

485 Sport in American Culture	3
489 Fieldwork in Sport Management.....	12

Minor or Endorsement to Coach: 18 hours

A special endorsement available in addition to a field endorsement or 2 subject endorsements. A minor must include a minimum of 12 hours unduplicated by the student's major(s) 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 & Fund of Football Coaching.....	3
312 Theory & Fund of Basketball Coaching	3
313 Theory & Fund of Track Coaching.....	3
314 Theory & Fund of Wrestling Coaching	3
315 Theory & Fund of Baseball Coaching	3
316 Theory & Fund of Softball Coaching.....	3
317 Theory & Fund of Volleyball Coaching	3
318 Theory & Fund 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)Hum 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 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 410 and a cumulative GPA of 2.5 or 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 Sport Information Systems	3
385 Sport Management Practicum	2
410 Sport Law	3
411 Sport Marketing and Promotion	3
450 Program Manage in Sport.....	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: Variable Topics (1) A variety of activities will be offered as announced in the registration bulletins. 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.
- 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.
- PED 277 Sport Information Systems (3) An examination of the role of the sport information department in relation to the media, coaches, athletes, and society. Course will focus on oral and written communication, statistics, and ethical dilemmas. Case studies and current events will be stressed.
- PED 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 and PED 275. Emphasis on musculoskeletal evaluation and management. To include structural and postural anomalies and injuries.
- PED 353 Rehabilitation of Musculoskeletal Injuries (2) Prerequisite: PED 352. Development of a complete rehabilitation program for a variety of populations following injury/surgery. Course will focus on use of common therapeutic exercise equipment and manual techniques.
- PED 357 Principles of Strength and Conditioning (3) Prerequisites: PED 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, 352 and a 2.75 cumulative GPA. A practical course designed to expose majors to training in musculoskeletal evaluation, management, and rehabilitation. PED 389 may be repeated up to a maximum 6 credits by advisement.
- PED 390 Ethics in Sport Management (3) Prerequisite: junior standing. A study of ethical procedures and behaviors in sport management. Emphasis on the areas of academic counseling of student-athletes, diversity, stereotypes, media, athletes as role models, career development, and developing the overall benefits of athletics.
- PED 400/500 Cardiac Rehabilitation (3) Prerequisites: PED 105, 205, and a 2.5 (2.75 for Applied Human and Sport Physiology majors) cumulative GPA. A course designed to provide the student the theoretical knowledge and practical background in administering an adult fitness program as well as all phases of cardiac rehabilitation. The student will develop knowledge and skills in cardiovascular physiology, ECG interpretation, basic pharmacology and exercise programming for apparently healthy individuals as well as diabetics, obese, pulmonary and cardiac patients.
- PED 405 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. A 3.0 is required in this course for the major and minor in Sport 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 Program Management in Sport (3) Prerequisite: a 2.5 cumulative GPA. An overview of the total management responsibilities in sport and leisure service organizations. Program philosophy and development, personnel management, leadership, strategic management, public relations, and technology in sport receive specific attention.
- PED 464 Facility Management in Sport and Wellness (3) This course is designed to introduce students to the fundamentals of conducting needs assessments, planning, constructing, equipping, staffing, programming, and managing facilities in sport, and wellness.
- PED 470/570 Fitness Evaluation and Assessment (3) Prerequisites: PED 105, 205, 305. An introduction to the techniques of evaluation and assessment of human needs, interests and performance in the wellness field. A "B" grade is required for the Exercise Science majors.
- PED 471/571 Tests and Measurements (3) Prerequisite: a 2.5 (2.75 for Applied Human and Sport Physiology majors) cumulative GPA. A study of tests used to determine motor ability, motor capacity, cardiovascular endurance, and body mechanics. Test diagnosis and construction; interpreting and using test results.
- PED 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 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 487/587 Computer Applications in HHPS (3) A course designed to provide the student with skills and technical knowledge required for desktop publishing, multimedia presentations, World Wide Web Page production and incorporating Internet sources into presentations. Includes a variety of software and hardware to produce graphics, text documents and page formatting programs. New techniques and software are updated to match requirements within the field. Meets the computer requirement for all HHPS majors.
- PED 489/589 Fieldwork in Sport Management (1-12/1-9) 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 & Assess (3) See PED 470
- PED 571 Tests and Measurements (3) See PED 471
- PED 587 Computer App. in HHPS (3) See PED 487
- 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 an 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 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 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**

The field endorsement in Physical Sciences will qualify the student to teach courses in physical science, chemistry, physics and earth science for grades 7-12.

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

MAT 130 Precalculus Math (5) **or** 121 College Algebra (3) must be taken as the Mathematics General Education requirement.

Field Endorsement in Physical Sciences (BA or BS) 56 hours

BIO 110 Biology Concepts	4
200 Zoology	4
CHE 106 General Chemistry I	4
107 General Chemistry II	4
208 Intro Organic Chemistry or	
314 Organic Chemistry I	4
393 Laboratory Techniques	1
EAS 110 Introduction to Meteorology	4
120 Introduction to Geology	4
PHY 201 General Physics I	3
202 General Physics II	3
321 Physics Laboratory I	1
322 Physics Laboratory II	1
393 Laboratory Techniques	1
CHE, EAS, PHY upper level electives to combine with the above to total at least 18 hours in one area, 15 hours in the second area and 12 hours in the third.	15
Choose the remaining upper level electives from	
BIO, CHE, EAS, NAT, PHY	3
EDU 409 Science Content Area Methods and Materials is required. No additional endorsement is required for a Nebraska Teaching Certificate.	

Undergraduate Courses

PHS 102 Physical Science 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

Objectives: The courses in Physics are designed for those students who (1) plan to pursue further work in the field of physics, (2) plan to apply physics in the pre-professional program, (3) plan to teach physics in an academic setting, (4) have the intellectual curiosity to know and understand the physical world around them. Emphasis is placed upon the concepts of physical principles and how they interact with each other in the real world.

Minor in Physics: 21 hours

A minor must include a minimum of 12 hours unduplicated by the student's major(s) 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).
- 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).
- 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. Cross-listed as CHE 457 Physical Chemistry II.
- PHY 465 Optics (3) Prerequisite: 1 year of Physics. An upper level course in modern optics. Topics include the electromagnetic nature of light, 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

Objectives: Political Science involves the study of how societies are governed and the consequences of that activity. The programs and curriculum in political science presented below are designed to (1) provide courses of general study of the field, (2) prepare students for careers in public administration, (3) prepare students for teaching careers at the junior and senior high school levels, (4) provide supporting work for related programs, and (5) prepare students for graduate work in the field. Political Science at WSC is grouped into three general areas, American Politics, Public Administration and Policy, and International Relations.

Major/Subject Endorsement in Political Science (BA or BS) 36 hours

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 or	
	260 Comparative Government & Politics	3
	315 Seminar in Political Theory.....	3
	Capstone Experience (choose one)	3
POS	490 Junior/Senior Research Seminar (3)	
	499 Senior Honors Colloquium (3)	

American Politics

	(choose 6 hrs from the following)	6
POS	350 The American Presidency (3)	
	355 Politics of the Supreme Court (3)	
	360 Congressional Politics (3)	
	420 American Constitutional Law (3)	
	425 Rights & Liberties (3)	
	444 Topics in Political Science-by advisement (3)	

Public Administration and Policy

	(choose 6 hrs from the following)	6
POS	300 State & Local Politics (3)	
	345 Public Admin & Mgt (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) (<i>for the major only</i>)	

International Relations/Comparative (choose 3 hrs).....3

POS	444 Topics in Political Science-by advisement (3)	
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Electives*(as specified below)9

***Political Science Major:** The 9 hours of electives may be selected at the student's discretion from any of the three areas above in consultation with the academic advisor. An approved internship or co-op may qualify for 3 hours of elective credit. Also, if the student uses POS 110 to satisfy the core requirements, POS 260 may count as 3 hours of elective credit.

***Political Science Subject Endorsement:** The 9 hours of electives for the endorsement must include 6 hours from the approved list of Social Sciences courses below and 3 hours from the Political Science areas above selected at the student's discretion in consultation with the academic advisor.

ECO	350 Economic Development (3)	
	360 Global Economics (3)	
	430 International Economics (3)	
GEO	300 Human Geography (3)	
	305 Political Geography (3)	

HIS	320 The Twentieth Century (3)
	360 Colonial & Revolutionary America (3)
	370 Early National America (3)
	380 America, Civil War 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 Materials 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
ECO 202 Principles of Macroeconomics (3)	
203 Principles of Microeconomics (3)	
GEO 305 Political Geography (3)*	
HIS 465 The American Civil Rights Movement (3)	
PHI 201 Origins of Western Philosophy (3)	
202 History of Modern Philosophy (3)	
POS 315 Seminar in Political Theory (3)	
350 The American Presidency (3)	
355 Politics of the Supreme Court (3)	
360 Congressional Politics (3)	
SOC 460 Social Stratification (3)*	

* indicates that prerequisites in these choices are waived for students in this minor.

Law schools do not require a specific major for admission, however they do recommend broad preparation in a liberal arts program. Students should seek to develop a competency in (a) comprehension and expression in writing, (b) critical understanding of the human institutions and values with which the law deals, and (c) creative power in thinking.

Students are encouraged to select liberal arts majors that will allow them to acquire the skills necessary for successful application to law school. To aid students in that endeavor, WSC has a pre-law advisor. Students interested in pre-law should contact History, Politics and Geography department chair.

Undergraduate Courses

- POS 100 American National Government (3) The study of the institutions and political processes of the national government.
- POS 110 Introduction to World Politics (3) An introduction to the basic concepts of world political activity, offering a broad overview of the application of political science to world politics and international relations.
- POS 260 Comparative Government and Politics (3) Analysis and comparison of the political systems and processes of selected countries.
- POS 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 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 of Rights and the impact of the Supreme Court's interpretations on its provisions. Subjects include freedoms of religion, freedoms of speech, freedom of the press, the right to keep and bear arms, search and seizure, the right to counsel, cruel and unusual punishment, discrimination, and the right to privacy.
- POS 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
- Cardiovas/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's 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)
Sociology, Psychology & Criminal Justice Department
School of Natural & Social Sciences
Connell Hall

Objectives: Psychology is the science that studies behavior and mental processes. The major in psychology is designed to provide a broad foundation of knowledge to meet the needs of students entering the helping professions, graduate schools, and/or related areas.

Subject Endorsement in Psychology (BA or BS) 36 hours

No course with a grade below "C" will be accepted as part of the minimum requirements for the 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 Materials must be taken as part of the professional education requirements.	

Major in Psychology (BA or BS) 36 hours

PSY 101 General Psychology.....	3
401 Theories of Personality or	
470 History and Systems.....	3
405 Experimental Psychology.....	3
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 cooperative education or internship credits.

PSY 101 is a prerequisite for all other Psychology courses.

Undergraduate Courses

PSY 101 General Psychology (3) An overview of human behavior from various psychological perspectives. Topics covered to include; learning, maturation, biological foundations, motivation, perception, personality development, personal awareness, abnormal behavior, and social behavior.

PSY 230 Life Span Development (3) Presentation of physical, cognitive, social, and personality development throughout the life span. Development tasks will be presented.

- PSY 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. 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 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.

Cross Listed Course:

This course may be used as electives in psychology programs:
SSC 300 Social Sciences Research Methods

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

PSY 502 Learning (3) See PSY 402

PSY 503 Cognitive Psychology (3) See PSY 403

PSY 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 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.

