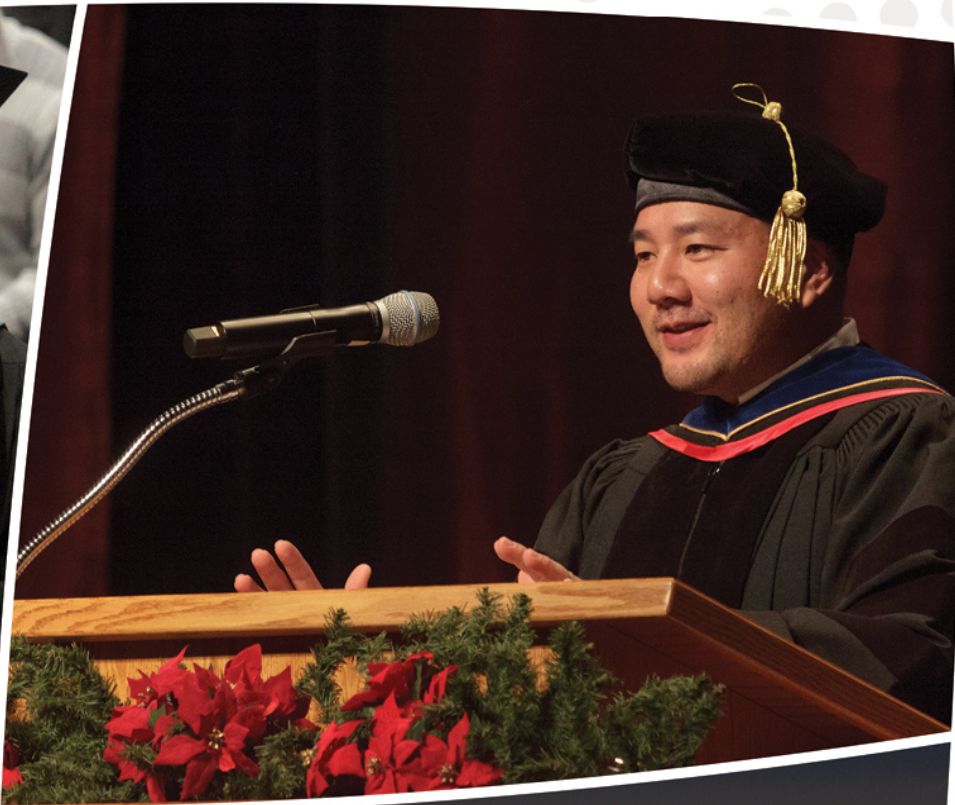


Chadron State College

2015-2017 Graduate Catalog



www.csc.edu

2015 - 2017
GRADUATE CATALOG



Chadron State College
Chadron, Nebraska

A member of the Nebraska State College System



All qualified applicants for admission or employment will receive consideration without regard to age, race, marital status, gender, religion, national origin, sexual orientation, gender identity, or disability. No person attending Chadron State College (CSC) shall on grounds of age, race, marital status, gender, religion, national origin, sexual orientation, gender identity, or disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity. The College is an affirmative action/equal opportunity employer.

This catalog is an official publication of CSC and is intended to provide general information. Although the policies, procedures, and descriptions are current and accurate at the time of publication, the College and the Nebraska State Colleges Board of Trustees reserve the right to make changes at any time to facilitate the delivery of high-quality educational services. The information in this catalog, therefore, is subject to change and does not constitute a contract between the College and any other party. Students are responsible for adhering to regulations and completing requirements for their program of study.

Table of Contents

Directory	1
Student Information Calendar	1
General Information	1
Program Authorization and Institutional Accreditation	1
Education Accreditation	1
Social Work	1
Business	1
Governance and Organizational Structure	1
School of Liberal Arts	1
School of Business, Entrepreneurship, Applied and Mathematical Sciences and Sciences	2
School of Education, Human Performance, Counseling, Psychology and Social Work	2
History	2
Vision and Mission	2
Vision Statement	2
Mission Statement	2
Nondiscrimination Policy/Equal Educational and Employment Opportunity Policy	3
Equal Opportunity	3
Use of Humans and Animal Participants in Research	3
Admissions	3
Technology Requirements	3
MyCSC Student Access	4
EagleMail	4
CSC Online	4
Costs and Financial Aid	4
Costs	4
Financial Aid	4
Graduate Assistantships	4
Advising	5
Registration	5
Course Loads, Requirements, Schedules	5
Expectations and Academic Conduct	5
Grades	5
Grade Point Average	6

Standards of Scholarship	6
Civility	6
Class Attendance and/or Participation	6
Petition for Waiver or Exception of College Academic Regulations	6
Appeals	7
Academic Policies and Student Services	7
Definitions of Course Delivery Formats	7
Classroom-Based Courses	7
Distance-Learning Courses	8
Additional Location Courses	8
Experiential Learning	8
Independent Study	8
Internships	8
Study Abroad	9
Graduate Programs	9
Purpose of Graduate Studies	9
Outcomes	9
Graduate Council and Faculty	9
Graduate Committee	9
Assessment	9
Masters Degrees	10
Graduate Admission Policies	10
Regulations Governing Graduation	12
Acceptable Credits toward Graduation	12
Transfer of Credit	12
Time Limit on Coursework	12
Course Level Requirements	12
Curriculum Patterns	12
Residence Requirements	14
Oral Examination or Culminating Experience	14
Portfolio	14
Second Master's Degree	15
Detailed Descriptions of Program Offerings	15
Master of Arts in Education	15
Master of Arts in Education - Clinical Mental Health Counseling	15
Master of Arts in Education – History	17

Master of Arts in Education - Science and Mathematics	18
Master of Business Administration	19
Master of Education	20
Master of Education, Curriculum and Instruction	24
Master of Education – Educational Administration	29
Master of Education – School Counseling	33
Master of Science in Organizational Management	35
Graduate Course Descriptions	38
Accounting	38
Agriculture	38
Anthropology	41
Art	41
Biology	42
Business Administration	46
Business Information Systems	47
Career and Technical Education	47
Chemistry	48
Communication Arts	50
Counseling	52
Criminal Justice	54
Economics	55
Education	55
Educational Administration	56
Educational Curriculum and Instruction	59
English	60
Family and Consumer Sciences	61
Finance	63
Geography	63
Geoscience	64
Health, Physical Education and Recreation	66
History	69
Humanities	72
Management	73
Marketing	74
Mathematics	74
Music	76

Physics 76
Political Science 78
Psychological Sciences 79
Reading 79
Social Sciences 81
Social Work 81
Sociology 81
Special Education 82
Theatre 83
Administration and Faculty 84
Board of Trustees of Nebraska State Colleges 84
Officers of Administration 84
Faculty 84

Directory

Visit the College directory via its website at: <http://www.csc.edu/directory/>

Student Information Calendar

Visit the College calendar via its website at: <https://www.csc.edu/academics/calendar/>. Note that CSC reserves the right to make necessary changes to its calendar. Always check the website calendar for the most up-to-date information.

General Information

For general information about the College, visit: <https://www.csc.edu/about/>.

Program Authorization and Institutional Accreditation

Chadron State College (CSC) is authorized by the Nebraska Legislature to offer undergraduate programs and master-level programs. Continuation and development of applied research and public services activities are additional, legislatively mandated priorities.

CSC is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604; 1-800-621-7440) to confer residential and online baccalaureate degrees, the Master of Education degree, the Master of Arts in Education degree, the Master of Business in Administration degree, and the Master of Science in Organizational Management degree. CSC is also accredited by the National Council for the Accreditation of Teacher Education, the Council on Social Work Education, and Accreditation Council for Business Schools and Programs.

Education Accreditation

The National Council for Accreditation of Teacher Education (NCATE) advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. NCATE and the TEAC/NCATE consolidation into the Council for the Accreditation of Educator Preparation is recognized by the Council for Higher Education Accreditation (CHEA).

Social Work

The Council on Social Work Education (CSWE) is a nonprofit national association. The Association's Commission of Accreditation is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet them. CSWE is recognized by CHEA.

Business

The Accreditation Council for Business Schools and Programs (ACBSP) accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. ACBSP is recognized by CHEA.

Governance and Organizational Structure

CSC is governed by the Board of Trustees of the Nebraska State Colleges. The Nebraska State College System (NSCS) is comprised of the three regional, comprehensive institutions of Chadron State College, Peru State College, and Wayne State College. At CSC, twelve academic departments are located within the three academic schools listed below with their associated academic dean:

School of Liberal Arts

The School is administered by the Dean of the Essential Studies Program and School of Liberal Arts. Departments within the School include:

- Communication and Social Sciences
- English and Humanities
- Justice Studies
- Music
- Visual and Performing Arts.

School of Business, Entrepreneurship, Applied and Mathematical Sciences and Sciences

The School is administered by the Dean of Graduate Studies and School of Business, Entrepreneurship, Applied and Mathematical Sciences, and Sciences. Departments within the School include:

- Applied Sciences
- Business
- Mathematical Sciences
- Physical and Life Sciences.

School of Education, Human Performance, Counseling, Psychology and Social Work

The School is administered by the Dean of Curriculum and Accreditation and School of Education, Human Performance, Counseling, Psychology and Social Work. Departments within the School include:

- Counseling, Psychology, and Social Work
- Education
- Health, Physical Education, and Recreation.

History

The mission of CSC has evolved from its state-normal-school heritage, which prepared teachers, primarily, to its present role as the only four-year college serving the western half of Nebraska, a rural area in the High Plains. The State Board of Education selected Chadron as the site of a normal school in western Nebraska in 1910 and acquired eighty acres of land south of Chadron, including the grounds of Chadron Congregational Academy, which closed in the spring of 1910. Nebraska State Normal School was founded in Chadron in 1911.

In 1921, the Nebraska State Legislature changed the institution's name to Chadron State Teacher's College. As the name suggested, the primary purpose of the institution was teacher preparation; however, a statement in the 1921 catalog suggested a slightly expanded role: "to promote the educational interests of western Nebraska." The institution was granted the authority to confer the baccalaureate degree in education at this time. In 1949, an act by the State Legislature allowed the College to grant the degree of Bachelor of Arts in Arts and Sciences. Students could now enroll at Chadron and pursue curricula other than teacher training. However, the College continued to define itself as primarily a teacher's college, and the majority of the school's graduates were prepared for a teaching career.

In 1964, the State Legislature changed the name of the institution to Chadron State College. Since that time, the mission of CSC has changed from teacher education to a comprehensive institution offering liberal arts-based and pre-professional programs in a variety of disciplines. CSC has offered a Master of Education since 1956. In 1984, a Master of Business Administration was approved by the Board of Trustees. A Bachelor of Applied Sciences was approved in 2001. And a Master of Science in Organizational Management was approved in 2006.

Western Nebraska is recognized as having a personality that is distinct from the eastern half of the state. As a result of location, this region plays a significant role in efforts of the United States and the world to solve the needs for food and energy while preserving the natural environment and improving the living and working conditions of people in both industrialized and developing nations. The College mission anticipates a continuing need for higher education in the High Plains. CSC also serves a significant number of students from the surrounding states of Colorado, Wyoming, and South Dakota.

Vision and Mission

Vision Statement

Chadron State College aspires to be a premiere institution of higher education in the western High Plains states, innovatively pursuing excellence in teaching, scholarship, and service.

Mission Statement

Chadron State College will enrich the quality of life in the region by providing educational opportunities, research, service, and programs that contribute significantly to the vitality and diversity of the region.

Nondiscrimination Policy/Equal Educational and Employment Opportunity Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

The following positions have been designated to coordinate compliance with the nondiscrimination requirements contained in Section 35.107 of the Department of Justice regulations:

- Program access - Vice President for Academic Affairs, Sparks Hall, (308) 432-6203
- Physical access - Vice President for Administration and Finance, Sparks Hall, (308) 432-6202
- Employee access - Director of Human Resources; Sparks Hall, (308) 432-6224

Equal Opportunity

CSC is an equal opportunity institution. It does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated two individuals to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504.

Reports regarding discrimination or harassment may be directed to one of the following compliance coordinators. Visit CSC's equal opportunity statement via its website: <http://www.csc.edu/hr/disclaimer.csc>.

In addition, inquiries regarding non-discrimination policies and practices may be directed to one of the compliance coordinators:

Human Resources Director Chadron State College 1000 Main Street Chadron, NE 69337 (308) 432-6224	Senior Executive Director, Student Affairs Chadron State College 1000 Main Street Chadron, NE 69337 (308) 432-6280
--	--

Use of Humans and Animal Participants in Research

Federal laws require research involving human participants to be afforded protection of rights, as possible. Vertebrate animal subjects are also assured humane treatment. Research involving human or animal participants must have research procedures and protocols approved by the CSC Institutional Review Board prior to the commencement of research. The policies and procedures regarding human or animal participants apply to projects for classes, independent studies, theses or scholarly projects, faculty- or staff-directed research, or other situations regarding human- or animal-participant research or studies. For additional information, see: <http://www.csc.edu/irb/4/>.

Admissions

All prospective students are encouraged to visit CSC's website.

To apply for college admittance, visit: <http://www.csc.edu/admissions/apply.csc>. For general admissions information, visit: <http://www.csc.edu/admissions/>. And to find out more about fees and matriculation, visit: <http://www.csc.edu/admissions/>.

Technology Requirements

CSC students are required to use the electronic resource MyCSC to access information. The following websites provide general access information:

MyCSC Student Access

Visit <https://mycsc.nebraska.edu/psp/mycsc/NBC/ENTP/?cmd=login> to gain MyCSC access.

From MyCSC, students will be able to:

- Check their “to do” list
- View their bill
- Add and drop courses
- Accept and decline financial aid
- Change contact information
- View their advisors
- Check their academic requirement.

To log in to MyCSC:

1. Go to <http://www.csc.edu>
2. Under the “Current Students” tab select the MyCSC link
3. Enter your NUID and password
4. Select the “Student Dashboard” link.

EagleMail

Every student applicant is given an EagleMail account. EagleMail is the official and exclusive means by which CSC faculty, staff and administrators communicate with students. It is strongly encouraged that students check their EagleMail accounts frequently and check email settings to ensure all @csc.edu addresses are received.

Students can contact the IT Help Desk by calling 308-432-6311 or emailing helpdesk@csc.edu for assistance with EagleMail, including username and password difficulties.

CSC Online

If students are required to complete coursework online, they will be provided access to CSC Online. Login information is sent to students’ EagleMail accounts after students have registered for courses. For more information, visit <http://www.csc.edu/technology/>.

Costs and Financial Aid

Costs

The Board of Trustees for the Nebraska State Colleges establishes a schedule of tuition and fees to be charged by the State Colleges. Specific courses may have additional assessed fees. Online courses are assessed at combined tuition and fees flat rate per credit hour. The current tuition and fees schedule may be obtained online. On-campus housing rates are also available from the Business Office or its website. Payment plans are available upon discussion with the Business Office. Account information is distributed through MyCSC. Students should check their account balance regularly online at: <http://www.csc.edu/businessoffice/tuition.csc>.

Financial Aid

Students seeking financial aid must complete the admissions requirements for the degree program and the Free Application for Federal Student Aid (FAFSA) to qualify for consideration. Applications are available online at <http://www.fafsa.ed.gov>. For information about the financial aid programs that are available — including information about students’ rights and responsibilities as a financial aid recipient and other pertinent information — contact the CSC START Office or visit the website at <http://www.csc.edu/start/finaid/>. For questions concerning Financial Aid or scholarships, contact the Financial Aid Office.

Graduate Assistantships

A limited number of on-campus graduate assistantships, which cover tuition and provide a stipend, are available for students enrolled in a graduate degree program. Assistantships are designed to provide opportunities for supervised educational experiences at the graduate level. Students interested in graduate assistantships should contact the Graduate Office at

<http://www.csc.edu/graduate/officestaff.csc> for further information. Graduate assistants (GAs) should successfully complete a minimum of 18 graduate credits per academic year while serving as GAs. Please visit the CSC website for a list of current vacancies: <http://www.csc.edu/hr/jobs/?category=9>.

Advising

Although students are responsible for meeting all conditions and requirements of CSC, faculty members are engaged in program advising to assist students in attaining their academic goals. Advisors are assigned to aid students in understanding requirements and in planning their academic programs.

Registration

Ultimately, students are responsible for their own academic planning; they are responsible for fulfilling degree requirements and for abiding with all regulations. The *Graduate Catalog* is the authoritative source for information about program and graduation requirements and regulations.

Registration days are specified in the published class schedules. Students are encouraged to register for classes during early enrollment periods to ensure course availability. The College reserves the right to cancel courses with low enrollments. Furthermore, the College reserves the right to modify the published schedule without prior notice. Undergraduate students wishing to register for graduate courses must complete a petition to the Dean of Graduate Studies. (Forms are available in the Graduate Office.)

Course Loads, Requirements, Schedules

A full-time load during the fall and spring semester is nine graduate semester course credits. During the fall and spring terms, twelve course credits of graduate coursework is the maximum load. The maximum load for a full-time graduate student during the summer is nine course credits. For courses offered in an 8-week format, the limit is six credits per 8-week session. For additional information, visit the following CSC websites:

- Academic Requirements – <http://www.csc.edu/start/enrollment/requirements/>
- Schedule Classes – <http://www.csc.edu/start/enrollment/>
- Changes to Class Schedules - <http://www.csc.edu/registrar/withdrawal.csc>
- Catalog Assignment - http://www.csc.edu/registrar/general.csc#Catalog_Assign.

Expectations and Academic Conduct

Grades

The following grades are currently used at CSC:

Letter Grade	Grade Descriptions.
A	Superior performance.
B	Excellent performance.
C	Average performance.
D	Below average performance.
F	Failure to meet minimum requirements, or student failed to officially withdraw from course.
I	Incomplete indicates some portion of the student's work was unfinished due to a justifiable reason. An "I" is issued at the discretion of the faculty member and the Dean of Graduate Studies. A grade for the term is recorded when the work is completed. If the work is not completed within twelve months*, the instructor must submit a grade change to reflect a grade other than "I".
IP	In Progress indicates a course continuing into the next term. Grades are recorded at the end of the course.
P	Passing performance; requires previous registration as Pass/Fail.
W	Indicates official withdrawal from a course; requires notice filed by deadline.
AU	Indicates non-graded, audit participation in a course; requires previous registration for an Audit

*With the exception of the Thesis, Scholarly Project, or COUN 640 Counseling Internship, students have one year to complete a course and have an “I” changed to a letter grade. The “IP” is issued only when the course is still in progress at grade reporting time. Once an incomplete has been granted for Thesis, Scholarly Project, or COUN 640 credits students have a three year time limit in which to complete the course successfully. If the work is not completed within this time frame, the instructor must submit a grade change to reflect a grade other than “I”.

No grade of C or lower may be transferred into a graduate program from other institutions. Additionally, grades of Pass/Fail or Satisfactory/Unsatisfactory are not accepted in a graduate program. A *maximum* of six hours of C are permitted in any graduate program. No grade of D, F, I, W, AU, or IP will count toward meeting graduation requirements. If applicable, any approved transfer credits will be converted to CSC’s grading and semester credit standards.

Grade Point Average

CSC assigns quality points to letter grades as follows:

A = 4 points B = 3 points C = 2 points D = 1 points F = 0 points

To determine grade point average, the total number of quality points earned for each attempted course credit is divided by the total credits attempted (including semester hours passed and failed). The grade point average is computed only for courses taken at Chadron State College for non-teaching majors, but utilizes all courses from all institutions attended for teaching majors (Bachelor of Science in Education degree). Contact the Records Office at www.csc.edu/registrar for more information.

Standards of Scholarship

An average grade of 3.0 (B) is required on all work presented in fulfillment of the requirements for the master’s degree. Not more than six course credits of graduate work with a grade of 2.0 (C) will be accepted. The candidate must maintain an academic average of at least 3.0 (B) for the entire graduate program. Students who fall below this standard will be considered non-degree seeking until they raise their GPA to this minimum requirement. Only those courses contained within the student’s declared degree program may be counted towards the minimum GPA. *Students who fall below this standard more than once during the course of their degree program will be dismissed from the graduate program.* Academic amnesty is not available at the graduate level.

No grade lower than 2.0 (C) will be accepted for graduate study toward the master’s degree. A graduate student who has not demonstrated the ability to do satisfactory work following one semester (or two summer terms) may, upon the recommendation of an advisor and with the approval of the graduate dean and/or graduate council, be asked to withdraw from the program. For more information about this process, consult the following links:

- Petitioning for Incomplete - <http://www.csc.edu/registrar/general.csc#Petition>
- Grade Appeals - http://www.csc.edu/registrar/general.csc#Grade_Appeals
- Audit Registration - <http://www.csc.edu/registrar/general.csc#Audit>
- Academic Honesty - <http://www.csc.edu/library/research-tutorials/ethics-and-plagiarism/academic-honesty/>.

Civility

Civil behavior enhances the learning environment and is expected at all times. Courtesy and respect for others are essential to the learning process. Courses offered through CSC welcome a difference of opinion, discourse, and debate within a civil environment.

Class Attendance and/or Participation

CSC assumes that students will value their instructional program and recognize the importance of attending all class meetings. Students are responsible for notifying faculty of absences and for arranging potential make-up sessions or exams. In courses that utilize an online format, students are expected to participate frequently and appropriately, as determined by the course instructor.

Petition for Waiver or Exception of College Academic Regulations

Any requests for waivers or exceptions to the graduate academic policies and regulations stated in the *Graduate Catalog* must be submitted as a written petition to the Dean of Graduate Studies. The petition will be reviewed by the Graduate Council, Dean of Graduate Studies, and/or Academic Vice President, as appropriate. A written response will be returned to petitioning students.

Appeals

Appeals of decisions pertaining to a graduate student's program may be initiated by the student and addressed to the Dean of Graduate Studies. The student should submit a dated and signed letter which addresses:

- The decision being appealed
- Date of decision being appealed
- Justification for the appeal
- Desired outcome.

If the student is not satisfied with the decision, then a formal grievance procedure may be utilized, if appropriate.

Academic Policies and Student Services

For information about academic policies and student services, visit the webpages listed below:

- Student Right to Know - <http://csc.edu/ir/righttoknow.csc>
- Family Educational Rights & Privacy Act (FERPA) - <http://www.csc.edu/ir/righttoknow.csc>
- Return to Title IV - <http://www.csc.edu/start/finaid/refund/>
- Advising Center - <http://www.csc.edu/start/advising/>
- Student Transition and Registration Team (START) - <http://www.csc.edu/start/>
- Financial Aid - <http://www.csc.edu/start/finaid/available/>
- Scholarships - <http://www.csc.edu/start/finaid/scholarships/>
- Health Services - Nurse: <http://www.csc.edu/healthserv/>
- Health Services - CSC Clinic: <http://www.csc.edu/healthserv/clinic.csc>
- Health Services - Personal Counseling and Disability Services: <http://www.csc.edu/healthserv/counseling/index.csc>
- Housing - <http://www.csc.edu/housing/requirements.csc>
- Library Learning Commons - <http://www.csc.edu/library/>
- Tutoring/Learning Center - <http://www.csc.edu/learningcenter/peertutoring.csc>
- Office of International Education - <http://www.csc.edu/international/office/>
- Graduation Requirements - <http://www.csc.edu/registrar/graduation.csc>.

Definitions of Course Delivery Formats

Students are expected to achieve course learning outcomes irrespective of the course delivery formats or modality of instruction. Significant factors in student achievement of outcomes or competencies include active participation and focused effort. At a minimum, one course credit consists of a 45-hour time commitment that includes:

- Designed learning activities (e.g. lectures, peer teaching, presentations, student group work) that are the equivalent of at least 15 hours of instruction and student work
- Student effort involving a *minimum* of 30 hours of preparation, practice, review, and study beyond the designed learning activities.

The completion of the 45-hour time commitment does not ensure a passing grade. Achievement of the course outcomes or competencies must be demonstrated.

Classroom-Based Courses

Classroom-based courses require participation within the traditional classroom; these are *not* distance learning courses. Listed below are CSC course numbers that may be characterized as “classroom based”.

Number	Type	Description
01-10	Face-to-Face	These course sections are conducted in an onsite face-to-face format or mode of instruction.

Number	Type	Description
99	Hybrid	These sections are conducted in an onsite face-to-face format or mode of instruction that includes a virtual learning experience and/or component.
89	Blended	These sections accommodate both on-campus and distance learners; see the following section for an expanded description.

Distance-Learning Courses

Distance learning courses are fully online and can be completed without onsite classroom meetings. The following course sections are available entirely on the Internet:

Number	Type	Description
79	Online	These sections require that all students participate completely online and interact with one another and with their instructors.
89	Blended	These sections are designed to accommodate both distance learners and onsite learners. Distance learners access all course materials online. Required participation is electronically mediated. Onsite learners have online access to course materials, but are required to attend regularly scheduled face-to-face classroom instruction.

Additional Location Courses

These course sections are conducted in a classroom geographically separate from the CSC campus in Chadron, NE. These locations do not have a full range of administrative and student services staffed by the facilities personnel. Such services are provided in Chadron. A facility may provide access to instruction requiring students to be present at a physical location that receives interactive, TV video, or other forms of web-based instruction. The following course sections are characterized as off-campus onsite courses:

Number	Type	Description
40	Face-to-Face, Synchronous, or Interactive Video	These sections are conducted in Scottsbluff, NE.
65	Face-to-Face, Synchronous, or Interactive Video	These sections are conducted in North Platte, NE.

Experiential Learning

Independent Study

Independent Study allows students to learn under the supervision of faculty members, outside the normal classroom setting. An independent study course:

- Is permitted only under the special circumstances and with instructor, dean, and Academic Vice President approval.
- Can provide graduate students with no more than six course credits; also no more than six credits may be completed in any one department (exceptions to this policy can be made only through written petition to the Dean of Graduate Studies).
- Must be initiated by the student, who should contact his or her advisor to begin the written documentation; this documentation must include a written letter from the student outlining specifically why an independent study is necessary and why a course substitution will not suffice.

Internships

The Internship Program provides a structured, educational experience integrating classroom theory with supervised, planned, and progressive work experience in the student's field of study. The program is designed to supplement and complement the traditional curriculum at CSC. The goal of this experience is to enhance the student's educational, professional, and personal development. Contact Career and Academic Planning Services at <https://www.csc.edu/internship/index.csc> or in the Reta E. King Library building for more information.

Study Abroad

Students may earn credit through a CSC-sponsored international studies program. Students may

- Study at foreign universities for one or more semesters, and transfer the credit to CSC
- Earn CSC credit for short-term international study courses, led by CSC faculty
- Qualify for financial aid.

Contact the Office of the Dean of Essential Studies and the School of Liberal Arts in Old Admin for more information or visit the Study Abroad website: <http://www.csc.edu/justicestudies/programs/studyabroad.csc>.

Graduate Programs

Purpose of Graduate Studies

The primary purpose of the graduate program at CSC is to provide opportunities for elementary and secondary teachers, administrators, counselors, business people, and others to further their education so that they might be better qualified to fulfill their personal and professional goals. The program is established primarily for candidates for the master's degrees offered by the institution (see below). However, some courses may be open to unclassified students not intending to complete work toward a master's degree. All graduate courses require more intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate courses.

Outcomes

To meet individual needs, students are provided with a rigorous core program of advanced courses in a reasonably flexible arrangement. Graduate students should meet or exceed the following outcomes:

1. Apply leadership principles.
2. Obtain a broader and deeper knowledge base, both within a selected fields of specialization and in broader areas, such as professional effectiveness.
3. Gain intellectual stimulation and foundations for more advanced study.
4. Apply research techniques to interpret current thinking and practices in selected fields of specialization.
5. Explore the nature and significance of research.
6. Develop opportunities to apply research techniques.
7. Develop and demonstrate skills required for professional positions in education, business, counseling, and other areas.

