Madrigal Singers (.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 Elizabethan Christmasse Feastes given both on and off campus. 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 (1) Corequisite: MUS 130 for music majors and minors. Fundamentals of vocal technique for healthy and expressive singing; introduction to IPA; fundamentals of English and Italian diction. This course is taken as the first semester of voice study for primary voice students unless the student is placed in private lessons as the result of audition. (2 hours of lecture-laboratory)

MUS 165 Class in Voice II (1) A continuation of MUS 150 for students with primary applied areas other than voice. Intermediate technical studies, foreign language diction, and performance of standard vocal repertoire. Permission for private applied study in lieu of Voice Class II may be extended by permission of the instructor based on progress made in Class Voice I. (2 hours of lecture-laboratory)

MUS 171 Class in Strings I (1) A practical course in learning to play the string instruments of the orchestra. (2 hours lecture laboratory) $10 Class Fee Required.

MUS 172 Class in Strings II (1) A continuation of MUS 171 but on a more advanced level. (2 hours lecture-laboratory) $10 Class Fee Required.

MUS 173 Class in Woodwinds I (1) Fundamental playing and teaching techniques and elementary methods and materials for each instrument. (2 hours lecture-laboratory) $10 Class Fee Required.

MUS 174 Class in Woodwinds II (1) Continuation of MUS 173. (2 hours lecture-laboratory) $10 Class Fee Required.

MUS 175 Class in Brass I (1) Methods, materials, and techniques for playing and teaching high brass instruments. (2 hours lecture-laboratory) $10 Class Fee Required.

MUS 176 Class in Brass II (1) Methods, materials, and techniques for playing and teaching low brass instruments. (2 hours lecture-laboratory) $10 Class Fee Required.

MUS 177 Class in Percussion (1) Fundamental playing and teaching techniques of the percussion instruments. (2 hours lecture-laboratory) $10 Class Fee Required.

MUS 178 Class in Guitar (1) Prerequisite: MUS 101 or permission of instructor. Fundamental playing techniques and application of the guitar to the classroom. (2 hours lecture-laboratory) $10 Class Fee Required.

MUS 201 Music Theory III (3) Prerequisite: MUS 102. Part writing and harmonization using primary and secondary triads in root position and inversion. Melodic analysis. Secondary dominant, leading-tone and leading-tone seventh chords. Modulation to closely-related keys. Modal mixture.

MUS 202 Music Theory IV (3) Prerequisite: MUS 201. Part writing and harmonization using augmented sixth, Neapolitan and ninth chords. Linear, chromatic, and third-relation harmony. Introduction to 20th century harmonic practices.

MUS 203 Aural Skills II (1) Prerequisite: MUS 102. Continued study of sight singing and ear training. Includes computer-assisted learning. (2 hours lab per week)

MUS 204 Aural Skills III (1) Prerequisite: MUS 201. Continued study of sight singing and ear training. Includes computer-assisted learning. (2 hours lab 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.

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 the non-keyboard music major. Emphasis on keyboard theory and technique, sight reading, harmonization, improvisation, score reading, accompanying, and solo/ensemble repertoire. (2 hours of lecture-laboratory) $10 Class Fee Required.

MUS 281 Class in Piano II (1) Prerequisite: Grade of "C" or higher in MUS 280 or consent of instructor. Continued development of the skills begun in MUS 280. (2 hours of lecture-laboratory) $10 Class Fee Required.

MUS 301 Counterpoint (2) Prerequisite: MUS 202. Species counterpoint, imitative procedures, and an introduction to Renaissance and Baroque contrapuntal styles. Two-, three-, and four-part writing.

MUS 302 Form and Analysis (2) Prerequisite: MUS 202. Study of form in music, beginning with motive and phrase, including binary and ternary designs, rondo, sonata, concerto, variations, and the polyphonic forms. Structural analysis of selected works from the Baroque to the 20th century.

MUS 303 Instrumentation (2) Prerequisite: MUS 202. General considerations of ranges and performance. Characteristics of standard instrumentation as applied to transcribing and arranging for small and large 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: MUS 101. An introduction to music technology including composition/arranging software, music printing/publishing and computer assisted instruction. (2 hours lecture-laboratory)

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. 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 K-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) Prerequisite: MUS 150. 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 380 Class in Piano III (1) Prerequisite: Grade of "C" or higher in MUS 281 or consent of instructor. Continued development of the skills begun in MUS 281. (2 hours lecture-laboratory) $10 Class fee required.

MUS 381 Class in Piano IV (1) Prerequisite: Grade of "C" or higher in MUS 380 or consent of instructor. Continued development of the skills begun in MUS 380. (2 hours lecture-laboratory) $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 laboratory)

MUS 405 Double Reed Making (2) A laboratory course covering the construction and adjustment of oboe and bassoon reeds.

MUS 409 Music Marketing (3) Prerequisite: MUS 304. The study of techniques related to marketing and promoting musical artists. 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 teacher education. A field experience, offered with MUS 415 Teaching Music K-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 teacher education. 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 K-6 (2) A survey of philosophies, materials and pedagogical methods for teaching elementary music in the schools. 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 138 or 147. Instruction in the function and goals of a jazz ensemble program, including experience in jazz styles, history, improvisation, and curriculum design.

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.

MUS 423 Vocal Pedagogy and Literature (2) Prerequisite: MUS 150. The study of teaching voice.

MUS 424 Keyboard Pedagogy and Literature (2) The study of teaching keyboard, with primary focus on methods and materials for teaching beginning to intermediate students.

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 or MUS 137 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 443 Orchestra (1) Prerequisite: A total of four completed semesters of MUS 143 required to enroll. Standard symphonic literature, practice in sight-reading, development of tone and technique. Public appearances by the group and smaller ensembles. Carries the expectation of additional responsibilities. Open to new qualified transfer students by permission of director only.

MUS 444/544 Topics in Music Pedagogy and Literature (2) The study of teaching techniques and literature in instrumental and vocal performance. The performance area will depend on needs and interests of students and will be in one of the following areas: voice, keyboard, woodwinds, brass, percussion or strings. May be repeated for up to six hours credit with no content duplication.

MUS 454 Senior Recital (1) The presentation of a 30-minute senior recital in a student's primary performance area. The student will enroll for this class concurrently with private applied lessons during the term in which the senior recital is given. (May be repeated one time for credit in a second performance area.) $15 Class fee required.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

MUS 503 Music of the Baroque and Classical Periods (3) Music of the seventeenth, eighteenth, and early nineteenth centuries. Emphasis on J. S. Bach, Haydn, Mozart, and Beethoven, and on the development of the various vocal and instrumental forms of these periods.

MUS 505 Music of the 20th Century (3) A study of music of the 20th Century. Representative works of chamber music, vocal, instrumental, opera, symphony, and non-traditional forms.

MUS 515 Choral Literature and Materials (3) A survey of literature and materials for choirs and vocal ensembles.

MUS 516 Instrumental Literature and Materials (3) A survey of literature and materials for instrumental ensembles and bands and orchestras.

MUS 524 Piano Pedagogy (3) The study of teaching techniques and solo literature for the piano.

MUS 544 Topics in Music Pedagogy and Literature (2) See MUS 444.

MUS 601 Advanced Choral Conducting (3) Advanced study of techniques required for conducting vocal ensembles and choirs. Includes rehearsal management and music interpretation.

MUS 602 Advanced Instrumental Conducting (3) Advanced study of techniques required for conducting instrumental ensembles and bands and orchestras. Includes rehearsal management and musical interpretation.

Applied Music

$15 CLASS FEE REQUIRED

MUS 651 Organ Lessons (2)
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

Natural Science (NAT)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
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 Pre-Calculus Math (5) to satisfy the Block 2 Mathematics General Education 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
PHY 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 hrs from all the above course work must be upper level.

EDU 409 Science Content Area Methods and Assessment is required.
No additional endorsement is required for a Nebraska Teaching Certificate.

Undergraduate Courses

NAT 112 Introduction to Personal Computers (1) A hands-on introduction to a variety of computer applications and services typically found on personal computers and the WSC computer network. Topics include operating system fundamentals, electronic mail, word processing, spreadsheets, presentation software and the Internet.

NAT 280 Life Science for Elementary Education (3) Meets the life science general education 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 education 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 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

Philosophy (PHI) Language & Literature Department
School of Arts & 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).

PHI 101 Introduction to Philosophy 3
105 Ethics and Values 3
201 Origins of Western Philosophy **or**
202 History of Modern Philosophy 3
310 Logic 3
Upper level electives by advisement…… 6
The student may include up to 6 hours of Social Sciences selected from HIS 305, 310, POS 315 or other courses with philosophical content.

Undergraduate Courses

PHI 101 Introduction to Philosophy (3) A philosophical examination of fundamental human questions, conducted through reading and discussions concerning problems in knowledge, reality and value (ethics and aesthetics).

PHI 105 Ethics and Values (3) A general education 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 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) An examination of the uses of language and the processes of deductive and inductive inference.

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

Physical Education (PED)
Health, Human Performance & Sport Department
School of Natural & Social Sciences
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.

Computer Literacy requirement: HHPS students must take PED 487

Field Endorsement in Health & Physical Education PK-12 (BA or BS) 55 hours

PED 105 Anatomy & Physiology I 3
151 Intro to Health and Physical Education..... 2
171 Elem School Health & Physical Education..... 3
200 Introduction to Motor Learning and Development 3
205 Anatomy & Physiology II..... 3
207 Athletic Performance and Nutrition 3
241 First Aid and CPR 2
250 Strategies in Drug Education 3
287 Computer Applications in HHPS..... 3
305 Exercise Physiology 3
341 Org, Ad, Curriculum Development of Secondary Health, PE..... 3
346 Org, Ad, Curriculum Development of Elementary Health, PE... 3
351 Biomechanics..... 3
361 Met & Mat in Health and PE K-12..... 3
381 Physical Education Practicum 2
407 Motor Perception/Adaptives-Special Populations 3
470 Fitness Evaluation and Assessment 3
471 Tests & Measurements..... 3
Four hours from the following activity areas 4
Any aquatic course (1), PED 111 Folk & Rec Dancing (1) and 2 hours of activity classes.
EDU 409 Physical Education Content Area Methods and Assessment must be taken as part of the professional education requirements.

Subject Endorsement in Physical Education PK-6 (BA or BS) 31 hours

PED 105 Anatomy & Physiology I 3
111 Folk and Recreational Dancing 1
171 Elem School Health & Physical Education..... 3
200 Intro to Motor Learning & Development..... 3
229 Aerobic Dance 1
287 Computer Applications in HHPS 3
304 Sport Physiology **or**
305 Exercise Physiology 3
346 Org, Ad, Curriculum Development of Elementary Health, PE... 3
351 Biomechanics..... 3
361 Met & Mat 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 & Physiology I…… 3
200 Intro to Motor Learning and Development 3
205 Anatomy & Physiology II..... 3
287 Computer Applications in HHPS 3
305 Exercise Physiology 3
341 Org, Ad, Curriculum Development of Secondary Health, PE.....3
351 Biomechanics.....3
361 Meth & Mat in Health and PE K-12 ……3
381 Physical Education Practicum 2
407 Motor Perception/Adaptives-Special Populations 3
Activities: PED 111, any aquatic course,
and 3 activity courses 5

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

The Applied Human and Sport Physiology major provides students with a variety of educational experiences pertaining to sports medicine, allied health, and physical science. The program of study is designed to prepare students for graduate study/careers in athletic training, physical therapy, chiropractic medicine, exercise physiology, biomechanics, kinesiology, and, through advisement, may provide strong training for individuals who wish to work in health and fitness related professions.

Recommended preparation: Students considering this major should have a minimum of 1 year of biology, 1 year of chemistry, 3.0 high school GPA, and an ACT score of at least 25.

Applied Human and Sport Physiology majors must complete BIO 110 Biology Concepts (4), CHE 106 General Chemistry I (4), and MAT 180 Applied Probability and Statistics (3) to satisfy Block 2 of the General Education requirements, and PSY 101 General Psychology (3) to satisfy Block 3 of the General Education requirements.

Major in Applied Human and Sport Physiology (BA or BS) 58-60 hours. ***Students may not combine this major with a major in Exercise Science.***

A 2.75 cumulative GPA is required to graduate with this major.

Note: Following program enrollment, students are required to maintain a 2.75 cumulative GPA or higher to enroll in the following courses: PED 352, 389, and 495. Students are required to maintain a 2.5 cumulative GPA or higher to enroll in the following courses: PED 400, 471, 472, and 473. Students must earn a "B" grade or better in PED 470.

BIO 220 Human Anatomy 4
340 Human Physiology 4
CHE 107 General Chemistry II 4
HSC 345 CPR-Healthcare Provider (1) **or**
PED 241 First Aid and CPR (2) **or**
242 CPR Certification (0)
PED 130 Introduction to Sports Medicine 3
207 Athletic Performance and Nutrition..... 3
275 Prevention and Care of Athletic Injuries.....3
287 Computer Applications in HHPS 3
305 Exercise Physiology 3
351 Biomechanics.....3
352 Musculoskeletal Evaluation and Management 3
357 Principles of Strength and Conditioning..... 3
389 Sports Medicine Practicum..... 2
400 Cardiac Rehabilitation.....3
470 Fitness Evaluation and Assessment 3
471 Tests and Measurements..... 3
472 Wellness Practicum I.....2
473 Wellness Practicum II 2
480 Assessment Seminar 0
495 Research Design in Sports Medicine.....3
PHY 201/321 General Physics I + lab 4

Applied Human and Sport Physiology majors are encouraged to supplement their course work by choosing some of the following recommended general electives:

BIO 330 Histology 4
385 Microbiology 4
486 Immunology 3
CHE 208 Introductory Organic Chemistry 4
314 Organic Chemistry I 4
315 Organic Chemistry II 4
326 Biochemistry I 4
FCS 407 Nutritional Counseling and Assessment 3
NAT 421 Scientific Communications 3
PED 200 Introduction to Motor Learning & Development 3
353 Rehab of Musculoskeletal Injuries 2
PHY 202/322 General Physics II + lab 4
PSY 230 Life Span Development 3
PSY 450 Abnormal Psychology 3

Major in Exercise Science (BA or BS) 52-54 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 Education 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.

Note: Students must maintain a 2.5 cumulative GPA to be eligible to enroll in PED 310, 400, 471, 472, 473, and 493.

PED 105 Anatomy & Physiology I 3
205 Anatomy & Physiology II 3
207 Athletic Performance and Nutrition 3
PED 241 First Aid and CPR (2) **or**
242 CPR Certification (0)
287 Computer Applications in HHPS 3
305 Exercise Physiology 3
310 Professional and Leadership Development in Exercise Science 3
351 Biomechanics 3
357 Principles of Strength & Conditioning 3
400 Cardiac Rehab 3
411 Sport Marketing and Promotion **or**
464 Facility Management in Sport/Wellness 3
470 Fitness Evaluation and Assessment 3
471 Tests & Measurements 3
472 Wellness Practicum I 2
473 Wellness Practicum II 2
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 360 Management Theory and Practice, BUS 370 Principles of Marketing, CSL 202 Intro to Human Service Counseling, FCS 407 Nutritional Counseling and Assessment, CNA 418 Health Communication, 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) 59 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 Education requirements.
2. Completion of all Sport Management major courses.
3. Completion of a minimum of 108 credit hours.
4. Earn a grade of B (3.0) or better in PED 140.
5. Have a cumulative Grade Point of 2.50 or higher.

Note: Students must maintain a 2.5 cumulative GPA to be eligible to enroll in PED 385, 411, 450, 485, and 489.

