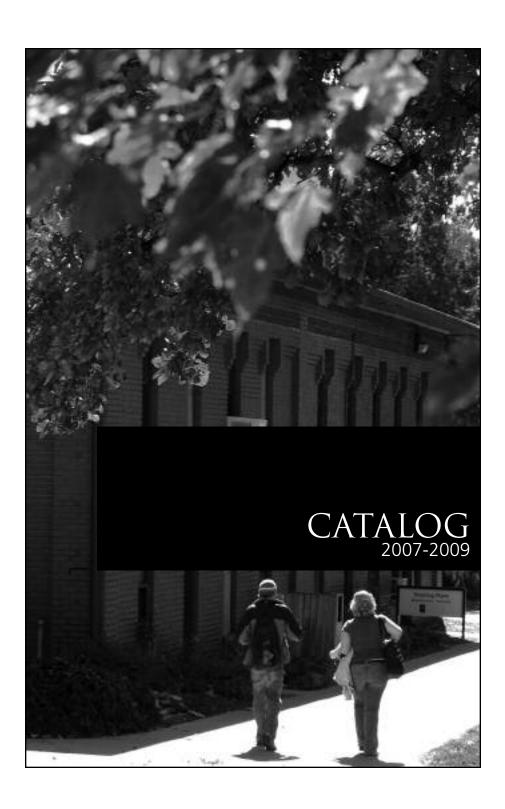


UNIVERSITY

Course Catalog 2007-2009



NEBRASKA WESLEYAN UNIVERSITY

Mission Statement

Nebraska Wesleyan University is an academic community dedicated to intellectual and personal growth within the context of a liberal arts education and in an environment of Christian concern.

Nebraska Weslevan was founded by Nebraska Methodists and actively maintains its relation to the United Methodist Church. The University reflects the Judeo-Christian tradition in its efforts to integrate questions about meaning and value with the pursuit of learning and understanding. The University is committed to excellence of academic endeavor and to learning as a lifelong process. The curricula and programs are designed to assist students in gaining and expanding knowledge and skills, in developing their competence in rational thought and communication, in broadening their perspectives on humanity and culture, and in enhancing their spiritual, physical, emotionand aesthetic resources. Nebraska Weslevan intends that its students develop a sense of individual worth and become useful and serving members of the human community.

Approved by the Board of Governors February 8, 1979

Revised and reaffirmed by the Board of Governors May 12, 2000

NEBRASKA WESLEYAN UNIVERSITY

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GENERAL POLICIES

Nebraska Wesleyan University reserves the right to change any provision or requirement, including fees, at any time with or without notice. Degrees, courses, programs, activities, and academic or nonacademic offerings of the University may also be changed from time to time without notice. The University further reserves the right to require a student to withdraw at any time under appropriate procedures. Further, admission of a student to Nebraska Wesleyan University for any semester does not imply that the student will be enrolled in any succeeding academic semesters.

Any admission on the basis of false statements or documents is void when the fraud is discovered, and the student is not entitled to any credit for work that he or she may have done at the University. Likewise, students who provide false information concerning their registration, housing arrangements, or other agreements with the University, and/or who submit fraudulent statements or records to the University, are subject to suspension. When a student is dismissed or suspended from the University for cause, there will be no refund of tuition and fees paid. If a dismissed student has paid only part of his or her tuition and fees, the balance due the University will be considered receivable and will be collected.

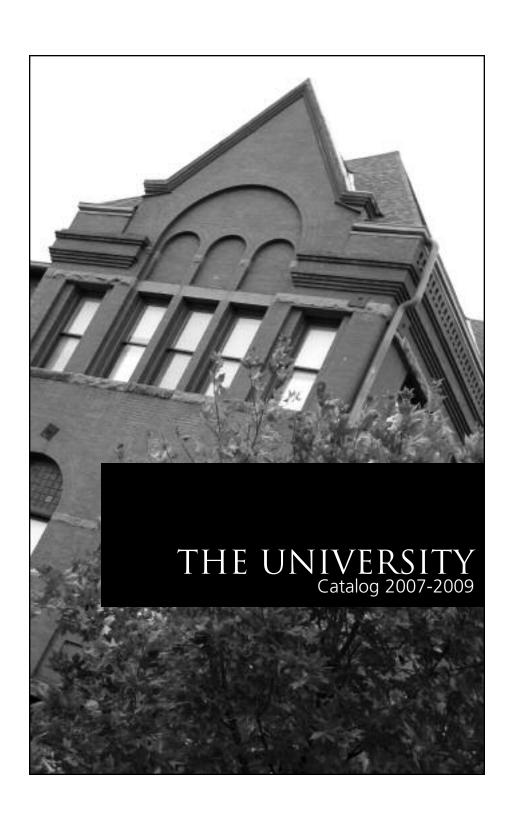
There will be no refund of tuition, fees, charges, or any other payments made to Nebraska Wesleyan University in the event that the operation of the University is suspended at any time as a result of any act of God, strike, riot, disruption, or for any other reason beyond the control of the University.

Rules and regulations established by the University are intended to promote the health, safety, and welfare of the student body. Nebraska Wesleyan University also reserves the right to impose disciplinary sanctions on any student whose conduct is unsatisfactory.

Nebraska Wesleyan University provides the information in this catalog as a guide to policies which will be in effect for the academic years 2007 and 2008, beginning with the fall semester, 2007. Nothing contained in this catalog shall be construed as an offer to enter into a contract or assume any enforceable obligation with respect to the matters described.

Other publications pertaining to academic matters and University rules and regulations are the Student Handbook/Planner, the Admissions Guide, the Class Schedules, and the Student Code of Conduct.

Nebraska Wesleyan provides equal opportunity to all qualified persons in all areas of University operation, including education, and decisions regarding faculty appointment, promotion or tenure, without regard to race, religion, age, sex, creed, color, disability, marital status, national or ethnic origin, or sexual orientation.



THE UNIVERSITY History

On December 15, 1886, a commission of Methodist leaders met to discuss the unification of the state's three Methodist colleges.

January 20, 1887, was the official founding date of Nebraska Wesleyan University in Lincoln, Nebraska, the state capital. Originally a university by charter, Nebraska Wesleyan developed several colleges and schools and, for a time, awarded both undergraduate and graduate degrees. In 1940, the trustees approved the concept of the University serving as an undergraduate, coeducational liberal arts college. In 2000, the University again began to offer graduate degrees.

The first student enrolled on September 25, 1888, and the University's first building, the "Main Building," was completed the following December. The University formally opened on October 24 of that year with a first year enrollment of 96 students.

Developed on a 50-acre plot in University Place, a residential neighborhood in northeast Lincoln, the University provides the entire city of Lincoln, population 225,000, with a wide range of cultural, athletic, and entertainment opportunities. Now in its second century of service, Nebraska Wesleyan continues as a private, independent institution of higher education. It maintains a mutually supportive relationship with the Nebraska Annual Conference of The United Methodist Church and serves approximately 1,500 full-time students.

In 2003, the University was again divided into separate colleges – the College of Liberal Arts and Sciences, housing traditional liberal arts programs; and University College, housing programs for adults and other extended programs. A site in Omaha, Nebraska, was added as part of University College.

Accreditation

The academic programs at Nebraska Wesleyan University are accredited by leading regional and national accrediting agencies. Since 1914, Nebraska Wesleyan University has been accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools. Persons may contact the regional accreditation agency at:

North Central Association: 30 North LaSalle Street, Suite 2400 Chicago, Illinois 60602-2504 (800) 621-7440

http://www.ncahigherlearningcommission.org In addition, the following departments have received accreditation from the agencies specified:

- —Athletic Training: Athletic Training Joint Review Board
- —Business Administration: Association of Collegiate Business Schools and Programs
- Education: National Council for Accreditation of Teacher Education
- -Music: National Association of Schools of Music
- -Nursing: National League for Nursing
- -Social Work: Council on Social Work Education

Nebraska Wesleyan is approved by the University Senate of The United Methodist Church; the education program is approved by the Nebraska Department of Education; the chemistry program is approved by the American Chemical Society.

Recent Honors

Nebraska Wesleyan is nationally recognized as a leader among liberal arts colleges and universities.

Nebraska Wesleyan is classified as one of the top liberal arts colleges by the Carnegie Foundation for the Advancement of Teaching and *U.S. News & World Report*. Nebraska Wesleyan is included in the Princeton Review's Best Midwestern Colleges, Peterson's Competitive Colleges, Barron's Best College Buys, Arco's Best Values in American Colleges, and is listed on the John Templeton Foundation's Honor Roll for Character-Building Colleges, which recognizes colleges that promote character and value development.

Nebraska Wesleyan also boasts other national honors, such as receiving three prestigious HHMI (Howard Hughes Medical Institute) grants in math and science and three CASE Professor of the Year Awards since 2001. Our student body also garners national recognition for its achievements. Since 2000 Nebraska Wesleyan has boasted a Rhodes Scholar and 15 Fulbright scholarship recipients, and is 11th in the country among all institutions with 94 Academic All-Americans. Two-thirds of Nebraska Wesleyan graduates go on to graduate or professional school within five years of graduation, and Nebraska Wesleyan tied for sixth among Division III universities for the number of students who receive NCAA post-graduate scholarships.

Academic Sessions

The College of Liberal Arts and Sciences follows a traditional academic year, based on two 16-week semesters: a fall semester from late August through mid-December and a spring semester from mid-January through early May. Specific dates, course offerings, and other enrollment information are provided in the Class Schedule for each term.

Winter term, scheduled between the fall and spring semesters, offers regular courses and special educational opportunities that enhance the regular academic program. Summer sessions are regularly scheduled from Mathrough August. Special opportunities may be scheduled throughout the summer. The class schedules for winter term and summer sessions provide specific dates, course offerings, and other enrollment information.

University College offers courses in a variety of session formats and lengths, depending on the program. Class schedules for each University College program provide specific dates, course offerings and other enrollment information.

Campus Facilities

Nebraska Wesleyan's main campus is located in a historic residential area of Lincoln, Nebraska. The picturesque 50-acre campus is part of the Nebraska Statewide Arboretum. A campus facility is also located in Omaha, Nebraska. The Lincoln campus' primary buildings are described below:

Burt Hall

This facility provides both office and residential space. Burt South houses the offices of University College, including Wesleyan Advantage, Wesleyan Honors Academy, Nursing, Forensic Science and Historical Studies. The Burt North residential facility is home to a small self-governing student community.

Cochrane-Woods Library/Media Center

Cochrane-Woods Library provides a strong collection of books, journals, videos, and other library resources, along with help and training in their use. Students also have immediate access to library materials at other colleges through Wesleyan's membership in a consortium of 10 Nebraska colleges that provides an automated library system. Materials are shared through an interlibrary loan and facsimile transmission service. Constructed in 1969, this facility also is the home of the Armstrong-McDonald Microcomputer Resources Learning Center, which provides computer classroom instructional facilities for faculty and students, and the Cooper Foundation Center for Academic Resources.

Elder Memorial Speech and Theatre Center

Completed in 1981 and housing the Department of Communication and Theatre Arts, the center contains some of the finest collegiate theatre facilities in the Midwest. Mainstage productions are performed in the 300-seat McDonald Theatre. The building also features the Enid Miller laboratory theatre for student-directed performances, a technical shop space, and an exceptional library of props, set pieces, and more than 30,000 costumes.

Old Main

The symbol of Wesleyan's heritage, Old Main is the original campus building and is listed on the National Register of Historic Places. Constructed in 1888 of Colorado red sandstone and pressed brick, Old Main underwent a \$1 million renovation and refurbishment in 1988. Initially, the building included not only classrooms, but also the library, the chapel, and a make-shift dormitory. Today, it is the home of the Humanities Division (Departments of English, Modern Languages, and Religion and Philosophy), the Departments of History and Political Science, and the Chapel.

Olin Hall of Science

Completed in 1968, Olin is the home of the Natural Sciences Division (Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics). The facilities include a planetarium, greenhouse, classrooms, lecture halls, and specialized science and computer laboratories.

Rachel Ann Lucas Hall

Built in 1922 as a library, the building is now home to the Department of Art. Extensive remodeling expanded the teaching and studio facilities for drawing, painting, printmaking, photography, ceramics, metalsmithing, and sculpture. A Macintosh computer lab with high speed internet access serves as a classroom for digital media courses.

Roy G. Story Student Center

The Story Student Center brings together a variety of services, providing space for the Student Life offices, dining hall, Prairie Wolves' Bookstore, the Career and Counseling Center, the Center for Student Involvement, which includes Campus Activities, Greek Life, Multicultural Programs, and International Education, as well as a coffee house, graphics center, student lounge, meeting rooms, and offices for Student Affairs Senate, Wesleyan Entertainment Board, and student publications.

Residence Halls

Nebraska Wesleyan's residential facilities – Johnson Hall, Pioneer Hall, Centennial Hall, Plainsman Hall, White Hall, Heim Hall, Burt North residential facility, and the Townhouse Village – provide a living and learning environment for students through double rooms and single rooms. All female and coed residential facilities are available. All facilities include furnishings, phones, and optional cable television hookups. All residential facilities are wired for internet access. A complete description of each facility and its amenities is available through the Office of Housing and Residence Life.

Smith-Curtis Classroom-Administration Building

Built in 1974, the Smith-Curtis Building includes classrooms and office space for both academic departments and administrative units. The Departments of Business, Accounting, and Economics, Education, Psychology, and Sociology-Anthropology-Social Work, are located in Smith-Curtis.

Vance D. Rogers Center for Fine Arts

Home of the Department of Music and Elder Gallery, the Rogers Center offers practice rooms, studios, class-rooms, a 250-seat recital hall, and the 1,500-seat O'Donnell Auditorium. The auditorium is equipped with a 49-rank Aeolian-Skinner pipe organ and two concert grand pianos: a nine-foot Steinway grand and a nine-foot, six-inch Bösendorfer Imperial grand—the only one of its kind in Nebraska. Elder Gallery displays the art work of students and members of the local, state, and national art community.

Recreation and Athletic Facilities

Nebraska Wesleyan has developed some of the finest athletic facilities in NCAA Division III. All are available for general student recreational use and for intercollegiate athletic competitions.

Marion and Marian Weary Center for Health and Fitness - This facility includes the 2,350-seat Snyder Arena for volleyball and basketball; classrooms and laboratories for the Department of Health and Human Performance; racquetball courts; a training room and weight room; a cardiovascular exercise area; aerobics/dance exercise room; a swimming pool; intramural/recreational facilities, and the Knight Field House.

George A. Knight Field House - Connected to the Weary Center, Knight Field House offers a variety of facilities for intramural sports and intercollegiate competition for indoor track and tennis. The field house was originally constructed in 1976 and remodeled in 1995.

Abel Stadium - This facility houses the Weary Field for football and soccer, built in 1986, and the Woody Greeno Track & Field facility, which was added in 1989, and includes an eight-lane, all-weather outdoor track. Field turf and lights were added in 2002.

Nebraska Wesleyan Baseball Field at Woods Park - Completed in 2003, this regulation baseball field is home for the intercollegiate baseball team. It features large dugouts, two bullpens, batting cage, and a scoreboard, and is located in Woods Park at 33rd and J Streets.

Harold G. Chaffee Practice/Intramural Field - Located immediately north of the Weary Center, this lighted facility is used for football, soccer, and track and field practices, as well as for intramural competitions.

University Place Park Softball Field - This facility is home to the intercollegiate softball team, and is maintained through a cooperative arrangement between Nebraska Wesleyan and Lincoln Parks and Recreation.

Taylor Commons - Taylor Commons is located west of the Weary Center and is used for intramurals, open recreation and special events programs, and includes outdoor sand volleyball and basketball courts and a tennis court immediately north of Plainsman Hall.

The Faculty

Approximately 90 percent of the regular full-time faculty hold doctoral degrees or the highest degree in their field, graduating from 46 different graduate schools across the United States and abroad. Although they are described as a teaching faculty, they actively conduct research to keep abreast of developments in their fields and participate in a wide variety of professional development activities. By becoming recognized authors, performers, and presenters, they enhance their roles as teachers and advisors.

Faculty members at Nebraska Wesleyan are recognized for their pursuit of excellence and for their achievement through the following awards and fellowships:

The Margaret J. Prouty Faculty Teaching Award

The purpose of the Dr. Margaret J. Prouty Faculty Teaching Award, which was awarded for the first time in the spring of 1995, is to recognize and reward faculty for the pursuit of excellence in teaching. The recipient is deemed to have made a distinct difference in the intellectual lives of students through effective and creative instruction and/or course development.

2005-2006 Recipient

• Jay Scott Chipman, Associate Professor of Communication and Theatre Arts

2006-2007 Recipient

• William J. McNeil, Associate Professor of Psychology

Ameritas Faculty Fellowships

Selection criteria for the Ameritas Fellowships focus on the potential professional benefit to the individual and to the University. The intent is to assist faculty members in completing projects related to teaching strategies, individual research, curricular initiatives, and professional growth, while honoring members of the faculty for their contributions to academic excellence.

2005-2006 Recipients

- Rita Lester, Associate Professor of Religion
- Michael Tagler, Assistant Professor of Psychology
- Kelly Eaton, Associate Professor of Political Science
- Maxine Fawcett-Yeske, Associate Professor of Music
- C. Gerise Herndon, Professor of English

2006-2007 Recipients

- Dale Benham, Professor of Biology
- Donald Paoletta, Professor of Art History
- Rita A. Ricaurte, Associate Professor of Spanish/Language Acquisition
- Katherine J. Wolfe, Associate Professor of English

The United Methodist Church Exemplary Teacher Award

The Exemplary Teacher Award, sponsored by the General Board of Higher Education and Ministry of The United Methodist Church, is presented to a faculty member teaching at a United Methodist-related institution of higher education who demonstrates excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to a local church, to the community, to the institution, and to students beyond the classroom.

