

Chadron State College

General Catalog Graduate 2013-2014



www.csc.edu

2013 - 2014
GENERAL BULLETIN
OF
GRADUATE STUDY



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, or disability. No person attending Chadron State College shall on grounds of age, race, marital status, gender, religion, national origin, 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 Chadron State College 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. Any such changes are available from the Record's Office. Students are responsible for adhering to regulations and completing requirements for their program of study.

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DIRECTORY

The address of Chadron State College is:

Chadron State College
1000 Main Street
Chadron, Nebraska 69337

Phone: 1-800-242-3766 or 308-432-6000

Web address: www.csc.edu
Admissions Office: inquire@csc.edu
Graduate Studies: <http://www.csc.edu/graduate/degree.csc>

Listed below are offices to which inquiries may be directed. Dial **308-432** followed by the extension.

Office	Location	Extension
Admissions	Crites Hall	6263
Business Office <i>(fees, tuition, payment of bills)</i>	Crites Hall	6240
Certification Officer	Administration 117	6032
Chadron State Foundation <i>(gifts, contributions, alumni)</i>	Executive Director, Sparks Hall	6366
Curriculum / Instruction	Vice President for Academic Affairs, Sparks Hall	6203
Disability Services	Counselor, Crites Hall	6461
Financial Aid	Senior Director, Crites Hall	6230
Graduate Studies	Director, Miller Hall	6214
Housing	Director, Crites Hall	6355
International Education Program	Coordinator, Crites Hall	6496
Internship & Career Services	Director, Crites Hall	6388
Library	Director, Reta E. King Library	6271
Market Development <i>(online, ITV, correspondence courses)</i>	Associate Vice President, Crites Hall	6376
Records Office <i>(transcripts)</i>	Registrar, Crites Hall	6270
START Office	Crites Hall	6060
Student Services	Vice President for Enrollment & Marketing, Crites Hall	6231
Tutoring	Coordinator, Reta King Library	6381

2013 - 2014 Academic Calendars

(Chadron State College reserves the right to make necessary changes in the calendar.)

FALL TERM 2013

AUGUST

16 Friday Faculty Orientation
19 Monday Classes Begin

SEPTEMBER

2 Monday Labor Day — No Classes

OCTOBER

11 Friday Mid Term
14-15 Monday-Tuesday Fall Mid Term Break
16 Wednesday Classes Convene

NOVEMBER

15 Friday Application Deadline for May Graduation
18 Monday Oral Examination Completion Deadline for December Graduation
27 Wednesday Thanksgiving Break Begins, 7:00 am

DECEMBER

2 Monday Classes Convene
9 Monday Academic Program Assessment Day
10 Tuesday Exam Week Begins
13 Friday First Semester Ends, 5:00 pm
13 Friday Commencement

SPRING TERM 2014

JANUARY

13 Monday Classes Begin

MARCH

7 Friday Spring Mid Term Break Begins, 5:00 pm
17 Monday Classes Convene

APRIL

4 Friday Scholastic Day
9 Monday Oral Examination Completion Deadline for May Graduation
15 Tuesday Application Deadline for December Graduation
18 Friday Spring Break Begins, 5:00 pm
22 Tuesday Classes Convene

MAY

5 Monday Academic Program Assessment Day
6 Tuesday Exam Week Begins
9 Friday Second Semester Ends, 5:00 pm
10 Saturday Commencement

GENERAL INFORMATION

Chadron has offered a Master's degree in Education and a Master's degree in Arts and Education since 1956. In 1984, the Master's in Business Administration was approved by the Board of Trustees. The Master of Science in Organizational Management was approved in 2006.

- Location:** Chadron, Nebraska, a city of approximately 6,000 residents, is located in the northwest corner of Nebraska. Federal Highways 385 and 20 intersect at Chadron.
- Type:** A state-supported college, granting baccalaureate and graduate degrees.
- Enrollment:** Approximately 3,000 students.
- Calendar:** Academic year of two semesters, summer session, five eight-week sessions.
- Accreditations:**
- Higher Learning Commission; Member – North Central Association
230 North LaSalle Street, Suite 7-500
Chicago, IL 60602-2504
Phone: (800) 621-7440
Fax: (312) 263-7462
Email: info@ncacihe.org
 - National Council for the Accreditation of Teacher Education
 - Nebraska State Department of Education
 - Council of Social Work Education
 - Association of Collegiate Business Schools and Programs
- Degrees Granted:** Master of Arts in Education, Master of Business Administration, Master of Education, and Master of Science in Organizational Management
- Library:** 250,000 volumes, 750 current periodicals and newspapers; supplemented by loans from other libraries throughout the United States. Online, web-based periodical indices and full-text databases. The online library catalog for Chadron State College is available through web access along with a comprehensive list of other libraries' catalogs throughout Nebraska and worldwide.
- Financial Assistance:** Available to admitted degree-seeking students based upon financial need
- Housing:** College owned and operated residence halls

THE COLLEGE'S RESIDENTIAL AND ONLINE ENVIRONMENT

Chadron State College, nestled against "C" Hill, lies within the southern boundary of the city of Chadron, Nebraska, which has a population of approximately 6,000 residents. The scenic Pine Ridge of northwestern Nebraska has long been recognized as the most beautiful portion of the state. The prairie and hills around Chadron are rich in pioneer history, and the town was founded in 1885. Fort Robinson, twenty-eight miles away, was once a colorful frontier military post and provides a variety of activities amid its historic buildings, including the Post Playhouse, sponsored each summer by the college's theatre department. Chadron State Park, the Pine Ridge, the Museum of the Fur Trade, the Sandhills of Nebraska, the Hudson-Meng Bison Bonebed, the Agate Fossil Beds, the Black Hills of South Dakota, and the Hot Springs Mammoth Site provide opportunities for exciting day trips, including sight-seeing, fishing, hunting, hiking, mountain biking and skiing. The city of Chadron has a municipal airport with daily flights to Denver International Airport, city and state park swimming pools, an accredited public school system, a Carnegie Library, a community building, a modern municipal hospital with a health clinic for students, and a system of beautiful public parks. "Sports Afield" designated Chadron as one of the "top 50 outdoor sports towns" in the nation and one of the four best mountain biking towns in the United States. "Outside Magazine" has selected Dawes County, where Chadron is located, as one of the nation's top 100 counties in which to live.

The Chadron State College residential campus, occupying two hundred eighty-one acres, is bound on the south by the tall, pine-clad buttes of the Pine Ridge. Twenty-five major buildings with more than one million square feet of floor space provide state-of the art facilities for residential students. Six buildings have been completely renovated in the past decade. In addition, the College has received \$29 million in funding for building construction and renovation for the Armstrong Gymnasium and Event Center, the Rangeland Agriculture Complex, and the Eagle Ridge housing complex. The Nelson Physical Activity Center contains specialized rooms for indoor track, basketball, cardiovascular exercise, weight training, racquetball, and dance and gymnastics. The Student Center houses the Eagle Pride Bookstore, the Eagle Grille snack bar, pool tables and big-screen TV, a ballroom, meeting rooms, student cafeteria, offices for student government, and a video conferencing room. The Reta E. King Library contains a quarter of a million print and microform volumes and 750 periodical subscriptions, complemented by other print and electronic resources. Library materials are accessible by students via onsite and Internet communications. The computerized Nebraska State College Library catalog, reached via the King Library web page, identifies books in the Chadron, Wayne, and Peru State College libraries and acts as a gateway to the libraries at the three campuses of the University of Nebraska. On-line, web-based periodical indexes and articles provide an electronic catalog of the world's library collections. The Learning Commons is housed in the King Library and is the "learning space" of the Library and the intellectual living room of the campus. The Commons is intended to be a space where students, faculty, information technologists, librarians, and the community interact and learning flourishes. First floor of the Library was remodeled and is now home to the IT Help Desk, The Learning Center's Peer Tutoring Program, and a Coffee Shop. The former curriculum room on second floor is being converted to a mediated classroom. The Teaching and Learning Center uses this classroom for webinars, workshops and meetings, and it may be scheduled for other purposes too. Throughout the building new furnishings enhance the relaxed atmosphere of the Learning Commons. Another highlight was the development of the Mari Sandoz High Plains Heritage Center that pays tribute to the western Nebraska native who became one of America's leading authors. The center focuses on the settlement and development of the High Plains region, including the history of the cattle industry in the C.F. Coffee Gallery. The center houses an archive of important historical documents and artifacts, as well as a state-of-the-art digitizing laboratory, the Kosman electronically-mediated classroom, a gallery of rotating artistic and historical exhibits, permanent exhibits on Sandoz and the high plains environment, and the outdoor Heritage Gardens that feature Sandhills and pioneer plantings. Other important campus facilities include the High Plains Herbarium and Pharmacognsy Collection, the Eleanor Barbour-Cook Museum of Geology, the CSC Planetarium, the Black Box Theatre and the "hot glass" glass-blowing facility in Memorial Hall.

Students at Chadron State College can participate in a wide variety of extracurricular activities provided by the more than 70 student clubs and organizations. The college fields NCAA Division II teams in football, volleyball, men's and women's basketball, track and field, cross country, wrestling, women's golf, and women's softball. CSC athletes have earned All-American and Academic All-American/Scholar-Athlete honors. Chadron State has an excellent rodeo team that hosts a regional collegiate rodeo each year, and boasts several national collegiate champions in individual events.

Chadron State College has a long tradition of serving the needs of learners located across the vast region of the Great Plains with the first distance learning course being offered in 1930. The college embraces its role as a regional institution, offering courses on the residential campus in Chadron, at select sites within western Nebraska via interactive television and on-site instruction, as well as online programs throughout the world. Offices in North Platte, and Scottsbluff are staffed by college employees to facilitate awareness of and response to regional needs, student enrollment and advising, and public outreach efforts. A complete array of student services is available online for students enrolled in the college's twelve distance learning programs. With this rich history of outreach to distance learners as its experience base, CSC Online was created to provide a web-based learning environment second to none. Academic offerings available through CSC Online are targeted to the needs of today's learners and are accessed through the best available technology. The online college allows learners to pursue their education without the constraints of time and place. Chadron State's Online College is designed for learners who are not able to attend on-campus, learners needing more flexibility for work and family, and those seeking the convenience and freedom that CSC Online can afford them.

PROGRAM AUTHORIZATION AND INSTITUTIONAL ACCREDITATION

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

Chadron State College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools 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. Chadron State College is also accredited by the National Council for the Accreditation of Teacher Education, the Council on Social Work Education, and Association of Collegiate Business Schools and Programs.

GOVERNANCE AND ORGANIZATIONAL STRUCTURE

Chadron State College 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. The President of Chadron State College reports to the Chancellor of the NSCS. Reporting directly to the President of Chadron State College are three Vice Presidents: the Vice President for Academic Affairs, the Vice President for Enrollment Management and Marketing, and the Vice President for Administration and Finance, which comprise the President's cabinet.

The Vice President for Academic Affairs oversees all academic and instructional programs at Chadron State College. Deans and Directors of the following units report to the Vice President: The School of Liberal Arts, School of Business, Entrepreneurship, Applied & Mathematical Sciences and Sciences, School of Education, Human Performance, Counseling, Psychology and Social Work, The Reta E. King Library, The Mari Sandoz High Plains Heritage Center, and Office of Market Development serving distance learning sites and online learners. Twelve academic departments are located within the three Academic Schools, as follows:

School of Liberal Arts

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

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

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

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

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

The Vice President for Enrollment Management and Marketing oversees enrollment services, admissions, records and transcripts, financial aid, residential housing, student government and activities, and student academic success services. Directors of these units, including the Senior Director of Student Services and the Senior Director of Student Affairs report directly to this Vice President.

The Vice President of Administration and Finance oversees facilities, computer services, grounds, human resources, budgets, conferencing, and contract services. Directors of these units report to this Vice President.

The Athletic Director, the Associate Vice President of Market Development, and the Director of Institutional Research complete the President's Executive Council. A complete organizational chart is available from the Human Resources Office.

HISTORY

Chadron State College's mission has evolved from its heritage as a state normal school created primarily to prepare teachers to its present role as the only four-year college serving the western half of Nebraska, a rapidly changing and developing non-metropolitan region.

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 had closed in the spring of 1910. Nebraska State Normal School at Chadron was founded in 1911.

In 1921, the 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, the statement in the 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 Nebraska Legislature changed the name of the institution to Chadron State College. Since that time, the mission of the college has changed from primarily teacher education to a comprehensive institution offering liberal arts-based and pre-professional programs in a variety of disciplines.

Chadron has offered a Master’s degree in Education since 1956. In 1984, the Master’s in Business Administration was approved by the Board of Trustees. The Bachelor of Applied Sciences was approved in 2001. The 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 this nation 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. Chadron State College has the mission to anticipate and be responsible to the needs for higher education in this changing locality. Chadron State College also serves a significant number of students from the surrounding states of Colorado, Wyoming, and South Dakota, responding to and continuing to evolve to address the changing needs of western Nebraska and the surrounding region.

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

Chadron State College is committed to an affirmative action 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, or marital status and that is 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 (ADA) Act may be reviewed in the office of the Director of Human Resources or in the Reta E. King Library, along with the provisions of the Americans with Disabilities Act, and the rights provided.

The following people 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; 432-6203
- Physical access - Vice President for Administration and Finance; Sparks Hall; 432-6202
- Employee access - Director of Human Resources; Sparks Hall; 432-6224

Title IX

Chadron State College is an equal opportunity institution. Chadron State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to the Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Chadron State College, 1000 Main Street, Chadron, NE 69337, (308) 432-6224.

STUDENT RIGHT TO KNOW

Student Right To Know information is available at www.csc.edu/righttoknow/. This site contains consumer information, graduation rates, campus crime statistics and other consumer related information. Information on the Student Right to Know is also available upon request from the Chadron State College Financial Aid Office, 1000 Main Street, Chadron, NE 69337. Information pertaining to campus crime statistics and Family Educational Rights and Privacy Act (FERPA) is available upon request from the Vice President of Enrollment Management and Student Services.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Students have the right to inspect and review official records as provided in the Family Education Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380) as amended by Public Law 93-568. A copy of this law is on file in the office of the Vice President of Enrollment Management and Student Services. The Family Education Rights and Privacy Act allows the College to release designated directory information without prior consent of a student unless he/she has notified the College not to release this information without consent. Any student wishing to have directory information withheld from reporting must notify the Vice President for Enrollment Management and Student Services using a written notarized form available from that office.