Social Sciences

Social Sciences (SSC)
Sociology, Psychology & Criminal Justice Department (for non-teaching major advisement)
History, Politics, & Geography (for endorsement advisement)
School of Natural & Social Sciences
Connell Hall

Objectives: Social Sciences offers courses and programs of study designed to help the student understand the history and nature of human beings in a social context. Students may select a field endorsement, or a Social Sciences major. A minor in Social Sciences is available for students not in the Social Sciences major itself. Students are urged to work closely with their academic advisor to select suitable courses from the many choices.

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.

HIS 170 World Civilizations I.....	3
171 World Civilizations II.....	3
180 The American Experience I.....	3
181 The American Experience II	3
Upper level U.S. History.....	6
Upper level Non-U.S. History.....	6
History electives	3
SSC 490 Social Sciences Research Seminar (or appropriate Honors class, 395 or 499).....	3
9 hours in each of two selected Social Sciences areas (Anthropology/Sociology, Economics, Geography, Political Science, or Psychology).....	18
6 hours from each of the 3 remaining Social Sciences areas not selected above	18

Within each discipline, courses are presented in the recommended order of selection:

Anthropology/Sociology, SOC 101 (3), SOC 110 (3), a 3 hour course by advisement.

Economics, ECO 202 (3), 203 (3), a 3 hour upper level ECO course.

Geography, GEO 120 (3), 6 hours of upper level GEO courses.

Political Science, POS 100 (3), 6 hours of upper level POS courses.

Psychology, PSY 101 (3), 6 hours of upper level PSY courses.

Courses count only in the area of the prefix.

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

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
365/210 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 advisement12

Psychology

PSY 101 General Psychology.....3

PSY electives by advisement15

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

A minor must include a minimum of 12 hours unduplicated by the student's major(s) and minor(s). 21 hours from the departments of criminal justice, economics, geography, history, political science, psychology, sociology/anthropology, and social sciences interdisciplinary courses; 9 hours of lower level (100 and 200 level) courses with no more than 3 hours from any one area; 12 hours of upper level courses with no more than 6 hours from any one area. Courses taken to satisfy a student's major(s) may not be used in the minor.

Undergraduate Courses

SSC 300 Social Sciences Research Methods (3) Prerequisite: 9 hours of course work in the social sciences. This course introduces students to basic quantitative and qualitative research methods. The course covers methodological concepts, the steps in the research process, measurement, research design, elementary data analysis, and report writing. Students are introduced to analysis of research reported in professional literature. This class includes computer applications in research methods.

SSC 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)
Sociology, Psychology & Criminal Justice Department
School of Natural & Social Sciences
Connell Hall

Objectives: Broadly speaking, sociology is the study of human social behavior. It is concerned with the structure and cultural settings of social systems, the development of systematic reliable knowledge about human relationships, and with the products of such relationships. Sociology challenges students to examine the variety of learned social values. Sociology helps students to develop their sociological imagination, to understand the relationship between individual experiences and forces in the larger society that shape their actions. An emphasis in critical thinking and the development of good communication skills is a hallmark of the program. Courses are specifically designed to provide all students with the opportunity to develop these skills. Majors also engage in hands-on research in the Sociology Senior Seminar and participate in experiential learning opportunities as internships and service-learning projects in a variety of settings.

Program Goals:

Students who major in sociology should be able to: (1) understand and apply the “sociological perspective” and the basic concepts of the field; (2) compare major theoretical perspectives, know the contributions of key sociological writers and understand the role of theory in sociology; (3) demonstrate knowledge of basic statistics and research methods which characterize the discipline and the ability to apply these skills in evaluating and interpreting data; and (4) demonstrate an awareness and understanding of socio-cultural diversity.

Subject Endorsement in Sociology (BA or BS) 36 hours

No course with a grade below “C” will be accepted as part of the minimum requirements for the endorsement.

SOC 101 Introduction to Sociology	3
110 Introduction to Anthropology.....	3
220 Social Problems	3
305 Sociology of Deviance	3
SSC 300 Social Sciences Research Methods	3
Upper level Sociology Electives	15
Social Sciences Electives	6
EDU 409 Social Sciences Content Area Methods and Materials must be taken as part of the professional education requirements.	

Major in Sociology (BA or BS) 36 hours

SOC 101 Introduction to Sociology	3
110 Introduction to Anthropology.....	3
480 Social Theory	3
488 Sociology Senior Seminar (or appropriate Honors class, 395 or 499)	3
3 hours from SOC 220, 305, 345	3
SSC 300 Social Sciences Research Methods	3
319 Statistics for the Social Sciences	3
SOC electives (may include SSC 419 and up to 6 hours of cross listed courses).....	15
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 Multicultural America (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 Mid East (3)	

NOTE: Another major or minor is required for students selecting sociology and anthropology major/minor combinations.

Minor in Sociology: 21 hours

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

SOC 101 Introduction to Sociology	3
220 Social Problems	3
Upper level Sociology Electives	15
(may include SSC 300, 319 and 419 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 Multicultural America (3) Prerequisite: SOC 101 or instructor permission. Study of the history, place, and role of ethnic and racial groups in American society. The course uses a comparative approach and focuses upon the differences and similarities in the adjustment processes of different groups to the American scene from the colonial period to the present.
- SOC 350 Religion and Culture (3) Prerequisite: SOC 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 Stratification (3) Prerequisite: SOC 101 or instructor permission. Social stratification systems, social status, and social classes provide the course focus. The expression and impact of stratification in society are also explored. Inequalities based on race, gender, and age are also discussed.
- SOC 465/565 Peoples 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 488/588 Sociology Senior/Graduate Seminar (3) Prerequisite: SOC 101 or instructor permission. This course is designed to be a student-driven course that reviews the theoretical perspectives, basic concepts, importance of socio-cultural diversity, and research methods first introduced in Introduction to Sociology and then utilized throughout the sociology curriculum. The course includes refinement of students' understanding of the "sociological imagination," ethics, and other professional issues in the discipline of sociology; further development of students' critical writing, thinking, and communication skills; and engagement in a research project from conception to completion. Ultimately, the course is focused on the professional socialization of students majoring in sociology.

Cross Listed Courses:

Six hours from the following courses may be taken for sociology credit in the major or minor, not for the endorsement.

- CJA 365/210 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 Stratification (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 588 Sociology Graduate Seminar (3) See SOC 488
- SOC 600 Studies in Sociology/Anthropology (3) The study and analysis of selected topics in the fields of sociology or anthropology. Content and title will vary. May be repeated if topic and title are different.

SPECIAL EDUCATION

**Special Education (SPD)
Counseling & Special Education 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-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 Gateway system described in the Education section.

Field Endorsement in Special Education

Mildly/Moderately Handicapped K-12 (BA or BS) 52 hours

A "C" or above is required in each course.

CNA	451 Speech Pathology	3
EDU	216 Children's Literature	2
	310 Reading and Writing in the Middle/ Secondary School	1
	340 Early Reading & Language Arts	4
	430 Literacy Assessment	3
PED	407 Motor Perception and Adaptives for Special Populations	3
SPD	151 Introduction to Special Education	3
	252 Char/Meth Kindergarten/Elem (K-6)	3
	331 Identification & Assessment for Individual Instruction	3
	353 Char & Methods: Mid/Sec. (7-12)	3
	361 Clinical Exp-Special Education	6
	400 Mgt & Dec Making Strategies for Sp Ed.	3
	402 Life Skills and Transition	3
	404 Measurement and Evaluation	3
	430 Behavioral Inter for the LRE	3
	431 Diagnosis/Prescription for Individual Instruction & Curriculum P-12	3
	452 Consultation & Collaboration Practices for Exceptional Learners	3

Professional Education Courses 26 hours

EDU	201 Introduction to Prof Ed	3
	211 Child & Adolescent Growth & Development	3
	321 Ed Psych: Models & Theories of Learning	3
	367 Human Relations	3
	400 Secondary Schools	2
SPD	405 Directed Teaching (Elementary)	6
	410 Directed Teaching (Secondary)	6

Undergraduate Courses

- SPD 151 Introduction to Special Education (3) Study of the knowledge base for special education with respect to legislation, procedural requirements, exceptional learner placements, instruction, and evaluation. An emphasis is placed upon behavioral and humanistic examination of special education practice in culturally responsive settings. **This course is approved by the Nebraska Department of Education for certification purposes.**
- SPD 252 Characteristics and Methods Kindergarten/Elementary (K-6) (3) Prerequisite: SPD 151. Study of the methodology facilitating learning of basic academic and psychosocial skills for students with mild/moderate disabilities from kindergarten through grade six. Study includes development of transition to secondary programming and instruction in the least restrictive environment/inclusive setting. An examination of assistive technology is also included.
- SPD 260 Characteristics and Methods: Birth through Age 4 (2) Prerequisite: SPD 151. This course addresses the etiology, affects of the disabilities, assessment and interventions for the young child. Emphasis is on working with families of young children with disabilities. Writing and implementation of the IFSP is studied. Transition to kindergarten is included. Ten clock hours of field experience are required with infants/toddlers who are disabled.
- SPD 261 Characteristics and Methods: Age 5 through Age 8 (2) Prerequisites: SPD 151, 260 (may be taken concurrently). This course teaches best practices for individualization of instruction for grades K-3, inclusionary practices, and responsibilities of the general educator on the IEP team. Transition to middle school is included.
- SPD 331 Identification and Assessment for Individual Instruction (3) Prerequisites: SPD 151, 252 and 404. Study of informal and formal identification and assessment procedures for exceptional learners consistent with federal and state mandates for IFSP, IEP, ITP, and IPP. Emphasis upon terminology and descriptive statistics for standardized and non-standardized tests for placement in the least restrictive environment. Included is test administration and report writing for multidisciplinary teams.
- SPD 353 Characteristics and Methods: Middle/Secondary (7-12) (3) Prerequisites: SPD 151 and 252. Study of non-categorical knowledge-base unique to adolescents and young-adult-aged exceptional learners with focus upon mild or moderate disabilities. Emphasis upon the methodology of facilitating the student's learning in general education settings, and transition to post-secondary education. An introduction to assistive technology and mastery of learning strategies are included.
- SPD 361 Clinical Experience-Special Education (6) Prerequisites: SPD 331, 353, 400, and 430. A culturally responsive clinical experience that bridges the professional education and special education knowledge bases with experiential practice. Emphasis is upon transdisciplinary delivery of the IEP with consultative assistance provided by an experienced practitioner in a school or agency educational setting. Evaluation by letter grade. Students must preregister with the Office of Field Experiences by October 15.
- SPD 400 Management and Decision Making Strategies for Special Education (3) Study of legal, procedural, and organizational structures of special education programs. Emphasis upon teacher management of classrooms within programmatic resources consistent with federal and state mandates (e.g. IDEA 2004, and Rule 51), technology, cultural diversity, as well as emerging trends and practices in special education. Focus is directed toward consultative and collaborative approaches for transdisciplinary practice.
- SPD 402/502 Life Skills and Transition (3) Prerequisites: SPD 151 or 608 and SPD 252. Preparation of teacher candidates to direct secondary programs for exceptional students who can benefit from opportunities to pursue the development of their behaviors, abilities, and attitudes that will allow them equal access to the adult world of working and living. Theory, research, and directed experiences for inquiring and reflecting will be provided for the teacher candidates through the study of: history of the development of career education for persons with disabilities; principles of secondary education programs; legislation and litigation regulations regarding transition; procedures for job training, placement and supervision; correlation with the Individualized Transition Plan; and required academic programming.
- SPD 404/504 Measurement and Evaluation (3) Historical background of mental achievement, personality testing and evaluating criteria of a good test, analysis of standardized and informal examinations, test diagnosis and construction, summarizing, interpreting, and using test results.
- SPD 405 Directed Teaching-Special Education K-6 (6) Prerequisite: Admission to the professional semester. Qualified senior students shall make application at the beginning of the second term of their junior year. Special Education majors will spend one half of their directed teaching experience at the K-6 level. Evaluation by letter grade.