2005 Recipient

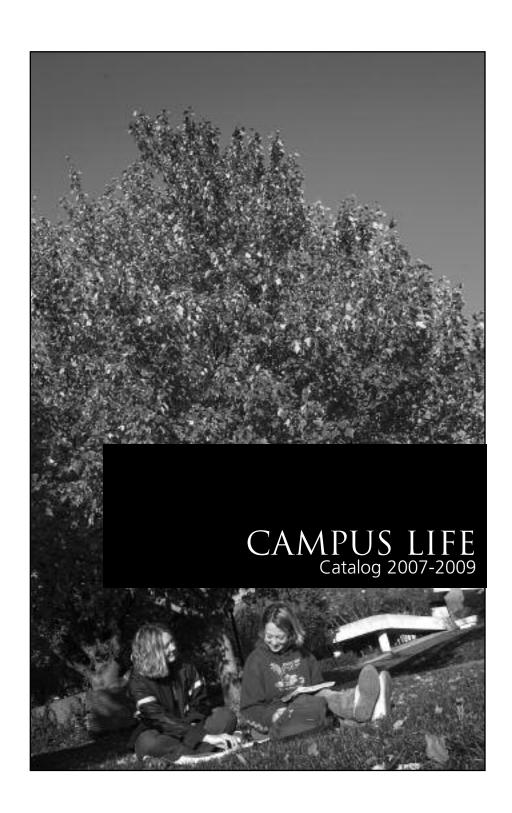
- Richard Jones, Adjunct Professor of Music 2006 Recipient
- Patricia Hawk, Instructor, Fixed Term in Communication

The Kenneth R. Holder Fellowship for Instructional Improvement

The Kenneth R. Holder Fellowship for Instructional Improvement is an annual grant designed to encourage individual instructional innovation and teaching excellence. The fellowship honors Dr. Kenneth R. Holder who, as provost of Nebraska Wesleyan University (1987-1991), stimulated, supported, and gave leadership to faculty efforts to improve classroom instruction and thereby enriched the educational experiences of all Nebraska Wesleyan students.

2006-2007 Recipients

- Marilyn Petro, Assistant Professor of Psychology
- Wendi Zea, Costume Technologist/Costume Shop Manager



CAMPUS LIFE

Nebraska Wesleyan University's Division of Student Life fosters students' learning and personal development, community involvement, and leadership through extracurricular, cocurricular, and residential experiences. The Division supports a broad range of educational, social, and recreational programs, services, and facilities for Nebraska Wesleyan students and other constituent groups. Under the supervision of the Vice President for Student Life and Campus Community are Housing and Residence Life, Greek Life, Student Health Services, Intercollegiate Athletics, Recreation and Athletic facilities, the Center for Student Involvement, the Career and Counseling Center, and University Ministries. More detailed information about campus life at Nebraska Wesleyan is included in the Student Handbook/Planner, available in the Office of Student Life, and on the Nebraska Wesleyan website.

Nebraska Wesleyan University Campus Environment

The College of Liberal Arts and Sciences academic program constitutes the heart of Nebraska Weslevan University's residential liberal arts community. We seek to create a campus environment in which students are actively engaged in the life of the University; take responsibility for their own learning; and integrate their classroom experiences with those in the larger campus community. Campus life enhances intellectual, spiritual. and personal growth; collaborative learning; leadership; and service. Student connections with faculty and with each other, a cornerstone of Nebraska Wesleyan's culture, extend beyond the classroom and throughout the campus. Members of this vibrant learning community accept the uniqueness of each individual and embrace dialogue and the free exchange of ideas in order to achieve understanding and respect for others. At Nebraska Wesleyan, students learn to join their intellectual and social lives to create an expansive college experience that is challenging, enjoyable, and productive.

Residence Life/Housing Residency Policy

As a residential campus, it is the residency policy of the College of Liberal Arts and Sciences at Nebraska Wesleyan University that undergraduate students reside in approved on-campus living units for three years or six semesters. All first year students must live in University-administered residential facilities. Students in their third through sixth semesters who are members of sororities or fraternities may reside in Greek houses meeting criteria for approved residential facilities.

Students may request an exception to this policy if they live with parents/guardians (as defined by Section 30-220917 of the Nebraska Probate Code) within 30 miles of the Nebraska Wesleyan campus; have reached their 21st birthday prior to the start of the fall semester; live with a spouse; are enrolled for fewer than 12 credit hours per semester as a part-time student; or have received a special exception from the Administrative Council for financial exigency, health issues, or other extreme or emergency conditions.

If a student's living arrangements are in violation of the residency policy, the student will be in violation of the Code of Student Conduct and will be subject to disciplinary action. Violation of this policy does not excuse financial obligation to the University.

Residential Facilities

Nebraska Wesleyan's residential campus includes a variety of residential facilities designed to actively engage students in the life of the campus, broaden their life experiences, and enhance interaction with other students. Nebraska Wesleyan has five traditional residence halls, one all-women and four coeducational; two suite-style residential facilities; and a five-unit townhouse village. Approximately 800 students live on campus in University residential facilities. Typically, first year students live in the traditional halls and upper class students live in the suite-style facilities and the townhouses.

Sodexho Campus Services offers a continuous dining meal plan as well as a block meal plan for suite residents. The Coffee House is also open throughout the day and some evenings. The townhouse village includes a full kitchen in each unit.

Residence Life policies and procedures are included in the Student Handbook, and are also available in the Housing and Residence Life Office. Residential facility contracts for room and board are available through the Housing and Residence Life Office. Contracts specify details about costs, payments, deposits, and refunds.

Both academic year and 12-month contracts are available for the townhouses and Centennial Hall. Students wishing accommodations during university vacations should make arrangements through the Housing and Residence Life Office. Students who anticipate a need for vacation housing should consider selecting Centennial Hall as their residential facility.

Sorority and Fraternity Living

The College of Liberal Arts and Sciences supports Greek life on campus. Nebraska Wesleyan's Greek system consists of four fraternities and four sororities, to which approximately one third of the students belong. Nebraska Wesleyan sororities and fraternities, in good standing and meeting the minimum standards for approved University housing, may serve to fulfill the requirements of the University's Residency Policy for initiated members in their third through sixth semesters at Nebraska Wesleyan University.

Student Health Services

Student Health Services is funded by the student activity fee. Full weekday services are provided through the director and assistant director, both registered nurses. In addition, other available services include physician care, allergy injections, laboratory services, cultures, cholesterol-blood pressure screening, and alcohol-drugstress awareness. Some services have small fees assessed to defray special costs. Treatment and records at Student Health Services are strictly confidential.

Career Development, Counseling and Service Learning

The Career and Counseling Center provides a number of resources to help students discover career options and participate in volunteer service experiences. The Center offers a variety of career workshops, an extensive career library, career counseling, interest inventories, and assistance in resume preparation. The Career Assistance Network includes more than 1,000 Nebraska Wesleyan alumni who are available to assist students in their career exploration through personal or telephone visits, shadowing programs, or internship or job connections.

The Center provides clinical counselors who are available for individual appointments to help students deal with a variety of life issues that can surface during college.

Service learning opportunities are provided through the Center. Students can participate in community volunteer service experiences individually, as part of a class, with student organizations and living units, or through a variety of special trips and academic experiences. Service opportunities are designed to encourage personal growth through exposure to different cultures and professions and to develop an understanding of social responsibility. The Center also sponsors the Global Service Learning Team.

The Center also coordinates internships and other experiences to provide opportunities for students to identify career interests, develop relationships with a variety of individuals, and broaden their understanding of community. Students work with faculty or the Career and Counseling Center staff to identify internship options or create experiences with sponsoring organizations.

Religious Life

Nebraska Wesleyan is proud of its heritage and affiliation with the Nebraska Annual Conference of The United Methodist Church. The University embraces students, faculty, and staff of all denominations and beliefs. The University Minister serves as the campus pastor and is available for personal counseling, religious and vocational counseling, and spiritual guidance.

Each week the University Ministries Office sponsors an ecumenical worship service or a program on contemporary religious or social issues to which all members of the Nebraska Wesleyan community are invited. The University intends to provide an active, diversified religious life program designed to meet the total range of students' spiritual development needs. Activities and organizations, including Fellowship of Christian Athletes, the United Methodist Student Organization, and FOCUS provide students with opportunities for fellowship, community service, and celebration. Spiritual resource persons are available to students. The Mattingly and Swan lectures annually present speakers who focus on religion, ethics, and values.

Athletics

Athletics are a part of a balanced campus life experience for the College of Liberal Arts and Sciences students, involving talented men and women from all academic pursuits. Nebraska Wesleyan's intercollegiate sports include varsity football and baseball for men; varsity volleyball and softball for women; and cross country, soccer, basketball, indoor and outdoor track, tennis, and golf for both. Men's and women's intercollegiate teams are affiliated with the NAIA (National Association of Intercollegiate Athletics) and the NCAA (National Collegiate Athletic Association, Division III), and are members of the GPAC (Great Plains Athletic Conference).

Student athletes receive one hour of academic credit for each season of participation in a varsity sport.

Intramurals, Recreation, and Fitness

Nebraska Wesleyan supports students' physical and recreational growth through programs and services provided by the Recreation and Athletic facilities staff. The intramural program provides eligible students, faculty, and staff with the opportunity to participate in a variety of formal and informal activities, including team and individual competition. The Weary Center includes a cardiovascular exercise room, an aerobics/dance exercise room, a weight room, an Olympic-size pool, and racquetball courts, all of which are available for student, faculty, and staff use.

Multicultural Programs

The Office of Multicultural Programs provides support, advocacy, and advice for Nebraska Wesleyan's students of color and other under-represented groups. This office also presents programs and provides resources for the entire Nebraska Wesleyan community on issues of pluralism and cultural diversity. This office works closely with the President's Council on Cultural Diversity, the Wolf Fund for Diversity Education, and resource persons for personal harassment, sexual orientation, and persons of color.

Campus Activities and Leadership Opportunities

Student organizations, programs, activities, and other leadership opportunities are an integral part of the cocurricular learning experience in the College of Liberal Arts and Sciences. Nebraska Wesleyan has approximately 90 student organizations, governing bodies, and honoraries.

Student self-governance is an important part of campus life. Nebraska Wesleyan's College of Liberal Arts and Sciences student governing bodies are described below:

The Student Affairs Senate (SAS) initiates legislation governing student life within the University community while upholding the rights and responsibilities of each of its members. It facilitates communication between students, faculty, and administration in matters pertaining to students. The standing committees of the SAS are Student Affairs, Public Relations and Elections, Budget, Buildings and Grounds, Academic Affairs, and Multicultural Affairs and Minority Viewpoints.

The University Judiciary conducts hearings and renders decisions in cases involving infractions of University rules as specified in the Code of Student Conduct. Membership includes two administrators, three full-time faculty members and four students.

The Inter-Fraternity Council (IFC) promotes cooperation and harmony among member fraternities, promotes successful interrelations among fraternities, and serves the fraternity system by promoting growth and long-term interests of the fraternity system. The IFC is composed of men selected by their fraternities. It sponsors recruitment activities and social programs, and recognizes academic endeavor by awarding a trophy to the fraternity with the highest scholastic rank for two previous semesters.

The Panhellenic Council assists and advises its member organizations in all aspects of their programs and promotes a spirit of friendship and unity among sororities. The National Panhellenic Creed emphasizes cooperation with the ideals and objectives of the University, good scholarship, good health, and growth of all Greek women. Panhellenic sponsors the sorority formal recruitment program each fall.

Residence Hall Community Councils are elected in each residence hall. Representatives and officers bring residence hall members closer together through programming and provide a forum for airing residents' concerns, suggesting facility improvements, and providing input in policies and procedures.

Nebraska Wesleyan students are also represented on many University committees and advisory groups, including the Board of Governors, the President's Student Advisory Council, the Faculty Executive Committee, the Commission on Women's Issues, and the President's Council on Cultural Diversity.

Other student organizations center around recreational and cultural interests, academic interests, living units and lifestyles, activity programming, and campus and community service. Numerous department-related and other clubs offer opportunities for involvement and leadership on campus. For example, the International Relations Organization and MOSAIC promote international and cultural awareness.

Social fraternities and sororities at Nebraska Wesleyan include Omega Alpha Chi, Phi Kappa Tau, Theta Chi, and Zeta Psi fraternities, and Alpha Gamma Delta, Delta Zeta, Omega Chi Rho, and Willard sororities. These groups maintain their own living units adjacent to campus.

A listing of all student organizations and activities is included in the Student Handbook/Planner, and is available on the Nebraska Wesleyan website. An Involvement Fair is held each semester.

Campus Policies

Code of Student Conduct

The Code of Student Conduct, revised in 2002, is included in the Student Handbook/Planner and is on the Nebraska Wesleyan website. It includes a statement of philosophy and authority for student discipline, a series of definitions that relate to conduct and discipline, a list of types of misconduct that are subject to disciplinary sanctions, a description of judicial procedures, and a list of sanctions that may be applied for misconduct.

Specific misconduct outlined in the Code includes academic dishonesty and other misconduct including acts of dishonesty, disruption of University activities, physical and verbal abuse, theft and property damage, hazing, failure to comply with directions of University officials, issuing false reports, unauthorized use of keys, violation of University policies and law, possession of controlled substances, violation of alcohol policies unauthorized possession of firearms or explosives, unauthorized participation in campus demonstrations, disorderly conduct, University computer abuse, and abuse of the judicial system.

Any questions about the Code of Student Conduct should be directed to the Vice President for Student Life and Campus Community.

Alcohol and Drug Policy

Because of the serious problems related to the use of alcoholic beverages and controlled substances, and because this practice can lead to a loss of effectiveness in human life and does not contribute to the teaching-learning process, the Nebraska Wesleyan community reaffirms its position of serious concern about and opposition to the use of alcoholic beverages and/or controlled substances in this environment. Therefore, the Nebraska Wesleyan University community urges that all its members exercise mature judgment and social responsibility when making decisions regarding the use of alcoholic beverages and other drugs.

This University community further denounces and prohibits the sale, possession, distribution, or use of illegal drugs by students, faculty, or staff. The University is committed to helping individuals who are suffering from a chemical dependency or drug abuse problem and urges the members of this academic community to become actively engaged in drug and alcohol education, prevention, and treatment programs where appropriate.

Although the Board of Governors recognizes the rights of students to be protected from intrusive drug testing, it acknowledges that a student's performance (academic, athletic, or other), health, or safety may be hindered by substance abuse or illegal drug use. Additionally, the Board recognizes that such abuse or usage may adversely affect the interests of the University community. As such, it is the determination by the Board of Governors that Nebraska Wesleyan is authorized to implement appropriate procedures to protect the interests of the students and the university community. Such procedures may include the implementation of a screening process or the request of an evaluation from a qualified professional to determine the seriousness of the problem. In the implementation of these procedures, Nebraska Wesleyan is committed to protect the due process and privacy rights of students.

Violations of law and/or violations of the Student Code of Conduct shall be adjudicated by the proper judicial bodies.

Athletic Department Drug Policy

The use of anabolic steroids, cocaine, amphetamines, or any other controlled substance, as defined by federal or state law, by any member of any intercollegiate athletic team of Nebraska Wesleyan is strictly prohibited. The only exceptions are physician-prescribed medications for the individual student athlete.

Unauthorized use of such drugs constitutes an abuse of the privilege of practicing and participating in intercollegiate competition. Such unauthorized use may result in dismissal from the intercollegiate athletic teams and may lead to further sanctions.

Access for Students with Disabilities

Federal law requires that Nebraska Wesleyan University make reasonable accommodations to ensure that persons with disabilities will have equal access to all educational programs, activities, and services. Therefore, Nebraska Wesleyan University, in compliance with

Section 504 of the Rehabilitation Act of 1973, as amended, and with the Americans with Disabilities Act of 1990 (ADA), recognizes the University's obligation to make reasonable accommodations for qualified students with disabilities.

A "reasonable accommodation" is defined as any change in an environment or in the way things are customarily done that (1) enables an individual with a disability to enjoy equal opportunities; and (2) does not fundamentally alter the nature of the activity, service, or program.

A "disabled" person is defined as one who has a physical or mental impairment that substantially affects one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

To facilitate plans for any reasonable accommodations, students with disabilities must identify and document their needs following their admission to Nebraska Wesleyan University. It is the responsibility of the student to notify the University of his/her disability, to document the disability, and to request accommodation.

Students should contact the Academic Affairs Office for further information.

Sexual Harassment

Sexual harassment cannot and will not be tolerated at Nebraska Wesleyan University. It is the responsibility of all members of the Nebraska Wesleyan community to participate in understanding, preventing, and combating sexual harassment. Any activity perceived as sexual harassment should be reported. Depending upon the nature of the concern, a student may choose to speak with a Sexual Harassment Resource Person, the Vice President for Student Life and Campus Community, the Associate Dean for the College of Liberal Arts and Sciences, or the Assistant Vice President for Human Resources. A policy statement on sexual harassment is available in the Academic Affairs Office, the Student Life Office, and the Business Office. Nebraska Wesleyan provides an informal assistance network, an informal reporting procedure, and formal procedures for dealing with sexual harassment concerns. A list of sexual harassment resource persons is available in the Student Handbook and on the NWU website.

Personal Harassment

Nebraska Wesleyan University is committed to freedom of speech and expression as published in the Code of Student Conduct. As a liberal arts university and an academic community, we affirm the rights of our members to freedom of expression. We also affirm the right of members of our community to an academic and campus living environment in which acts of violence and harassment are not tolerated.

Harassment is generally defined as an act or communication causing emotional stress specifically addressed to individuals or groups and intended to harass, intimidate, or humiliate an individual or group because of race, religion, creed, gender, age, ethnicity, national origin, disability, or sexual orientation.