Graduate Council and Faculty

The Graduate Council is responsible to the College administration for directing the graduate program under the regulations of the Board of Trustees of the Nebraska State Colleges. On behalf of the graduate faculty, the Council supervises all graduate work at CSC, establishes policy, and recommends to the College president all candidates upon whom graduate degrees are conferred. Graduate faculty members may teach graduate courses, supervise and serve on supervisory committees for students working toward post-baccalaureate degrees, vote on all matters presented to the graduate faculty, serve on the Graduate Council, and vote on nominations to the Graduate Council.

Graduate Committee

The START Office and/or Faculty Advising Center provides advising prior to a student's acceptance for graduate study. A permanent advisor in a student's area(s) of concentration will be appointed when the student has been accepted into a program. Upon acceptance, a permanent advisor is appointed and a committee is organized to consult with the student on his or her plan of study as well as conduct the student's oral examination.

Assessment

CSC is committed to the improvement of teaching and learning, as part of a continual effort to monitor institutional effectiveness. This effort includes the assessment of student academic achievement as made evident by nationally normed examinations, capstone courses, demonstrations of acquired proficiency in disciplinary-based skills, development of portfolios/case studies, oral examinations,

surveys of students and alumni, and other assessment measures. The College requires all graduate students to participate in assessment for the duration of their enrollment.

Masters Degrees

CSC currently offers four master's degrees:

1. The Master of Arts in Education is offered to students interested in:

- clinical mental health counseling
- history
- science and mathematics.

2. The Master of Business Administration is offered to students interested in business administration

3. The Master of Education is offered to students interested in:

- curriculum and instruction (elementary), including a general education option or a field option in a concentrated subject area, including: educational technology, physical education, language arts, science, mathematics, and social science
- curriculum and instruction (secondary), including options in business education, physical education, career and technical education, science, educational technology, social science, and mathematics
- curriculum and instruction (K-12), including options in reading specialist PK-12 and special education K-12
- educational administration, including options in elementary/middle/secondary/PK-12, special education supervisor PK-12, and curriculum/assessment supervisor PK-12
- school counseling.

4. The Master of Science in Organizational Management is offered to students interested in:

- human services
- natural resources
- sports management.

Graduate Admission Policies

Prior to being considered for graduate study, all students must hold an earned baccalaureate degree from a regionally accredited institution of higher education and have attained a minimum of 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted; however, they must have a GPA of 3.25 or better upon completion of the first 12 credits in their degree program to be considered for formal acceptance. Failure to meet this threshold may result in dismissal from the graduate program.

Students seeking the Master of Arts in Education (MAE), or Master of Education (MEd), and Master of Science (MS) will be required to submit an application. Students seeking the Master of Business Administration Degree (MBA) will be required to submit an application, attain minimum required scores (see MBA requirements), and meet other stipulated entrance requirements.

Students taking graduate coursework belong in one of two categories:

Degree-Seeking Graduate Students

A student pursuing a program of study leading to an advanced degree is considered to be a degree-seeking graduate student. To be classified as a degree-seeking graduate student, the student must have applied and been accepted for admission to graduate study.

Non-Degree-Seeking Graduate Students

A student who does not wish to pursue a degree is considered a non-degree-seeking student; these students may be seeking professional development or they may be working toward graduate admission. A student in this classification may take graduate courses for purposes such as certification, self-improvement, or employment requirements. The non-degree-seeking graduate student must submit a non-degree-seeking application when registering for classes at CSC. Limited credit hours completed by a non-degree-seeking student may apply toward a degree program.

The Dean of Graduate Studies examines applications and makes one of the following determinations:

- **Acceptance:** The application is approved and the student advances into graduate study. If the dean has concerns, those concerns will be stated. Additional coursework or other proof of readiness may be required.
- **Conditional Acceptance:** The application is approved conditionally; certain deficiencies are noted and may require additional coursework, evaluative testing, or other appropriate requirements. The student may then advance to graduate study if progress is sufficient.
- **Non-Acceptance:** The application is not approved; at the time of submission, the student's academic record does not merit acceptance into graduate study. Reasons for non-approval and possible avenues toward acceptance will be stated.

Undergraduate students must obtain permission to take graduate classes. Petition forms are available from the Graduate Office.

The following prerequisites exist for students taking graduate coursework:

Course Level	Prerequisite
500	Either completion of a baccalaureate degree or within 16 course credits of completion. Note: Students who previously completed a CSC dual-listed course at the 400 level may not repeat the course at the 500 level for inclusion in a master's degree.
600	Completion of a baccalaureate degree.
700	Either completion of, or within 12 course credits of, completing a master's degree. A student may complete no more than 6 course credits of 700 level coursework prior to completing a master's degree.

In the student's program leading toward any master's degree there are *four* important steps to be followed:

1. Acceptance to Graduate Study
2. Filing of Plan of Study
3. Application for Graduation
4. Application for Oral Examination.

Students must apply for each step by completing the appropriate forms, which are available from the Graduate Office. After the submission of appropriate forms, applicants will be notified officially in writing concerning admission or approval.

Acceptance to Graduate Study

Admission requirements are specific to the degree program being sought, and are listed under the respective degree programs in this catalog.

Plan of Study Filing

When students accepted to a program have earned between nine and 18 course credits with a minimum GPA of 3.0, they are required to file a Plan of Study. Plans of study must be signed by the student's advisor and committee and submitted to the Graduate Office for approval.

Application for Graduation

The graduation application for the degree should be filed with the Records Office *prior* to the beginning of the term from which the student expects to graduate. Candidates who plan to complete requirements for graduation in December must file formal application prior to April 15th. Those who plan to graduate in the spring must file prior to November 15th. Those students who plan to complete their degree during the summer and participate in commencement in December must file prior to February 15th. Application forms are available in the MyCSC to-do list. At the time the application is submitted all indebtedness to the College and the graduation fee must be paid. Graduate degrees will be conferred upon successful candidates at the spring or winter commencement.

Application for Oral Examination

All master's degree candidates are required to pass a final oral examination in their area of concentration. Students choosing the thesis or scholarly project option should expect oral exam questions relating to the thesis or scholarly project during the examination. Upon

the successful completion of an oral examination, approval forms are signed by the student's committee and presented to the Dean of Graduate Studies.

Regulations Governing Graduation

The following regulations apply to graduation from all graduate programs.

Acceptable Credits toward Graduation

Credit earned by correspondence (self-paced) study will not be accepted in fulfilling requirements for a master's degree. Course work carrying the INS (in-service) prefix may *not* be applied toward a master's degree. A graduate student may apply up to six course credits of work taken on an independent study basis toward a master's degree program.

Transfer of Credit

A maximum of nine course credits of graduate credit may be transferred from other approved colleges or universities. All transfer credit must carry a grade of B or higher and be no older than seven years by completion of degree at CSC. Transfer credit with grades of P or S will not be accepted. Acceptance of transfer credit is contingent upon approval of the Graduate Committee and Dean of Graduate Studies. Transfer credit may not be counted toward meeting the minimum residence requirement. If applicable, any approved transfer credit will be converted to CSC's grading and course credit standards.

Time Limit on Coursework

All requirements for the master's degrees must be met within a period of seven years from the year the student completes the first graduate course that is to apply toward the degree. Validation of out-of-date credit: course work that has been taken at CSC prior to the specified time limit before completion of the degree is considered to be outdated. At the discretion of the Graduate Committee and/or the Dean of Graduate Studies, a limited amount of outdated course work *may* be applied to the graduate degree if a grade of B or higher was attained and if one of the following occurs:

- The equivalent CSC course is successfully repeated OR
- A written or oral examination and/or an additional assignment covering the subject matter is successfully completed as certified by an appropriate faculty member(s). If an oral examination is given, at least two graduate faculty members must be present. The Dean of Graduate Studies and the Graduate Committee chairperson will appoint the faculty member(s) to administer the examination. Details about the time and place of the examination must be registered with the Graduate Office. Approval to validate credit must be obtained through the Graduate Committee and Dean of Graduate Studies.

Course Level Requirements

At least half of the course credits required for the master's degree must be taken in classes in which only graduate students may enroll (600-level courses or higher). Master of Business Administration students cannot have more than six credits of 500-level dual-listed courses in their degree program.

Curriculum Patterns

All graduate students seeking the degree of Master of Arts in Education or Master of Education should complete EDCI 631: Research Design and Data Analysis within the first 12 course credits of their program of study. Students seeking the degree of Master of Science in Organizational Management should complete either EDCI 631: Research Design and Data Analysis or CA 615: Research Process and Practice within the first 12 course credits of their program of study. All graduate students (including those seeking the Master of Business Administration) must select one of the following plan options:

Plan I - Thesis with Oral Examination

Plan I requires a thesis pertaining to the field of specialization. Six course credits are awarded for successful completion of the thesis. The following are general guidelines for preparation and submission of the thesis and accompanying oral examination:

After acceptance into graduate study and successful completion of EDCI 631: Research Design and Data Analysis or its equivalent and at least two-thirds of total number of program credits are completed, the student presents a thesis proposal under the guidance of his or her advisor.

This presentation is to be made in a formal meeting with the student's graduate committee. The thesis must convey conclusions on a subject directly related to the candidate's area of specialization. Although the topic does not necessarily have to be original or to seek new answers, it should attempt to establish a point previously unsupported or to verify existing knowledge. The thesis topic should be designed so the student receives training in the techniques of scientific inquiry, employing one or more of the commonly accepted tools of educational research.

The student's committee will carefully scrutinize the work of the student and make recommendations either to accept, accept with modifications, or not accept the proposal. Once accepted by the committee, the proposal and an outline are submitted to the Dean of Graduate Studies for approval. Students choosing the thesis option must register for a total of six course credits. Registration for all six credits or any portion thereof may be made at the beginning of any semester or summer term following approval of the thesis proposal. Written approval from the Institutional Review Board is required if the student will be using a data collection tool that involves human or animal subjects. Students are ultimately responsible for the progress and completion of their thesis. The thesis:

- Is written under the direct supervision or guidance of the student's advisor
- Uses the APA style or a style that is discipline appropriate (the accepted writing style is APA; however, some disciplines may require their particular style)
- Must include an abstract of 150 words
- Is submitted to the student's committee for review and approval when the student and advisor are satisfied with the thesis.

After acceptance of the thesis by the advisor and committee, an oral examination will be scheduled. Copies of the thesis must be presented to the committee members at least two weeks before the scheduled date of the oral examination. The oral examination will include questions regarding the thesis, coursework, and other materials relevant to the student's field of study. The oral examination must be taken at least *four* weeks prior to the date of graduation or granting of the degree. Students completing oral examinations after the specified date will not be eligible for graduation until the next graduation or diploma granting date. Approval forms are signed by the committee after successful completion of the thesis and oral examination.

The examining committee members sign a statement verifying the outcome of the oral examination, which is presented to the Dean of Graduate Studies. After the candidate has passed the oral examination, he or she will deposit four copies of the thesis and one additional copy of the abstract to the Dean of Graduate Studies. A copy is placed in the Library; a copy is archived, a copy is presented to the thesis committee chairperson, and a copy is returned to the student. An additional abstract is retained in the student's file. The expense of binding is the responsibility of the student. Contact the Graduate Office for specific instructions at <http://www.csc.edu/graduate/officestaff.csc>.

Plan II - Scholarly Project with Oral Examination

Plan II requires a scholarly project pertaining to the field of specialization. Three course credits are awarded for successful completion of the scholarly project. The project is designed in consultation with the student's graduate committee. The following are general guidelines for preparation and submission of the project and the accompanying oral examination:

After acceptance into graduate study and successful completion of EDCI 631: Research Design and Data Analysis or its equivalent, the student should present a scholarly project proposal under the guidance of the advisor. This presentation is to be made in a formal meeting with the student's graduate committee. The scholarly project must convey conclusions on some subject directly related to the candidate's area of specialization. Although the topic does not necessarily have to be original or to seek new answers, it should attempt to establish a point previously unsupported, or verify existing knowledge. The scholarly project topic should be designed so the student receives training in techniques of scientific inquiry, employing one or more of the commonly accepted tools of educational research.

Students choosing the scholarly project option must register for three credit hours:

- Registration for the course credits may be made at the beginning of any semester or summer term following the approval of the project topic
- The student is ultimately responsible for the progress of the project
- The accepted writing style is APA; however some disciplines may require their particular style
- When the student and advisor are satisfied with the project, it is to be submitted to the student's committee for review and approval
- All Plan II students must include an abstract of approximately 150 words in their scholarly project.

After acceptance of the project by the advisor and committee, an oral examination will be scheduled. Copies of the project paper and related materials must be presented to the committee members at least two weeks before the scheduled date of the oral examination. The oral examination will include questions regarding the scholarly project, coursework, and other materials relevant to the student's field of study. The oral examination must be taken at least *four* weeks prior to the date of graduation or granting of the degree. Students completing oral examinations after the specified date will not be eligible for graduation until the next graduation or diploma granting date. Approval forms will be signed by the student's committee and presented to the Dean of Graduate Studies after successful completion of the oral examination. After the candidate has successfully passed the oral examination, he or she will present one final copy of the scholarly project to his or her advisor.

Plan III - Coursework with Oral Examination

Plan III does not require a scholarly project or thesis. Students are required to complete the designated coursework in their area of specialization. Students choosing this option are required to pass an oral examination. The oral examination includes questions regarding course work and other materials relevant to the student's field of study. Approval forms are signed by the student's committee and presented to the Dean of Graduate Studies after successful completion of the oral examination.

The oral examination must be taken at least *four* weeks prior to the date of graduation or granting of the degree. Students completing oral examinations after the specified date will not be eligible for graduation until the next graduation or diploma granting date. Note: Plan III is not available in all departments. Contact the Graduate Studies Office for more information at <http://www.csc.edu/graduate/officestaff.csc>.

Residence Requirements

At least twelve of the course credits required for advanced degrees must be classified as "residence credit." Residence credit courses are those courses taught by a member of the CSC graduate faculty.

Oral Examination or Culminating Experience

All candidates for the Master of Education, Master of Arts in Education, and the Master of Science in Organizational Management are required to pass a final oral examination in their area of concentration. Students choosing the thesis or scholarly project option will have questions relating to the thesis or research project paper included in this examination. Candidates for the Master of Business Administration are required to complete successfully the culminating experience as directed by the Business Academy.

The student's graduate committee will conduct the oral examination. If a member of the committee is unavailable and rescheduling is inappropriate, a substitute may be appointed by the Dean of Graduate Studies. With the candidate's knowledge, the examining committee may invite other individuals to be present at the oral examination.

The oral examination or culminating experience must be completed successfully at least *four* weeks prior to the date of graduation or granting of the degree. Students completing this step after the specified date will not be eligible for graduation until the next graduation or diploma granting date.

Prior to the oral examination, a personal resume is to be prepared by the student and distributed to all members of the examination committee. The resume should include such items of information as professional and educational background, courses completed, and anticipated educational and career goals.

Following successful completion of the oral examination, approval forms are signed by the student's committee and presented to the Dean of Graduate Studies.

At the discretion of the orals committee, students who do not pass the oral examination or culminating experience requirements may be recommended for remediation. If students do not pass following remediation, they will be dismissed from the graduate program.

Portfolio

All candidates for the Master of Education, Master of Arts in Education, and Master of Science in Organizational Management degrees are required to compile a professional and academic portfolio in their areas of concentration. The portfolio is a purposeful, collaborative, self-reflective collection of the student's work generated during his or her graduate program. The portfolio includes a personal data sheet featuring professional and educational background information; courses completed, and anticipated educational and career goals. The procedures and content needed for portfolio construction are outlined in materials obtained from the Graduate Office.

Students submit completed portfolios for assessment by their graduate committee prior to the final oral examination. Upon review and acceptance of the student's portfolio, approval forms are signed by the student's committee and presented to the Dean of Graduate Studies.

Second Master's Degree

Students holding a master's degree may seek a second master's degree in another degree area. The student should apply as stated under "Acceptance to Graduate Study." A second master's requires appointment of a graduate committee, additional coursework, acceptance into Graduate Study, Plan of Study Filing and Applications for Graduation and Oral Examination. No more than twelve course credits of approved coursework from the previous degree may be applied toward a second master's degree.

Detailed Descriptions of Program Offerings

What follows is a detailed description of each of the master's degrees offered by CSC. These descriptions provide students with a start-to-finish review of the degrees—from application to graduation.

Master of Arts in Education

The Master of Arts in Education (MAE) degree program consists of an integrated knowledge core complemented by a coherently focused academic program tailored to meet the needs of students. Based upon the communication and service core of education, this professional degree program provides an integrated master's degree for students pursuing a variety of career choices. Areas of study include community mental health counseling, history, and science and mathematics.

The following are criteria for acceptance into Graduate Study in the MAE Program:

- Application for admission to graduate study must be completed online on the CSC website.
- Students must possess an earned baccalaureate degree from a regionally accredited institution. General education at the baccalaureate level is a prerequisite for admission to all MAE degree programs at CSC.
- Students must submit to CSC Admissions an official transcript from the college or university which issued the bachelor's degree and from any institutions attended afterwards, if applicable. Official transcripts must be sent directly to CSC from the college or university. Transcripts from CSC College need not be submitted.

Applicants must have a 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted until they have completed the first 12 credits in their degree program and must obtain a GPA of at least 3.25 by the end of this period in order to qualify for formal acceptance consideration. Failure to meet this threshold will result in dismissal from the graduate program.

Students admitted to graduate study may be required to spend more than the minimum time to complete the work for the master's degree. The Graduate Council may require students to make up any deficiencies in preparation by completing specified courses without credit toward the desired degree. Graduate study, plan of study filing, applications for graduation and oral examination are separate and independent thresholds in the degree program. Students must apply for and be approved for each step. Note: Graduate students must complete at least 24 course credits of graduate course work after being accepted for graduate study.

Master of Arts in Education - Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program offers a Master of Arts in Education. This degree program requires the successful completion of 60 course credits of graduate education. EDCI 631: Research Design and Data Analysis should be completed within the first 12 course credits of a student's program of study.

Mission

The mission of the Clinical Mental Health Counseling Program is to prepare quality counselors for careers with state, regional, or national public and private mental health agencies, mental health institutions, and educational systems.

Student Learning Outcomes

Student graduating with the MAE in Clinical Mental Health Counseling will be able to:

1. Demonstrate knowledge of and adherence to the American Counseling Association (ACA) Code of Ethics and Standards of Practice, including the ability to apply ethical codes utilizing an ethical decision-making model.
2. Identify with the roles and functions of a professional counselor through participation in professional counseling organizations and activities that contribute to professional and personal growth.
3. Demonstrate knowledge of the cultural context surrounding the relationships, issues, practices, theories, and trends of a diverse society.
4. Facilitate development throughout the lifespan while analyzing the needs of persons at all developmental levels.
5. Critically evaluate counseling approaches to determine a personal theory of counseling and the associated skills and techniques for appropriate implementation, including knowledge of family systems, crisis intervention, and emergency management models of counseling.
6. Develop an understanding of career development theories and related life factors, including such areas as career decision-making models and program planning.
7. Demonstrate the disposition of an effective practitioner who will engage in professional advocacy while facilitating and nurturing relationships with clients and colleagues.
8. Demonstrate qualities of an effective group leader utilizing an understanding of theories, methods, and skills.
9. Demonstrate knowledge and apply approaches to counseling assessment and evaluation.
10. Demonstrate the ability to apply, evaluate, and interpret research methods and data.

Program of Study

The Clinical Mental Health Counseling Program prepares students to work professionally in various public and private counseling agencies. In Nebraska, as well as most states, counselors must be licensed by the state to engage in counseling or therapy. A teaching degree is *not* required for admittance into the Clinical Mental Health Counseling Program.

Courses

Listed below is the course work required by the Program:

Course Prefix	Course Number	Course Title	Course Credits
COUN	523	Diagnosis and the DSM	3
COUN	531	Counseling and Communication Skills	3
COUN	532	Treatment Issues in Addictions	3
COUN	533	Counseling Ethics and Professional Identity	3
COUN	534	Fundamentals of Assessment	3
COUN	535	Multicultural Counseling	3
COUN	536	Family Development	3
COUN	541	Counseling Theories	3
COUN	629	Counseling Children	3
COUN	630	Crisis Counseling	3
COUN	631	Principles and Practices of Mental Health Counseling	3
COUN	632	Career and Lifestyle Development	3
COUN	634	Group Counseling	3
COUN	636	Family Counseling	3
COUN	637	Advanced Human Development	3
COUN	639A	Practicum in Counseling	3
COUN	639B	Practicum in Counseling	3
COUN	640	Internship in Counseling	6
EDCI	631	Research Design and Data Analysis	3
Required Total			60

Counseling Practicum

Counseling Practicum is a key course in the curriculum of the counseling program. Therefore, certain courses are instrumental for the experience of practicum. Because practicum is a developmental process, it is offered for three course credits both fall and spring. In order to register for COUN 639A or 639B, a student must first complete with a grade of A or B the following courses:

Course Prefix	Course Number	Course Title	Course Credits
COUN	531	Counseling and Communication Skills	3
COUN	533	Counseling Ethics and Professional Identity	3
COUN	541	Counseling Theories	3
The following courses may be taken concurrently with COUN 639A: Practicum I only:			
COUN	535	Multicultural Counseling	3
COUN	634	Group Counseling	3
Required Total			15
All other courses may be taken at any point in the program prior to COUN 640: Internship, which is the capstone course and must be the last course completed.			

Note: Students who are unable to finish their practicum in three course credits may need to enroll in additional credits for completion of this requirement. The Credentialing Division of the Department of Regulation and Licensure, Nebraska Health and Human Services System, generally approves CSC counseling courses for professional counseling continuing education (CE) credit. All students enrolled in the Clinical Mental Health Counseling program must pass a comprehensive examination prior to receiving their degree. Please see your Graduate Counseling Student Handbook for information about this comprehensive examination.

Master of Arts in Education – History

Mission

The Master of Arts in Education - History combines graduate-level educational courses with advanced history courses to help students further their educational, intellectual, and professional goals.

Student Learning Outcomes

Students graduating with the MAE in History will be able to:

- Analyze a single scholarly work in a standard academic review.
- Synthesize multiple scholarly works in an historiographical essay.
- Discuss significant scholarly works in an academic forum.
- Produce lesson modules based on primary sources and scholarly literature.

Note: EDCI 631: Research Design and Data Analysis should be completed within the first 12 course credits of student's program of study.

Courses

Listed below is the course work required by the Program:

Education Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDAD	631	Public Relations OR	3
EDCI	635	Curriculum Development OR	3
EDCI	639	Systemic Change	3
Required Total			9

Required Courses – Option I

Course Prefix	Course Number	Course Title	Course Credits
HIST	635	Research Seminar in History	3
HIST	660	Thesis	6
Required Total			9

Required Courses – Option II

Course Prefix	Course Number	Course Title	Course Credits
HIST	635	Research Seminar in History	3
Elective	XXX	600-level Elective	3
HIST	655	Scholarly Project	3
Required Total			9

Electives and Total Courses

Course Prefix	Course Number	Course Title	Course Credits
Courses in History/Political Science/Anthropology			
Required Total			18
Program Total			36

Master of Arts in Education - Science and Mathematics**Mission**

The Master of Arts in Education degree program consists of an integrated knowledge core complemented by a coherently-focused academic program tailored to meet the needs of students. Based upon the communication and service core of education, this professional degree program provides an integrated master's degree for students pursuing a variety of career choices.

Student Learning Outcomes

Students graduating with the MAE in Science and Mathematics will be able to:

1. Demonstrate mathematical and scientific ability and a thorough knowledge of mathematics/science.
2. Apply mathematical and scientific knowledge in the field of mathematics/science education.
3. Communicate both about mathematics/science and by utilizing mathematics/science.
4. Use technology appropriately to do mathematics/science and the communicate about mathematics/science.
5. Apply mathematical sciences, including statistics and computer use, in other disciplines.

Courses

Listed below is the course work required by the Program:

Education Core Courses

Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 course credits of student's program of study.

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	635	Curriculum Development OR	3
EDAD	631	Public Relations	3
MATH	533*	Statistical Methods/Data Analysis	3
		Master's Thesis (6) OR Scholarly Project (3)	3-6
MATH	535*	Sampling Techniques	3
Required Total			15-18

Elective Option

Course Prefix	Course Number	Course Title	Course Credits
Education / Psychology Elective To be selected with advisor and approved by Graduate Committee			3
Required Total			3

Content Electives

Course Prefix	Course Number	Course Title	Course Credits
Content Electives To be selected with advisor and approved by Graduate Committee			15-18
Required Total			3
Program Total			36

*Note: Students who have taken the undergraduate equivalent of these courses will work with their advisors and committees to determine appropriate value-added courses.

Master of Business Administration

CSC's Master of Business Administration (MBA) degree is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Mission

Deliver a program designed for supervisory and mid-level managers which develops practices consistent with the adaptability required for high performance management.

Student Learning Outcomes

Students graduating with the MBA will be able to:

1. Attain a career, career advancement, or entrance into an additional or advanced graduate program in business or a related field.
2. Demonstrate critical thinking skills in the area of business.
3. Effectively practice their profession upon graduation by integrating the core business functions.

Measurement Instruments

The Department of Business will use a combination of instruments to measure the effectiveness of the learning outcomes for students in the MBA program. These instruments include but are not limited to: stakeholder surveys, internship data, course evaluations, and a culminating experience during the last semester of the student's program.

Application for Admission

Individuals applying for admission into the MBA program at CSC shall meet the following entrance requirements:

1. Application for admission to graduate study must be completed online on the CSC website.
2. Applicants must possess an earned baccalaureate degree. Those having graduated from an unaccredited institution may be accepted conditionally, provided all other college and departmental requirements have been met.
3. Students must submit to Admissions an official transcript from the college or university which issued bachelor's degree and from any institutions attended afterwards, if applicable. (To be considered an official transcript, it must be sent directly to CSC from the college or university.) Transcripts from CSC need not be submitted.
4. Applicants must have a 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted until they have completed the first 12 credits in their degree program and must obtain a GPA of at least 3.25 by the end of this period in order to qualify for formal acceptance consideration. Failure to meet this threshold will result in dismissal from the graduate program.
5. Admission may be determined by one of two methods:
 - Acceptance: The student must have passed the MBA entrance exam at a minimum level established by the Business Department. (All MBA students will also be expected to complete a required exit exam prior to graduation.) OR
 - Conditional Acceptance: Students who do not attain the minimum entrance exam score will be conditionally accepted for a semester until they successfully complete the business leveling course at the minimum set by the department to satisfy the Common Professional Components. Please contact the Graduate Studies Office for additional information regarding the leveling course.

Courses

Listed below is the course work required by the Program:

Required Courses

Course Prefix	Course Number	Course Title	Course Credits
ACTG	532	Managerial Accounting	3
BIS	632	Information Systems for Managers	3
ECON	537	Managerial Economics	3
FIN	631	Corporate Finance	3
MGMT	620	High Performance Leadership	3
MGMT	630	Organizational Behavior	3
MGMT	634	Business Strategy (capstone course)	3
MGMT	639	Legal and Social Environment of Bus.	3
MKTG	630	Marketing Management	3
Required Total			27

Elective Courses

Select nine course credits from the list below. Topics courses may be repeated for a total of nine credits with a change in emphasis.

Note: MBA students cannot have more than six credits of 500-level dual-listed courses* in their degree program.

Course Prefix	Course Number	Course Title	Course Credits
ACTG	533*	Government and Not-for-Profit Acct.	3
ACTG	537*	Advanced Cost Management Acct.	3
ACTG	543*	Advanced Financial Accounting	3
ACTG	560	Topics in Accounting	3
BA	560	Topics in Business	3
BA	660	Thesis	6
BA	690	Internship in Business	3-6
ECON	560	Topics in Economics	3
FIN	632	Finance for Managers	3
FIN	560	Topics in Finance	3
MGMT	560	Topics in Management	3
MGMT	610	Human Capital Management	3
MKTG	560	Topics in Marketing / Entrepreneur	3
MKTG	635	Entrepreneurship – New Venture Creations	3
Required Total			9
Program Total			36

*Dual-listed course. Please see note above.