- SPD 410 Directed Teaching-Special Education 7-12 (6) Prerequisite: Admission to the professional semester. Qualified senior students shall make application at the beginning of the second term of their junior year. Special Education majors will spend one half of their directed teaching experience at the 7-12 level. Evaluation by letter grade.
- SPD 430/530 Behavioral Intervention for the Least Restrictive Environment (3) Prerequisites: SPD 151 or 608. Study of maladaptive, atypical or deviant behaviors of students who require specialized educational programming. Techniques for modification of student behavior to support individual differences in development and learning. Therapeutic techniques will be studied. Emphasis on behavior management for parental training and involvement; assistance for the educator in the general education classroom; and early childhood behavioral disabilities are included.
- SPD 431 Diagnosis and Prescription for Individual Instruction and Curriculum P-12 (3) Prerequisite: SPD 331. Study of the interpretation of standardized and non-standardized assessment of exceptional learners to diagnose specific individual learning needs. Emphasis upon the collaborative application of interpreted assessments for prescriptive precision teaching to enhance learning in the least restrictive environment. Included is consultative application of the IFSP, IEP, ITP, and IPP to integrated educational settings. Examination of assistive technology and vocational transition.
- SPD 452/552 Consultation and Collaboration Practices for Exceptional Learners (3) Trans-disciplinary consultation and collaboration with parents and educators of exceptional learners and related special services personnel. Emphasis is upon culturally responsive models and approaches directed toward meeting the unique educational needs of exceptional learners. The role of the family and community on the development and learning of young children is included.

Eligible seniors may enroll in 500 level graduate courses.

Graduate Courses

- SPD 502 Life Skills and Transition (3) See SPD 402
- SPD 504 Measurement and Evaluation (3) See SPD 404
- SPD 530 Behavioral Intervention for the Least Restrictive Environment (3) Prerequisite: SPD 151 or 608. See SPD 430.
- SPD 552 Consultation and Collaboration Practices for Exceptional Learners (3) See SPD 452.
- SPD 572 Identification of Mild/Moderate Disabilities (3) Prerequisites: SPD 151 or 608, SPD 252, SPD 404 or 504. Provides training and experience in the administration and interpretation of formal diagnostic instrument rating scales and checklists and psychometric devices which may be used to screen, identify, and make educational plans for students with disabilities.
- SPD 608 Survey of Exceptionalities (3) The historical development of the education of students with exceptional education needs, recognizing the characteristics and causes of the exceptionalities, and the diagnosis and instructional intervention relevant to the particular exceptionality are presented. The course is appropriate for educational practitioners and community agency personnel. Direct application of the knowledge of exceptionalities to the classroom or agency population is expected.
- SPD 609 Neuropsychology of Exceptional Learners (3) Understanding the unique learning characteristics of the exceptional student. Brain research as it relates to exceptionality is studied. Emphasis on learning ability and the psychological foundation for selected teaching strategies for exceptional students.
- SPD 610 Curriculum Modification in LRE (3) Prerequisites: SPD 151 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) Prerequisite: SPD 151 or 608. Introduction to administrative procedures of special services. Emphasis on Nebraska and national laws governing special education. Processes of planning and implementing student programs as well as maintaining student records, identifying, selecting and using local and state resources for operating the special education program are studied.
- SPD 625 Characteristics and Methods: High Ability Students (3) This course provides an introduction to the psychological characteristics of giftedness in students. Characteristics of at-risk student populations are studied. The candidate will develop and prescribe appropriate curricula, methods, models, and materials to meet the unique needs of high ability learners. The six areas of giftedness identified by the federal law will be specifically addressed.

- SPD 631 Assessment, Diagnosis, and Interpretation (3) Prerequisites: SPD 151 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 661 Clinical Application (3-6) Prerequisites: Admission to special education MSE degree program and advisor's approval. Special Educator Option: This course focuses on the student's application of new learning strategies in a sequence of planning and instructional phases to serve students with mild/moderate disabilities in K-12 general and special education settings. An individualized professional development plan is written by the advisor with the student, and the student's local special education administrator's input. (Letter grade will be recorded)
- SPD 662 Practicum in High Ability Education (3-6) Prerequisites: A valid teaching certificate and one year of successful teaching experience. This course provides experiences for the candidate to teach, to plan and to conduct staff development programs, to develop instructional materials for high ability students, and to conduct evaluation of student learning and program effectiveness.
- SPD 663 Applied Research (3) Prerequisites: Admission to special education MSE degree program and advisor's approval. Special Educator option or Instructional Manager option: This course provides for a laboratory or field setting in which students can implement the research data collection under the direction of the student's research committee. (Letter grade will be recorded)
- SPD 667 Multicultural Aspects of Curriculum Planning for Exceptional Learners (3) Understanding the individual educational needs of culturally and linguistically diverse exceptional students. Multicultural bilingual special education, academic skill acquisition, linguistic diversity, (including but not limited to African American, Hispanic, Asian American, and Native American), and testing/identification discrimination issues are studied.
- SPD 699 Thesis (3-6) Prerequisites: EDU 650, SPD 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 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 through a full application of the student's culture and its world relationships, to increase the student's knowledge in a particular area, to deepen the student's personal values and to broaden his/her basic philosophy, to encourage the student's concern for independent investigation and experimentation, to refine the student's skills in oral and written expression and in the reflective thinking processes, and to provide students with intellectual stimulation and a foundation for continued study leading to the doctoral degree.

Student Appeals Process

The policy-making body for the graduate program is the Graduate Council, which is responsible to the Graduate Faculty. Recommendations for degree requirements and curriculum originate with the Graduate Council, subject to review by the Graduate Faculty, and require action by the President and the Board of Trustees of Nebraska State Colleges. Students who wish to appeal a decision or action must approach the following people/groups in this order: Department Chair, the appropriate Committee within the School (MBA students-MBA Appeals Committee; MSE & 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.

Total Credits and Residence

A minimum of 30 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 made application for graduate study. The procedure requires that students complete the Graduate Application for Admission and health form, and that they request an official transcript from the undergraduate institution conferring the baccalaureate degree be sent directly to the Admissions Office. Students who wish to be admitted to a graduate degree program should have the baccalaureate degree from an accredited institution.

A student with a baccalaureate degree from an institution which is not accredited by one of the six regional associations of colleges and schools may be accepted conditionally, subject to an evaluation after the completion of requirements for formal admission to a graduate degree program.

Students also need to meet the specific admission requirements listed for each program in addition to the general requirements listed below.

International Students

International students wishing to be admitted to WSC must submit the following: application fee, academic records, TOEFL score reports, other special tests (GRE, GMAT, ACT, etc.), letter of recommendation, 300-500 word handwritten statement, and evidence of financial support.

International students must demonstrate proficiency in oral and written English before admission to a degree program. In addition, they must present official credentials of all course work. They must contact the Admissions Office and the appropriate School office at least a semester before they wish to enroll.

International graduate students entering WSC may be required to enroll in transitional courses based on the recommendations/reports of professional and certified credential evaluation services (i.e., Educational Credential Evaluators (ECE), World Education Services (WES), etc.) to ensure the student has the appropriate undergraduate background to be successful in his/her graduate course of study. Full-time status for graduate students is 9 credit hours. On-campus employment pursuant to the terms of a scholarship, fellowship, or assistantship is deemed to be part of the academic program of a student otherwise taking a full course of study and may be counted toward full-time status according to federal regulations – contact the International Student Advisor for clarification and guidelines.

Advisors

At the time of admission to a degree program, the appropriate academic school will assign to the student a faculty advisor whose function is to help in selecting a program of study, render guidance and support whenever possible, and represent the student in any matter pertinent to his/her graduate program. Students may request a new advisor at any point during their program.

Transfer Credit

Credit that has been applied toward an earned degree from any college will not be accepted for advanced studies for a master's or education specialist's degree at WSC. Credit earned through correspondence courses will not be accepted.

Graduate students may petition to challenge for credit and/or evaluation of transfer credit, not to exceed the established transfer guidelines, with the approval of the appropriate program faculty, department chair, and the Dean of Education and Counseling, the Dean of Business and Technology, or the Dean of Natural and Social Sciences.

MBA Program:

A maximum of nine graduate credits (15 from another Nebraska State College or University), subject to evaluation by the Dean of Business and Technology, may be transferred from another graduate institution and applied toward a degree from this College. Only transfer credit of a "B" grade or better will be accepted. A "B-" is not acceptable.

MSE/Ed.S. Programs:

A maximum of nine graduate credits (15 from another Nebraska State College or University), subject to evaluation by the Dean of Education and Counseling, may be transferred from another graduate institution and applied toward a degree from this College. Only transfer credit of a "B" grade or better will be accepted. A "B-" is not acceptable.

No more than one-half of the content area course work for the education core course work may be transfer credit, except in programs defined by a specific articulation agreement. For more information on articulation agreements, contact the appropriate School office.

MSOM Program:

The students may, upon approval of their respective college graduate committees, transfer up to eighteen (18) credit hours from any of the other Nebraska State Colleges into a program. The courses will need to be identified and made a part of the program of study developed by the graduate committee and the student prior to acceptance into the program of study.

Nine (9) credit hours of transfer credits would be accepted from all other regionally accredited graduate schools throughout the United States. Credit from international institutions will be examined and addressed on an individual basis by the Dean of Natural and Social Sciences and the graduate committee assigned to the student. In such cases, no more than the equivalent of nine (9) credit hours will be accepted into this degree program.

Only transfer credit of a "B" grade or better will be accepted from colleges and universities. A "B-" is not acceptable.

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 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

The maximum load of graduate credit hours for graduate students, without special permission, is 9 hours during regular terms. A graduate student who wishes to register for more than the maximum number in a regular or summer term should consult with his/her advisor, then contact the appropriate School office for approval and forward that information to the Office of Records and Registration. Full-time status for graduate students is 9 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 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.

Satisfactory Progress

Graduate students working on a graduate degree must maintain an overall GPA of 3.0 to continue in good standing. Graduate students who do not maintain an overall GPA of 3.0 will be placed on probation for the next 6 credit hours. If they fail to raise their GPA to a 3.0, they will be removed from their program. Appeals may be made to the appropriate School office and subsequently to the Graduate Council.

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 with no more than six credit hours of course work and/or an internship remaining to complete their degree during the summer are eligible to participate in May commencement ceremonies. All other program graduation requirements must be completed by the set dates as if they were a May graduate.

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.

Students must have at least an overall GPA of 3.00 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 with a liberal arts degree without teaching credentials and now intend to enter the teaching profession will be advised to follow an endorsement program which will qualify them for certification in Nebraska and at the same time enable them to complete some requirements for a Master of Science in Education degree.

A student with a baccalaureate degree from an institution which is not accredited by one of the six regional associations of colleges and schools may be accepted conditionally, subject to an evaluation after the completion of requirements for formal admission to a graduate degree program.