Protected expression ends where prohibited discrimination, harassment, or violence begins. Conduct that abuses or degrades another person is inconsistent with the mission and values of the University and will be confronted and challenged as unacceptable.

Persons who feel they have been subjected to acts of violence or personal harassment should refer such incidents to the President of the University, the Provost, a University Vice President, or to other designated individuals (a list of these resource persons is available in the Student Life Office, in the Student Handbook, and on the NWU website).

Sexual Assault

Nebraska Wesleyan will not tolerate sexual assault in any form, including acquaintance or date rape. Sexual assault is identified as misconduct that will be adjudicated by the University Judiciary, using policies developed specifically to respond to sexual assault, if a complaint is filed. Sexual assault resource persons are available to assist any students. A list of these individuals is available in the Student Life Office, in the Student Handbook, and on the NWU website. A complete copy of the campus judicial procedures for sexual assault is also available in the Student Life Office.

Computer Resources

Students may use Nebraska Wesleyan's computing resources for academic and educational activities relevant to their enrollment at NWU. In their use of those computing resources, students are expected to respect the rights of other members of the Nebraska Wesleyan community and of the larger internet community, and follow all applicable laws and regulations. See the Student Handbook, the Computing Services and Instructional Technology Office, or the NWU website for a complete statement of the Nebraska Wesleyan policy regarding appropriate use of computer resources.

Academic Integrity

Academic integrity is one of the basic principles of a university community. Nebraska Wesleyan University encourages and expects the highest standards of academic honesty from all students. The Code of Student Conduct describes that cheating, plagiarism, or other forms of academic dishonesty are subject to disciplinary action. Refer to the Code of Student Conduct for additional information.

Parental Notification

Nebraska Wesleyan University administrative officials are responsible for notifying any student of any intended communication from the University to the student's parents or guardians concerning alleged misconduct. This notice will be given a reasonable amount of time in advance of the contact.

The University strives to support students in their academic and personal endeavors through various support services including the opportunity to receive personal counseling and guidance from trained professional staff members and counselors. Nebraska Wesleyan believes in the importance of confidentiality concerning students' personal issues and will take all appropriate actions to ensure confidentiality of records.

In the event a student attempts and/or threatens suicide or harm to another person, confidentiality guidelines do not apply and University administrative officials will notify the student's parents or guardians, regardless of the student's age. Officials will attempt to provide the student with the opportunity to notify parents or guardians personally if the student so chooses. However, it is essential to involve those individuals who have legal responsibility for the student and who can provide the immediate help, concern, and support for a student who is experiencing difficulty.

Student Declaration

In pursuing an education at Nebraska Wesleyan University we acknowledge the opportunity to explore our identity as students, as global citizens, and as individuals who recognize human dignity and the worth of all. By pursuing this opportunity, we voluntarily agree to a standard of conduct that exceeds minimum expectations for ethical and moral decency. With this commitment to Nebraska Wesleyan University, to the community, and to ourselves, we pledge:

Acceptance

To accept and encourage diversity as a vital part of our university and as a potential opportunity for personal and communal growth.

Responsibility

To assume responsibility for our academic actions through an environment in which personal and academic integrity are paramont.

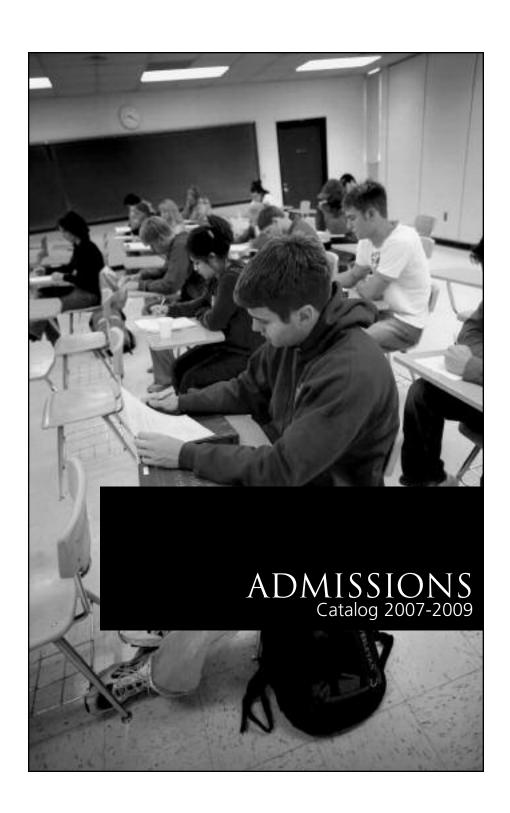
Citizenship

To strive for global citizenship, by engaging in service learning in order to break cultural barriers and establish universal connectedness.

Humanity

To create an environment that is welcoming and unified, acts with respect and compassion and works to better itself for the sake of humanity.

—Affirmed by Nebraska Wesleyan University Student Affairs Senate on March 9, 1999. Revised March 2007.



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ADMISSIONS

Admission of First Year Candidates

Admission Requirements

Admission to Nebraska Wesleyan is granted to students whose high school performance and testing scores indicate they are prepared and motivated to do collegelevel work.

Applicants are encouraged to complete a college preparatory program including: 4 years of English, 3-4 years of mathematics, 3-4 years of natural sciences, 3 years of social sciences, and 2-4 years of one foreign lanquage.

Students who rank in the top half of their graduating class or achieve an ACT composite score of 20 or a SAT combined score of 950 are invited to apply for admission at Nebraska Wesleyan University. Students who have been home schooled or will not complete graduation requirements at the high school last attended must submit a transcript of coursework completed to date, ACT or SAT scores, and scores from the Test of General Educational Development (GED).

Students not meeting the above standards may be accepted on warning if they are recommended for admission by the Nebraska Wesleyan Academic Standards Committee.

Occasionally, certain students may attend college full-time and apply credits toward high school graduation requirements. A recommendation from the high school administration supporting early entrance to Nebraska Wesleyan must be presented before the application will be considered. Students interested in early admission should consult their local board of education regarding the use of college courses to meet high school graduation requirements.

Nebraska Wesleyan provides equal opportunity to all qualified persons in all areas of University operation, including education, and decisions regarding faculty appointment, promotion or tenure, without regard to race, religion, age, sex, creed, color, disability, marital status, national or ethnic origin, or sexual orientation.

Application Procedures

Early Action Program

Timeline

Individuals applying through Nebraska Wesleyan's Early Action Program must submit all materials to the Admissions Office by November 15. Early Action candidates will be notified of their admission status and scholarship/financial aid eligibility the week of December 15. Admitted applicants must respond to the offers of admission and financial aid by January 15. Those accepting the offer of admission and scholarship/financial aid must submit housing and financial aid documents and non-refundable deposits.

Required Information

- Application for admission
- Application fee (waived for online application)
- Six-semester high school transcript listing class rank and grade point average
- ACT and/or SAT scores

Optional Information

- Nebraska Wesleyan Financial Aid Application for Early Action (if you plan to apply for need-based financial aid)
- Free Application for Federal Student Aid (FAFSA). This application must be submitted after January 1 for verification of federal and Nebraska Wesleyan need-based aid. Write the full name of Nebraska Wesleyan University or the college code, 002555, in the college release and certification section.

Information provided on the Nebraska Wesleyan Financial Aid Application for Early Action will remain confidential and will be used to prepare an estimated financial aid award. As stated above, applicants are required to complete a FAFSA to verify their eligibility for federal financial aid. The FAFSA must be submitted after January 1, when prospective students and parents have completed their income tax returns.

Regular Decision Program Timeline

Applicants choosing the Regular Decision Program are encouraged to apply for admission as soon as possible, but no later than May 1. Regular Decision candidates will be notified regarding admission and scholarship eligibility on a rolling basis after January 15. For individuals applying for need-based financial assistance, financial aid award letters will be mailed to qualified applicants on a rolling basis beginning March 1. (In a rolling admissions/financial aid process, applications are read as soon as all required items have been received by the institution, and students are notified promptly of their status/eligibility.) To accept the offers of admission and financial aid, admitted applicants must then submit non-refundable deposits and financial aid and housing information.

Required Information

- · Application for admission
- Application fee (waived for online application)
- Six-or seven-semester high school transcript listingclass rank and grade point average
- ACT and/or SAT scores

Optional Information

— Free Application for Federal Student Aid (FAFSA). This application must be submitted after January 1 for verification of federal and Nebraska Wesleyan needbased aid. Write the full name of Nebraska Wesleyan University or the college code, 002555, in the college release and certification section.

Late Decision Program

Consideration of applications received after May 1 will be based on the strength of the academic record and space available.

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Enrollment and Housing Deposits

Enrollment Deposit

Once you have been notified of your admission and financial aid, you must submit a \$100 non-refundable deposit to confirm your acceptance of the offer of admission and financial aid.

Housing Deposit

Entering students living in campus housing will receive housing assignments in July, and must submit a housing contract and a non-refundable \$95 security/refurbishment deposit with the contract. Of this amount, \$50 will be used as a refurbishment fee, and \$50 will be held as a security deposit.

Concurrent Enrollment of High School Students

Nebraska Wesleyan University has two methods for high school students to earn college credit while attending high school. In addition to earning Nebraska Wesleyan undergraduate credits through these programs, students can participate in special intellectual and cultural events and use various campus facilities and resources.

Honors Academy

Nebraska Wesleyan University's Honors Academy is a program designed for gifted and highly motivated high school juniors and seniors who are passionate about learning and excited by the challenges of college-level work. The Honors Academy provides students with an opportunity to earn college credit by enrolling in selected advanced placement or differentiated classes taught by their own qualified high school teachers in their schools. A reduced tuition rate is assessed for students in this program.

Contact the Director of the Honors Academy for information

Taking Courses on Campus

Qualified high school students may take courses on the Nebraska Wesleyan University campus prior to graduation from high school. With permission, and as space and prerequisites allow, advanced students may enroll for up to 6 credit hours each semester while attending high school. Full tuition discounts are available for high school students selected to enroll at Nebraska Wesleyan prior to their high school graduation, however, full tuition must be paid before any credit in this program can be transferred to another institution.

Contact the Admissions Office for information.

Admission of Transfer Students

Admission Requirements

Transfer students are admitted based on their college work to date. To be accepted, transfer students must be in good standing and have a 2.00 or higher grade point average on a 4.00 scale (or equivalent) at the institution from which they are transferring. If they are considered in good standing but do not have a 2.00 grade point average on a 4.00 scale, they may be accepted on probation upon recommendation by the Nebraska Wesleyan Academic Standards Committee.

Credits from regionally accredited two-year institutions are evaluated on a course-by-course basis. A maximum of 64 semester hours will be accepted for transfer from junior or vocational/technical colleges. Credit is accepted from all regionally accredited four-year institutions for courses with a grade of "C-" or above. No transfer credits are given for courses with a grade of "D+", "D", "D-" or the equivalent.

A student must have an official transcript mailed to the Admissions Office from every institution attended at least one week prior to the beginning of the term in which he or she plans to enroll. The Registrar's Office will provide an analysis of the transcript regarding the credits that may be used toward general education requirements for a degree. Transfer credits for the major or minor program must be approved by the department chair.

For further information about transfer credits, contact the Registrar's Office 402.465.2243.

Application Procedures

Transfer students are encouraged to apply for admission as early as possible. To apply for transfer to Nebraska Wesleyan, students must submit the following items: the application for admission, application fee (waived for online application), and academic transcripts from all previously attended postsecondary institutions. The following optional information also may be submitted: high school transcripts and ACT or SAT scores for those who wish to be considered for an academic scholarship, and a Free Application for Federal Student Aid (FAFSA) for those who plan to apply for need-based financial aid.

Once you have been notified of your admission and financial aid, you must submit a \$100 non-refundable deposit to confirm your acceptance of the offer of admission and financial aid.

Admission of International Students

Nebraska Wesleyan welcomes international students to its campus community and offers them the opportunity to learn in a challenging and supportive academic environment. ADMISSIONS 23

Requirements for Admission

International applicants must submit the following documents:

- Completed application for admission (including financial certification)
- · Application fee
- Certified copy of high school and university transcripts; if in a language other than English, transcripts should be translated by a certified person or organization
- Certified copy of high school diploma or certificate of high school completion
- · English Proficiency

International applicants for whom English is not the primary language must request that official results of one of the following three tests be sent directly to Nebraska Wesleyan:

- Test of English as a Foreign Language (TOEFL) (Institution Code 6470)
- International English Language Testing System (IELTS)
- Society for Testing English Proficiency (STEP EIKEN)
 The test score will be used in conjunction with other
 indicators to ascertain an international applicant's
 English proficiency.

Post-Admission Requirements

Upon acceptance at Nebraska Wesleyan University, international students must submit a pre-enrollment deposit, which is applied to their first-year expenses. The International Education Office will issue the I-20 form after the deposit is received. Additional information regarding the pre-enrollment deposit and immigration documents will be included with the formal letter of acceptance.

To facilitate their cultural and linguistic adjustment, exchange students live in the residence halls. Degree-seeking students must adhere to the housing policy applicable to all students.

International students are required to pay tuition, fees, room and board in full at the beginning of each semester.

International students are required to be continuously enrolled in a health insurance plan subscribed to by Nebraska Wesleyan. Health insurance premiums will be added to each student's statement of account.

International students eligible for Nebraska Wesleyan academic scholarships based on SAT or ACT scores should forward those scores to the Admissions Office if they wish to be considered. Students should contact the Admissions Office for more information regarding requirements and procedures.

Admission of Nontraditional Students: Wesleyan Advantage Program

Selected degree programs available through evening and other alternatively scheduled classes are intended exclusively for working adults in the community, or "nontraditional" students. Nontraditional students are defined in many ways, but at Nebraska Wesleyan, the term refers to undergraduates who have multiple roles, such as full-time employee, parent, or community volunteer, to which the student role is subordinate and part-time; usually these students are age 25 or older. Applicants who do not fit the Nebraska Wesleyan profile of a nontraditional student may apply through the Admissions Office for admission to the College of Liberal Arts and Sciences.

Nebraska Wesleyan admission requirements for first year or transfer candidates also apply to nontraditional student applicants. Wesleyan Advantage students are not, however, required to take the ACT or any other entrance exam. The University College Office can provide an application and other detailed information.

Admission of Graduate Students

Admission Requirements

Applicants to Nebraska Wesleyan's graduate programs must fulfill the following general admission requirements:

- Earned a baccalaureate degree from a regionally accredited institution
- Maintained a grade point average of 2.50 for all undergraduate work or a 3.00 grade point average for the last 60 semester hours of undergraduate work or a 3.00 grade point average for graduate work taken
- Met specific program admission requirements.
 (See the "Academic Departments/Programs" section, or contact the specific program or the University College Office.)

(International students should contact the University College Office for additional admissions requirements for applicants who are not U.S. citizens.)

Applicants not meeting the specified admissions requirements may be offered conditional admission.

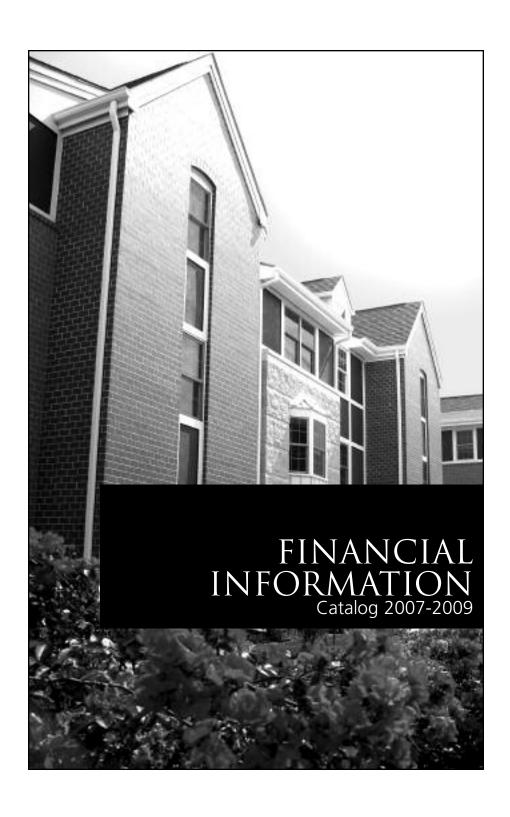
Graduate-level credits from regionally-accredited institutions, with grades of "B-" or better, are transferable, as deemed appropriate by the program and Registrar's Office.

Application Procedures

To be considered for admission, applicants should complete and return the graduate application form, along with the \$50 application fee, to the University College Office. The issuing institution must send official transcripts of all previous college work directly to the University College Office.

Enrollment of Special Students

Individuals interested in earning college credit for enrichment purposes may do so on a part-time non-degree basis by enrolling at Nebraska Wesleyan as special students. Transcripts from previously attended colleges or universities are not required. Contact the Registrar's Office 402.465.2243 or the University College Office 402.465.2329 for more information.



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FINANCIAL INFORMATION

College of Liberal Arts and Sciences

Costs

Nebraska Wesleyan offers its educational program at far less than the actual cost of instruction and operation. The difference is covered by income from endowments and gifts. Nebraska Wesleyan reserves the right to make financial adjustments in tuition, fees, room, and board.

Tuition and Fees

Complete, up-to-date information on tuition and fees is located in the class schedules for each term.

Tuition is charged at a single rate for full-time students (those enrolled for 12-18 hours) for the fall and spring semesters. (Full-time students registering for more than 18 hours are charged the full-time, single tuition rate plus an overload, per credit hour tuition.) Part-time students (those enrolled for fewer than 12 credit hours) pay a per-hour tuition rate.

Fees are assessed to help support the services of campus facilities, as well as student activities and publications. Fees for full-time and part-time students are listed in the class schedules for each term, and are not refundable.