BUS 142 Survey of Accounting 3
360 Management Theory and Practice 3
370 Principles of Marketing 3
GEO 325 Geography of Recreation, Tourism, Sport **or**
PED 288 Sport Tourism & Event Management **or**
CNA 392 Sports Writing 3
PED 140 Intro to Sport Management 3
277 Media Relations in Sport 3
287 Computer Application in HHPS……3
295 Sport Management Public Relations/Communications 3
385 Sport Management Practicum 2
390 Ethics in Sport Management 3
405 Sport Business 3
410 Sport Law 3
411 Sport Marketing and Promotion 3
450 Leadership in Sport Organizations 3
464 Facility Management in Sport/Wellness 3
485 Sport in American Culture 3
489 Fieldwork in Sport Management 12

Minor or Endorsement to Coach: 18 hours

A special endorsement available in addition to a field endorsement or 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 & 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 & Fundamentals of Football Coaching 3
312 Theory & Fundamentals of Basketball Coaching…… 3
313 Theory & Fundamentals of Track Coaching 3
314 Theory & Fundamentals of Wrestling Coaching 3
315 Theory & Fundamentals of Baseball Coaching 3
316 Theory & Fundamentals of Softball Coaching 3
317 Theory & Fundamentals of Volleyball Coaching…… 3
318 Theory & Fundamentals of Soccer Coaching…… 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 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).

Required Core: 15-17 hours

PED 105/205 (or BIO 220/340) Human Anatomy/Physiology 6-8
305 Exercise Physiology 3
351 Biomechanics 3
470 Fitness Evaluation and Assessment 3
Choose at least 1 course from the following: 2-3 credits minimum to total at least 18 hours
FCS 407 Nutritional Counseling and Assessment (3)

PED 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)
389 Sports Medicine Practicum (2)
400 Cardiac Rehabilitation (3)
471 Tests and Measurements (3)
472 Wellness Practicum I (2)
473 Wellness Practicum II (2)

Minor in Public Health: 21 hours

This 21 credit interdisciplinary minor is designed for students from a 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

SSC 300 Social Science Research Methods 3
PGH 200 Introduction to Personal, Public and Global Health…….3
MAT 180 Probability and Statistics **or**
SSC 319 Social Statistics 3

Electives (12 hours): Electives by advisement must be taken from at least two prefixes, and be from at least two Public Health Domains, and may be selected from the following suggested courses:

BIOSTATISTICS AND EPIDEMIOLOGY DOMAIN

CIS 132 Principles of Computer Information Systems (3)
GEO 320 Urban Geography (3)
GEO 430 Geographic Information Systems (3)
MAT 180 Probability and Statistics (3)
MAT 140 Calculus I (5)
MAT 240 Calculus II (5)
SSC 319 Social Statistics (3)

HEALTH POLICY, SYSTEMS AND ADMINISTRATION DOMAIN

CJA 460 Emergency Management (3)
ECO 350 Economic Development (3)
ECO 360 Global Economics (3)
POS 110 World Politics (3)
POS 345 Public Administration (3)
POS 430 Public Policy (3)

ENVIRONMENTAL HEALTH DOMAIN

BIO 145 Environmental Studies Seminar (1-2)
BIO 325 Ecology (4)
BIO 345 Conservation Biology (3)
CHE 400 Environmental Chemistry (3)
GEO 410 Hazards and Disasters (3)

PUBLIC HEALTH PREVENTION AND PROMOTIONS DOMAIN

CNA 262 Writing for Mass Media (3)
CNA 467 Intercultural Communication (3)
CSL 202 Intro to Human Service Counseling (3)
FCS 115 Human Development and the Family (3)
FCS 317 Nutrition through the Lifecycle (3)
FCS 322 International Foods and Cultures (3)
FCS 340 Community Nutrition (3)
PED 400 Cardiac Rehab (3)
HSC 345 CPR for Healthcare Providers (1)
HSC 443 Rural Health Issues (1-2)
PSY 230 Lifespan Development (3)
PSY 345 Health Psychology (3)
PSY 406 Death and Dying (3)
SPA 306 Spanish for Health Professionals (3)
PGH 391/395 Special Project/ Independent Study (1-3)

BIOSOCIAL DETERMINANTS OF HEALTH AND DISEASE DOMAIN

BIO 385 Microbiology (4)
GEO 315 World Economic Geography (3)
SOC 110 Introduction to Anthropology (3)
SOC 345 Race and Ethnic Relation (3)
SOC 444 Topics in Sociology (3)
SOC 420 Environmental Sociology (3)
SOC 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 grade of B (3.0) or better is required in PED 140 and a cumulative GPA of 2.5 of better is a prerequisite for PED 385, 411, 450 and 485. A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s).

PED 140 Intro 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

Undergraduate Courses

PED 103 Lifestyle Assessment (2) A course designed to assess the many areas of lifestyle to include cardiovascular flexibility and strength, nutrition, stress, risk factors, alcohol, drugs, and tobacco. The course will encourage regular physical activity and all other activities and consumptions that contribute to a high quality lifestyle, including medical self-care and appropriate use of the medical system.

PED 105 Anatomy & Physiology I (3). An introduction to the physiological processes and anatomical features of the body which are related to and affected by physical activity and training. Systems include the integumentary, skeletal and muscular. PED 105 is a prerequisite for PED 205, 275, 351, and 352.

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 111 Folk and Recreational Dancing (1) An individualized prescribed fitness activity course based on the assessment results in PED 103. Teaching skills and techniques used in executing all basic steps for folk dances, social dances, and square dances as applied to elementary and secondary groups and recreational groups.

PED 122 Squad Participation (1) Credit for student-athlete participation in athletics. Regular attendance and participation is required in all activities of an intercollegiate team. Must be a student-athlete to enroll. Course may be repeated for a maximum of two (2) credit hours. Instructor signature required.

PED 130 Introduction to Sports Medicine (3) An introduction to the disciplines within Sports Medicine including the historical background, terminology, technology, professional associations, and career opportunities. This course will include up to 10 hours of out-of-class job shadowing experience.

PED 131 Introductory Swimming (1) For non-swimmers who wish to learn how to swim.

PED 140 Introduction to Sport Management (3) A study of the history and philosophy of sport including the emergence of the field of sport management. Surveys of the sub-fields of sport psychology, sociology of sport, sport marketing and promotion, economics of sport, sport media, professional sport and collegiate sport are investigated along with a strong emphasis of ethics in sport. A 3.0 is required in this course for the major and minor in Sport Management.

PED 151 Introduction to Health and Physical Education (2) A study of the foundations and philosophies of Health and Physical Education with a review of the history and principles of each.

PED 171 Elementary School Health and Physical Education (3) Identification, practice, and presentation of movement education, fundamentals, and specialized skills as they relate to the needs and characteristics of elementary age children. Includes the study of fitness, games, rhythms, manipulative activities, apparatus, stunts and tumbling, and sport-related skills appropriate to K-6.

PED 200 Introduction to Motor Learning and Development (3) A study of the physical, mental, and emotional factors that affect normal growth and development, and of the physiological and psychological factors that are related to the acquisition of motor skills. Special consideration is given to the teacher/coach's role in facilitating motor learning.

PED 205 Anatomy & Physiology II (3) Prerequisite: PED 105. A continuation of the study of the physiological processes and anatomical features of the body which are related to and affected by physical activity and training. Systems include the nervous, 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. May be repeated for up to six (6) credits.

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 241 First Aid and CPR (2) Designed to assist teachers, coaches, and recreation personnel by providing them knowledge and skill in administering immediate temporary treatment in the case of an accident or sudden illness before the services of a physician are available. $35 Class Fee Required.

PED 242 CPR Certification (0) Students who currently hold a Healthcare Provider CPR certification from the American Heart Association or a CPR for the Professional Rescuer certification from the American Red Cross will receive acknowledgement for their certification. Certification cards must remain valid for a minimum of 1 full year from the time of verification to be accepted.

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. Emphasis on prevention, evaluation, and treatment of common athletic injuries. Included is a survey of modalities, performance aids, and protective equipment. Additional course fee applies. $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 Anatomy and Physiology I. A study of human athletic performance physiology applicable to coaching. Physiological concepts related to sports performance including training methods and nutrition for athletes. For students taking a minor or endorsement to coach.

PED 305 Exercise Physiology (3) Prerequisites: PED 105, 205. A study of the major physiological systems and their response to exercise for Physical Education K-12, K-6, 7-12, and Wellness majors and students in these areas also taking Coaching minor or Endorsement. This includes the application of physiological concepts to physical training.

PED 310 Professional and Leadership Development in Exercise Science (3) Prerequisites: 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 & 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 & 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 & 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 & 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 & 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 & 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 & 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 & Fundamentals of Soccer Coaching (3) Prerequisite: Sophomore Standing (30 hours completed). Fundamental skills, theories, philosophies, methods, and organizational skills related to coaching soccer.

PED 341 Organization, Administration, and Curriculum Development of Secondary Health and Physical Education (3) Utilization of the philosophy, aims, and objectives of Health and Physical Education in developing programs and curricula for secondary school health and physical education.

PED 346 Organization, Administration, and Curriculum Development of Elementary Health and Physical Education (3) Prerequisites: PED 151, PED 171. Utilization of the philosophy, aims, and objectives of Health and Physical Education in developing programs and curricula in elementary school health and physical education. To include supervised experiences in public school programs.

PED 351 Biomechanics (3) Prerequisite: PED 105 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 352 Musculoskeletal Evaluation and Management (3) Prerequisites: PED 105 or BIO 220, PED 275, and a 2.75 cumulative GPA. Emphasis on musculoskeletal evaluation and management. To include structural and postural anomalies and injuries.

PED 353 Rehabilitation of Musculoskeletal Injuries (2) Prerequisite: PED 352. Development of a complete rehabilitation program for a variety of populations following injury/surgery. Course will focus on use of common therapeutic exercise equipment and manual techniques.

PED 357 Principles of Strength and Conditioning (3) Prerequisites: PED 304 or 305. Designed to provide students with theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various populations.

PED 361 Methods and Materials in Health and PE (3) A study of methods and materials for teaching health and physical education. Special emphasis will be placed on aims, principles, philosophies and organization.

PED 381 Physical Education Practicum (2) Prerequisites: Consent of department chair, PED 361. Organization, presentation, and evaluation of health and physical education activity units. May be repeated.

PED 385 Sport Management Practicum (2) Prerequisites: PED 277, a 2.5 cumulative GPA, and consent of the program coordinator or department chair. Organization and management of information, internal workings and services offered through an approved sports information or management entity. May be repeated.

PED 389 Sports Medicine Practicum (2) Prerequisite: PED 351 and a 2.75 cumulative GPA. Corequisite: PED 352. A practical course designed to expose majors to training in musculoskeletal evaluation, management, and rehabilitation.

PED 390 Ethics in Sport Management (3) Prerequisite: junior standing. A study of ethical procedures and behaviors in sport management. Emphasis on the areas of academic counseling of student-athletes, diversity, stereotypes, media, athletes as role models, career development, and developing the overall benefits of athletics.

PED 400/500 Cardiac Rehabilitation (3) Prerequisites: PED 105, 205, and a 2.5 cumulative GPA. A course designed to provide the student the theoretical knowledge and practical background in administering an adult fitness program as well as all phases of cardiac rehabilitation. The student will develop knowledge and skills in cardiovascular physiology, ECG interpretation, basic pharmacology and exercise 132 *Wayne State College* programming for apparently healthy individuals as well as diabetics, obese, pulmonary and cardiac patients.

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) Prerequisites: a 2.5 cumulative GPA. The economic, social, and political forces that affect sport. Analysis of successful and unsuccessful marketing campaigns. Integration of the elements of marketing segmentation, product, price and communication into sport marketing.

PED 450 Leadership in Sport Organizations (3) Prerequisite: a 2.5 cumulative GPA. An overview of the total management responsibilities in sport and leisure service organizations. Program philosophy and development, personnel management, leadership, strategic management, public relations, and technology in sport receive specific attention.

PED 464 Facility Management in Sport and Wellness (3) This course is designed to introduce students to the fundamentals of conducting needs assessments, planning, constructing, equipping, staffing, programming, and managing facilities in sport, and wellness.

PED 470/570 Fitness Evaluation and Assessment (3) Prerequisites: PED 105, 205, 305. An introduction to the techniques of evaluation and assessment of human needs, interests and performance in the wellness field. A “B” grade is required for the Exercise Science and Applied Human and Sport Physiology majors.

PED 471/571 Tests and Measurements (3) Prerequisite: a 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 Wellness Practicum I (2) Prerequisite: PED 470 and a 2.5 cumulative GPA. A course designed to extend student skill in exercise testing, fitness assessment, exercise prescription and experimental exercise science. May be repeated after both PED 472 and 473 have been completed.

PED 473 Wellness Practicum II (2) Prerequisite: PED 472 and a 2.5 cumulative GPA. This course will provide students opportunity to lead and develop wellness programs, adult fitness classes and provide personal training consultation. 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 & 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) Prerequisite: a 2.5 cumulative GPA. The course is a study of sport and the ways in which it influences people in America.

PED 489/589 Fieldwork in Sport Management (1-12/1-9) Prerequisite: a 2.5 cumulative GPA for undergraduate students. 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) Prerequisite: a 2.5 cumulative GPA for undergraduate students. A supervised field-based experience to familiarize the student with the conditions, practices, and environmental settings where the aspired vocational roles are conducted. Students, with the help of their advisor, must find an internship site. The site must be approved by the student’s advisor and department chair.

PED 495 Research Design in Sports Medicine (3) Prerequisites: PED 389 and 471 and a cumulative GPA of at least 2.75. Designed to promote an understanding of the theory, skills, methodology, and processes involved in designing, conducting, analyzing, and disseminating a sports medicine research project.

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

PED 500 Cardiac Rehabilitation (3) See PED 400

PED 507 Motor Perception and Adaptives for Special Populations (3) See PED 407

PED 551 Advanced Exercise Physiology (3) Prerequisite: PED 305. The advanced study of physiological adaptations encountered by the human body as it reacts to exercise, physical training and conditioning.

PED 570 Fitness Evaluation & 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, ticket and concession sales. Examines financial challenges related to current and future sources of revenue for the sport enterprise.

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 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 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 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 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 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 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.

PHYSICAL SCIENCES

Physical Sciences (PHS)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
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 Education. Does not apply to any major, minor, or endorsement in any science area (BIO, CHE, EAS, NAT, PHS, PHY) unless specified. (4 hours lecture-lab combined)

PHYSICS

Physics (PHY)
Physical Sciences & Mathematics Department
School of Natural & Social Sciences
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 (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 hrs 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 hrs lab). $20 Physics Lab Fee Required.

PHY 326 Electronics (3) An introduction to fundamental principles in electronics. Topics include components of electronic circuits, circuit analysis, analog and digital circuits, and electrical safety. (4 hours of lecture-lab combined).

PHY 336 Classical Mechanics (3) Prerequisite: 1 year of Physics. An upper level course in classical mechanics. Topics include a vector language description of motion, dynamics of a particle, mechanical energy, periodic motion, systems of interacting particles, dynamics of a rigid body and Lagrangian dynamics.

PHY 345 Thermodynamics (3) Prerequisite: 1 year of Physics. An upper level course in thermodynamics. Topics include energy conservation, the first and second laws of thermodynamics, energy and entropy, work and heat, thermodynamic systems analysis, and properties of state. Application of these fundamentals to energy conversion systems will be presented.

PHY 356 Electricity and Magnetism (3) Prerequisite: 1 year of Physics. An upper level course in electricity and magnetism. Topics include electrostatics, a microscopic analysis of current and circuits, theories of dielectrics, magnetic properties of matter, and Maxwell's equations.

PHY 393 Physics Laboratory Techniques (1-2) Prerequisite: PHY 201 or 301. Introduction to the direction of students in physics laboratories. Course includes instruction in the setup of equipment, supervision of laboratory activities, evaluation of laboratory reports, and laboratory safety. (3 to 6 hours a week).