Wayne State Seniors

Seniors enrolled at WSC who are within their last two semesters of completing requirements for the baccalaureate degree may enroll for graduate study if they meet the other requirements for graduate admissions as determined by the appropriate School Dean. They are limited to fifteen (15) total hours for the term and a maximum of six (6) graduate hours earned prior to completing their baccalaureate degree. Notification of approval from the student's advisor, appropriate Department Chair and School Dean for the graduate class(es) must be submitted to the Registrar.

Degree Graduate Students

Students pursuing a program of study leading to the master's or education specialist degree are considered to be degree graduate students. In order to be so classified, a student must have fulfilled all criteria set forth under the catalog section titled Graduate Admission/Registration.

Non-Degree Graduate Students

Non-degree students are those students who do not intend to work toward the master's degree or specialist's degree, or those not permitted to do so.

Specialization

All four graduate degrees, the MBA, MSOM, MSE, and Ed.S, allow for some manner of specialization. The focus of a graduate student's program should be decided, with the aid of a faculty advisor, as early as possible. For instance, a student wishing to specialize in accounting should contact the Director of the MBA program for approved accounting electives.

MBA Degree Admission Criteria

Applicants will be screened and evaluated on a number of factors that demonstrate high promise for academic achievement. Each applicant must be approved by the Director of the MBA program and the Dean of Business and Technology. All of the following factors are considered together in granting admission to the program.

1. Admission is determined primarily by a combination of upper level undergraduate GPA and score on the Graduate Management Admission Test. The student must have: 1,000 points or more based upon the following formula: 200 times the upper level GPA (4.00 system) plus the GMAT score or 950 points based on the formula: 200 times the overall GPA plus the GMAT score. Candidates must receive a minimum GMAT score of 450.
2. Other measures or indicators of high promise that will be reviewed are:
 - a. Names and addresses of three references
 - b. Relevant work and leadership experience
 - c. Performance on other testing devices
 - d. Rank in graduating class
3. Where the applicant's undergraduate record is unclear, a written qualifying examination may be required in one or more business disciplines.
4. Any applicant not meeting the above requirements may be fully admitted by special action of the MBA graduate committee. Students must meet the criteria for full admission or be fully admitted by special action before enrolling beyond nine credit hours.
5. Students taking MBA core courses must be either temporarily or fully admitted to the MBA program.

MSOM Degree Admission Criteria

1. One official set of transcripts from the undergraduate institution conferring the baccalaureate degree must be sent directly to the WSC Admissions Office.
2. All graduate students seeking an 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 750. 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.

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. One official set of transcripts from the institution conferring the master degree must be sent directly to the WSC Admissions Office.
2. Graduate students seeking an MSE degree in Exercise Science must submit scores on the Graduate Record Examination (GRE) General Test. GRE scores will be used as an assessment tool along with other criteria to determine admission status. That program will determine the manner in which the requirement is to be administered. The test may be taken at any Educational Testing Service testing center. Further information concerning the administration of the GRE may be obtained through the School of Natural and Social Sciences or the Graduate Office. Students seeking to enroll in the Exercise Science program without GRE scores may be provisionally admitted for one (1) semester.
3. Students must send 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, (c) expectations from the program, and (d) future aspirations or future endeavors once degree is earned.
4. Students must have on file with the Dean of the School of Education and Counseling two letters of recommendation from either school administrators, current employers, or previous employers. The letters cannot be from peers, people the student is currently supervising or has supervised in the past. The letters of recommendation must address the student's academic potential.
5. Students must present an undergraduate GPA of 2.75 or higher or have completed 12 graduate hours at WSC with a GPA of 3.25 or higher.
6. Students who graduate with a liberal arts degree without teaching credentials and now intend to enter the teaching profession will be advised to follow an endorsement program which will qualify them for certification in Nebraska and at the same time enable them to complete some requirements for a Master of Science in Education degree.

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 the Graduate School, they are only given permission to enroll in graduate courses. Should a Special Post-Graduate student wish to work toward a graduate degree, an additional endorsement, or certificate renewal at a later date, he/she will be required to apply for admission to a graduate program and file an official undergraduate transcript sent to the College directly from the degree-granting institution.

Courses taken as a Special Post-Graduate student will be applicable to a graduate degree only with approval of a faculty advisor and permission from the appropriate School office.

MASTER IN BUSINESS ADMINISTRATION

MASTER IN BUSINESS ADMINISTRATION (MBA) DEGREE School of Business & Technology Gardner Building

Program Description

The Master of Business Administration (MBA) is a professional graduate degree designed primarily to provide an intense educational experience for students who wish to assume positions of increasing responsibility in business.

The WSC MBA curriculum consists of two major components. The first component is described as “Common Body of Knowledge” (CBK) courses. This group of courses includes an introductory level course in each functional area of business. Students who have an undergraduate degree in business will typically have completed most, if not all, of these courses. The second curriculum component is the professional graduate courses.

The WSC MBA program requires 30 graduate credit hours. The MBA program is broad in nature and requires students to complete a structured program of one or more courses in each area of business, and also permits students to complete a small specialization in one area. It is designed for those who wish to further their professional development without terminating their employment.

Program Objectives

The objectives of the MBA program at WSC are two-fold: (1) to improve and enhance the management skills of professionals in business, industry and government; and (2) to develop future executive leadership. The emphasis in this program is on decision making, problem solving, understanding the role of business in society, and development of the students’ capacity to progress to positions of executive responsibility.

MBA Degree

Candidates for the MBA degree will enroll in the following program:

Non-Thesis Program

The non-thesis option requires satisfactory completion of the 30 credit hour professional graduate program of study. No written thesis is required. An MBA student shall file with the Graduate Office and the School of Business & Technology Office one acceptable graduate paper. The file paper is written in BUS 692 and must be accepted by the MBA file paper committee and filed in the WSC Graduate Office.

General Degree Requirements

Total Semester Credits

The MBA consists of a minimum of 30 semester credit hours.

Grades

A minimum overall average of “B” (3.00 on a 4.00 scale) will be required of all graduate students. This average is based on all courses attempted. In computing this average, no grade below a “C” 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 and Technology. All of the following factors are considered together in granting admission to the program.

1. Admission is determined primarily by a combination of upper level undergraduate GPA and score on the Graduate Management Admission Test. The student must have: 1,000 points or more based upon the following formula:

200 times the upper level GPA (4.00 system) plus the GMAT score or 950 points based on the formula: 200 times the overall GPA plus the GMAT score. Candidates must achieve a minimum GMAT score of 450.

2. Other measures or indicators of high promise that will be reviewed are:
 - a. Names and addresses of three references
 - b. Relevant work and leadership experience
 - c. Performance on other testing devices
 - d. Rank in graduating class
3. Where the applicant's undergraduate record is unclear, a written qualifying examination may be required in one or more business disciplines.
4. Any applicant not meeting the above requirements may be fully admitted by special action of the MBA graduate committee. Students must meet the criteria for full admission or be fully admitted by special action before enrolling beyond nine credit hours.
5. Students taking MBA core courses must be either temporarily or fully admitted to the MBA program.

Undergraduate Preparation

Common Body of Knowledge (CBK)

Each student is expected to have satisfactorily completed the following courses or their equivalent at the undergraduate level or complete the appropriate MBA foundation course:

Semester credit hours	
Accounting.....	3
Corporate Finance.....	3
Economics.....	3
Law	3
Management.....	3
Marketing.....	3
Statistics.....	3

While each candidate who is accepted in the MBA program must be responsible for the Common Body of Knowledge subject matter, reasonable flexibility in the administration of the program is observed. Each student's background is considered so that a program can be built upon undergraduate work in business, arts and sciences, engineering, and certain other fields. Professionals with extensive business experience are encouraged to remove any deficiencies through institutional examination or CLEP.

Program Of Study: 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
652 Management Accounting	3
656 Marketing Administration	3
690 Seminar in Organizational Behavior	3
692 Administrative Policy.....	3
ECO 650 Managerial Economics.....	3
MBA Electives**	6 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. MBA foundation courses cannot be used as electives.

MBA Program Procedures And Regulations

Admission

Each new student is required to file the following:

1. A Graduate Application for Admission form sent to the WSC Admissions Office.
2. An official transcript of undergraduate and graduate study sent directly from the awarding institutions to the WSC Admissions Office (not required if all previous work is from WSC).
3. GMAT test scores sent to the WSC Graduate Office.
These scores must be on file prior to the completion of nine credit hours.
4. Names and addresses of three references sent to the WSC Graduate Office.

International students should refer to the Graduate Admission/Registration section of the WSC catalog for TOEFL and other specific admission requirements.

The Graduate Management Admission Test (GMAT) is an internationally-offered exam. The GMAT Information Bulletin forms are available online at www.mba.com/mba/takethegmat/tools/gmatbulletin.htm

CLEP

The College Level Examination Program (CLEP) is available at WSC. CLEP permits students to test out of the following undergraduate business areas: economics, accounting, business marketing, business law, business management, and data processing/computers. For more information on CLEP, contact the WSC Counseling Center.

Institutional Examination

For those undergraduate business areas not covered by a CLEP exam, a student who is currently enrolled at WSC may challenge a course in which he/she feels competent. The student will then take an examination prepared by a faculty member in the undergraduate business area. MBA graduate courses may not be completed by institutional examination. For more information on institutional examination, contact the WSC Director of the MBA Program.

Transfer of Credit

A maximum of nine graduate credits (15 from another Nebraska State College or University), subject to evaluation by the Director of the MBA program and Dean of Business and Technology, may be transferred from another graduate institution and applied toward a degree. Only transfer credit of a "B" grade or better is accepted. A "B-" is not acceptable. Credit that has been applied towards another earned degree from another college is not accepted for advanced study. Credit earned through correspondence courses is not accepted.

Program of Study

In the term of enrollment immediately prior to the term of graduation, the student should complete a finalized program of study form indicating the courses that have been agreed upon and approved by the advisor. A preliminary program of study must be filed by a student to have transfer credit accepted. All elective courses included in the program of study must be approved by the student's advisor upon transfer or prior to course enrollment. Unapproved electives may not be included in the student's program.

The graduate student must complete at least 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 or BUS 507
- 625: CBK Statistics or ECO 501
- 652: CBK Accounting or BUS 507
- 656: CBK Marketing or BUS 509
- 690: CBK Management or BUS 509
- 692: All common body of knowledge and/or foundation courses
and 24 hours completed in the MBA program
- ECO 650: CBK Economics or ECO 501

CPA 150-Hour Eligibility

Those students desiring to enroll in the MBA program and satisfy the Nebraska 150-hour requirement to sit for the CPA exam should contact the Director of the MBA program for the appropriate information and advisement referral.

Governance

The WSC MBA program is governed by the applicable information contained in the WSC Graduate Catalog. Students should review this catalog for general graduate program information.

MASTER OF SCIENCE IN ORGANIZATIONAL MANAGEMENT DEGREE

MASTER OF SCIENCE IN ORGANIZATIONAL MANAGEMENT (MSOM) DEGREE School of Natural and Social Sciences Connell Hall

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 M.S. degree. Prior learning credit would not be applied to this degree. This program is a value-added degree designed to add new knowledge to the students' base of knowledge, skills and concept integration.

The program will consist of a common core of required courses consisting of eighteen (18) credit hours. The required eighteen hours will include six (6) credit hours of research design and methods courses and twelve (12) credit hours of courses in organizational management.

Program Objectives

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.

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.

Seven weeks prior to graduation each student is required to file for a written exam prepared by the appropriate department staff.