Full-time students who are declared music or music education majors, or first-semester first year students who are enrolled in a music major curriculum, may enroll for up to 3 credit hours of applied music lessons per semester without charge. Full-time performance music students may enroll for up to 4 credit hours of applied music lessons per semester without charge. Additional lessons, or lessons taken as a part-time student, are charged at the standard rate. Full-time music minors may enroll for up to 3 credit hours of applied music lessons per semester without charge, for a maximum of four semesters. Lessons taken as a part-time student or lessons taken beyond the four semesters, are charged at the standard rate. Students not meeting the above major or minor categories will be charged a music fee on a per-credit basis.

Room and Board

Room and board charges for residence halls operated by the University are described in the class schedules. For more specific information, contact the Housing and Residence Life Office.

The residential system and related policies are described beginning on page 13.

Payment Policy

Tuition, fees, room, and board are due at the beginning of each term. For the fall and spring semesters, each student must pay his or her account in full or make arrangements for payment with the Business Office by the end of the first week of the semester. Payment or

arrangements for payment can be made in one or more of the following ways:

- -Payment of all tuition and fees, room, and board
- Partial payment of tuition, completion of a deferred tuition loan (see below), and payment of one-fourth or more of room and board
- —Payments through the Monthly Payment Plan (see below)

(For students receiving financial aid in the form of scholarships and/or grants and/or loans, one-half of the amount is credited to their Business Office accounts at the beginning of each semester, providing all necessary paper work has been completed and received in the Financial Aid Office.)

(Credit cards will not be accepted as a method of payment for tuition, fees, and other student charges.)

If payment is not received or arrangements are not made by the end of the first week of the semester, a \$40 late fee is assessed. Additionally, students may be administratively withdrawn and will be charged 10% of the tuition and 100% of fees that apply to their registration.

Enrollment in subsequent semesters will not be allowed until financial obligations have been met. Transcripts are released only after all financial obligations have been met.

Students leaving the University whose accounts are not paid in full may have their accounts turned to a collection agency. These students are responsible for all reasonable collection costs.

Deferred Tuition Loan

Upon the student's request for a deferred tuition loan, the University will permit a partial payment of tuition and fees with the unpaid balance placed in a promissory note bearing 10% interest. The note must be paid in full by the last day of classes during the semester in which the money is borrowed. Contact the Business Office for details. Scholarship awards will not serve as down payments.

Monthly Payment Plan

Nebraska Wesleyan University offers a monthly payment plan through a third-party vendor to help full-time students and their parents budget the cost of education. This special plan divides the cost of tuition, fees, and University-operated room and board (if applicable) into monthly installments. No interest is charged, but a service fee is added. The plan may cover any portion of costs up to full tuition, fees, room, and board. Contact the Business Office for details.

Refund Policy

Students who find it necessary to withdraw from all courses at Nebraska Wesleyan during a semester for any reason shall receive refunds for tuition as follows:

Percent of Semester Rate To be Refunded
90%
80%
60%
40%
20%

If the withdrawing student has received a Nebraska Wesleyan-funded scholarship and/or grant, such financial aid will be prorated at the same percentage of tuition charged (see above schedule).

After five weeks of the semester's classes have elapsed, no refund will be given to a withdrawing student. Calculations are based upon the date of the first meeting of classes. Items designated as fees will not be refunded. Room and board payments will be refunded as stated in the current housing contract.

No refunds are made to a student who withdraws from a special program, activity, or field trip after the deadline for acceptance to the program has passed. Students should consult the director of the special program.

If a student registers for more than 18 hours and later wishes to reduce the load for any reason, he or she must complete the procedure for withdrawal during the first five weeks of the semester to qualify for any refund or tuition charges for extra hours. Such refunds will be reduced by the original charge for each successive week of the semester according to the tuition refund schedule.

If individuals believe extenuating circumstances merit a departure from the tuition refund schedule, they may appeal in writing to the Provost for special consideration.

The Higher Education Amendment of 1998 established a new procedure for the return of Title IV Federal Student Aid when a student who is receiving Title IV aid withdraws from college before the end of a semester. The new Return of Title IV Funds policy follows:

The Financial Aid Office will determine the Title IV Federal Student Aid refund percentage based upon the student withdrawal information on file in the Registrar's Office. The date of withdrawal is the date the completed "Withdrawal from University" form is given to the Registrar's Office. The number of days enrolled will include weekends but will not include scheduled breaks which are five days or longer.

For example, if a student withdraws at the end of five calendar weeks, the percentage of the semester attended would be calculated as follows: 5 weeks x 7 days=35 days divided by the number of days in the semester (not including scheduled breaks of five days or longer, 35÷112=31%). In this example, the student will be entitled to 31% of the Title IV aid but 69% will have to be returned to the Federal government. When a student has attended 60% or more of the semester (68 days in this example), no Title IV aid has to be returned. Returned aid is allocated in the following order: Unsub Stafford Loan, Sub Stafford Loan, Federal Perkins Loan, PLUS Loan, Federal Pell Grant, Federal SEOG Grant, Academic Competitiveness Grant, SMART Grant, and Nebraska State Grants.

If there is a balance due on tuition and fees and/or room and board after the return of Title IV Federal Student Aid, the student will be responsible for the balance due.

Financial Aid

Nebraska Wesleyan University's financial aid program is designed to assist talented students who will benefit from Nebraska Wesleyan's academic program and to aid those who might not otherwise be able to take advantage of it.

The financial aid program at Nebraska Wesleyan includes:

- -Nebraska Wesleyan funded scholarships and grants
- -Federally- and state-funded financial aid programs

Eligibility requirements and award amounts are subject to change from year to year by action of the Nebraska Wesleyan University Board of Governors or acts of the U.S. Congress. Changes will be announced by the Director of Scholarships and Financial Aid.

Nebraska Wesleyan University underwrites its scholarship and grants-in-aid program through income from endowed funds, annual and special gifts. Students who receive scholarship monies underwritten by a specific donor will be notified and encouraged to express appreciation to the donor.

Application Procedures

Students who are accepted for admission by Nebraska Wesleyan University and who qualify through academic performance will receive the awards listed under "Wesleyan Academic Scholarships" without further application.

Students accepted for admission who wish to apply for additional financial assistance from one of the programs administered by Nebraska Wesleyan, the Federal Family Education Loan Programs, the Federal Grant Programs or Federal Work-Study Program, must submit the Free Application for Federal Student Aid (FAFSA) and list Nebraska Wesleyan University, Title IV School Code 002555, as a recipient.

When Nebraska Wesleyan receives the processed FAFSA information, the Director of Scholarships and Financial Aid notifies each student concerning results of his or her application for financial assistance.

Students must reapply each year for need-based financial aid by completing the FAFSA.

Scholarships and Grants

Wesleyan Academic Scholarships

Nebraska Wesleyan University offers several scholarships based on academic achievement as determined by performance on the American College Testing (ACT) program, the Scholastic Aptitude Test (SAT), or high school class standing. Test scores from the December (senior year) ACT or SAT are the latest considered when determining scholarship eligibility.

The following scholarships are automatically awarded to those undergraduates who meet the specific qualifications indicated. Each recipient must maintain a specified grade point average (GPA) at Nebraska Wesleyan to retain the scholarship from year to year.

Board of Governors' Scholar Award

An ACT of 32 or above or an SAT of 1410 or above is required. To retain their scholarships, recipients must maintain a 3.25 GPA on a 4.00 scale.

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Weslevan Scholar Award

An ACT composite score of 29-31 or SAT score of 1280-1400 is required. Recipients must maintain a 3.00 GPA.

Fredstrom (Trustees') Scholarship

An ACT composite score of 27-28, or SAT score of 1200-1270, or graduation from an accredited high school in the top 10% of the class is required. Recipients must maintain a 2.75 GPA.

President's Scholarship

An ACT composite score of 24-26, or SAT score of 1090-1190, or graduation from an accredited high school in the top 25% of the class is required. Recipients must maintain a 2.50 GPA.

Recognition Scholarship

An ACT composite score of 22-23, or SAT score of 1010-1080, or graduation from an accredited high school in the top 33% of the class is required. Recipients must maintain a 2.25 GPA.

Founders' Scholarship

Most students who apply for admission to Nebraska Wesleyan will be considered for a Founders' Scholarship. A student's test scores, class rank, and academic record are considerations for a Founder's Scholarship. This scholarship may be awarded to those students who also qualify for another merit scholarship.

Huge-NWU Scholarship

Nebraska Wesleyan University currently offers two competitive merit-based scholarships, worth \$25,000 per year (\$100,000 over four years). To apply, a student must meet the following requirements and complete the special application form. An ACT composite score of 27 or above or SAT combined score (critical reading and mathematics) of 1200 or above, and top 20% of high school class is required. Recipients must maintain a 3.25 GPA on a 4.00 scale.

Nebraska Wesleyan Grants-in-Aid

Nebraska Wesleyan offers four types of grants-inaid. The first is a talent grant/scholarship. A well-developed talent in music, theatre, or art is required, with academic achievement being a determining factor.

The second type is a need-based grant determined by demonstrated financial need.

The third is a tuition grant to dependents of Nebraska Wesleyan employees and the employees themselves. These grants also are available for dependent children less than 25 years of age of voting members/members in full connection of the Nebraska Annual Conference of the United Methodist Church, or full-time employees of the Nebraska Annual Conference. These dependent children of clergy and conference employees receive a ministerial tuition discount of up to 50% of tuition at Nebraska Wesleyan. Dependency is defined as an exemption on the federal income tax form. The ministerial discount is available only during the fall and spring semesters and may be used regardless of the number of hours carried. Recipients must maintain a 2.00 GPA to continue receiving the discount. They are

not eligible for other Nebraska Wesleyan scholarships and grants in excess of 50% of tuition with the exception of the talent grants.

The fourth is a multi-family-member grant. Each semester when more than one family member attends Nebraska Wesleyan University full-time, in the College of Liberal Arts and Sciences, a grant of \$500 is provided to the second family member, or \$250 to both family members. A third family member enrolled full-time at Nebraska Wesleyan University in the same semester will receive a \$500 multi-family-member grant. Married students, both attending Nebraska Wesleyan University, and independent students are not eligible for this grant.

Federal Pell Grants

An eligible student may receive a grant up to \$4,310 (tentative figure for 2007-2008).

Academic Competitiveness Grants

Federal Pell Grant eligible students may also be eligible to receive an Academic Competitiveness Grant of up to \$750 for the first academic year of study and up to \$1,300 for the second academic year of study (tentative figures for 2007-2008). An academic year for this grant is defined as completion of 30 credits. To be eligible each year, a student must: be a U.S citizen; be a Federal Pell Grant recipient; be enrolled full-time in a degree program; be enrolled in the first or second academic year of his or her program; have completed a rigorous secondary school program of study; have not been previously enrolled in an undergraduate program; and if a second year student, have at least a 3.00 cumulative GPA for the first academic year.

National Science & Mathematics Access to Retain Talent Grants (National SMART Grants)

A National SMART Grant will provide up to \$4,000 (tentative figure for 2007-2008) for each of the third and fourth academic years of study. An academic year for this grant is defined as completion of 30 credits. To be eligible for each academic year, a student must: be a U.S. citizen; be a Federal Pell Grant recipient; be enrolled full-time in a degree program; majoring in physical, life or computer science, engineering, mathematics, technology, or a criticial foreign language; and have at least a 3.00 cumulative GPA.

Federal Supplemental Educational Opportunity Grants

The Federal Supplemental Educational Opportunity Grants (SEOG) provide funds ranging from \$300 to \$1,000 per year for students with exceptional financial need (with priority given to Federal Pell Grant recipients).

ROTC Scholarships

Reserve Officer's Training is available to both male and female Nebraska Wesleyan students through Air Force and Army programs conducted at the University of Nebraska-Lincoln. Scholarship funds covering Nebraska Wesleyan tuition and fees are available through these ROTC programs to qualified students.

Interested students should contact ROTC at the University of Nebraska-Lincoln (call collect at 402.472.2473 or in Nebraska call 800.742.8800, extension 2473).

Campus Employment

Nebraska Wesleyan's student employment opportunities, available only to full-time students in the Collge of Liberal Arts and Sciences, include approximately 450 partitime jobs, some of which are funded through the Federal Work-Study Program, and others that are funded by Nebraska Wesleyan. Students work three to 10 hours per week and are paid monthly.

Loans

Nebraska Wesleyan University participates in the Federal Family Education Loan programs and the United Methodist Student Loan Program.

Federal Perkins Loans

The Federal Perkins Loan program enables eligible students to borrow from \$200 to \$1,500 per year. Interest at 5% and repayment start nine months after the student leaves college. Part or all of the loan is forgiven for those working in specified fields; under stated provisions, partial cancellation is also provided for military service. Repayment may be deferred up to three years while a borrower is in the Armed Forces or a volunteer in the Peace Corps or VISTA. (Contact Business Office for details.)

Subsidized Federal Stafford Loans

A student with financial need may borrow up to \$3,500 as a freshman, \$4,500 as a sophomore, and \$5,500 as a junior and as a senior. Interest for 2007-2008 is 6.8%, capped at 8.25%. However, while the student is attending school at least halftime, the interest is paid by the federal government. An origination fee of up to 2% and federal default fee of 1% reduces the net loan proceeds available to the student borrowers. Interest and repayment begins six months after graduating, withdrawing, or dropping below halftime status if the student has not consolidated his or her loans. Repayment may extend up to 10 or more years.

Unsubsidized Federal Stafford Loans

A student who is not eligible for a Subsidized Federal Stafford Loan may borrow similar amounts each year through the Unsubsidized Federal Stafford Loan program. Interest for 2007-2008 is 6.8%, capped at 8.25%. An origination and federal default fee of up to 3% is deducted from the proceeds of the loan. The student borrower is responsible for interest on the loan during in-school, grace, and deferment periods. Interest may be paid quarterly by the borrower or capitalized and added to the principal balance at the time of repayment. Repayment begins six months after graduating, withdrawing or dropping below half-time status. Additional amounts of Unsubsidized Federal Stafford Loans are available for independent students or students whose Parent Loan for Undergraduate Students (PLUS) have been denied.

Federal PLUS Loans

Parents of an undergraduate, dependent student may apply for a parent's loan for an amount up to the cost of the education minus other financial aid. Interest for 2007-2008 is 8.5%, capped at 9%. An origination and federal default fee of 4% is deducted from the proceeds of the PLUS Loan. A credit check is required for each loan application. Contact the Financial Aid Office for PLUS forms.

United Methodist Student Loan Program

Students who are active, full members of The United Methodist Church may borrow from the Student Loan Fund of The United Methodist Church. The maximum amount a student may borrow per year is \$2,500. The loans carry a 6% interest rate from the day the loan signanted until the note is paid in full. Repayment begins six months after the student leaves college and the repayment period may not exceed six years.

Nebraska Wesleyan Loan Funds

Many friends of Nebraska Wesleyan have established loan funds from which the revenue is used to finance deferred tuition payment arrangements. Interest is determined by the Business Office, and accounts must be paid within the semester for which the money is borrowed. Loan funds and their donors are listed on page 236.

Standards and Regulations

Nebraska Wesleyan Financial Aid Program Regulations

The scholarship programs described under "Wesleyan Academic Scholarships" consist of four-year scholarships that are renewed automatically if the student maintains the specified grade point average. A student who fails to maintain the grade point average stipulated for the scholarship at the time he or she initially registered is not eligible for a scholarship requiring a lower grade point average. The student will regain the original scholarship, however, if he or she raises the cumulative grade point average to the appropriate level.

The scholarships described under "Wesleyan Academic Scholarships" may not be used by students who already have baccalaureate degrees or who are taking fewer than 12 hours credit in residence.

Students placed on disciplinary probation during the school year normally will not lose aid committed to them for that year but will not be eligible for renewal of aid until they are removed from probationary status.

Students not in good academic standing are not eligible for a new financial aid commitment until they reestablish themselves in good standing.

The scholarships described under "Wesleyan Academic Scholarships" normally are awarded regardless of other financial aid the student may receive. Students who receive scholarships through these programs are eligible to apply for other Nebraska Wesleyan and federal scholarships, grants, loans, federal work-study, and campus employment by completing the FAFSA.

Nebraska Wesleyan scholarships awarded to transfer students are based on the student's high school transcript and previous college academic record.

FINANCIAL INFORMATION 29

Federal Financial Aid Standards

The federal government requires that a student be making satisfactory academic progress to be eligible for Title IV student financial assistance (federal grants, federal work-study, and federal loans).

A student will be considered to be making satisfactory academic progress by accumulating hours of credit and attaining a minimum overall grade point average (GPA) by the end of each year of attendance according to the following schedule:

Full-Time Student

Year	Credit Accumulated	Overall GPA
1	20	1.60
2	40	1.80
3	62	1.90
4	84	1.90
5	106	2.00
6	126	2.00

Part-Time Student

Year	Credit Accumulated	Overall GPA
1	10	1.60
2	20	1.60
3	30	1.80
4	40	1.80
5	51	1.90
6	62	1.90
7	73	1.90
8	84	1.90
9	95	2.00
10	106	2.00
11	116	2.00
12	126	2.00

The maximum time frame in which a student must earn an undergraduate degree is six years for a full-time student and 12 years for a part-time student. An academic year is defined as a 12-month period that begins with the start of the fall semester. A full-time student is defined as one registered for 12 or more credit hours at the school's deadline for adding courses. A part-time student is defined as one registered for fewer than 12 credit hours at the school's deadline for adding courses. If a student changes enrollment status from time to time, the maximum time frames will be averaged to determine whether the student complies with satisfactory progress guidelines. A transfer student's previous academic record will be used in determining satisfactory progress as well as the remaining number of semesters of eligibility for aid.