Directory information at CSC includes: (a) name, address, telephone listing, and electronic mail address, (b) date and place of birth, (c) year in college and major field of study, (d) participation in officially recognized college activities and sports, (e) weight and height of members of athletic teams, (f) degrees and awards received, (g) most recent previous educational agency or institution attended, (h) photographs, and (i) enrollment status. Additional information regarding FERPA may be found in the CSC Student Handbook.

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 study, thesis or scholarly projects, faculty- or staff-directed research or any other situation regarding human or animal participant research or study. The Dean of Integrative Undergraduate Studies (308-432-6246) and one faculty member co-chairs this committee.

GRADUATE PROGRAMS

MASTER'S DEGREE PROGRAMS OF STUDY

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

1. Community Mental Health Counseling
2. History
3. Science/Mathematics

The Master of Business Administration is offered to individuals interested in:
Business Administration

The Master of Education degree is offered for students interested in:

1. Curriculum and Instruction – Elementary
General Education Option
Field Option (Concentration in Subject Area)
Educational Technology Reading
Language Arts Science
Mathematics Social Science
Music Special Education
Physical Education
2. Curriculum and Instruction – Secondary
Business Education Reading
Career and Technical Education Physical Education
Educational Technology Science
Mathematics Social Science
Music Special Education
3. Curriculum and Instruction – K-12
Special Education
4. Educational Administration – Elementary/Middle/Secondary/ PK12
5. Educational Administration – Special Education Coordinator P-12
6. Educational Administration – Curriculum/Assessment Coordinator
7. School Counseling

The Master of Science in Organizational Management degree is offered to individuals interested in:

1. Human Services
2. Natural Resources
3. Sports Management

A **non-degree graduate program** is offered to students interested in the Reading Specialist endorsement.

PURPOSE

The primary purpose of the graduate program at Chadron State College is to provide opportunities for elementary and secondary teachers, administrators, counselors, business persons, and others to further their education so that they might be better qualified to fulfill their personal, occupational, and professional goals.

The program is established primarily for candidates for the degrees Master of Arts in Education, Master of Business Administration, Master of Education, and Master of Science in Organizational Management, but some courses are open to unclassified students not intending to complete work toward a master's degree.

All courses on the graduate level shall require of students greater intellectual effort, more independence in reading and investigation, and more constructive thinking than do the undergraduate courses offered for the baccalaureate degree.

OBJECTIVES

Students will be provided with a rigorous core program of advanced courses in a reasonably flexible arrangement, to meet their individual needs. The specific learning objectives of the graduate student are as follows:

- Acquire and be able to apply principle qualities of leadership

- Obtain a broader and deeper knowledge base, both within their field of specialization and in broader areas, to increase their professional effectiveness
- Gain intellectual stimulation and foundations for more advanced study
- Understand and apply research techniques to interpret current thinking and practices in their fields of specialization
- Understand the nature and significance of research, and have opportunities to apply research techniques
- Become prepared 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. This Council, on behalf of the Graduate Faculty, supervises all graduate work in the college, establishes policy, and recommends to the President all candidates for conferring of graduate degrees.

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 will be available for initial advising before a student is accepted for graduate study. A permanent advisor in the area(s) of concentration will be appointed when the student has been accepted into a program. The permanent advisor will be sent the notice of Acceptance. After the permanent advisor is appointed, a Graduate Committee should be selected in consultation with the student and the advisor. The Graduate Committee will consult with the student on the "Plan of Study" and conduct the Oral Examination.

ASSESSMENT

Chadron State College 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 participate in the assessment program for the duration of their enrollment.

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 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 seeking the Master of Arts in Education (M.A.E.), or Master of Education (M.E.), and Master of Science (M.S.) will be required to submit an application. Students interested in science programs will be required to attain required scores on the Graduate Record Examination (GRE) General Test. Those seeking the Master of Business Administration Degree (M.B.A.) will be required to submit an application, attain required scores (see M.B.A. requirements) and meet other stipulated entrance requirements. GRE scores must be no more than five years old in order to be accepted.

Students taking graduate coursework belong in one of two categories:

- **Degree-Seeking Graduate Student:** 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 Student:** or professional development student: The student who does not wish to pursue a degree, who is not permitted to do so, or has not yet met the requirements for admission to graduate study is classified as a non-degree seeking graduate student. 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 the first time they register for classes at CSC. Limited hours completed by a non-degree seeking student may apply toward a degree program.

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

Acceptance: The Graduate Dean approves the application and the student advances into Graduate Study. If the Dean has concerns, those concerns will be stated. Additional coursework or other appropriate requirements may be required.

Conditional Acceptance: The Graduate 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 Graduate Dean 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.

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 credit hours of completion.
600	Completion of a baccalaureate degree.
700	Either completion of, or within 12 semester hours of, completing a master's degree. A student may complete no more than 6 semester hours 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 submission of appropriate forms each graduate student will be notified officially in writing concerning his/her admission or failure to be admitted at each of the **four** steps.

ACCEPTANCE TO GRADUATE STUDY

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

FILING OF PLAN OF STUDY

(FOR ALL MASTER'S DEGREES)

After being accepted for graduate study and between 9 and 18 hours into a program, the prospective candidate for the master's degree should file their plan of study. At this time the student must:

- Have earned at least nine hours of Chadron State College graduate credit with a 3.0 grade point average or higher.
- Prepare and submit a "Plan of Graduate Study," signed by the advisor and committee, to the Graduate Office for approval.

APPLICATION FOR GRADUATION AND CONFERRING OF DEGREE

(FOR ALL MASTER'S DEGREES)

The formal application for the degree should be filed with the Office of Graduate Studies **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 officially graduate in December

must file prior to June 1st. Application forms are available upon request from the Graduate Office. 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

(FOR ALL MASTER'S DEGREES)

All candidates for all master's degrees are required to pass a final oral examination in their area of concentration. Students choosing the thesis or scholarly project paper option will have questions relating to the thesis or scholarly project paper included in this examination.

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

INTERNATIONAL STUDENTS

Qualified students from other countries are welcome to apply for admission to Chadron State College. Inquiries concerning international on-campus graduate student requirements may be directed to the Office of the International Education Program Coordinator.

International students studying exclusively in online programs are required to submit proof of English language proficiency.

All international students must complete an application for admission to graduate study which is available on the CSC website.

Transcripts for an earned baccalaureate degree from a foreign institution must be translated and evaluated under U.S. educational standards by a CSC approved transcript service vendor. To be considered official, they must come to Chadron State College from the issuing institution or translation provider. For a list of approved transcript services, contact the International Education Program Coordinator.

Applicants who wish to transfer graduate credit from another U.S.-based college or university must have the institution send a sealed copy of the complete transcript. Additional information may be requested. Chadron State College does not accept transfer credit from colleges or universities outside of the United States.

INTERNATIONAL STUDENT ADMISSION FOR ON-CAMPUS STUDY

Admission Requirements

To be fully admitted to CSC, international students must complete and submit the following:

1. Application (online at www.csc.edu)
2. Official transcripts
3. Proof of English language proficiency
4. CSC Financial Declaration and Certification form and an official bank letter
5. CSC Health and Immunization form

International students who are otherwise qualified to be fully admitted to CSC, but who do not have sufficient English language skills may be *conditionally admitted* to the College with full admission pending successful completion of a recognized English language training program. Conditional admission requires completion of all admissions requirements except proof of English language proficiency.

Additional Information

- Evidence of English language proficiency may be provided with official test scores for one of the following:
 - TOEFL—Minimum scores: 550 paper-based, 213 computer-based, 79/80 Internet-based
 - IELTS—Minimum score of 6.5
- Applicant's Financial Declaration and Certification form must indicate capacity to finance the applicant's program of study without assistance from Chadron State College.
- The applicant assumes full responsibility to make all necessary arrangements through official channels for entrance into the United States.
- International students will be billed for a mandatory health insurance policy purchased by CSC on behalf of the student.
- I-20s are issued only to degree-seeking applicants, and only after all application and admission documents (including any required translations and evaluations) are received by CSC.

STUDENT REGISTRATION

ADVISING

Although the student is responsible for meeting all conditions and requirements of Chadron State College, faculty engage in program advising to assist students in attaining their academic goals.

CLASS REGISTRATION

Responsibility for planning one's course of study and for the fulfillment of all requirements and regulations lies with the student. The Graduate Catalog is the authoritative source of information on program and graduation requirements and regulations. Advisors are assigned to aid the student in understanding the requirements and in planning his/her academic program.

Registration days are specified in the published class schedules. Students are encouraged to register for classes during the early enrollment period to ensure course availability. The College reserves the right to cancel courses with low enrollment. Furthermore, the College reserves the right to modify the published schedule without prior notice.

Note: 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.)

- Courses numbered 500 through 599 are open to qualified seniors who have completed a baccalaureate degree or are within 16 semester hours of baccalaureate graduation.
- Courses in the 600 series are open only to graduate students.
- Courses numbered 700 through 799 are for students who have completed the Master's degree or are within 12 hours of completing the Master's degree.
 - Section 01 courses are on-campus, but *may* be sent to distance sites by ITV.
 - Section 40 courses are offered either by ITV or face-to-face in Scottsbluff.
 - Section 65 courses are offered either by ITV or face-to-face in North Platte.
 - Section 79 courses are delivered via the internet: no classroom attendance required. Online courses meet as regular classes except in a virtual setting and follow the calendar established by Chadron State College.
 - Section 89 courses are designed to accommodate both on-campus and distance learners. Campus based learners have online access to all course materials, but are required to attend regularly scheduled face-to-face classroom instruction. Distance learners access all course materials online with no classroom attendance requirement.
 - Section 99 courses require periodic traditional face-to-face classroom or ITV attendance with additional instruction offered online. Students are expected to participate in both modes.

COURSE LOAD

A full-time load during the Fall and Spring Semester is considered to be nine graduate semester hours. During the Fall and Spring terms, twelve semester hours of graduate coursework is considered the maximum load.

The maximum load for a full-time graduate student during the summer is nine semester hours.

For courses offered in an 8-week format, the limit is six credits per 8-week session.

LATE REGISTRATION

To promote student success, no students may register for a current term after classes have been in session for five days of a 16 week term, three days of an 8-week session or two days of a summer session without permission from the Dean of Graduate Studies. After the tenth day of the semester for a 16 week term, five days of an 8-week session or five days of a summer session, approval of the Vice President for Academic Affairs is required.

AUDIT REGISTRATION

Any student may elect to audit a class. An audited class does not count toward any graduation requirements at Chadron State College and is recorded as an "AU" on the academic transcript. Current tuition and fees are charged for audited courses.

Students may change from credit to audit until the seventh week of the semester, or before the midterm of non-semester offerings. However, changing a course from audit to credit is not allowed.

Persons 65 years of age and older who audit one course per semester, on a space-available basis, may petition for a waiver of tuition for that course. Fees will not be waived. Self-paced study (correspondence), private lessons, and other courses with no available space are not available for this program. Waiver forms are available at:

<http://www.csc.edu/businessoffice/documents/SeniorCitizenTuitionWaiver.pdf> or from the Business Office in Crites Hall.

CHANGES OF REGISTRATION AND WITHDRAWAL

- All changes in registration must be initiated by the student, either via MyCSC Self Service account or written statement (CSC EagleMail is acceptable) to START Office located in Crites Hall or START@csc.edu.
- Students are allowed to make their own changes (adding) to course schedule without academic penalty through the first day of a 2-week session, first two days of a 4 or 5-week session, first three days of an 8-week session and first week of a regular full-term session through MyCSC. Dropping without penalty is permitted during the first two weeks of each session.
- Students withdrawing from classes following the first week of the semester/8-week session or first two days of the summer session *must* submit a written request (CSC EagleMail is acceptable) to START Office located in Crites Hall or START@csc.edu.
- Withdrawing from classes following the second week of the semester/8-week session or first days of the summer session, will receive a grade of —"W" and is not computed into the grade point average.
- Students are allowed to withdraw from classes receiving a grade of "W" through the eleventh week of the semester (or before the midterm of a non-semester offering). After the eleventh week (or mid-term of a non-semester offering), a grade other than "W" will be recorded as reported by the faculty.

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. The current tuition and fees schedule may be obtained from the Business Office in Crites Hall or at www.csc.edu/businessoffice. On-campus housing rates are also available from the Business Office or its website.

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 of financial aid. Applications are available online at www.fafsa.ed.gov. For information about the financial aid programs that are available, rights and responsibilities as a financial aid recipient, and other pertinent information, contact the Chadron State College START Office or visit the web site www.csc.edu/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 offer assignments designed to provide opportunities for supervised educational experiences at the graduate level. Students interested in Graduate Assistantships should contact the Graduate Office for further information. Graduate assistants should successfully complete a minimum of 18 graduate credits per academic year while serving as assistants.

STUDENT ACADEMIC PERFORMANCE

GRADES

The following grades are currently used at Chadron State College:

-
- 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	Indicates some portion of the student's work was unfinished due to a justifiable reason and is issued at the discretion of the faculty member and academic School Dean. 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 with a passing grade; 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 or Scholarly Project, 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.

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.

GRADE POINT AVERAGE

Chadron State College 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 credit hour is divided by the total credit hours 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 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 semester hours of graduate work with a grade of "C" will be accepted. The candidate must have established 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 such time as they can bring their GPA up 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.*

No grade lower than "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 the advisor and with the concurrence of the Graduate Dean and/or Council, be requested to withdraw from the program.

STUDENT CONDUCT

ACADEMIC HONESTY

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are recommended to seek the advice of instructors as to the proper procedures to avoid such violations.

CIVILITY

Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

CLASS ATTENDANCE

Faculty provide added value to individual study, facilitating understanding, interpretation, and application of information available to students through assigned readings, external learning opportunities, and in-class presentation. Attendance during regularly-scheduled class presentations facilitates academic success, and students are expected to be present during scheduled class periods. Students who are absent from class should consult their professors, as any absence jeopardizes the student's understanding of the course material. Faculty members are encouraged to assist students with make-up work if the absence was for college-related activities or approved by the faculty member as an unavoidable absence. Responsibility for arranging make-up study rests with the student.

Lists of students anticipating absence for college-related activities will be distributed to faculty. These students will be excused from their classes but not from the work required in those classes.

PETITION FOR WAIVER OR EXCEPTION OF COLLEGE ACADEMIC REGULATIONS

Any request for waiver or exception to the graduate academic policies and regulations stated in the Chadron State College Graduate Catalog must be submitted as a written petition to the Office of the Dean of Graduate Studies. Consideration will be given to the petition by the Graduate Council, Graduate Dean, or Vice President, as appropriate. A written response will be returned to the petitioning student.