Master of Education

Nationally Accredited by the National Council for Accreditation of Teacher Education

CSC's Master of Education (MEd) degree is accredited by the National Council for Accreditation of Teacher Education (NCATE). The MEd degree is designed for individuals who hold teaching certificates at the baccalaureate level. Teaching certificates from the State of Nebraska are at one of the following levels:

Levels	Descriptions
Initial	Valid for five years.
Standard	Renewable every seven years.
Professional	Renewable every ten years and is NOT required for continued endorsement.

The following programs will normally entitle recipients to be certified at the professional level for positions in teaching and/or administration. *An undergraduate degree in teacher education, which included student teaching, is a prerequisite for entrance into these programs.*

Mission

The mission of the CSC Teacher Education program, founded on educating visionary leaders, is to prepare candidates to use current pedagogical methods that impact student learning in a candidate's respective content area of study. Candidates will gain applicable knowledge and skills in the area of assessment, curriculum, guidance, diversity education, classroom management, professional issues, special education, psychology, literacy and instructional technology as part of this program.

Philosophy

Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of the society. The Education Department at CSC is dedicated to the development of visionary leaders. The program recognizes the institutional responsibility of developing leadership that promotes collaborative engagement and advocacy to influence policy development to serve all constituents in our profession. The faculty within the Education Department act upon a set of common beliefs that reflect the importance placed upon the preparation of qualified professional educators who will assume leadership roles within the local education community and the education profession at large. Students are valued as unique individual learners, each wanting to learn and also capable of making good learning decisions. Each student is a client to be served by the staff of CSC and in turn the student (candidate) will serve others after graduation in their role as an educator.

CSC believes the educator's role is to facilitate learning. The facilitation of learning is accomplished by creating opportunities for all learners to participate actively in the learning environment and to process knowledge through methods appropriate to their individual learning styles. CSC's model is based to a great extent on the constructivist theory of learning. Various methods of instruction are planned to be consistent with sound theory and current research findings. Individual faculty members are free to use varied approaches and personalized techniques in instruction. In creating a non-threatening learning climate, allowances for learning styles are encouraged and responded to through appropriate teaching styles and open communication among all participants. Learning is believed to be inherently joyful and efforts toward developing and maintaining this end are supported. The demands of the subject matter are not diminished in the teaching effort which will produce the greatest positive change.

The Visionary Leader Model

Our profession's quintessential traditions and tool, and are made aware of the best contemporary educational research and developments. CSC bequeaths a vital educational vision – one that honors both tradition and innovation – to our students.

The visionary leader model is depicted by three interlocking circles, each representing an interrelated area of the curriculum: Essential Studies, Specialty Studies, and Professional Studies. One circle, professional studies, consists of seven components that make up the conceptual framework for the Education Department. These components are:



- Communication
- Thinking Skills
- Methodology
- Leadership
- Assessment
- Inclusive Learning Environment
- Professionalism

These seven areas constitute the conceptual framework for the professional preparation programs at CSC. All seven components are interwoven throughout the professional preparation programs.

1. Assessment

Successful candidates will understand both formal and informal strategies to assess the learner's intellectual, social and physical development. The candidate will be able to design and assess learning activities utilizing the data collected from those assessment measures to make instructional and/or curricular decisions to improve student learning.

2. Communication

Successful candidates will demonstrate effective communication skills with all constituents, while respecting diversity and engaging students in the learning enterprise through motivation and constructive learning applications.

3. Inclusive Learning Environments

Successful candidates will develop and maintain a physically inclusive and emotionally safe classroom environment conducive to effective learning, which encourages the voicing of student concerns, embraces elements of diversity, and exhibits an understanding of child growth and development.

4. Methodology

Successful candidates will demonstrate the active willingness to model and use skills and knowledge to promote learning activities that are consistent with identified learning objectives, using varied methodological and technology driven modalities. Similarly, candidates are constructing their own beliefs about effective teaching practices.

5. Professionalism

Successful candidates will demonstrate conduct befitting a professional educator, to include the following dispositions: regular self-reflection; positive ethical behavior; respectful attitude; proper mode of dress; effective classroom management skills; appropriate knowledge of subject matter; and seeks the opportunity to grow professionally.

6. Thinking Skills

Thinking skills apply to all subjects and to student learning at all levels. Candidates at all levels will recognize and demonstrate activities that elicit critical thought beyond recall and comprehension.

7. Leadership

Successful candidates recognize and demonstrate leadership traits that promote the engagement of individuals in a professional and ethical manner to lead toward common goals.

Student Learning Outcomes

Each set of specific student learning outcomes for each advanced level program is listed under the corresponding program in the following pages.

Moral Character and Safety Concerns

Education is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for their students. Teachers, administrators, and school counselors are responsible for the education, safety and wellbeing for anyone in their charge. Therefore, the CSC Department of Education is interested in training future teachers and other school professionals who show a high degree of moral character and the ability to act responsibly. These individuals must be able to serve as representatives of our College and our program.

With this in mind, should the College discover behavior which, in its reasonable judgment, establishes on the part of the candidate a lack of integrity, questionable moral/ethical character, or otherwise indicates a potential of risk to young persons and others in the educational community, the Department of Education reserves the right to deny entry to, or dismiss anyone from, any program which leads to certification. More specifically, these kinds of behavior shall be adequate foundation to deny any candidate or potential candidate from participation in any practicum; pre-practicum; teacher, administrator, or counselor internship or similar field experiences; since the interests and safety of the children and young people present in the classroom, schools and other venues where these field experiences take place are paramount.

Problematic behaviors, which the Department of Education reasonably determines render the candidate a risk to the educational community, or demonstrates a likelihood of illegal activity, may be established by any credible means, including the facts surrounding a record of arrests and/or convictions. Similarly, behaviors which result in a finding by a court or other governmental body that the individual is:

- A mentally ill and dangerous person
- Mentally incompetent to stand trial
- Acquitted of criminal charges because of insanity

- An incapacitated person
- In need of a guardian or conservator, or
- Unable to manage his or her property/affairs due to mental illness, mental deficiency, or chronic use of drugs or chronic intoxication are the kind of behaviors which are likely to disqualify a candidate from participation in practicum experiences and other Department of Education programs.

Nebraska State Department of Education Policy Pertaining to Students with Felony or Misdemeanor Convictions

The Nebraska Department of Education policy requires that a person with felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct shall not be allowed to participate in pre-teacher internship, laboratory and/or classroom field experiences or intern experiences without approval by the Board of Education. To comply with this policy, the CSC Department of Education will require each student to affirm under oath that he/she does not have any convictions in the above-named areas prior to each field experience placement and to submit proof of a current background check. If a candidate does have any felony or misdemeanor conviction(s), he/she is required to meet with the CSC Certification Officer as soon as possible. Students with questions pertaining to convictions should also contact this Education Department office.

Certification or Added Endorsement Programs

To be recommended for Teacher Licensure or certification, the student must have

1. Met all course and credit requirements for endorsement in their specialization fields
2. Received departmental approval and recommendation
3. Met all graduation requirements for the appropriate degree or added endorsement program
4. If required for a program or added endorsement, have passed the Praxis II exam
5. Filed an application with the Certification Officer, including a notarized statement that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect, or sexual misconduct, and an oath of Mental Capacity.

Education administration candidates must take the Praxis II examination for school administration (0411/5411 Educational Leadership Administration and Supervision [ELAS]). A candidate seeking an additional endorsement after completing his or her degree program must complete the appropriate course work and officially notify the Teacher Certification Officer upon completion of the endorsement program/course work.

State of Nebraska Teaching Profession: Code of Ethics

CSC Education Program students (at the initial and advanced levels) are required to abide by the Nebraska Teaching Professional Code of Ethics; see: <http://nppc.nol.org/ethics.pdf>. Students not abiding by the principles outlined in the Code of Ethics will not be recommended for teacher or administrative licensure by CSC.

Graduation without Certification

In rare cases, permission may be granted for a student to graduate without a recommendation for certification. This provision is for the student who does not qualify for, or is removed from their curricular program. However, there are times when, because of illness or other extreme situations, a candidate will decide not to complete all professional requirements. In this situation, the candidate should contact his or her advisor, and then complete a formal request to the Dean of the school of Education, Human Performance, Counseling, Psychology, and Social Work. Chadron State College Vice President for Academic Affairs to be allowed to graduate without completing all certification requirements. The Dean and Vice President of Academic Affairs will determine the merit of the request. If permission is granted, an appropriate amended plan of study will be determined.

Any candidate who graduates without a recommendation for certification will not be recommended for teacher/administrative certification in any state. If, at some future time, the student wishes to complete certification requirements, he/she must first reapply for readmission to the CSC graduate program. At least one semester must pass after graduation before the application can be made. Upon readmission to the CSC graduate program, the student will complete all requirements in effect at the time of reentry, including passing grades in all methods courses.

Program Changes

CSC is a member of the Nebraska Council on Teacher Education, a teacher education governance and recommending body to the Nebraska Department of Education; therefore, all candidates majoring in programs leading to an endorsement and/or certification are

subject to any program rule changes that may occur while a candidate is enrolled. If a candidate has not completed their program of study within three years following the program change, he/she will be required to adjust his or her program to reflect the change.

Application for Admission

The following are criteria for acceptance into Graduate Study in the MEd program:

1. Application for admission to graduate study must be completed on forms available online on the CSC website.
2. Students must possess an earned baccalaureate degree from a regionally accredited institution. General education at the baccalaureate level is a prerequisite for admission to all Master of Education degree programs at Chadron State College. To be eligible for this degree, candidate must possess either a baccalaureate in education or have completed a teacher education program, which included student teaching, through an accredited institution.
3. Students must submit to Admissions an official transcript from the college/university which issued bachelor's degree and from any institutions attended afterwards, if applicable. (In order to be considered an official transcript, it must be sent directly to Chadron State College from the college or university.) Transcripts from Chadron State College need not be submitted.
4. Applicants must have a 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted until they have completed the first 12 credits in their degree program and must obtain a GPA of at least 3.25 by the end of this period in order to qualify for formal acceptance consideration. Failure to meet this threshold will result in dismissal from the graduate program.
5. Experience requirements:
 - M.Ed.: School Administrators – 18-24 credits of professional education courses is a prerequisite for admission. The Certification Officer should be consulted to determine whether a satisfactory PPST score and courses in Special Education and Human Relations may be required.
 - M.Ed.: School Counseling and Curriculum and Instruction – a teaching certificate is required for admission.
6. Students admitted to graduate study may be required to spend more than the minimum time to complete the work for the master's degree. The Dean of Graduate Studies may require students to make up any deficiency in preparation by completing specified courses without credit toward the desired degree.

Acceptances to graduate study, plan of study filing, application for graduate and oral examination are separate and independent steps in the degree program. Students must apply to be approved for each level. Note: Graduate students must complete at least course credits of graduate course work after being accepted for graduate study.

The Dean of Graduate Studies will examine documents submitted and make one of the following determinations:

- Acceptance: The Dean of Graduate Studies approves the application and the student advances into Graduate Study. If the Dean has areas of concern, those concerns will be stated. Additional coursework or other appropriate requirements may be required.
- Conditional Acceptance: The Dean recognizes certain deficiencies and may require additional coursework, evaluative testing or other appropriate requirements. The student may then advance to Graduate Study on a conditional basis and progress is monitored.
- Non-Acceptance: The Dean of Graduate Studies does not approve the application at this time and the student does not advance into Graduate Study. Reasons for non-approval and possible avenues toward acceptance will be stated.

Master of Education, Curriculum and Instruction

The Curriculum and Instruction program at the master's degree level prepares candidates to build upon their undergraduate preparation as teachers. Persons enrolled in this program are committed to the design, development, and delivery of classroom instruction. Courses prepare candidates to identify and use research-based practices in elementary, middle-level, or secondary schools; to design curriculum for a variety of levels; and to understand the broader functions of schooling in the United States. The program is a blend of theoretical and practical knowledge that can be immediately applied to the classroom setting.

As visionary leaders in educational settings, graduate-level candidates integrate in their Curriculum and Instruction Program the knowledge, skills, and dispositions necessary for success in communication, thinking skills, methodology, technology, professionalism, assessment, human relations, and diversity.

Student Learning Outcomes (Candidate Competencies)

Candidates for the MEd in Elementary and Secondary Curriculum and Instruction will provide leadership in the school setting.

Students graduating with the MEd in Curriculum and Instruction will be able to:

1. Develop and implement curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches; diverse learner needs and abilities; cognitive and developmental levels; and community and curricular goals. (*Methodology, Inclusive Learner Environments*)
2. Develop and implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (*Methodology, Thinking Skills*)
3. Design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. (*Methodology, Professionalism, Assessment*)
4. Demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. (*Inclusive Learning Environments, Methodology*)
5. Communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (*Communication, Professionalism*)
6. Utilize assessment strategies and data to improve student learning and social development at the individual and program level. (*Assessment, Methodology*)
7. Improve instruction based on reflective practice and research-based "best practices." The candidate will continuously seek to grow as a professional educator. (*Professionalism, Methodology*)
8. Foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political, and legal forces on public education. (*Professionalism, Communication, Inclusive Learning Environments*)

Master of Education - Curriculum and Instruction Elementary – General Education Option

Note that this degree program does not lead to an Elementary Education Teaching Endorsement or Elementary Classroom Certification. This option is designed for elementary or middle school educators who desire to expand their breadth of knowledge at the K-8 level. Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 course credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDCI	635	Curriculum Development	3
EDCI	631	Research Design and Data Analysis	3
EDCI	638	School Law	3
EDUC	639	Advanced Methods of Performance Assessment	3
SPED	630	Characteristics of Behavioral and Emotional Disabilities	3
Total Required			18

Required Elementary Performance Courses

Course Prefix	Course Number	Course Title	Course Credits
READ	531	Improvement of Instruction in Reading	3
EDCI	632	Improvement of Instruction in Health & Science in Elementary / Middle Schools	3
EDCI	634	Improvement of Instruction in Mathematics in Elementary / Middle Schools	3
EDCI	636	Improvement of Instruction in Social Studies in Elementary / Middle Schools	3
EDCI	637	Improvement of Instruction in Language Arts in Elementary / Middle Schools	3

		Total Required	15
--	--	-----------------------	-----------

Electives and Totals

Course Prefix	Course Number	Course Title	Course Credits
An elective course, Scholarly Project or Thesis			3
Total Required			3
Total Program			36

Master of Education - Curriculum and Instruction Elementary – Field Option (Concentration in a Subject Area)

Note that this degree program does not lead to an Elementary Education Teaching Endorsement or Elementary Classroom Certification, or to an endorsement of certification in any of the field concentration areas. A student may pursue a master's in education with a field concentration consisting of nine to 12 course credits to be selected in consultation with his or her advisor. Three to six course credits of the 36 total credits may consist of a scholarly project, thesis, action research, or practicum/internship. This option is designed for middle school educators or for elementary educators who desire to expand their breadth of knowledge of a particular field of concentration at the K-8 level. Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDCI	635	Curriculum Development	3
EDCI	638	School Law	3
EDUC	639	Advanced Methods of Performance Assessment	3
SPED	630	Characteristics of Behavioral and Emotional Disabilities	3
Total Required			18

Advisor Consultation Option

Take one of the following in consultation with advisor:

Course Prefix	Course Number	Course Title	Course Credits
READ	531	Improvement of Instruction in Reading	3
EDCI	632	Improvement of Instruction in Health & Science in Elementary / Middle Schools	3
EDCI	634	Improvement of Instruction in Mathematics in Elementary / Middle Schools	3
EDCI	636	Improvement of Instruction in Social Studies in Elementary / Middle Schools	3
EDCI	637	Improvement of Instruction in Language Arts in Elementary / Middle Schools	3
Total Required			3

Field of Concentration

Course Prefix	Course Number	Course Title	Course Credits
Take 9-12 credit hours in any of the following concentration areas:			9-12
		Educational Technology	
		Mathematics	

	Science	
	Language Arts	
	Physical Education	
	Social Science	
		Total Required
		9-12

Electives and Totals

Course Prefix	Course Number	Course Title	Course Credits
Elective Courses, Scholarly Project, Thesis or Practicum			3-6
		Total Required	3
		Total Program	36

Master of Education - Curriculum and Instruction - Secondary

Note that this degree program does not lead to an endorsement or additional certification in any of the Secondary Content Subject Areas. This option is designed for middle school educators or for secondary educators who desire to expand their breadth of knowledge in a particular content subject area at the 5-12 level. Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDCI	635	Curriculum Development	3
EDCI	638	School Law	3
EDUC	639	Advanced Methods of Performance Assessment	3
READ	532	Reading in the Content Fields	3
SPED	630	Characteristics of Behavioral and Emotional Disabilities	3
		Total Required	21

Content Area Courses

Select with advisor approval:

Course Prefix	Course Number	Course Title	Course Credits
Take 15 credit hours from the following areas of specialization			15
		Business Education	
		Mathematics	
		Science	
		Career and Technical Education	
		Physical Education	
		Social Science	
		Educational Technology	
		Total Required	15
		Program Required	36

Master of Education - Curriculum and Instruction – PK-12 Reading Specialist

This program offers an endorsement in Reading Specialist. The Praxis II test for Reading Specialist is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure.

Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	635	Curriculum Development	3
EDCI	638	School Law	3
SPED	630	Characteristics of Behavioral and Emotional Disabilities	3
Total Required			12

Reading Endorsement Courses

Course Prefix	Course Number	Course Title	Course Credits
READ	531	Improvement of Instruction of Reading	3
READ	532	Reading in the Content Fields	3
READ	533	Philosophies, Approaches, and Techniques for Teaching Reading	3
READ	535	Reading and the At-Risk Student	3
READ	634	Linguistic Foundations of Reading Instruction	3
READ	635	Diagnosis and Correction	3
READ	636	Practicum in Reading	3
READ	638	Seminar in Reading: Issues, Trends, and Programs	3
Total Required			24

Electives and Totals

Select one of the following:

Course Prefix	Course Number	Course Title	Course Credits
READ	530	Reading and Writing in the Middle/Secondary Schools	3
EDCI	637	Improvement of Instruction in the Language Arts in Elementary/Middle School	3
ENG	538	Adolescent Literature	3
Total Required			3
Program Required			39

Master of Education - Curriculum and Instruction – K-12 Special Education

Students may opt to complete the first 39 credits to earn a master's degree; however, to earn the endorsement for Special Education (SPED) twelve additional credits from the list below must be completed. The Praxis II test for Special Education is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure. Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
---------------	---------------	--------------	----------------

EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDCI	635	Curriculum Development	3
EDCI	638	School Law	3
READ	635	Diagnosis and Correction	3
Total Required			15

SPED Courses

Course Prefix	Course Number	Course Title	Course Credits
COUN	637	Advanced Human Development	3
SPED	516	Clinical Experience in Appraisal of Exceptional Children	3
SPED	531	Program Development, Implementation, and Management	3
SPED	535	Assessing Individuals with Mild/Moderate Disabilities	3
SPED	536	Elementary/Middle School/Secondary Methods and Materials for Mild / Moderate Disabilities	3
SPED	538	Consultation/Collaboration	3
SPED	539	Language and Learning Disorders	3
SPED	630	Characteristics of Behavioral and Emotional Disabilities	3
Total Required			24
Program Required			39

SPED Courses to Complete the Endorsement

Choose SPED 555 and three other courses listed below:

Course Prefix	Course Number	Course Title	Course Credits
SPED	555	Characteristics of Learning Disabilities AND	3
SPED	532	Survey of Special Education OR	3
READ	535	Reading and the At-Risk Student OR	3
CTE	531	Introduction to Special Needs Programs in Career and Technical Education OR	3
HPER	522	Introduction to Adapted Physical Education	3
Total Required			12

The Praxis II test for Special Education is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure.

Master of Education – Educational Administration

The Educational Administration Program at the master's degree level prepares individuals to be elementary, middle level, and/or secondary school principals. This program is designed to focus on the leadership role of administrators in providing the best educational climate for students and staff. Therefore, graduate students are trained in the knowledge, skills, and dispositions necessary to be effective administrators. It is the responsibility of the students from states other than Nebraska to check with their resident state on specific state required courses needed to obtain their state's administrative endorsement/certificate and to choose their elective courses to meet these state requirements.

As visionary leaders in educational settings, the graduate candidates have integrated in their Educational Administration Program the knowledge, skills, and dispositions necessary for success in communication, thinking skills, methodology, technology, professionalism, assessment, human relations, and diversity.

Student Learning Outcomes (Candidate Competencies)

Candidates for the Masters of Education (MEd) in Elementary, Middle School, Secondary Administration, or other specialized administrative positions will provide leadership in the school setting.

Students graduating with the MEd in Educational Administration will be able to:

1. Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (*Communication, Thinking Skills, Inclusive Learning Environments*)
2. Lead and promote a positive school culture, providing an effective standards-based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (*Methodology, Professionalism, Assessment, Thinking Skills, Inclusive Learning Environments*)
3. Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (*Communication, Thinking Skills, Methodology, Professionalism*)
4. Demonstrate the knowledge, ability, and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (*Communication, Methodology, Inclusive Learning Environments*)
5. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (*Inclusive Learning Environments, Communication, Professionalism*)
6. Demonstrate the skill, knowledge, and ability to respond to and influence the larger political, social, economic, legal, and cultural context. (*Professionalism, Thinking Skills, Inclusive Learning Environments*)
7. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (*Communication, Thinking Skills, Methodology, Professionalism, Assessment, Inclusive Learning Environments*)

Master of Education – Educational Administration Elementary / Secondary PK-8, 7-12, PK-12; Field Option (Concentration in a Subject Area)

An elementary-level administration endorsement assumes the candidate has completed a program in elementary teaching. If not, the candidate will be required to complete an additional nine graduate hours in improvement of instruction courses for elementary. A secondary-level administration endorsement assumes the candidate has completed a program in secondary teaching. If not, the candidate will be required to complete an additional nine graduate hours in courses appropriate to a secondary endorsement. The Praxis II test for Educational Leadership Administration and Supervision is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure. If seeking Nebraska Principal Administrative certification, candidates must meet all State of Nebraska requirements for a teaching certificate, as well as a minimum of two (2) years full-time teaching experience. Another certification requirement is 250 clock-hours of internship / field-based experiences in either approved or accredited elementary, middle or secondary schools. Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDCI	635	Curriculum Development	3
EDCI	638	School Law	3
Total Required			12

Administrative Requirements

Course Prefix	Course Number	Course Title	Course Credits
EDAD	629	Fundamentals of School Administration	3
EDAD	632	Supervision of Instruction	3
EDAD	633	School Administration and Leadership	3
EDAD	638	Personnel Administration	3

Course Prefix	Course Number	Course Title	Course Credits
EDAD	639	*Practicum / Internship	3
Electives: Approved by Advisor and Graduate Committee			9
Total Required			24
Program Total			36

Master of Education – Educational Administration – Middle School (4-9)

Students seeking Nebraska Principal Administrative certification must meet all State of Nebraska requirements for a teaching certificate, as well as a minimum of two years full-time teaching experience. Another certification requirement is 250 clock-hours of internship/field-based experiences in either approved or accredited elementary, middle, or secondary schools. The Praxis II test for Educational Leadership Administration and Supervision is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure. Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDCI	635	Curriculum Development	3
EDCI	638	School Law	3
Total Required			12

Administrative Requirements

Course Prefix	Course Number	Course Title	Course Credits
EDAD	629	Fundamentals of School Administration	3
EDAD	632	Supervision of Instruction	3
EDAD	633	School Administration and Leadership	3
EDAD	638	Personnel Administration	3
EDAD	639	*Practicum / Internship	3
Electives: Approved by Advisor and Graduate Committee			9
Total Required			24
Program Total			36

Middle-Level Endorsement

A middle-level administration endorsement assumes the candidate has completed a program in middle school teaching. If not, the candidate will be required to complete an additional nine credits in courses appropriate to a middle level endorsement. Courses may be chosen from the following:

Course Prefix	Course Number	Course Title	Course Credits
EDCI	632	Improvement of Instruction in Health and Science in Elementary / Middle Schools	3
EDCI	634	Improvement of Instruction in Mathematics in Elementary / Middle Schools	3
EDCI	636	Improvement of Instruction in Social Studies in Elementary / Middle Schools	3
EDUC	533	The Middle School	3
READ	531	Improvement of Instruction in Reading	3
Total Required			9

Master of Education – Educational Administration Special Education Supervisor Birth-12

This focus area is designed for an Education Administration candidate who holds a Special Education endorsement and desires preparation in administering Special Education programs. Teaching experience is a prerequisite for certification. The Praxis II test for Educational Leadership Administration and Supervision is required for graduation. Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDCI	635	Curriculum Development	3
EDCI	638	School Law	3
Total Required			12

Administrative Requirements

Course Prefix	Course Number	Course Title	Course Credits
EDAD	629	Fundamentals of School Administration	3
EDAD	632	Supervision of Instruction	3
EDAD	633	School Administration and Leadership	3
EDAD	638	Personnel Administration	3
EDAD	639	*Practicum / Internship	3
Total Required			15

Special Education Requirements

Course Prefix	Course Number	Course Title	Course Credits
SPED	531	Program Development, Implementation and Management	3
SPED	535	Assessing Individuals with Mild / Moderate Disabilities	3
SPED	536	Elementary/Middle School/Secondary Methods and Materials for Mild / Moderate Disabilities	3
SPED	539	Language and Learning Disabilities	3
SPED	630	Characteristics of Behavioral and Emotional Disabilities	3
Total Required			15
Program Total			42

Master of Education – Educational Administration Curriculum/Assessment Supervisor PK-12

The Praxis II test for Educational Leadership Administration and Supervision is required for graduation. Note: EDCI 631, Research Design and Data Analysis, should be completed within the first 12 credits of a student's program of study.

Courses

Listed below is the course work required by the Program:

Basic Core Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis	3
EDCI	633	Educational Philosophy	3
EDCI	635	Curriculum Development	3
EDCI	638	School Law	3
Total Required			12

Course Prefix	Course Number	Course Title	Course Credits
EDUC	639	Advanced Methods of Performance Assessment	3
Electives: Approved by Advisor and Graduate Committee			6
Total Required			
Program Total			36

Administrative Requirements

Course Prefix	Course Number	Course Title	Course Credits
EDAD	629	Fundamentals of School Administration	3
EDAD	632	Supervision of Instruction	3
EDAD	633	School Administration and Leadership	3
EDAD	638	Personnel Administration	3
EDAD	639	*Practicum / Internship	3
Total Required			15

Curriculum/Assessment Requirements

*EDAD 639 Practicum Note: The EDAD programs of study meet or substantially move toward meeting the requirements for Nebraska Principal Administrative certification. If seeking certification, candidates must have met all State of Nebraska requirements for a teaching certificate, as well as a minimum of two years full time teaching experience. Two hundred fifty clock hours of experience(s) in approved or accredited elementary, middle, secondary, special education, activities director, or curriculum/assessment director practicum/internship is required for certification. To be certified in more than one focus area, the practicum/internship would be designed with at least 50% of the experiences focused in one of the two areas and 50% of the experiences focused on a second area (i.e., middle school, special education, activities director, or curriculum/assessment director).

Master of Education – School Counseling

The School Counseling Program offers a Masters of Education degree. This degree program requires the successful completion of 39 credit hours of graduate education. EDCI 631: Research Design and Data Analysis should be completed within the first 12 hours of a student's program of study.

Mission

The mission of the School Counseling program of Chadron State College is to prepare quality counselors for careers with state, regional, or national public and private mental health agencies, mental health institutions, and educational systems.