PHY 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

Political Science (POS)
History, Politics & Geography Department
School of Natural & Social Sciences
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 Intro 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 & Liberties (3)
444 Topics in Political Science-by advisement (3)

Public Administration and Policy
(choose 6 hours from the following) 6
POS 300 State & Local Politics (3)
345 Public Administration & Management (3)
390 Public Budgeting & Finance (3)
410 Public Policy Analysis & Program Evaluation (3)
430 Public Policy (3)
444 Topics in Political Science-by advisement (3)
SSC 319 Statistics for the Social Sciences (3) (*for the major only)*

International Relations/Comparative (choose 3 hours) 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 350 Economic Development (3)
360 Global Economics (3)
430 International Economics (3)
GEO 300 Human Geography (3)
305 Political Geography (3)
HIS 320 The Twentieth Century (3)
360 Colonial & Revolutionary America (3)
370 Early National America (3)
380 America, Civil War 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 Education 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
345 Public Administration and Management..... 3
430 Public Policy 3
Electives from the following.....12
No more than 9 hours from one area. These electives must be chosen in consultation with an advisor.
BUS 350 Managing Behavior in Organizations (3)
360 Management Theory and Practice (3)
367 Foundations of Human Resource Management (3)
444 Governmental Accounting (3)
CJA 425 Substance Abuse Management (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 300 State and Local Politics (3)
390 Budget & Finance (3)
420 American Constitutional Law (3)
444 Topics (by advisement) (3)
PSY 316 Social Psychology (3)
SSC 300 Social Science Research Methods (3)
319 Statistics for the Social Sciences (3)
419 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 one of the following: 3
ENG 200 Expository Writing (3)
CNA 317 Argumentation (3)
342 Persuasion (3)*
PHI 310 Logic (3)
Choose one of 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 three of 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 300 State and Local Politics (3) The study of the political institutions and process at state and local levels.

POS 315 Seminar in Political Theory (3) This seminar allows detailed examination of one or more of the historical and current theoretical positions in political science. Among the possible topics are: classical theory of government, non-western theories, revolutionary theory, American political theory, and the European political tradition.

POS 345 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 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 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. The course may be repeated for credit, by advisement, when no duplication of topics exists.

POS 490 Junior/Senior Research Seminar (3) Prerequisite: Junior standing. A study of the techniques and methodology of political science and social sciences research. Students will complete a major research project on a topic of their choice and present the results.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

POS 500 Seminar in Political Science (3) Reading and discussion of selected topics in political science. Content and title will vary. May be repeated if topic and title are different.

POS 510 Public Policy Analysis and Program Evaluation (3) See POS 410.

POS 530 Public Policy (3) See POS 430.

PRE-PROFESSIONAL PROGRAMS

Pre-Professional Programs

Students planning to enter the professions listed below will find Pre-Professional Programs offered in the School of Natural & Social Sciences. These programs are coordinated with fields of specialization at the University of Nebraska. Students preparing for these professions should consult early with WSC Mathematics and Sciences faculty to plan appropriate courses, and they also should write a professional college for its advice on preparatory courses. The list of pre-professional fields below includes a recommended duration of study at WSC. Admission to the professional schools is competitive.

Agriculture, 2 years
Architecture, 2 years
Bio. Systems Engineering, 2 years
Cardiovascular/Inteven Tech (CVIT) 50 cr. hrs.
Chiropractic, 3 years
Computed Tech./Magnetic Res. (CT/MRI) 50 cr. hrs.
Dental, 3 years
Dental Hygiene, 2 years
Diagnostic Med. Sonography (DMS), 50 cr. hrs
Engineering, 2 years (see Pre-Professional Studies in Engineering section of this catalog for more information)
Forestry, 2 years
Medicine, 4 years
Nuclear Medicine Tech. (NMT), 50 cr. hrs
Nursing, RN 1 yr, BSN 2 yrs
Occupational Therapy, 2 years
Oceanography, 2 years
Optometry, 3 years
Osteopathic Medicine, 3 years
Pharmacy, UNMC, 60 cr. hours
Pharmacy, Creighton, 63 cr. hours
Physical Therapy, UNMC, 3 years
Physical Therapy, Creighton, 3 years
Physician Assistant, 4 years (Bachelor's Degree)
Podiatric Medicine, 3 years
Radiation Therapy Tech, 50 cr. hrs
Radiography, 50 cr. hrs.
Veterinary Medicine, 3 years

PSYCHOLOGY

Psychology (PSY)
Psychology & Sociology Department
School of Natural & Social 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

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 two of the following three 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. A minor or second major is required.

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, 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. The course may be repeated for credit, by advisement, when no duplication of topics exists.

PSY 450/550 Abnormal Psychology (3) Approaches to the assessment and treatment of emotional, social, psychotic, organic, and development disorders are examined.

PSY 460/560 Physiological Psychology (3) Course work will focus on the relationship between the nervous system and behavior. Theories of interactions between the brain and behavior, the research methods and results of such studies, and the implications of the findings will be examined.

PSY 470/570 History and Systems (3) A study of the ideas and contributions of individuals who influenced the development of psychology as a science. Topics include important theories and schools of thought on which psychology is based.

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 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. May be repeated for credit if topic and title are different.

Public Health

Public and Global Health (PGH)
Health, Human Performance & Sport Department
School of Natural & Social Sciences
Rice Auditorium

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

Social Sciences (SSC)
Psychology & Sociology Department (for non-teaching major advisement)
History, Politics, & Geography (for endorsement advisement)
School of Natural & Social 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.

The **endorsement** includes 15 hours of Block 3 General Education history and social sciences requirements.

Field Endorsement in Social Sciences (BA or BS) 66 hours
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.

HIS 170 World Civilizations I 3
171 World Civilizations II 3
180 The American Experience I 3
181 The American Experience II 3
385 America: 1945 to the Present 3
Upper level U.S. History 3
Upper level Non-U.S. History 6
History electives 3
SSC 490 Social Sciences Research Seminar
(or appropriate Honors class, 395 or 499) 3

6 hours in Economics to include ECO 202 and ECO 203 6
6 hours in Geography to include GEO 120 6
6 hours in Political Science to include POS 100 6
Two additional courses from these three fields above, not both in the same field 6
6 hours in Sociology to include SOC 101 and SOC 110 6
6 hours in Psychology to include PSY 101 and 3 hours of an upper-level PSY course 6

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

This **major** can include only 6 hours of General Education History & Social Sciences courses.

Major in Social Sciences (BA or BS) 55 hours
Students must select an 18 hour Primary Area of Emphasis, plus 18 hours including 3 hours from each Social Sciences program outside the emphasis (CJA, ECO, GEO, HIS, POS, PSY, SOC/Anthropology), plus 18 hours of electives from any of the SSC areas, with a maximum of 12 additional hours in any area outside the primary emphasis, and SSC 485 (1) Social Sciences Senior Seminar. Note: at least 50% of the hours in the major must be upper level courses (300 or above). **Primary Areas** (18 hours from one area required as a Primary Area of Emphasis)

Criminal Justice
CJA 105 Intro 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 Soc. Sciences 3

Geography
GEO electives by advisement 18

History
HIS electives by advisement 18

Political Science
POS 100 American National Government 3
110 Intro to World Politics.....3
POS electives by advisement 12
Psychology
PSY 101 General Psychology.....3
PSY electives by advisement 15
Sociology/Anthropology
SOC 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/anthropology, and social sciences interdisciplinary courses; 9 hours of lower level (100 and 200 level) courses with no more than 3 hours from any one area; 12 hours of upper level courses with no more than 6 hours from any one area.

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. 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. May be repeated for credit if no duplication of topics exists.

SSC 485 Social Sciences Senior Seminar (1) Prerequisites: Senior standing, permission of the advisor. Students will complete a written project on a topic chosen with their advisor. This project is intended to integrate all of the disciplines and approaches taken in the major, demonstrating the interrelatedness of the Social Sciences. The advisor will meet with various faculty members to facilitate discussion of the integration of ideas through the 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/Anthropology

Sociology/Anthropology (SOC)
Psychology & Sociology Department
School of Natural & Social 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
110 Introduction to Anthropology 3
220 Social Problems 3
345 Race and Ethnic Relations **or**
460 Social Inequalities 3
480 Social Theory 3
490 Assessment Seminar 0
SSC 300 Social Sciences Research Methods 3
Upper level Sociology Electives 12
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

SOC 101 Introduction to Sociology 3
220 Social Problems **or**
305 Sociology of Deviance **or**
345 Race and Ethnic Relations 3
480 Social Theory 3
490 Assessment Seminar 0
SSC 300 Social Sciences Research Methods 3
319 Statistics for the Social Sciences 3
SOC electives (may include SOC 110, 395, 499, and up to 6 hours of cross listed courses) 21

A total of 18 hours in the major must be upper level courses. A minor or second major is required.

Minor in Anthropology: 21 hours

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

SOC 101 Introduction to Sociology 3
110 Introduction to Anthropology 3
Electives chosen from below 15
SOC 345 Race and Ethnic Relations (3)
350 Religion and Culture (3)
415 The Family (3)
435 Forensic Anthropology (3)
444 Topics in Sociology (by advisement) (3)
445 Native Americans (3)
465 Peoples & Cultures of the Middle East (3)

NOTE: Another major or minor is required for students selecting sociology and anthropology major/minor combinations.

Minor in Sociology: 21 hours

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

SOC 101 Introduction to Sociology 3
220 Social Problems 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) Prerequisite: SOC 101 or instructor permission. Study and discussion of selected social issues including racism, ageism, sexism, poverty, welfare and environment.

SOC 305 Sociology of Deviance (3) Prerequisites: SOC 101 or PSY 101 or POS 100 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 315 Rural Sociology (3) Prerequisite: SOC 101 or instructor permission. The study of the social and cultural aspects of rural life, differential access to social institutions, rural poverty, agribusiness, and future prospects.

SOC 320 Social Welfare (3) Prerequisite: SOC 101 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 345 Race and Ethnic Relations (3) Prerequisite: SOC 101 or instructor permission. 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 350 Religion and Culture (3) Prerequisite: SOC 110 or instructor permission. The study of religious behavior from an anthropological perspective; it explores various religious beliefs and rituals across cultures.

SOC 355 Human Populations (3) Prerequisite: SOC 110 or instructor permission. A study of the major qualitative and quantitative problems and trends in human populations and consideration of those social factors that influence their composition. This course addresses the interrelationships between demographic variables and populations and how these apply to a variety of disciplines.

SOC 415/515 The Family (3) Prerequisite: SOC 101 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 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 435 Forensic Anthropology (3) Prerequisite: SOC 110 or instructor permission. Laboratory-style course emphasizing forensic and archaeological problems in the identification and study of the human skeleton. Human bones are often the last testament of a deceased individual. Through careful study, bones can reveal sex, height, population, age, occupation, disease and trauma of an individual. This course does NOT fulfill an elective requirement for the Sociology major or minor.

SOC 444 Topics in Sociology (3) Current or special issues in Sociology will be examined. The course offers students the opportunity to discuss relevant issues facing society. Topics may include community, social change, and the sociology of women. The course may be repeated for credit, by advisement, when no duplication of topics exists.

SOC 445/545 Native Americans (3) Prerequisite: SOC 110 or instructor permission. The course explores the factors that have shaped the distinctive lifestyles of American Indians. These include pre-contact lifestyles, Indian-White relations, and contemporary developments among American Indians.

SOC 460/560 Social Inequalities (3) Prerequisite: SOC 101 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 465/565 Peoples and Cultures of the Middle East (3) Prerequisite: 110 or instructor permission. The focus of this course is the Middle East, its peoples and its cultural heritage. The emphasis is on important environmental and historical forces that have produced a complex region with interlocking linguistic, ethnic, religious, kin, and class distinctions that characterize the area today.

SOC 480/580 Social Theory (3) Prerequisite: SOC 101 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 (1-6) Prerequisites: Instructor permission and junior level or above. Placement in a professional capacity in an agency for a supervised period. Forty-five 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 210 Juvenile Delinquency
CJA 405 Family Violence
PSY 316 Social Psychology

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

SOC 500 Topics in Sociology (3) Reading and discussion of selected topics in sociology. Content and title will vary. May be repeated if topic and title are different.

SOC 510 Topics in Anthropology (3) Reading and discussion of selected topics in anthropology. Content and title will vary. May be repeated if topic and title are different.

SOC 515 The Family (3) See SOC 415

SOC 545 Native Americans (3) See SOC 445

SOC 560 Social Inequalities (3) See SOC 460

SOC 565 Peoples and Cultures of the Middle East (3) See SOC 465

SOC 580 Social Theory (3) See SOC 480

SOC 600 Studies in Sociology/Anthropology (3) The study and analysis of selected topics in the fields of sociology or anthropology. Content and title will vary. May be repeated if topic and title are different.

SPECIAL EDUCATION

Special Education (SPD)
Educational Foundation & Leadership Department
School of Education & Counseling
Brandenburg Education Building

The Special Education Program is a collaborative and consultation based professional preparation program within the School of Education & Counseling. This program requires each preservice teacher to have completed a program of study in (1) General Education; (2) Professional Education; and (3) Special Education Specialty Studies. The Special Education Field Endorsement, being a teacher education program, is governed by all requirements established and set forth by the School.

Philosophy: The philosophy of the WSC Special Education Program is dedicated toward enabling exceptional learners to be teachable in regular education settings through consultative and collaborative professional education environments.

Theme: The WSC Teacher Education Program has established as the theme of its professional education knowledge base that preservice teachers will be prepared to relate theory and practice through inquiry, reflection, and facilitation. Using the professional education knowledge base theme as an integrative core of educating special education teachers, the specialty studies knowledge base theme of the WSC Special Education Program is concentrated upon distinguished professional preparation of the special educator as a precision teacher and transdisciplinary collaborator.

Outcomes: All WSC Special Education majors in addition to demonstrating competency in the six (6) program outcomes and nine (9) essential teaching behaviors of the professional education knowledge base will also demonstrate competency in the Special Education Program knowledge base in nine (9) program outcomes and sixteen (16) essential competencies for mild/moderate exceptional learners K-6, 7-12 and K-12.

MAT 210 Mathematics for Elementary School Teachers I (3) must be taken for the Block 2 Mathematics General Education requirement.

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 K-12 (BA or BS) 45 hours
A "C" or above is required in each course.

SPD 160 Introduction to Special Education 3
200 Inclusive Learning Strategies 3
252 Foundations of K-6 Special Education 3
254 Foundations of 7-12 Special Education 3
300 Bias, Stereotype and Prejudice in Education 3
302 Inclusive Practices for General and Special Educators 3
332 Special Education Law 3
352 Assessment, Evaluation and the IEP K-12 3
361 Clinical Experience-Special Ed 3
435 Social Emotional Dvlpmnt & Behavior Interventions K-6 3
436 Social Emotional Dvlpmnt & Behavior Interventions 7-12 3
452 Consultation/Collaboration 3
EDU 423 Dvlpmnt of Social Studies in the Elementary and Middle Schl . 3
431 Dvlpmnt of Science in the Elementary and Middle Schl 3
432 Dvlpmnt of Mathematics in the Elementary and Middle Schl 3

Professional Education Courses Sequence-36 hours

EDU 150 Professional Ed in a Diverse Society 3
250 Human Development & Cognition 3
275 Intro to PK-12 Instruction 3
332 Development of Language Arts Elementary/Middle School 3
341 Intermediate Reading 3
430 Literacy Assessment 3
MAT 215 Math for Elementary School Teachers II 3
CNA 451 Speech Pathology 3
SPD 458 Student Teaching & Seminar for Special Ed K-6 6
SPD 460 Student Teaching & Seminar for Special Ed 7-12 6

Subject Endorsement in Special Education K-6 (BA or BS) 39 hours
A "C" or above is required in each course.