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:

1. The decision is being appealed.
2. Date of decision being appealed.
3. Justification for the appeal.
4. Desired outcome.

If the student is not satisfied with the decision, then the formal Grievance Procedure may be utilized, if appropriate.

GENERAL GRADUATE PROGRAM REQUIREMENTS

PROGRAMS OF STUDY

To serve the educational needs of western Nebraska and adjoining areas, CSC offers programs of study leading to:

- Master of Arts in Education
- Master of Business Administration
- Master of Education
- Master of Science in Organizational Management

REGULATIONS GOVERNING GRADUATION

The following regulations apply to graduation from all graduate programs.

1. Course application toward graduation

- a. Credit earned by correspondence (self-paced) study will not be accepted in fulfilling requirements for a master's degree.
- b. Coursework carrying the INS (in-service) prefix may NOT be applied toward a master's degree.
- c. A graduate student may apply up to six semester credit hours of coursework taken on an independent study basis toward a master's degree program.

2. Transfer of Credit

A maximum of nine semester hours 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.

3. Time Limit on Coursework

- a. 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.
- b. Validation of Out-of-Date Credit: Coursework 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 graduate dean, a limited amount of outdated coursework 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 audited with the stipulation that the professor teaching the course must sign a statement verifying regular attendance, satisfactory performance on the final examination (if one is given), and performance at a level to warrant validation of the course

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 to administer the examination. Details of 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.

4. Course Level Requirements

At least one-half of the semester hours required for the master's degree must be taken in classes in which only graduate students may enroll (600 level or higher). Master of Business Administration students cannot have more than six (6) credits of 500 level dual-listed courses in their degree program.

5. Curriculum Patterns

All graduate students seeking the degree of Master of Arts in Education or Master of Education should complete EDCI 631: Research Design & Data Analysis within the first 12 hours of their program of study. Students seeking the degree of Master of Science in Organizational Management should complete either EDCI 631: Research Design & Data Analysis or CA 615: Communication Research Methods within the first 12 hours of their program of study. All graduate students (including those seeking the M.B.A. Degree) 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 (6) semester hours of credit are awarded for successful completion of the thesis. The following are general guidelines for preparation and submission of the thesis and accompanying oral examination.

- a. After acceptance into graduate study and successful completion of EDCI 631: Research Design & Data Analysis or its equivalent and at least two-thirds of total number of program hours are completed, the student presents a thesis proposal under the guidance of the advisor. This presentation is to be made in a formal meeting with the student's graduate committee. The thesis 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 to verify existing knowledge. The thesis topic should be so designed that the student receives training in the art and techniques of scientific inquiry, employing one or more of the commonly accepted tools of educational research.
- b. The student's committee has the responsibility to carefully scrutinize, make recommendations and either accept, accept with modifications, or not accept the proposal.
- c. After acceptance by the committee, the proposal and outline will be submitted to the Dean of Graduate Studies for approval.
- d. Those choosing the thesis option must register for a total of six (6) semester hours of thesis credit. Registration for all six hours 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.
- e. The student is ultimately responsible for the progress and completion of the thesis.
- f. The thesis will be written under the direct supervision or guidance of the advisor.

- g. The accepted writing style is APA; however some disciplines may require their particular style.
- h. All Plan I students must include an abstract of 150 words in their thesis.
- i. When the student and advisor are satisfied with the thesis, it is to be submitted to the student's committee for review and approval.
- j. 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 material 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 committee after successful completion of the thesis and oral examination.
- k. The examining committee members will sign a statement verifying the outcome of the oral examination, which is to be presented to the Dean of Graduate Studies.
- l. After the candidate has successfully passed the oral examination, he/she will deposit four copies of the thesis and one additional copy of the abstract to the Dean of Graduate Studies. One copy will be placed in the Library, one copy will be archived, one copy will be presented to the thesis committee chairperson, and one copy will be returned to the student. The remaining abstract will be retained in the student's file. The expense of binding is the responsibility of the student. Contact the Graduate Office for specific instructions.

Plan II (Scholarly Project with Oral Examination)

Plan II requires a scholarly project pertaining to the field of specialization. Three (3) semester hours of credit are awarded for successful completion of the scholarly project. The project is to be designed in consultation with the student's graduate committee. The following are general guidelines for preparation and submission of the project and accompanying oral examination:

- a. After acceptance into graduate study and successful completion of EDCI 631: Research Design & 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 so designed that the student receives training in the art and techniques of scientific inquiry, employing one or more of the commonly accepted tools of educational research.
- b. Those choosing the project option must register for three (3) semester hours of credit. This registration may be made at the beginning of any semester or summer term following the approval of the project topic.
- c. The student is ultimately responsible for the progress of the project.
- d. The accepted writing style is APA; however some disciplines may require their particular style.
- e. When the student and advisor are satisfied with the project it is to be submitted to the student's committee for review and approval.
- f. All Plan II students must include an abstract of approximately 150 words in their scholarly project.
- g. 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 material 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. (The final date for oral examinations is posted each term in the Graduate Office.) 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.
- h. After the candidate has successfully passed the oral examination, he/she will present one final copy of the scholarly project to their 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 will be required to successfully pass an oral examination. The oral examination will include questions regarding coursework and other material relevant to the student's field of study. 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.

The oral examination must be taken at least **FOUR** weeks prior to the date of graduation or granting of the degree. (The final date of oral examinations is posted each term in the Graduate Office.) 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.

6. **Residence Requirements**

At least twelve of the semester hours required for advanced degrees must be classified as "residence credit." "Residence credit" courses are those taught by a member of the Chadron State College Graduate Faculty, either on or off-campus.

7. **Oral Examination**

All candidates for the master's degree are required to pass a final oral examination in their area of concentration. Students choosing the thesis or research project paper option will have questions relating to the thesis or research project paper included in this examination.

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 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.

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 will be signed by the student's committee and presented to the Dean of Graduate Studies.

8. **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 area of concentration. The portfolio is a purposeful, collaborative, self-reflective collection of the student's work generated during the process of the graduate program. The portfolio should include a personal data sheet including such items of information as professional and educational background; 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.

The student will submit the completed portfolio, for assessment by his/her graduate committee, prior to the final oral examination. Upon review and acceptance of the student's portfolio, approval forms will be 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 program area. The student should apply as stated under "Admission 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 semester hours of approved coursework from the previous degree may be applied toward a second master's degree.

MASTER OF ARTS IN EDUCATION

DESCRIPTION OF PROGRAM OFFERINGS

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 non-educational career choices. Areas of study include Community Mental Health Counseling, History, and Science/Mathematics.

APPLICATION FOR ADMISSION TO GRADUATE STUDY IN THE MASTER OF ARTS IN EDUCATION PROGRAM

Following are criteria for acceptance into Graduate Study in the M.A.E. 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 Master of Arts in Education degree programs at Chadron State College.
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. (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. Applicants must submit GRE Scores which are less than five years old for application to the **science** area only. Minimum satisfactory GRE scores have been set at the following levels: **Verbal = 350, Quantitative = 410, Analytical Writing = 3.0** prior to August 2011. GRE scores taken after August 2011 have been set at the following levels: **Verbal = 143, Quantitative = 140, Analytical Writing = 3.0**. Students performing unsatisfactorily on the GRE may be accepted by the Graduate Council on a conditional basis. Students accepted on a conditional basis will have terms of the condition stated in writing. These terms may include maintenance of a stated grade point average, additional coursework, or another method of remediation. Students may retake the GRE to improve their scores.
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 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 levels in the degree program. Students must apply for and be approved for each level.

Note: The graduate student must complete at least 24 semester hours of graduate coursework after being accepted for graduate study.

MASTER OF ARTS IN EDUCATION DEGREE PROGRAMS

THE DEGREE MASTER OF ARTS IN EDUCATION, COMMUNITY MENTAL HEALTH COUNSELING

The Community Mental Health Counseling Program offers a Master of Arts in Education degree. This degree program requires the successful completion of 54 credit hours of graduate education. EDCI 631: Research Design & Data Analysis should be completed within the first 12 hours of a student's program of study.

MISSION

The mission of the Community Mental Health Counseling program of the Counseling, Psychology and Social Work Department of Chadron State College is to prepare quality professionals to pursue careers as community counselors in various public and private agencies and systems.

STUDENT LEARNING OUTCOMES

Upon completion of the Community Mental Health Counseling Program students will be able to:

- Demonstrate knowledge of human growth and development, social and cultural foundations, helping relationships, groups and group procedures, career and lifestyle development, appraisal, research and program evaluation, and professionalism;
- Be employed as an entry-level professional counselor with entry level professional skills;
- Demonstrate knowledge and application of the principles of the American Counseling Association (ACA) Code of Ethics;
- Apply the ACA ethical principles professionally;
- Fulfill the pre-graduation requirements of Title 172, Nebraska Department of Health Professional and Occupational Licenses Regulations in the areas of course content and supervised clinical experience;
- Analyze the need of rural populations and develop appropriate referral and networking skills;
- Demonstrate empathy and skill in counseling diverse cultural, social and gender groups;
- Reflect on personal and professional strengths and weakness and identify needs for growth through supervisor consultation and peer relationships;
- Provide consultation services to local, state and professional communities;
- Read and comprehend professional journal literature.

PROGRAM OF STUDY

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

COURSES

COUN 523	Diagnosis and the DSM	3	COUN 632	Career and Lifestyle Development	3
COUN 531	Counseling and Communication Skills	3	COUN 634	Group Counseling	3
COUN 532	Treatment Issues in Addictions	3	COUN 636	Family Counseling	3
COUN 533	Counseling Ethics and Professional Identity	3	COUN 637	Advanced Human Development	3
COUN 534	Fundamentals of Assessment	3	COUN 639A	Practicum in Counseling	3
COUN 535	Multicultural Counseling	3	COUN 639B	Practicum in Counseling	3
COUN 536	Family Development	3	COUN 640	Internship in Counseling	6
COUN 541	Counseling Theories	3	EDCI 631	Research Design & Data Analysis	3
COUN 631	Principles and Practices of Mental Health Counseling	3	Total		54

COURSE REQUIREMENTS

Counseling Practicum is a key course in the curriculum of the counseling department. Therefore, certain courses are instrumental for the experience of practicum. As practicum is a developmental process it will be offered for 3 credit hours both fall and spring. In order to register for COUN 639A or 639B a student needs to have completed the following courses with a grade of **A** or **B**:

COUN 531	Counseling and Communication Skills	3	COUN 541	Counseling Theories	3
COUN 533	Counseling Ethics and Prof Identity	3			

The following courses may be taken concurrently with COUN 639A, Practicum I only:

COUN 535	Multicultural Counseling	3	COUN 634	Group Counseling	3
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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 Internship in 3 credit hours may need to enroll in additional hours for completion of this requirement. The Credentialing Division of the Department of Regulation and Licensure, Nebraska Health and Human Services System, generally approves our counseling courses for professional counseling continuing education (CE) credit.

THE DEGREE MASTER OF ARTS IN EDUCATION, HISTORY

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of student's program of study.

BASIC EDUCATION CORE COURSES:

EDCI 631	Research Design & Data Analysis	3	EDAD 631	Public Relations OR	3
EDCI 633	Educational Philosophy	3	EDCI 635	Curriculum Development OR	3
			EDCI 639	Systemic Change	3
Basic Education Core Total					9

REQUIRED:

OPTION I:			OPTION II:		
HIST 635	Research Seminar in History	3	HIST 635	Research Seminar in History	3
HIST 660	Thesis	6	HIST 600	Independent Study or Research	3
			HIST 655	Scholarly Project	3
Required Total					9

ELECTIVES:

Courses in History/Political Science/Anthropology	18
Total	36

THE DEGREE MASTER OF ARTS IN EDUCATION, SCIENCE / MATHEMATICS

PROGRAM LEARNING OUTCOMES

The following Program Learning Outcomes apply to the Master of Arts in Education, Science/Mathematics.

Upon completion of this program students will:

- Have developed the mathematical/scientific ability and knowledge of the depth and breadth of mathematics/science. Appropriately apply this knowledge in the field of mathematics/science education.
- Be able to communicate both about mathematics/science and by utilizing mathematics/science.
- Use technology appropriately to do mathematics/science and to communicate about mathematics/science.
- Apply mathematical sciences, including statistics and computer use, in other disciplines.

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of student's program of study.

BASIC EDUCATION CORE COURSES:

EDCI 631	Research Design & Data Analysis	3	MATH 533*	Statistical Methods/Data Analysis	3
				Master's Thesis (6)	
				OR	
EDCI 633	Educational Philosophy OR	3		Scholarly Project (3)	3-6
EDAD 631	Public Relations	3	MATH 533*	Sampling Techniques	3
Basic Education Core Total					15-18
OPTION:					
Education / Psychology Elective: To be selected with advisor and approved by Graduate Committee			3	Content Electives: To be selected with advisor and approved by Graduate Committee	
				15-18	
Total					36

*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 DEGREE

Nationally Accredited by the Association of Collegiate Business Schools and Programs (ACBSP)

STUDENT LEARNING OBJECTIVES

Graduates of the Master of Business Administration program should:

- attain a career, career advancement, or entrance into an additional or advanced graduate program in business or a related field
- demonstrate critical thinking skills in the area of business
- be prepared to 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 TO THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Individuals applying for admission into the M.B.A. program at Chadron State College 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/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 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. Admission may be determined by one of two methods:
 - a) 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**
 - b) 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.

THE DEGREE MASTER OF BUSINESS ADMINISTRATION

REQUIRED COURSES:

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

ELECTIVE COURSES:

Select nine (9) hours from the list below. Topics courses may be repeated for a total of nine (9) hours with a change in emphasis. **Note:** Master of Business Administration students cannot have more than six (6) credits of 500-level dual-listed courses* in their degree program.

ACTG 533*	Government & Not-for-Profit Acct.	3	BIS 560	Topics in BIS	3
ACTG 537*	Advanced Cost Management Acct.	3	ECON 560	Topics in Economics	3
ACTG 543*	Advanced Financial Accounting	3	FIN 532*	Financial Management	3
ACTG 560	Topics in Accounting	3	FIN 560	Topics in Finance	3
BA 560	Topics in Business	3	MGMT 560	Topics in Management	3
BA 660	Thesis	6	MGMT 610	Human Capital Management	3
BA 690	Internship in Business	3-6	MKTG 560	Topics in Marketing / Entrepreneur	3
Required Elective Courses Total					9
Total					36

*Dual-listed course. Please see note above.