Student Learning Outcomes

Students graduating with the MEd in School Counseling will be able to:

1. Demonstrate knowledge of and adherence to the American Counseling Association (ACA) Codes of Ethics and Standards of Practice, including the ability to apply ethical codes utilizing an ethical decision-making model. (*Professional Orientation and Ethical Practice; Foundation; Knowledge; Professionalism*)
2. Identify with the roles and functions of a professional counselor. (*Foundation; Professional Orientation and Ethical Practice; Professionalism*)
3. Demonstrate knowledge of the cultural context surrounding the relationships, issues, practice, theories, and trends of a diverse society. (*Social and Cultural Diversity; Inclusive Learning Environments*)

4. Facilitate development throughout the lifespan while analyzing the needs of persons at all developmental levels. (*Human Growth and Development; Inclusive Learning Environments*)
5. Critically evaluate counseling approaches to determine a personal theory of counseling and the associated skills/techniques for appropriate implementation, including knowledge of family systems, crisis intervention and emergency management models of counseling. (*Human Growth and Development; Helping Relationships; Inclusive Learning Environments; Methodology*)
6. Develop an understanding of career development theories and related life factors, including such areas as career decision-making models and program planning. (*Career Development; Evaluation; Methodology*)
7. Demonstrate the disposition of an effective practitioner who will engage in professional advocacy while facilitating and nurturing relationships with clients and colleagues. (*Professional Orientation and Ethical Practice; Helping Relationships; Methodology; Leadership*)
8. Demonstrate qualities of an effective group leader utilizing an understanding of group theories, methods, and skills. (*Group Work; Professional Orientation and Ethical Practice; Inclusive Learning Environments; Methodology; Critical Thinking*)
9. Demonstrate knowledge and apply approaches to counseling assessment and evaluation. (*Assessment; Research and Program Evaluation; Evaluation; Methodology*)
10. Demonstrate the ability to apply, evaluate, and interpret research methods and data. (*Assessment, Research and Program Evaluation, Evaluation, Methodology*)

Program of Study

The School Counseling Program prepares students to work professionally as elementary or as secondary school counselors. *Students seeking endorsement as school counselors in Nebraska must have at least two years of teaching experience and a valid teaching certificate.*

A class in this Program, COUN 640: Internship in Counseling, requires affirmation by the graduate student under oath that he/she has no felony or misdemeanor convictions involving moral turpitude (Guide to Nebraska Teacher Education Institutions, Nebraska Department of Education, Code Section 004.01, subsection 004.11D). Furthermore, enrollment in COUN 640 requires a student's affirmation under oath that he or she does not have any order or determination currently in effect by a court or any other government body of criminal charges because of insanity; or of incapacitation and in need of a guardian; or of an inability to manage his or her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or because he or she is currently an in-patient or resident in a mental health facility due to a determination by a qualified mental health professional (Guide to Nebraska Teacher Education Institutions, Nebraska Department of Education, Code Section 004.01, subsection 1004.01L).

Courses

Listed below is the course work required by the Program:

Course Prefix	Course Number	Course Title	Course Credits
COUN	531	Counseling and Communication Skills	3
COUN	533	Counseling Ethics and Professional Identity	3
COUN	534	Fundamentals of Assessment	3
COUN	535	Multicultural Counseling	3
COUN	536	Family Development*	3
COUN	541	Counseling Theories	3
COUN	632	Career and Lifestyle Development	3
COUN	634	Group Counseling	3
COUN	635	School Counseling	3
COUN	637	Advanced Human Development	3
COUN	639a	Practicum in Counseling	3
COUN	640	Internship in Counseling**	3
EDCI	631	Research Design and Data Analysis	3
		Total Required	39

*Students can elect to take COUN 536 – Family Development OR COUN 629 – Counseling Children OR COUN 630 – Crisis Counseling.

**For K-6 school counseling endorsement, students must take one 450-hour elementary school counseling internship. For 7-12 school counseling endorsement, students must complete one 450-hour secondary school counseling internship. Students seeking K-12 school

counseling endorsement must complete a 900-hour internship. Regardless of the number of hours, students should register for COUN 640. Students may need to take additional credits for completion of this requirement.

For School Counseling students who wish to obtain licensure as Licensed Professional Counselors from the State of Nebraska, the following courses are needed to complete the requirement: COUN 532, 631, 636, 639B, and 640. Contact a Counseling faculty member for additional information.

The Praxis II test for School Counselor is required for graduation. Students seeking certification of this endorsement in Nebraska must reach the state cut score required for Nebraska Licensure.

School Counseling Certification or Added Endorsement

To be recommended for School Counseling endorsement or certification, the student must have

- Met all course and credit requirements for endorsement
- Met all graduation requirements for the appropriate degree or added endorsement program
- If required for the program or added endorsement, have passed the Praxis II exam
- Filed an application with the Certification Officer, including a notarized statement that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect, or sexual misconduct, and an oath of mental capacity.

A candidate seeking an additional endorsement after completing his or her degree program must complete the appropriate course work and officially notify the Certification Officer upon completion of the endorsement program/course work.

Graduation without Endorsement or Certification

In rare cases, permission may be granted for a student to graduate without a recommendation for endorsement or certification. This provision is for students who do not qualify for or are removed from their curricular program. However, there are times when, because of illness or other extreme situations, a candidate will decide not to complete all professional requirements. In this situation, the candidate should contact his or her advisor, and then complete a formal request to the Dean of the school of Education, Human Performance, Counseling, Psychology and Social Work to be allowed to graduate without completing all endorsement or certification requirements. The Dean and the Vice President of Academic Affairs will determine the merit of the request. If permission is granted, an appropriate amended plan of study will be determined.

Any candidate who graduates without a recommendation for certification will not be recommended for school counseling endorsement or certification in any state. If, at some future time, the student wishes to complete certification requirements, he/she must first reapply for readmission to the CSC graduate program.

Master of Science in Organizational Management

Mission

The Master of Science in Organizational Management degree is designed to serve the needs of the CSC service region by providing a master's level education designed to prepare individuals for management, administrative, supervisory, or leadership positions within corporate, government, or not-for-profit settings. This degree is offered by the Nebraska State College System with online courses available not only from CSC, but also from Wayne State College and Peru State College.

Student Learning Outcomes

Students graduating with the MS in Organizational Management will be able to:

1. Compare and contrast research types and state their relationship to results and outcome.
2. Synthesize a research design scenario.
3. Describe a successful application of the functions of management/leadership.
4. Differentiate between the characteristics of a successful and unsuccessful leader/manager.
5. Explain the relationship between organizational structure and appropriateness of leadership style.
6. Analyze the leadership/management styles needed to maximize organizational performance in different situations.
7. Apply knowledge of leadership theory and practice in a research/statistics activity.
8. Integrate management and leadership knowledge and skills into focus area.
9. Synthesize knowledge of organizational management into focus area.

Application for Admission

Following are criteria for acceptance into Graduate Study in the MS program:

1. Application for admission to graduate study must be completed online on the CSC website.
2. Students must possess an earned baccalaureate degree from a regionally accredited institution. General education at the baccalaureate level is a prerequisite for admission to all MS degree programs at CSC.
3. Students must submit to Admissions an official transcript from the college or university which issued the bachelor's degree and from any institutions attended afterwards, if applicable. (In order to be considered an official transcript, it must be sent directly to CSC from the college or university.) Transcripts from CSC need not be submitted.
4. Applicants must have a 2.75 undergraduate GPA or above on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted until they have completed the first 12 credits in their degree program and must obtain a GPA of at least 3.25 by the end of this period in order to qualify for formal acceptance consideration. Failure to meet this threshold will result in dismissal from the graduate program.
5. Students admitted to graduate study may be required to spend more than the minimum time to complete the work for the master's degree. The Dean of Graduate Studies may require students to make up any deficiency in preparation by completing specified courses without credit toward the desired degree.

Acceptance to Graduate Study, Plan of Study Filing, and Applications for Graduation and Oral Examination are separate and independent levels in the degree program. Students must apply and be approved for each level. **Note:** The graduate student must complete at least 24 course credits of graduate coursework after being accepted for graduate study.

Courses

Listed below is the course work required by the Program:

Research Design and Methods Courses

Course Prefix	Course Number	Course Title	Course Credits
EDCI	631	Research Design and Data Analysis OR	3
CA	615	Research Processes and Practice	3
MATH	533	Statistical Methods and Data Analysis OR	3
PSYC	538	Advanced Behavioral Statistics	3
Total Required			6

Organizational Management and Leadership Courses

Course Prefix	Course Number	Course Title	Course Credits
CTE	632	Organizational Leadership	3
CA	610	Theories of Conflict Resolution and Mediation	3
CA	630	Organizational Communication	3
MGMT	610	Human Capital Management	3
MGMT	620	High Performance Leadership	3
MGMT	630	Organizational Behavior	3
MGMT	639	Legal and Social Environ of Business	3
MATH	631	Mathematics for Management	3
PSYC	541	Advanced Organizational Psychology	3
Total Required			12

Thesis, Scholarly Project, Internship

Course Prefix	Course Number	Course Title	Course Credits
Student must complete six credits by selecting either a Thesis (6) OR Scholarly Project (3) and Internship (3) OR Internship (6)			6
Total Required			6

Program Focus Areas

Human Services: Select ONE course from this list NOT already taken in Organization Management and Leadership area.

Course Prefix	Course Number	Course Title	Course Credits
BIS	632	Information Systems for Managers OR	3
CA	610	Conflict Resolution and Mediation OR	3
CTE	552	Program Developments, Implementation and Assessment OR	3
MATH	631	Mathematics for Management OR	3
MKTG	630	Marketing Management	3
Electives: In consultation with advisor, select an additional nine (9) credits which complement the desired learning outcome of the student.			9
Program Total			36

Natural Resources: Select ONE course from this list NOT already taken in Organization Management and Leadership area.

Course Prefix	Course Number	Course Title	Course Credits
BIS	632	Information Systems for Managers OR	3
CA	610	Conflict Resolution and Mediation OR	3
CTE	552	Program Development Implement and Assessment OR	3
MATH	631	Mathematics for Management OR	3
MKTG	630	Marketing Management	3
Electives: In consultation with advisor, select an additional nine (9) credits which complement the desired learning outcome of the student.			9
Program Total			36

Sports Management:

Course Prefix	Course Number	Course Title	Course Credits
HPER	637	Sports Management	3
Electives: In consultation with advisor, select an additional nine (9) credits which complement the desired learning outcome of the student.			9
Program Total			36

Graduate Course Descriptions

Accounting

ACTG 531	Financial Accounting	3 Course Credit
-----------------	-----------------------------	------------------------

Conceptual and technical material designed to enable students to read, analyze and interpret financial information on financial statements.

Requirements: None.

Prerequisites: None.

ACTG 533	Governmental and Not-For-Profit Accounting	3 Course Credit
-----------------	---	------------------------

Specialized accounting procedures designed for governmental and non-profit entities including fund accounting, budgetary accounting and reporting procedures. Non-profit accounting system software may be used to record transactions for these governmental and non-profit entities. Note: This course is dual-listed as ACTG 433. Master of Business Administration students cannot have more than six (6) course credit of 500-level, dual-listed courses in their degree program.

Requirements: None.

Prerequisites: None.

ACTG 537	Advanced Cost Management Accounting	3 Course Credit
-----------------	--	------------------------

Advanced cost accounting and managerial accounting concepts and procedures are applied to the management decision-making process. Topics include: capital investment decisions, budgeting, standard costing and transfer pricing.

Note: This course is dual-listed as ACTG 437. Master of Business Administration students cannot have more than six (6) course credit of 500-level, dual-listed courses in their degree program.

Requirements: None.

Prerequisites: None.

ACTG 543	Advanced Financial Accounting	3 Course Credit
-----------------	--------------------------------------	------------------------

Accounting theory and problems dealing with corporate combinations and consolidations and other specialized financial accounting topics. Note: This course is dual-listed as ACTG 443. Master of Business Administration students cannot have more than six (6) course credit of 500-level, dual-listed courses in their degree program.

Requirements: None.

Prerequisites: None.

ACTG 560	Topics in Accounting	1-3 Course Credit
-----------------	-----------------------------	--------------------------

Topics or seminars will be selected as needed, to keep students abreast of contemporary issues in accounting.

Requirements: None.

Prerequisites: None.

ACTG 600	Independent Study or Research	1-3 Course Credit
-----------------	--------------------------------------	--------------------------

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

ACTG 632	Managerial Accounting	3 Course Credit
-----------------	------------------------------	------------------------

An introduction to the fundamentals of management accounting with an emphasis on the use of accounting information in cost accumulation, decision-making, and planning and control.

Requirements: None.

Prerequisites: None.

Agriculture

AGRI 500	Independent Study or Research	1-3 Course Credit
-----------------	--------------------------------------	--------------------------

For students seeking an individual problem in agriculture. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

AGRI 520	Range Short Course	2 Course Credit
An intensive summer workshop covering all contemporary areas of range management. Requirements: Additional fees. Prerequisites: None.		
AGRI 526	Wildlife Research and Management Techniques	3 Course Credit
Field and laboratory techniques for studying, evaluating and managing wildlife and their habitats are described and demonstrated. AGRI 325 recommended. This course is dual-listed with AGRI 426. Requirements: Field trips. Prerequisites: AGRI 235, or consent of instructor.		
AGRI 527	Animal Anatomy and Physiology	3 Course Credit
Principles of physiology as related to gross anatomy, disease and management practices of mammals. Note: Recommended for pre-veterinary students. This course is dual-listed with AGRI 427. Requirements: Concurrent enrollment with AGRI 527L. Prerequisites: AGRI 132 and BIOL 225, or consent of instructor.		
AGRI 527L	Animal Anatomy and Physiology Laboratory	1 Course Credit
Lab experience. This course is dual-listed with AGRI 427 L. Note: Recommended for pre-veterinary students. Requirements: Concurrent enrollment with AGRI 527. Prerequisites: None.		
AGRI 528	Habitat Inventory Analysis	1 Course Credit
Rangeland and monitoring inventory techniques and vegetation sampling methods related to rangeland vegetation condition and degree of use. This course is dual-listed with AGRI 428. Requirements: Concurrent enrollment with AGRI 528L. Prerequisites: AGRI 242 and AGRI 339, or consent of instructor.		
AGRI 528L	Habitat Inventory Analysis Laboratory	2 Course Credit
Field lab experience. This course is dual-listed with AGRI 428L. Requirements: Concurrent enrollment with AGRI 528. Prerequisites: None.		
AGRI 535	Wildlife Management Practicum (Cross-listed as BIOL 537)	3 Course Credit
Seminar-style course that will bring together wildlife professionals, natural resource managers, livestock producers, environmentalists and others interested in wildlife management. Participants will describe, discuss, and debate existing programs and issues on private and public lands. This course is dual-listed with AGRI 435. Requirements: Field trips. Prerequisites: None.		
AGRI 536	Rangeland and Fire Ecology	3 Course Credits
Principles of range ecology using an approach of treating plants, animals and humans as a whole. Includes composition, structure, processes, adaptations to environmental factors, biotic relationships, and problems of environmental quality and resource use. The role of fire in rangeland ecosystems, the characteristics of fire, and use of fire in maintaining native ecosystems will be explored. This course is dual-listed with AGRI 436. Requirements: Field trips may be required. Prerequisites: AGRI 242 or consent of instructor.		
AGRI 538	Land Resource Management Planning I, II, and III	1-3 Course Credits
Inventory soils, vegetation, water, wildlife, timber, mineral, recreation and cropland resources of a selected farm/ranch operation or conservation area, and development of a detailed management plan. Techniques of management of private and public lands. This course must be repeated to achieve a total of 3 hours of credit. This course is dual-listed with AGRI 438 I, II, and III. Requirements: None. Prerequisites: AGRI 141, AGRI 235, AGRI 242/242L, AGRI 245, AGRI 325, AGRI 334, AGRI 339, AGRI 350 and AGRI 426, or consent of instructor.		

AGRI 544	Grass Systematics	3 Course Credits
The main focus of the course is on identification of members of the Poaceae, or grass family. Construction and use of taxonomic keys will be central to the class. Students will work through grasses provided to identify them down to species. Upon completion of the class the students will be able to recognize common tribal and genera characteristics, and be able to key out unknown grasses. This course is dual-listed with AGRI 444.		
Requirements: None.		
Prerequisites: None.		
AGRI 545	Mammalogy (Cross-listed as BIOL 535)	2 Course Credits
Systematic, life history, physiology and behavior of mammals. This course is dual-listed with AGRI 445.		
Requirements: Concurrent enrollment with AGRI 545L. Field trips may be required.		
Prerequisites: A lower-level biology class or consent of instructor.		
AGRI 545L	Mammalogy Laboratory (Cross-listed as BIOL 535L)	1 Course Credit
Laboratory experience. This course is dual-listed with AGRI 445L.		
Requirements: Concurrent enrollment with AGRI 545.		
Prerequisites: A lower-level biology class or consent of instructor.		
AGRI 547	Animal Breeding and Reproduction	3 Course Credits
Reproduction processes of domestic animals, including anatomy, physiology, and endocrinology of reproduction, breeding systems, and artificial insemination principles. This course is dual-listed with AGRI 447.		
Requirements: None.		
Prerequisites: AGRI 132 or consent of instructor.		
AGRI 551	Human Dimensions of Wildlife Management	3 Course Credits
Overviews the historic and current public viewpoints of wildlife and wildlife/human conflicts. Examines the policies which affect wildlife research and management and the impacts public opinion has on policy formation. Identifies the various stakeholders involved in natural resource management and policy, and incorporates the idea that wildlife management is people management. This course is dual-listed with AGRI 451.		
Requirements: None.		
Prerequisites: AGRI 235 or consent of instructor.		
AGRI 560	Topics in Agriculture	3 Course Credits
Meets the needs of changing conditions in agriculture. Topics may change from semester to semester.		
Note: This course may be repeated for up to six (6) course credits.		
Requirements: None.		
Prerequisites: None.		
AGRI 600	Independent Study or Research	1-3 Course Credits
Designed to permit individual students to participate in a progressively, more complex series of investigations and independent studies in agriculture, range management, natural resources or wildlife management at the graduate level.		
Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.		
Prerequisites: None.		
AGRI 623	Managerial Agriculture Policy (Cross-listed as BA 623)	3 Course Credits
An applicative and analytical examination of USDA agricultural, fiber, conservational, and rural economic policies. Analyses of applications of concepts to international trade, rural government and law, the structure of rural economic development, agribusiness financing, and tangential areas common of agribusiness in international and domestic markets.		
Requirements: None.		
Prerequisites: None.		
AGRI 630	Topics in Agriculture / Range Management Wildlife	1-3 Course Credits
Designed to meet special needs of individual students or groups, and is offered when demand can be demonstrated.		
Requirements: None.		
Prerequisites: None.		
AGRI 655	Scholarly Project	1-3 Course Credits
For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with student's graduate committee and includes an extensive paper summarizing the project.		
Requirements: Must complete three (3) course credits.		

Prerequisites: None.

AGRI	660	Thesis Research	1-6 Course Credits
------	-----	-----------------	--------------------

For students selecting Plan I, as listed under Program Requirements. Original investigations in science, leading to the master's thesis.

Requirements: Must complete six (6) course credits.

Prerequisites: Prior to registration, proposal must be approved by the student's committee and Dean of Graduate Studies.

AGRI	690	Internship in Agriculture / Range Management / Wildlife	1-6 Course Credits
------	-----	---	--------------------

Provides practical work experience in an agency or organization related to agriculture, rangeland management, natural resources, or wildlife management. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required.

Requirements: Students must first complete a minimum of 18 course credits in their degree program.

Prerequisites: Application should be made prior to the semester in which the internship will be started.

Anthropology

ANTH	530	Topics of Anthropology	1-6 Course Credits
------	-----	------------------------	--------------------

Special topical studies that may include: art and religion, Native American culture, impact of technology on culture, agricultural systems, cultures of the Middle East, exploration and cultures, linguistics, and nomadism.

Note: Students may enroll in the course for a maximum of nine (9) course credits.

Requirements: Field research is possible.

Prerequisites: None.

ANTH	535	Northern Plains Indian Cultures	3 Course Credits
------	-----	---------------------------------	------------------

Survey of Northern Plains Indian cultures with a focus upon aspects of cultures from both a historical and contemporary perspective, but with emphasis being placed on the contemporary cultures. The impact of modern technology and Euro-American contact on Northern Plains Indians will also be examined, as well as the continuing functions of traditional Native beliefs in contemporary social, economic, political and religious contexts. This course is dual-listed with ANTH 435.

Requirements: None.

Prerequisites: None.

ANTH	655	Scholarly Project	1-6 Course Credits
------	-----	-------------------	--------------------

For students selecting Plan II, as listed under Program Requirements. Project pertaining to a field of specialization. Designed in consultation with student's graduate committee. Includes a paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

Art

ART	500	Independent Study or Research	1-3 Course Credits
-----	-----	-------------------------------	--------------------

Open to students who wish to research some aspect of art or art education, through directed readings and independent investigation. Note: May be repeated with a different topic.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: Discussion with department and written evidence of the ability to do independent research.

ART	510	Seminar in Art	1-3 Course Credits
-----	-----	----------------	--------------------

Designed to meet the special needs of a group of students, analogous to the way in which Independent Study or Research is designed. Note: May be repeated with a different topic.

Requirements: Permission of Art faculty.

Prerequisites: None.

ART	530	Graduate Art Studio	3 Course Credits
-----	-----	---------------------	------------------

Open to graduate art students who have completed required courses and seek additional experience in a particular area or medium. Students must take the initiative of selecting an area, outlining a detailed plan of work and study, and submitting it in writing to the art department. Departmental approval must be received before registering. May be repeated with a different area/medium up to 3 times.

Requirements: None.

Prerequisites: Permission of Art faculty.

ART 541 Topics in Art History 3 Course Credits
 Graduate-level study of art history topics and problems. Note: May be repeated with a different topic.
 Requirements: None.
 Prerequisites: None.

ART 655 Scholarly Project 3 Course Credits
 For students selecting Plan II, as listed under Program Requirements. Project pertaining to a field of specialization. Designed in consultation with student's graduate committee. Includes a paper summarizing the project.
 Requirements: Must complete three (3) course credits.
 Prerequisites: None.

Biology

BIOL 500 Independent Study or Research 1-3 Course Credits
 Designed to permit individual students to participate in a progressively, more complex series of investigations and independent studies in biology at the graduate level.
 Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.
 Prerequisites: None.

BIOL 501 Ornithology 2 Course Credits
 Biology of birds, including their classification, anatomy, physiology, life history, behavior, ecology and identification, with an emphasis on local species. This course is dual-listed with BIOL 401.
 Requirements: Concurrent enrollment with BIOL 501L.
 Prerequisites: None.

BIOL 501L Ornithology Laboratory 1 Course Credit
 Laboratory and field experience in anatomy, behavior and identification of birds. This course is dual-listed with BIOL 401L.
 Requirements: Concurrent enrollment with BIOL 501.
 Prerequisites: None.

BIOL 527 Biology of Populations 3 Course Credits
 Population ecology and the genetic processes of adaptation and evolution. Lecture and class discussions of current and historical literature, plus application of concepts in a literature review paper. This course is dual-listed with BIOL 427.
 Requirements: None.
 Prerequisites: BIOL 332/336/336L, or equivalencies.

BIOL 529 Aquatic Microbiology 3 Course Credits
 The detection and study of bacteria in streams, lakes, wells, etc. and a basic review of water-borne viruses that are of public health significance. Oral and written presentations. This course is dual-listed with BIOL 429.
 Requirements: Laboratory and field trips.
 Prerequisites: BIOL 341/341L, or consent of instructor.

BIOL 531 Entomology 2 Course Credits
 Taxonomy, morphology, physiology, life history, behavior, ecology and economic importance of insects. Lecture, lab and field trips. This course is dual-listed with BIOL 431.
 Requirements: Concurrent enrollment with BIOL 531L and field trips.
 Prerequisites: BIOL 139/139L and 239/239L.

BIOL 531L Entomology Laboratory 1 Course Credit
 Laboratory and field experience in insect morphology and taxonomy. This course is dual-listed with BIOL 431L.
 Requirements: Concurrent enrollment with BIOL 531.
 Prerequisites: BIOL 139/139L and 239/239L.

BIOL 532 Developmental Biology 2 Course Credits
 Molecular and cellular aspects of development, including the regulation and expression of the genome during development, fertilization, cleavage, gastrulation, morphogenesis and organogenesis. This course is dual-listed with BIOL 432.
 Requirements: Concurrent enrollment with BIOL 532L.
 Prerequisites: BIOL 332/332L.

BIOL 532L	Developmental Biology Laboratory	1 Course Credit
Laboratory experience in vertebrate embryology and morphological development. This course is dual-listed with BIOL 432L.		
Requirements: Concurrent enrollment with BIOL 532.		
Prerequisites: None.		
BIOL 533	Human Biomechanics	2 Course Credits
Utilization of anatomy, physiology and physics in the study of human movement. Emphasis on biomechanics, control and integration of muscle groups in maintaining posture and producing complicated movements, bioenergetics, adaptation of the body to stress and exercise, and training regimens. This course is dual-listed with BIOL 433.		
Requirements: Concurrent enrollment with BIOL 533L.		
Prerequisites: BIOL 342/342L and PHYS 151/151L.		
BIOL 533L	Human Biomechanics Laboratory	1 Course Credit
Laboratory experience in human movement. Technology and donor bodies will be used. This course is dual-listed with BIOL 433L.		
Requirements: Concurrent enrollment with BIOL 533.		
Prerequisites: None.		
BIOL 535	Mammalogy (Cross-listed as AGRI 545)	2 Course Credits
The systematic, life history, physiology and behavior of mammals. This course is dual-listed with BIOL 435.		
Requirements: Concurrent enrollment with BIOL 535L. Field trips may be required.		
Prerequisites: Lower-level biology or consent of instructor.		
BIOL 535L	Mammalogy Laboratory (Cross-listed as AGRI 545L)	1 Course Credit
Laboratory experience in mammal structure and function. This course is dual-listed with BIOL 435L.		
Requirements: Concurrent enrollment with BIOL 535.		
Prerequisites: Lower-level biology or consent of instructor.		
BIOL 536A	Microscopy Theory (Cross-listed as GEOS 526A)	1 Course Credit
Microscopic principles and techniques focusing on the use of microscopes in scientific inquiry and diagnosis. Includes light and optic theory, specimen preparation, image collection and interpretation and types of research microscopes. This course is dual-listed with BIOL 436A.		
Note: Recommend taking with BIOL 536B.		
Requirements: None.		
Prerequisites: Twelve (12) hours of Biology/Geoscience, or consent of instructor.		
BIOL 536B	Introduction to Scientific Research (Cross-listed as GEOS 526B)	2 Course Credits
Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers. This course is dual-listed with BIOL 436B. Note: Recommend taking with BIOL 536A.		
Requirements: None.		
Prerequisites: Twelve (12) hours of Biology/Geoscience, or consent of instructor.		
BIOL 538	Taxonomy of Plants	2 Course Credits
The taxonomy of vascular plants with emphasis on the local flora, agriculturally important plants, and range plants. This course is dual-listed with BIOL 438.		
Requirements: Concurrent enrollment with BIOL 538L and field trips.		
Prerequisites: BIOL 138/138L or equivalent.		
BIOL 538L	Taxonomy of Plants Laboratory	1 Course Credit
Laboratory experience in plant phylogeny and identification. This course is dual-listed with BIOL 438L.		
Requirements: Concurrent enrollment with BIOL 538.		
Prerequisites: BIOL 138/138L or equivalent.		
BIOL 539	Plant Physiology	2 Course Credits
Physiological and developmental processes occurring in cells, tissues and organs of plants. Emphasis on hormonal, environmental and other control mechanisms of plant behavior and development. This course is dual-listed with BIOL 439.		
Requirements: Concurrent enrollment with BIOL 539L.		
Prerequisites: BIOL 138/138L or AGRI 141 and either CHEM 131/131L or CHEM 140/140L.		