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 750. 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 Concentrations

Students interested in pursuing the Master of Science in Organizational Management may choose from one of the following concentrations:

- 1) Sport and Recreation Management
- 2) Information Technology 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
EDU/PED 650 Research Design (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 four of the following courses – 12 hours:

BUS 690 Seminar in Organizational Behavior (WSC).....	3
OR MGMT 630 Organizational Behavior (CSC).....	3
CNA 548 Organizational Communication II (WSC).....	3
OR CA 630 Organizational Communications (CSC)	3
MGMT553 Conflict Mgmt & Mediation (PSC)	3
OR CA 610 Conflict Resolution & Mediation (CSC)	3
PSY 535 Industrial/Organizational Psychology (WSC)	3
OR PSYC 541 Advanced Organizational Psychology (CSC) 3	
BUS 620 Managerial Communications (WSC)	3
CTE 632 Organizational Leadership (CSC)	3
ENG 527 Academic & Professional Writing (WSC)	3
MGMT 620 High Performance Leadership (CSC)	3
MATH 631 Mathematics for Management (CSC).....	3
MGMT 550 Organizational Mgmt Development & Change (PSC)3	
MGMT 552 Mgmt of Innovation & Growth (PSC).....	3
MGMT 551 Program Evaluation (PSC)	3
POS 530 Public Policy (WSC)	3
POS 510 Public Policy Analysis and Program Evaluation (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 or specialized area of concentration in a field chosen by the student and his or her graduate committee will also be required. The four (4) areas of concentrated study 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 Concentration: 12 hours

*CIS 530 Management Information Systems3

*CIS 575 Topics in Computer Info Systems.....3

*CIS 577 Project Management3

CIS 632 Information Systems Technology and Management3

All offered at WSC

*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 Concentration: 12 hours

All offered at WSC

PED 605 The Economy of Sport (3)

PED 610 Legal Aspects of Sport (3)

PED 612 Adv Sport Marketing & Promotion (3)

PED 631 Seminar in Sport Management (3)

PED 653 Program Mgmt & Transition of Sport (3)

PED 664 Sport Event and Facility Management (3)

PED 671 Recent Lit & Research in HHPS (3)

PED 685 Social Issues in Sport (3)

MSOM Program Procedures and Regulations**Admission**

Each new student is required to file the following:

1. A Graduate Application for Admission sent to the WSC Admissions Office.
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 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 another 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

The creation and delivery of all graduate programs in education are guided by a conceptual framework which stipulates that program graduates will be educational leaders and stewards inquiring, reflecting, and implementing innovative solutions through teaching, learning and service. All students must demonstrate growth in the following graduate outcomes.

1. Candidates inquire about relevant educational issues and support present practices or initiate constructive changes.
2. Candidates reflect on relevant educational issues with breadth, depth, and rigor ensuring improvement and encouraging excellent implementation of professional practices.
3. Candidates implement responsible change in a supportive manner meeting the needs of individuals and communities empowering them for continuous growth.
4. Candidates create, organize, maintain, and evaluate caring communities providing leadership and stewardship for educational endeavors.
5. Candidates communicate effectively providing leadership and stewardship for educational communities.
6. Candidates possess and demonstrate the values, demeanor, and reflective decision-making of professionals.

MSE Programs

Students interested in pursuing the Master of Science in Education degree may choose from one of the following programs described in greater detail below.

- 1) Counseling
- 2) Curriculum and Instruction
- 3) Exercise Science
- 4) School Administration/Educational Leadership
- 5) Special Education

Each of the five MSE programs has a professor-in-charge who can be contacted for specific program information. To find out who currently serves as the professor-in-charge, contact the School of Education and Counseling.

Degree Options

In developing a program of study, graduate students may select from two different program options, thesis or non-thesis. To change from one program option to another—after the program has commenced—the student must have the approval of the Dean of the School of Education and Counseling.

Thesis Option

The thesis option requires a minimum of 30 credit hours of course work plus 6 credits for the thesis. The thesis must be written in the area of specialization; the credit, however, may be applied toward the major field or electives.

Thesis Committee. The advisor should assign a thesis committee (three members of the appropriate department and one member of another school) as soon as practical and subsequently notify the School of Education and Counseling and the Graduate Office. Also, unless prior arrangements are made, the advisor should arrange for the thesis oral examination and notify the appropriate officials of the time, dates, and results.

Thesis Style. All theses must conform to the style prescribed by the Graduate Council. The American Psychology Association, Modern Language Association and Kate Turabian, *A Manual for Writers* (latest edition) have been adopted by the Council. Any deviation from the recommended style must have prior approval of the advisor and the Dean of Education and Counseling.

Non-Thesis Option

The non-thesis option requires a minimum of 36 credit hours of course work plus placing one graduate research paper on file in the Graduate Office. *Note: The non-thesis option is not available for the MSE in Special Education.*

The non-thesis student shall file one acceptable graduate paper with the Graduate Office. It must be approved by the student's advisor, department chair, school dean, Director of Graduate Studies, and School of Education and Counseling Dean.

The file paper requirement is defined as follows: one acceptable graduate paper, project, or portfolio which meets all three of the following criteria: (1) demonstrates knowledge of research and research skills; (2) demonstrates depth of thought, organization, and competence in the discipline; and (3) demonstrates writing proficiency at the graduate level.

The file paper must be placed on file in the Graduate Office 28 calendar days prior to the anticipated date of graduation. The paper filed must be an original copy, contain a signature sheet, and be signed by the student, advisor, department chair, school dean, Director of Graduate Studies, and the Dean of Education and Counseling.

Degree Candidacy

Only after students have achieved formal admission to a graduate degree program, filed the program of study, filed one 600-level research paper, or other appropriate degree option evidence, will they be considered candidates for the degree. Candidacy is automatic when the above items have been met. Students will be awarded the degree after they earn graduate candidacy status, complete an application for graduation, and observe the additional provisions that may apply under the heading "General Degree Requirements."

General Degree Requirements

The professional education core acts as the intellectual foundation for the Master of Science in Education degree. Core requirements vary by program and area of emphasis, but are generally between 6 and 15 credit hours and are usually chosen from EDU 603, 626, 627, 650, 658, and 674. Prospective graduate students should contact the professor-in-charge to learn more about specific core requirements. Any substitution for core courses requires approval of the Dean of Education and Counseling.

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 15 credit hours.
4. Department meeting; file approval form. Admission to degree candidacy	Department Chair, Graduate Office	Immediately after completing 15 credit hours
5. File one 600-level paper	Graduate Office	The file paper must be placed on file in the Graduate Office 28 calendar days before anticipated date of graduation.
6. File for graduation	Graduate Office	No later than the end of the second week of the semester in which the student intends to graduate.
7. File for final program comprehensive examinations	Department Chair, Graduate Office	Request to take comprehensive examination signed and filed in the Graduate Office 2 weeks before the examination; results must be filed in the Graduate Office 28 days before anticipated date of graduation.
8. File for portfolio examination	Department Chair, Graduate Office	Request for Portfolio Review 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.

Final Project

A final project is defined as at least one acceptable graduate paper, project, portfolio, and/or comprehensive examination, which meets all three of the following criteria: (1) demonstrates knowledge of research and research skills, (2) demonstrates depth of thought, organization and competence in the discipline, and (3) demonstrates writing proficiency at the graduate level. Students with questions about the final project should contact their advisor.

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.

Curricular Requirements

All students working toward an MSE need a minimum of 36 credit hours including the appropriate program core. A maximum of 3 hours of Workshop credit (568 or 590) can be included on a program of study. At least half of the total graduate credits shall be in 600 level courses.

Master's/Certification For Liberal Arts Graduates

Liberal arts graduates (B.A. or B.S.) who wish to enter the teaching profession at the elementary or secondary level may work toward teacher certification in Nebraska and at the same time complete requirements for the master's degree. Contact the Certification Officer for specific information.

Students completing a master's degree in an area in which they are not endorsed must also meet all requirements for certification in the public schools in Nebraska in that endorsement area. Please contact the College Certification Officer for further information.

Teaching Endorsements/Certification

Graduate students may complete requirements for an endorsement at the same time 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 fee, 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 & Special Education 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).

School Counseling Areas of Endorsement

Endorsement as a school counselor is accomplished through the Department of Education in the state in which the school counselor is employed. For example, in Nebraska, certification requires the Master of Science in Education (MSE) degree in Counseling, a valid Nebraska teaching certificate, and verification of two years of successful teaching experience. Contact the

Certification Officer, School of Education & Counseling, WSC for information about the requirements for an endorsement in school counseling.

1. Secondary Endorsement (7-12) will be granted to students completing the required courses with an internship experience in a secondary school setting. Secondary counselors will also complete CSL 644.
2. Elementary Endorsement (K-6) will be granted to those students completing the required courses with an internship experience in an elementary school setting. Elementary counselors will also complete CSL 641 and 643.
3. Double Endorsement (K-6, 7-12) will be granted to those students completing the required courses and two internship experiences, one semester in an elementary and one semester in a secondary school setting. Students will also complete CSL 641, 643, and 644.

Counseling

A student without a teaching certificate may also complete any school counseling program above and earn the MSE in Counseling. Some states (such as Iowa) allow individuals with this degree to serve as school counselors with the completion of a few additional courses. Students will be required to sign a waiver that acknowledges that this degree alone will not make them eligible for a school counseling endorsement in Nebraska.

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.

Student Affairs Practice in Higher Education

A student may serve as a counselor in a technical school, college, or university upon completion of this program of study. These counselors may also facilitate student transitions to professional education and career placement.

Licensure of Mental Health Practitioners and Certification of Professional Counselors

Licensure as a mental health practitioner and certification as a professional counselor in Nebraska is accomplished through the Department of Health. Additional information can be obtained by contacting the Nebraska Department of HHS Regulation & Licensure, P.O. Box 95007, Lincoln, NE 68509-5007, calling 402-471-2115, or searching their website at <http://www.hhs.state.ne.us/crl/crlindex.htm>.

Typical Program of Study: Counselor Education (MSE) 48-54 hours minimum

Required courses for all areas of Counseling	
Choose one of the following four EDU courses:	2-3
EDU 626 Advanced Educational Psychology (3)	
627 Current Issues & Trends (2)	
658 Fundamentals of Curriculum Dev (3)	
674 History/Philosophy of Ed (3)	
EDU 650 Research Design	3
CSL 547 Multicultural Counseling.....	3
580 Prof Counselors/Ethical Standards	3
600 Theories of Counseling	3
615 Career Dev and Life Planning	3
625 Individual and Group Assessment.....	3
630 Developmental Counseling over the Lifespan.....	3
642 Consultation	2
665 Group Counseling.....	3
670 Org/Admin of Counseling Services.....	3
675 Diff. Diag. & Treatment Planning.....	3
685 Practicum in Counseling	3
686 Advanced Practicum.....	3
Internship Experience	
CSL 697 Internship in Counseling	3-6

The setting of an internship must be specific to the type of MSE that is selected. Students must acquire hours to satisfy the appropriate certification and licensure requirements.

Additional Content Area Requirements for Elementary School Counselors (K-6)

CSL 641 Counseling Children.....	2
643 Elementary School Counseling	2
Content Electives	0-3

Additional Content Area Requirements for Secondary School Counselor (7-12)

CSL 644 Secondary School Counseling.....	2
Content Electives	0-4

Additional Content Area Requirements for Clinical Mental Health Counseling

CSL 545 Clinical Issues in Chemical Dependency	2
641 Counseling Children.....	2
645 Marriage and Family Counseling	3
688 Crisis Intervention Counseling	2

Additional Content Area Requirements for Student Affairs in Higher Education

CSL 646 Student Affairs in Higher Ed Counseling.....	2
Content Electives	0-4

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. Admission to the Program Area

After admission to graduate studies, the student must apply for admission to the counseling program.