MASTER OF EDUCATION

Nationally Accredited by the National Council for Accreditation of Teacher Education

The Master of Education 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:

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 Chadron State College Teacher Education program, founded on educating Visionary Leaders, prepares candidates to teach and facilitate 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, multicultural education, classroom management, professional issues, special education, psychology, children's literature 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. With this in mind, the Education Unit of Chadron State College is dedicated to the development of visionary leaders. The program recognizes the institutional responsibility of developing leadership which facilitates proactive behaviors in educators, for educational services to the public and non-public as well as the rural,

frontier, and urban sectors. The campus reflects a sensitivity to the need of being a social model, both flexible and adaptable, to the pluralistic and multicultural nature of the dominant society.

Advanced level candidates within the Education Unit (other school personnel at the advanced level – including school administrators, school counselors and those seeking increased professional knowledge via the Curriculum & Instruction degree program) are valued as unique individual learners, each wanting to learn and also capable of making good learning decisions. Each candidate is a client to be served by the staff of CSC and in turn the candidate will serve others after graduation in their role as an educator.

We believe the educator's role is to facilitate learning. The facilitation of learning is accomplished by creating opportunities for all learners to actively participate in the learning environment and process knowledge through methods appropriate to their individual learning styles. Our model is based, to a great extent, on the constructivist theory of learning.

The faculty within the Education Unit 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.

In so doing, various methods of instruction are planned to be consistent with sound theory and current research findings. The individual faculty member is free to use varied approaches and personalized techniques in instruction. In creating a non-threatening learning climate, allowances for the 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 content of the subject are not diminished in the teaching effort which will produce the greatest positive change.

The Visionary Leader Model

Chadron State College's Teacher Education Program is designed to produce Visionary Leaders for Lifelong Learning. Visionary Leaders inherit our profession's quintessential traditions and tools, and are made aware of the best contemporary educational research and developments. We bequeath 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 six components that make up the conceptual framework for the Education Unit. These components are:



- Thinking Skills
- Assessment
- Methodology/Technology
- Leadership
- Human Relations/Diversity
- Communication
- Professionalism

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

I. 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.

II. 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.

III. Human Relations/Diversity

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.

IV. Methodology/Technology

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.

V. 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.

VI. 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.

VII. 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/candidate learning outcomes for each advanced level program are listed under that program in the following pages.

Moral Character and Safety Concerns

Teaching 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 are responsible for the education, safety and well-being for anyone in their charge. Therefore, the Chadron State College Department of Education is interested in training future teachers 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 internship or similar field experience, 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 Chadron State College 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 Chadron State College 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 your program or added endorsement, have passed the Praxis II exam, and (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.

A candidate seeking an additional endorsement after completing his/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

Chadron State College Education Program students (at the initial and advanced levels) are required to abide by the Nebraska Teaching Professional CODE OF ETHICS. This Code of Ethics may be found at this website: <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 Chadron State College.

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 Chadron State College Vice President for Academic Affairs to be allowed to graduate without completing all certification requirements. 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

Chadron State College 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/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/her program to reflect the change.

APPLICATION FOR ADMISSION TO THE MASTER OF EDUCATION DEGREE

Following are criteria for acceptance into Graduate Study in the M.Ed. 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. Applicants pursuing a concentration in **science** must submit GRE Scores, which are less than five years old. The GRE is not required for other programs or concentrations. Minimum satisfactory GRE scores have been set at the following levels: **Verbal = 350, Quantitative = 410, Analytical Writing = 3.0** prior to August 2011. GRE scores taken after August 2011 have been set at the following levels: **Verbal = 143, Quantitative = 140, Analytical Writing = 3.0.**
6. Experience requirements:
 - M.Ed: School Administrators - 18-24 hours 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 & Instruction - a teaching certificate is required for admission.
7. 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 Dean 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, Application for Graduation and Application for 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 semester hours of graduate coursework after being accepted for graduate study.

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

Acceptance: The Graduate Dean 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 Graduate Dean 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.

THE DEGREE MASTER OF EDUCATION, **CURRICULUM AND INSTRUCTION**

CURRICULUM AND INSTRUCTION PROGRAM STATEMENT **ELEMENTARY, SECONDARY AND K-12 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 these programs are committed to the design, development, and delivery of classroom instruction. Courses prepare candidates to identify and use research-based practices in elementary or secondary schools; design curriculum for a variety of levels; and 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, the graduate-level candidate has integrated in their Curriculum and Instruction program the knowledge, skills, and dispositions necessary for success in communication, thinking skills, methodology/technology, professionalism, assessment, and human relations/diversity.

CANDIDATE COMPETENCIES (OUTCOMES)

Candidates for the Masters of Education in Elementary and Secondary Curriculum and Instruction will provide leadership in the school setting.

The overall outcomes for the **advanced level in Curriculum and Instruction** are as follows:

Candidates will

1. Apply principles and qualities of leadership. (*Leadership*)

2. 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/Technology; Human Relations/Diversity*)
3. Develop and implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (*Methodology/Technology; Thinking Skills*)
4. Design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. (*Methodology/Technology; Professionalism; Assessment*)
5. Demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. (*Human Relations/Diversity; Methodology/Technology*)
6. Communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (*Communications; Professionalism*)
7. Utilize assessment strategies and data to improve student learning and social development at the individual and program level. (*Assessment; Methodology/Technology*)
8. Improve instruction based on reflective practice and research-based best practices. The candidate will continuously seek to grow as a professional educator. (*Professionalism; Methodology/Technology*)
9. 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: Human Relations/Diversity*)

THE DEGREE MASTER OF EDUCATION,
CURRICULUM AND INSTRUCTION – ELEMENTARY
GENERAL EDUCATION OPTION

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of a student's program of study.

BASIC CORE COURSES:						
EDCI 631	Research Design & Data Analysis	3		EDCI 638	School Law	3
EDCI 633	Educational Philosophy	3		EDUC 639	Advanced Methods of Perf Assessment	3
EDCI 635	Curriculum Development	3		SPED 630	Characteristics of Behavioral and Emotional Disabilities	3
Basic Core Total						18
REQUIRED ELEMENTARY PERFORMANCE COURSES:						
READ 531	Impr of Instruction in Reading	3		EDCI 634	Impr of Instr in Math in the Elem/MS	3
EDCI 632	Impr of Instr in Health/Sci in Elem/MS	3		EDCI 636	Impr of Instr in Soc Stud in Elem/MS	3
				EDCI 637	Impr of Instr in Lang Arts in Elem/MS	3
Required Elementary Performance Total						15
ELECTIVES:						
An elective course, Scholarly Project or Thesis						3
Total						36

THE DEGREE MASTER OF EDUCATION,
CURRICULUM AND INSTRUCTION – ELEMENTARY
FIELD OPTION (CONCENTRATION IN A SUBJECT AREA)

A student may pursue a master's in education with a field concentration consisting of nine (9) to twelve (12) credit hours to be selected in consultation with his/her advisor. Three to six hours of the 36 total credit hours 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 a subject area concentration.)

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of a student's program of study.

BASIC CORE COURSES:

EDCI 631	Research Design & Data Analysis	3	EDCI 638	School Law	3
EDCI 633	Educational Philosophy	3	EDUC 639	Advanced Methods of Perf Assessment	3
EDCI 635	Curriculum Development	3	SPED 630	Characteristics of Behavioral and Emotional Disabilities	3
					Basic Core Total 18

TAKE ONE OF THE FOLLOWING, IN CONSULTATION WITH YOUR ADVISOR:

READ 531	Impr of Instruction in Reading	3	EDCI 636	Impr of Instr in Soc Stud in Elem/MS	3
EDCI 632	Impr of Instr in Health/Sci in Elem/MS	3	EDCI 637	Impr of Instr in Lang Arts in Elem/MS	3
EDCI 634	Impr of Instr in Math in Elem/MS	3			Total 3

FIELD OF CONCENTRATION:

Educational Technology	Music	Science	
Language Arts	Physical Education	Social Science	
Mathematics	Reading	Special Education	
			9-12

ELECTIVES:

Elective Courses, Scholarly Project, Thesis or Practicum	3-6
	Total 36

THE DEGREE MASTER OF EDUCATION,
CURRICULUM AND INSTRUCTION – SECONDARY

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of a student's program of study.

BASIC CORE COURSES:

EDCI 631	Research Design & Data Analysis	3	EDUC 639	Adv Methods of Perf Assessment	3
EDCI 633	Educational Philosophy	3	READ 532	Reading in the Content Fields	3
EDCI 635	Curriculum Development	3	SPED 630	Characteristics of Behavioral and Emotional Disabilities	3
EDCI 638	School Law	3			Basic Core Total 21

CONTENT AREA COURSES:

Selected with the approval of the graduate advisor from the following areas of specialization:

Business Education	Mathematics	Science	
Career and Technical Education	Music	Social Science	
Educational Technology	Physical Education	Special Education	
	Reading		
			15
			Total 36

THE DEGREE MASTER OF EDUCATION,
CURRICULUM AND INSTRUCTION – K-12 SPECIAL EDUCATION
(OFFERING ENDORSEMENT FOR MILD/MODERATE DISABILITIES)

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of a student’s program of study.

BASIC CORE COURSES:					
EDCI 631	Research Design & Data Analysis	3	EDCI 638	School Law	3
EDCI 633	Educational Philosophy	3	READ 635	Diagnosis and Correction	3
EDCI 635	Curriculum Development	3			
Basic Core Total					15

SPED ENDORSEMENT CLASSES:					
COUN 637	Advanced Human Development	3	SPED 536	Elem/MS/Sec Methods & Materials for Mild/Moderate Disabilities	3
SPED 516	Clinical Experience in Appraisal of Exceptional Children	3	SPED 538	Consultation/Collaboration	3
SPED 531	Prog. Development, Implementation & Management	3	SPED 539	Language & Learning Disorders	3
SPED 535	Assessing Individuals with Mild/Moderate Disabilities	3	SPED 630	Characteristics of Behavioral & Emotional Disabilities	3
SPED Endorsement Total					24

Total 39

THE DEGREE MASTER OF EDUCATION
EDUCATIONAL ADMINISTRATION

EDUCATION ADMINISTRATION PROGRAM STATEMENT
ELEMENTARY, MIDDLE, AND SECONDARY SCHOOL ADMINISTRATION

The Educational Administration program at the Master’s Degree level prepares individuals to be either elementary 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 attitudes 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 attitudes necessary for success in communication, thinking skills, methodology/technology, professionalism, assessment, and human relations/diversity.

CANDIDATE COMPETENCIES (OUTCOMES)

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

The overall outcomes for the **advance level candidates in Educational Administration** are as follows:

Candidates will:

1. Apply principles and qualities of leadership. (*Leadership*)
2. 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, Human Relations/Diversity*)
3. 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/Technology, Professionalism, Assessment, Thinking Skills, Human Relations/Diversity*)

4. 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 /Technology, Professionalism*)
5. 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/Technology, Human Relations/Diversity*)
6. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (*Human Relations/Diversity, Communication, Professionalism*)
7. Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal, and cultural context. (*Professionalism, Thinking Skills, Human Relations/Diversity*)
8. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (*Communication, Thinking Skills, Methodology/Technology, Professionalism, Assessment; Human Relations/Diversity*)

FOCUS AREA – EDUCATION ADMINISTRATION
ELEMENTARY / SECONDARY (PK-8, 7-12, PK-12)
FIELD OPTION (CONCENTRATION IN A SUBJECT AREA)

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of a student’s program of study.

BASIC CORE COURSES:

EDCI 631	Research Design & Data Analysis	3	EDCI 635	Curriculum Development	3
EDCI 633	Educational Philosophy	3	EDCI 638	School Law	3
Basic Core Total					12

ADMINISTRATIVE REQUIREMENTS:

EDAD 629	Fundamentals of School Administration	3	EDAD 638	Personnel Administration	3
EDAD 632	Supervision of Instruction	3	EDAD 639	*Practicum / Internship	3
EDAD 633	School Administration and Leadership	3	Electives: Approved by Advisor & Grad Comm.		9-15
Total					36

Notes:

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 (9) 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 (9) graduate hours in courses appropriate to a secondary endorsement.**

FOCUS AREA – EDUCATION ADMINISTRATION
MIDDLE SCHOOL (4-9)

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of a student’s program of study.

BASIC CORE COURSES:

EDCI 631	Research Design & Data Analysis	3	EDCI 635	Curriculum Development	3
EDCI 633	Educational Philosophy	3	EDCI 638	School Law	3
Basic Core Total					12

ADMINISTRATIVE REQUIREMENTS:					
EDAD 629	Fundamentals of School Administration	3	EDAD 638	Personnel Administration	3
EDAD 632	Supervision of Instruction	3	EDAD 639	*Practicum / Internship	3
EDAD 633	School Administration and Leadership	3	Electives: Approved by Advisor & Grad Comm.		9
					Total 36

Note: 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 (9) hours in courses appropriate to a secondary endorsement**. Courses may be chosen from the following:

EDCI 632	Impr of Instr in Health/Sci in Elem/MS	3	EDUC 533	The Middle School	3
EDCI 634	Impr of Instr in Math in Elem/MS	3	READ 531	Improvement of Instruction in Reading	3
EDCI 636	Impr of Instr in Soc Stud in Elem/MS	3			

For all Educational Administration Candidates: 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.

FOCUS AREA – SPECIAL EDUCATION CURRICULUM COORDINATOR P-12

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of a student’s program of study.

BASIC CORE COURSES:					
EDCI 631	Research Design & Data Analysis	3	EDCI 635	Curriculum Development	3
EDCI 633	Educational Philosophy	3			Basic Core Total 9

ADMINISTRATIVE REQUIREMENTS:					
EDAD 629	Fundamentals of School Administration	3	EDAD 638	Personnel Administration	3
EDAD 632	Supervision of Instruction	3	EDAD 639	*Practicum / Internship	3
EDAD 633	School Administration and Leadership	3			Administrative Requirements Total 15

SPECIAL EDUCATION REQUIREMENTS:

PLAN 1: IF CANDIDATE DOES NOT ALREADY HAVE A SPED MILD-MODERATE DISABILITIES ENDORSEMENT, COMPLETE THE FOLLOWING SPED COURSE PROGRAM:

SPED 531	Prog Development, Implementation & Management	3	SPED 539	Language & Learning Disabilities	3
SPED 535	Assessing Individuals w Mild/Moderate Disabilities	3	SPED 630	Characteristics of Behavioral & Emotional Disabilities	3
SPED 536	Elem/MS/Sec Methods & Materials for Mild/Moderate Disabilities	3			
					SPED Requirements Total 15
					Total 39

SPECIAL EDUCATION REQUIREMENTS:

PLAN 2: IF CANDIDATE DOES ALREADY HAVE A SPED MILD-MODERATE DISABILITIES ENDORSEMENT, COMPLETE THE FOLLOWING SPED COURSE PROGRAM:

EDCI 638	School Law	3	EDAD 631	Public Relations	3
EDAD 629	Fundamentals of School Administration	3	SPED Electives (to be selected from the list under Plan 1		6
					SPED Requirements Total 15
					Total 39

Notes:

The program in Special Education Coordinator assumes that the candidate has completed an endorsement in special education and will thus incorporate Plan 2 into their Plan of Study. If the candidate does not hold a special education endorsement then Plan 1 will be the required plan and will be incorporated into their Plan of Study. Teaching experience is a prerequisite for certification.