BIOL 539L	Plant Physiology Laboratory	1 Course Credit
Laboratory experience in plant structure and function, with an emphasis on applied plant biochemistry. This course is dual-listed with BIOL 439L.		
Requirements: Concurrent enrollment with BIOL 539.		
Prerequisites: None.		
BIOL 540	Topics in Biology	1-3 Course Credits
Designed to meet the needs of students desiring knowledge in an area of biology not covered in another biology course.		
Study topics and credit will be arranged to meet the needs of the students.		
Note: Can be repeated, with a change in emphasis, for a total of six (6) course credits.		
Requirements: Laboratory work, field work and extra fees may be required.		
Prerequisites: None.		
BIOL 544	Limnology (Cross-listed as GEOS 544)	2 Course Credits
Biological, chemical and physical studies of inland surface waters. This course is dual-listed with BIOL 444.		
Requirements: Concurrent enrollment with BIOL 544L.		
Prerequisites: 12 hours of Biology excluding BIOL 136/136L.		
BIOL 544L	Limnology Laboratory (Cross-listed as GEOS 544L)	1 Course Credit
Laboratory and field experience in freshwater systems. This course is dual-listed with BIOL 444L.		
Requirements: Concurrent enrollment with BIOL 544.		
Prerequisites: None.		
BIOL 546	Regional Flora	3 Course Credits
The study of plants and plant communities of the region. Workshop format for majors and non-majors. This course is dual-listed with BIOL 446.		
Requirements: Field trips.		
Prerequisites: None.		
BIOL 548	Ethnobotany	3 Course Credits
Plants useful or harmful to man, their origins and history, botanical relationships, chemical constituents which make them economically important, roles in prehistoric and modern cultures and civilizations, and the potential of the plant kingdom for new economically-important species. Field trips required. This course is dual-listed with BIOL 448.		
Requirements: Concurrent enrollment with BIOL 548L.		
Prerequisites: None.		
BIOL 548L	Ethnobotany Laboratory	1 Course Credit
Laboratory and field experience in plant-human interactions. This course is dual-listed with BIOL 448L.		
Requirements: Concurrent enrollment with BIOL 548.		
Prerequisites: None.		
BIOL 549	Molecular Biology of the Cell	3 Course Credits
An in-depth analysis of eukaryotic cellular biology, including cell-cell communication, signal transduction, apoptosis, control of cell cycle, and other advanced topics (cancer, gene therapy, prokaryotic cells, viruses). This course is dual-listed with BIOL 449.		
Requirements: None.		
Prerequisites: BIOL 332/332L or equivalent.		
BIOL 550	Field Limnology	3 Course Credits
Lecture and field methods for studying the biological, chemical, and physical processes in lakes and streams.		
Note: Includes an extended field trip to Yellowstone National Park or other areas. This course is dual-listed with BIOL 450.		
Requirements: Additional fees.		
Prerequisites: Early registration is required and one year of college-level science.		
BIOL 556	Pathogenic Microbiology	2 Course Credits
Major, communicable diseases of humans caused by bacteria, fungi, and viruses. Global and regional impact, host-parasite relationships, morphology and physiology, diagnostic techniques used in isolation and identification, treatment, prevention and modes of transmission are discussed. This course is dual-listed with BIOL 456.		
Requirements: Concurrent enrollment with BIOL 556L and field trips.		

Prerequisites: BIOL 341/341L or equivalent.

BIOL 556L	Pathogenic Microbiology Laboratory	1 Course Credit
-----------	------------------------------------	-----------------

Laboratory experience in isolation and clinical identification of pathogenic microbes. This course is dual-listed with BIOL 456L.

Requirements: Concurrent enrollment with BIOL 556.

Prerequisites: BIOL 341/341L or equivalent.

BIOL 560	Field Experience in Biology	1-6 Course Credits
----------	-----------------------------	--------------------

A one to five-week course, offered either between fall and spring semesters, or during spring break, or during summer break. One (1) credit earned per 45 hours of full-time study. Itinerary for each class will be announced several weeks prior to registration.

Requirements: Additional fees.

Prerequisites: Early registration.

BIOL 600	Independent Study or Research	1-3 Course Credits
----------	-------------------------------	--------------------

Designed to permit individual students to participate in a progressively, more complex series of investigations and independent studies in biology at the graduate-level.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

BIOL 612	Advanced Biotechnology	(Cross-listed as CHEM 612)	3 Course Credits
----------	------------------------	----------------------------	------------------

Independent research project, utilizing current biotechnology and molecular biology techniques. Project will be developed with assistance from the faculty member. Integration with undergraduate teaching will be a component of the research completed. Note: Learning communities will be established with the students in BIOL 314.

Requirements: None.

Prerequisites: BIOL 332/332L.

BIOL 620	Ethology	3 Course Credits
----------	----------	------------------

A study of animal behavior, particularly under natural conditions. Consideration will be given to the three different experimental approaches to the study of animal behavior; comparative psychology, ethology and sociobiology. Considerable time will be spent on making observations and analyzing the behaviors of selected invertebrate and vertebrate animals.

Requirements: None.

Prerequisites: None.

BIOL 630	Topics in Biology	1-3 Course Credits
----------	-------------------	--------------------

Meets special needs of individual students or groups, and is offered when demand can be demonstrated.

Requirements: None.

Prerequisites: None.

BIOL 632	Topics in Advanced Human Biology	1-3 Course Credits
----------	----------------------------------	--------------------

Designed to meet the needs of different groups of people desiring advanced work in gross and living anatomy, physiology, embryology histology, and neurobiology. Study topics and credit will be arranged to meet the needs of the students. Note: Can be repeated, with a change in emphasis, for a total of twelve (12) course credits.

Requirements: None.

Prerequisites: None.

BIOL 638	Systematics of Plants	3 Course Credits
----------	-----------------------	------------------

The principles of taxonomy and the identification and classification of plants. Considerable time will be spent on a survey on representative flowering plant families, hybridization and evolution of plant groups.

Requirements: None.

Prerequisites: Recommend BIOL 538/538L, or equivalent.

BIOL 639	Plant Anatomy and Morphology	3 Course Credits
----------	------------------------------	------------------

Origin and structure of plant cell types, tissues, and organs along with a survey of the plant world illustrated by specific examples from both living and fossil plants.

Requirements: None.

Prerequisites: None.

BIOL 655 Scholarly Project 1-3 Course Credits
 For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.
 Requirements: Must complete three (3) course credits.
 Prerequisites: None.

BIOL 658 Evolution 3 Course Credits
 Study of the fundamental theory of evolution, including phylogeny and earth history, macroevolutionary patterns, microevolutionary processes and synthesis. Student will conduct a literature research project and engage in teaching concepts. Note: Learning communities will be established with students in BIOL 458.
 Requirements: None.
 Prerequisites: BIOL 332/332L.

BIOL 660 Thesis 1-6 Course Credits
 For students selecting Plan I, as listed under Program Requirements. Original investigations in science leading to the master's thesis.
 Requirements: Must complete six (6) course credits.
 Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

BIOL 690 Internship in Biology 1-3 Course Credits
 Provides practical experience as a biologist in government, business or industry. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required.
 Note: Credits cannot be counted in the basic 36 course credits for a Master's degree.
 Requirements: Students must first complete a minimum of 18 course credits in their degree program.
 Prerequisites: Application should be made prior to the semester in which the internship will be started.

Business Administration

BA 560 Topics in Business 1-3 Course Credits
 Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.
 Requirements: None.
 Prerequisites: None.

BA 600 Independent Study or Research 1-3 Course Credits
 Research in an area of special interest or need. The topic and the amount of work required are determined by the number of course credits.
 Requirements: None.
 Prerequisites: Prior to registration, obtain permission of the instructor, Dean of Graduate Studies, and Academic Vice President.

BA 623 Managerial Agriculture Policy (Cross-listed as AGRI 623) 3 Course Credits
 An applicative and analytical examination of USDA agricultural, fiber, conservational, and rural economic policies. Analyses of applications of concepts to international trade, rural government and law, the structure of rural economic development, agribusiness financing, and tangential areas common of agribusiness in international and domestic markets.
 Requirements: None.
 Prerequisites: None.

BA 655 Scholarly Project 1-6 Course Credits
 Original research as prescribed under Plan II, as listed under Program Requirements. Project pertaining to a field of specialization and designed in consultation with student's graduate committee. Includes a paper summarizing the project.
 Requirements: None.
 Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

BA 660 Thesis 1-6 Course Credits
 Original research as prescribed under Plan I, as listed under Program Requirements.
 Requirements: Must complete six (6) course credits.
 Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

BA	690	Internship in Business	1-6 Course Credits
----	-----	------------------------	--------------------

Provides practical work experience in business. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required.

Requirements: Students must first complete a minimum of 18 course credits in their degree program.

Prerequisites: Application should be made prior to the semester the internship will be started.

Business Information Systems

BIS	533	Dynamic Web Page Development	3 Course Credits
-----	-----	------------------------------	------------------

Overview of the World Wide Web. Including advanced internet programming concepts and applications; design and publication of team-oriented web projects.

Requirements: None.

Prerequisites: BIS 230 or equivalent.

BIS	560	Topics in Business Information Systems	1-3 Course Credits
-----	-----	--	--------------------

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in BIS.

Requirements: None.

Prerequisites: None.

BIS	600	Independent Study or Research	1-3 Course Credits
-----	-----	-------------------------------	--------------------

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

BIS	632	Information Systems for Managers	3 Course Credits
-----	-----	----------------------------------	------------------

Overview of Information Systems. Stresses role of the manager and the strategic use of technology in business.

Requirements: None.

Prerequisites: None.

Career and Technical Education

CTE	500	Independent Study or Research	1-3 Course Credits
-----	-----	-------------------------------	--------------------

The number of credits is determined by the topic and the amount of work required.

Note: May be repeated for up to six (6) course credits.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

CTE	531	Introduction to Special Needs Programs in Career and Technical Education	3 Course Credits
-----	-----	--	------------------

Designed to help high school career and technical education teachers, special education teachers, and others determine the work-based and school-based needs of learners identified as special populations. The course includes transition-to-work curriculum and program plans. This course is dual-listed with CTE 431.

Requirements: None.

Prerequisites: None.

CTE	534	Principles and Philosophy of Career and Technical Education	3 Course Credits
-----	-----	---	------------------

The principles, philosophy, and history of career and technical education are presented in this course. This course is dual-listed with CTE 434.

Requirements: None.

Prerequisites: None.

CTE	535	Adult Education	3 Course Credits
-----	-----	-----------------	------------------

Study of adult learner, adult learning theory and adult programming. This course is dual-listed with CTE 435.

Requirements: None.

Prerequisites: None.

CTE	538	Coordination Techniques: Work-Based Learning	3 Course Credits
-----	-----	--	------------------

Foundation and scope of current and projected career and technical cooperative education programs and general studies work experience. Emphasis on coordination techniques, selection and placement, instructional procedures, youth leadership

activities, organization and administration, and evaluation of cooperative occupational education. This course is dual-listed with CTE 438.

Requirements: None.

Prerequisites: None.

CTE 540 Topics in Career and Technical Education 1-6 Course Credits

Contemporary topics within career and technical education.

Requirements: None.

Prerequisites: None.

CTE 552 Program Developments, Implementation and Assessment 3 Course Credits

A course that studies the development, implementation and assessment of programs within an organization. This course examines the leadership necessary to accomplish the goals and mission of the organization programs. This course is dual-listed with CTE 452.

Requirements: None.

Prerequisites: None.

CTE 600 Independent Study or Research 1-3 Course Credits

Research or study in the area of career and technical education will be conducted either on or off campus. Reading of literature in this area, or creative projects, culminating in the writing of special papers and reports.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

CTE 632 Organizational Leadership 3 Course Credits

A study of leadership theories, characteristics, styles, and effectiveness as related to growth of an organization and the development of the personnel within the organization.

Requirements: None.

Prerequisites: None.

CTE 633 Legislation and Budgeting in Career and Technical Education 3 Course Credits

An in-depth look at career and technical legislation, and its implications for financial support and budgeting for career and technical programs and schools.

Requirements: None.

Prerequisites: None.

CTE 655 Scholarly Project 1-3 Course Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with student's graduate committee. Includes paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

CTE 660 Thesis 1-6 Course Credits

Original research as prescribed under Plan I of the General Requirements for the Master's Degree.

Requirements: Must complete six (6) course credits.

Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

CTE 690 Internship 1-6 Course Credits

Provides practical work experience in an agency related to career and technology education. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required.

Requirements: Students must first complete a minimum of 18 course credits in their degree program.

Prerequisites: Application should be made prior to the semester the internship will be started.

Chemistry

CHEM 500 Independent Study or Research 1-3 Course Credits

For the graduate student participating in investigations and/or independent studies in chemistry.

Note: May be repeated.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

CHEM 501 Chemistry Research	1-3 Course Credits
Laboratory research experience for chemistry students. Project responsibilities assigned and supervised by chemistry faculty. Requirements: None. Prerequisites: BIOL 332.	
CHEM 517 Topics in Chemistry	1-3 Course Credits
Designed to meet the needs of students in a special area of interest. Note: May be repeated for up to six (6) course credits. Requirements: None. Prerequisites: None.	
CHEM 519 Special Topics in Chemistry	1-3 Course Credits
Designed to meet the needs of chemistry majors. Note: May be repeated. Requirements: None. Prerequisites: None.	
CHEM 530 Inorganic Chemistry	3 Course Credits
Advanced principles of inorganic chemistry. This course is dual-listed with CHEM 430. Requirements: None. Prerequisites: CHEM 132/132L.	
CHEM 533 Environmental Chemistry	3 Course Credits
A detailed study of the chemical processes that influence the environment, including processes which affect the quality and use of land, water and atmosphere. Focuses on topics of current concern. This course is dual-listed with CHEM 433. Requirements: Concurrent enrollment with CHEM 533L. Prerequisites: Either CHEM 140/140L or 132/132L.	
CHEM 533L Environmental Chemistry Laboratory	1 Course Credit
Laboratory experience. This course is dual-listed with CHEM 433L. Requirements: Concurrent enrollment with CHEM 533. Prerequisites: Either CHEM 140/140L or 132/132L.	
CHEM 535 Biochemistry	3 Course Credits
Covers the components and reactions of living matter. Topics include metabolism of major macromolecules including carbohydrates, lipids, proteins and nucleic acids. Enzyme function and regulation will be studied. Note: Concurrent enrollment with CHEM 535L is recommended. Requirements: None. Prerequisites: None.	
CHEM 535L Biochemistry Laboratory	1 Course Credit
Laboratory experiments in purification, quantitation and characterization of biological molecules. Requirements: Concurrent enrollment with CHEM 535. Prerequisites: None.	
CHEM 544 Physical Chemistry	3 Course Credits
Fundamental principles of thermodynamics, kinetics and quantum mechanics as related to chemical concepts. This course is dual-listed with CHEM 444. Requirements: Concurrent enrollment with CHEM 544L. Prerequisites: CHEM 132/132L and either MATH 138 or MATH 151.	
CHEM 544L Physical Chemistry Laboratory	1 Course Credit
Laboratory experience. This course is dual-listed with CHEM 444L. Requirements: Concurrent enrollment with CHEM 544. Prerequisites: CHEM 132/132L and either MATH 138 or MATH 151.	
CHEM 564 Physical Chemistry II	3 Course Credits
Fundamental principles of kinetics, and quantum mechanics as related to chemical concepts. This course is dual-listed with CHEM 464. Requirements: None.	

Prerequisites: CHEM 544/544L and MATH 151.

CHEM 600 Independent Study or Research 1-3 Course Credits

Research investigations in chemistry.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

CHEM 612 Advanced Biotechnology (Cross-listed as BIOL 612) 3 Course Credits

Independent research project utilizing current biotechnology and molecular biology techniques. Project will be developed with assistance from the faculty member. Integration with undergraduate teaching will be a component of the research completed. Note: Learning communities will be established with students in CHEM 314.

Requirements: None.

Prerequisites: BIOL 332/332L.

CHEM 640 Topics in Chemistry 1-3 Course Credits

Selected chemistry topics. Course content will vary to meet the special needs of students. The course may involve classroom, and/or field-oriented activity. Credit is dependent upon length of course and depth of study.

Note: May be repeated with different topics for up to six (6) course credits.

Requirements: None

Prerequisites: None.

CHEM 655 Scholarly Project 1-3 Course Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

CHEM 660 Thesis Research 1-6 Course Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in chemistry leading to the master's thesis.

Requirements: Must complete six (6) course credits.

Prerequisites: Proposal must be approved by the student's committee and Dean of Graduate Studies prior to registration.

Communication Arts

CA 500 Independent Study or Research 1-3 Course Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

CA 520 Relational and Family Communication 3 Course Credits

Advanced interpersonal course designed to give students the opportunity to explore current interpersonal research in modern family relationship situations. In-depth exploration of intimate communication, parent-child communication, child-child communication, and extended-family communication in both western and intercultural traditions. This course is dual-listed with CA 420.

Requirements: None.

Prerequisites: None.

CA 535 Advanced Topics in Communications 1-3 Course Credits

Special topics in communications. This course is dual-listed with CA 435. Note: May be repeated with change of emphasis.

Requirements: None.

Prerequisites: None.

CA 536 Seminar in Communication 3 Course Credits

Designed to meet the specific needs of a group of students. Note: May be repeated with a different topic.

Requirements: Permission of Communication Arts faculty.

Prerequisites: None.

CA 540	Gendered Communication	3 Course Credits
Explores gender as a communication variable in settings ranging from interpersonal relationships, organizational settings, to public or mass communication. This course is dual-listed with CA 440.		
Requirements: None.		
Prerequisites: None.		
CA 560	Health Communication	3 Course Credits
An examination of the role of communication in public health campaigns and in interpersonal interactions concerning health topics. Includes analysis of the design, implementation and evaluation of health campaigns.		
Requirements: None.		
Prerequisites: None.		
CA 600	Independent Study or Research	1-3 Course Credits
Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.		
Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.		
Prerequisites: None.		
CA 610	Theories of Conflict Resolution and Mediation	3 Course Credits
Approaching conflict resolution and mediation from a skills perspective. Effective conflict mediation and resolution skills in both personal and professional settings will be discussed.		
Requirements: None.		
Prerequisites: None.		
CA 615	Research Process and Practice	3 Course Credits
A review of research methods used in a variety of disciplines wherein students can gain an advanced conceptual, philosophical and practical understanding of research traditions and designs in quantitative and qualitative methodologies.		
Requirements: None.		
Prerequisites: None.		
CA 620	Media Relations and Leadership	3 Course Credits
This course examines leadership and its relationship to the media. It uses a case-study approach for understanding the roles and responsibility that leadership plays in generating effective messages and communication through the media to inform its target audiences and influence public opinion. Using specific cases, students review how the print, broadcast and digital media function with organizations. Students analyze how to best develop and implement strategies in media relations for meeting the leadership needs of different types of organizations.		
Requirements: None.		
Prerequisites: None.		
CA 630	Organizational Communication	3 Course Credits
This course investigates the nature, content and effects of communication in organizations. The course takes a practical approach focusing on typical communication situations experience in many organizations. A variety of learning methods will be employed in the course to examine how communication theory can effectively be applied. Students will participate in presentations, group activities, and case studies. The material for looking at organizations will be from a variety of academic disciplines, and the focus will be on how “meaning” is created, transmitted and shared.		
Requirements: None.		
Prerequisites: None.		
CA 635	Cross-Cultural Communication	3 Course Credits
A critical examination of theoretical and applied aspects of cross-cultural communication as applied to diversity issues in individual, work and other social settings inside and outside the United States.		
Requirements: None.		
Prerequisites: None.		
CA 650	Leadership in Groups and Teams	3 Course Credits
A study of communication in groups and teams with components of leadership, communication theory and decision-making processes in a variety of settings will be explored including; community, sports, online and workplace.		
Requirements: None.		
Prerequisites: None.		

Counseling

COUN 501 Topics in Counseling 1-3 Course Credits

To meet the individual needs of students, it may become necessary to offer seminars or special topics that are not within the range of counseling courses described in this publication.

Requirements: None.

Prerequisites: None.

COUN 520 Psychopharmacology, Social and Medical Issues in Addictions 3 Course Credits

This course will explore and review issues of medical and psychological aspects of alcohol/drug use, abuse and addiction. This course is designed to meet the requirements to apply for addictions counseling licensure. Special emphasis is placed on psychopharmacology within the context of addiction.

Requirements: None.

Prerequisites: None.

COUN 523 Diagnoses and the DSM 3 Course Credits

Within the context of normal human growth and development, mental health and behavioral disorders are studied using the current Diagnostic and Statistical Manual of Mental Disorders.

Requirements: None.

Prerequisites: None.

COUN 531 Counseling and Communication Skills 3 Course Credits

Introduction to counseling techniques and interviewing skills for the counseling profession.

Note: Satisfactory completion of this course is a prerequisite for COUN 639A.

Requirements: None.

Prerequisites: None.

COUN 532 Treatment Issues in Addictions 3 Course Credits

Substance abuse issues are explored in a variety of counseling settings.

Requirements: None.

Prerequisites: None.

COUN 533 Counseling Ethics and Professional Identity 3 Course Credits

Surveys the ethical, legal and professional issues facing the counseling professional. Topics on professional conduct, decision-making and the legal requirements for licensure will be studied.

Note: Satisfactory completion of this course is a prerequisite for COUN 639A.

Requirements: None.

Prerequisites: None.

COUN 534 Fundamentals of Assessment 3 Course Credits

Introduction to the uses of assessment in counseling and school counseling. Understanding the uses of validity and reliability in assessment instruments will be presented. Exploration offered in types of assessment and what is needed to construct assessments.

Requirements: None.

Prerequisites: None.

COUN 535 Multicultural Counseling 3 Course Credits

Topics include issues of diversity, cultural characteristics, culturally appropriate and sensitive interventions imperative for those entering the counseling profession.

Requirements: None.

Prerequisites: None.

COUN 536 Family Development 3 Course Credits

This course will explore the different stages of family development. Also examined are the multicultural issues of family development and the different definitions and trends of family.

Requirements: None.

Prerequisites: None.

COUN 541	Counseling Theories	3 Course Credits
Review of the major theoretical constructs in counseling and psychotherapy with incorporation of multicultural relevance in the treatment of each theory. Note: Satisfactory completion of this course is a prerequisite for COUN 639A.		
Requirements: None.		
Prerequisites: None.		
COUN 545	Essentials of Addictions Counseling and Case Management	3 Course Credits
This course is designed to review specific needs and approaches in alcohol/drug assessment, case planning and management.		
Requirements: None.		
Prerequisites: None.		
COUN 600	Independent Research or Study	1-3 Course Credits
Guided independent research or study in the area of counseling. The number of course credits varies in accordance with the topic and the amount of work required.		
Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.		
Prerequisites: None.		
COUN 629	Counseling Children	3 Course Credits
The purpose of this course is to prepare the student to understand the development aspects and levels that children proceed through and apply them to the counseling process with children.		
Requirements: None.		
Prerequisites: None.		
COUN 630	Crisis Counseling	3 Course Credits
The purpose of the this course is to prepare students in developing their own crisis management skills and work within institutions to respond to the personal and professional crisis and disaster situations that can happen in the world today.		
Requirements: None.		
Prerequisites: None.		
COUN 631	Principles and Practices of Mental Health Counseling	3 Course Credits
This course addresses professional principles and practices of mental health counseling. It includes history, identity, roles, and trends affecting the field and practice of mental health counseling in community and agency settings.		
Requirements: None.		
Prerequisites: None.		
COUN 632	Career and Lifestyle Development	3 Course Credits
Takes a developmental approach to career and lifestyle choices throughout the lifespan. Leading theories of occupational choices and the process of career decision making is discussed.		
Requirements: None.		
Prerequisites: None.		
COUN 634	Group Counseling	3 Course Credits
The theories, research and application of group counseling will be offered in this course. Applying techniques for group process will be done through an experiential group setting.		
Requirements: None.		
Prerequisites: None.		
COUN 635	School Counseling	3 Course Credits
Introduces topics to prepare potential school counselors to function effectively at the elementary or secondary level. The American School Counseling National Comprehensive Model as applied to school counseling is addressed.		
Requirements: None.		
Prerequisites: None.		
COUN 636	Family Counseling	3 Course Credits
Examines the dynamics of family counseling and family systems. Satisfactory completion of this course gives students a fundamental understanding of family systems theory and other leading theories of family counseling, and their application in the counseling process.		
Requirements: None.		
Prerequisites: None.		

COUN 637 Advanced Human Development 3 Course Credits
 Case studies interwoven with empirical findings, theory, research methodology, explanations of technical concepts and practical issues are presented to clarify biological, perceptual, cognitive, social and emotional development.
 Requirements: None.
 Prerequisites: None.

COUN 639A Practicum in Counseling I 3 Course Credits
 Provides students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member. Students will see individual clients and/or group clients in counseling clinic setting and will accumulate a minimum of 20 hours of direct client contact. This course may be repeated to satisfy the 6 course credit requirement for those students in the Community Mental Health Counseling Program.
 Requirements: Permission of instructor.
 Prerequisites: Successful completion of COUN 531, 533, 541 and School Counseling students COUN 635.

COUN 639B Practicum in Counseling II 3 Course Credits
 A continuation of Practicum which provides students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member. Students will see individual clients and/or group clients in counseling clinic setting and will accumulate a minimum of 20 hours of direct client contact. This course may be repeated to satisfy the 6 course credit requirement for those students in the Community Mental Health Counseling Program.
 Requirements: Permission of instructor.
 Prerequisites: COUN 531, 533, 541 and School Counseling students COUN 635.

COUN 640 Internship in Counseling 1-6 Course Credits
 Professional fieldwork experience in counseling to refine and enhance the basic counseling or student developmental skills and integrate professional knowledge and skills appropriate to the student's specialization. This will be done in accordance with the Nebraska state law requirements for licensure and/or certification of the student's specialization.
 Requirements: Permission of instructor.
 Prerequisites: Successful completion of COUN 639A for School Counseling majors and COUN 639A and COUN 639B for Community Mental Health Counseling majors.

COUN 655 Scholarly Project 1-3 Course Credits
 For students selecting Plan II, as listed under Program Requirements. The student engages in a major project related to their area of specialization. The design of the paper and the project is in cooperation with the student's graduate committee.
 Requirements: Must complete three (3) course credits.
 Prerequisites: Permission of the advisor.

COUN 660 Thesis 1-6 Course Credits
 For students selecting Plan I, as listed under Program Requirements. The student designs and implements an extensive research project. The research and the paper are designed in cooperation with the student's graduate committee.
 Requirements: Permission of advisor and the Dean of Graduate Studies. Must complete six (6) course credits.
 Prerequisites: Permission of the advisor.

Criminal Justice

CJ 500 Independent Study or Research 1-3 Course Credits
 Faculty-guided research in an area of mutual interest to the student and instructor. Students are responsible for selecting the area of inquiry, prior to contacting the instructor.
 Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.
 Prerequisites: Fifteen (15) course credits of Criminal Justice.

CJ 536 Seminar: Comparative Criminal Justice 3-6 Course Credits
 A study and comparison of the world's major justice systems. This course compared the various elements of human culture as reflected in the major criminal justice systems of the world and procedures for social control of crime. Special attention is given to what constitutes a crime, the judicial processes for determining guilt, and theories and practices of punishment.
 Requirements: None
 Prerequisites: None.

CJ 600 Independent Study or Research 1-3 Course Credits
 Faculty-guided research in an area of mutual interest to the student and instructor.
 Note: Students are responsible for selecting the area of inquiry prior to contacting the instructor.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: Fifteen (15) course credits of Criminal Justice.