Federal financial aid recipients and applicants for federal financial aid (Federal Perkins Loan, Federal Stafford Loan, Federal Work-Study, Federal Pell Grant, Academic Competitiveness Grant, National SMART Grants, Federal SEOG or Nebraska State Grant) who anticipate withdrawing from one or more classes should remember that federal law requires them to make satisfactory academic progress as defined above. Failure to do so will result in a loss of eligibility for federal funds

until satisfactory academic progress is reestablished.

If unusual circumstances have contributed to a student's inability to make satisfactory progress, the student may appeal termination of eligibility for federal aid to the Director of Scholarships and Financial Aid.

University College

Tuition and Fees

Tuition is charged on a per-hour tuition rate. Fees are assessed for specific courses to pay for additional costs of the course and/or program, and are not refundable.

Payment Policy

Tuition and fees are due at the beginning of each course. Payment or arrangements for payment can be made in one or more of the following ways:

- Payment in full. Students can make payment in full by cash, check, or credit card.
- Scheduled tuition payments. See below under Monthly Payment Plan.

If payment is not received or arrangements are not made by the payment deadline, a \$40 late fee is assessed. Additionally, students may be administratively withdrawn and will be charged 10% of the tuition and 100% of fees that apply to their registration.

Enrollment in subsequent semesters will not be allowed until financial obligations have been met. Transcripts are released only after all financial obligations have been met.

Students leaving the University whose accounts are not paid in full may have their accounts turned to a collection agency and these students are responsible for all reasonable collection costs.

Monthly Payment Plan

Nebraska Wesleyan University offers a monthly payment plan to help students budget the cost of education. This special plan divides the cost of tuition and fees into monthly installments. No interest is charged, but a service fee is added. The plan may cover any portion of costs up to full tuition and fees. Contact the Business Office or University College Office for details.

Refund Policy

Nebraska Wesleyan's refund policy for the traditional semester is below. Refunds for students in courses offered in accelerated or other alternatively scheduled terms are figured using this schedule on a prorated basis.

Tuition Refund Schedule	Percent of Semester Rate To be Refunded
During the First Week	90%
During the Second Week	80%
During the Third Week	60%
During the Fourth Week	40%
During the Fifth Week	20%

If individuals believe extenuating circumstances merit a departure from the tuition refund schedule, they may appeal in writing to the Provost for special consideration. The Higher Education Amendment of 1998 established a new procedure for the return of Title IV Federal Student Aid when a student who is receiving Title IV aid withdraws from college before the end of a semester. The new Return of Title IV Funds policy follows:

The Financial Aid Office will determine the Title IV Federal Student Aid refund percentage based upon the student withdrawal information on file in the Registrar's Office. The date of withdrawal is the date the completed withdrawal form is given to the Registrar's Office. The number of days enrolled will include weekends. If there is a balance due on tuition and fees after the return of Title IV Federal Student Aid, the student will be responsible for the balance due.

Financial Aid

Undergraduate students may apply for Federal Pell Grant and/or Federal Stafford Loans. Graduate students may apply for Federal Stafford Loan assistance.

Application Procedures

Students accepted for admission who wish to apply for financial assistance must submit the Free Application for Federal Student Aid (FAFSA) and list Nebraska Wesleyan University, Title IV School Code 002555, as a recipient.

Federal Pell Grants

Federal Pell Grants range in amount from \$400 to \$4,310 (tentative figures for 2007-2008) for students who are eliqible.

Subsidized Federal Stafford Loans

A student with financial need may borrow up to \$3,500 as a freshman, \$4,500 as a sophomore, and \$5,500 as a junior and as a senior. Graduate students may borrow up to \$8,500. Interest for 2007-2008 is 6.8%, capped at 8.25%. However, while the student is attending school at least half time, the interest is paid by the federal government. The origination and federal default fee of up to 3% reduces the net loan proceeds available to the student borrowers. Interest and repayment begins six months after graduating, withdrawing, or dropping below halftime status. Repayment may extend up to 10 or more years.

Unsubsidized Federal Stafford Loans

A student who is not eligible for a Subsidized Federal Stafford Loan may borrow through the Unsubsidized Federal Stafford Loan program. Undergraduates may borrow similar amounts each year as through the Subsidized Federal Stafford Loan program. Graduate students may borrow up to \$12,000. Interest for 2007-2008 is 6.8%, capped at 8.25%. An origination and federal default fee of up to 3% is deducted from the proceeds of the loan. The student borrower is responsible for interest on the loan during in-school, grace, and deferment periods. Interest may be paid quarterly by the borrower or capitalized and added to the principal balance at the time of repayment. Repayment begins six months after graduating, withdrawing, or dropping below halftime status. Additional amounts of Unsubsidized Federal Stafford Loans are available for independent students or dependent students whose Parent Loan for Undergraduate Students (PLUS) have been denied.

Standards and Regulations

Federal Financial Aid Standards – Undergraduate Programs

The federal government requires that an undergraduate student must make satisfactory academic progress to be eligible for Title IV student financial assistance (federal grants and federal loans).

A student will be considered to be making satisfactory academic progress by accumulating hours of credit and attaining a minimum overall grade point average (GPA) by the end of each semester of attendance according to the following schedule:

Full-Time Student

Semester	Credit Accumulated	Overall GPA
1	10	1.60
2	20	1.60
3	30	1.80
4	40	1.80
5	51	1.90
6	62	1.90
7	73	1.90
8	84	1.90
9	95	2.00
10	106	2.00
11	116	2.00
12	126	2.00

Part-Time Student

Semester	Credit Accumulated	Overall GPA
1	5	1.60
2	10	1.60
3	15	1.60
4	20	1.60
5	25	1.80
6	30	1.80
7	35	1.80
8	40	1.80
9	45	1.90
10	51	1.90
11	56	1.90
12	62	1.90
13	67	1.90
14	73	1.90
15	78	1.90
16	84	1.90
17	89	2.00
18	95	2.00
19	100	2.00
20	106	2.00
21	111	2.00
22	116	2.00
23	121	2.00
24	126	2.00

The maximum time frame in which a student must earn an undergraduate degree is six years for a full-time student and 12 years for a part-time student. A full-time student is defined as one registered for 12 or more credit hours at the school's deadline for adding courses. A part-time student is defined as one registered for fewer than 12 credit hours at the school's deadline for adding courses. If a student changes enrollment status from time to time, the maximum time frames will be averaged to determine whether the student complies with satisfactory progress guidelines. A transfer student's previous academic record will be used in determining satisfactory progress as well as the remaining number of semesters of eligibility for aid.

Federal financial aid recipients and applicants for federal financial aid (Federal Stafford Loan and Federal Pell Grant) who anticipate withdrawing from one or more classes should remember that federal law requires them to make satisfactory academic progress as defined above. Failure to do so will result in a loss of eligibility for federal funds until satisfactory academic progress is reestablished.

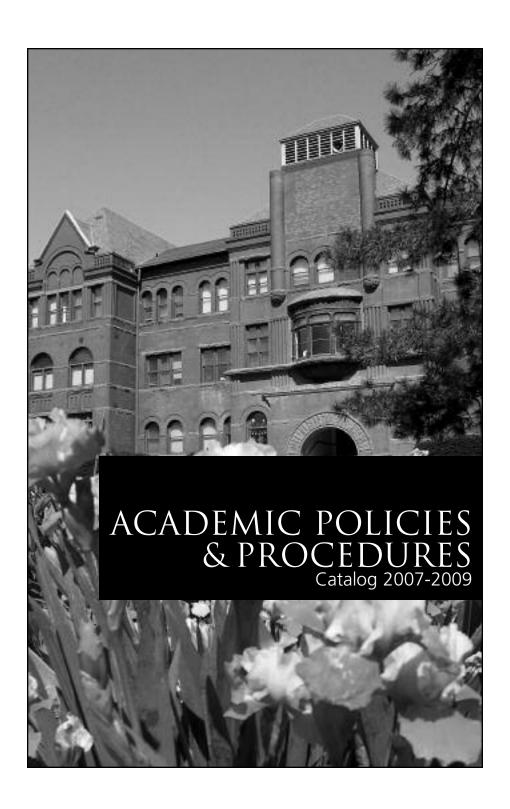
If unusual circumstances have contributed to a student's inability to make satisfactory progress, the student may appeal termination of eligibility for federal aid to the Scholarships and Financial Aid Office.

Federal Financial Aid Standards – Graduate Programs

To receive Title IV federal loans, a graduate student must be making satisfactory progress toward his or her degree. Maintaining satisfactory progress requires a 2.00 GPA or better and earning a minimum number of hours in relation to the Full Semester Equivalent (FSE) table below. If a student does not meet the GPA and/or the academic credit requirement, the student may appeal the suspension of federal aid eligibility by addressing a letter of appeal to the Financial Aid Office.

A semester with 6 hours is considered a .5 FSE. A semester with 9 or more hours is considered a 1.0 FSE.

FSE	Hours Earned
0.5	3
1.0	6
1.5	9
2.0	12
2.5	15
3.0	18
3.5	21
4.0	24
4.5	27
5.0	30
5.5	33
6.0	36



ACADEMIC POLICIES AND PROCEDURES Enrollment

Enrollment in the College of Liberal Arts and Sciences

Registration

New Student Registration

First year students for the fall semester typically participate in one of four summer registration sessions: three are held in June and a fourth session is scheduled immediately before the beginning of the fall semester. During the registration session, students become familiar with the college environment, meet faculty and other students, plan their first semester course work with a specially trained summer advisor, and register.

Fall transfer students may register throughout the summer or immediately before classes begin in the fall. International students participate in a session immediately preceding the fall semester.

New students entering in the spring semester register in January.

Current Student Pre-Registration

At a designated time late in each semester, current, degree-seeking students register for the subsequent semester. Students are notified of the appropriate days and procedures.

General Registration

Registration for current students who have not preregistered, special students, and readmitted students begins immediately following the pre-registration period for current, degree-seeking students, and continues through the first full week of classes. After the registration period has closed, students may register only with special permission from the Executive Committee. A fee may be assessed for late registration.

Change of Registration

(Dropping and Adding Individual Courses)

Any changes in course registration require approval from the student's advisor and each course instructor. After the first full week of class, no course(s) may be added to a student's schedule without special permission from the Executive Committee.

Course(s) may be deleted from a student's schedule before the drop deadline (first week of classes for parttime students; second week of classes for full-time students) (See the "Withdrawal from all courses" policy if deleting all courses.) A student who wishes to delete a course(s) from his or her schedule after the appropriate drop deadline may withdraw from the course. (See the "Withdrawal from a Course" policy.)

Validation of Registration

Each student is required to confirm his or her registration, provide directory information* and assume responsibility for the payment of tuition and fees by the end of the first week of classes. Prior to validation, students must clear all prior balances at the Business Office, clear any fines, and/or return overdue books at the library, and have complete immunization records at Student Health. (*See "Privacy of Educational Records" on page 38.)

Payment Policy

Students pay or make arrangements for payment of tuition, fees, room, and board by the end of the first week of each semester. (See "Payment Policy" on page 23.)

Cancellation of Registration

A student's registration is canceled after the first week of classes if the student has not validated. A student may be administratively withdrawn from his or her classes after the first week of the semester if arrangements for payment have not been completed. When a student is administratively withdrawn, he or she will be charged 10% of the tuition and fees applying to his or her registration.

Once a student's registration has been canceled or a student has been administratively withdrawn, he or she must appeal to the Provost to re-register for that semester.

Withdrawal Policy

Withdrawal from a Course

A student who withdraws from a course after the drop deadline but before the end of the tenth week of the semester receives a "W" (Withdrawal). A Withdrawal is not computed in the grade point average. After the tenth week of a course, a student may not withdraw and a grade is recorded. If extenuating circumstances dictate withdrawal from a class after the tenth week, a student may petition the Executive Committee for consideration of a late withdrawal.

Withdrawal from all Courses

A student who discontinues his or her enrollment at Nebraska Wesleyan after the first week but before the end of the tenth week of the semester must file a Withdrawal from All Courses request in the Registrar's Office to avoid receiving "F" grades in all courses. After the tenth week of the semester, a student may not withdraw and grades are recorded. If extenuating circumstances dictate the necessity to discontinue enrollment after the tenth week of the semester, the student may petition the Executive Committee for consideration of a late withdrawal. Contact the Academic Affairs Office for additional information. (See "Refund Policy" on page 23.)

Course Load

An undergraduate student must carry a minimum of 12 credit hours to be considered full time. (Definitions of "full-time status" may differ as they relate to eligibility for participation in intercollegiate athletics. For additional information, contact the Athletic Office.) A course load of 18 hours is the maximum allowed under the regular undergraduate tuition rate. A schedule in excess of 18 hours must be approved by the student's advisor. (*See "Degree Requirements" on page 42.)

A normal full-time undergraduate course load consists of 15 to 16 credit hours per semester. To complete the minimum number of credit hours required for graduation within four academic years, students will average 16 hours per semester. Students who plan to work while in college should arrange their schedules accordingly.

Enrollment in University College *Registration*

University College students will be notified of dates and procedures for registering for courses. Once a student registers for a course, it is the student's responsibility to cancel if he or she needs to drop the course.

Payment Policy

University College students pay or make arrangements for payment of tuition and fees at the beginning of each class. (See "Payment Policy for University College" on page 27).

Withdrawal Policy

A student who withdraws from a course after the drop deadline but before the withdrawal deadline receives a "W" (Withdrawal). A Withdrawal is not computed in the grade point average. After the withdrawal deadline, a student may not withdraw and a grade is recorded. If extenuating circumstances dictate withdrawal from a class after the withdrawal deadline, a student may petition for consideration of a late withdrawal.

A graduate student wishing to withdraw from his or her master's program must declare in writing his or her intentions to withdraw from the program. This request will provide the student an inactive status for one academic year. Within the year the student may reactivate his or her participation in the program by notifying the program director and re-registering for courses. After one year, the student is terminated from the program unless he or she has applied for and been granted an extension of his or her inactive status. Any terminated student who wishes to re-enter a program must re-apply for admission, send a new application fee and follow all other required application procedures in place at the time of reapplicaction.

Course Load

An undergraduate student carrying 12 or more hours during a semester is considered full-time.

A graduate student must carry 9 credit hours per semester to be considered full-time.

Class Attendance

Regular class attendance is expected of all students. Specific requirements vary. Each instructor provides a written statement of his or her attendance policy to each class during the first week of the term. A copy of the statement is also available for examination in the Academic Affairs Office.

Students who are unable to attend the first meeting of a class or laboratory for which they are registered should notify the instructor or department chair prior to the first meeting of the class or laboratory. If a notification of the student's intent is not received, the instructor, at his or her discretion, may cancel the student's registration. Students who do not plan to attend a course or laboratory for which they are registered must officially drop the course before the drop deadline.

Students who plan to discontinue a course after the drop deadline must officially withdraw from the course before the withdrawal deadline. (See "Withdrawal Policy".)

In the College of Liberal Arts and Sciences, faculty members keep attendance records and may report absences deemed excessive to the Student Life Office whenever counseling seems desirable. Each instructor may enforce attendance policies independently, however.

Students must take responsibility for contacting faculty regarding their anticipated absences for curricular and cocurricular activities and arranging for make up work as expected. Students who anticipate absences because of curricular or cocurricular activities should make every effort to avoid other absences from classes. Guidelines regarding student absences for curricular and cocurricular activities are provided in the Student Handbook. For more information about these quidelines, contact the Academic Affairs Office or the

Culmination Period

Student Life Office

The culmination period for the College of Liberal Arts and Sciences courses is a week-long interval in which no lecture examinations, tests, or quizzes are given (exceptions include laboratory practical examinations, activity examinations, final performances, makeup or repeat examinations, and self-paced examinations). The Academic Affairs Office may grant other exceptions Commonly referred to as "Dead Week," this period begins at 8 a.m. seven days before final examinations commence, and remains in effect until the beginning of the first exam of Finals Week.

Final Examinations

A final examination period is scheduled for every College of Liberal Arts and Sciences course. The Final Examination Schedule is listed in the class schedule each semester according to the day/time of the course section. Each course must meet no fewer than 50 minutes during the period specified in the final exam schedule. Any deviation from the published Final Examination Schedule must be approved by the Academic Affairs Office. (Exception: if there are multiple sections of a course, an instructor may allow a student to meet at the final exam time of another section of the same course.)

All students, including seniors, take final examinations in each course for which they are registered unless the instructor exempts individual students from this requirement.

Summer and Winter Term Sessions

Summer

Registration for summer classes begins during the spring semester; the specific registration dates are published in the summer schedule. Payment is due on or before the first day of classes. Deadlines for add, drop, pass/fail and withdrawal are adjusted according to the length of each summer session and will be published in the summer schedule. For additional information, contact the Registrar's Office or University College Office.

Winter Term

Registration for winter term classes begins during the fall semester; the specific registration dates are published in the winter term schedule. Payment is due on or before the first day of classes. Deadlines for add, drop, pass/fail, and withdrawal are adjusted according to the length of the winter term class and will be published in the winter term schedule. For additional information, contact the Registrar's Office.

Credit

Credit in courses in the College of Liberal Arts and Sciences is computed according to the time spent each week in classroom and laboratory instruction. One credit hour normally represents one 50-minute session of classroom instruction meeting once a week for a semester. Credit in University College courses is based on the length of time spent in class, by expected outcomes, or by a combination of the two factors.

No credit is earned for a course if a grade of "F" is received. For additional information, contact the Academic Affairs Office.

Classification of Students

Undergraduate students are classified according to the number of credit hours they have accumulated.