FOCUS AREA – CURRICULUM/ASSESSMENT COORDINATOR P-12

NOTE: EDCI 631, Research Design & Data Analysis, should be completed within the first 12 hours of a student’s program of study.

BASIC CORE COURSES:							
EDCI 631	Research Design & Data Analysis	3	EDCI 635	Curriculum Development	3		
EDCI 633	Educational Philosophy	3	EDCI 638	School Law	3		
					Basic Core Total	12	
ADMINISTRATIVE REQUIREMENTS:							
EDAD 629	Fundamentals of School Administration	3	EDAD 638	Personnel Administration	3		
EDAD 632	Supervision of Instruction	3	EDAD 639	*Practicum / Internship	3		
EDAD 633	School Administration and Leadership	3				Administrative Total	15
CURRICULUM / ASSESSMENT REQUIREMENTS:							
EDUC 639	Advanced Methods of Perf Assessment	3	Electives: Approved by Advisor & Grad Comm.			6	
					Curriculum / Assessment Total	9	
					Total	36	

***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).

**THE DEGREE 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 & 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 the Counseling, Psychology and Social Work Department of Chadron State College is to prepare quality professionals to be endorsed as school counselors who will meet the needs of students and educational settings of tomorrow.

STUDENT LEARNING OUTCOMES

The overall outcomes for the **advanced level in School Counseling** are:

The candidate will:

1. Demonstrate adherence to the American Counseling Association (ACA) and the American School Counseling Association (ASCA) Codes of Ethics and Standards of Practice and knowledge of professional credentialing, membership, and advocacy for the profession. (Professional Organization; Ethics; Foundations; *Professionalism*)
2. Identify with the roles, responsibilities, functions, settings, and professional identity of the school counselor. (Foundations; Counseling, Prevention, and Intervention; *Professionalism*)
3. Demonstrate knowledge of the cultural context surrounding the relationships, issues, practice, theories, and trends of a multicultural society while fostering the students' understanding of self. (Social and Cultural Diversity; Counseling, Prevention, and Intervention; *Human Relations/Diversity*)
4. Facilitate development throughout the lifespan by analyzing the nature, behavior and needs of individuals and families at all developmental levels while facilitating optimal development and wellness over the life span. (Human Growth and Development; *Human Relations/Diversity*)
5. Critically evaluate counseling approaches to determine appropriate implementation with diverse clients, family systems, and groups incorporating the skills and responsibilities required during crises, disasters, and other trauma-causing events. (Human Growth and Development; Helping Relationships; Counseling, Prevention, and Intervention; *Human Relations/Diversity; Methodology/Technology*)
6. Develop a personal theory of counseling utilizing associated skills, and techniques exhibiting an orientation to wellness and prevention. (Helping Relationships; *Methodology/Technology*)
7. Facilitate career development and educational planning by utilizing assessments, techniques, and decision-making models that promote the interrelationships among work, family, and other life roles. (Career Development; *Assessment; Methodology/Technology*)
8. Utilize strategies of consultation, collaboration, teamwork, referral, advocacy, and leadership to promote a safe and healthy school climate, home environment, and community. (Professional Orientation; Helping Relationships; Collaboration and Consultation; *Methodology/Technology; Leadership*)
9. Demonstrate knowledge in both theoretical and experiential group purpose, development, dynamics, theories, methods, skills, classroom guidance activities, and other group approaches in a multicultural society. (Group Work; Counseling, Prevention, and Intervention; *Human Relations/Diversity; Methodology/Technology; Thinking Skills*)

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, "Internship in Counseling" (COUN 640), 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/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/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or because he/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:

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

**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 credit hours for completion of this requirement.

NOTE: 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.

MASTER OF SCIENCE IN ORGANIZATIONAL MANAGEMENT

The Master of Science in Organizational Management degree is designed to serve the needs of the Chadron State College 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 Chadron State College, but also from Wayne State College and Peru State College. See the Graduate Studies Office for more information.

APPLICATION FOR ADMISSION TO THE MASTER OF SCIENCE DEGREE

Following are criteria for acceptance into Graduate Study in the M.S. 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 Master of Science degree programs at Chadron State College.
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. 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 Dean 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 semester hours of graduate coursework after being accepted for graduate study.

THE DEGREE MASTER OF SCIENCE, ORGANIZATIONAL MANAGEMENT

RESEARCH DESIGN AND METHODS COURSES:

EDCI 631	Research Design & Data Analysis	3		MATH 533	Statistical Methods & Data Analysis	3
	OR				OR	
CA 615	Communication Research Methods	3		PSYC 538	Advanced Behavioral Statistics	3
Research Design and Methods Total						6

ORGANIZATIONAL MANAGEMENT AND LEADERSHIP COURSES:

CTE 632	Organizational Leadership	3		MGMT 630	Organizational Behavior	3
	Theories of Conflict Resolution & Mediation					
CA 610		3		MGMT 639	Legal and Social Environ of Business	3

CA 630	Organizational Communication	3	MATH 631	Mathematics for Management	3
MGMT 610	Human Capital Management	3	PSYC 541	Advanced Organizational Psychology	3
MGMT 620	High Performance Leadership	3	Organizational Management and Leadership Total		12

THESIS, SCHOLARLY PROJECT / INTERNSHIP, INTERNSHIP:

Student must complete six (6) credit hours by selecting either a Thesis (6) **OR** Scholarly Project (3) and Internship (3) **OR** Internship (6) **6**

PROGRAM FOCUS AREAS:

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

BIS 632	Information Systems for Managers OR	3	MATH 631	Mathematics for Managers OR	3
CA 610	Conflict Resolution and Mediation OR	3	MKTG 630	Marketing Management	3
CTE 552	Prog Dev Implem and Assessment OR	3	Human Services Focus Total		3

Electives: In consultation with advisor, select an additional nine (9) credit hours which complement the desired learning outcome of the student. **9**

Org MGMT in Human Services Total 36

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

BIS 632	Information Systems for Managers OR	3	MATH 631	Mathematics for Managers OR	2
CA 610	Conflict Resolution and Mediation OR	3	MKTG 630	Marketing Management	3
CTE 552	Prog Dev Implem and Assessment OR	3	Natural Resources Focus Total		3

Electives: In consultation with advisor, select an additional nine (9) credit hours which complement the desired learning outcome of the student. **9**

Org MGMT in Natural Resources Total 36

SPORTS MANAGEMENT:

HPER 637	Sports Management	3	Sports Management Focus Total		3
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Electives: In consultation with advisor, select an additional nine (9) credit hours which complement the desired learning outcome of the student. **9**

Org MGMT in Sports Management Total 36

NON-DEGREE PROGRAM OFFERING ENDORSEMENT FOR READING SPECIALIST

Students planning to complete a reading specialist endorsement must complete the sequence outlined below. Technical advances in reading instruction are addressed in the Reading Endorsement where appropriate. In addition to the endorsement the student must have completed the following: (a) an endorsement in Elementary or Secondary Education, including child and/or adolescent psychology, (b) requirements for a valid Nebraska teaching certificate, and (c) successful teaching experience.

REQUIRED:			
COUN 534	Fundamentals of Assessment	3	READ 531 Improvement of Instruction in Reading 3
COUN 637	Advanced Human Development	3	READ 635 Diagnosis and Correction 3
ENG 538	Adolescent Literature	3	READ 636 Practicum in Reading 3
READ 530	Reading in the Middle/Secondary Schools	3	Basic Core Total 21
Select three (3) hours to meet the supporting work requirements:			
READ 533	Approaches & Techniques for Teaching Reading	3	READ 535 Reading and the At-Risk Student 3
			Total 3
Select six (6) hours from the following electives:			
EDCI 637	Improvement of Instruction in the Language Arts in Elem/MS	3	READ 638 Seminar in Reading; Issues, Trends and Programs 3
READ 532	Reading in the Content Field	3	SPED 533 Characteristics of Learning Disabilities 3
READ 634	Linguistic Foundations of Reading Instruction	3	
			Total 6
			Total 30

GRADUATE COURSE DESCRIPTIONS

~ ACCOUNTING ~

ACTG 531	Financial Accounting	3 Credit Hours
Conceptual and technical material designed to enable students to read, analyze and interpret financial information on financial statements.		
Requirements: None.	Prerequisites: None.	
ACTG 532	Managerial Accounting	3 Credit Hours
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: ACTG 531 or equivalent.	
ACTG 533	Governmental and Not-For-Profit Accounting	3 Credit Hours
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) credit hours of 500-level, dual-listed courses in their degree program.		
Requirements: None.	Prerequisites: ACTG 241 & 242 & 341, or equivalencies.	
ACTG 537	Advanced Cost Management Accounting	3 Credit Hours
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) credit hours of 500-level, dual-listed courses in their degree program.		
Requirements: None.	Prerequisites: None.	
ACTG 543	Advanced Financial Accounting	3 Credit Hours
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) credit hours of 500-level, dual-listed courses in their degree program		
Requirements: None.	Prerequisites: None.	
ACTG 560	Topics in Accounting	1-3 Credit Hours
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 Credit Hours
Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Permission of instructor, department chair and academic dean required.		
Requirements: Permission of instructor, department chair and academic dean.	Prerequisites: None.	

~ AGRICULTURE ~

AGRI 500	Independent Study or Research	1-3 Credit Hours
For students seeking an individual problem in agriculture. The number of credit hours is determined by the topic and the amount of work required.		
Requirements: Permission of instructor and academic dean.	Prerequisites: None.	
AGRI 520	Range Short Course	2 Credit Hours
An intensive summer workshop covering all contemporary areas of range management.		
Requirements: Additional fees.	Prerequisites: None.	

AGRI 526 Wildlife Research and Management Techniques	(Cross-listed as BIOL 526)	3 Credit Hours
Field and laboratory techniques for studying, evaluating and managing wildlife and their habitats are described and demonstrated. AGRI/BIOL 325 recommended.		
Requirements: Field trips.	Prerequisites: AGRI/BIOL 235, or consent of instructor.	
AGRI 527 Animal Anatomy and Physiology		3 Credit Hours
Principles of physiology as related to gross anatomy, disease and management practices of mammals.		
Note: Recommended for pre-veterinary students.		
Requirements: Concurrent enrollment with AGRI 527L.	Prerequisites: AGRI 132 and BIOL 225, or consent of instructor.	
AGRI 527L Animal Anatomy and Physiology Laboratory		1 Credit Hour
Lab experience.		
Note: Recommended for pre-veterinary students.		
Requirements: Concurrent enrollment with AGRI 527.	Prerequisites: None.	
AGRI 528 Vegetation Inventory Analysis		1 Credit Hour
Rangeland and monitoring inventory techniques and vegetation sampling methods related to rangeland vegetation condition and degree of use.		
Requirements: Concurrent enrollment with AGRI 528L.	Prerequisites: AGRI 242 and AGRI 339, or consent of instructor.	
AGRI 528L Vegetation Inventory Analysis Laboratory		2 Credit Hours
Field lab experience.		
Requirements: Concurrent enrollment with AGRI 528.	Prerequisites: None.	
AGRI 531 International Food Policy		3 Credit Hours
Ramifications of world population growth and abilities of that population to feed itself. Differences between cultures, geographic areas, and nations' technological developments and economic powers will be presented. Ethical, cultural, and environmental concerns and responsibilities will be analyzed and discussed.		
Requirements: None.	Prerequisites: None.	
AGRI 535 Wildlife Management Practicum	(Cross-listed as BIOL 537)	3 Credit Hours
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.		
Requirements: Field trips.	Prerequisites: None.	
AGRI 536 Range and Fire Ecology		3 Credit Hours
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.		
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 Credit Hours
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.		
Requirements: None.	Prerequisites: AGRI 141, AGRI/BIOL 235, AGRI 242/242L, AGRI 245, AGRI/BIOL 325, AGRI 334, AGRI 339, AGRI 350 & AGRI/BIOL 426, or consent of instructor.	

AGRI 544 Grass Systematics	3 Credit Hours
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.	
Requirements: None.	Prerequisites: None.
AGRI 545 Mammalogy (Cross-listed as BIOL 535)	2 Credit Hours
Systematic, life history, physiology and behavior of mammals.	
Requirements: Concurrent enrollment with AGRI 545L. Field trips may be required.	Prerequisites: A lower-level biology class or consent of instructor.
AGRI 545I Mammalogy Laboratory (Cross-listed as BIOL 535L)	1 Credit Hour
Laboratory experience.	
Requirements: Concurrent enrollment with AGRI 545.	Prerequisites: A lower-level biology class or consent of instructor.
AGRI 547 Animal Breeding and Reproduction	3 Credit Hours
Reproduction processes of domestic animals, including anatomy, physiology, and endocrinology of reproduction, breeding systems, and artificial insemination principles.	
Requirements: None.	Prerequisites: AGRI 132 or consent of instructor.
AGRI 551 Human Dimensions of Wildlife Management	3 Credit Hours
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.	
Requirements: None.	Prerequisites: AGRI/BIOL 235 or consent of instructor.
AGRI 560 Topics in Agriculture	3 Credit Hours
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) credit hours.	
Requirements: None.	Prerequisites: None.
AGRI 600 Independent Study or Research	1-3 Credit Hours
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 and academic dean.	Prerequisites: None.
AGRI 630 Topics in Agriculture / Range Management Wildlife	1-3 Credit Hours
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 Credit Hours
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) credit hours.	Prerequisites: None.
AGRI 660 Thesis Research	1-6 Credit Hours
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) credit hours.	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 Credit Hours

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 credit hours 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 Credit Hours

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) credit hours.