SPD 160 Introduction to Special Education 3
200 Inclusive Learning Strategies 3
252 Foundations of K-6 Special Education 3
300 Bias, Stereotype and Prejudice in Education 3
302 Inclusive Practices for General and Special Educators.....3
332 Special Education Law 3
352 Assessment, Evaluation and the IEP K-12 3
361 Clinical Experience-Special Ed 3
435 Social Emotional Development and Behavior Interventions K-6..3
452 Consultation/Collaboration.....3
EDU 423 Dvlpmnt of Social Studies in the Elementary and Middle Schl . 3
431 Dvlpmnt of Science in the Elementary and Middle Schl 3
432 Dvlpmnt of Mathematics in the Elementary and Middle Schl.....3

Professional Education Courses Sequence 24 hours

EDU 150 Professional Ed in a Diverse Society.....3
250 Human Development & Cognition 3
275 Intro to PK-12 Instruction.....3
340 Early Reading 3
430 Literacy Assessment 3
CNA 451 Speech Pathology 3
SPD 458 Student Teaching & Seminar for Special Ed K-6.....6

Subject Endorsement in Special Education 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 Foundations of 7-12 Special Education 3
300 Bias, Stereotype and Prejudice in Education 3
302 Inclusive Practices for General and Special Educators.....3
332 Special Education Law 3
352 Assessment, Evaluation and the IEP K-12 3
361 Clinical Experiences SPD.....3
436 Social Emotional Development and Behavior Interventions 7-12.3
452 Consultation/Collaboration.....3

Professional Education Courses Sequence 18 hours

EDU 150 Professional Ed in a Diverse Society.....3
250 Human Development & Cognition 3
275 Intro to PK-12 Instruction.....3
CNA 451 Speech Pathology 3
SPD 460 Student Teaching & Seminar for Special Ed 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 200 may be taken concurrently with SPD 160.)

SPD 252 Foundations of K-6 (3) Prerequisite: SPD 160 and 200. Definitions, characteristics, legal and educational provisions for exceptional learners who qualify under one or more of Individuals with Disabilities Education Act categories. Focus on differentiated instruction, comparison with Nebraska's Rule 51 and related services.

SPD 254 Foundations of 7-12 (3) Prerequisite: SPD 160 and 200. Definitions, characteristics, legal, and educational provisions for exceptional learners who qualify under one or more of the categories from the Individuals with Disabilities Education Act with Disabilities Education Act. Focus on differentiated instruction, comparison with Nebraska's Rule 51 and related services. Major focus on transition, independent living and vocational skills.

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) Prerequisites: Acceptance to Teacher Education. 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 Inclusive Practices for General and Special Educators (3) Prerequisite: Acceptance to Teacher Education. Applications of methods and strategies within elementary and secondary settings. An emphasis is placed on communication and collaboration between special and general educators. (All Education majors take this course).

SPD 332 Special Education Law (3) Prerequisites: Acceptance to Teacher Education. Historical implications of special education law within the present and future educational settings.

SPD 352 Assessment, Evaluation and the IEP K-12 (3) Prerequisites: Acceptance to Teacher Education. Multidisciplinary Team process and construction of the Individual Education Plan will be explored with an emphasis with an on culturally and linguistically diverse best practices.

SPD 361 Clinical Experience Special Education (3) Prerequisites: Acceptance to Teacher Education. Incorporating knowledge, skills, and dispositions developed in previous and current Professional Education and Special Education field endorsement coursework. This course will require 120 hours of field experience.

SPD 433/533 Early Childhood Social Emotional Development and Behavior Interventions (3) Prerequisite: Acceptance to Teacher Education. Understanding psychological, biological and environmental factors that affect the social/emotional development of early childhood exceptional learners. Emphasis is placed on these factors, the implications for the inclusive learning environment, and practices that teachers may use in the management of classroom behavior in the early childhood setting.

SPD 435 Social Emotional Development and Behavior Interventions K-6 (3) Prerequisites: Acceptance to Teacher Education. Understanding psychological, biological, and environmental factors that affect the social/emotional development of exceptional learners. Emphasis is placed on these factors, the implications for the inclusive learning environment, and practices that teachers may use in the management of classroom behavior in elementary setting. (Available to all Education majors)

SPD 436 Social Emotional Development and Behavior Interventions 7-12 (3) Prerequisites: Acceptance to Teacher Education. Understanding psychological, biological and environmental factors that affect the social/emotional development of exceptional learners. Emphasis is placed on these factors, the implications for the inclusive learning environment, and practices that teachers may use in the management of classroom behavior in the secondary setting. (Available to all Education majors)

SPD 452/552 Consultation and Collaboration (3) Prerequisites: Acceptance to Teacher Education. Effective techniques of working with parents, educators, paraprofessionals, related service providers, agencies and other professional personnel. (Available to all Education majors)

SPD 458 Student Teaching 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 & Counseling. On-campus seminars will be offered periodically throughout the semester. (Graded S/NC)

SPD 460 Student Teaching 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 & Counseling. On-campus seminars will be offered periodically throughout the semester. (Graded-S/NC)

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

SPD 500 Culturally Responsive Teaching (3) Understanding techniques, curriculum, and programming that exemplify culturally responsive teaching. An emphasis on positive student-teacher relationships that nurture and enhance culturally responsive classrooms.

SPD 533 Early Childhood Social Emotional Development and Behavior Interventions (3) See SPD 433.

SPD 545 Assessment Guiding IEP Development (3) Case study based course in understanding, developing, and enhancing assessment procedures to guide IEP development. Course objectives prescribed in SPD 545 syllabus include 20 field hours.

SPD 552 Consultation and Collaboration (3) See SPD 452.

SPD 560 Differentiation, Modifications, and Transition (3) Differentiated lesson planning and unit designs within alternate programs with a focus on modified curriculum, instruction, and transition services. Course objectives prescribed in SPD 560 syllabus include 25 field hours.

SPD 565 Differentiated Methodology (3) Differentiated lesson planning and unit designs within all content and elective classrooms. Course objectives prescribed in SPD 565 syllabus include 25 field hours.

SPD 572 Identification of Mild/Moderate Disabilities (3) Prerequisites: SPD 160 or 608, SPD 252, SPD 404 or 504. Provides training and experience in the administration and interpretation of formal diagnostic instrument rating scales and checklists and psychometric devices which may be used to screen, identify, and make educational plans for students with disabilities.

SPD 608 Survey of Exceptionalities (3) The historical development of the education of students with exceptional education needs, recognizing the characteristics and causes of the exceptionalities, and the diagnosis and instructional intervention relevant to the particular exceptionality are presented. The course is appropriate for educational practitioners and community agency personnel. Direct application of the knowledge of exceptionalities to the classroom or agency population is expected.

SPD 609 Neuropsychology of Exceptional Learners (3) Understanding the unique learning characteristics of the exceptional student. Brain research as it relates to exceptionality is studied. Emphasis on learning ability and the psychological foundation for selected teaching strategies for exceptional students.

SPD 610 Curriculum Modification in LRE (3) Prerequisites: SPD 160 or 608, 609, 631. Emphasis on the educational modifications needed for exceptional learner's success in the General Education setting and to comply with the mandates of the IEPs. Inclusionary practices are studied.

SPD 611 Organization and Administration of Special Education (3). Introduction to administrative procedures of special services. Emphasis on Nebraska and national laws governing special education. Processes of planning and implementing student programs as well as maintaining student records, identifying, selecting and using local and state resources for operating the special education program are studied.

SPD 625 Characteristics and Methods: High Ability Students (3) This course provides an introduction to the psychological characteristics of giftedness in students. Characteristics of at-risk student populations are studied. The candidate will develop and prescribe appropriate curricula, methods, models, and materials to meet the unique needs of high ability learners. The six areas of giftedness identified by the federal law will be specifically addressed.

SPD 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 631 Assessment, Diagnosis, and Interpretation (3) Prerequisite: SPD 160 or 608. An advanced course to prepare the special educator to be a team leader in the identification process for exceptional learners. Emphasis on interpretation of assessment data into educational programming for the individual exceptional student.

SPD 636 Social/Emotional Behavior (3) Historical perspectives of emotional and behavior disorders. Understanding psychological, biological and environment factors that affect the social/emotional development of exceptional learners. Course objectives prescribed in SPD 636 syllabus include 20 field hours.

SPD 652 Collaboration and Co-Teaching in the Field (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. Course objectives prescribed in SPD 652 syllabus include 10 field hours.

SPD 661 Clinical Application (3-6) Prerequisites: Admission to special education MSE degree program and advisor's approval. Special Educator Option: This course focuses on the student's application of new learning strategies in a sequence of planning and instructional phases to serve students with mild/moderate disabilities in K-12 general and special education settings. An individualized professional development plan is written by the advisor with the student, and the student's local special education administrator's input. (Letter grade will be recorded)

SPD 662 Practicum in High Ability Education (3-6) Prerequisites: A valid teaching certificate and one year of successful teaching experience. This course provides experiences for the candidate to teach, to plan and to conduct staff development programs, to develop instructional materials for high ability students, and to conduct evaluation of student learning and program effectiveness.

SPD 663 Applied Research (3) Prerequisites: Admission to special education MSE degree program and advisor's approval. Special Educator option or Instructional Manager option: This course provides for a laboratory or field setting in which students can implement the research data collection under the direction of the student's research committee. (Letter grade will be recorded)

SPD 667 Multicultural Aspects of Curriculum Planning for Exceptional Learners (3) Understanding the individual educational needs of culturally and linguistically diverse exceptional students. Multicultural bilingual special education, academic skill acquisition, linguistic diversity, (including but not limited to African American, Hispanic, Asian American, and Native American), and testing/identification discrimination issues are studied.

SPD 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.

SPD 699 Thesis (3-6) Prerequisites: EDU 650, SPD 663, admission to special education MSE degree program, advisor approval and approval by the student's research committee. The research question will be approved by the student's research committee during enrollment in EDU 650. The student will write the thesis and defend it before the student's research committee and the WSC community.

GRADUATE STUDIES

Wayne State College WSC is authorized to grant four graduate degrees: Master of Science in Education, Education Specialist in School Administration/Educational Leadership, 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 Counseling or the Graduate Office. Students interested in pursuing graduate studies in business should contact the School of Business and Technology or the Graduate Office. Students interested in pursuing graduate studies in organizational management should contact the School of Natural and Social Sciences or the Graduate Office. The standard procedures and requirements for graduate programs are included in this section of the catalog. Students are also responsible for any general requirements of WSC stated earlier in this catalog.

Objectives

WSC's Graduate Programs are designed to expand the student's understanding of contemporary society, 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. The graduate student must complete at least 50% of the course work from WSC faculty to meet the residency requirement.

Graduate Admission / Registration

All Graduate Students

Students may enroll in graduate courses after they have been admitted 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.

The deadlines for filing a completed international student admission application for WSC are as follows:
Fall term..... June 1
Spring term .....October 1
Any summer term ..... March 1

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

International students attending 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 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. 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 selecting 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

Credit that has been applied toward an earned degree from any college will not be accepted for advanced studies in a master's or education specialist's degree at WSC. At least half (50%) of the total graduate credits shall be in 600 level courses.

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, Director of Graduate Studies and the
Dean of Education and Counseling, the Dean of Business and Technology, or the Dean of Natural and Social Sciences.

MBA Program:

A maximum of nine (9) graduate credits (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. Only transfer credit of a "B" grade or better is accepted. A "B-" is not acceptable. Credit that has been applied towards another earned degree from any college is not accepted for advanced study. Credit earned through correspondence courses is not accepted.

MSE/Ed.S. Programs:

A maximum of 18 graduate credits, subject to evaluation by the Director of Graduate Studies and the Dean of Education and Counseling, may be transferred from another regionally accredited graduate institution and applied toward a degree from this College. Only transfer credit of "B" grade or better will be accepted. A "B-" is not acceptable. No more than one-half of the course work for the education core may be transfer credit, except in programs defined by a specific articulation agreement. For more information on articulation agreements, contact the Dean of the School of Education and Counseling.

MSOM Program:

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 Natural and Social Sciences and the appropriate graduate committee, 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 that has been applied towards another earned degree from any college is not accepted for advanced study.

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 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, have a scholastic record above average, teaching experience, and appropriate recommendations.

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

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 basedon 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.

Student Appeals Process

The policy-making body for the graduate program is the Graduate Council, which is responsible to the Graduate Faculty. Recommendations for degree requirements and curriculum originate with the Graduate Council, subject to review by the Graduate Faculty, and require action by the President and the Board of Trustees of Nebraska State Colleges. Students who wish to appeal a decision or action must approach the following people/groups in this order: Department Chair, the appropriate Committee within the School (MBA students-MBA Appeals Committee; MSE & 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 six (6) credit hours. If they fail to raise their GPA to a 3.0, they will be removed from their program. Appeals may be made by following the student appeals process.

Time Limit

Commencing with the date of first course registration, all requirements for the degree must be met within seven (7) calendar years. Courses can be no more than 7 years old at the time of graduation.

Graduation

Students must file an Application for Graduation with the Graduate Office no later than the end of the second week of the semester in which they intend to graduate. All other requirements, including completion of in-progress grades from previous terms, must be met by the end of the sixth week of the semester of graduation.

Summer graduates 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 with the Graduate Office no later than the end of the second week of the spring semester.

Once a student's name appears in a commencement program, their name 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 Education 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 for 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. This option is not available for 600 level BUS courses that are used in the MBA program.

Degree Graduate Students

Students pursuing a program of study leading to the master's or education specialist degree are considered to be degree graduate students. In order to be so classified, a student must have fulfilled all criteria set forth under the catalog section titled Graduate Admission/Registration.

Non-Degree Graduate Students

Non-degree students are those students who do not intend to work toward the master's degree or specialist's degree, or those not permitted to do so.

Specialization

The MBA, MSOM and MSE allow for some manner of specialization. The focus of a graduate student's program should be decided, with the aid of a faculty advisor, as early as possible.

Non-Degree 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 actually enrolling. Nebraska Department of Education certificate renewal application must be processed through the WSC Field Experience and Teacher Certification Office.

Program leading to an additional baccalaureate degree, major, or teaching endorsement

Students who wish to complete the requirements for an additional endorsement, major, or baccalaureate degree must file a graduate admission application form and have one official transcript of their undergraduate work sent to the Admissions Office directly from their undergraduate institution, unless they have graduated from WSC. Graduate students working on initial endorsements/certification programs must be admitted to the WSC teacher education program. A minimum of 30 semester hours must be earned at WSC to receive a second baccalaureate degree. A minimum of 15 semester hours (excluding special endorsements) approved by the appropriate Dean must be earned at WSC to complete a major or teaching endorsement and have it noted on the transcript.

Non-degree / Special Post-Graduate Student Status

This status is for those students who intend to take an occasional course for personal enrichment or transfer to another institution. Since a public college has an obligation to make its resources available for a broad range of purposes not confined to the pursuit of specific degrees, anyone holding an accredited baccalaureate or professional degree may register for individual courses at the graduate level without making application to a degree program. Submission of an official transcript is optional, but recommended if you indicate this type of admission. Special Post-Graduate students must meet prerequisite conditions, as determined by the instructor, for admission into specific courses. Special Post-Graduate students are not admitted to 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 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 of 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)
BUS 553 Workforce Planning and Employment (3)
BUS 554 Total Compensation (3)
BUS 555 Employment Law and Labor Relations (3)
BUS 556 Strategic Human Resource Management (3)

Certificate of Advanced Studies

School Administration/Educational Leadership

Certificates of Advanced Studies in School Administration/Educational Leadership 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/educational leadership. 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/Educational Leadership PK-8; School Administration/Educational Leadership 7-12; or School Administration/Educational Leadership PK-12. The program of study requirements for those seeking a Certificate of Advanced Studies in School Administration/Educational Leadership shall be the same requirements as for an MSE degree in School Administration/Educational Leadership. 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.