Classification	Hours
Freshmen	0 to 25.5. hours
Sophomores	26 to 57.5 hours
Juniors	58 to 89.5 hours
Seniors	90 hours and above

Credit Earned Outside Regular Classes

Students may earn credit for coursework outside of regular classes at Nebraska Wesleyan University. Although credit for work completed at unaccredited institutions or in nontraditional academic settings is not normally granted at Nebraska Wesleyan, students may be able to certify their accomplishments through one of the following special programs or procedures:

Advanced Credit in Math and Modern Languages

Students who come to Nebraska Wesleyan with advanced skills in mathematics or modern languages may earn advanced credit for specific prerequisite courses after successfully completing the appropriate intermediate or upper-level course.

The Registrar will record "Advanced Credit" and a grade of "PX" in the prerequisite course(s) after receiving written approval from the department chair. Advanced credit earned in this manner applies toward the total number of hours required for graduation. It may count toward a major, minor, supporting program, or general education requirement for any degree. Advanced credit is not computed in the student's grade point average. No fees are charged for advanced credit.

Mathematics

Advanced credit may be earned for Mathematics 105-Calculus I for students who complete Mathematics 106-Calculus II with a grade of "C" (2.00) or better. Credit may be earned for both Mathematics 105 and Mathematics 106 if the student completes Mathematics 204-Calculus III with a grade of "C" (2.00) or better. Contact the Department of Mathematics and Computer Science for additional information.

Modern Languages

Advanced credit may be earned for intermediate level and third-year courses in French, German, and Spanish for students who complete the appropriate higher-level course with a grade of "B" (3.00) or better. Contact the Department of Modern Languages for additional information.

International Baccalaureate

Students who have received an International Baccalaureate diploma with a score of 30 or higher and have no score less than four in any one of the six examination groups may be given credit up to a maximum of 32 hours.

Students who have achieved a score of five to seven in individual International Baccalaureate courses taken at the higher level may receive credit for those courses, up to a maximum of 32 hours.

Credit by ExaminationAdvanced Placement

Students may earn college credit for satisfactory performance on the Advanced Placement tests in high school. There is no fee at Nebraska Wesleyan for credit hours earned through this option. Each request for this type of credit must be supported by results of the Advanced Placement Tests given by the College Entrance Examination Board. The norms for successful performance on a particular exam are determined by the appropriate Nebraska Wesleyan academic departments. For additional information contact the Registrar's Office.

CLEP/DANTES*

Nebraska Wesleyan students may earn up to 16 hours of credit by successfully completing College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES) tests. Although there is a charge for taking the test, there is no additional fee for credit hours earned. To receive CLEP or DANTES credit, students must score in the 50th percentile or higher; however the norms for successful performance on a particular exam are determined by the appropriate Nebraska Wesleyan academic departments. (Students taking the CLEP English Composition tests will also complete the supplementary essay.)

CLEP tests are administered regularly by the University College Office or by other regional testing centers of the College Entrance Examination Board. Students who have met requirements for these exams may secure credit at Nebraska Wesleyan by requesting the College Board to submit their scores to the Registrar. For more information contact the Registrar's Office or the University College Office.

Credit by Examination

A student who wishes to earn credit by taking an institutional course examination pays an examination application fee in advance at the Business Office and completes a formal application available from the Registrar's Office. The Registrar certifies that the applicant is a student in good standing and that the course involved is not a prerequisite for an advanced course in which the student is currently enrolled or has previously earned credit. Students may not earn credit by examination for courses numbered 195-197; 291-299; 591-599.

The chair or director of the department or program involved must approve the application and direct the administration of the examination. A student who has been enrolled in a course must wait at least six weeks following completion, failure, or withdrawal from a course before applying for credit by examination in the same course.

Satisfactory performance on an examination, signified by a grade of "PX", is the equivalent to a grade of "C-" or higher for undergraduate credit or a grade of "B-" or higher for graduate credit. Students who wish to receive a grade other than "PX" for credit earned by examination must declare this intent, including department chair or program director approval, in writing to the Registrar before taking the examination.

The Registrar will not record credit hours earned by examination until the Business Office certifies that the student has paid the fee for credit hours earned. The student must complete all procedures for claiming credit within 90 days following satisfactory performance on the test.

Courses passed by examination and listed with a grade of "PX" on the student's transcript are not computed in the student's grade point average, neither are they considered pass/fail hours. Courses passed by examination with a grade other than "PX" are computed in the student's grade point average.

Lifelong Learning Portfolio*

Eligible Nebraska Wesleyan students may earn up to 16 hours of academic credit for informal college-level learning that has been experienced outside of the formal higher education setting and demonstrated through a portfolio. Although there is a charge for submitting a portfolio for review, there is no additional fee for credit hours earned. Please contact the University College Office for further information and details.

To be eligible students must be accepted in a degree program at Nebraska Wesleyan, be at least 25 years old, and have five years of work experience.

Workplace and Military Training*

Nebraska Wesleyan students may earn up to 32 hours of academic credit for formal instruction they have accomplished in the military or through corporate training programs. Credit is awarded following the recommendations of the American Council on Education as published in The National Guide to Educational Credit for Training Programs and The Guide to the Evaluation of Educational Experiences in the Armed Services. There is no fee at Nebraska Wesleyan for credit hours earned through this option. For additional information, contact the Registrar's Office or the University College Office.

*Credits earned through these prior learning assessment options (CLEP, DANTES, Workplace and Military Training, Lifelong Learning Portfolio) may not exceed 64 hours.

Proficiency Examinations for No Credit

Students may be able to take departmental examinations to demonstrate proficiency for a course or requirement without receiving credit. Although successful completion of a proficiency examination waives a required course or requirement, it does not reduce the total number of hours needed for graduation. Students should consult with individual department chairs to see if a proficiency examination for no credit is available.

Transfer of Credits

Credits from regionally accredited two-year institutions, with grades of "C-" or above, are evaluated on a course-by-course basis. A maximum of 64 undergraduate semester hours will be accepted for transfer from junior or vocational/technical colleges. (An additional 29 undergraduate hours are transferred for graduates of NLN accredited collegiate based nursing programs.) Undergraduate credit is accepted from all regionally accredited four-year institutions for courses with a grade of "C-" or above.

Nebraska Wesleyan students who wish to enroll in one or more courses at another institution should secure in advance the approval of the Registrar and the appropriate department chair(s) to ensure that credits are transferable. Students must, however, adhere to the appropriate residency policy. (See "Residency Requirement" on page 43.)

To ensure transferability of credits earned while studying abroad, students secure written permission from the Director of International Education and their advisors before leaving the United States. For more information and special advising on study abroad programs, contact the Director of International Education. Students transferring from other institutions will have their transcripts evaluated by the Registrar to determine which credits Nebraska Wesleyan will accept. (See "Admission of Transfer Students" on page 20.)

For a master's degree, graduate credit with a grade of "B-" or better may be transferred from other institutions, with the approval of the Registrar and specific graduate program at Nebraska Wesleyan. The transferring institution must be regionally accredited.

Transfer credits count toward the total number of hours earned but are not included in GPA calculations. No undergraduate transfer credits are given for courses with a grade of "D+", "D" or "D-" or the equivalent. No graduate transfer credits are given for courses with a grade or "C+" or lower or the equivalent.

Evaluation of Academic Work

Grading System

ΑU

Nebraska Wesleyan University uses the following grading system:

Excellent	A and A+	4.00 grade points
	A-	3.67 grade points
	B+	3.33 grade points
Good	В	3.00 grade points
	B-	2.67 grade points
	C+	2.33 grade points
Satisfactory	C	2.00 grade points
	C-	1.67 grade points
	D+	1.33 grade points
Marginal	D	1.00 grade points
	D-	0.67 grade points
Failure	F	0.00 grade points
W	Withdrawal (before the end of the	
	tenth week of t	he semester, or
	appropriately p	rorated)
WA	Administrative Withdrawal	
Р	Passed without grade (course	
	offered on pass	/fail basis)
P*	Pass-Student designated non-tradi-	
	tional grade; ea	rned "C-" or better
F*	Fail-Student des	ignated non-tradi-
	tional grade; ea	rned "D+" or lower
PX	Passed by examination	
1	Incomplete	
NG	No Grade (temp	orary grade given in
	599 courses whe	en completion of
	course at end or	f term not
	appropriate)*	

Audit (no credit)

Incomplete

An "I" (Incomplete) is given for work left incomplete for reasons that the instructor and department chair or program director consider valid. Students are eligible for an incomplete grade only if they have already completed 75% of the course work. The percentage of completion is determined by the instructor. A student requests an incomplete grade from the instructor.

If the instructor and department or program approve the request, the student must fill out an Incomplete Agreement form (available from the Registrar's Office) with the instructor and department chair or program director. The work for an Incomplete must be finished within the time allotted by the instructor (maximum of one year from the close of the term in which the student is enrolled*). The instructor stipulates what the final grade will become if the work is not completed.

If the work is completed in time, the instructor determines the final grade according to the quality of the student's performance. If the work is not completed, the Registrar assigns the grade stipulated on the Incomplete Agreement form.

A Permanent Incomplete is allowed only in cases resulting from a catastrophic event in the life of a student, such as an incapacitating illness or other problems beyond the control of the student, which prevents the student from completing the work. In such cases, the student, his or her proxy, or the instructor can petition the Executive Committee (or Curriculum and Academic Policy Committee for University College students) for a Permanent Incomplete.

*No Grade

Incompletes for graduate courses numbered 599 are handled differently from other Incompletes. At the end of the term, the instructor or Program Director will decide whether it is feasible or appropriate for the work of the 599 course to be completed by the student. When it is not feasible or appropriate for the work to be completed, a temporary Incomplete, designated as No Grade (NG), will be assigned and the instructor will determine the date when the work should be completed. If the work is completed by this assigned date, a grade will be recorded in place of the No Grade. If the work is not completed by the assigned date, an Incomplete will be recorded. The Incomplete will remain until the Incomplete Expiration Date, determined by the instructor (maximum time limit is the degree completion time limit). At the expiration date, whether or not the work has been completed, a grade will be recorded.

Pass/Fail

Grading Options

Grading options for each course are published in the class schedules. All courses are offered according to one of the following options:

Standard. When courses are offered on a standard basis, instructors submit traditional grades. (See grade options under "Grading System.") Unless a pass/fail designation is indicated, courses follow the standard option. Students may elect to take the course pass/fail. (See "Standard Pass/Fail" under "Student Options.")

No Pass/Fail. Courses designated by No Pass/Fail (No P/F) must be taken for a letter grade. Students enrolled will earn a traditional grade with no possibility of earning a grade of "P*."

Pass/Fail Only. Any courses designated as Pass/Fail Only (P/F Only) are automatically pass/fail for all students enrolled. Students do not request this option and instructors do not report grades other than "P" or "F." Internships are normally offered on a pass/fail only basis.

Pass/Fail Oriented. In courses designated Pass/Fail Oriented (P/F Orient) students normally receive a "P" or "F" but may request a traditional grade. (See "Pass/Fail Oriented" under "Student Options.")

Student Options

The following options are available to students:

Standard Pass/Fail. Students who wish to take a course offered on a standard basis for pass/fail may request to do so in the Registrar's Office. To elect the pass/fail option, students submit a written request to the Registrar no later than the end of the sixth week of the semester. (Deadlines for winter term, summer and other shortened terms are prorated.) The instructor will not know that a student has elected the pass/fail option and will submit a traditional grade. Grades of "C-" and above are recorded as "P*" on the student's transcript. Grades of "D+", "D-", "D-" and "F" are recorded as "F*".

See "Pass/Fail Regulations" below for other pertinent information.

Pass/Fail Oriented. Students who wish to take a course offered on a pass/fail oriented basis for a traditional grade submit a written request to the Registrar's Office no later than the end of the sixth week of the semester. (Deadlines for winter term, summer and other shortened terms are adjusted accordingly.) In this case, the instructor will turn in a traditional grade rather than a "P" or "F" as usual.

Pass/Fail Regulations

The following regulations are in effect:

—Grades of "P*" and "P" are not computed in the student's grade point average; grades of "F*" and "F" are computed in the average.

- —Each student may use two courses with grades of "P*" toward general education requirements. This excludes courses from the "First Year Experience" category.
- —Grades of "P*" may not be used to meet requirements for a major, minor or supporting program without permission from the chair of the department offering the major or minor.
- Students with freshman status may not declare a course pass/fail.
- —Students with sophomore status and above may declare one course pass/fail in a term. (This limitation does not apply to courses of 1 hour credit or less or to courses designated Pass/Fail Only or Pass/Fail Oriented.)

Audit

A student may register for a course on an audit basis if space is available after first obtaining permission of the instructor. A student will earn no credit for a course taken on an audit basis. The designation of "AU" requires attendance of at least 75% of the class sessions. Should the student not fulfill this obligation, the instructor will indicate so on the final grade report, and the course will not be recorded on the student's transcript. Music ensembles and certain other courses requiring participation may not be audited. The audit option is not available during Winter Term and Summer sessions.

Repeated Courses

When a student repeats a course, both grades remain on the student's transcript, but only the last grade earned (whether higher or lower) and the associated credit(s) are used to determine hours earned and the student's grade point average. Students who repeat a course and earn a grade of "F" lose any credits previously earned for that course.

See individual course descriptions for any repeat restrictions of courses. Courses are subject to change, and therefore repeating a course may not always be possible.

Calculating the Grade Point Average

The grade point average (GPA) is calculated according to the following steps:

- Total all hours taken at Nebraska Wesleyan in courses where traditional grades are earned (A, B, C, D with +'s and -'s, F and F* but not W, WA, P, P*, PX, I, or AU),
- 2. Add all grade points, and
- 3. Divide the sum of grade points by the sum of hours graded.

A semester GPA is computed each semester in addition to the cumulative GPA.

Transfer credits and grade points are not computed in the Nebraska Wesleyan University GPA. Transfer credits are recorded as a unit and count toward the total number of hours earned. (See "Transfer of Credits" on page 34.)

Minimum Grade Requirements

A minimum grade point average of 2.00 is required for a bachelor's degree. A grade of "D+" or below in a subject is not acceptable for meeting major, minor or supporting program requirements. No more than 25 hours of credit earned with grades of "D+", "D" and "D" may be applied toward any degree.

A grade point average of 2.50 is required for earning a master's degree. A minimum grade of "B-" is required for graduate courses counting toward degree requirements.

Academic Standing for Undergraduate Students

The minimum grade point averages permitted for undergraduate students to be considered in good standing for each classification are as follows:

Classification	GPA
Freshmen (0 to 25.5. hours)	1.60
Sophomores (26 to 57.5 hours)	1.80
Juniors (58 to 89.5 hours)	1.90
Seniors (90 hours and above)	2.00

At the end of each semester, undergraduate students who fail to remain in good standing are placed on academic warning, probation, or suspension, as outlined on the Undergraduate Academic Standing Table. Contact the Registrar's Office for more information.

Academic Standing and Satisfactory Progress for Graduate Students

Graduate students must be making satisfactory progress in his or her master's program, as determined by the program. Each graduate program has the discretion to put the student on notice and provide the student parameters that must be met in order to continue in the program. A grade lower than a "B-" in a graduate

level course indicates that the student may not be progressing satisfactorily through the program.

Any student with a semester GPA of 2.67 or a cumulative GPA of 2.50 or lower will be placed on Academic Probation.

Academic Dismissal terminates a student from his or her master's program. Academic Probation may or may not have occurred prior to Academic Dismissal, which occurs under these circumstances:

- Any graduate student with a semester GPA below a 2.67 at the end of a probationary semester or a cumulative GPA below a 2.50 at the end of a probationary semester.
- Any graduate student earning a grade of "F" in the final culminating course (course number 599) in his or her program.
- An MFS or MSN students earning a grade lower than "B-" twice in any one course in the graduate program.
- An MFS student fails (receives a grade of "F") in Forensic Science 597.

Students dismissed from their programs are only allowed to return to Nebraska Wesleyan if a new application is submitted and approved.

Grade Reports

Students may view grades online, normally within two weeks following the completion of the term.

Notices of deficiencies in academic performance (commonly called "downslips") are mailed to the College of Liberal Arts and Science students' campus address and his or her advisor after the midpoint of each semester.

UNDEI	Freshmen (0-25.5 hours)	Sophomores (26-57.5 hours)	Juniors (58.5-89.5 hours)	Seniors (90 hours & above)	BLE
Academic Warning	Cumulative GPA falls below 1.60	Cumulative GPA falls below 1.80	Cumulative GPA falls below 1.90	Cumulative GPA falls below 2.00	
Academic Probation	Cumulative GPA falls below 1.60 at the end of academic warning semester	Cumulative GPA falls below 1.80 at the end of academic warning semester	Cumulative GPA falls below 1.90 at the end of academic warning semester	Cumulative GPA falls below 2.00 at the end of academic warning semester	
Academic Suspension	Cumulative GPA falls below 1.60 at the end of academic probation semester OR Fails 3/4 of attempt- ed full-time hours	Cumulative GPA falls below 1.80 at the end of academic probation semester OR Fails 1/2 of attempt- ed full-time hours	Cumulative GPA falls below 1.90 at the end of academic probation semester OR Fails 1/2 of attempt- ed full-time hours	Cumulative GPA falls below 2.00 at the end of academic probation semester OR Fails 1/2 of attempt- ed full-time hours	Student who is suspended is not allowed to enroll at NWU during the next semester or at any time in the future unless special permission is secured by the Dean.

Grade Change/Appeal Policy

College of Liberal Arts and Sciences

At the beginning of each semester, instructors distribute copies of their grading policies to students and to the Academic Affairs Office. The copies on file in the Academic Affairs Office are available for review.