Requirements: Field research is possible

Prerequisites: None.

ANTH 535 Northern Plains Indian Cultures 3 Credit Hours

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.

Requirements: None.

Prerequisites: None.

ANTH 655 Scholarly Project 1-6 Credit Hours

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) credit hours.

Prerequisites: None.

~ ART ~

ART 500 Independent Study 1-3 Credit Hours

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 and academic dean.

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

ART 510 Seminar in Art 1-3 Credit Hours

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 Credit Hours

Open to students who wish to do further exploration in the media of their choosing.

Note: May be repeated with a different medium.

Requirements: Permission of Art faculty.

Prerequisites: Submit a written proposal outlining the project to be pursued and the media to be employed.

ART 541 Topics in Art History 3 Credit Hours

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 Credit Hours

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) credit hours.

Prerequisites: None.

~ **BIOLOGY** ~

BIOL 500	Independent Study or Research	1-3 Credit Hours
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 and academic dean. Prerequisites: None.		
BIOL 501	Ornithology	2 Credit Hours
Biology of birds, including their classification, anatomy, physiology, life history, behavior, ecology and identification, with an emphasis on local species.		
Requirements: Concurrent enrollment with BIOL 501L. Prerequisites: BIOL 139/139L.		
BIOL 501L	Ornithology Laboratory	1 Credit Hour
Laboratory and field experience in anatomy, behavior and identification of birds.		
Requirements: Concurrent enrollment with BIOL 501. Prerequisites: BIOL 139/139L.		
BIOL 526	Wildlife Research and Management Techniques	3 Credit Hours
	(Cross-listed as AGRI 526)	
Field and laboratory techniques for studying, evaluating and managing wildlife and their habitats are described and demonstrated. AGRI/BIOL 325 recommended prior to this course.		
Requirements: Field trips. Prerequisites: BIOL/AGRI 235, or consent of instructor.		
BIOL 527	Biology of Populations	3 Credit Hours
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.		
Requirements: None. Prerequisites: BIOL 332/336/336L, or equivalencies.		
BIOL 529	Aquatic Microbiology	3 Credit Hours
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.		
Requirements: Laboratory and field trips. Prerequisites: BIOL 341/341L, or consent of instructor.		
BIOL 531	Entomology	2 Credit Hours
Taxonomy, morphology, physiology, life history, behavior, ecology and economic importance of insects. Lecture, lab and field trips.		
Requirements: Concurrent enrollment with BIOL 531L and field trips. Prerequisites: BIOL 139/139L and 239/239L.		
BIOL 531L	Entomology Laboratory	1 Credit Hour
Laboratory and field experience in insect morphology and taxonomy.		
Requirements: Concurrent enrollment with BIOL 531. Prerequisites: BIOL 139/139L and 239/239L.		
BIOL 532	Developmental Biology	2 Credit Hours
Molecular and cellular aspects of development, including the regulation and expression of the genome during development, fertilization, cleavage, gastrulation, morphogenesis and organogenesis.		
Requirements: Concurrent enrollment with BIOL 532L. Prerequisites: BIOL 332.		
BIOL 532L	Developmental Biology Laboratory	1 Credit Hour
Laboratory experience in vertebrate embryology and morphological development.		
Requirements: Concurrent enrollment with BIOL 532. Prerequisites: None.		
BIOL 533	Human Biomechanics	2 Credit Hours
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.		
Requirements: Concurrent enrollment with BIOL 533L. Prerequisites: BIOL 342/342L and PHYS 241/241L.		

BIOL 533L Human Biomechanics Laboratory	1 Credit Hour
Laboratory experience in human movement. Technology and donor bodies will be used.	
Requirements: Concurrent enrollment with BIOL 533.	Prerequisites: BIOL 342/342L and PHYS 241/241L.
BIOL 535 Mammalogy (Cross-listed as AGRI 545)	2 Credit Hours
The systematics, life history, physiology and behavior of mammals.	
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 Credit Hour
Laboratory experience in mammal structure and function.	
Requirements: Concurrent enrollment with BIOL 535.	Prerequisites: Lower-level biology or consent of instructor.
BIOL 536A Microscopy Theory (Cross-listed as GEOS 526A)	1 Credit Hour
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.	
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 Credit Hours
Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing, and writing research papers. Note: Recommend taking with BIOL 536A.	
Requirements: None.	Prerequisites: Twelve (12) hours of Biology/Geoscience, or consent of instructor.
BIOL 537 Wildlife Management Practicum (Cross-listed as AGRI 535)	3 Credit Hours
Seminar-style course which brings 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.	
Requirements: Field trips.	Prerequisites: None.
BIOL 538 Taxonomy of Plants	2 Credit Hours
The taxonomy of vascular plants with emphasis on the local flora, agriculturally important plants, and range plants.	
Requirements: Concurrent enrollment with BIOL 538L and field trips.	Prerequisites: BIOL 138/138L or equivalent.
BIOL 538L Taxonomy of Plants Laboratory	1 Credit Hour
Laboratory experience in plant phylogeny and identification.	
Requirements: Concurrent enrollment with BIOL 538.	Prerequisites: BIOL 138/138L or equivalent.
BIOL 539 Plant Physiology	2 Credit Hours
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.	
Requirements: Concurrent enrollment with BIOL 539L.	Prerequisites: Basic plant science course. Chemistry recommended.
BIOL 539L Plant Physiology Laboratory	1 Credit Hour
Laboratory experience in plant structure and function, with an emphasis on applied plant biochemistry.	
Requirements: Concurrent enrollment with BIOL 539.	Prerequisites: Basic plant science course. Chemistry recommended.

BIOL 540	Topics in Biology	1-3 Credit Hours
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) credit hours.		
Requirements: Laboratory work, field work and extra fees may be required.	Prerequisites: None.	
BIOL 543	Rural Health Issues Topics	1 Credit Hour
Class is taught jointly via the University of Nebraska Medical Center and CSC. Consists of issues affecting medical care in rural areas. Note: All RHOP students must participate.		
Requirements: None.	Prerequisites: None.	
BIOL 544	Limnology (Cross-listed as GEOS 544)	2 Credit Hours
Biological, chemical and physical studies of inland surface waters.		
Requirements: Concurrent enrollment with BIOL 544L.	Prerequisites: BIOL 225 and 336/336L, or equivalencies.	
BIOL 544L	Limnology Laboratory (Cross-listed as GEOS 544L)	1 Credit Hour
Laboratory and field experience in freshwater systems.		
Requirements: Concurrent enrollment with BIOL 544.	Prerequisites: BIOL 225 and 336/336L, or equivalencies.	
BIOL 546	Regional Flora	3 Credit Hours
The study of plants and plant communities of the region. Workshop format for majors and non-majors.		
Requirements: Field trips.	Prerequisites: None.	
BIOL 548	Ethnobotany of the Northern Great Plains	3 Credit Hours
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.		
Requirements: Concurrent enrollment with BIOL 548L.	Prerequisites: None.	
BIOL 548L	Ethnobotany of the Northern Great Plains Laboratory	1 Credit Hour
Laboratory and field experience in plant-human interactions.		
Requirements: Concurrent enrollment with BIOL 548.	Prerequisites: None.	
BIOL 549	Molecular Biology of the Cell	3 Credit Hours
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).		
Requirements: None.	Prerequisites: BIOL 332 or equivalent.	
BIOL 550	Field Limnology	3 Credit Hours
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.		
Requirements: Additional fees.	Prerequisites: Early registration is required and one year of college-level science.	
BIOL 556	Pathogenic Microbiology	2 Credit Hours
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.		
Requirements: Concurrent enrollment with BIOL 556L and field trips.	Prerequisites: BIOL 341/341L or equivalent.	
BIOL 556L	Pathogenic Microbiology Laboratory	1 Credit Hour
Laboratory experience in isolation and clinical identification of pathogenic microbes.		
Requirements: Concurrent enrollment with BIOL 556.	Prerequisites: BIOL 341/341L or equivalent.	

BIOL 560 Field Experience in Biology 1-6 Credit Hours

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 each week 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 Credit Hours

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 and academic dean. | Prerequisites: None.

BIOL 612 Advanced Biotechnology (Cross-listed as CHEM 612) 3 Credit Hours

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 412.

Requirements: None. | Prerequisites: None.

BIOL 620 Ethology 3 Credit Hours

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 Credit Hours

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 Credit Hours

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) credit hours.

Requirements: None. | Prerequisites: None.

BIOL 638 Systematics of Plants 3 Credit Hours

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 Credit Hours

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 Credit Hours

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) credit hours. | Prerequisites: None.

BIOL 658 Evolution 3 Credit Hours

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.

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

BIOL 690	Internship in Biology	1-3 Credit Hours
<p>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.</p>		
<p>Note: Credits cannot be counted in the basic 36 hours for a Master's degree.</p>		
<p>Requirements: Students must first complete a minimum of 18 credit hours in their degree program</p>	<p>Prerequisites: Application should be made prior to the semester in which the internship will be started.</p>	

~ BUSINESS ADMINISTRATION ~

BA 560	Topics in Business	1-3 Credit Hours
<p>Topics or seminars will be selected as needed to keep students abreast of contemporary issues in business.</p>		
<p>Requirements: None.</p>	<p>Prerequisites: None.</p>	

BA 600	Independent Study or Research	1-3 Credit Hours
<p>Research in an area of special interest or need. The topic and the amount of work required are determined by the number of credit hours.</p>		
<p>Requirements: None.</p>	<p>Prerequisites: Prior to registration, obtain permission of the instructor, department chair and academic dean.</p>	

BA 655	Scholarly Project	1-6 Credit Hours
<p>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.</p>		
<p>Requirements: None.</p>	<p>Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.</p>	

BA 660	Thesis	1-6 Credit Hours
<p>Original research as prescribed under Plan I, as listed under Program Requirements.</p>		
<p>Requirements: Must complete six (6) credit hours.</p>	<p>Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.</p>	

BA 690	Internship in Business	1-6 Credit Hours
<p>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.</p>		
<p>Requirements: Students must first complete a minimum of 18 credit hours in their degree program</p>	<p>Prerequisites: Application should be made prior to the semester the internship will be started.</p>	

~ BUSINESS INFORMATION SYSTEMS ~

BIS 533	Dynamic Web Page Development	3 Credit Hours
<p>Overview of the World Wide Web. Including advanced internet programming concepts and applications; design and publication of team-oriented web projects.</p>		
<p>Requirements: None.</p>	<p>Prerequisites: BIS 230 or equivalent.</p>	

BIS	560	Topics in Business Information Systems		1-3 Credit Hours
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 Credit Hours
Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.				
Requirements: Permission of instructor, department chair and academic dean.		Prerequisites: None.		

BIS	632	Information Systems for Managers		3 Credit Hours
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 Credit Hours
The number of credit hours is determined by the topic and the amount of work required.				
Note: May be repeated for up to six (6) credit hours.				
Requirements: Permission of instructor and academic dean.		Prerequisites: None.		

CTE	531	Introduction to Special Needs Programs in Career and Technical Education		3 Credit Hours
Designed to help high school career and technical education teachers and special education teachers determine the work-based and school-based needs of learners identified as special populations. Includes transition-to-work curriculum and program plans.				
Requirements: None.		Prerequisites: None.		

CTE	534	Principles and Philosophy of Career and Technical Education		3 Credit Hours
The principles, philosophy, and history of career and technical education are presented.				
Requirements: None.		Prerequisites: None.		

CTE	535	Adult Education		3 Credit Hours
Study of adult learner, adult learning theory and adult programming.				
Requirements: None.		Prerequisites: None.		

CTE	538	Coordination Techniques: Work-Based Learning		3 Credit Hours
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.				
Requirements: None.		Prerequisites: None.		

CTE	540	Topics in Career and Technical Education		1-6 Credit Hours
Contemporary topics within career and technical education.				
Requirements: None.		Prerequisites: None.		

CTE	552	Program Developments, Implementation and Assessment		3 Credit Hours
Study the development, implementation and assessment of programs within an organization. Examine the leadership necessary to accomplish the goals and mission of the organization programs.				
Requirements: None.		Prerequisites: None.		

CTE	600	Independent Study or Research		1-3 Credit Hours
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: None.		Prerequisites: None.		

CTE 632	Organizational Leadership	3 Credit Hours
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 Credit Hours
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 Credit Hours
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) credit hours.		Prerequisites: None.
CTE 660	Thesis	1-6 Credit Hours
Original research as prescribed under Plan I of the General Requirements for the Master's Degree.		
Requirements: Must complete six (6) credit hours.		Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.
CTE 690	Internship	1-6 Credit Hours
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 credit hours 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 Credit Hours
For the graduate student participating in investigations and/or independent studies in chemistry.		
Note: May be repeated.		
Requirements: Permission of instructor and academic dean.		Prerequisites: None.
CHEM 501	Chemistry Research	1-3 Credit Hours
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 Credit Hours
Designed to meet the needs of students in a special area of interest.		
Note: May be repeated for up to six (6) credit hours.		
Requirements: None.		Prerequisites: None.
CHEM 519	Special Topics in Chemistry	1-3 Credit Hours
Designed to meet the needs of chemistry majors. Note: May be repeated.		
Requirements: None.		Prerequisites: None.
CHEM 530	Inorganic Chemistry	3 Credit Hours
Advanced principles of inorganic chemistry.		
Requirements: None.		Prerequisites: CHEM 132/132L.

CHEM 533 Environmental Chemistry	3 Credit Hours
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.	
Requirements: Concurrent enrollment with CHEM 533L.	Prerequisites: Either CHEM 140/140L or 132/132L.
CHEM 533L Environmental Chemistry Laboratory	1 Credit Hour
Laboratory experience.	
Requirements: Concurrent enrollment with CHEM 533.	Prerequisites: Either CHEM 140/140L or 132/132L.
CHEM 535 Biochemistry	3 Credit Hours
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 Credit Hour
Laboratory experiments in purification, quantitation and characterization of biological molecules.	
Requirements: Concurrent enrollment with CHEM 535.	Prerequisites: None.
CHEM 544 Physical Chemistry	3 Credit Hours
Fundamental principles of thermodynamics, kinetics and quantum mechanics as related to chemical concepts.	
Requirements: Concurrent enrollment with CHEM 544L.	Prerequisites: CHEM 132/132L and either MATH 138 or MATH 151.
CHEM 544L Physical Chemistry Laboratory	1 Credit Hour
Laboratory experience.	
Requirements: Concurrent enrollment with CHEM 544.	Prerequisites: CHEM 132/132L and either MATH 138 or MATH 151.
CHEM 564 Physical Chemistry II	3 Credit Hours
Fundamental principles of kinetics, and quantum mechanics as related to chemical concepts.	
Requirements: None.	Prerequisites: CHEM 544/544L and MATH 151.
CHEM 600 Independent Study or Research	1-3 Credit Hours
Research investigations in chemistry.	
Requirements: Permission of instructor and academic dean.	Prerequisites: None.
CHEM 612 Advanced Biotechnology (Cross-listed as BIOL 612)	3 Credit Hours
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 412	
Requirements: None.	Prerequisites: None.
CHEM 640 Topics in Chemistry	1-3 Credit Hours
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) credit hours.	
Requirements: None	Prerequisites: None.
CHEM 655 Scholarly Project	1-3 Credit Hours
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) credit hours.	Prerequisites: None.