MASTER IN BUSINESS ADMINISTRATION

MASTER IN BUSINESS ADMINISTRATION (MBA) DEGREE
School of Business & 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 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 option requires satisfactory completion of the 30 credit hour professional graduate program of study. No written thesis is required. An MBA student shall file with the Graduate Office and the School of Business & Technology Office one acceptable graduate paper. The file paper is written in BUS 692 and must be accepted by the MBA file paper committee and filed in the WSC Graduate Office.

General Degree Requirements

Total Semester Credits

The MBA consists of a minimum of 30 semester credit hours.

Grades

A minimum overall average of "B" (3.00 on a 4.00 scale) will be required of all graduate students. This average is based on all courses attempted. In computing this average, no grade below a "C" 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 30 credit hours must be beyond the common body of knowledge component in courses normally reserved for graduate students.

Time Limit

Commencing with the date of first course registration, all requirements for the degree must be met within seven (7) calendar years. Courses can be no more than 7 years old at the time of graduation.

Final Examination

No comprehensive final examination is required. However, BUS 692 Administrative Policy will be utilized as a capstone course for all MBA candidates.

Program Admission Criteria

Applicants will be screened and evaluated on a number of factors that evidence high promise of academic achievement.

Each applicant must be approved by the Director of the MBA program and the Dean of Business & Technology. All of the following factors are considered together in granting admission to the program.

1. Admission is determined primarily by GPA and score on the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE).
   GMAT/GRE-The student must have: 950 points based on the formula: 200 times the overall GPA (4.00 system) plus the GMAT score or plus the GMAT conversion score based upon the student's GRE score. Candidates must achieve a minimum GMAT score of 450.
   For students who already hold a master's or doctor's degree in another program from an institution accredited by a CHEA recognized organization, the GMAT/GRE will be waived.
2. Submission of a Graduate Degree Reference Form.
3. Any applicant not meeting the above requirements may be fully admitted by special action of the MBA graduate committee. Students must meet the criteria for full admission or be fully admitted by special action before enrolling beyond nine credit hours.
4. 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

While each candidate who is accepted in the MBA program must be responsible for the Common Body of Knowledge subject matter, reasonable flexibility in the administration of the program is observed. Each student's background is considered so that a program can be built upon undergraduate work in business, arts and sciences, engineering, and certain other fields. Professionals with extensive business experience are encouraged to remove any deficiencies through approved equivalency options.

Program Of Study: Master in Business Administration (MBA) 30 hours

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
693 MBA Assessment Seminar..... 0

MBA Electives ..... 6 hours**

*MBA core courses open to graduate students only.

**MBA electives consist of any 6 semester credit hours from approved courses offered at the 600-level.

Master of Business Administration (MBA)-Education Focus 30 hours

The MBA-Education Focus is a variation of the MBA that is designed to enable certified secondary level teachers to acquire 18 credit hours of graduate business course work and to also enhance their instructional backgrounds. These objectives are obtained by appropriate course substitutions and choice of electives. The program is only available to students holding an active secondary teaching certificate in business or marketing education. Students should discuss this option with their supervisor prior to enrollment.

MBA –Education Focus Core (all courses required)—24 hours

BUS 608 Financial Administration 3
620 Managerial Communications.....3
623 Education Decision Science **or**
625 Decision Science..... 3
652 Management Accounting.....3
656 Marketing Administration 3

690 Seminar in Organizational Behavior 3
692 Administrative Policy 3
693 MBA Assessment Seminar.....0
EDU 658 Fundamentals of Curriculum Development PK-12 3
MBA-- Education Focus Electives*.....6 hours

*MBA-Education Focus electives consist of 6 semester credit hours from approved courses offered at the 600-level.

MBA 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. GMAT or GRE test scores sent to the WSC Graduate Office.
   These scores must be on file prior to the completion of nine credit hours.
4. Submission of the Graduate Degree Reference form.

International students should refer to the Graduate Admission/Registration section of the WSC catalog for TOEFL and other specific admission requirements.

The Graduate Management Admission Test (GMAT) and the Graduate Record Exam (GRE) are internationally-offered exams. The GMAT Handbook can be found online at-http://www.mba.com/the-gmat/gmat-handbook.aspx and GRE information can be found online at: httpps://www.ets.org/gre.

Transfer of Credit

A maximum of nine graduate credits (15 from another Nebraska State College Institution or the University of Nebraska), subject to evaluation by the Director of the MBA program and Dean of Business and Technology, 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 that has been applied towards another earned degree from any college is not accepted for advanced study. Credit earned through correspondence courses is not accepted.

Program of Study

In the term of enrollment immediately prior to the term of graduation, a finalized program of study form indicating the courses that have been agreed upon and approved by the advisor should be filed with the Graduate Office. 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 for courses unless they have satisfied the necessary course prerequisites. The student should review the appropriate catalog descriptions and the following chart for prerequisite requirements:

MBA Graduate Course Associated Common Body of Knowledge (CBK) Prerequisites

BUS 608: CBK Accounting, Corporate Finance
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 ORGANIZATIONAL MANAGEMENT DEGREE

MASTER OF SCIENCE
IN ORGANIZATIONAL MANAGEMENT (MSOM) DEGREE
School of Natural and Social Sciences
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.

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.

Time Limit

Commencing with the date of first course registration, all requirements for the degree must be met within seven (7) calendar years. Courses can be no more than 7 years old at the time of graduation.

Oral Review & Final Examination

Upon completion of fifteen hours, application for candidacy will be made through an oral review with the program faculty. Students will make a request for the oral review to the department chair just prior to the completion of fifteen hours.

Each student is required to file for a written exam prepared by the appropriate department staff. Students must fill out the Request to Take Comprehensive Exam form filed no later than the last day of the second week of the semester in which graduation is intended.

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. All graduate students seeking an MSOM degree must submit scores on the Graduate Record Examination (GRE) General Test before being admitted to the program and taking courses. GRE scores will be used as an assessment tool along with other criteria to determine admission status. Students must achieve a composite score (Verbal + Quantitative) of 280. The analytical writing score will be used to facilitate student assessment. Each program will determine the manner in which the requirement is to be administered. See the specific information for each program concerning these admission requirements. The test may be taken at any Educational Testing Service testing center. Further information concerning the administration of the GRE may be obtained through the Graduate Office.
3. Students must present an undergraduate GPA of 2.75 or higher on a 4.00 scale for regular admission.
4. Students may be required to take certain undergraduate courses if their undergraduate preparation is determined to be deficient by the advisor or department chairperson.
5. 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, or a personal statement.

Program Focus Area

Students interested in pursuing the Master of Science in Organizational Management may choose from one of the following focus areas:

1) Sport and Recreation Management
2) Information Technology Management
3) Human Resource Management

Program of Study: Master of Science in Organizational Management (MSOM) 36 hours

Core: 18 hours

Student must complete one of the following courses – 3 hours:

CA 530 Communication Research Methods (CSC).....3
EDCI 631 Intro to Graduate Study (CSC) 3
PED 650 Research Design (WSC)..... 3
OR EDU 603 Introduction to Graduate Studies and Research (WSC). 3
MGMT 601 Study Design & Data Collection (PSC).....3

Student must complete one of the following courses – 3 hours:

MATH 533 Stats Methods/Data Analysis (CSC) 3
MGMT 602 Stats Methods/Data Analysis (PSC) 3
PED 622 Stats Applications/Data Analysis (WSC) 3
PSYCH 538 Behavioral Statistics (CSC).....3

Student must complete one course from each of the following four areas – 12 hours:

Leadership

BUS 665 Leadership Seminar (WSC).....3
BUS 627 Ethics in Leadership (WSC)……. 3
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.

Communication

BUS 620 Managerial Communication (WSC)…….....3
CNA 548 Organizational Communication II (WSC).....3

Organizational Behavior

BUS 690 Seminar in Organizational Behavior (WSC) 3

Conflict Management and Organizational Psychology

PSY 535 Industrial Organizational Psychology (WSC).....3
BUS 628 Dispute Resolution Management (WSC).. 3

MSOM Focus Area: 18 hours

Thesis, scholarly project, or internship..... 6
Focus or specialized area of concentration 12

The program will also require the completion of a six (6) credit hour thesis, scholarly project, or internship requirement, or a combination scholarly project/internship. The focus of this part of the program will be to emphasize knowledge integration and application of learned principles.

In addition to the required core and thesis/internship/project, completion of twelve (12) credit hours in a focused area in a field chosen by the student and his or her graduate committee will also be required. The four (4) 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.

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
*CIS 575 Topics in Computer Info Systems 3
*CIS 577 Project Management 3
CIS 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 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)
PED 653 Program Management & Transition of Sport (3)
PED 664 Sport Event and Facility Management (3)

Electives

PED 605 The Economy of Sport (3)
PED 610 Legal Aspects of Sport (3)
PED 612 Advanced Sport Marketing & Promotion (3)
PED 671 Recent Lit & Research in HHPS (3)
PED 685 Social Issues in Sport (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)
BUS 553 Work Force Planning and Employment (3)
BUS 554 Total Compensation (3)
BUS 555 Employment Law and Labor Relations (3)

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. GRE test scores sent to the WSC Graduate Office before being admitted to the program and taking courses.
4. Names and addresses of three references sent to the WSC Graduate Office. International students should refer to the Graduate Admission/Registration section of the WSC catalog for TOEFL and other specific admission requirements.

Transfer of Credit

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 Natural and Social Sciences, 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 that has been applied towards another earned degree from any college is not accepted for advanced study. Credit earned through correspondence courses is not accepted.

Program of Study

In the term of the enrollment immediately following admission to a graduate degree program, the student should complete a Program of Study indicating the courses that have been agreed upon and approved by the advisor and department chair. Program of Study forms may be obtained from the student’s advisor, Graduate Office or appropriate School office. After the forms are completed, they should be signed by the specified individuals. Students wishing to make changes in their Program of Study need approval of their advisor, department chair, and the Dean of Natural and Social Sciences. 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.

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.

MASTER OF SCIENCE IN EDUCATION DEGREE

MASTER OF SCIENCE IN EDUCATION (MSE) DEGREE
School of Education & Counseling
Brandenburg Education Building

Overview

The School of Education and Counseling at WSC offers a Master of Science in Education (MSE) degree to meet the needs of diverse groups of graduate students. While the School of Education and Counseling assumes that most candidates for this degree come from the ranks of professional educators, individuals not holding teaching credentials may be considered for admission to a program provided they meet all admission criteria. It should be noted that conferral of the MSE **does not** necessarily lead to a professional teaching endorsement.

Conceptual Framework

WSC *advanced* candidates inquire, reflect and implement to create caring learning communities and facilitate learning for all students by meeting professional standards, demonstrating in consistent ways an advanced understanding and valuing by:

1. professional dispositions that pervade every aspect of their profession.
2. unique nature of individual learners--cognitively, linguistically, socially, emotionally, and physically.
3. content required for their assigned position.
4. effective strategies to foster engagement and build the relationships that lead to success.
5. professional responsibility and professional skills required for their position.

MSE Programs

Students interested in pursuing the Master of Science in Education degree may choose from one of the following programs described in greater detail below.

1) Counseling
2) Curriculum & Instruction-Instructional Leadership
3) Exercise Science
4) School Administration

Each of the four MSE programs has a professor-in-charge who can be contacted for specific program information. Please contact the School of Education and Counseling for contact information of current professors-in-charge.

MSE or Education Specialist's Degree Admission Criteria

1. One official set of transcripts from the undergraduate institution conferring the baccalaureate degree must be sent directly to the WSC Admissions Office. Admission for Education Specialist requires one official set of transcripts from the institution conferring the master degree sent directly to the WSC Admissions Office.
2. A writing sample will be required in all programs. See individual programs for specific program requirements. These documents will be assessed by a committee of department graduate faculty. Students who cannot meet the entrance writing requirement 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).
3. Students must have on file with the School of Education and Counseling three recommendation forms (school administration) two recommendation forms (Curriculum & Instruction-Instructional Leadership, Counseling, Exercise Science) from school administrators, current employers, or previous employers. The recommendations cannot be from peers or people the student is currently supervising or has supervised in the past. The recommendation forms address the student's academic and leadership potential.
4. 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 course work 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.
5. Have a 2.75 undergraduate GPA or above or have completed 9 graduate hours at WSC with a GPA of 3.0 or higher.

Degree Options

In developing a program of study, graduate students may select from two different program options, thesis or non-thesis. To change from one program option to another—after the program has commenced—the student must have the approval of the Dean of the School of Education and Counseling.

Thesis Option

The thesis option requires a minimum of 30 credit hours of course work plus 6 credits for the thesis. The thesis must be written in the area of specialization; the credit, however, may be applied toward the major field or electives.

Thesis Committee

The advisor 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 notify the Graduate Office by completing the required Thesis Application Form. Also, unless prior arrangements are made, the advisor should arrange for the thesis oral examination and notify the appropriate officials of the time, dates, and results.

Thesis Style

All theses must conform to the style prescribed by the Graduate Council. The American Psychology Association, Modern Language Association and Kate Turabian, A Manual for Writers (latest edition) have been adopted by the Council. Any deviation from the recommended style must have prior approval of the advisor and the Dean of Education and Counseling.

Non-Thesis Option

The non-thesis option requires a minimum of 36 credit hours of course work plus placement of one substantive final research artifact on file in the Graduate Office. 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 and submit to the Graduate Office. 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, project, portfolio or a comprehensive examination as described below. The non-thesis student shall file with the Graduate Office, School of Education and Counseling and the appropriate school office a minimum of one acceptable final research artifact.

Final Research Requirement

Final Research is defined as one acceptable graduate paper, project, portfolio, and/or comprehensive examination. Graduate level research is a graduation requirement for the Master of Science in Education (MSE) Degree. As defined in the Wayne State College General and Graduate Catalog, a graduate research artifact is one acceptable research paper, project, portfolio and/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/project/portfolio and/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.

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.

Upon approval of the advisor, the **final research paper** must be placed on file with the Graduate Office and 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 student, advisor, Department Chair, School Dean, the Director of Graduate Studies and Dean of the School of Education and Counseling.

Final Research Project

A typical **final research project** would include action research conducted by participants [example: such as the type required in the Communities of Learning delivery model]. 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 project** must be placed on file with the Graduate Office and 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 student, advisor, Department Chair, School Dean, the Director of Graduate Studies and Dean of the School of Education and Counseling.

Final Research Portfolio

A typical **final research portfolio** would include a Presentation/Exhibition based on research conducted by the candidate connected directly to the candidate's professional assignment using these requirements:

1. documentation in print (15-20 pages of content) or provided electronically (CDRom/DVD);
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 Graduate Office and 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 student, advisor, Department Chair, content area School Dean, the Director of Graduate Studies and Dean of the School of Education and Counseling.

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. A typical comprehensive exam provides the candidate for the MSE with the opportunity to demonstrate 1) a thorough understanding of the goals of the Conceptual Framework (see below) as experienced through the graduate education core courses, and 2) demonstrate a thorough knowledge of their content emphasis. The comprehensive exam is determined by 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.

In their comprehensive examinations, advanced candidates will explain and provide examples in support of meeting the following goals (classroom application, course work, and/or internships, and/or research):

1. professional dispositions that pervade every aspect of their profession.
2. unique nature of individuals --cognitively, linguistically, socially, emotionally, and physically.
3. content required for their assigned position.
4. effective strategies that foster engagement and build the relationship that lead to success.
5. professional responsibility and professional skills required for their position.

Candidates for the MSE must contact their advisors at the beginning of their final semester of study to arrange and verify the time and place of the final exam and complete the Application for Comprehensive Examination and file it with the Graduate Office 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 Graduate Office and 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 student, advisor, Department Chair, School Dean, the Director of Graduate Studies and Dean of the School of Education and Counseling.