CJ	655	Scholarly Project	1-3 Course Credits
----	-----	-------------------	--------------------

For students selecting Plan II, as listed under Program Requirements. Designed in consultation with student's graduate committee. Includes paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

Economics

ECON	560	Topics in Economics	1-3 Course Credits
------	-----	---------------------	--------------------

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in economics.

Requirements: None.

Prerequisites: None.

ECON	600	Independent Study or Research	1-3 Course Credits
------	-----	-------------------------------	--------------------

Research in an area of special interest or need. The topic and the amount of work required are determined by the number of course credits.

Requirements: Prior to registration, permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

ECON	637	Managerial Economics	3 Course Credits
------	-----	----------------------	------------------

Analysis of the economic decisions made by firm managers, estimation of demand, government agencies and other organizations. The course focuses on the practical application of economic principles to economic problems of managers.

Requirements: None.

Prerequisites: None.

Education

EDUC	500	Independent Study or Research	1-3 Course Credits
------	-----	-------------------------------	--------------------

Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

EDUC	531	Computer Basics and Issues of Technology in Schools	3 Course Credits
------	-----	---	------------------

Explores computer technology: learning some basic technological language, concepts, and ways to communicate about, prevent, and solve technical problems. Emphasis on functioning effectively in educational settings with computers and other forms of digital technology. The course focuses on change in educational institutions, effectiveness of educational technology, and related current social and political issues.

Requirements: None.

Prerequisites: None.

EDUC	532	Computer-Managed Instruction	3 Course Credits
------	-----	------------------------------	------------------

Explores instructor use of hardware/software systems for producing word processing, data management, authoring systems for web pages, presentation software, teacher utilities, digital cameras, digital scanners, and other tools that are valuable in the production of instructional materials.

Requirements: None.

Prerequisites: None.

EDUC	533	The Middle School	3 Course Credits
------	-----	-------------------	------------------

Philosophy, implementation and improvement of the middle school from a theoretical and practical basis. Emphasis is placed on the development, behavior and special problems of middle school students; overall school program; methods of instruction and the evaluation process. This course is dual-listed with EDUC 433.

Requirements: None.

Prerequisites: None.

EDUC 534 Technology in Instructional Strategies 3 Course Credits

Focuses on concepts and tools for applying systems theory to K-12 instructional design. Concepts include needs, instructional, learner, and context analysis; objective, assessment, strategy, development, and evaluation. Course also applicable to business, industry, government, health care, and not-for-profit organizations. This course is dual-listed with EDUC 434.

Requirements: None.

Prerequisites: None.

EDUC 535 Blended Teaching and Learning 3 Course Credits

Focuses on the integration of a variety of online tools to develop a dynamic blended teaching and learning environment. Teachers at all levels of the education system are under pressure to meet the dual demands of integrating new technologies and 21st Century skills into teaching, while helping their students achieve high standards. This course helps one design an online teaching and learning space that is available to the teacher and their students anytime and anyplace.

Requirements: None.

Prerequisites: None.

EDUC 536 Multimedia in the Classroom 3 Course Credits

Focuses on the integration of multimedia technologies into the academic curriculum. Stresses video, hypermedia, digital imagery, the Internet and other technologies as learning tools. Utilizes several specific media tools for problem solving, engaging students in personally and socially-constructed meaning, community building and developing interactive information literacy. Exercises in development of multimedia activities will focus on making decisions about content, instructional strategies, and the use of technology in innovative ways to supplement, enhance, and extend the curriculum.

Requirements: None.

Prerequisites: None.

EDUC 538 Contemporary Teaching Practices 3 Course Credits

Examines contemporary teaching practices, including but not limited to: constructivist methods, information processing methods, looping, multi-age teaching and matching instruction to performance standards. Teaching with technology will be a strong emphasis. Instruction suited to the Internet and distance learning systems will be practiced.

Requirements: None.

Prerequisites: None.

EDUC 540 Topics in Educational Technology 1-3 Course Credits

Designed to allow students to study some aspect of educational technology not offered as a regular class.

Note: May be repeated, with a change of emphasis, for a maximum of six (6) course credits.

Requirements: None.

Prerequisites: Students must confirm with their advisor that the course is acceptable for their Plan of Study.

EDUC 580 Field Experience 1-3 Course Credits

Assists the non-certified teacher and the teacher seeking an additional endorsement or renewal of an expired certificate through a planned and supervised field experience. The total number of field experience hours will be determined by a transcript review. This course is dual-listed with EDUC 480A.

Requirements: Affirmation, under oath, that the student has no felony convictions or misdemeanor convictions involving abuse, neglect or sexual misconduct.

Prerequisites: Successful completion of Teacher Education requirements as outlined in the General Catalog.

EDUC 639 Advanced Methods of Performance Assessment 3 Course Credits

Builds on fundamental assessment knowledge and skills with emphasis on developing advanced competencies, particularly in the areas of performance-based assessment, assessment in standards-based environments and applying current philosophies and practices to classroom teaching. This course was offered as EDUC 539 prior to Fall 2013.

Requirements: None.

Prerequisites: None.

Educational Administration**EDAD 600 Independent Study or Research 1-3 Course Credits**

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

EDAD 629 Fundamentals of School Administration 3 Course Credits

A study concerning the organization and control of American schools. Discussion will include federal and court mandates; state and local control; teacher, parent, and special interest groups; and college and/or university influences.

Requirements: None.

Prerequisites: None.

EDAD 631 Public Relations 3 Course Credits

An overview of current theory and practice in public relations, indicating principles and models to help understand how to sell an idea, build a coalition and manage crises. Working with various sources to develop a public relations plan will be addressed.

Requirements: None.

Prerequisites: None.

EDAD 632 Supervision of Instruction 3 Course Credits

Reviews current philosophy and practices in supervision, at both the elementary and the secondary school levels. Emphasis will be placed upon a developmental model of improvement of instruction and the domains of the principal ship. A course designed for prospective mentors, principals, supervisors and school superintendents.

Requirements: None.

Prerequisites: None.

EDAD 633 School Administration and Leadership 3 Course Credits

Examines the role of the school principal as building manager, instructional leader, creator for a learning environment and decision maker. Focus on scheduling, co-curriculum activities, cultivating and maintaining collegial relationships, developing a school district vision, public and human relations, supervision of instruction, auxiliary services, working with community, and the school improvement process.

Requirements: None.

Prerequisites: EDAD 629.

EDAD 634 School Business Management and Finance 3 Course Credits

Study the functions of business management for schools including, budgetary considerations, auditing and reporting, management of funds, purchasing procedures and inventory, insurance, auxiliary services, a background of school finance, various levels of governmental financing of public schools, judicial decisions and their effects, bond issues, school finance forms, and finance of schools in the future.

Requirements: None.

Prerequisites: None.

EDAD 637 School Plant Planning and Maintenance 3 Course Credits

Principles and processes of developing functional educational facilities. Procedures and techniques for each phase of facility planning are included. Topics include: survey of needs, the Master Plan, site selection, the Educational and equipment selection along with a proactive maintenance plan and operations.

Requirements: None.

Prerequisites: None.

EDAD 638 Personnel Administration 3 Course Credits

Theories, principles, and practices of school personnel administration with the focus including that of various personnel administration tasks including selection, in-service, performance evaluation, and professional negotiations.

Requirements: None.

Prerequisites: None.

EDAD 639 Practicum / Internship in Educational Administration 3 Course Credits

Provides practical learning experiences inherent to the elementary/middle/secondary school principal-ship and special education curriculum supervisor. Seminar sessions will include discussion of current research and practices based on building principals' needs and concerns. Separate and appropriate experiences will be designed wherever possible for students preparing in each of the areas – elementary, middle, secondary administration and special education curriculum supervisor. Note: Should be taken as close to the end of the program as possible.

Requirements: At least 200 hours in a practicum setting at two school sites.

Prerequisites: EDCI 638, EDAD 629, EDAD 632, EDAD 633, and EDAD 638.

EDAD 639B	Advanced Practicum / Internship in Educational Administration	3-6 Course Credits
Provides additional hours of experience under the direction of a practicing principal, at either or both, the secondary or elementary level. The experience is guided by the student's chairperson and an administrator in the field. Note: Additional hours may be necessary for certification in other states. Requirements: None. Prerequisites: EDCI 638, EDAD 629, EDAD 632, EDAD 633, and EDAD 638.		
EDAD 640	Special Topics	1-3 Course Credits
Designed to allow students to study some aspect of educational administration not offered in the regular class. Note: May be repeated, with a change in emphasis, for a maximum of six (6) course credits. Requirements: None. Prerequisites: None.		
EDAD 655	Scholarly Project	1-3 Course Credits
For students selecting Plan II, as listed under Program Requirements. This project will utilize research skills. Requirements: Must complete three (3) course credits. Prerequisites: None.		
EDAD 660	Thesis	1-6 Course Credits
For students selecting Plan I, as listed under Program Requirements. An extensive research study conducted under the guidance of the student's advisor. Note: Recommended for all who plan to do further advanced work in education. Requirements: Must complete six (6) course credits. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.		
EDAD 730	Seminar in Educational Leadership	1-3 Course Credits
Provides learning experiences inherent to leadership and management roles in education. Responsibilities, problems, challenges and trends that face administrators will be covered in a seminar approach. Individual and appropriate experiences will be designed whenever possible for students preparing for different roles in educational leadership. Requirements: Concurrent enrollment with EDAD 763. Prerequisites: EDAD 631, 634 and 637.		
EDAD 731	The School Administrator and the Law	3 Course Credits
Designed to provide the educational administrator with a view of the law governing the operation of schools in Nebraska, Wyoming and South Dakota. An emphasis will be placed on preventative law through building an understanding of legal issues facing the school administration and avoiding possible litigation. Issues will include school district organization, meeting of the board of education, personnel administration, conducting hearings, developing board of education policies, students' rights, discrimination, religious issues and other current legal issues. Requirements: None. Prerequisites: None.		
EDAD 732	Field Study	1-3 Course Credits
Conducted in an area of specialization in which a student has had course work and, when possible, experience. The topic selected should be one of highly practical value to the student and should relate to specific professional objective. Requirements: None. Prerequisites: The Field Study topic must be approved by the committee before the study is undertaken.		
EDAD 734	Public and Human Relations	3 Course Credits
Designed to provide the educational administrator effective skills focused on meeting the Nebraska state legislation on required human relations course for certification along with a focus on public relations. The course includes an analysis of principles, practices, and materials that facilitate the adjustment and interpretation of schools to their internal and external publics, process to organize, administer, and evaluate the public and human relations program along with a school district's development of a public relations plan. Requirements: None. Prerequisites: None.		
EDAD 762	Thesis	1-6 Course Credits
For students selecting Plan I, as listed under Program Requirements. Conveys conclusions on some subject directly related to the candidate's area of specialization. It should attempt to establish a point previously unsupported or verify existing knowledge, employing one or more of the commonly accepted tools of educational research.		

Requirements: Must complete six (6) course credits.

Prerequisites: Prior to registration, the thesis topic must be approved by the student's committee and Dean of Graduate Studies.

EDAD 763 Internship / Field Experience 3-6 Course Credits

Prospective educational administrators will gain an understanding of school management through an internship in the field. Consideration will be given to antecedents of change, change models, the roles of different levels of government, forces that restrict or stimulate management, tools to implement instructional programs, and evaluation. The experience will be guided by the student's chairperson and an administrator in the field.

Requirements: None.

Prerequisites: Application should be made prior to the semester in which the internship will be started.

Educational Curriculum and Instruction

EDCI 536 Seminar / Topics in Education 1-3 Course Credits

Investigation of special topics in education. Attempts will be made to meet individual needs.

Requirements: None.

Prerequisites: None.

EDCI 600 Independent Study or Research 1-3 Course Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

EDCI 631 Research Design and Data Analysis 3 Course Credits

Develop competencies in producing and utilizing research to improve professional practice. Quantitative and qualitative methods will be presented. Quantitative methods will be the primary emphasis including basic statistical methods. Students will produce a research plan and literature review.

Requirements: None.

Prerequisites: None.

EDCI 632 Improvement of Instruction in Health and Science in Elementary / Middle Schools 3 Course Credits

Emphasis on curriculum and methodology in effective science and health education classes. Investigations of the aims of the science programs, acquaintance with the materials, techniques of instruction, and experiences that may help children gain the skills, understanding, and attitudes desirable in this subject area.

Requirements: None.

Prerequisites: Student-teaching or other teaching experience.

EDCI 633 Educational Philosophy 3 Course Credits

Philosophical beliefs underlying the democratic school system, its objectives, and the means of obtaining them is reviewed. Provides a basis for a philosophy of life and of education in a democratic society.

Requirements: None.

Prerequisites: None.

EDCI 634 Improvement of Instruction in Mathematics in Elementary / Middle Schools 3 Course Credits

Study methods and the value of teaching mathematics in the elementary school curriculum. Improved instructional materials are considered. Special consideration is given to exceptional children. Trends as noted in the professional literature are reviewed.

Requirements: None.

Prerequisites: Student-teaching or other teaching experience.

EDCI 635 Curriculum Development 3 Course Credits

K-12 school curriculum, including pupil needs in everyday life situations. Curriculum writing process, including standards based on research, objectives/skills, assessments, and evaluation along with an appraisal of new curriculum practices. Emphasis placed on the process of staff-developed curriculum.

Requirements: None.

Prerequisites: None.

EDCI 636 Improvement of Instruction in Social Studies in Elementary / Middle Schools 3 Course Credits
 The objectives of social education, organization of content, the unit activity approach, and a critical analysis of ways of improving instruction in the classroom are explored. Various types of teaching aids will be considered.
 Requirements: None.
 Prerequisites: Student-teaching or other teaching experience.

EDCI 637 Improvement of Instruction in Language Arts in Elementary / Middle Schools 3 Course Credits
 Principles and techniques of effective instruction in the areas of handwriting, spelling, reading, oral and written language.
 Requirements: None.
 Prerequisites: Student-teaching or other teaching experience.

EDCI 638 School Law 3 Course Credits
 Evaluation and current status of the law pertaining to the teacher in the classroom. Specific school situations will be analyzed as applicable to Nebraska, Wyoming, and South Dakota statutory, and constitutional provisions and the rationale for the judicial interpretations of legal mandates.
 Requirements: None.
 Prerequisites: None.

EDCI 639 Systemic Change: Process for School Improvement 3 Course Credits
 Seminar designed to follow and apply research focusing on systemic change. Student concerns and interests are part of this class.
 Requirements: None.
 Prerequisites: None.

EDCI 655 Scholarly Project 1-3 Course Credits
 For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing and related to the project.
 Requirements: Must complete three (3) course credits.
 Prerequisites: None.

EDCI 660 Thesis 1-6 Course Credits
 For students selecting Plan I, as listed under Program Requirements. The completion of a research project of considerable scope. The report of a study conducted under the guidance of the student's advisor.
 Note: Recommended for anyone planning to do further advanced work in education.
 Requirements: Must complete six (6) course credits.
 Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

English

ENG 500 Independent Study or Research 1-3 Course Credits
 Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.
 Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.
 Prerequisites: None.

ENG 531 Topics in English 3 Course Credits
 Special topics in English. Note: May be repeated with a change of emphasis.
 Requirements: None.
 Prerequisites: None.

ENG 532 Shakespeare 3 Course Credits
 Shakespeare's works, with particular attention paid to those plays most commonly taught in the middle and senior high schools. This course is dual-listed with ENG 432.
 Requirements: None
 Prerequisites: None.

ENG 535 Native American Literature 3 Course Credits
 A study of the history, themes, and/or genres of literature produced by and about Native Americans. This course is dual-listed with ENG 435.

Requirements: None.

Prerequisites: None.

ENG 536 World Literature 3 Course Credits

A study of representative poetry, drama and prose fiction selected from global literature. All texts not originally published in the English language will be read in English translation. This course is dual-listed with ENG 436.

Requirements: None

Prerequisites: None.

ENG 538 Adolescent Literature 3 Course Credits

A study of literature suitable for grades 7-12, which provides a critical background for interpreting, evaluating and teaching that literature. This course is dual-listed with ENG 438.

Requirements: None.

Prerequisites: None.

ENG 540 Theory and Practice of Literary Criticism 3 Course Credits

A study of selected theories that provide the foundations for literary criticism and the application of those theories to specific texts. This course is dual-listed with ENG 440.

Requirements: None.

Prerequisites: None.

ENG 541 English and American Novels 3 Course Credits

A study of selected English and American novels. This course is dual-listed with ENG 441.

Requirements: None.

Prerequisites: None.

ENG 600 Independent Study or Research 1-3 Course Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies and Academic Vice President.

Prerequisites: None.

ENG 631 Seminar in English 3 Course Credits

Study in any of the disciplines included under the language arts and designed to meet the specific needs of a group of students.

Requirements: Permission of instructor required.

Prerequisites: None.

Family and Consumer Sciences

FCS 500 Independent Study or Research 1-3 Course Credits

Selected problems of interest to advanced students.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

FCS 517 Lifespan Wellness 3 Course Credits

Students will discuss current health issues and incorporate wellness practices that lead to positive personal changes in health and wellness lifestyle as well as understand the importance of a healthy lifestyle throughout the lifespan. Examination of health, history, medications, culture, ages, lifestyles, predisposed health conditions, injury/physical challenges, and the individual's goals/objectives. Students will use both wellness and developmental models as a basis for learning skills and strategies which promote a lifetime of wellness. Emphasis is on empowering students to work with individuals across the lifespan (birth through old age) in promoting optimal wellness choices. This course is dual-listed with FCS 417.

Requirements: None.

Prerequisites: None.

FCS 520 Loss Across the Lifespan 3 Course Credits

A study of the "losses" experienced by individuals and families. This includes the loss of things, relationships, and function, as well as interpsychic loss, social loss, and systemic loss. Losses and the interpretation of loss change as individuals progress through the life cycle. This course will focus on loss and grief across the lifespan. This course is dual-listed with FCS 420.

Requirements: None.

Prerequisites: None.

FCS 527 Worksite Wellness 3 Course Credits

This course covers the assessment, development/design, implementation and evaluation of worksite health promotion programs and the benefits these programs have for employees, their families, employers and society. Students will review various health risk appraisals and plan theory-based incentive programs designed to promote positive lifestyles. Students will learn how to facilitate implementation and evaluation of wellness programs for individuals and worksite locations. An examination of the physical and psychological factors that affect health throughout the life cycle will be made by applying fundamental knowledge and skills of designing, planning, and evaluating a basic workplace wellness program. Students will also conduct and report on a workplace needs assessment and prepare a proposal to implement a sustainable, comprehensive, and integrated workplace health and wellness program. This course is dual-listed with FCS 427.

Requirements: None.

Prerequisites: None.

FCS 532 Play Based Learning in Early Childhood 3 Course Credits

Play is an integral part of a child's life. This course will focus on the importance, value and benefits of Play-Based learning in the overall scheme of child development. Students will gain knowledge and skill in the pedagogy of play as a foundation for curriculum development.

Requirements: None.

Prerequisites: None.

FCS 534 Issues in Health and Human Services 3 Course Credits

Provides an opportunity to concentrate on current issues in the health and human services field including policies, programs, funding, consumer rights and administrative issues. Significant emphasis is placed on effective grantsmanship, including writing and administering grant proposals. This course is dual-listed with FCS 434.

Requirements: None.

Prerequisites: None.

FCS 537 Family Strengths 3 Course Credits

This is an advanced study in the dynamics of successful family relationships, including investigation into the attributes of vital families which contribute toward the resolution of stressors in meaningful and positive ways. Lecture, discussion and case study. This course is dual-listed with FCS 437.

FCS 540 Special Topics in Family and Consumer Sciences 1-3 Course Credits

Contemporary concepts and issues in Family and Consumer Sciences.

Note: May be repeated with different emphases for up to six (6) course credits.

Requirements: None.

Prerequisites: None.

FCS 541 Early Childhood: Methods and Materials 3 Course Credits

Methods and materials for teaching and learning will be the focus of the course. The course is designed to provide students the opportunity to explore and examine developmentally appropriate practices, theory, procedures, strategies, techniques, and general principles associated with current methods used in the early childhood learning environments. A second major emphasis of the course allows students the opportunity to discover models for best practices as they are integrated into the natural, inclusive early learning experience. Skills for applying best practices will be developed through field experiences.

Requirements: None.

Prerequisites: None.

FCS 547 Nutrition for Sport and Wellness 3 Course Credits

A study of the nutrients and their relationship to sport and wellness. Will address the special nutritional and training needs of athletes and all physically active individuals. Major topics include the function and sources of each of the nutrients; fueling for pre-exercise, during exercise and after exercise; specific meal planning, nutrient needs for specific athletes and wellness lifestyles; and more. This course is dual-listed with FCS 447.

Requirements: None.

Prerequisites: None.

FCS 557 Nutrition for Community Wellness 3 Course Credits

An evidence-based study of the science of nutrition and its relationship to improving public health. Emphasis on the campus-community approach to improving health. Special emphasis on the relationship between nutritional epidemiology and the

research, policies and programs in regards to prevention/treatment and lifestyle/hereditary diseases. This course is dual-listed with FCS 457.

Requirements: None.

Prerequisites: None.

FCS 567 Epidemiology and Global Health 3 Course Credits

Provides a comprehensive understanding of sources of population data in terms of morbidity, mortality and other vital statistics. Scientific methods for approaching population data and identifying public health problems and empirical analysis of data will be emphasized. Critical evaluation of medical and public health literature is included. This course is dual-listed with FCS 467.

Requirements: None.

Prerequisites: None.

FCS 600 Independent Study or Research 1-3 Course Credits

Selected problems of interest to advanced students.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

FCS 690 Internship 1-6 Course Credits

Provides practical experience in an agency related to Family and Consumer Sciences. Interested students should contact the Career and Academic Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the required work hours.

Requirements: Students must first complete a minimum of 18 course credits in their degree program.

Prerequisites: Application should be made prior to the semester in which the internship will be started.

Finance

FIN 560 Topics in Finance 1-3 Course Credits

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in finance.

Requirements: None.

Prerequisites: None.

FIN 600 Independent Study or Research 1-3 Course Credits

Selected problems of interest to advanced students. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

FIN 631 Corporate Finance 3 Course Credits

Covers advanced financial principles, focusing on the application and case studies of financial theory to business and corporate problems and solving problems. Uses a case method approach of financial theory to business and corporate problems to study advanced financial principles starting with the financial statement analysis, financial planning and forecasting, working capital management, capital budgeting, long-term financing and dividend policy, and comprehensive financial policy analysis.

Requirements: None.

Prerequisites: None.

FIN 632 Finance for Managers 3 Course Credits

This course provides a perspective on the core aspects of financial management for businesses, including how to read financial statements, forecast revenue and plan for growth, evaluate the financial viability of projects, employ cash flow to analyze business status, calculate the cost of business activities, and control business operations through effective budget management.

Requirements: None.

Prerequisites: None.

Geography

GEOG 500 Independent Study or Research 1-3 Course Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

GEOG 530 Topics in Geography 1-3 Course Credits

Special topics in geography. May be repeated with a change of emphasis.

Requirements: None.

Prerequisites: None.

GEOG 538 Seminar in Cultural Geography 1-3 Course Credits

Examines various aspects of human cultural behavior and environmental space and helps students develop their awareness of the extent to which their feelings, behavior, and thoughts are influenced by their physical surroundings. Topics include environmental attitudes, environmental cognition, mental maps, personal space, territoriality, crowding and psychological landscapes. Note: Field research will be an important part of this course.

Requirements: Field research.

Prerequisites: GEOG 232 or consent of instructor.

GEOG 555 Scholarly Project 1-3 Course Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization.

Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

GEOG 566 Field Experience in Geography 1-3 Course Credits

Field observations concerning the cultural landscape. Noted especially are the spatial phenomena of landforms, soils, natural vegetation, and how different cultures change and adapt to these various natural environments. Study the cultural landscapes involving the synthesis of cultural activity including: land use, urban and rural settlements, and economic, political and social activities.

Requirements: May require a tour.

Prerequisites: None.

Geoscience

GEOS 500 Independent Study or Research 1-3 Course Credits

Designed for the graduate student seeking an individual problem in Geoscience. The number of course credits is determined by the topic and the amount of work required. Note: May be repeated.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

GEOS 526A Microscopy Theory (Cross-listed as BIOL 536A) 1 Course Credit

Microscopic principles and techniques focusing on the use of microscopes in scientific inquiry and diagnosis. Includes light and optic theory, specimen preparation, image collection and interpretation, and types of research microscopes. This course is dual-listed with GEOS 426A. Note: Recommend taking with GEOS 526B.

Requirements: None.

Prerequisites: Twelve (12) course credits of Biology/Geoscience credit, or approval of the instructor.

GEOS 526B Introduction to Scientific Research (Cross-listed as BIOL 536B) 2 Course Credits

Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing and writing research papers. This course is dual-listed with GEOS 426B. Note: Recommend taking with GEOS 526A.

Requirements: None.

Prerequisites: Twelve (12) course credits of Biology/Geoscience credit, or approval of the instructor.

GEOS 530 Special Topics in Geoscience 1-3 Course Credits

To meet special needs of Geoscience students. Note: May be repeated.

Requirements: None.

Prerequisites: None.

GEOS 531	Geology of Water Resources	3 Course Credits
An introduction to the origin and nature of groundwater, its interaction with surface water, geological methods of groundwater exploration, and factors affecting water supply and quality. This course is dual-listed with GEOS 431.		
Requirements: Field trips.		
Prerequisites: None.		
GEOS 534	Introduction to Oceanography	3 Course Credits
An earth-system approach to the study of the oceans. Includes discussion of physical and biological phenomena in the oceans; analyzes interactions among the hydrosphere, atmosphere and geosphere, and considers humans as stewards of ocean resources. This course is dual-listed with GEOS 434.		
Requirements: Field trips may be required.		
Prerequisites: None.		
GEOS 535	Field Experience in Geoscience	1-3 Course Credits
Typically a one to three (1-3) week workshop. Field excursions to study major geologic features and provinces in North America or elsewhere. This course is dual-listed with GEOS 435.		
Requirements: None.		
Prerequisites: Approval of instructor.		
GEOS 536	Field Excavation and Procedures	1-3 Course Credits
A summer workshop designed to give the student field experience in the development of paleontological sites. This course is dual-listed with GEOS 436.		
Requirements: None.		
Prerequisites: Approval of instructor.		
GEOS 538	Petroleum Geology	3 Course Credits
The origin, characteristics, occurrence, exploration and development of/for petroleum. This course is dual-listed with GEOS 438.		
Requirements: Field trips may be required.		
Prerequisites: GEOS 231/231L.		
GEOS 539	Sedimentology and Stratigraphy	3 Course Credits
The origin and characteristics of sedimentary rocks. This course is dual-listed with GEOS 439.		
Requirements: Concurrent enrollment in GEOS 539L.		
Prerequisites: GEOS 231/231L and 234/234L.		
GEOS 539	Sedimentology and Stratigraphy Laboratory	1 Course Credit
Laboratory and field studies of sediments and sedimentary rocks. This course is dual-listed with GEOS 439L.		
Requirements: Concurrent enrollment in GEOS 539.		
Prerequisites: GEOS 231/231L and 234/234L.		
GEOS 544	Lacustrine Sediments and Biota (Cross-listed a BIOL 544)	2 Course Credits
Study of physical and biotic processes in lakes, with an emphasis on earth system interactions		
Requirements: Concurrent enrollment in GEOS 544L.		
Prerequisites: BIOL 225 and 336/336L, or equivalencies.		
GEOS 544	Lacustrine Sediments and Biota Laboratory (Cross-listed a BIOL 544L)	1 Course Credit
Laboratory and field experience in freshwater systems.		
Requirements: Concurrent enrollment in GEOS 544.		
Prerequisites: BIOL 225 and 336/336L, or equivalencies.		
GEOS 546	Field Camp	3-6 Course Credits
Intensive experience in field data collection leading to the solution of geologic problems; construction of geologic maps, stratigraphic columns, cross-sections and preparation of reports. This course is dual-listed with GEOS 446.		
Note: Course conducted off-campus.		
Requirements: Instructional fee.		
Prerequisites: GEOS 338, 431, 432 and 439, or approval of instructor.		
GEOS 600	Independent Study or Research	1-3 Course Credits
Research investigations in Geoscience.		