CHEM 660 Thesis Research **1-6 Credit Hours**

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) credit hours.

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 Credit Hours**

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

CA 520 Relational and Family Communication **3 Credit Hours**

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.

Requirements: None. | Prerequisites: None.

CA 535 Advanced Topics in Communications **1-3 Credit Hours**

Special topics in communications. **Note:** May be repeated with change of emphasis.

Requirements: None. | Prerequisites: None.

CA 536 Seminar in Communication **3 Credit Hours**

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 Credit Hours**

Explores gender as a communication variable in settings ranging from interpersonal relationships, organizational settings, to public or mass communication.

Requirements: None. | Prerequisites: None.

CA 560 Health Communication **3 Credit Hours**

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 Credit Hours**

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

CA 610 Theories of Conflict Resolution and Mediation **3 Credit Hours**

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 Communication Research Methods **3 Credit Hours**

A review of research methods used in the discipline of Communication and other related 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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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

Requirements: None. | Prerequisites: None.

COUN 533 Counseling Ethics and Professional Identity 3 Credit Hours

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 Credit Hours
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 Credit Hours
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 Credit Hours
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 Credit Hours
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 Credit Hours
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 Credit Hours
Guided independent research or study in the area of counseling. The number of credit hours varies in accordance with the topic and the amount of work required.		
Requirements: Permission of instructor and academic dean.		Prerequisites: None.
COUN 631	Principles and Practices of Mental Health Counseling	3 Credit Hours
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 Credit Hours
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 Credit Hours
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 Credit Hours
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 Credit Hours
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.

CJ 600 Independent Study or Research 1-3 Credit Hours

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 and academic dean. | Prerequisites: Fifteen (15) credit hours of Criminal Justice.

CJ 655 Scholarly Project 1-3 Credit Hours

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) credit hours. | Prerequisites: None.

~ **ECONOMICS** ~

ECON 537 Managerial Economics 3 Credit Hours

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: Department's Mathematics Requirement; BA 241, 336; and ECON 130 or equivalencies.

ECON 560 Topics in Economics 1-3 Credit Hours

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 Credit Hours

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

Requirements: Prior to registration, permission of instructor, department chair and academic dean. | Prerequisites: None.

~ **EDUCATION** ~

EDUC 500 Independent Study or Research 1-3 Credit Hours

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

EDUC 531 Computer Basics and Issues of Technology in Schools 3 Credit Hours

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 Credit Hours

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 Credit Hours

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.

Requirements: None. | Prerequisites: None.

EDUC 534 Technology in Instructional Strategies 3 Credit Hours

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.

Requirements: None. | Prerequisites: None.

EDUC 535 Blended Teaching and Learning 3 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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) credit hours.

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 Credit Hours

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.

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 Credit Hours

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 Credit Hours

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

EDAD 629 Fundamentals of School Administration 3 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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) credit hours.

Requirements: None. | Prerequisites: None.

EDAD 655 Scholarly Project 1-3 Credit Hours

For students selecting Plan II, as listed under Program Requirements. This project will utilize research skills.

Requirements: Must complete three (3) credit hours. | Prerequisites: None.

EDAD 660 Thesis 1-6 Credit Hours

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) credit hours. | 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 Credit Hours

Provides learning experiences inherent to leadership and management roles in education. Responsibilities, problems, challenges and trends which 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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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) credit hours. | 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 Credit Hours
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 Credit Hours
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 Credit Hours
Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.		
Requirements: Permission of instructor and academic dean.		Prerequisites: None.

EDCI 631	Research Design & Data Analysis	3 Credit Hours
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 & Science in Elementary / Middle Schools	3 Credit Hours
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 Credit Hours
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 Credit Hours
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 Credit Hours
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 Credit Hours
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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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) credit hours.

Prerequisites: None.

EDCI 660 Thesis 1-6 Credit Hours

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) credit hours.

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 Credit Hours

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

Requirements: Permission of instructor and academic dean.

Prerequisites: None.

ENG 531 Topics in English 3 Credit Hours

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

Requirements: None.

Prerequisites: None.

ENG 532 Shakespeare 3 Credit Hours

Shakespeare's works, with particular attention paid to those plays most commonly taught in the middle and senior high schools.

Requirements: Field trips may be required.

Prerequisites: None.

ENG 535 Native American Literature 3 Credit Hours

A study of the history, themes, and/or genres of literature produced by and about Native Americans.

Requirements: None.

Prerequisites: None.

ENG 536 World Literature 3 Credit Hours

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.

Requirements: Field trips may be required.

Prerequisites: None.

ENG 538	Adolescent Literature	3 Credit Hours
A study of literature suitable for grades 7-12, which provides a critical background for interpreting, evaluating and teaching that literature.		
Requirements: None.		Prerequisites: None.
ENG 540	Theory and Practice of Literary Criticism	3 Credit Hours
An overview of current theoretical trends, such as psychoanalysis, ethnicity and race studies, structuralism, post-structuralism and Marxism, as they relate to the practice of various forms of literary criticism.		
Requirements: None.		Prerequisites: None.
ENG 541	English and American Novels	3 Credit Hours
A study of selected English and American novels.		
Requirements: None.		Prerequisites: None.
ENG 600	Independent Study or Research	1-3 Credit Hours
Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.		
Requirements: Permission of instructor and academic dean.		Prerequisites: None.
ENG 631	Seminar in English	3 Credit Hours
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 Credit Hours
Selected problems of interest to advanced students.		
Requirements: Permission of instructor and academic dean.		Prerequisites: None.
FCS 517	Lifespan Wellness	3 Credit Hours
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.		
Requirements: None.		Prerequisites: None.
FCS 520	Loss Across the Lifespan	3 Credit Hours
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.		
Requirements: None.		Prerequisites: None.
FCS 527	Worksite Wellness	3 Credit Hours
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.		
Requirements: None.		Prerequisites: None.
FCS 532	Trends in Family and Consumer Sciences	3 Credit Hours
Focus is on updating students in one of the following areas of FCS: a) consumer and home management, b) housing and home furnishings, c) textiles and clothing, d) nutrition and foods, e) child development or f) family issues and relations.		
Requirements: None.		Prerequisites: None.
FCS 534	Issues in Health and Human Services	3 Credit Hours
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.

Requirements: None.

| Prerequisites: None.

FCS 537 Family Strengths 3 Credit Hours

Advanced study in the dynamics of successful family relationships. Investigation into the attributes of vital families which contribute toward the resolution of stressors in meaningful and positive ways. Lecture, discussion and case study.

Requirements: None.

| Prerequisites: None.

FCS 540 Special Topics in Family and Consumer Sciences 1-3 Credit Hours

Contemporary concepts and issues in Family and Consumer Sciences.

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

Requirements: None.

| Prerequisites: None.

FCS 547 Nutrition for Sport and Wellness 3 Credit Hours

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.

Requirements: None.

| Prerequisites: None.

FCS 557 Nutrition for Community Wellness 3 Credit Hours

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.

Requirements: None.

| Prerequisites: None.

FCS 567 Epidemiology and Global Health 3 Credit Hours

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.

Requirements: None.

| Prerequisites: None.

FCS 600 Independent Study or Research 1-3 Credit Hours

Selected problems of interest to advanced students.

Requirements: Permission of instructor and academic dean.

| Prerequisites: None.

FCS 690 Internship 1-6 Credit Hours

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 credit hours in their degree program

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

~ **FINANCE** ~

FIN 532 Financial Management 3 Credit Hours

Examines various structures and operations of financial management of the firm including the sources and methods of financing, capital structure, dividend policy, leasing, mergers and acquisitions, working capital management, effects of taxation on financial decisions and international aspects of finance. **Note:** This course is dual-listed as FIN 432. Master of Business Administration students cannot have more than six (6) credit hours of 500-level, dual-listed courses in their degree program.

Requirements: None.

| Prerequisites: BA 336 and FIN 330, or equivalences.

FIN 560 Topics in Finance 1-3 Credit Hours

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 Credit Hours

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

Requirements: Permission of instructor, department chair and academic dean. | Prerequisites: None.

FIN 631 Corporate Finance 3 Credit Hours

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: FIN 330 or equivalent.

~ GEOGRAPHY ~

GEOG 500 Independent Study or Research 1-3 Credit Hours

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

GEOG 530 Topics in Geography 1-3 Credit Hours

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

Requirements: None. | Prerequisites: None.

GEOG 538 Seminar in Cultural Geography 1-3 Credit Hours

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 566 Field Experience in Geography 1-3 Credit Hours

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.

GEOG 555 Scholarly Project 1-3 Credit Hours

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) credit hours. | Prerequisites: None.

~ GEOSCIENCE ~

GEOS 500 Independent Study or Research 1-3 Credit Hours

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

GEOS 526A Microscopy Theory	(Cross-listed as BIOL 536A)	1 Credit Hour
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. Note: Recommend taking with GEOS 526B.		
Requirements: None.	Prerequisites: Twelve (12) credit hours of Biology/Geoscience credit, or approval of the instructor.	
GEOS 526B Introduction to Scientific Research	(Cross-listed as BIOL 536B)	2 Credit Hours
Scientific research methodology, including development of testable hypotheses, research design, data analysis introduction, grant proposal writing and writing research papers. Note: Recommend taking with GEOS 526A.		
Requirements: None.	Prerequisites: Twelve (12) credit hours of Biology/Geoscience credit, or approval of the instructor.	
GEOS 530 Special Topics in Geoscience		1-3 Credit Hours
To meet special needs of Geoscience students. Note: May be repeated.		
Requirements: None.	Prerequisites: None.	
GEOS 531 Geology of Water Resources		3 Credit Hours
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.		
Requirements: Field trips.	Prerequisites: None.	
GEOS 534 Introduction to Oceanography		3 Credit Hours
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.		
Requirements: Field trips may be required.	Prerequisites: None.	
GEOS 535 Field Experience in Geoscience		1-3 Credit Hours
Typically a one to three (1-3) week workshop. Field excursions to study major geologic features and provinces in North America or elsewhere.		
Requirements: None.	Prerequisites: Approval of instructor.	
GEOS 536 Field Excavation and Procedures		1-3 Credit Hours
A summer workshop designed to give the student field experience in the development of paleontological sites.		
Requirements: None.	Prerequisites: Approval of instructor.	
GEOS 538 Petroleum Geology		3 Credit Hours
The origin, characteristics, occurrence, exploration and development of/for petroleum.		
Requirements: Field trips may be required.	Prerequisites: GEOS 231/231L.	
GEOS 539 Sedimentology and Stratigraphy		3 Credit Hours
The origin and characteristics of sedimentary rocks.		
Requirements: Concurrent enrollment in GEOS 539L.	Prerequisites: GEOS 231/231L and 234/234L.	
GEOS 539L Sedimentology and Stratigraphy Laboratory		1 Credit Hour
Laboratory and field studies of sediments and sedimentary rocks.		
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 Credit Hours
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 544L Lacustrine Sediments and Biota Laboratory	(Cross-listed a BIOL 544L)	1 Credit Hour
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 Credit Hours
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. 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 Credit Hours
Research investigations in Geoscience.	
Requirements: Permission of instructor and academic dean.	Prerequisites: None.
GEOS 622 Research Applications with GIS	3 Credit Hours
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 Credit Hours
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 Credit Hours
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) credit hours.	
Requirements: Field trips may be required.	Prerequisites: None.
GEOS 632 Advanced Structure and Tectonics	3 Credit Hours
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 Credit Hours
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 Credit Hours
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) credit hours.	Prerequisites: None.
GEOS 660 Thesis Research	1-6 Credit Hours
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) credit hours.	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 Credit Hours
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 and academic dean.	Prerequisites: None.

HPER 522	Introduction to Adapted Physical Education	3 Credit Hours
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.		
Requirements: None.		Prerequisites: None.
HPER 530	Seminar in HPER	1-3 Credit Hours
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 Credit Hours
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 Credit Hours
The history of measurements in physical education, the selection and administration of appropriate test, and the integration of their results by statistical procedures.		
Requirements: None.		Prerequisites: None.
HPER 533	Physical and Education in the Elementary School	3 Credit Hours
An investigation of research and current practices in Elementary Physical Education.		
Requirements: None.		Prerequisites: None.
HPER 535	Curriculum Planning in Physical Education	3 Credit Hours
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.		
Requirements: None.		Prerequisites: None.
HPER 537	Sport Law	3 Credit Hours
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 Credit Hours
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.		
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 Credit Hour
Lab experience in Biomechanics of Sports.		
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	Credit 1-12 hours
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 500	Independent Study or Research	1-3 Credit Hours
<p>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 and academic dean. Prerequisites: None.</p>		
HPER 626	Advanced Motor Skill Learning	3 Credit Hours
<p>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.</p>		
HPER 631	Topics in HPER	3 Credit Hours
<p>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.</p>		
HPER 632	Current Studies in Administration of Physical Education	3 Credit Hours
<p>Research and research techniques in the field of administration of physical education. Requirements: None. Prerequisites: None.</p>		
HPER 634	Measurement of Human Performance	3 Credit Hours
<p>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.</p>		
HPER 637	Sports Management	3 Credit Hours
<p>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.</p>		
HPER 638	Problems in Interscholastic Athletics	3 Credit Hours
<p>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.</p>		
HPER 639	Advanced Methods of Sports Training	3 Credit Hours
<p>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.</p>		
HPER 655	Scholarly Project	1-3 Credit Hours
<p>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) credit hours. Prerequisites: None.</p>		
HPER 660	Thesis	1-6 Credit Hours
<p>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) credit hours. Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.</p>		

HPER 690 Internship 1-6 Credit Hours

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 credit hours 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 Credit Hours

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

HIST 529 Civil Rights and the Vietnam War 3 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

Methods of historical research, writing and criticism, with emphasis on bibliography and historical interpretation. This course is dual-listed as HIST 435.