- a. To request admission to the counseling program, the applicant must file a formal application with the Counseling Department during enrollment in CSL 600 or during the second semester of course work as a declared counselor degree candidate, whichever comes first.
 - b. The applicant must complete a notarized form showing compliance with felony and misdemeanor involving moral turpitude regulation (form must be filed in Field Experience Office; ANY further convictions must be brought to the attention of the Field Experience Office immediately after conviction).
 - c. The applicant will select two persons who are knowledgeable of personal qualities conducive to success within the counseling profession to send letters of recommendation on forms supplied by the department.
 - d. Prior to completion of 12 credit hours, the applicant must complete a program of study for a Master of Science in Education (MSE) degree in Counseling in consultation with an advisor in the Counseling Department.
 - e. 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.
 - f. 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.
 - g. The names of students who have completed all application materials and have been favorably recommended by the Counseling Department faculty will be submitted to the Professional Progress Committee (PPC) for approval. The applicant will be notified of the decision by letter from the Dean of Education and Counseling. Admission to the graduate degree program in counseling will become official once a letter of acceptance has been sent to the applicant. Applicants denied admission will also be notified by letter. Unsuccessful applicants may request a review or hearing before the Counseling Department faculty who will forward their recommendation to the Dean of Education and Counseling.
- Exceptions to the above criteria require exceptionalism shown by the student in the areas of counseling skills and work experience, unanimous Counseling Department faculty approval, and approval of the Dean of Education and Counseling.
3. Admission to Candidacy for the Degree Eligibility for admission to candidacy for the MSE degree in Counseling is established when all of the following conditions have been met:
 - a. Completion of all procedures for program admission.
 - b. CSL 600 Theories of Counseling: minimum grade of "B-".
 - c. CSL 685 Practicum in Counseling: minimum grade of "B-" and attain an ability to relate empathically and therapeutically.
 - d. CSL 686 Advanced Practicum in Counseling: minimum grade of "B-" and attain an ability to relate empathically and therapeutically.
 4. Approval for Graduation
 - a. Obtain a minimum grade of "B-" in CSL 697 Internship in Counseling and achieve an ability to initiate entry level skills expected of a beginning master's degree level counselor.
 - b. Maintain a minimum 3.0 cumulative GPA in all graduate course work based on a 4.0 scale.

- c. Model ethical and personal behavior articulated in the American Counseling Association Code of Ethics and Standards of Practice. Compliance will be determined by the professional judgment of the counseling faculty.
- d. Request approval to submit a portfolio in fulfillment of the requirement for a comprehensive examination in counseling. The portfolio must meet the criterion established by the Counseling Department.
- e. Complete all requirements for graduation.

Curriculum & Instruction
Educational Foundations & Leadership Department
Brandenburg Education Building

The Curriculum and Instruction program is designed primarily for K-12 teachers who wish to remain in the classroom and combine a teaching enhancement program with educational leadership and curriculum development skills. *Because there are a large variety of occupations that include educational dimensions, the Curriculum and Instruction program may appeal to some non-teachers as well, for it offers the widest array of graduate study possibilities here at WSC. It should be noted that conferral of the MSE in Curriculum and Instruction to non-teachers will not result in teacher certification.*

Students may combine a **professional education core, usually selected from EDU 603, 626, 627, 650, 658, 674**, with one of the areas of emphasis listed below:

- Alternative Education
- Business and Information Technology Education
- Communication Arts Education
- Curriculum & Instruction (community of learning delivery model)
- Early Childhood Education
- Elementary Education
- English Education
- English as a Second Language
- Family and Consumer Sciences Education
- Industrial Technology Education
- Mathematics Education
- Music Education
- 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.

Students pursuing an MSE in Curriculum and Instruction will have dual advisors, one from the discipline-based content area and one for the professional education core. Both advisors will participate in the 15-hour evaluation and interview for admission to the program, and in the development of the program of study. Both advisors will also participate in the comprehensive examination development and grading.

Requirements for Admission to Degree Program

1. Graduate from a regionally accredited college/university.
2. Submit a Graduate Application for Admission and an official transcript of all previous college work to the WSC Admissions Office.
3. Submit a letter to the Dean of the School of Education and Counseling requesting admittance to the program. The letter must contain the following information: (a) reason and purpose for entering this program, (b) professional experience, (c) expectations from the program, and (d) future aspirations or future endeavors once degree is earned.
4. Have on file with the Dean of the School of Education and Counseling two letters of recommendation from the school administrators, current employers, or previous employers. The letters cannot be from peers, people the student is currently supervising or has supervised in the past. The letters of recommendation must address the student's academic potential.
5. Have a 2.75 undergraduate GPA or above or have completed 12 graduate hours at WSC with a GPA of 3.25 or higher.

Areas of Emphasis

Alternative Education (15 hours)

EDU 636 Introduction to Alternative Ed.....	3
EDU 637 Program/Teachng Strategies-Atypical Populations....	3
EDU 638 Practicum. for Alternative School Teachers.....	3

Recommended Electives (6-9 hrs)

CNA 570 Family Communication (3)	
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CSL 540 Chemical Dependency Counseling (3)
 EDU 655 School Law: Const Aspects & Cases (3)
 EDU 657 School Organization & Administration (3)
 SPD 530 Behavior Intervention for the Least Restrictive Environment (3)

Business and Information Technology Education (15-18 hours)

Students pursuing the MSE in Curriculum and Instruction 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) to be selected from the following offerings **OR** by advisement:

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 Computer Applications 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.

Communication Arts Education (15 hours)

Selected from:

CNA 532 Play Production for Secondary Schools (3)
 CNA 542 Communication and Rhetorical Theory (3)
 CNA 548 Organizational Communication II (3)
 CNA 554 Advanced Web Development (3)
 CNA 617 Topics in Argumentation & Persuasion (3)
 CNA 675 Intercultural Communication (3)
 CNA 591 or 596/696 or 695 Special Courses in Communication

(this might include Organization Presentations, Communication & Leadership, Instructional Communication, Creative Dramatics for the Classroom, Public Relations)

Note: Students may be required to take certain undergraduate courses if their undergraduate preparation is determined to be deficient by the Department Chair.

Curriculum & Instruction (Community Of Learning) (21 hours)

EDU 609 Educational Media & Technology.....3
 EDU 651 Classroom Assessment3
 EDU 652 Instructional Theory & Practice.....3
 EDU 656 School Law: Operational Aspects/Cases..3
 SPD 608 Survey of Exceptionalities.....3
 Electives (pre-approved) (6)

Early Childhood Education (30 hours)

1. Bachelor's degree and a completed Elementary Education and/or Special Education endorsement if seeking the ECE endorsement.
2. Students without either of these endorsements may be required to take additional courses if their preparation is determined to be deficient.

3. *Any student who has completed SPD 430 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 530 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 K-12.....3
 - FCS 520 Infants/Toddlers Through Primary Children Birth-8.....4
 - FCS 530 Organization/Administration of Early Childhood Programs...3
 - FCS 616 Early Childhood Practicum with Applied Research.....5
 - * SPD 530 Behavioral Intervention for Least Restrictive Environment...3
 - * SPD 552 Consultation/Collaboration Practices-Exceptional Learners...3

Elementary Education (15 hours)

EDU 600 Literacy through Literature for Children.....	3
EDU 604 Communication and Lang Arts for Children.....	3
EDU 612 Social Sciences for Children	3
EDU 613 Scientific Research for Children	3
EDU 614 Mathematical Reasoning/Problem Solving for Children ...	3

English Education (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.

English as a Second Language (15 hours)

(Supplemental endorsement. This endorsement requires an applicant to have a valid regular teaching certificate.)

CNA 675 Intercultural Communication.....	3
EDU 515 ESL Programs, Curriculum, Assessment	3
EDU 516 ESL Methods, Assessment	3
EDU 517 ESL Practicum K-12.....	3
ENG 610 Studies in Linguistics.....	3

Family and Consumer Sciences Education (15 hours)

FCS 610 Instructional Techniques/Curriculum Development-FCS....	3
FCS 615 Curriculum. Trends & Issues in FCS.....	3

FCS Electives (9) to be selected from:

FCS 505 Special Topics in FCS (3-9)
FCS 591 Special Project
FCS 597/697 Internship
FCS 695 Independent Study

Industrial Technology Education (15 hours)

ITE 605 Organization of Technology Education Programs.....	3
ITE 650 Developments in Technology Education.....	3
ITE Electives (9)	

Mathematics Education (27 hours)

MAT 500 Real Analysis I	
Or MAT 555 Real Analysis II*.....	3
MAT 515 Probability & Statistics II	
Or MAT 660 Math Modeling & Stats**.....	3
MAT 530 Modern Algebra	3
MAT 600 Current Issues/Trends in Math/Math Education.....	3
MAT 610 Mod. Developments In Geometry.....	3
MAT 645 Math Curriculum and Teaching.....	3

Electives (9 Hours)

- MAT 520 Number Theory (3)
- MAT 535 History of Mathematics (3)
- MAT 555 Real Analysis II (3)
- MAT 620 Topics in Discrete Math (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:

- MUS 515 Choral Literature and Materials (3)
- MUS 516 Instrumental Literature and Materials (3)
- MUS 524 Piano Pedagogy (3)
- MUS 544 Topics in Music Pedagogy & Literature (2)
- MUS 601 Advanced Choral Conducting (3)
- MUS 602 Advanced Instrumental Conducting (3)

3 hours selected from:

- MUS 503 Music/Baroque & Classical Periods (3)
- MUS 505 Music of the 20th Century (3)

4 hours selected from Applied Music:

- MUS 651 Organ (2)
- MUS 653 Piano (2)
- MUS 655 Voice (2)
- MUS 657 Brass (2)
- MUS 659 Woodwind (2)
- MUS 661 Strings (2)
- MUS 663 Percussion (2)

Plus MUS electives (2)

Science Education (15-21 hours)

Must take at least one course in each of the following areas:

- Biology – BIO
- Chemistry – CHE
- Earth Science – EAS
- Physics – PHY

Additional courses must be in the above areas including courses with NAT prefix

Social Sciences Education (21-27 hours)

The graduate emphasis in the Social Sciences offers a wide range of disciplines for students to engage. It should have particular appeal for those interested in furthering their skills and foundation in teaching careers in secondary and post secondary education, and for students without a teaching certificate but interested in graduate level discipline based coursework.

Social Sciences courses (21 hours) including at least 9 hours from one content area, and at least 6 hours from another content area, plus six hours of electives by advisement and approval of the Dean of the School of Education and Counseling. Additionally, students are required to complete a file paper (SSC 695 or other prefix) (3 hours) and an applied discipline based research experience (SSC 695 or other prefix) (3 hours).

Exercise Science**Health, Human Performance & Sport Department
Rice Auditorium**

Students may pursue an MSE in Exercise Science, housed in the Department of Health, Human Performance, and Sport (HHPS). Graduate study in HHPS is designed to enhance the HHPS teaching techniques and to enable the recipient of the MSE degree to: (1) achieve new and broadened academic competencies through course work, (2) achieve more effective teaching techniques through methodology courses, (3) develop competencies in research, (4) provide professional and academic training for those desiring to teach or administer in HHPS programs at the post secondary level, and (5) understand the impact of science and its relationship to success in HHPS.