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 and are chosen from EDU 603 Introduction to Graduate Studies and Research, EDU 652 Instructional Theory and Practice, EDU 658 Fundamentals of Curriculum Development PK-16, and EDU 674 History and Philosophy of Education. Prospective graduate students should contact the professor-in-charge to learn more about specific core requirements. Any substitution for core courses requires approval of the Dean of Education and Counseling.

Requirements for the Master of Science in Education Degree

Action	Office	Time
1. File Application form, and one official transcript	Admissions Office	At least two weeks before registration.
2. Graduate Record Exam	Graduate Office	For MSE-Exercise Science students only: At the initial registration time, file for the GRE exam to be completed within the first semester of enrollment.
3. File program of study	Graduate Office	Before completing 9 credit hours. Please consult individual program sections in this Catalog for Admission points for specific Degree Programs.
4. 15 Hour Interview with Faculty File approval form Admission to degree candidacy	Department Chair, Graduate Office	Immediately after completing 15 credit hours
5. File Final Research Form, Final Research	Graduate Office	Nearing completion of 24 credit hours, work with advisor to complete the Final Research Form. The Final Research Paper, Project, Portfolio and/or results of the Final Comprehensive Examination must be approved and placed on file in the Graduate Office 28 calendar days before anticipated date of graduation.
6. File for graduation	Graduate Office	No later than the end of the second week of the semester in which the student intends to graduate.
7. File for final program comprehensive examinations	Department Chair, Graduate Office	Request to Take Comprehensive Examination Form (if required in your emphasis) signed and filed in the Graduate Office 2 weeks before the examination; results must be filed in the Graduate Office 28 days before anticipated date of graduation. For Exercise Science Students: this form must be filled no later than the last day of the second week of the semester in which graduation is intended.
8. File for portfolio examination	Department Chair, Graduate Office	Request for Portfolio Review Form (if required in your emphasis) signed and filed in the Graduate Office the semester in which Portfolio will be reviewed. Portfolio results must be on file in the Graduate Office 28 days before anticipated date of graduation
9. File original and 3 copies thesis and abstracts	Graduate Office	The thesis must be submitted to the Graduate Office 28 calendar days before of anticipated date of graduation.

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.

Time Limit

Commencing with the date of first course registration, all requirements for the degree must be met within seven (7) calendar years. Courses can be no more than 7 years old at the time of graduation.

Admission to the Program

Upon approval of the application for admission to graduate studies, the student and the advisor meet to initiate a program of study in the student's selected program. Formal admission to the program occurs when the signed Program of Study is filed with the Graduate Office.

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, Graduate Office, or appropriate School office. After the forms are completed, they should be signed by the specified individuals. Students wishing to make changes in their Program of Study need approval of their advisor, department chair, and the 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 on a program of study. At least half of the total graduate credits shall be in 600 level courses.

Master's/Certification For Liberal Arts Graduates

Liberal arts graduates (B.A. or B.S.) who wish to enter the teaching profession at the elementary or secondary level 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 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 Field Experience and Teacher Certification Office. Students are to meet as early in their programs as possible with the Field Experience and Teacher Certification Office, Brandenburg Education Building.

Counseling

Counseling Department
Brandenburg Education Building

Counselor Education

The master's degree program in counseling is a CACREP-based model (Council for Accreditation of Counseling and Related Educational Programs) designed to facilitate the development of professional competencies required for the delivery of counseling services within a school, community, or higher education setting. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Admission Phases of the Program

Student progress is monitored at each of the following phases.

1. Admission to Graduate Studies. See the MSE or Education Specialist's Degree Admission Criteria section of this catalog. Following application for graduate study, an advisor from the Counseling Department will be assigned to work closely with each student to develop a program of study and provide academic advising during the course of studies. Admission to graduate study at WSC precedes application to the graduate degree program in Counseling. Graduates have seven years to complete a graduate program. The seven year period begins with the first course included in the Program.
2. Preliminary admission to the Program Area:

   After admission to graduate studies, the student must apply for admission to the counseling program.

   a. Submit the Application to the Graduate Program in Counseling (mail or online). An undergraduate grade point average GPA of 2.75 is required. If that is deficient, the applicant may request special consideration for provisional admission based upon the justification of the ability to perform graduate level work.
   b. Sign a notarized Student Affirmation 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. (ANY further convictions must be brought to the attention of the Field Experience Office immediately after conviction).
   c. Submit two written recommendations (on forms provided) from individuals who have observed your effectiveness in working with people.
   d. Upon application to the program, candidates for the MSE are required to submit to the School of Education and Counseling a writing sample (an academic essay of five or more pages on a topic of their choice). This document will be assessed by a committee of department graduate faculty. Students who cannot meet the entrance writing requirement 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).
   e. Prior to completion of 12 credit hours, the applicant must complete a program of study for a Master of Science in Education (MSE) degree in Counseling in consultation with an advisor in the Counseling Department. Those seeking financial aid will need to complete the program of study before beginning their first course.
   f. The applicant will be notified of the decision by letter from the Dean of Education and Counseling. Admission to the graduate degree program in counseling will become official once a letter of acceptance has been sent to the applicant. Applicants denied admission will also be notified by letter. Unsuccessful applicants may request a review or hearing before the Counseling Department faculty who will forward their recommendation to the Dean of Education and Counseling.

      Exceptions to the above criteria require exceptionality shown by the student in the areas of counseling skills and work experience, unanimous Counseling Department faculty approval, and approval of the Dean of Education and Counseling.

3. Admission to MSE degree program in Counseling.
   Eligibility for admission to the MSE degree program in Counseling is established when all of the following conditions have been met:
   a. CSL 600 Theories of Counseling: minimum grade of "B-".
   b. CSL 660 Pre-Practicum in Counseling: minimum grade of "B-" and attain an ability to relate empathically and therapeutically.
   c. Present the Fifteen-Hour Graduate Student Evaluation Form to your advisor when you have completed between 9 and 15 credit hours. This form will initiate the actions below for admission to the graduate counseling program.
   d. Students need a favorable recommendation by the Counseling Department faculty based on professional judgment of the applicant's ability to perform as a competent professional and maintain the degree of mental health and personal adjustment commonly expected in the counseling profession.
4. Approval for Graduation
   a. Obtain a minimum grade of "B-" in CSL 662 Practicum and attain an ability to relate empathically and therapeutically.
   b. Obtain a minimum grade of "B-" in CSL 697 Internship in Counseling and achieve an ability to initiate entry level skills expected of a beginning master's degree level counselor.
   c. Maintain a minimum 3.0 cumulative GPA in all graduate course work based on a 4.0 scale.
   d. Model ethical and personal behavior articulated in the American Counseling Association Code of Ethics and Standards of Practice. Compliance will be determined by the professional judgment of the counseling faculty.
   e. Request approval to submit a portfolio in fulfillment of the requirement for a comprehensive examination in counseling. The portfolio must meet the criterion established by the Counseling Department.
   f. Complete all requirements for graduation.

School Counseling Areas of Endorsement

Endorsement as a school counselor is accomplished through the Department of Education in the state in which the school counselor is employed. Departments of Education may impose requirements for certification beyond the program of study at Wayne State College. These additional requirements may include, but are not limited to, possession of a teaching certificate, verification of successful teaching experience, and the successful completion of a competency test such as the ETS Praxis II. Contact the Certification Officer, School of Education and Counseling, WSC for information about the requirements for endorsement in school counseling.

1. Secondary Endorsement (7-12) will be granted to students completing the required courses with an internship experience in a secondary school setting. Secondary counselors will also complete CSL 644.
2. Elementary Endorsement (PK-6) will be granted to those students completing the required courses with an internship experience in an elementary school setting. Elementary counselors will also complete CSL 641 and 643.
3. Double Endorsement (PK-6, 7-12) will be granted to those students completing the required courses and two internship experiences, one semester in an elementary and one semester in a secondary school setting. Students will also complete CSL 641, 643, and 644.

Counseling

A student without a teaching certificate may also complete any school counseling program above and earn the MSE in Counseling. Some states (such as Iowa) allow individuals with this degree to serve as school counselors with the completion of a few additional courses. Students will be required to sign a waiver that acknowledges that this degree alone will not make them eligible for a school counseling endorsement in Nebraska.

Clinical Mental Health Counseling

A student may complete the MSE in Clinical Mental Health Counseling as a first step to earning a license to provide counseling services in public or private counseling agencies or in private practice. 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) in order to help prepare for the licensure exam.

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.

Licensure of Mental Health Practitioners and Certification of Professional Counselors

Licensure as a mental health practitioner and certification as a professional counselor in Nebraska is accomplished through the Department of Health. Additional information can be obtained by contacting the Nebraska Department of HHS Regulation & Licensure, P.O. Box 95007, Lincoln, NE 68509-5007, calling 402-471-2115, or searching their website at http://dhhs.ne.gov/publichealth/Pages/crl_crlindex.aspx

Typical Program of Study: Counselor Education (MSE) 48-60 hours minimum

Required courses for all areas of Counseling
EDU 603 Introduction to Graduate Studies & Research.....3
CSL 547 Multicultural Counseling.....3

580 Professional Counselors/Ethical Standards 3
600 Theories of Counseling 3
615 Career Development and Life Planning 3
625 Individual and Group Assessment.....3
630 Developmental Counseling over the Lifespan.....3
642 Consultation 2
660 Pre-Practicum in Counseling.....3
662 Practicum.....3
665 Group Counseling.....3
670 Organization/Administration of Counseling Services 3
675 Differential Diagnosis & Treatment Planning.....3
Internship Experience
CSL 697 Internship in Counseling.....3

The setting of an internship must be specific to the type of MSE that is selected. Students must acquire hours to satisfy the appropriate certification and licensure requirements.

Additional Content Area Requirements for Elementary School Counselors (PK-6)

CSL 641 Counseling Children.....2
643 Elementary School Counseling 2
CSL 688 Crisis Intervention 2
Content Electives.....1

Additional Content Area Requirements for Secondary School Counselors (7-12)

CSL 644 Secondary School Counseling.....2
Choose one of the following EDU courses:
CSL 688 Crisis Intervention 2
Content Electives.....3

Additional Content Area Requirements for Clinical Mental Health Counseling

CSL 575 Psychopathology and Client Strengths.....3
587 Advocacy.....3
641 Counseling Children.....2
645 Marriage and Family Counseling 3
661 Counseling Techniques and Strategies.....3
688 Crisis Intervention Counseling.....2
697 Internship in Clinical Mental Health CSL (2nd).....3

Additional Content Area Requirements for Student Affairs and College Counseling

CSL 636 Introduction to Student Services.....3
CSL 646 Student Affairs and College Counseling 2
CSL 688 Crisis Intervention Counseling..... 2

Curriculum & Instruction-Instructional Leadership

Educational Foundations & Leadership Department
Brandenburg Education Building

The Curriculum & 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 & Instruction-Instructional Leadership and advanced content and pedagogy. Because there is a variety of occupations that include educational dimensions, the Curriculum & 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 & 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
Curriculum & Instruction-Instructional Leadership (Community of Learning delivery model)
Early Childhood Education
Elementary Education
English as a Second Language
English Education
Exercise Science
Family and Consumer Sciences Education
Industrial Technology Education
Mathematics Education
Music Education
Reading Specialist PK-12
Science Education
Social Sciences 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 School of Education and Counseling a writing sample (an academic essay of five or more pages on a topic of their choice) as well as a letter to the Dean of the School of Education and Counseling requesting admittance to their desired program. The letter must contain 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 degree is earned.

   These documents will be assessed by a committee of department graduate faculty. Students who cannot meet the entrance writing requirement 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).

3. Students must have on file with the Dean of the School of Education and Counseling two recommendation forms 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. 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.

5. Have a 2.75 undergraduate GPA or above or have completed 9 graduate hours at WSC with a GPA of 3.0 or higher.

Typical Program of Study: Curriculum & Instruction-Instructional Leadership (Minimum 36 hours)

Professional Education CORE **for most Program Emphases** (12 hours)

EDU 603 Introduction to Graduate Studies and Research 3
EDU 652 Instructional Theory and Practice 3
EDU 658 Fundamentals of Curriculum Development PK-16..... 3
EDU 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 626 Advanced Educational Psychology..... 3
EDU 627 Current Issues & Trends in Education 3
EDU 655 School Law: Constitutional Aspects & Cases..... 3
EDU 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 & 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
BUS 621 Seminar in Business Education Instruction 3
BUS 630 Workshop in Business Education 3
BUS 640 Research in Business & Info Tech Education..... 3

Elective (3) 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 & 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 & Info Tech Education..... 3
CIS 554 Tech Platforms, Hardware & Operating Systems..... 3
CIS 557 Networking and Technology Management..... 3
CIS 575 Topics in CIS: Emerging Technologies..... 3
CSC 542 Program Design and Documentation 3
CSC 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 Delivery Model (24 Hours)

EDU 626 Advanced Educational Psychology 3
EDU 627 Current Issues and Trends in Education 3
EDU 656 School Law: Operational Aspects and Cases 3
EDU 658 Fundamentals of Curriculum Development PK-16 3
EDU 651 Classroom Assessment 3
SPD 611 Organization and Administration of Special Education 3
Electives (must be pre-approved by Director of Graduate Studies). 6

Early Childhood Education (30 hours)

1. Bachelor's degree and a completed Elementary Education endorsement if seeking the ECE supplemental endorsement.
2. *Any student who has completed SPD 433 and/or SPD 452 at Wayne State College or an equivalent from another institution should not enroll in the 500-level courses or their equivalent. The students will enroll in courses approved by the advisor to replace SPD 533 and/or SPD 552 or their equivalent.

EDU 605 Curriculum and Methods Appropriate for Ages Birth-8.....3
EDU 617 Assessment of Needs for Young Children Birth-8 3
EDU 632 Clinical for Early Childhood 3
EDU 658 Fundamentals of Curriculum Development PK-6 3
EDU 693 Final Research 2
FCS 520 Infants/Toddlers Through Primary Children Birth-8.....4
FCS 530 Org. & Admin. of Early Childhood Education Programs.....3
**FCS 616 Early Childhood Practicum with Applied Research 3
*SPD 533 Early Childhood Social Emotional Devlpmt and Behav Interv.....3
*SPD 552 Consultation/Collaboration.....3

NOTE: For graduate students wanting to add the Early Childhood PK-3 supplemental endorsement without completing the MSE, take the following classes (19 hours):

EDU 605 Curriculum and Methods Appropriate for Ages Birth-8 (3)
EDU 617 Assessment of Needs for Young Children Birth-8 (3)
EDU 658 Fundamentals of Curriculum Development PK-16 (3)
FCS 520 Infants/Toddlers Through Primary Children Birth-8 (4)
FCS 530 Org. & Admin. of Early Childhood Education Programs (3)
**FCS 616 Early Childhood Practicum with Applied Research (3)

Elementary Education (15 hours)

EDU 600 Literacy through Literature for Children.....3
EDU 604 Language Arts in the Elementary and Middle School.....3
EDU 612 Social Sciences in the Elementary and Middle School 3
EDU 613 Science in the Elementary and Middle School.....3
EDU 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
EDU 516 ESL Methods and Assessment 3
EDU 517 ESL Practicum PK-12.....3
ENG 525 Structure of English **or**
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.

Exercise Science (36 hours)

Students may pursue an MSE in Exercise Science, housed jointly within the School of Education and Counseling and the Department of Health, Human Performance, and Sport (HHPS). Graduate study in HHPS is designed to enhance the HHPS teaching techniques and to enable the recipient of the MSE degree to: (1) achieve new and broadened academic competencies through course work, (2) achieve more effective teaching techniques through methodology courses, (3) develop competencies in research, (4) provide professional and academic training for those desiring to teach or administer in HHPS programs at the post secondary level, and (5) understand the impact of science and its relationship to success in HHPS.