Requirements: None. | Prerequisites: None.

HIST 536 America in the Twentieth Century 3 Credit Hours

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 Credit Hours

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 Credit Hours

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 academic dean.

Requirements: None. | Prerequisites: None.

HIST 542 Europe in the Middle Ages 3 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 600 Independent Study or Research 1-3 Credit Hours

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

Requirements: Permission of instructor and academic dean.

| Prerequisites: None.

HIST 610 Seminar in Power and Institutions 3 Credit Hours

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 630 Seminar in Exchange and Environment 3 Credit Hours

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 instructor 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 Credit Hours

Research and writing on a major topic required.

Requirements: None.

| Prerequisites: None.

HIST 655 Scholarly Project 1-3 Credit Hours

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) credit hours.

| Prerequisites: None.

HIST 660 Thesis 1-6 Credit Hours

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) credit hours.

| 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 Credit Hours

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

Requirements: Permission of instructor and academic dean.

| Prerequisites: None.

HUM 532 World Mythology 3 Credit Hours

A survey of world myth and folklore as major sources of inspiration, allusion and imagery in the expressive arts.

Requirements: None.

| Prerequisites: None.

HUM 534 Exploration in the Humanities 3 Credit Hours

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 Credit Hours

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 Credit Hours

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

Requirements: Permission of instructor, department chair and academic dean. | Prerequisites: None.

MGMT 610 Human Capital Management 3 Credit Hours

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 Credit Hours

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: MGMT 230 or equivalent.

MGMT 630 Organizational Behavior 3 Credit Hours

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: MGMT 230 or equivalent.

MGMT 634 Business Strategy 3 Credit Hours

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: CPC courses or equivalent.

MGMT 639 Legal and Social Environment of Business 3 Credit Hours

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 Credit Hours**

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 Credit Hours**

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

Requirements: Permission of instructor, department chair and academic dean. | Prerequisites: None.

MKTG 630 Marketing Management **3 Credit Hours**

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: MKTG 231 or equivalent.

~ **MATHEMATICS** ~

MATH 500 Independent Study or Research **1-3 Credit Hours**

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

Requirements: Permission of instructor, department chair and academic dean. | Prerequisites: None.

MATH 530 Topics in Mathematics **1-3 Credit Hours**

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) credit hours.

Requirements: None. | Prerequisites: None.

MATH 533 Statistical Methods and Data Analysis **3 Credit Hours**

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.

Requirements: None. | Prerequisites: MATH 232 or equivalent.

MATH 534 Introductory Analysis **3 Credit Hours**

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.

Requirements: None. | Prerequisites: MATH 237 with a C or better, or permission of instructor.

MATH 535 Sampling Techniques **3 Credit Hours**

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.

Requirements: None. | Prerequisites: MATH 232 or equivalent.

MATH 537 Modern Algebra **3 Credit Hours**

Axiomatic approach to groups, rings, integral domains, polynomials, fields, selected topics in abstract algebra and an introduction to vector spaces and algebraic coding theory.

Requirements: None. | Prerequisites: MATH 429 or equivalent.

MATH 538 Numerical Analysis	3 Credit Hours
Numerical modeling of phenomena using interpolation and approximation, systems of linear equations, integration and numerical solutions of differential equations.	
Requirements: None.	Prerequisites: MATH 252 or permission of instructor.
MATH 539 Theory of Statistics	3 Credit Hours
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.	
Requirements: None.	Prerequisites: MATH 151 and 331, or equivalencies.
MATH 540 Mathematics Education Standards	3 Credit Hours
An integrated content/pedagogy course on mathematics teaching, assessment, and curriculum standards, based on major content areas of the K-12 curriculum.	
Requirements: None.	Prerequisites: Fifty percent (50%) of endorsement completed.
MATH 600 Independent Study or Research	1-3 Credit Hours
Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.	
Requirements: Permission of instructor and academic dean.	Prerequisites: None.
MATH 630 Mathematics Topics for Teachers	1-3 Credit Hours
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) credit hours.	
Requirements: None.	Prerequisites: None.
MATH 631 Mathematics for Management	3 Credit Hours
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 Credit Hours
Mathematics curriculum in elementary and secondary schools, with emphasis on current trends and issues in mathematics education.	
Requirements: Permission of instructor.	Prerequisites: None.
MATE 655 Scholarly Project	1-3 Credit Hours
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) credit hours.	Prerequisites: None.
MATE 660 Thesis Research	1-6 Credit Hours
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) credit hours.	Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

~ MUSIC ~

MUS 510 Musical Analysis	3 Credit Hours
Focus is on music common to the primary performing groups for regional music educators – choir, band, and chamber ensembles – covering literature throughout the history of Western Classical music. Will also address analytical techniques for modes, tonality and form, as well as exploring the history of music theory and the application of theory to musical performance.	
Requirements: None.	Prerequisites: None.
MUS 513 Performance Ensemble	1 Credit Hour
Offers graduate credit for participation in music ensembles.	
Requirements: None.	Prerequisites: None.
MUS 515 Private Instruction	1-3 Credit Hours
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 Credit Hours
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 Credit Hours
Individual study in a selected area of music. The number of credit hours is determined by the topic and the amount of work required.	
Requirements: Six (6) credit hours of graduate study in music	Prerequisites: Approval of the student's written proposal (including a bibliography) for study
MUS 615 Private Instruction	1-3 Credit Hours
Individual instruction in conducting, composition, piano, organ, voice, percussion, brass instruments, woodwind instruments and stringed instruments.	
Requirements: None.	Prerequisites: At least two (2) credit hours of MUS 515.
MUS 621 Elementary Vocal Methods	3 Credit Hours
Provides opportunities for students to develop a philosophy towards, an understanding of, and implementation of materials and methodologies pertaining to the teaching of music at the elementary grade level Main focus will be developing curriculum and lesson planning based on the Kodály philosophy of teaching music in the elementary grades.	
Requirements: None.	Prerequisites: None.
MUS 622 Choral Methods and Literature	3 Credit Hours
Course content will include instructional choral methods and the study of choral repertoire.	
Requirements: None.	Prerequisites: None.
MUS 623 Instrumental Methods and Literature	3 Credit Hours
Advanced studies of rehearsal techniques and repertoire selection appropriate for junior high and senior high bands, organization of band programs from beginning levels through high school, budgets and physical facilities, and specialized areas, such as marching bands and festival participation.	
Requirements: None.	Prerequisites: None.

MUS 655 Lecture Recital **1-3 Credit Hours**

The capstone project, completed in place of a thesis, for those students wanting to focus more on performance techniques within graduate study.

Requirements: Must complete three (3) credit hours. | Prerequisites: MUS 615 in the same performance area.

MUS 660 Thesis Research **1-6 Credit Hours**

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

Requirements: Must complete six (6) credit hours. | Prerequisites: Prior to registration, the proposal must be approved by the student's committee and Dean of Graduate Studies.

~ **PHYSICS** ~

PHYS 500 Independent Study or Research **1-3 Credit Hours**

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

PHYS 530 Topics in Physics **1-3 Credit Hours**

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 Credit Hours**

Principles of Newtonian mechanics including Lagrangian and Hamiltonian formalism.

Requirements: None. | Prerequisites: None.

PHYS 536 Science Education **1-6 Credit Hours**

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 Credit Hours**

Principles of statistical physics and applications to the laws of thermodynamics.

Requirements: None. | Prerequisites: None.

PHYS 554 Electricity and Magnetism I **3 Credit Hours**

Special methods in electromagnetic theory, static fields, introduction to Maxwell's equations, and electric fields in the presence of matter.

Requirements: None. | Prerequisites: None.

PHYS 564 Quantum Mechanics I **3 Credit Hours**

Current methods in quantum mechanics, wave nature of matter, symmetry laws and development of state function.

Requirements: None. | Prerequisites: None.

PHYS 571D Electricity and Magnetism II **3 Credit Hours**

Dynamic fields, magnetic fields in the presence of matter, propagation of electromagnetic radiation and advanced use of Maxwell's equations.

Requirements: None. | Prerequisites: PHYS 554.

PHYS 571E Optics **1 Credit Hour**

A study of optical phenomena including ray optics and wave optics.

Requirements: None. | Prerequisites: None.

PHYS 571G Quantum Mechanics II **1 Credit Hour**

Time development of wave functions, perturbation theory, spin functions, the hydrogen atom and the WKB approximation.

Requirements: None. | Prerequisites: PHYS 564.

PHYS 571H Advanced Astronomy **1-3 Credit Hours**

A quantitative study of topics introduced in PHYS 333. Includes astrophotography, deep sky viewing and planetarium.

Requirements: None. | Prerequisites: None.

PHYS 571J Independent Study or Research **1-3 Credit Hours**

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

PHYS 571K Advanced Physics Laboratory **1-3 Credit Hours**

Experiments in optics, electronics, mechanics and modern physics. Credit hours of one (1) or two (2) each semester, with maximum of four (4) credit hours total.

Requirements: None. | Prerequisites: None.

PHYS 571M Topics in Physics **1-3 Credit Hours**

Designed to meet the needs of students in a special area of interest.

Note: May be repeated for up to six (6) credit hours.

Requirements: None. | Prerequisites: None.

PHYS 600 Independent Study or Research **1-3 Credit Hours**

Research investigations in physics.

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

PHYS 630 Topics in Physics **1-3 Credit Hours**

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) credit hours.

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

PHYS 655 Scholarly Project **3 Credit Hours**

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 Credit Hours**

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) credit hours. | 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 Credit Hours**

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.

Requirements: None. | Prerequisites: None.

PS	521	Contemporary Political Ideologies	3 Credit Hours
<p>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.</p>			
PS	530	Topics in Political Science	3 Credit Hours
<p>Special topics in Political Science. Note: May be repeated with a change of emphasis. Requirements: None. Prerequisites: None.</p>			
PS	531	History of Political Thought	3 Credit Hours
<p>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. Requirements: None. Prerequisites: None.</p>			
PS	532	The Legislative Process	3 Credit Hours
<p>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.</p>			
PS	534	Congress and the Presidency	3 Credit Hours
<p>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. Requirements: None. Prerequisites: None.</p>			
PS	535	The Presidency	3 Credit Hours
<p>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.</p>			
PS	655	Scholarly Project	1-3 Credit Hours
<p>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) credit hours. Prerequisites: None.</p>			

~ **PSYCHOLOGY** ~

PSYC	538	Advanced Behavioral Statistics	3 Credit Hours
<p>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. Requirements: None. Prerequisites: None.</p>			
PSYC	541	Advanced Organizational Psychology	3 Credit Hours
<p>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.</p>			

~ **READING** ~

READ 500 Special Topics in Reading 1-3 Credit Hours

Recent trends and issues in the field of reading.

Requirements: None.

| Prerequisites: None.

READ 530 Reading in the Middle and Secondary Schools 3 Credit Hours

The nature of reading, 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.

Requirements: None.

| Prerequisites: Student teaching or teaching experience.

READ 531 Improvement of Instruction in Reading 3 Credit Hours

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.

Requirements: None.

| Prerequisites: None.

READ 532 Reading in the Content Fields 3 Credit Hours

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 Approaches and Techniques for Teaching Reading 3 Credit Hours

Reading programs in which specific criteria for evaluating reading programs are examined and applied, to determine the 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 Credit Hours

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 Credit Hours

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

Requirements: Permission of instructor and academic dean.

| Prerequisites: None.

READ 634 Linguistic Foundations of Reading Instruction 3 Credit Hours

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 Credit Hours

Causes of reading disabilities, and the use of interview procedures and methods, diagnostic instruments and materials of remediation.

Requirements: None.

| Prerequisites: READ 530 or 531 or consent of instructor.

READ 636 Practicum in Reading 3 Credit Hours

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 Credit Hours
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** ~

S S 500	Independent Study or Research	1-3 Credit Hours
Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.		
Requirements: Permission of instructor and academic dean.		Prerequisites: None.

S S 530	Topics in Social Sciences	1-3 Credit Hours
Special topics in Social Science. Note: May be repeated with a change of emphasis.		
Requirements: None		Prerequisites: None.

S S 536	Seminar in Social Sciences	1-6 Credit Hours
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.

S S 600	Independent Study or Research	1-3 Credit Hours
Advanced directed readings in selected problems to meet the special needs of the graduate student.		
Requirements: None.		Prerequisites: None.

S S 655	Scholarly Project	1-3 Credit Hours
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) credit hours.		Prerequisites: None.

~ **SOCIAL WORK** ~

SW 530	Topics in Social Work	1-3 Credit Hours
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 Credit Hours
Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.		
Requirements: Permission of instructor and academic dean.		Prerequisites: None.

SOC 530	Topics in Sociology	3 Credit Hours
Special topics in Sociology. Note: May be repeated with a change of emphasis.		
Requirements: None.		Prerequisites: None.

SOC 535	Advanced Social Psychology	3 Credit Hours
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 Credit Hours

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) credit hours. | Prerequisites: None.

~ SPANISH ~

SPAN 500 Independent Study or Research 1-3 Credit Hours

Conferences to be arranged. Open to students who wish to do advanced work in a special field of Spanish.

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

SPAN 530 Advanced Topics in Spanish 1-3 Credit Hours

An advanced study of different topics of special interest, taught in Spanish.

Requirements: None. | Prerequisites: One, 300-level Spanish course.

SPAN 538 Advanced Summer Program Abroad 1-6 Credit Hours

Extensive exposure to Spanish language and to one of the countries where it is spoken. Stresses functional use of contemporary Spanish in conversation and composition. Offered only in conjunction with four-week residence in a Spanish speaking country.

Requirements: None. | Prerequisites: None.

~ SPECIAL EDUCATION ~

SPED 500 Independent Study or Research 1-3 Credit Hours

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

SPED 516 Clinical Experience in Appraisal of Exceptional Children 3 Credit Hours

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 Credit Hours

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 Credit Hours

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 533 Characteristics of Learning Disabilities 3 Credit Hours

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.

Requirements: None. | Prerequisites: None.

SPED 535 Assessing Individuals with Mild / Moderate Disabilities 3 Credit Hours

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 536 Elementary/Middle School/Secondary Methods and Materials for Mild / Moderate Disabilities 3 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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 Credit Hours

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

SPED 630 Characteristics of Behavioral and Emotional Disabilities 3 Credit Hours

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 Credit Hours

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

Requirements: Permission of instructor and academic dean. | Prerequisites: None.

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