Upon completion of fifteen hours, application for candidacy will be made through an oral review with the program faculty. Students will make a request for the oral review to the department chair just prior to the completion of fifteen hours. Seven weeks prior to graduation each student is required to file for a written exam prepared by the HHPS staff.

Admission to Degree Program

1. A BS/BA degree from an accredited institution.
2. Complete the Graduate Record Exam (GRE) within the first semester of enrollment and achieve a composite score (Verbal + Quantitative) of 750. The analytical writing score will be used to facilitate student assessment. Students without GRE scores can be provisionally admitted to the graduate program for one semester. Further information concerning the GRE exam can be obtained by contacting the Graduate Office.
3. Admission for non-probationary status is a 2.75 undergraduate GPA. Students who do not meet this requirement may be admitted on probationary status. Probationary students must be approved by the department graduate faculty following completion of nine credit hours.
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
EDU/PED 622 Statistical Applications & Data Analysis.....	3
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 Spec Pop	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
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 Spec Pop	3
551 Advanced Exercise Physiology	3
591 Special Project (in Exercise Science)	3
593 Fieldwork in Exercise Science	0-9
615 Advanced Clinical Exercise Physiology	3
695 Independent Study (in Exercise Science)	3
Electives (by advisement)	3

*not required for thesis option candidates

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 a letter to the Dean of the School of Education and Counseling requesting admittance to the program. The letter must contain the following information: (a) reason and purpose for entering the program, (b) professional experience, (c) expectations from the program, and (d) future aspirations or future endeavors once degree is earned.
4. take the Pre-Professional Skills Test and receive scores at least 170 in Reading, 171 in Mathematics, and 172 in Writing;
5. have on file with the Dean of the School of Education and Counseling two letters of recommendation from either school administrators, current employers or previous employers. The letters cannot be from peers, people the student is currently supervising or has supervised in the past. The letters of recommendation must address the student's academic potential.
6. receive a satisfactory evaluation from WSC faculty members based upon performance in completed program courses at WSC;
7. be approved by the school administration interview committee after having completed a minimum of nine (9) but no more than fifteen (15) hours of the program; and
8. have an overall minimum GPA of 3.2 in all program course work.

Typical Program of Study: School Administration/Educational Leadership P-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 650 Research Design	3
658 Fund of Curriculum Development 7-12	3
Student and advisor will select 3 hours from:	3
EDU 603 Introduction to Graduate Studies (1)	
626 Advanced Educational Psychology (3)	
627 Current Issues and Trends (2)	
674 History/Philosophy of Education (3)	

Major Area Courses: 27 hours

EDU 610 Elem School Administration	3
654 Middle School Administration	3
655 School Law: Const Aspects/Cases	3
657 School Organization & Administration	3
659 Finance/Facilities.....	3
666 Supervision of Instruction	3
689 Internship in Administration P-8	3
Electives.....	6
Student and advisor will select 6 hours of electives related to School Administration	

Typical Program of Stud: 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 650 Research Design	3
658 Fund of Curriculum Development K-12	3
Student and advisor will select 3 hours from:	3
EDU 603 Introduction to Graduate Studies (1)	
626 Advanced Educational Psychology (3)	
627 Current Issues and Trends (2)	
674 History/Philosophy of Education (3)	

Major Area Courses: 27 hours

EDU 611 Sec School Administration	3
654 Middle School Administration	3
655 School Law: Const Aspects/Cases	3
657 School Law: Operation Aspects/Cases.....	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 P-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 650 Research Design	3
658 Fund of Curriculum Development 7-12	3
Student and advisor will select 3 hours from:	3
EDU 603 Introduction to Graduate Studies (1)	
626 Advanced Educational Psychology (3)	
627 Current Issues and Trends (2)	
674 History/Philosophy of Education (3)	

Major Area Courses: 36 hours

EDU 610 Elem School Administration	3
611 Sec School Administration	3
654 Middle School Administration	3
655 School Law: Const Aspects/Cases	3
657 School Law: Operational Aspects/Cases	3
659 Finance/Facilities.....	3
666 Supervision of Instruction	3
689 Internship in Administration P-8	3
690 Internship in Administration 7-12	3
Electives*	9

Student and advisor will select 9 hours of electives to meet the 45 hour requirement.

* If candidate is secondary prepared, 3 hrs of electives must be an elementary reading or language arts course.

Special Education**Counseling & Special Education Department
Brandenburg Education Building**

The MSE Mild/Moderate Disabilities degree program offers a choice of two options: (1) the Instructional Manager program which is appropriate for the graduate student who currently holds a certificate in Special Education but desires to complete a MSE in Special Education; and (2) the Special Educator option which is appropriate for the graduate student who currently holds a certificate other than Special Education but desires to earn an endorsement in K-12 Special Education and commence course work for the MSE in Special Education. (Twenty-four credit hours in the Special Educator option will apply toward the endorsement in Special Education. These credits or the MSE in Special Education alone do not provide full endorsement.)

The degree includes 36-40 credit hours dependent upon choice of option. Both options require that two-thirds (2/3) of the course work be completed at the 600 level. The MSE in Special Education is based on the guidelines of the Council for Exceptional Children.

Any student who has completed SPD 430 and/or SPD 452 at Wayne State College or an equivalent from another institution should not enroll in the 500-level courses. Those students will enroll in courses approved by the advisor to replace SPD 530 and/or SPD 552 or their equivalent.

Program of Study: Special Education Instructional Manager Option (MSE) 36-37 hours**Selected Professional Education Core Courses**

EDU 603 Introduction to Graduate Studies (optional)	1
626 Advanced Educational Psychology	3
650 Research Design.....	3
658 Fund of Curriculum Development K-12	3

Special Education

SPD 530 Behavioral Intervention/Least Restrictive Environment.	3
552 Consultation/Collaboration Practices/Exceptnl Lnrs	3
609 Neuropsychology of Exceptional Learners	3
610 Curriculum Modifications in LRE.....	3
611 Organization & Administration of Sp. Ed.	3
631 Assess/Diagnosis/Interpretation	3
667 Multi Aspects/Curriculum Plan/Exceptional Learners...	3

Research

SPD 663 Applied Research	3
SPD 699 Thesis	3

Program of Study: Special Education Special Educator Option (MSE) 39-40 hours**Selected Professional Education Core Courses**

EDU 603 Introduction to Graduate Studies (optional)	1
626 Advanced Educational Psychology	3
650 Research Design	3
658 Fund of Curriculum Development K-12*	3

Special Education

SPD 530 Behavioral Intervention Least Restrictive Environment*3	
552 Consult/Collaboration Practices/Except Learners*	3
572 Identification of Mild/Moderate Disabilities*	3
608 Survey of Exceptionalities*	3
611 Organization & Administration of Special Education* ..3	
667 Multi Aspects/Curriculum Plan/Ex. Learners.....	3

Direct Experience

SPD 661 Clinical Application*	6
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Research

SPD 663 Applied Research	3
SPD 699 Thesis	3

*Apply toward the endorsement in Special Education.

PED 507 and SPD 502 must be taken for the endorsement requirements.

Supplemental Endorsement in High Ability Education K-12 : 18-21 hours

This supplemental endorsement prepares in-service teachers to identify gifted/talented students, develop, coordinate and evaluate programs for gifted/talented students, and to serve as resource persons for students in grades K-12. This endorsement is not a field or subject endorsement.

SPD 552 Consult/Collaboration Practices/Exceptional Learners ..3	
609 Neuropsychology of Exceptional Learners	3
611 Organization & Administration of Sp. Ed.	3
625 Char & Meth: High Ability Students.....	3
631 Assess/Diagnosis/Interpretation	3
662 Practicum-High Ability Ed.....	3-6

Education Specialist***School Administration/Educational Leadership*****School of Education & Counseling****Brandenburg Education Building**

Objectives: This program prepares qualified students for leadership positions in education and meets the endorsement requirements for all general administrative and supervisory capacities in Nebraska schools.

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 Ed.S. program;
3. Have an overall minimum GPA of 3.2 in an education master's degree program and/or a GPA of 3.2 in the first nine (9) hours of core courses of the Ed.S. program;
4. Submit a letter to the Dean of the School of Education and Counseling requesting admittance to the program. The letter must contain the following information: (a) reason and purpose for entering this program, (b) professional experience, (c) expectations from the program, and (d) future aspirations or future endeavors once degree is earned.
5. Take the Pre-Professional Skills Test and receive scores of at least 170 in Reading, 171 in Mathematics, and 172 in Writing, unless applicant possesses an Administrative and Supervisory Certificate;
6. Have on file with the Dean of the School of Education and Counseling two letters of recommendation from either school administrators, current employers, or previous employers. The letters cannot be from peers, people the student is currently supervising or has supervised in the past. The letters of recommendation must address the student's academic potential.
7. Receive a satisfactory evaluation from WSC faculty members based upon performance in completed core Ed.S. courses;
8. Be approved by the school administration interview committee after having completed a minimum of nine (9) but no more than fifteen (15) hours of the program;
9. Have an overall minimum GPA of 3.2 in all program course work.

Typical Program of Study: Education Specialist Degree (EDS) 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 Strategic Planning.....	3
725 Education Facilities Planning	3
730 Human Resources Administration.....	3
740 Ed Finance and Bus Management	3
750 School and Community Relations	3
760 Information Management	3
786 Advanced Internship in Ed Leadership	3
Electives	
790 Special Topics in Ed Admin.....	3

ADMINISTRATION

Mr. Larry Teahon, Chair (Term expires 1/1/13).....	Chadron
Mr. Carter “Cap” Peterson, Vice Chair (Term expires 1/1/17).....	Wayne
Mr. Gary Bieganski (Term expires 1/1/17).....	Chadron
Mr. Robert Engles, (Term expires 1/1/13).....	Auburn
Mr. Bill Roskens (Term expires 1/1/15).....	Omaha
Mrs. Michelle Suarez (Term expires 1/1/15).....	Lincoln
Dr. Roger Breed, Commissioner of Education (Ex-officio)	Lincoln
Mr. Stan Carpenter, Chancellor	Lincoln
The Honorable David Heineman, Governor of Nebraska.....	Lincoln

Executive

Curtis D. Frye	President
B.S. E., Midland College; M.S.E., Chadron State College. 1985-2009 and 2010	
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	
Phyllis M. Conner.....	Vice President for Development, Executive Director/Wayne State Foundation
B.A., Briar Cliff University; M.B.A., University of South Dakota. 1995-1999 and 2003	
Jean M. Dale	Vice President for Administration and Finance
B.S., M.B.A, University of Nebraska-Lincoln. 2010	
Robert O. McCue.....	Vice President for Academic Affairs
B.S., Northern Arizona University; M.S., Ph.D., Tulane University. 1978	

Academic Affairs

Vaughn Benson.....	Dean/Business and Technology
Randy Bertolas.....	Department Chair/History, Politics and Geography
Linda Christensen.....	Department Chair/Music
Donovan Conley	Department Chair/Health, Human Performance and Sport
Rodney Cupp	Department Chair/Language and Literature
Jon Dalager	Dean/Natural and Social Sciences
Steven Elliott	Department Chair/Art and Design
Timothy Garvin	Department Chair/Computer Technology and Information Systems
David Graber	Library Director
Kevin Halle.....	Director of Admissions
Mark Hammer.....	Department Chair/Life Sciences
Gloria Lawrence	Department Chair/Sociology, Psychology and Criminal Justice
Dennis Lichty.....	Department Chair/Educational Foundations and Leadership
Judith Lindberg.....	Department Chair/Technology and Applied Science
James O’Donnell	Dean/Arts and Humanities
Charles Parker.....	Department Chair/Business and Economics
David Peitz	Department Chair/Physical Sciences and Math
Neal Schnoor	Dean/Education and Counseling
Sue Sydow	Assessment Director
Deborah Whitt	Department Chair/Communication Arts
Keith Willis.....	Department Chair/Counseling and Special Education