If a student has a question about the grade he or she earned in a course, believes an instructor has violated the grading policy in the class, or thinks the instructor has assigned a grade capriciously or with malicious intent, he or she should arrange to discuss the grade with the instructor. This discussion between the faculty member and student may lead to an agreement that the grade will remain as reported, to a change of grade by the instructor or to further dialogue regarding the grade. Academic policy prohibits extra work to be done in a course after the term has ended. A change in a student's grade for a course is only possible if an error has been made by the instructor in the determination of the grade or in the reporting of the grade to the registrar's office. (A student who desires a higher grade for a course has the option of repeating the course by registering for the class during a subsequent term. Both grades will show on the student's transcript; however, the last grade earned is used to determine the GPA.)

If an error has been made by the instructor in the determination of the grade or in the reporting of the grade to the Registrar's Office, the instructor may submit a change of grade form to the Registrar's Office. Any error not reported within four months after the end of the term must have the approval of the Provost before it will be accepted by the Registrar's Office. A changed grade replaces the original grade reported on the student's transcript and automatically changes the cumulative GPA.

If the discussion between the student and faculty member does not resolve the issue to the student's satisfaction, the student should have a conversation with the Department Chair. The Department Chair shall ascertain that discussion to resolve the issue between the student and the faculty member has occurred and attempt to mediate.

After speaking with the instructor and Department Chair, a student who wishes to pursue further action will submit a formal grade appeal Students should contact the Academic Affairs Office for the complete Grade Appeal Policy. Questions may be addressed to the Academic Affairs Office.

University College

At the beginning of each term, each University College instructor distributes copies of his or her course syllabus, which includes the faculty member's grading policy for that course, to students and to the University College Office or Omaha Advantage Office. The copies on file in the University College Office are available for review.

If a student has a question about the grade he or she earned in a course, believes an instructor has violated the grading policy in the class, or thinks the instructor has assigned a grade capriciously or with malicious intent, he or she should arrange to discuss the grade with the instructor. This discussion between the faculty member and student may lead to an agreement that the grade

will remain as reported, to a change of grade by the instructor or to further dialogue regarding the grade. Academic policy prohibits extra work to be done in a course after the term has ended. A change in a studentic grade for a course is only possible if an error has been made by the instructor in the determination of the grade or in the reporting of the grade to the Registrar's Office.

If the discussion between the student and faculty member does not resolve the issue to the student's satisfaction, the student should have a conversation with the Program Director. [If the Program Director is the instructor, the student will be directed to another University College Program Director.] The Program Director will not change a grade, but will serve as a mediator to hear the facts from both the student and the faculty member and provide a recommendation for further action, if any. Further action may be a change of grade by the instructor or a formal grade appeal by the student.

After speaking with the instructor and Program Director, a student who wishes to pursue further action will submit a formal grade appeal to the University College Office or Omaha Advantage Office, using the Grade Appeal form. The formal Grade Appeal form must be submitted within 45 calendar days from the end of the term/session in which the course was offered. (If the grade in question was originally an Incomplete, the grade appeal must be submitted within 30 calendar days from the time the grade is turned in to the Registrar's Office or 30 calendar days from the time the Registrar's Office has made permanent the letter grade assigned in the event the work is not completed).

All Grade Appeals will be forwarded to the Curriculum and Academic Policy Committee Chair. Contact the University College Office or Omaha Advantage Office for the complete Grade Appeal Policy or if there are questions.

Course Numbering System

All of the University's courses are classified as lower level, intermediate level, upper level, and graduate level, and are numbered accordingly.

Lower-level courses (1 through 99) are basic, introductory, or foundation courses designed for freshmen and others without previous college instruction in a discipline.

Intermediate-level courses (100 through 199) require some previous study, advanced placement in a field, or a certain amount of intellectual maturity. Some are survey courses and others link introductory courses to the specialized upper-level courses. Intermediate-level courses are intended for juniors, sophomores, and freshmen with advanced standing.

Upper-level courses (200 through 299) are specialized courses usually designed for juniors and seniors majoring in a discipline.

Graduate courses are numbered 500 through 599.

Transcripts

The Registrar's Office will release transcripts only after the student has granted permission in writing. Students whose accounts are paid in full are entitled to an official transcript of their academic record.

The first transcript is free of charge. A fee is charged for each additional copy.

Students who request transcripts should allow one week for them to be prepared and issued. During periods at the beginning or following the end of a semester, additional time should be allowed for transcripts to be issued. Contact the Registrar's Office for details regarding transcript requests.

Student Petitions

The Executive Committee acts upon student petitions involving academic requirements for the College of Liberal Arts and Sciences. Students requesting adjustments to academic rules and policies may direct their petitions to the Academic Affairs Office for Executive Committee consideration. The committee is composed of the Academic Division Chairs, the Associate Dean of the College of Liberal Arts and Sciences (Chair of the Committee) and the Vice President for Student Affairs Senate. For additional information, contact the Academic Affairs Office or the Registrar's Office.

The Curriculum and Academic Policy Committee acts upon student petitions for University College. For additional information, contact the University College Office or an academic advisor.

Privacy of Educational Records

The Family Educational Rights and Privacy Act of 1974 provides for specific rights to students regarding the privacy of their educational records. Nebraska Wesleyan policies and procedures that pertain to this law are available through the Student Life Office or Registrar's Office.

Nebraska Wesleyan has designated the following as directory information:

- —Name
- -Home address
- —Local address
- -Home telephone number
- -Local telephone number
- Email address
- -Classification and major
- —Dates of attendance at Nebraska Wesleyan
- -Date and place of birth
- -Degrees and awards received at Nebraska Wesleyan
- —Institutions attended prior to admission to Nebraska
 Weslevan
- -Participation in recognized activities and sports
- -Photograph
- -Weight and height of members of athletic teams

Directory information may be disclosed by Nebraska Wesleyan University without student consent. However, students have the right to withhold disclosure of this information. Students must notify the Registrar in writing during the first week of classes each semester if they do not wish directory information to be released without their permission.

Nebraska Wesleyan will not disclose the contents of students' educational records to other parties without student consent except under circumstances allowed by the Family Educational Rights and Privacy Act.

Educational records are available for review by students in agreement with the act. Students should submit to the Registrar, Provost, Vice President for Student Life and Campus Community, Director of University College Programs, advisor, or other appropriate officials, written requests that identify the record(s) they wish to inspect. Students may ask Nebraska Wesleyan to amend their educational records if information in them is incorrect, misleading, or in violation of their privacy rights. Students have the right to challenge the contents of an educational record under prescribed procedures and to file a complaint with the U.S. Department of Education if there is a violation of the act.

Parental Access to Academic Records

All academic information is mailed directly to students. Therefore, parents should establish communication with their sons and daughters if they wish to be informed about their students' schedules and academic progress. As provided for by the Family Educational Rights and Privacy Act, parents of Nebraska Wesleyan students may request in writing and receive their son or daughter's grade report after providing proof that the student is a dependent and is claimed as a tax exemption.

Notices of midterm deficiencies (downslips) are automatically mailed to parents of dependent students if students are deficient in two or more courses.

Assessment of Student Learning

As part of its stated mission regarding excellence in education, Nebraska Wesleyan University is committed to assessing the degree to which students attain the institution's educational goals. The faculty and staff may require students to participate in a variety of assessment activities that will help determine the extent to which these goals are being met. Assessment activities may include, but are not limited to, standardized testing, placement tests, surveys, portfolios of student work, group or individual interviews, or classroom research. Results are used to inform the process of teaching and learning, to shape the design and implementation of programs and curricula, and to describe and enrich the student experience at Nebraska Wesleyan University.

Student Right-to-Know Act

In accordance with the Student Right-to-Know Act of 1993, Nebraska Wesleyan's student persistence/graduation rates are available for disclosure to current and prospective students, employees, and interested community members. See the Registrar's Office for this information.

Teacher Certification Pass Rate

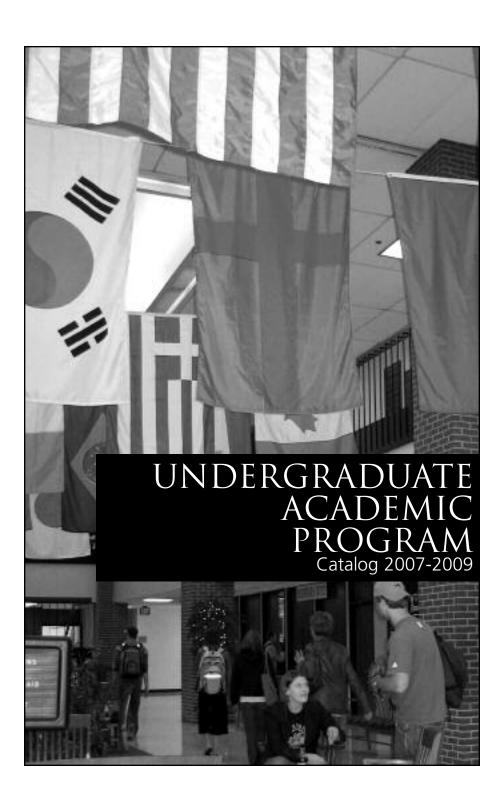
Title II of the Higher Education Act (HEA) requires institutions with a teacher preparation program enrolling students receiving federal assistance under the HEA to provide information regarding the pass rate of program completers on assessments required by the state for teacher licensure or certification, the statewide pass rate on those assessments, and other basic information on the institution's teacher preparation program. Please contact the Education Department (Smith-Curtis 130) for this information.

Academic Dishonesty

The Code of Student Conduct states that students found to have engaged in academic dishonesty, which encompasses such activities as cheating, plagiarism, unauthorized collaboration, misrepresentation, and bribery, are subject to disciplinary sanctions. (See Article V of the Code of Student Conduct for a comprehensibilisting of misconduct that is subject to disciplinary sanctions, as well as relevant terms and definitions.)

Faculty members have full authority in determining the action to be taken in cases of academic dishonesty. In addition to implementing the statements of the course syllabus addressing academic dishonesty, faculty may file a Report of Academic Dishonesty, or file a complaint with the University Judiciary. If a Report of Academic Dishonesty is filed, a first report on a student prompts no further action. However, if a second report for a student is filed, a formal complaint is submitted against the student with the University Judiciary. Any report after a second will launch another complaint. Complaints submitted to University Judiciary prompt a formal judicial investigation.

Students should contact the Academic Affairs Office, Student Life Office, or Registrar's Office for more information.



Undergraduate Academic Program

Nebraska Wesleyan University Mission Statement

Nebraska Wesleyan University is an academic community dedicated to intellectual and personal growth within the context of a liberal arts education and in an environment of Christian concern.

Nebraska Wesleyan was founded by Nebraska Methodists and actively maintains its relation to the United Methodist Church. The University reflects the Judeo-Christian tradition in its efforts to integrate questions about meaning and value with the pursuit of learning and understanding. The University is committed to excellence of academic endeavor and to learning as a lifelong process. The curricula and programs are designed to assist students in gaining and expanding knowledge and skills, in developing their competence in rational thought and communication, in broadening their perspectives on humanity and culture, and in enhancing their spiritual, physical, emotional, and aesthetic resources. Nebraska Wesleyan intends that its students develop a sense of individual worth and become useful and serving members of the human community.

Faculty Declaration of Educational Intent

-Adopted by the Nebraska Wesleyan University faculty, December 7, 1992

Preamble

As members of the faculty, we affirm both the heritage of Nebraska Wesleyan University as a church-related institution and diversity among us and among our students. With our students, we seek to foster an educational community that cultivates the desire for learning and nurtures the growth of the whole person.

With this declaration, we acknowledge both our interdependence as a college community and the interconnectedness of skills, knowledge, and values in the curriculum.

Skills

We believe that lifelong learning requires competence in methods of inquiry appropriate to the various disciplines, including the ability to:

- read, listen, and observe in order to comprehend, interpret, and appreciate
- -understand each others' concerns
- —relate to and communicate with people of other cultures
- -write and speak effectively
- -solve problems
- -apply technology effectively
- —collect, analyze, and synthesize information
- -imagine and create
- -reason well
- —evaluate ccritically

Knowledge

We believe that developing one's intellect for personal fulfillment and responsible participation in society requires that one strive to understand:

- —what it means to be human
- —the modes and models of reflection on the nature of the human condition
- —the basic principles of the natural and social sciences and the nature of scientific inquiry
- —the interaction of science and technology with the individual, society, and the environment
- —the ways societies and their institutions develop and interact
- -artistic creation and the nature of the arts
- —the meaning and traditions of communities-local, national and global interrelationships among the dimensions of human experience

Values

We believe that developing values conducive to humane, responsible, and productive living is integral to a liberal arts education, requiring that one:

- be cognizant of the relationship between personal values and religious and philosophical traditions
- be self-aware, reflective, and open to growth and change
- —respect and affirm the dignity and worth of all individuals
- -appreciate and respect cultural diversity
- —respond sensitively to the social, ethical, and environmental concerns of the local community, the nation, and the world
- recognize that the natural world encompasses humanity and its works
- be committed to lifelong service, civic participation, justice, and peacemaking
- —value the importance of wellness in body, mind, and spirit

Conclusion

As a faculty we seek to participate in the community we have described. We encourage the serious scholarship and practice that leads to depth of understanding in one's chosen field, as well as interdisciplinary, intercultural, and international studies that integrate that understanding with a coherent worldview, recognizing that liberal education requires not only individual effort, but the dynamic interplay of ideas among people.

Degrees Offered

Nebraska Wesleyan University provides undergraduate programs and academic leadership in the liberal arts and sciences with selected complementary professional programs. The University's curricula lead to the following degrees:

Bachelor of Arts – College of Liberal Arts and Sciences Bachelor of Business Administration – University College Bachelor of Fine Arts – College of Liberal Arts and Sciences Bachelor of Music – College of Liberal Arts and Sciences Bachelor of Science – College of Liberal Arts and Sciences Bachelor of Science in Nursing – University College

Baccalaureate Degree Requirements

Candidates for all baccalaureate degrees must complete the following general requirements:

- · A minimum of 126 credit hours, of which
- —at least 18 are earned in upper-level (200-299)
- at least 30 are earned at Nebraska Wesleyan*
- —the last 30 are earned in residence at Nebraska Wesleyan*
- * Students earning BBA and BSN degrees must take a minimum of 32 hours in residence at Nebraska Wesleyan.
- · A major of at least 30 credit hours, of which
- -12 are earned in upper-level (200-299) courses*
- —12 are earned in the residence at Nebraska Wesleyan*
- * Students earning BBA degrees must have 12 hours of upper-level courses at Nebraska Wesleyan. (See pertinent department/program section for specific major and supporting program requirements.)
- Completion of "Preparing for Global Citizenship" general education curriculum.
- A minimum GPA of 2.00 with
- —no more than 25 credit hours graded "D+", "D" or "D-"
 —no credit hours graded "D+", "D" or D-" earned in
- the major, minor, or supporting program
 —no credit hours graded "P*" earned in the major,
- —no credit hours graded "P*" earned in the major, minor, or supporting program unless approved by the department chair or program director
- no more than two courses with grades of "P*" may be used toward general education requirements. This excludes courses from the "First Year Experience" category.
- A senior comprehensive course for each major, taken in residence at Nebraska Wesleyan, consisting of at least one of the following:
- successful completion of a comprehensive examination in the major discipline, or
- —successful completion of a thesis or independent study in the major discipline demonstrating ability to conduct research, or
- —successful presentation of a performance, exhibition, or an internship appropriate to the major discipline. (The senior comprehensive requirement is

waived for students who complete degree programs by transferring credit from a professional program previously and officially approved by Nebraska Wesleyan University or for students who transfer a senior comprehensive course from a study abroad experience that has been previously approved by that department chair or program director.)

Catalog Determination of Degree Requirements for Graduation

Students must meet graduation requirements stipulated in the catalog under which they first matriculate as a candidate for a degree at Nebraska Wesleyan. However, a student may select requirements announced in a subsequent catalog instead of those in effect when he or she first matriculated. If a course listed under a student's degree requirements is no longer offered, it will be replaced with a course recommended by the department or program. (See "Declaring a Major" on page 49 for catalog determination of major requirements and "Minors" on page 50 for catalog determination of minor requirements.)

Residency Requirement

College of Liberal Arts and Sciences students (those earning BA, BFA, BM, or BS degrees) must take the final 30 credit hours of coursework in residence at Nebraska Wesleyan University. Exceptions to the final 30 hours in residence are made for students enrolled in cooperative programs with other institutions leading to a baccalaureate degree and for students enrolled in approved study abroad or other off-campus programs. Any further request for exceptions must be directed to the Executive Committee for approval. This request is to occur prior to taking courses elsewhere.

University College students (those earning BBA and BSN degrees) must take a minimum of 32 hours in residence at Nebraska Wesleyan.

General Education Requirements "Preparing for Global Citizenship"

Students are required to meet the specific hours in each area of these general education requirements. The minimum number of hours may be exceeded depending on the courses the student chooses. Additional courses may be added to the lists of course options. The following restrictions apply:

- —No student may satisfy more than one general education requirement with the same course.
- —A student may apply no more than three courses from any one discipline toward the general education requirements.
- —Only two courses designated as pass/fail by the student (grade of P*) may be applied toward these general education requirements. No course in the "First Year Experience" may be taken pass/fail.

A. The First Year Experience (9 credits)

Courses in this area of the curriculum must be completed within the first 26 hours of the student's academic program**. The Liberal Arts Seminar is taken during the student's first semester at Nebraska Wesleyan. [Students may not designate any courses in the "First Year Experience" as pass/fail.]

1. Liberal Arts Seminar [first semester] (3 credits)

The Liberal Arts Seminar is required of all incoming College of Liberal Arts and Sciences freshman students to introduce them to the intellectual practices students must cultivate and routinely exercise to make the most of a liberal education. These practices are the capacity for critical and analytical thought, the ability to express oneself orally and in writing, the ability to conduct research on a given problem and report one's findings to others, and the ability to collaborate in solving problems.