Upon completion of fifteen hours, application for candidacy will be made through an oral review with the program faculty. Students will make a request for the oral review to the department chair just prior to the completion of fifteen hours. Seven weeks prior to graduation each student is required to file for a written exam prepared by the HHPS staff.

Admission to Exercise Science Program

1. A BS/BA degree from an accredited institution.
2. Complete the Graduate Record Exam (GRE) within the first semester of enrollment and achieve a composite score (Verbal + Quantitative) of 280. The analytical writing score will be used to facilitate student assessment. Students without GRE scores can be provisionally admitted to the graduate program for one semester. Further information concerning the GRE exam can be obtained by contacting the Graduate Office.
3. Admission for non-probationary status is a 2.75 undergraduate GPA. Students who do not meet this requirement may be admitted on probationary status. Probationary students must be approved by the department graduate faculty following completion of nine credit hours.
4. Students may be required to take certain undergraduate courses if their undergraduate preparation is determined to be deficient by the professor-in-charge.

Typical Programs of Study Non -Teaching Emphasis: Exercise Science (MSE) 36 hours

Selected Professional Education Core Courses: 12 hours

EDU 626 Advanced Educational Psychology 3
PED 622 Statistical Applications & Data Analysis 3
EDU/PED 650 Research Design 3
PED 671 Recent Lit & Research in Education & HHPS 3

Exercise Science: 24 hours

This option requires that a student complete 24 hours of exercise science courses plus above core. The non-thesis option is suggested, unless the student plans to complete a doctorate.

(for non-WSC Exercise Science graduates:)

PED *507 Motor Perception/Adapt for Special Populations 3
551 Advanced Exercise Physiology 3
570 Fitness Evaluation and Assessment 3
593 Fieldwork in Exercise Science 1-9
615 Advanced Clinical Exercise Physiology 3
672 Advanced Laboratory Practicum 3
664 Sport Event and Facility Management 3
695 Independent Study (in Exercise Science) 3
Electives (by advisement) 3
*not required for thesis option candidates

(for WSC Exercise Science graduates:)

PED *507 Motor Perception/Adapt for Special Populations 3
551 Advanced Exercise Physiology 3
591 Special Project (in Exercise Science) 3
593 Fieldwork in Exercise Science 1-9
615 Advanced Clinical Exercise Physiology 3
672 Advanced Laboratory Practicum 3
695 Independent Study (in Exercise Science) 3
Electives (by advisement) 3
*not required for thesis option candidates

Family and Consumer Sciences Education (15 hours)

FCS 610 Instructional Techniques and Curriculum Development in FCS.....3
FCS 615 Current Trends & Issues in FCS.....3
FCS Electives selected from.....9
FCS 505 Special Topics in FCS (3-9)
FCS 591 Special Project (3)
FCS 597/697 Internship (3)
FCS 695 Independent Study (3)

Industrial Technology Education (18 hours)

ITE 605 Organization of Technology Education Programs 3
ITE 650 Developments in Technology Education.....3
ITE Electives 12

Mathematics Education (27 hours)

MAT 500 Real Analysis I **or**
MAT 555 Real Analysis II*.....3
MAT 515 Probability & Statistics II **or**
MAT 660 Math Modeling & Statistics** 3
MAT 530 Modern Algebra.....3
MAT 600 Current Issues & Trends in Math/Math Education 3
MAT 610 Modern Developments In Geometry 3
MAT 645 Math Curriculum and Teaching.....3
MAT Electives selected from:.....9
MAT 520 Number Theory (3)
MAT 535 History of Mathematics (3)
MAT 555 Real Analysis II (3)
MAT 620 Topics in Discrete Math for Teachers (3)
MAT 660 Math Modeling & Statistics (3)
MAT 682 Topics in Mathematics (3)

At least twelve credit hours of mathematics must be from 600-level courses.
*MAT 555 can be used as an elective if MAT 500 is used to satisfy a core requirement.
**MAT 660 can be used as an elective if MAT 515 is used to satisfy a core requirement.

Music Education (15 hours)

6 hours from the following 6
MUS 515 Choral Literature and Materials (3)
MUS 516 Instrumental Literature and Materials (3)
MUS 524 Piano Pedagogy (3)
MUS 544 Topics in Music Pedagogy & Literature (2)
MUS 601 Advanced Choral Conducting (3)
MUS 602 Advanced Instrumental Conducting (3)

3 hours selected from.....3
MUS 503 Music/Baroque & Classical Periods (3)
MUS 505 Music of the 20th Century (3)

4 hours selected from Applied Music.....4
MUS 651 Organ (2)
MUS 653 Piano (2)
MUS 655 Voice (2)
MUS 657 Brass (2)
MUS 659 Woodwind (2)
MUS 661 Strings (2)
MUS 663 Percussion (2)

Plus MUS electives (2) 2

Reading Specialist PK-12 (30 hours for the Subject Endorsement-36 hours for the MSE-Professional Education Core Included Below)
(This endorsement requires an applicant to have a valid regular teaching certificate and two years of teaching experience.)

EDU 603 Introduction to Graduate Studies and Research 3
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
652 Instructional Theory and Practice 3
674 History and Philosophy of Education..... 3
682 Developing and Integrating Technology in Classroom 3
693 Final Research 3
698 Practicum 3

Plus Electives for the MSE Emphasis 6

Science Education (15-21 hours)

Must take at least one course in each of the following areas:

Biology – BIO
Chemistry – CHE
Earth Science – EAS
Physics – PHY

Additional courses must be in the above areas including courses with NAT prefix

Social Sciences 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 Counseling Dean. Additionally, students are required to complete a final research project (SSC 695 or other prefix, 3 hours).

School Administration/Educational Leadership

Educational Foundations & Leadership Department
Brandenburg Education Building

These programs are designed to prepare the candidate for certification as a school principal, supervisor, department head, activities director, or similar administrative position. To become endorsed, the candidate must have two years of verified successful teaching experience, and have completed the required human relations and special education course requirements.

Admission to the Degree Program:

In addition to the admission and registration procedures, which apply to all graduate programs, each applicant must:

1. Possess a valid teaching certificate appropriate to the level of preparation or must demonstrate the ability to earn such certificate upon completion of the MSE program;
2. Have an overall minimum GPA of 2.75 in the undergraduate degree and/or a GPA of 3.0 in the first 9 hours of core courses in the administration program;
3. Submit an essay to the Dean of the School of Education and Counseling 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, the applicant will need to select three current or former school administrators and ask them to contact the Educational Leadership Program director who will e-mail a reference questionnaire to them, 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;
5. Be approved by the school administration interview committee after having completed a minimum of nine (9) but no more than fifteen (15) hours of the program; and
6. Have an overall minimum GPA of 3.2 in all program course work.

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: 9 hours

EDU 603 Introduction to Graduate Studies and Research 3
658 Fundamentals of Curriculum Development PK-16.....3
Student and advisor will select 3 hours from: 3
626 Advanced Educational Psychology (3)
627 Current Issues and Trends in Education (3)
674 History/Philosophy of Education (3)

Major Area Courses: 27 hours

EDU 610 Elementary School Administration 3
645 The Principal as an Instructional Leader 3
655 School Law: Constitutional Aspects and Cases.....3
657 School Organization and Administration.....3
659 Finance/Facilities 3
666 Supervision of Instruction 3
689 Internship in Administration PK-8 3
Electives 6
Student and advisor will select 6 hours of electives related to School Administration

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: 9 hours

EDU 603 Introduction to Graduate Studies and Research 3
658 Fundamentals of Curriculum Development PK-16.....3
Student and advisor will select 3 hours from.....3
EDU 626 Advanced Educational Psychology (3)
627 Current Issues and Trends in Education (3)
674 History and Philosophy of Education (3)

Major Area Courses: 27 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 Administration 3
659 Finance/Facilities 3
666 Supervision of Instruction 3
690 Internship in Administration 7-12 3
Electives 6
Student and advisor will select 6 hours of electives related to School Administration.

Typical Program of Study: 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 & 690.

Professional Education Core Courses: 9 hours

EDU 603 Introduction to Graduate Studies and Research 3
658 Fundamentals of Curriculum Development PK-16 3
Student and advisor will select 3 hours from 3
EDU 626 Advanced Educational Psychology (3)
627 Current Issues and Trends in Education (3)
674 History and Philosophy of Education (3)

Major Area Courses: 36 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 Administration 3
659 Finance/Facilities 3
666 Supervision of Instruction 3
689 Internship in Administration PK-8 3
690 Internship in Administration 7-12 3
Electives* 9
Student and advisor will select 9 hours of electives to meet the 45 hour requirement.

* If candidate is secondary prepared, 3 hrs of electives must be an elementary reading or language arts course.

Education Specialist

School Administration/Educational Leadership
School of Education & Counseling
Brandenburg Education Building

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

In the term of the enrollment immediately following admission to a graduate degree program, the student should complete a Program of Study indicating the courses that have been agreed upon and approved by the advisor and department chair. Program of Study forms may be obtained from the student's advisor, Graduate Office, or appropriate School office. After the forms are completed, they should be signed by the specified individuals. Students wishing to make changes in their Program of Study need approval of their advisor, department chair, and the 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.

Grades

No grade below a "C" ("C-" will not be accepted) in a graduate level course will be accepted toward completion of an Education Specialist degree program. A minimum cumulative GPA of 3.2 must be achieved in the Education Specialist degree program. A course receiving an S/NC grade cannot be used in the Education Specialist's 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 Education Specialist program;
3. Have an overall minimum GPA of 3.2 in an education master's degree program and/or a GPA of 3.2 in the first nine (9) hours of core courses of the Education Specialist 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 an essay to the Dean of the School of Education and Counseling 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. In addition, the applicant will need to select three current or former school administrators and ask them to contact the Educational Leadership Program director who will e-mail a reference questionnaire to them, which is designed to obtain feedback about the applicant's potential for completing an academic program of study and for becoming a successful school administrator;
7. Be approved by the school administration interview committee after having completed a minimum of nine (9) but no more than fifteen (15) hours of the program;
8. Have an overall minimum GPA of 3.2 in all program course work.

Typical Program of Study: Education Specialist Degree (Ed.S) 33 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 Educational Finance and Business Management.....3
750 School and Community Relations 3
760 Information Management 3
786 Advanced Internship in Educational Leadership 3

Electives:
790 Special Topics in Educational Administration 3

ADMINISTRATION

Nebraska State College System

Mr. Gary Bieganski, Chair (Term expires 1/1/17) ..... Chadron
Mr. Jess Zeiss, Vice Chair (Term expires 1/1/21) ..... Omaha
Mr. John Chaney (Term expires 1/1/19) ..... Auburn
Mr. Robert Engles (Term expires 1/1/19) ..... Auburn
Mr. Carter "Cap" Peterson, (Term expires 1/1/17) ..... Wayne
Mrs. Michelle Suarez, (Term expires 1/1/21) ..... Lincoln
Dr. Matt Blomstedt, Commissioner of Education (Ex-officio) ..... Lincoln
Mr. Stan Carpenter, 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. 2015

Kevin M. Armstrong ..... Chief Executive Officer/Wayne State Foundation
B.S., M.B.A., Wayne State College. 2005

Jeffrey B. Carstens ..... Vice President and Dean of Students
B.S., Wayne State College; M.Ed., Ball State University; Ph.D., University of Iowa. 1994

Steven T. Elliott ..... Vice President for Academic Affairs
B.F.A., University of Kansas; M.F.A., University of Maryland. 2003

Angela S. Fredrickson ..... Vice President for Administration and Finance
B.S., M.B.A., Wayne State College. 2004

Academic Affairs

Johanna Barnes ..... Department Chair/Educational Foundations and Leadership
Vaughn Benson ..... Dean/Business and Technology
Randy Bertolas ..... Department Chair/History, Politics and Geography
David Bohnert ..... Department Chair/Music
Alan Bruflat ..... Interim Dean/Arts and Humanities
Rodney Cupp ..... Department Chair/Language and Literature
Tammy Evetovich ..... Dean/Natural and Social Sciences
Timothy Garvin ..... Department Chair/Computer Technology and Information Systems
David Graber ..... Library Director
David Harycki ..... Dean/Education and Counseling
Jason Karsky ..... Department Chair/Criminal Justice
Branislava Knezevic ..... Department Chair/Counseling
Gloria Lawrence ..... Department Chair/Psychology and Sociology
Judith Lindberg ..... Department Chair/Technology and Applied Science
Ronald Loggins ..... Department Chair/Life Sciences
Chad Maas ..... Department Chair/Health, Human Performance and Sport
Charles Parker ..... Department Chair/Business and Economics
Joshua Piersanti ..... Department Chair/Art and Design
Phyllis Spethman ..... Professional Education Services Director
Sue Sydow ..... Director of Assessment
Deborah Whitt ..... Department Chair/Communication Arts
Tamara Worner ..... Department Chair/Physical Sciences and Math

Administrative Affairs

Chad Altwine ..... Director of Facility Services
Mike Barry ..... Director of Sports and Recreation Facilities/Associate Athletic Director
Jay Collier ..... Director of College Relations
Mitch DeBoer ..... Comptroller
John Dunning ..... Chief Information Officer
Edmund Elfers ..... Director of Teaching and Learning Technologies
Mike Grosz ..... Sports Information Director
Kevin Halle ..... Director of Admissions
Annette Kaus ..... Director of Financial Aid
John Kielty ..... HVAC/Energy Manager
Loren Kucera ..... Director of Nebraska Business Development Center
Deb Lundahl ..... Director of Major Gifts
Barbara Meyer ..... Director of Budget
Cherí Parramore ..... Registrar
Mike Powicki ..... Athletic Director
Laura Robinett ..... Director of Alumni Relations
Janell Scardino ..... Director of Administrative Systems
Rebecca Siebrandt ..... Director of Business Services
Candace Timmerman ..... Director of Human Resources
Kaye Young ..... Director of Accounting
Lora Zamzow ..... Payroll Manager
Vacant ..... Marketing Coordinator

Student Affairs

Jason Barelman ..... Director of Career Services
Kathy Bird ..... Nurse
Lin Brummels ..... Director of Counseling
Christin Dalaviras ..... Director of Student Activities and Student Center
Sandra Driskell ..... Director of TRiO Student Support Services
Leah Keino ..... Director of Multicultural Affairs
Regina Korth ..... Nurse
Jason Mrsny ..... Campus Security Manager
Nancy Travnicek ..... Director of Holland Academic Success Center
Matthew Weekley ..... Assistant Dean of Students
Jeff Zeiss ..... Student Center Manager

FACULTY

(Date indicates first year at Wayne State College)
(* Denotes Graduate Faculty)

Darius Agoumba..... Professor, Chemistry
M.S., State University of Kharkov; M.S., Delaware State College; Ph.D., University of Alabama. 2004

Carolyn A. Albracht..... Assistant Professor, Art
B.A., University of Nebraska-Kearney; M.A., University of Nebraska-Lincoln. 2015

Lídice Alemán ..... Assistant Professor, Spanish
B.S., Kiev International University; M.A., University of Missouri-Columbia; Ph.D., Washington University. 2015

W. Andrew Alexander * .....Professor, English/Philosophy
B.A., University of Wisconsin; M.A., South Dakota State University; Ph.D., University of Toronto. 1993

Jeffrey C. Allen ..... Associate Professor, Industrial Technology
B.A., California Polytechnic State University; M.S., Utah State University; Ed.D., West Virgina University. 2015

Patricia M. Arneson * .....Professor, Business
B.S.E., M.B.E., Ed.D., University of Nebraska-Lincoln. 1977

Johanna S. Barnes * .....Associate Professor, Education
B.A.E., M.S.E., Wayne State College; Ed.D., University of South Dakota. 2009

Brian P. Begley ..... Assistant Professor, Communication Arts
B.F.A., M.F.A., University of South Dakota. 2015

Randy J. Bertolas * .....Professor, Geography
B.A., University of Minnesota-Duluth; M.A., University of Vermont; Ph.D., State University of New York-Buffalo. 1995