Administrative Affairs

Chad Altwine.....	Director of Facility Services
Kevin Armstrong.....	Director of Planned Giving
Mike Barry.....	Director of Sports and Recreation Facilities/Associate Athletic Director
Beverly Buhrman.....	Comptroller
Jay Collier.....	Director of College Relations
John Dunning.....	Chief Information Officer
Edmund Elfers.....	Director of Teaching and Learning Technologies
Mike Grosz.....	Sports Information Director
John Kielty.....	HVAC/Energy Manager
Loren Kucera.....	Director of Nebraska Business Development Center
Lynette Lentz.....	Registrar
Deb Lundahl.....	Director of Development and Alumni Relations
Barbara Meyer.....	Budget Director
Tricia Moyer.....	Marketing Coordinator
Kyle Rose.....	Director of Financial Aid
Janell Scardino.....	Director of Administrative Systems
Eric Schoh.....	Athletic Director
Lora Skow.....	Payroll Manager
Phyllis Spethman.....	Director of Professional Education Services
Cheryl Waddington.....	Director of Human Resources

Student Affairs

Osaro Airen.....	Director of Minority Affairs
Derek Anderson.....	Student Center Manager
Jason Barelman.....	Director of Career Services
Lin Brummels.....	Director of Counseling
Kipp Colvin.....	Director of Student Activities
Roger Hochstein.....	Security Manager
Regina Korth.....	Nurse
Renee Krusemark.....	Director of STRIDE
Gretchen O'Reilly.....	Nurse
Dorothy Weber.....	Director of Holland Academic Success Center
Matthew Weekley.....	Director of Residence Life/Assistant Dean of Students

FACULTY

(Date indicates first year at Wayne State College)

(* Denotes Graduate Faculty)

- Franklin D. Adams * Professor, Education
B.S., Appalachian State University; M.A., Ed.S., Western Carolina University; Ed.D., University of North Carolina. 1993
- Darius Agoumba Associate Professor, Chemistry
M.S., State University of Kharkov; M.S., Delaware State College; Ph.D., University of Alabama. 2004
- W. Andrew Alexander * Professor, English/Philosophy
B.A., University of Wisconsin; M.A., South Dakota State University; Ph.D., University of Toronto. 1993
- Tracie N. Amend Assistant Professor, Spanish
B.A., University of Wyoming; M.A., University of Nevada-Reno; Ph.D., University of Kansas. 2010
- Wayne M. Anderson Professor, Art
B.F.A., University of South Dakota; M.F.A., Southern Illinois University-Edwardsville. 1979
- Patricia M. Arneson * Professor, Business
B.S.E., M.B.E., Ed.D., University of Nebraska-Lincoln. 1977
- Johanna S. Barnes Instructor, Education
B.A.E., M.S.E., Wayne State College. 2009
- Jeffrey O. Bauer * Professor, Mathematics
B.A.E., Wayne State College; M.S.E., University of Nebraska-Kearney; Ed.D., University of South Dakota. 2000
- Vaughn L. Benson * Professor, Business
B.S., M.S.E., Wayne State College; C.P.A., Ph.D., University of Nebraska-Lincoln. 1974
- 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
- James V. Brummels * Associate Professor, English
B.A., University of Nebraska-Lincoln; M.A., Syracuse University. 1977
- 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 Instructor, Music
B.S., Plymouth State College; M.M., Boise State University. 2007
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B.S., U.S. Military Academy at West Point; M.S., Ph.D., Utah State University. 1980
- Maureen E. Carrigg * Associate Professor, Communication Arts
B.A., Queens College; M.F.A., Brooklyn College. 1988
- Douglas P. Christensen Professor, Biology
B.S., M.S., Ph.D., University of Nebraska-Lincoln. 1998

- Linda Christensen * Professor, Music
B.A., Weber State University; M.M., Southern Methodist University; Ph.D., University of Oklahoma. 2001
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B.S., M.S., Southern Illinois University; Ed.D., University of Georgia. 1992
- Gerald A. Conway Associate Professor, Business
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- Kathleen M. Conway * Professor, Counseling
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- Rodney W. Cupp Associate Professor, Philosophy
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- Adam N. Davis Assistant Professor, Physics
B.S., Brigham Young University; M.S., Ph.D., Case Western Reserve University. 2008
- Buffany DeBoer Interim 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 Assistant 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
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- Sherry L. Dorman Interim Instructor, Education
B.S., California State University; M.A., University of Colorado-Colorado Springs. 2007
- Sally A. Ebmeier Instructor, Family and Consumer Science
B.A.E., M.S.E., Wayne State College. 2005
- Edmund B. Elfers Assistant Professor, Communication Arts
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- Steven T. Elliott Associate Professor, Art
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- Susan Ellis * Professor, Sociology
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- Sharon K. Garvin * Associate Professor, Business
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- Timothy P. Garvin * Professor, Computer Technology
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- Cameron M. Geisert * Associate Professor, HHPS
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- Todd W. GreeneAssistant Professor, Sociology
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- Kenneth G. Hallgren * Professor, Business
B.A., M.S., Wayne State College; Ed.D., University of Northern Colorado. 1986
- Terry J. Hamilton * Professor, Counseling
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- Mark F. Hammer *Professor, Biology
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- Pearl A. Hansen * Professor, Art
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- Cynthia A. Hanson Instructor, Business
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- Timothy L. Hardy Associate Professor, Mathematics
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- Sally R. Harms Professor, Science Education
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- Barbara L. Hayford Associate Professor, Biology
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- Lourdes Herling Assistant Professor, Computer Technology
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- Donald R. Hickey * Professor, History
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- Kevin L. Hill * Associate Professor, HHPS
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- Joni L. Irlmeier Instructor, Education
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- Gwen U. Jensen Associate Professor, Communication Arts
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- Paul A. Karr Professor, Chemistry
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- Jason L. Karsky * Professor, Criminal Justice
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- Glenn E. Kietzmann, Jr. Professor, Biology
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- Jennifer L. Langdon Associate Professor, Mathematics
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- Pamela A. Langlie-Willers* Associate Professor, Early Childhood
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- Gloria J. Lawrence * Professor, Psychology
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- Marilyn Mudge * Professor, Education
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- J. Marlene Mueller Professor, Art
B.A., Limestone College; M.A., M.F.A., Miami University. 1975
- Richard E. Murphy Instructor, Communication Arts
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B.S., Wayne State College; M.B.A., University of South Dakota; Ph.D., University of Nebraska-Lincoln. 1986
- Lori A. Newcomb Instructor, English
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- James F. O’Donnell * Professor, Music
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- 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. Percy * Professor, Biology
B.S., Indiana University; Ph.D., Washington State University. 1996
- David Peitz Professor, Chemistry
B.A., Mount Marty College; Ph.D., University of North Dakota. 1997
- Jessica A. Pitchford Assistant Professor, English
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- Gerard J. Ras Assistant Professor, Business
B.A., Olivet Nazarene University; M.A., Wayne State College. 2005
- Lesli M. Rawlings Assistant Professor, Geography
B.S., M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln. 2010
- John H. Renzelman * Professor, Industrial Technology
B.S.E., Keene State College; M.S., Indiana State University; Ph.D., Texas A&M University. 1984
- Gretchen L. Ronnow * Professor, English
B.A., M.A., Utah State University; Ph.D., University of Arizona. 1992

- Catherine Rudin * Professor, Humanities
B.A., University of Wisconsin; M.A., Ph.D., Indiana University. 1986
- Timothy J. Sharer * Professor, Education
B.F.A.E., Wayne State College; M.M., Ph.D., University of Nebraska-Lincoln. 1995
- William E. Slaymaker * Professor, English
B.A., Western Michigan University; A.M., Ph.D., Indiana University-Bloomington. 1989
- Monica A. Snowden Professor, Sociology
B.A., M.A., Ph.D., University of Nebraska-Lincoln. 1997
- Shane R. Strate Assistant Professor, History
B.A., M.Phil., Brigham Young University; Ph.D., University of Wisconsin-Madison. 2010
- Robert D. Sweetland * Professor, Education
B.A., Doane College; M.Ed., Ed.D., University of Nebraska-Lincoln. 1987
- Douglass Taber * Professor, History
B.A., Rutgers University; Ph.D., Stanford University. 1977
- 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
- Cheryl A. Waddington Professor, Business
B.A.E., M.S.E., Wayne State College; Ph.D., University of Nebraska-Lincoln. 1987
- Karen E. Walker Professor, Psychology
B.S., Grinnell College; M.S., Ph.D., St. Louis University. 1997
- Joseph O. Weixelman Assistant 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
- Ronald E. Whitt * Professor, Communication Arts
B.F.A.E., Wayne State College; M.A.E., Northern Michigan University; Ed.D., University of Nebraska-Lincoln. 1981
- Daryl J. Wilcox * Professor, Special Education
A.B., Baker University; M.S., Ed.D., University of Kansas. 1993
- Keith Willis * Professor, Counseling
A.B., M.A., Ph.D., University of Nebraska-Lincoln. 1999
- 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 Assistant Professor, Chemistry
B.A., M.A., Ph.D., University of Texas-Austin. 2010

Retired and Emeritus Faculty

Sayre D. Andersen, English	1970-2000
Morris L. Anderson, Education	1965-1994
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
Janet M. Brumm, Librarian	1977-2006
Donnell E. Cattle, Industrial Technology	1974-1997
James D. Curtiss, Education	1995-2009
James A. Day, Music	1959-2000
Mumunali Eminov, Anthropology	1979-2003
Arnold D. Emry, Education	1967-1993
William V. Filter, Business	1963-2008
Robert G. Foote, Geography	1970-2000
John D. Fuelberth, Mathematics	1988-2008
Janet A. Gilligan, English	1988-2009
Clifton L. Ginn, Political Science	1968-1987
Maria R. Grovas, Spanish	1969-1988
Kenneth D. Halsey, Business, Interim President	1971-1974, 1987-1999
Margaret A. Hansen, Family and Consumer Science	1976-2000
Jim D. Hummel, Administration	1964-1995
Vera M. Hummel, Business	1988-2000
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
Deryl E. Lawrence, Education	1974-1997
Carolyn Linster, Education	1978-2011
Dennis Linster, Industrial Technology	1975-2010
R. Max Lundstrom, Administration	1958-1990
Jean L. Lutt, Computer Technology	1979-2006
Charles R. Maier, Biology	1968-1999
Anthony E. McEvoy, Industrial Technology	1992-2002
Dean A. Metz, Physics	1967-2002
Sandra L. Metz, Family and Consumer Sciences	1986-2005
Jack L. Middendorf, Library Media	1978-1993
James E. O'Leary, Music	1966-2009
James P. Paige, Mathematics	1968-2004
Harland V. Pankratz, Biology	1964-1989
Vic V. Reynolds, Art	1988-2009
Erma T. Rodgers, Home Economics	1956-1969
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
E. LeRoy Simpson, Human Performance and Leisure Studies	1968-1997
Lyle L. Skov, Education	1955-1988
Lois G. Spencer, Library	1987-1997
Robert C. Sutherland, Biology	1959-1963, 1966-1986
Karen J. Sweeney, Education	1992-2008
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
Robert W. Zahniser, English/German	1966-2003

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