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

GEOS 622 Research Applications with GIS 3 Course Credits

Research and applications of geographic information systems in geological mapping. Problem description and analysis methods will be integrated with teaching of basis GIS skills. Note: Learning communities will be established with students in GEOS 322.

Requirements: Field trips may be required.

Prerequisites: None.

GEOS 628 Research Petrography 3 Course Credits

Research and application of petrographic methods to geological problems and integration with undergraduate teaching of rocks and minerals. Note: Learning communities will be established with students in GEOS 338.

Requirements: Field trips may be required.

Prerequisites: None.

GEOS 630 Topics in Geoscience 3 Course Credits

Selected Geoscience topics. Course content will vary to meet the special needs of students. The course may involve classroom and/or field oriented activity. Credit is dependent upon length of course and depth of study.

Note: May be repeated with different topics for up to six (6) course credits.

Requirements: Field trips may be required.

Prerequisites: None.

GEOS 632 Advanced Structure and Tectonics 3 Course Credits

Advanced methods and practice of mapping and interpretation of structures in the field.

Note: Learning communities will be established with students in GEOS 432.

Requirements: Field trips may be required.

Prerequisites: None.

GEOS 635 Field Problems 1-3 Course Credits

Field excursions to study geologic features and their interpretation.

Note: Learning communities will be established with students in GEOS 435.

Requirements: Field trips.

Prerequisites: None.

GEOS 655 Scholarly Project 1-3 Course Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

GEOS 660 Thesis Research 1-6 Course Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in Geoscience leading to the master's thesis.

Requirements: Must complete three (6) course credits.

Prerequisites: Prior to registration, the proposal must be approved by the student's committee and the Dean of Graduate Studies.

Health, Physical Education and Recreation

HPER 500 Independent Study or Research 1-3 Course Credits

Supervised solutions to selected problems to meet the special needs of the graduate student. The student's efforts will culminate in a scholarly report on the solution of the problems.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

HPER 522 Introduction to Adapted Physical Education 3 Course Credits

An overview of Adapted Physical Education. Introduces students to the requirements of special needs in Physical Education as required in IDEA Amendments of 1997. Emphasis on all types of movement experiences for special populations. This course is dual-listed with HPER 422.

Requirements: None.

Prerequisites: None.

HPER 528 Advanced Coaching Philosophy 3 Course Credits

Course is designed to allow practicing coaches the opportunity to explore advanced coaching principles and philosophies. Special emphasis is placed on application of knowledge into current profession.

Requirements: None.

Prerequisites: None.

HPER 530 Seminar in HPER 3 Course Credits

Investigation of special topics in health, physical education or recreation through group study. Attempts will be made to meet the needs of groups of students. Note: The seminar may be repeated.

Requirements: None.

Prerequisites: None.

HPER 531 Organization and Development of Comprehensive School Health Programs 3 Course Credits

A course for teachers and school administrators who desire an understanding of the development and methods of a comprehensive school health education program.

Requirements: None.

Prerequisites: None.

HPER 532 Tests and Measurements in Physical Education 3 Course Credits

The history of measurements in physical education, the selection and administration of appropriate test, and the integration of their results by statistical procedures. This course is dual-listed with HPER 432.

Requirements: None.

Prerequisites: None.

HPER 533 Physical and Education in the Elementary School 3 Course Credits

An investigation of research and current practices in Elementary Physical Education.

Requirements: None.

Prerequisites: None.

HPER 535 Curriculum Planning in Physical Education 3 Course Credits

History and trends in Physical Education. Principles and procedures for curriculum construction and criteria for selection of activities and judging outcomes. Students will develop a K-12 Physical Education Curriculum. This course is dual-listed with HPER 435.

Requirements: None.

Prerequisites: None.

HPER 536 NCAA Rules 3 Course Credits

A study of the National Collegiate Athletic Association (NCAA). Research and investigation into the inception, growth, and conduct of the NCAA in both a historic and current context.

Requirements: None.

Prerequisites: None.

HPER 537 Sport Law 3 Course Credits

Study of the law and implications relative to physical education and sport. Emphasis on safety procedures, preventive measures and legal responsibilities of the coach/administrator.

Requirements: None.

Prerequisites: None.

HPER 539 Biomechanics of Sports 2 Course Credits

Improve ability to teach physical education and to coach athletic teams by learning to analyze a variety of sports activities in terms of fundamental principles of mechanics. This course is dual-listed with HPER 439.

Requirements: Concurrent enrollment with HPER 539L.

Prerequisites: HPER 122, 124, 124L, 232 and 232L, or permission of department chair.

HPER 539L Biomechanics of Sports Laboratory 1 Course Credit

Lab experience in Biomechanics of Sports. This course is dual-listed with HPER 439L.

Requirements: Concurrent enrollment with HPER 539.

Prerequisites: HPER 122, 124, 124L, 232 and 232L, or permission of department chair.

HPER 590 Internship in Health, Physical Education and Recreation 1-12 Course Credits

Provides practical experience in physical education, recreation, coaching or athletic training. Interested students should contact the Internship and Career Services office to secure application materials. Application should be made prior to the semester the internship will be started. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.

Requirements: None.

Prerequisites: Identification of required internships and prerequisites for each as follows:

Recreation: HPER 226, 234 and 333.

Coaching: HPER 220, 335 and appropriate techniques courses.

Athletic Training: HPER 226.

HPER 600 Independent Study or Research 1-3 Course Credits

Research or study in the area of health, physical education, and recreation will be conducted either on or off campus. The reading of literature in this area or carrying projects culminating in the writing of special papers and reports.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

HPER 626 Advanced Motor Skill Learning 3 Course Credits

An advanced course designed for the exploration of materials, methods and mechanisms that underlie the learning and performance of motor skills.

Requirements: None.

Prerequisites: None.

HPER 631 Topics in HPER 3 Course Credits

This course is designed to give the master physical educator an awareness of recent trends and issues in the school setting, and to discuss other contemporary concerns affecting the master physical educator.

Requirements: None.

Prerequisites: None.

HPER 632 Current Studies in Administration of Physical Education 3 Course Credits

Research and research techniques in the field of administration of physical education.

Requirements: None.

Prerequisites: None.

HPER 634 Measurement of Human Performance 3 Course Credits

A review of various instruments used to measure human performance. The study related to these instruments includes but is not limited to the use, construction, presentation and statistical analysis required for interpretation.

Requirements: None.

Prerequisites: None.

HPER 637 Sports Management 3 Course Credits

Provides students the opportunity to explore the dynamic world of sports from a management perspective. Offers a comprehensive coverage of business trends, career options, and leadership training in the world of sports.

Requirements: None.

Prerequisites: None.

HPER 638 Problems in Interscholastic Athletics 3 Course Credits

Examination and discussion of problems which are encountered and related to the administration of an interscholastic athletic program. Current problems concerning athletics on national, state and local levels will be addressed.

Requirements: None.

Prerequisites: None.

HPER 639 Advanced Methods of Sports Training 3 Course Credits

A study of advanced methods used in sports training for special populations. Populations include, but are not limited to, differences in training youth, aged, hypobaric, hyperbaric, gender, heat, cold, athletes and the general population.

Requirements: None.

Prerequisites: None.

HPER	655	Scholarly Project	1-3 Course Credits
-------------	------------	--------------------------	---------------------------

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee, includes an extensive paper summarizing the project.
Requirements: Must complete three (3) course credits.
Prerequisites: None.

HPER	660	Thesis	1-6 Course Credits
-------------	------------	---------------	---------------------------

For students selecting Plan I, as listed under Program Requirements. The completion of a research project of considerable scope. The report of a study conducted under the guidance of the student's advisor.
Note: Recommended for those who plan to do further advanced work in education.
Requirements: Must complete six (6) course credits.
Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

HPER	690	Internship	1-6 Course Credits
-------------	------------	-------------------	---------------------------

Provides practical experience in physical education, recreation, coaching or athletic training. Interested students should contact the Career and Academics Planning Services office to secure application materials. The amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours required.
Requirements: Students must first complete a minimum of 18 course credits in their degree program
Prerequisites: Application should be made prior to the semester the internship will be started.

History

HIST	500	Independent Study or Research	1-3 Course Credits
-------------	------------	--------------------------------------	---------------------------

Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.
Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.
Prerequisites: None.

HIST	529	Civil Rights and the Vietnam War	3 Course Credits
-------------	------------	---	-------------------------

A study of the origins, rationales and results of the civil rights movement, and the background, strategies, reasons for failure and long-term effects of the Vietnam conflict.
Requirements: None.
Prerequisites: None.

HIST	530	History of the American Indian	3 Course Credits
-------------	------------	---------------------------------------	-------------------------

A survey of Indian-white relations from American pre-history to the present. The course will emphasize the contributions made by American Indians to the general historical development of the United States.
Requirements: None.
Prerequisites: None.

HIST	531	Europe: Waterloo to World War I	3 Course Credits
-------------	------------	--	-------------------------

European history in the 19th century, emphasizing the rise of nationalism and industrialism, and the resultant changes in European society.
Requirements: None.
Prerequisites: None.

HIST	532	Europe Since 1914	3 Course Credits
-------------	------------	--------------------------	-------------------------

The end of the old order in Europe, the age of conflict and ideology, and the rise of mass movements from World War I to the present.
Requirements: None.
Prerequisites: None.

HIST	535	History of Historical Writing	3 Course Credits
-------------	------------	--------------------------------------	-------------------------

Methods of historical research, writing and criticism, with emphasis on bibliography and historical interpretation.
Requirements: None.
Prerequisites: None.

HIST 536	America in the Twentieth Century	3 Course Credits
A study of the growth of the United States during the last century, with emphasis on the evolution of political institutions, the United States as a world power, civil rights issues, and the main intellectual and cultural currents in this century of rapid change.		
Requirements: None.		
Prerequisites: None.		
HIST 537	Issues in European History	3 Course Credits
Selected topics of investigation in European history. Note: May be repeated with different emphasis.		
Requirements: None.		
Prerequisites: None.		
HIST 541	Issues, Topics and Workshops in History	1-3 Course Credits
Selected topics or issues appropriate for study in a traditional classroom setting, seminar or workshop format. Current topics include, but are not limited to: Women's History, Mari Sandoz Workshop, History of Sports in the United States, and Topics in United States Military History.		
Note: May be taken more than once with different content, with the permission of the instructor and Dean of Graduate Studies.		
Requirements: None.		
Prerequisites: None.		
HIST 542	Europe in the Middle Ages	3 Course Credits
The history and culture of Western Europe from the late Roman Era to the crises of the late Middle Ages including the transition from ancient to medieval civilization, Latin Christianity, the Carolinian Era, the papacy, feudal and manorial society, and the early emergence of the nation-state.		
Requirements: None.		
Prerequisites: None.		
HIST 543	The Era of World War II	3 Course Credits
Studies the era of World War II as the pivotal and defining era of United States history in the Twentieth Century.		
Requirements: None.		
Prerequisites: None.		
HIST 544	History of the American Colonies and the American Revolution	3 Course Credits
Studies the rich variety of themes in Early America, from Indian cultures to the appearance and development of European colonies in America and the evolution of these colonies through the period of the American West of Independence.		
Requirements: None.		
Prerequisites: None.		
HIST 545	The United States: The Early Republic	3 Course Credits
Studies the issues and themes in the history of the United States, from the nation's founding to the era of sectionalism, which led to the Civil War.		
Requirements: None.		
Prerequisites: None.		
HIST 546	The American West, 1500 - 1890	3 Course Credits
Studies the American West to 1890, emphasizing the region as a contested meeting ground for various people. Significant Western themes, including expansion, violence and the role of the federal government will be examined.		
Requirements: None.		
Prerequisites: None.		
HIST 547	The American West, 1890 - Present	3 Course Credits
Studies the American West from 1890 to the present, emphasizing the contributions of Native Americans, Anglos, Hispanics, African Americans and Asian Americans, to the region's rich history. Prominent themes, including aridity, "the mythic West" and conflict with the federal government, will be investigated.		
Requirements: None.		
Prerequisites: None.		

HIST 548 Sectionalism, Civil War and Reconstruction 3 Course Credits

Traces the history of sectionalism in the United States from the Missouri Compromise through the Civil War, closing with the end of military reconstruction in 1877.

Requirements: None.

Prerequisites: None.

HIST 549 Turn of the Century American 3 Course Credits

Studies the years 1865 to 1915. Including the reconstruction of the post-war south, immigration, urbanization, the labor movement, American settlement of the west, populism and progressivism, the Spanish-American/ Theodore Roosevelt era growth in American international power, and the drift towards world war.

Requirements: None.

Prerequisites: None.

HIST 550 World War I 3 Course Credits

Study of the First World War from the perspective of Europe and the United States.

Requirements: None.

Prerequisites: None.

HIST 551 History of Canada to 1867 3 Course Credits

Examines the fascinating history of Canada from its beginnings to 1867. Investigates the political, social and economic development of Canada from the formation of First Nations societies to Confederation. Some of the topics will include: early European explorations, the rise and fall of New France, the fur trade, the expansion of British North America, the rebellions of Upper and Lower Canada and Confederation.

Requirements: None.

Prerequisites: None.

HIST 552 History of Canada since 1867 3 Course Credits

Examines the history of Canada from 1867 to the present. Investigates the political, social and economic development of Canada since Confederation. Some of the course themes will underscore Canada's participation in global events and trends, such as industrialization, World Wars I and II, the Great Depression, the Cold War, and globalization. Other issues, more specific to Canada, will also be covered: the evolution of Canadian identity, relations with First Nations' peoples, Canada's relationship to the United States, and lingering tensions between English-speaking and French-speaking Canadians.

Requirements: None.

Prerequisites: None.

HIST 553 American Environmental History: Problems, Advances and Contradictions 3 Course Credits

Examines the history of the United States through its interactions with nature, from the colonial era to the present. In addition to examining the history of resource use, this course examines how the environment functions as a critical tool in defining cultural, political, and gender relationships among Americans.

Requirements: None.

Prerequisites: None.

HIST 559 Directed Study: US/Europe 3 Course Credits

A directed study of a specific aspect of US or European historiography, with topic selected by faculty and student.

Requirements: None.

Prerequisites: None.

HIST 572 Modern East Asia 3 Course Credits

This course focuses on the dynamic intellectual, political, economic, and social changes that transformed China, Japan, Vietnam, and Korea from Confucian states to modern nation states. It then traces their development into the twenty-first century.

Requirements: None.

Prerequisites: None.

HIST 573 The World Since 1945 3 Course Credits

This course analyzes the post-World War II international arena, the 'bi-polarity' of the Cold War and the push for 'modernization.' The course will also study the decolonization movement, the changes taking place in international relations and the expansion of capitalism in the latter half of the twentieth century.

Requirements: None.

Prerequisites: None.

HIST 579 Directed Study: World 3 Course Credits

A directed study of a specific aspect of world historiography, with topic selected by faculty and student.

Requirements: None.

Prerequisites: None.

HIST 600 Independent Study or Research 1-3 Course Credits

Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies and Academic Vice President.

Prerequisites: None.

HIST 610 Seminar in Power and Institutions 3 Course Credits

This course applies the theme of Power and Institutions to major areas in US, European, and World history, with the particular focus at the discretion of the instructor in conjunction with accepted common core standards. Students will analyze and engage with the subject through a minimum of three cognate social science fields, the reading of secondary literature, and an analysis of primary documents.

Requirements: None.

Prerequisites: None.

HIST 620 Seminar in the Global and Identity 3 Course Credits

This course applies the theme of the Global and Identity to major areas in US, European, and World history, with the particular focus at the discretion of the instructor in conjunction with accepted common core standards. Student will analyze and engage with the subject through a minimum of three cognate social science fields, the reading of secondary literature, and an analysis of primary documents.

Requirements: None.

Prerequisites: None.

HIST 630 Seminar in Exchange and Environment 3 Course Credits

This course applies the theme of Environment and Exchange to major areas of US, European, and World history, with the particular focus chosen by the institution based on common core standards. Students will analyze and engage with the subject through a minimum of three cognate social science fields, the reading of secondary literature, and an analysis of primary documents.

Requirements: None.

Prerequisites: None.

HIST 635 Research Seminar in History 3 Course Credits

Research and writing on a major topic required.

Requirements: None.

Prerequisites: None.

HIST 655 Scholarly Project 1-3 Course Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

HIST 660 Thesis 1-6 Course Credits

For students selecting Plan I, as listed under Program Requirements. An extensive research and writing experience which serves as the capstone course for the Master of Education degree with emphasis in History.

Requirements: Must complete six (6) course credits.

Prerequisites: Prior to registration, proposal must be approved by the student's committee and Dean of Graduate Studies.

Humanities**HUM 500 Independent Study or Research 1-3 Course Credits**

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required. Permission of Instructor, Dean and Academic Vice President is required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

HUM	532	World Mythology	3 Course Credits
-----	-----	-----------------	------------------

A survey of world myth and folklore as major sources of inspiration, allusion and imagery in the expressive arts. This course is dual-listed with HUM 432.

Requirements: None.
Prerequisites: None.

HUM	534	Exploration in the Humanities	3 Course Credits
-----	-----	-------------------------------	------------------

Exploration of visual, performing or language arts. Previous experience and background are desirable but not necessary

Requirements: Field trips may be required.
Prerequisites: None.

Management

MGMT	560	Topics in Management	1-3 Course Credits
------	-----	----------------------	--------------------

Topics or seminars will be selected as needed to keep students abreast of contemporary issues in management.

Requirements: None.
Prerequisites: None.

MGMT	600	Independent Study or Research	1-3 Course Credits
------	-----	-------------------------------	--------------------

Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.
Prerequisites: None.

MGMT	610	Human Capital Management	3 Course Credits
------	-----	--------------------------	------------------

Human Capital Management (HCM) covers the principles and techniques of human capital management from both micro and macro perspectives, including legislation affecting employers today and practical applications of various people related functions. State-of-the-art insight is offered into the human resource functions of recruiting, development, compensation, integration and separation. Emphasis is given to the transfer of theory, to support the application of HCM techniques that may be used by business/organizational leadership to strategically develop and tactically deploy human capital to produce results in the real-world enterprise.

Requirements: None.
Prerequisites: None.

MGMT	620	High Performance Leadership	3 Course Credits
------	-----	-----------------------------	------------------

Review current theory and practice of leadership with emphasis on developing skills relevant to prospective and practicing mid-level managers. Topical subjects may include participative leadership, delegation, empowerment; current leadership theories and practice; change leadership; leadership for group decision-making; team building leadership; leadership for quality performance; developing leadership skills; and building effective relationships. Leadership experiential exercise and/or experience will be integrated with contextual material as relevant and practical.

Requirements: None.
Prerequisites: None.

MGMT	630	Organizational Behavior	3 Course Credits
------	-----	-------------------------	------------------

The determinants and organizational consequences of both individual and group behavior within formal organizations, with emphasis on theories, concepts, and empirical findings from the behavioral sciences that will help managers to understand, predict and influence the behavior of members of an organization.

Requirements: None.
Prerequisites: None.

MGMT	634	Business Strategy	3 Course Credits
------	-----	-------------------	------------------

A variety of decision methods or techniques applicable to corporate level strategic decisions are developed. In depth case analysis for a wide variety of businesses and industries. Readings in business strategy.

Requirements: Must complete a minimum of 12 credits of required courses prior to enrollment in this capstone-type course.
Prerequisites: None.

MGMT	639	Legal and Social Environment of Business	3 Course Credits
------	-----	--	------------------

Examines the legal and social environments as they developed, up to present situations, emphasizing current trends.

Requirements: None.

Prerequisites: None.

Marketing

MKTG 560 Topics in Marketing / Entrepreneurship 1-3 Course Credits
 Topics or seminars will be selected as needed to keep students abreast of contemporary issues in marketing/entrepreneurship.
 Requirements: None.
 Prerequisites: None.

MKTG 600 Independent Study or Research 1-3 Course Credits
 Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.
 Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.
 Prerequisites: None.

MKTG 630 Marketing Management 3 Course Credits
 Management of the marketing process to include planning, pricing, promotion, and distribution of ideas, products, and services to give the organization a competitive edge.
 Requirements: None.
 Prerequisites: None.

MKTG 635 Entrepreneurship – New Venture Creations 3 Course Credits
 This course will focus on the process of starting a business venture. We will consider the business start-up process from concept to roll out and continue through managing a business.
 Requirements: None.
 Prerequisites: None.

Mathematics

MATH 500 Independent Study or Research 1-3 Course Credits
 Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.
 Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.
 Prerequisites: None.

MATH 530 Topics in Mathematics 1-3 Course Credits
 Topics to meet the needs of students who have completed the regular course of study.
 Note: Can be repeated with different emphasis for a maximum of six (6) course credits.
 Requirements: None.
 Prerequisites: None.

MATH 533 Statistical Methods and Data Analysis 3 Course Credits
 Statistical research methods and modeling of statistical problems. Chi-square tests, analysis of variance, one-way and multi-factorial designs, multiple regression and correlation. Nonparametric methods. Use of calculators and personal-computer software. This course is dual-listed with MATH 433.
 Requirements: None.
 Prerequisites: MATH 232 or equivalent.

MATH 534 Introductory Analysis 3 Course Credits
 Structure of the real number line. Completeness, compactness, connectedness. Rigorous treatment of limits, sequences, series, convergence, functions and continuity, derivatives and selected topics on measure and integration theory. This course is dual-listed with MATH 434.
 Requirements: None.
 Prerequisites: MATH 237 with a C or better, or permission of instructor.

MATH 535 Sampling Techniques 3 Course Credits
 Statistical survey methods, sampling techniques, point and interval estimation of population parameters, population size determination and communication of sample survey results. Applications from business, and the natural/social sciences. This course is dual-listed with MATH 435.
 Requirements: None.

Prerequisites: MATH 232 or equivalent.

MATH 537 Modern Algebra 3 Course Credits

Axiomatic approach to groups, rings, integral domains, polynomials, fields, selected topics in abstract algebra and an introduction to vector spaces and algebraic coding theory. This course is dual-listed with MATH 437.

Requirements: None.

Prerequisites: MATH 429 or equivalent.

MATH 538 Numerical Analysis 3 Course Credits

Numerical modeling of phenomena using interpolation and approximation, systems of linear equations, integration and numerical solutions of differential equations. This course is dual-listed with MATH 438.

Requirements: None.

Prerequisites: MATH 252 or permission of instructor.

MATH 539 Theory of Statistics 3 Course Credits

Joint distribution concepts, conditional expectations, method of distribution functions, transformation, method of moment-generating functions, order statistics, sampling distributions, central limit theorem, continuous and discrete random variables. This course is dual-listed with MATH 439.

Requirements: None.

Prerequisites: MATH 151 and 331, or equivalencies.

MATH 540 Mathematics Education Standards 3 Course Credits

An integrated content/pedagogy course on mathematics teaching, assessment, and curriculum standards, based on major content areas of the K-12 curriculum. This course is dual-listed with MATH 440.

Requirements: None.

Prerequisites: Fifty percent (50%) of endorsement completed.

MATH 600 Independent Study or Research 1-3 Course Credits

Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

MATH 630 Mathematics Topics for Teachers 1-3 Course Credits

Mathematics topics of interest to classroom teachers at all grade levels. Credit variable with topic.

Note: Can be repeated with different emphasis for a maximum of six (6) course credits.

Requirements: None.

Prerequisites: None.

MATH 631 Mathematics for Management 3 Course Credits

Quantitative methods for managerial, educational administration and public policy applications. Topics from discrete math, data analysis and operations research areas.

Requirements: None.

Prerequisites: None.

MATH 634 Mathematics Curriculum 3 Course Credits

Mathematics curriculum in elementary and secondary schools, with emphasis on current trends and issues in mathematics education.

Requirements: Permission of instructor.

Prerequisites: None.

MATH 655 Scholarly Project 1-3 Course Credits

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

MATH 660 Thesis Research 1-6 Course Credits

For students selecting Plan I, as listed under Program Requirements. Original investigations in mathematics leading to the master's thesis.

Requirements: Must complete six (6) course credits.

Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

Music

MUS	513	Performance Ensemble	1 Course Credit
-----	-----	----------------------	-----------------

Offers graduate credit for participation in music ensembles.

Requirements: None.

Prerequisites: None.

MUS	515	Private Instruction	1-3 Course Credits
-----	-----	---------------------	--------------------

Individual instruction in conducting, composition, piano, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Requirements: None.

Prerequisites: None.

MUS	530	African American Popular Music	3 Course Credits
-----	-----	--------------------------------	------------------

Studies the music of African-Americans, from the arrival of the first African in 1619 to the 1980s. Details eight (8) Pan-African musical characteristics and traces the effects on European music. Views the progression of these characteristics through the development of blues, popular music, jazz, country music and rock. Students will develop a curriculum project for implementing course material into a class within a K-12 music program.

Note: Learning communities will be established with students in MUS 330.

Requirements: None.

Prerequisites: EDCI 635.

MUS	600	Independent Study or Research	1-3 Course Credits
-----	-----	-------------------------------	--------------------

Individual study in a selected area of music. The number of course credits is determined by the topic and the amount of work required.

Requirements: Six (6) course credits of graduate study in music and permission from instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: Approval of the student's written proposal (including a bibliography) for study.

MUS	615	Private Instruction	1-3 Course Credits
-----	-----	---------------------	--------------------

Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.

Requirements: None.

Prerequisites: At least two (2) course credits of MUS 515.

Physics

PHYS	500	Independent Study or Research	1-3 Course Credits
------	-----	-------------------------------	--------------------

Designed for the graduate student seeking an individual problem in science. Note: May be repeated.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

PHYS	530	Topics in Physics	1-3 Course Credits
------	-----	-------------------	--------------------

A course on selected science topics. Course content will vary to meet the special needs of students. The course may involve classroom/field-oriented activity. Credit is dependent upon length of course and depth of study.

Note: May be repeated with different topics.

Requirements: Field trips may be required.

Prerequisites: None.

PHYS	534	Mechanics	3 Course Credits
------	-----	-----------	------------------

Principles of Newtonian mechanics including Lagrangian and Hamiltonian formalism. This course is dual-listed with PHYS 434.

Requirements: None.

Prerequisites: None.