Barbara A. Black *..... Professor, Education
B.S.E., University of Nebraska-Lincoln; M.A.E., Wayne State College; Ed.D., University of South Dakota. 1994

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

Alan S. Bruflat * ..... Professor, Spanish
B.A., Augustana College; M.A., University of Iowa; Ph.D., University of Kansas. 1990

Donald J. Buryanek.....Assistant Professor, Industrial Technology
B.A.E., M.S.E., Wayne State College. 1989

Katherine V. Butler * .....Professor, English
A.B., University of Richmond; M.A., Ph.D., Bryn Mawr College. 1966

Adolfo J. Cacheiro..... Professor, Spanish
B.A., Queens College; M.A., Cornell University; Ph.D., New York University. 2001

Josh R. Calkin..... Assistant Professor, Music
B.S., Plymouth State College; M.M., Boise State University; D.M.A, University of Iowa. 2007

Chad M. Christensen.....Assistant Professor, English
B.S., M.S.E, Wayne State College. 2013

Douglas P. Christensen .....Professor, Biology
B.S., M.S., Ph.D., University of Nebraska-Lincoln. 1998

Sally A. Clark ..... Associate Professor, Mathematics
M.S., University of North Carolina-Chapel Hills; B.S., Ph.D., Auburn University. 2012

Robert E. Colvard .....Assistant 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

Gerald A. Conway ..... Associate Professor, Business
B.S.E., University of South Dakota; M.S.E., Chadron State College. 1975-1991; 1997

Kathleen M. Conway * ..... Professor, Counseling
B.A., M.A., University of South Dakota; Ph.D., University of Nebraska-Lincoln. 1981

Andria L. Cooper .....Assistant Professor, Criminal Justice
B.A., Fort Hays State University; J.D., University of Kansas. 2014

Rodney W. Cupp.....Associate Professor, Philosophy
B.A., New Mexico State University; M.A., University of New Mexico; Ph.D., University of Nebraska-Lincoln. 2006

Molly A. Curnyn *..... Associate Professor, Computer Technology
B.S., M.S.E, Wayne State College; Ed.D University of South Dakota. 2008

Meenakshi N. Dalal *.....Professor, Economics
B. of Commerce, Calcutta University, India; M.A., Ph.D., Northeastern University-Boston. 1985

Adam N. Davis.....Associate 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
B.A., Creighton University; M.B.A., Wayne State College; J.D., University of Nebraska-Lincoln. 1999

Kelly A. Dilliard..... Associate Professor, Earth Science
B.S., Kutztown University; M.S., Northern Arizona University; Ph.D., Washington State University. 2008

Janice S. Dinsmore *..... Assistant Professor, Education
B.S.E., University of Maine; M.A.E., M.S.E., Wayne State College. 1981

Steven C. Dinsmore * ..... Professor, Counseling
B.A., Bob Jones University; M.A., Ed.D., Ball State University. 1978

Susan Ellis *..... Professor, Sociology
B.S., M.S., Brigham Young University; Ph.D., University of Utah. 2000

Barbara J. Engebretsen *..... Professor, HHPS
B.A., University of California-Riverside; M.E., Ph.D., Colorado State University. 1995

Carol J. Erwin.....Assistant Professor, Family and Consumer Science
B.S., University of Nebraska-Lincoln; M.Ed., Doane College. 2012

Mary L. Ettel *.....Professor, Chemistry
B.A., Central College-Pella, Iowa; Ph.D., Texas Tech. University-Lubbock. 1990

Tammy K. Evetovich * .....Professor, HHPS
B.S., M.P.E., Ph.D., University of Nebraska-Lincoln. 2000

Sarah K. Farr.....Assistant Professor, Music
B.A., B.M., Viterbo University; M.M., Cleveland Institute of Music; D.M.A., University of Nebraska-Lincoln. 2015

Kristi R. Fox * .....Associate Professor, HHPS
B.S., M.S.E., Wayne State College; Ph.D., Rocky Mountain University of Health Professions. 2006

Laura Franklin * .....Assistant Professor, Special Education
B.A., M.A., University of Arizona; Ed.D., Northern Arizona University. 2012

Randa Garden *..... Associate 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
B.S., M.S.E., Wayne State College; Ph.D., University of Nebraska-Lincoln. 1986

Cameron M. Geisert *.....Associate Professor, HHPS
B.S., University of Nebraska-Kearney; M.S.E., Wayne State College; Ed.D., United States Sports Academy. 2002

Todd W. Greene ..... Associate Professor, Sociology
M.A., State University of New York; B.A., Ph.D., University of Nebraska-Lincoln. 2008

Matthew A. Haakenson .....Assistant Professor, Music
B.A., Wisconsin Lutheran College; M.M., University of Arizona; Ph.D., University of Kentucky. 2014

Kenneth G. Hallgren * .....Professor, Business
B.A., M.S., Wayne State College; Ed.D., University of Northern Colorado. 1986

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

Barbara L. Hayford ..... Professor, Biology
B.S., Metropolitan State College; M.S., University of Southern Colorado; Ph.D., University of Kansas. 2000-2004; 2007

Donald R. Hickey * ..... Professor, History
B.A., Ph.D., University of Illinois. 1978

Kevin L. Hill * ..... Associate Professor, HHPS
B.A., University of Northern Iowa; M.S.E., Wayne State College; Ed.D., University of South Dakota. 1992

Michael M. Hull ..... Assistant Professor, Physical Sciences
B.S., University of Illinois at Urbana-Champaign; Ph.D., University of Maryland, College Park. 2014

Casey J. Hurner ..... Assistant Professor, Special Education
B.S., M.S.E, Wayne State College. 2013

Joni L. Irlmeier * ..... Associate Professor, Education
B.A., M.S.E., Wayne State College; Ed.D., University of South Dakota. 2003

Gwen U. Jensen ..... Professor, Communication Arts
B.A., Wayne State College; M.A., University of South Dakota; Ph.D., University of Nebraska-Lincoln. 2002

Paul A. Karr ..... Professor, Chemistry
B.S., Missouri Southern State College; Ph.D., Wichita State University. 1993

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

Glenn E. Kietzmann, Jr. ..... Professor, Biology
B.S., M.S., South Dakota State University; Ph.D., Iowa State University. 1989

Branislava Knezevic* ..... Assistant Professor, Counseling
B.S., University of Belgrade; B.Ed., Brock University; M.S.E, Wayne State College; Ph.D., University of South Dakota. 2013

Karl F. Kolbeck ..... Associate Professor, Music
B.A., Adams State College; M.M., University of New Mexico; D.M.A., Texas Tech University. 2011

Mary J. Kuchta ..... Instructor, Mathematics
B.S.E, M.S.E, University of South Dakota. 2014

Brian E. Kufner * ..... Assistant Professor, Business
B.S., St. Joseph's College; M.B.A., Dominican University; Ph.D., Northcentral University. 2013

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

Judith K. Lindberg * ..... Professor, Family and Consumer Science
B.S., M.S., Kansas State University; Ph.D., University of Missouri-Columbia. 1995

Ronald E. Loggins ..... Associate Professor, Biology
B.S., M.S., California State University; Ph.D., University of North Dakota. 2008

Allyn M. Lueders ..... Assistant 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 ..... Associate Professor, HHPS
B.S., Briar Cliff University; M.S.E., Wayne State College; Ph.D., University of Southern Mississippi. 2007

Stephanie A. Marcellus ..... Assistant 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

Michael Marek ..... Professor, Communication Arts
B.S., M.A., Ed.D., University of South Dakota. 2004

Paul F. McCawley ..... Lecturer, HHPS
B.S., M.S.E., Wayne State College. 2014

Robert O. McCue ..... Professor, Biology
B.S., Northern Arizona University; M.S., Ph.D., Tulane University. 1978

David "Max" W. McElwain ..... Professor, Communication Arts
B.A., M.A., University of Iowa; Ph.D., University of Kansas. 2002

Jeffrey R. Meyer * ..... Instructor, HHPS
B.S., Chadron State College; M.S.E., Wayne State College. 2001

Daniel J. Miller * ..... Associate Professor, Psychology
B.A., Northern Illinois University; M.S., Ph.D., Purdue University. 1994

Angela Miller-Niles ..... Assistant Professor, Music
B.A., B.M., University of South Dakota; M.M., Central Michigan University; D.M.A., University of Colorado-Boulder. 2015

Judy A. Moeller ..... Instructor, Education
B.A., University of Nebraska-Kearney; M.S.E., Wayne State College. 2006

J. Marlene Mueller ..... Professor, Art
B.A., Limestone College; M.A., M.F.A., Miami University. 1975

Katherine M. Murphy ..... Assistant Professor, Counseling
B.S., Wayne State College; M.A., Ph.D., University of South Dakota. 2015

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 * ..... Associate Professor, English
B.A., M.S.E., Wayne State College; Ph.D., University of South Dakota. 2008

Lori E. Nicholson * ..... Associate Professor, Computer Technology
B.A., University of Nebraska Medical Center; M.S., University of Phoenix; Ph.D., Nova Southeastern University. 2001

James E. Ossian * ..... Professor, Education
B.S., Iowa State University; M.Ed., University of Nebraska-Lincoln; Ph.D., The University of Michigan. 2005

Charles J. Parker * ..... Professor, Economics
B.A., M.A., Ph.D., University of Cincinnati. 1995

John R. Paxton * ..... Professor, Business
B.S.E., Northeastern College-Oklahoma; M.B.A., University of Oklahoma; Ph.D., University of Nebraska-Lincoln. 1978-87; 1992

Shawn D. Pearcy * ..... Professor, Biology
B.S., Indiana University; Ph.D., Washington State University. 1996

Craig W. Pease * ..... Associate Professor, Education
B.S., Chadron State College; M.S., University of Nebraska-Omaha; Ed.S., University of Nebraska-Lincoln; Ed.D., University of South Dakota. 2011

David Peitz ..... Professor, Chemistry
B.A., Mount Marty College; Ph.D., University of North Dakota. 1997

Joshua R. Piersanti ..... Associate Professor, Art
B.S., Brigham Young University; M.A., M.F.A, Ohio State University. 2011

Gerard J. Ras * ..... Associate Professor, Business
B.A., Olivet Nazarene University; M.A., Wayne State College; Ph.D., University of Nebraska-Lincoln. 2005

Lesli M. Rawlings ..... Associate Professor, Geography
B.S., M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln. 2010

Gretchen L. Ronnow * ..... Professor, English
B.A., M.A., Utah State University; Ph.D., University of Arizona. 1992

Catherine Rudin * ..... Professor, Humanities
B.A., University of Wisconsin; M.A., Ph.D., Indiana University. 1986

Timothy J. Sharer * ..... Professor, Education
B.F.A.E., Wayne State College; M.M., Ph.D., University of Nebraska-Lincoln. 1995

Monica A. Snowden ..... Professor, Sociology
B.A., M.A., Ph.D., University of Nebraska-Lincoln. 1997

Marlene A. Uhing * ..... Associate Professor, Education
B.A., Mount Marty College; M.S.E, Ed.S., Wayne State College; Ed.D., University of South Dakota. 2015

Gregory P. Vander Weil ..... Assistant Professor, Industrial Technology
B.A.E., M.S.E., Wayne State College. 1988

Gary A. Volk * ..... Associate Professor, Business
B.A., M.A., University of South Dakota; Ph.D., University of Nebraska-Lincoln. 1992

Sara J. Walsh ..... Assistant Professor, Education
B.S., Briar Cliff University; M.S.E, Wayne State College. 2013

Lisa M. Wanek ..... Assistant Professor, Criminal Justice
B.S., M.S., Ph.D, Iowa State University. 2014

Chris Tee Weixelman .....Assistant Professor, Education
B.A., University of Northern Colorado; M.A., Eastern Michigan University. 2013

Joseph O. Weixelman.....Associate Professor, History
B.A., University of Colorado-Boulder; M.A., Montana State University; Ph.D., University of New Mexico. 2007

Deborah L. Whitt * .....Professor, Communication Arts
B.A.E., Wayne State College; M.A., Ph.D., University of Nebraska-Lincoln. 1985

Gregory M. Worner ..... Instructor, Industrial Technology
B.A., Concordia College; M.S.E., Wayne State College. 2013

Tamara S. Worner * .....Professor, Mathematics
B.S., Concordia College; M.S., Ph.D., Purdue University. 1998

Todd S. Young.....Professor, Physics
B.A., University of Minnesota-Morris; M.S., Purdue University; Ph.D., University of Nebraska-Lincoln. 1998

Gustavo Zardeneta .....Associate Professor, Chemistry
B.A., M.A., Ph.D., University of Texas-Austin. 2010

Maria R. Zavada.....Assistant Professor, Philosophy and English
B.A., Providence College; Ph.D., University of Nebraska-Lincoln. 2015

Retired and Emeritus Faculty

Franklin D. Adams, Education 1993-2015
Morris L. Anderson, Education 1965-1994
Wayne M. Anderson, Art 1979-2016
Ralph E. Barclay, HPLS 1965-1998
Eugene B. Bigelow, Education 1969-1991
Michael S. Blayney, History 1976-2006
Jean Blomenkamp, Education 1988-2011
Christopher N. Bonds, Music 1982-2009
James V. Brummels, English 1977-2016
Paul Campbell, Criminal Justice 1980-2014
Donnell E. Cattle, Industrial Technology 1974-1997
James D. Curtiss, Education 1995-2009
James A. Day, Music 1959-2000
Mumunali Eminov, Anthropology 1979-2003
William V. Filter, Business 1963-2008
Robert G. Foote, Geography 1970-2000
John D. Fuelberth, Mathematics 1988-2008
Janet A. Gilligan, English 1988-2009
Maria R. Grovas, Spanish 1969-1988
Kenneth D. Halsey, Business, Interim President 1971-1974, 1987-1999
Margaret A. Hansen, Family and Consumer Science 1976-2000
Pearl A. Hansen, Art 1976-2015
Vera M. Hummel, Business 1988-2000
Jack H. Imdieke, Computer Technology 1980-2011
J.S. Johar, Chemistry 1968-2001
Hilbert Johs, Mathematics 1969-2000
Jean C. Karlen, Sociology 1976-2011
Richard T. Keenan, Communication Arts 1994-2009
Anthony Kochenash, Business 1990-1996
Dennis A. Lichty, Education 1992-2016
Carolyn Linster, Education 1978-2011
Dennis Linster, Industrial Technology 1975-2010
Jean L. Lutt, Computer Technology 1979-2006
Charles R. Maier, Biology 1968-1999
Anthony E. McEvoy, Industrial Technology 1992-2002
James E. O'Leary, Music 1966-2009
James P. Paige, Mathematics 1968-2004
Vic V. Reynolds, Art 1988-2009
LaVera D. Roemhildt, Home Economics 1968-1995
Carl F. Rump, Earth Science 1967-2008
Cornell J. Runestad, Music 1970-1995
Janet M. Schmitz, French 1971-2011
A. Jewell Schock, Biology 1964-1995
Mary Arlene Schulz, Education 1969-1987
William E. Slaymaker, English 1989-2014
Lois G. Spencer, Library 1987-1997
Karen J. Sweeney, Education 1992-2008
Robert Sweetland, Education 1987-2014
Douglas Taber, History 1977-2016
Linda L. Taber, History 1975-1978, 1992-2009
Frank G. Teach, Health, Human Performance and Sport 1971-2009
Gilbert L. Vaughan, English 1965-1999
Connie Matthews Webber, Music 1966-1997
Ronald E. Whitt, Communication Arts 1981-2016
Keith Willis, Counseling 1999-2015
Robert W. Zahniser, English/German 1966-2003

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Wayne State College
1111 Main Street
Wayne, Nebraska 68787
Phone: 1-800-228-9972 or 402-375-7000
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