PHYS 536	Science Education	1-6 Course Credits
Designed to meet the needs of teachers desiring science content and skills not covered in another course. Topics and credit arranged to meet the needs of participants. Note: Can be repeated with a change in emphasis.		
Requirements: None.		
Prerequisites: None.		
PHYS 544	Thermodynamics	3 Course Credits
Principles of statistical physics and applications to the laws of thermodynamics. This course is dual-listed with PHYS 444.		
Requirements: None.		
Prerequisites: None.		
PHYS 554	Electricity and Magnetism I	3 Course Credits
Special methods in electromagnetic theory, static fields, introduction to Maxwell's equations, and electric fields in the presence of matter. This course is dual-listed with PHYS 454.		
Requirements: None.		
Prerequisites: None.		
PHYS 564	Quantum Mechanics I	3 Course Credits
Current methods in quantum mechanics, wave nature of matter, symmetry laws and development of state function. This course is dual-listed with PHYS 464.		
Requirements: None.		
Prerequisites: None.		
PHYS 571D	Electricity and Magnetism II	3 Course Credits
Dynamic fields, magnetic fields in the presence of matter, propagation of electromagnetic radiation and advanced use of Maxwell's equations. This course is dual-listed with PHYS 471D.		
Requirements: None.		
Prerequisites: PHYS 554.		
PHYS 571E	Optics	1 Course Credit
A study of optical phenomena including ray optics and wave optics. This course is dual-listed with PHYS 471E.		
Requirements: None.		
Prerequisites: None.		
PHYS 571G	Quantum Mechanics II	1 Course Credit
Time development of wave functions, perturbation theory, spin functions, the hydrogen atom and the WKB approximation. This course is dual-listed with PHYS 471G.		
Requirements: None.		
Prerequisites: PHYS 564.		
PHYS 571H	Advanced Astronomy	1-3 Course Credits
A quantitative study of topics introduced in PHYS 333. Includes astrophotography, deep sky viewing and planetarium. This course is dual-listed with PHYS 471H.		
Requirements: None.		
Prerequisites: None.		
PHYS 571J	Independent Study or Research	1-3 Course Credits
Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.		
Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.		
Prerequisites: None.		
PHYS 571K	Advanced Physics Laboratory	1-2 Course Credits
Experiments in optics, electronics, mechanics and modern physics. Credits of one (1) or two (2) each semester, with maximum of four (4) credit total. This course is dual-listed with PHYS 471K.		
Requirements: None.		
Prerequisites: None.		
PHYS 571M	Topics in Physics	1-3 Course Credits
Designed to meet the needs of students in a special area of interest.		

Note: May be repeated for up to six (6) course credits.

Requirements: None.

Prerequisites: None.

PHYS 600	Independent Study or Research	1-3 Course Credits
----------	-------------------------------	--------------------

Research investigations in physics.

Requirements: Permission of instructor and Dean of Graduate Studies.

Prerequisites: None.

PHYS 630	Topics in Physics	1-3 Course Credits
----------	-------------------	--------------------

Selected physics topics. Content varies to meet the special needs of students. May involve classroom/field-oriented activity.

Credit is dependent upon length of course and depth of study.

Note: May be repeated with different topics for up to six (6) course credits

Requirements: Field trips may be required.

Prerequisites: None.

PHYS 655	Scholarly Project	3 Course Credits
----------	-------------------	------------------

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization.

Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.

Requirements: None.

Prerequisites: None.

PHYS 660	Thesis Research	1-6 Course Credits
----------	-----------------	--------------------

For students selecting Plan I, as listed under Program Requirements. Original investigations in physics leading to the master's thesis.

Requirements: Must complete six (6) course credits.

Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

Political Science

PS 520	American Political Thought	3 Course Credits
--------	----------------------------	------------------

The main lines of American political thought and ideology will be examined. The Founding era, especially the debates between the Federalists and the Antifederalists, will be emphasized, as will developments in the post-WWII era. This course is dual-listed with PS 420.

Requirements: None.

Prerequisites: None.

PS 521	Contemporary Political Ideologies	3 Course Credits
--------	-----------------------------------	------------------

The most important contemporary political ideologies will be examined, with emphasis upon those most prevalent in the United States. Some of the central ideologies discussed will include social conservatism, libertarianism and populism.

Requirements: None.

Prerequisites: None.

PS 525	Power, Prosperity, and Poverty	3 Course Credits
--------	--------------------------------	------------------

The role that political power plays in shaping material well-being will be examined in this course. Students will analyze the role of domestic and international governing institutions, and their actors, in fostering prosperity and poverty. The relative influence of politics on economic well-being will be weighed against other explanations of poverty and prosperity, especially historical determinism, dependency theory, geographical determinism, and cultural theories.

Requirements: None.

Prerequisites: None.

PS 530	Topics in Political Science	3 Course Credits
--------	-----------------------------	------------------

Special topics in Political Science. Note: May be repeated with a change of emphasis.

Requirements: None.

Prerequisites: None.

PS 531	History of Political Thought	3 Course Credits
--------	------------------------------	------------------

Various themes in political philosophy will be covered, such as political obligation, rights, freedom and justice. Major philosophers covered will include Plato, Locke and Rousseau. This course is dual-listed with PS 431.

Requirements: None.

Prerequisites: None.

PS 532 The Legislative Process 3 Course Credits

The analysis of the legislative process in Congress and American state legislatures. Emphasis on statute-law making, oversight of the executive and representative function of the legislature, concurrent with an examination of decision-making and legislative norms and roles.

Requirements: None.

Prerequisites: None.

PS 534 Congress and the Presidency 3 Course Credits

Examines the structures and processes of Congress and the Presidency, and how the two institutions interact with one another. Topics will include constituency and partisan influences, organizational structures, and decision-making processes in both branches of government. The course will highlight the interdependent and dynamic nature of inter-branch relations, with an emphasis on the evolving constitutional system of the United States. This course is dual-listed with PS 434.

Requirements: None.

Prerequisites: None.

PS 535 The Presidency 3 Course Credits

Examines the institutional development of the presidency. Emphasis is placed on presidential decision making, presidential leadership and the growth of executive power.

Requirements: None.

Prerequisites: None.

PS 655 Scholarly Project 1-3 Course Credits

For students selecting Plan II, as listed under Program Requirements. Project pertaining to a field of specialization. Designed in consultation with the student's graduate committee. Includes paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

Psychological Sciences

PSYC 538 Behavioral Statistics 3 Course Credits

Computational and graphical techniques in descriptive and inferential data analysis. Primary topics include the scales of measurement, shapes and types of distributions, measures of central tendency and variability, correlation, regression, hypothesis testing; analysis of variance, interval estimation, sampling, and probability theory. Also includes an introduction to statistical software and multivariate methods. This course was previously dual-listed with PSYC 438.

Requirements: None.

Prerequisites: None.

PSYC 541 Advanced Organizational Psychology 3 Course Credits

Provides a detailed look at psychological research and theories as applied to human performance in organizational settings, with special emphasis on issues surrounding diversity and organizational training.

Requirements: None.

Prerequisites: PSYC 131 for Psychology majors/minors.

Reading

READ 500 Special Topics in Reading 1-3 Course Credits

Recent trends and issues in the field of reading.

Requirements: Permission from instructor and Dean of Graduate Studies.

Prerequisites: None.

READ 530 Reading and Writing in the Middle and Secondary Schools 3 Course Credits

The nature of reading and writing, pertinent research in the field, reading as applicable to the middle and secondary reading curriculum, management of the middle and secondary reading programs, application of reading skills to the various subject areas, the selection of effective materials of teaching methods and techniques, and the use of various types of tests. This course is dual-listed with READ 430.

Requirements: None.

Prerequisites: Student teaching or teaching experience.

READ 531	Improvement of Instruction in Reading	3 Course Credits
The nature of reading, pertinent research in the field, curriculum in reading from the preparatory period through the intermediate grades and the management of the reading program. Emphasis on specific reading skills taught in the elementary grades, selecting effective materials, teaching methods and techniques, and the use of various types of tests. This course is dual-listed with READ 431.		
Requirements: None.		
Prerequisites: None.		
READ 532	Reading in the Content Fields	3 Course Credits
Assists teachers in the content areas to teach subject matter in such a way as to utilize and further develop fundamental reading. Special consideration will be given to effective reading skills, vocabulary development in specific subject areas, and study skills.		
Requirements: None.		
Prerequisites: None.		
READ 533	Philosophies, Approaches and Techniques for Teaching Reading	3 Course Credits
Philosophical beliefs underlying the democratic school system, objectives, and the means of obtaining them are reviewed as they relate to schools and reading. The history of education programs that have impacted the development, delivery, and evaluation of reading programs is examined and applied to determine program effectiveness and suitability for meeting the needs of those requiring instruction in reading.		
Requirements: None.		
Prerequisites: None.		
READ 535	Reading and the At-Risk Student	3 Course Credits
Effective models of reading programs serving at-risk students, explores innovative and imaginative approaches for teaching reading to at-risk students, and builds teachers' confidence in their ability to provide appropriate programs for at-risk students.		
Requirements: None.		
Prerequisites: None.		
READ 600	Independent Study	1-3 Course Credits
Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.		
Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.		
Prerequisites: None.		
READ 634	Linguistic Foundations of Reading Instruction	3 Course Credits
History of language, phonetic structure of the English language, vocabulary development, syntax, basic speech production, and intonation patterns. Emphasis is placed on developing teacher competence in understanding linguistic foundations of reading instruction.		
Requirements: None.		
Prerequisites: None.		
READ 635	Diagnosis and Correction	3 Course Credits
Causes of reading disabilities, and the use of interview procedures and methods, diagnostic instruments and materials of remediation.		
Requirements: None.		
Prerequisites: None.		
READ 636	Practicum in Reading	3 Course Credits
Supervised practicum with children and youth in developmental and remedial reading instruction. Includes the diagnosing and treatment of reading disabilities under supervision.		
Requirements: None.		
Prerequisites: READ 635 or consent of instructor.		
READ 638	Seminar in Reading: Issues, Trends and Programs	3 Course Credits
Trends, issues and programs are analyzed through historical and current research in reading. Topics will vary according to the interests and needs of the students.		
Requirements: None.		
Prerequisites: None.		

Social Sciences

SS	500	Independent Study or Research	1-3 Course Credits
----	-----	-------------------------------	--------------------

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

SS	530	Topics in Social Sciences	1-3 Course Credits
----	-----	---------------------------	--------------------

Special topics in Social Sciences. Note: May be repeated with a change of emphasis.

Requirements: None

Prerequisites: None.

SS	536	Seminar in Social Sciences	1-6 Course Credits
----	-----	----------------------------	--------------------

Offered in any of the Social Sciences disciplines. Designed to meet the specific needs of a group of students, analogous to the way in which Independent Study or Research is designed to meet the needs of a specific student.

Requirements: Permission of the instructor.

Prerequisites: None.

SS	600	Independent Study or Research	1-3 Course Credits
----	-----	-------------------------------	--------------------

Advanced directed readings in selected problems to meet the special needs of the graduate student.

Requirements: Permission from instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

SS	655	Scholarly Project	1-3 Course Credits
----	-----	-------------------	--------------------

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.

Requirements: Must complete three (3) course credits.

Prerequisites: None.

Social Work

SW	530	Topics in Social Work	1-3 Course Credits
----	-----	-----------------------	--------------------

Examines advanced topics (knowledge and skills) in professional Social Work practice.

Note: May be repeated with a change in emphasis.

Requirements: Permission of instructor.

Prerequisites: None.

Sociology

SOC	500	Independent Study or Research	1-3 Course Credits
-----	-----	-------------------------------	--------------------

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

SOC	530	Topics in Sociology	3 Course Credits
-----	-----	---------------------	------------------

Special topics in Sociology. Note: May be repeated with a change of emphasis.

Requirements: None.

Prerequisites: None.

SOC	535	Advanced Social Psychology	3 Course Credits
-----	-----	----------------------------	------------------

A study of four perspectives in Social Psychology. Two primarily psychological; Gestalt and Freudian. Two primarily sociological; Exchange and Symbolic Interaction. Includes student reading and interpretation of primary and secondary sources in these four areas.

Requirements: None.

Prerequisites: None.

SOC	655	Scholarly Project	1-3 Course Credits
-----	-----	-------------------	--------------------

For students selecting Plan II, as listed under Program Requirements. Scholarly project pertaining to a field of specialization. Designed in consultation with the student's graduate committee and includes an extensive paper summarizing the project.
Requirements: Must complete three (3) course credits.
Prerequisites: None.

Special Education

SPED	500	Independent Study or Research	1-3 Course Credits
------	-----	-------------------------------	--------------------

Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.
Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.
Prerequisites: None.

SPED	516	Clinical Experience in Appraisal of Exceptional Children	3 Course Credits
------	-----	--	------------------

Class and field experiences to observe clinicians using assessment instruments and equipment with students in screening and assessment of academic achievement, development, assistive technology and rehabilitation.
Requirements: None.
Prerequisites: None

SPED	531	Program Development, Implementation, and Management	3 Course Credits
------	-----	---	------------------

Development, implementation, and management of special education programs, which include individual education plans (IEP), individual family service (IFSP), and transition plans. This course will include (a) a background of laws leading up to IDEA, (b) working knowledge of IDEA and related amendments, (c) hands-on experience in the formulation and development of IEP's, IFSP's, transition plans, and (d) techniques/strategies in adapting curriculum for students with special needs. This course is dual-listed as SPED 433.
Requirements: None.
Prerequisites: None.

SPED	532	Survey of Special Education	3 Course Credits
------	-----	-----------------------------	------------------

Overview of special education, laws and services related to general education. Characteristics of students with disabilities, gifted, and talented students at risk, and students who are culturally- and linguistically-different. Current, future and critical issues in the field of special education.
Requirements: None.
Prerequisites: None.

SPED	535	Assessing Individuals with Mild / Moderate Disabilities	3 Course Credits
------	-----	---	------------------

Assessment procedures and practices used to obtain information about the learning and development of students with mild/moderate needs. Including administering, interpreting and reporting test results, and formulating instructional objectives and subsequent learning programs. Understanding how information obtained from quantitative/qualitative measures and teachers' experiences influence their abilities to interpret strengths and needs, formulate instructional objectives, develop curriculum, and select appropriate teaching strategies. This course is dual-listed as SPED 435.
Requirements: None.
Prerequisites: None.

SPED	555	Characteristics of Learning Disabilities	3 Course Credits
------	-----	--	------------------

Social, emotional, physical, and cognitive characteristics of learning disabilities, identification, diagnosis, learning characteristics, and behavioral problems presented by learners with learning disabilities in the general education classroom. This course is dual-listed as SPED 455.
Requirements: None.
Prerequisites: None.

SPED	536	Elementary/Middle School/Secondary Methods and Materials for Mild / Moderate Disabilities	3 Course Credits
------	-----	---	------------------

Instructional, curricular, and adaptive or assistive technological approaches to accommodate the academic, social, emotional, cognitive, linguistic, and physical needs of learners with mild/moderate disabilities are reviewed. Based on learning theories, information obtained from this course will center on the use of methods and materials to facilitate learning of elementary/middle grades/secondary students with mild/moderate disabilities. This course is dual-listed as SPED 432.
Requirements: None.
Prerequisites: None.

SPED 537 Special Topics in Special Education 1-3 Course Credits

Development, implementation and management of Inclusive Classrooms in the K-12 school environment. Will include discussion and reflection on the following topics pertaining to Special Education: Response to Intervention (RtI), Inclusive Classrooms, federal laws including Individuals with Disabilities Education Act (IDEA), classroom management and inclusive classroom behavior interventions, curriculum adaptation, and providing support services for all children including those At-Risk.

Requirements: None.

Prerequisites: Permission of instructor.

SPED 538 Consultation / Collaboration 3 Course Credits

Consulting and collaborating skills for special educators working with parents and other professionals involved with children with disabilities. Emphasis is given to formal and informal meetings and conferences in planning, developing, and implementing special education programs, along with adaptations, special equipment, accommodations, or collaborative teaching with other professional and paraeducators. This course is dual-listed as SPED 438.

Requirements: None.

Prerequisites: None.

SPED 539 Language and Learning Disorders 3 Course Credits

Introductory course for graduate students on the subject of language and associated learning disorders. Provides students with an opportunity for integrating information from several content areas (e.g. language development, learning disorders, and anatomy) and applying that knowledge to a child presenting a language-based learning disorder. This course is dual-listed as SPED 439.

Requirements: None.

Prerequisites: None.

SPED 600 Independent Study or Research 1-3 Course Credits

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

SPED 630 Characteristics of Behavioral and Emotional Disabilities 3 Course Credits

Social, behavioral and emotional disabilities of learners. Identification of characteristics will be examined as well as all aspects of the total environment of these learners. This course was offered as SPED 530 prior to Fall 2012.

Requirements: None.

Prerequisites: None.

Theatre**TH 500 Independent Study or Research 1-3 Course Credits**

Study or research in an area of special interest. The number of credits is determined by the topic and the amount of work required.

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

Prerequisites: None.

Administration and Faculty

Board of Trustees of Nebraska State Colleges

Hon. Gary Bieganski, Chadron
Hon. Matt Blomstedt, Lincoln
Hon. John Chaney, Auburn
Hon. Bob Engles, Auburn
Hon. Carter “Cap” Peterson, Wayne
Hon. Michelle Suarez, Lincoln
Hon. Jess Zeiss, Omaha
Hon. Stan Carpenter, Chancellor, Lincoln

Three student representatives, one from each of the state colleges, serve one year terms on the Board of Trustees. They are recommended by each campus President and appointed by the Governor.

Officers of Administration

Dr. R. Randy Rhine, President
Dr. Charles E. Snare, Vice President for Academic Affairs
Mr. Jon P. Hansen, Vice President for Enrollment Management, Marketing, and Student Services
Mr. Dale E. Grant, Vice President for Administration and Finance
Dr. James Powell, Dean of Curriculum and Accreditation and Dean of Education, Human Performance, Counseling, Psychology and Social Work
Dr. James Margetts, Dean of Essential Studies and Dean of Liberal Arts
Dr. Joel R. Hyer, Dean of Graduate Studies and Dean of Business, Entrepreneurship, Applied and Mathematical Sciences and Sciences
Dr. Susan Hines, Associate Vice President for Teaching and Learning Technologies
Dr. Akin Adebayo, Director of Assessment
Ms. Theresa Dawson, Director of Institutional Research

Faculty

Timothy E. Anderson*
Professor of Business
BSE, MSE, Chadron State College; EdD, University of Nebraska

Victoria R. Badura
Assistant Professor of Business
BSBA, MA, University of Nebraska-Omaha

Laura A. Bentz
Professor of Art
BFA, University of Nebraska-Lincoln; MA, MFA, University of New Mexico

E. Patricia Blundell*
Professor Education
BSE, MSE, Chadron State College; EdD, University of Nebraska-Lincoln

Mike P. Bogner*
Professor of Justice Studies
BA, Chadron State College; MS University of Cambridge; JD, University of South Dakota School of Law

Ronald Bolze*
Associate Professor of Applied Sciences
BS, Pennsylvania State University; PhD, Kansas State University

Dawn D. Brammer*
Associate Professor of Physical Education
BSE, MSE, Chadron State College; PhD, Northcentral University

Robin Brierly
Instructor of Education
BA, Buena Vista University; MAE, Viterbo University

August P Bruehlman*
Professor of Business
BS, University of Wisconsin; MS, PhD, Colorado State University

Mathew L. Brust*
Associate Professor of Biology
BS, University of Wisconsin; MS, University of Nebraska-Kearney; PhD, University of Nebraska-Lincoln

Ann Marie Buchmann*
Professor of Biology
BA, Saint Mary's College; PhD, Northwestern University

John Buttiglieri
Assistant Professor of Education
AA, Florida State College; BA, MA University of North Florida; EdD, University of Phoenix

Mary Jo. Carnot
Associate Professor of Psychology
BS, Carrol College; MS, PhD, Ohio State University

Philip G. Cary
Associate Professor Information Science and Technology
BSA, Chadron State College; MS, University of Missouri-Kansas City

Scott B. Cavin
Associate Professor of Theatre
BFA, Stephens College; MFA, Illinois State University

Steven Coughlin*
Assistant Professor English
BA, University of Massachusetts; MFA, University of Idaho; PhD, Ohio University

Kimberly Cox
Assistant Professor of English
BA, University of California; GC, PhD. State University of New York

Mary P. Donahue*
Professor of Art
BFA, MFA, Utah State University

Elisabeth Ellington*
Associate Professor of English
BA, Vesalius College; MA, University of New Hampshire; PhD, Brandeis University

Joshua Ellis*
Assistant Professor of Applied Sciences
BA, MSED, Northern State University; PhD, Walden University

Karen A. Enos*
Professor of Elementary Education
BA, California State University; MAE, EdD, University of South Dakota

Lori Entzminger
Assistant Professor of Education
BA, Concordia College; MEd, EdD, Columbia International University

Matthew Q. Evertson*
Professor of English
BA, MA, University of Nebraska-Lincoln; PhD, Arizona State University

Shaunda French
Assistant Professor of Communication Arts
BA, Northwest Missouri State University; MA, University of Central Missouri; PhD, University of Southern Mississippi

Teresa Frink*
Associate Professor of Agriculture
BS, University of Nebraska-Lincoln; MS, PhD, South Dakota State University

Nathaniel P. Gallegos*
Assistant Professor of Business
BS, University of Utah; MS, New Mexico State University; JD, University of Detroit Mercy School of Law; LLM, University of San Diego School of Law

Laura L. Gaudet*
Professor of Psychology
BS, University of Texas-Austin; MEd, Antioch College; PhD, University of Northern Colorado

Brooks Hafey
Assistant Professor of Music
BM, University of Missouri-Columbia; MM, Florida State University

Jamie Hamaker*
Assistant Professor of Business
BS, MBA, PhD, University of Nebraska-Lincoln

Joyce M. Phillips Hardy*
Professor of Science
BA, MAE, Chadron State College; PhD, Brigham Young University

Jerry L. Haugland*
Professor of Business
BA, MA, University of Nebraska-Lincoln; PhD, Oklahoma State University

Janice Haynes
Assistant Professor of Communication Arts
BA, MA, University of Houston; PhD, University of Massachusetts Amherst

Bruce L. Hoem
Associate Professor of Social Work
BA, Eastern Montana College; MA, MSW, University of Southern Mississippi

William G. Hoffman
Associate Professor of Health, Physical Education and Recreation
BSE, MSE, Chadron State College; EdD, United States Sports Academy

Lorie L. Hunn*
Professor of Education
BSE, MSE, Chadron State College, EdD, University of Wyoming

Todd Jamison
Assistant Professor of Business
BS, Bellevue University; MBA, Chadron State College

Wendy P. Jamison*
Associate Professor of Biology
BS, University of Iowa; MS, PhD, University of Nebraska-Lincoln

Tim J. Keith*
Professor of Chemistry
BS, University of Minnesota; MS, PhD, University of North Dakota

Michael Kennedy
Instructor of Communication Arts
BA, California University of Pennsylvania; MA, Marshall University

Richard H. Kenney, Jr.
Assistant Professor of Social Work
BA, University of Arizona-Tucson; MSW, University of Texas-Austin

Donald R. King*
Professor of Education
BA, MA, California Polytechnic State University; ME, University of California; PhD, Iowa State University

Kurt E. Kinbacher*
Assistant Professor of History
BA, University of Nebraska-Lincoln; BA, University of Minnesota-Twin Cities; MA, University of Alabama-Birmingham; PhD, University of Nebraska-Lincoln

Kathleen C. Kirsch*
Professor of Communication Arts
BA, MA, PhD, University of Wyoming

Robert Knight*
Associate Professor of Political Sciences
BA, San Diego State University; MA, University of California-Davis; PhD, Claremont Graduate University

James F. Koehn*
Professor of Business
BA, MACTG, Rice University; JD, Baylor University

Richard A. Koza*
Professor of Business
BSE, MSE, MBA, Chadron State College; PhD, University of Wyoming

Lisette D. Leesch*
Professor of Legal Studies
BS, University of South Dakota; JS, University of South Dakota School of Law

Michael B. Leite*
Professor Earth Science
BA, Minot State University; MS, University of Nebraska-Lincoln; PhD, University of Wyoming

Barbara J. Limbach*
Professor of Business
BSE, MSE, EdD, Chadron State College; PhD, University of Wyoming

Lara J. Madison*
Professor of Biology
BS, Texas A&M University; PhD, Harvard University

Kim A. Madsen*
Professor of Family and Consumer Sciences
BSE, MSE, Chadron State College; EdD, University of Nebraska-Lincoln

Roger W. Mays*
Professor of Theatre
BA, University of Nebraska-Kearney; MA, University of Denver; MFA, University of Georgia

Henry McCallum*
Associate Professor of Education
BA, MA, Lynchlong College; EdD, University of Northern Colorado

Robert F. McEwen*
Professor of English
BA, MSE, Chadron State College; PhD, University of Nebraska-Lincoln

Brandon L. Miller*
Professor of English
BA, MD, Abilene Christian University; PhD, Texas Women's University

Yvonne M. Moody*
Professor of Family and Consumer Sciences
BSE, MSE, Chadron State College; EdD, University of Nebraska-Lincoln

David Nesheim*
Associate Professor of History
BA, Black Hills State, MA, Northern Arizona University; PhD, University of Nebraska-Lincoln

Tracy L. Nobiling*
Professor of Justice Studies
BA, University of Northern Iowa; MS, PhD, University of Nebraska-Omaha

Erin M. Norman
Instructor of Family and Consumer Sciences
BA, Chadron State College; MS Eastern Michigan University

Anthony T. Perlinski
Assistant Professor of Applied Sciences
BS, Chadron State College; MS, North Dakota State University

Kaitlin M. Petri
Instructor of Business
BA, MBA, Chadron State College

L. Douglas Poole*
Associate Professor of Mathematics
BS, University of Southern Colorado; BS, MS, PhD, Colorado School of Mines

Shafiqur M. Rahman*
Professor of Communication Arts
BA, MA, Dhaka University Bangladesh; MA, University of Louisiana Monroe; PhD, Southern Illinois University-Carbondale

Donna R. Ritzen*
Associate Professor of Health, Physical Education and Recreation
BA, Adams State College; MAE, Chadron State College; PhD, Northcentral University

John C. Ritzen
Instructor of Health, Physical Education and Recreation
BA, MSOM, Chadron State College

Scott L. Ritzen*
Professor of Health, Physical Education and Recreation
BA, MA, Adams State College; PhD, University of New Mexico

William E. Roweton*
Professor of Education and Psychology
BS, Ohio State University; MS, PhD, University of Wisconsin-Madison

G.W. "Sandy" Schaefer*
Professor of Music
BS, Indiana State University; MS, University of Colorado; DMA, Arizona State University

Susan M. Schaeffer*
Associate Professor of Counseling
BA, University of Nebraska-Lincoln; MA, University of Nebraska-Omaha; PhD, University of Wyoming

Joel T. Schreuder*
Professor of Music
BME, Pacific Lutheran University; MA, Washington State University; PhD, Arizona State University

Jesse Sealey*
Assistant Professor of Education
BA, Mount Marty College; MA, Dakota Wesleyan University; EdD, University of South Dakota

Sidney E. Shuler*
Assistant Professor of Music
BM, Youngstown State University; MM, PhD, University of Illinois at Urbana-Champaign

Thomas Smith*
Associate Professor of History
BA, University of Kansas; MA, University of Denver; PhD, University of Nebraska-Lincoln

Robert V. Stack*
Professor of Mathematics
BS, MA, EdD, University of South Dakota

Michael Stephens*
Associate Professor of Music
BM, MS, Kent State University; PhD, University of Pittsburgh

Una D. Taylor*
Associate Professor of Music
BME, University of Rhode Island; MM, DMA, University of Connecticut

S. McKay Tebbs
Assistant Professor of Music
BM, Berklee College of Music; MM, University of Southern California

Thomas D. Tucker*
Professor of Humanities
BA, MA, University of West Florida; PhD, Florida State University

Zachary B. Varpness*
Associate Professor of Chemistry
BS, Northwestern College; PhD, Montana State University

Michael Vogl
Assistant Professor of Mathematics
BA, MAE, Chadron State College

James C. Wada*
Associate Professor of Criminal Justice
BACJA, MACJA, Boise State University; PhD, Washington State University

Don E. Watt
Professor of Physical Education
BSE, Chadron State College; MS Central Missouri State University

Wendy L. Waugh*
Professor of Management Information Systems
BSE, BA, Wayne State College; MA, University of Nebraska-Kearney; MBA, Chadron State College; PhD, Capella University

Beth R. Wentworth*
Professor of Mathematics
BS, Minot State University; MA, Northern State University; PhD, University of Minnesota

Brad K. Wilburn*
Professor of Philosophy
BA, Washington University; PhD, Stanford University

Kathleen Woods*
Associate Professor of Counseling
BA, MEd, PhD, Texas Tech, EdD, Texas Christian University

*Graduate Faculty