The primary purpose of the Liberal Arts Seminar is for students to exercise analytical, synthetic, and creative powers while addressing a topic of intrinsic interest. The subject matter of each seminar is important, but equally important is the development of the skills of writing, speaking, articulate discussion, and library research. Seminars may be interdisciplinary in nature, and faculty are actively engaged with students in the learning process, modeling the norms of academic inquiry and discovery.

All College of Liberal Arts and Sciences freshman students (students with fewer than 26 credit hours) who have been out of high school fewer than two years will enroll in a Liberal Arts Seminar during their first semester of enrollment.

All students will take:

Interdisciplinary Studies 001 Liberal Arts Seminar

2. English Language and Writing (3 credits) All students will take: English 001 English Language and Writing

3. Fundamentals of Speech (3 credits)*
All students will take one of the following:
Communication 001 Fundamentals of Speech
Communication 120 Argumentation and Debate

Requirement waived for students who have qualified for state or national tournaments in Persuasive Speaking (Oratory), Informative Speaking, Extemporaneous Speaking, Lincoln-Douglas Debate, or Policy Debate.

*Students may fulfill this requirement by successfully passing a proficiency examination during their first semester.

**Wesleyan Advantage students are encouraged, but not required, to complete the First Year Experience courses during their first 26 hours at Nebraska Wesleyan.

B. Developing Foundations (8-10 credits)

It is recommended that courses in this area of the curriculum be completed within the first 58 hours of the student's academic program.

Masterpieces of Literature (3 credits)
 All students will take one of the following:
 English 101 Masterpieces of Literature
 History 116 Western Civilization through Literature:
 1500 to Present

Modern Languages 134 Masterpieces of European Literature

Theatre Arts 101 Masterpieces of Dramatic Literature

2. Health and Wellness (2 credits)*

All students will take:

Health and Human Performance 015 Health and Wellness

Requirement waived for licensed registered nurses. *Students may fulfill this requirement by successfully passing a proficiency examination.

3. Mathematics (3-5 credits)*

All students will take one of the following courses: Mathematics 008 Mathematics for Liberal Arts

Mathematics 010 College Algebra

Mathematics 050 Pre-Calculus

Mathematics 060 Calculus for Management,

Biological, and Social Sciences

Mathematics 065 Calculus for Biologists

Mathematics 105 Calculus I

Mathematics 111 Introduction to Higher Mathematics

*Students may fulfill this requirement by testing into Calculus I.

C. Global Perspectives (6-11 credits)

All students must meet the modern language requirement as outlined in C1 and must also complete one course in either C2 or C3.

- 1. Modern Language (3-8 credits)
- Students will acquire, at a minimum, proficiency equivalent to a year of modern language study at the college level, and all students will complete at least one semester of college language study.
- —Students with previous language study will be tested and placed in the appropriate language class. The modern language requirement at Nebraska Wesleyan can be met in the following ways*:
- a) Satisfactory completion of Stage II (second semester of the beginning two-semester language sequence) (4-5 credits)
- b) Satisfactory completion of a more advanced language course (i.e., Stage III or higher) (3 credits) c) Students with previous language study who have been tested and place higher than Stage II may meet this requirement upon completion of one semester in a new language, if they prefer (4-5 credits).

Requirement waived for students who have completed the fourth-year high school language course in a modern language. Students must have earned grades of "B" or higher in each semester of language study.

Requirement waived for native speakers of languages other than English who have fulfilled the TOEFL/APIEL/IELTS admission standard.

*Wesleyan Advantage students (those who complete a minimum of 24 hours through the Wesleyan

Advantage program) may meet the modern language requirement in the following ways:

a) Satisfactory completion of any Stage I or higher modern language course

b) Satisfactory completion of an approved modern language course designed for nontraditional students: Spanish 5 or 10

Six hours at ITESM, Campus Queretaro, satisfy C1 and C2.

2. Understanding Another Culture

(3 credits)

Courses from this category will include an interdisciplinary approach focusing on a non-U.S. culture, and emphasize at least three of the following aspects of the particular culture being studied:

-literature —philosophy -government and —customary society politics -health -religion -history —language

-science and/or technology

Select one course from:

English 270 Shakespearean Studies in Britain French 204 French Culture and Civilization

Global Studies 020 Processing the International

Experience, plus one semester or year of study abroad

Global Studies 110 Mexican Culture

Global Studies 120 Culture of Spain

Global Studies 125 Experiencing the Culture of Spain Global Studies 130 French Culture and Civilization

Global Studies 150 Greece: Tales from the Taverna Global Studies 155 It's All Greek to Me. Ancient and

Modern Sites and Cultures

Global Studies 160 Russian Culture and Civilization Global Studies 170 Introduction to the Culture of

Global Studies 180 Contemporary India Spanish 204 The Culture of Spain Spanish 214 Mexican Culture Summer Study at the University of Granada Winter Term Study at CETLALIC

3. Global Community (3 credits)

Courses from this category possess the following characteristics:

- -An interconnected approach; fostering understanding of the forces that define how parts of the world relate to each other.
- —A problems approach; examining current concerns arising out of the global interdependence.
- —An ethics approach; stressing the concepts of global citizenship and responsibility for serving the global community.

Select one course from:

Anthropology 151 Cultural Anthropology Anthropology 153 Latin American Cultures Anthropology 162 Political Anthropology Anthropology 163 Anthropology of Religion Anthropology 261 Economic Anthropology Communication 050 Intercultural Communication **Economics 253 Comparative Economic Systems** Economics 257 International Trade Economics 258 Economic Development English 240 Women Writing Across Cultures English 250 Postcolonial and Global Literature Gender Studies 204 Women's Health: Global

Perspectives Gender Studies 240 Women Writing Across Cultures Geography 052 Cultural Geography

History 010 World Civilization

Nursing 204 Women's Health: Global Perspectives Physics 054 Energy and the Global Environment

Political Science 170 Women and Power Religion 015 World Religions

Sociology 115 Population Resources and Environment

Theatre 171 International Cinema

D. Western Intellectual and Religions Traditions (3 credits)

All students will select one of the following courses dealing with the foundations of Western philosophy and religion:

History 115 Western Civilization through Religion, to 1648

Philosophy 010 Introduction to Philosophy

Philosophy 102 Ethics

Philosophy 140 Social-Political Philosophy

Philosophy 204 Ancient Philosophy

Philosophy 205 Medieval Philosophy

Philosophy 206 Modern Philosophy

Philosophy 207 20th Century Philosophy

Religion 020 Introduction to the Old Testament

Religion 021 Introduction to the New Testament Religion 124 Understanding Religion

Religion 130 Women and Religion

Religion 212 Life and Letters of Paul Religion 213 Life and Teachings of Jesus

E. U.S. Culture and Society (6 credits)

1. U.S. Society (3 credits)

All students will select one course from the following list of courses fostering an understanding of U.S. society and culture and of the interaction between the individual and society:

Economics 251 Labor Economics

English 107 Literature of the United States: to 1865 English 108 Literature of the United States:

since 1865

History 001 United States History to 1877 History 002 United States Society and Culture since 1877

Political Science 001 U.S. Government and Politics Sociology 004 Social Problems

Sociology 120 Sociology of the Family

Theatre Arts 071 U.S. Cinema/U.S. Culture

2. Cultural Pluralism in the United States (3 credits) All students will select one of the following courses. Courses in this category focus either on (1) a comparative survey of U.S. minority groups, or (2) an indepth concentration on a single group. Such courses will include the following:

—A thematic approach; identifying and exploring structures of power and their relationship to society, the economy, politics, and culture.

—A problems approach; exploring the nature of ethnic and racial prejudice and discrimination as these have affected and continue to affect the American experience.

—A comparative approach; linking the ethnic and racial experiences of different groups, nationally and internationally.

—A personal approach; linking the substantive knowledge of the course to students' own experience in the area of multicultural relations in order to develop empathy, a culturally relativistic understanding, and the ability to communicate sensitively with individuals from other cultures.

Select one course from:

Anthropology 154 Native American Culture Anthropology 293 Field Studies: Native American Life Communication 185 Diversity Issues in U.S. Society (Wesleyan Advantage program only) Education 185 Education in a Pluralistic Society English 180 African American Literature Gender Studies 130 Philosophies of Gender and Race History 154 African American History History 156 American Indian History Music 140 African American Music Philosophy 130 Philosophies of Gender and Race Political Science 120 Minority Politics Religion 134 Religious Diversity in the United States Sociology 116 Race Relations and Minority Groups Sociology 150 Hispanics and Latinos in U.S. Society Social Work 293 Field Studies: Native American Life Theatre 200 Theatre and Contemporary Culture: Multicultural Theatre topic only

F. Fine Arts (3 credits)

All students will select 3 hours from F1 and/or F2.

1. Fine Arts Inquiry

Courses in this category enhance students' understanding of the fine arts products of culture:
Art History 101 Masterpieces of World Art
Art History 103 Survey of Non-Western Art History
Art History 105 Survey of World Architecture
Art History 106 Art and Society in the West:
Ancient to Medieval

Art History 107 Art and Society in the West: Renaissance to Modern

Art History 210 Art of the Ancient World Art History 230 Renaissance Art Art History 240 Baroque and Rococo Art Art History 250 Nineteenth-Century Art Art History 260 Twentieth-Century Art Art History 293 Travel/Study in Art History Gender Studies 173 Gender and the Art of Film

Music 012 American Music Music 013 Music Appreciation

Music 150 Introduction to World Music Music 160 Music of Women Composers

Theatre 001 Theatre Appreciation

Theatre 048 Musical Theatre Appreciation

Theatre 070 Film Appreciation

Theatre 173 Gender and the Art of Film

2. Fine Arts Performance and/or Design

Courses in this category enhance the students' understanding of the processes involved in the performing or visual arts:

Art 110 Painting 1

Art 130 Drawing 1: Basic Drawing

Art 140 Printmaking 1

Art 150 Photography 1

Art 155 Digital Photography

Art 160 Ceramics 1

Art 170 Sculpture 1

Art 180 Metalsmithing 1

Music - applied lessons

Music - ensembles

Theatre 007 Acting I

Theatre 030 Stagecraft

Theatre 031 Costume Construction

G. Scientific Inquiry (7 credits)

1. Natural Sciences (4 credits)

All students will take one of the following laboratory courses increasing students' appreciation of the natural world and fostering understanding of the impact of science and technology on the individual, society, and the environment.

Biology 001 Perspectives in Biological Science Biology 050 General Biology of Plants Biology 060 General Biology of Animals Chemistry 010 Chemistry and the Human

Environment

Chemistry 051/051L Chemical Principles/Chemical Principles Laboratory

Chemistry 053 General Chemistry Natural Science 030 Introduction to Environmental Science

Physics 010 Astronomy

Physics 020 Introduction to Meteorology

Physics 053 Earth Science

Physics 054/055 Energy and the Global Environment/Energy and the Global

Environment Lab

Physics 101 or 102 Principles of Physics I or II when taken in conjunction with Physics 100 Physics in Modern Society

Physics 140 Introduction to Health Physics

2. Social Sciences (3 credits)

Students must take one of the following courses emphasizing the social scientific methods of inquiry to the understanding of human behavior, society, its institutions, and their interaction:

Economics 053 Macroeconomics

Political Science 009 Introduction to International Relations

Political Science 020 Introduction to Comparative Politics

Psychology 001 Basic Psychological Science Psychology 002 Applied Psychological Science Sociology 003 Introduction to Sociology

The Baccalaureate Degree Checklist:

This baccalaureate degree checklist is not a statement of academic policy. Students are expected to consult "The Baccalaureate Degree Requirements" and other appropriate sections of this catalog for stipulations regarding completion of degrees, general education requirements, and specific requirements for majors.

Ultimate responsibility for completion of degree requirements lies with the student. Nebraska Wesleyan provides faculty advising and a check system through the Registrar's Office to assist students in monitoring degree progress.

Degree Requirements

- A minimum of 126 credit hours, of which
 - -at least 18 are earned in upper-level (200-299) courses
 - -at least 30 are earned at Nebraska Wesleyan University*
 - -the last 30 are earned in residence at Nebraska Wesleyan University*
 - *Students earning BBA and BSN degrees must take a minimum of 32 hours in residence at Nebraska Wesleyan.
- A major of at least 30 credit hours, of which
 - -12 are earned in upper-level (200-299) courses*
 - -12 are earned in residence at Nebraska Wesleyan University*
 - *Students earning BBA degrees must take at least 12 hours of upper-level courses at Nebraska Wesleyan. (See pertinent department section for specific major and supporting program requirements.)
- · Completion of general education requirements. (Consult the summary provided below.)
- . A minimum GPA of 2.00 with
 - -no more than 25 credit hours graded "D+", "D", or "D-"
 - -no credit hours graded "D+", "D", or "D-" earned in the major, minor, or supporting program
 - -no credit hours graded "P*" earned in the major, minor, or supporting program unless approved by the
 - -no more than two courses with grades of "P*" may be used toward general education requirements. This excludes courses from the "First Year Experience" category.
- A senior comprehensive course (examination, thesis/independent study, or performance/exhibition/internship) for each major, as required by the major department.

General Education Requirements — "Preparing for Global Citizenship"

- Students are required to meet the specific hours in each area of these general education requirements. The minimum number of hours may be exceeded depending on the courses the student chooses.
- · No student may satisfy more than one general education requirement with the same course. A student may apply no more than three courses from any one discipline toward the general education requirements.
- Only two courses designated as pass/fail by the student (grade of P*) may be applied toward these general education requirements. No courses in the "First Year Experience" may be taken pass/fail.

A. The First Year Experience** - 9 hours

1. Liberal Arts Seminar 2. English Language and 3. Fundamentals of Speech (3 hours) Writing (3 hours) (3 hours)*** ___IDS 001 (3) ___Eng 001 (3) _Comm 001 (3) Comm 120 (3)

Requirement waived for students who have qualified for state or national tournaments in Persuasive Speaking, Extemporaneous Speaking, Lincoln-Douglas Debate, or Policy Debate.

^{**}Students may not designate any course in The First Year Experience as a pass/fail course.

^{***}Students may fulfill this requirement by successfully passing a proficiency examination during their first semester.

B. Developing Foundations — 8-10 hours [Recommended to be taken within the first 58 hours of program]			
1. Masterpieces of Literature (3 hours) Select one course from:Eng 101 (3)Hist 116 (3)Mlang 134 (3)Thtre 101 (3)	2. Health and Wellness** (2 hours)HHP 015 (2) **Students may fulfill this requirement by successfully passing a proficiency examination.	3. Mathematics (3-5 hours)* Select one course from: Math 008 (3) Math 010 (3) Math 050 (4) Math 060 (4) Math 065 (4) Math 105 (5) Math 111 (3)	
		*Students may fulfill this require- ment by testing into Math 105 Calculus I.	
C. Global Perspectives — 6-11 ho Students must meet the modern I hours) in either C2 or C3.*	ours anguage requirement as outlined in C1 a	and must also complete one course (3	
1. Modern Language (3-8 hours)** MLang course(s) Eight to 10 hours are required for those students having no previous language skills. Students will at a minimum successfully complete Stage II of a language, or, showing proficiency, 3 hours at a more advanced level or 4-5 hours in another language. Wesleyan Advantage students may complete Stage I of a language or an approved modern language course designed for nontraditional students: Span 5 or 10.	2. Understanding Another Culture (3 hours) Select one course from:Eng 270 (3)French 204 (3)Gl St 020 (1) (plus one semester or year of study abroad)Gl St 110 (3)Gl St 120 (3)Gl St 125 (3)Gl St 125 (3)Gl St 150 (3)Gl St 150 (3)Gl St 150 (3)Gl St 150 (3)Gl St 180 (3)Gl St 180 (3)Gl St 180 (3)Span 204 (3)Span 214 (3)Summer Study at University of GranadaWinter Term Study at CETLALIC	3. Global Community (3 hours) Select one course from: Anthr 151 (3)Anthr 153 (3)Anthr 162 (3)Anthr 163 (3)Anthr 261 (3)Comm 050 (3)Econ 253 (3)Econ 257 (3)Econ 257 (3)Econ 258 (3)Eng 240 (3)Eng 240 (3)Gend 204 (3)Geog 052 (3)Hist 010 (3)Nurs 204 (3)PolSc 170 (3)Relig 015 (3)Soc 115 (3)Thtre 171 (3)	
*Students completing 6 hours at ITESM, Campus Queretaro, will have satisfied Areas C1 and C2. **Requirement waived for students who have completed the fourth year high school language course in a modern language. Students must have earned grades of "B" or higher in each semester of language study. Requirement waived for native speakers of languages other than English who have fulfilled the TOEFL/APIEL/IELTS admission standard.			
D. Western Intellectual and Relig Select one course from:	gious Traditions — 3 hours		
Hist 115 (3) Phil 010 (3) Phil 102 (3) Phil 140 (3) Phil 204 (3)	Phil 205 (3) Phil 206 (3) Phil 207 (3) Relig 020 (3) Relig 021 (3)	Relig 124 (3) Relig 130 (3) Relig 212 (3) Relig 213 (3)	

E. U.S. Culture and Society — 6 hours				
1. U.S. Society (3 hours) Select one course from: Econ 251 (3) Eng 107 (3) Eng 108 (3) Hist 001 (3) Hist 002 (3) PolSc 001 (3) Soc 004 (3) Soc 120 (3) Thtre 071 (3)	2. Cultural Pluralism in the United States (3 hours) Select one course from:Anthr 154 (3)Anthr 293 (3)Comm 185 (3) (Wesleyan Advantage only)Educ 185 (3)Eng 180 (3)Gend 130 (3)Hist 154 (3)Hist 156 (3)Music 140 (3)	Phil 130 (3)PolSc 120 (3)Relig 134 (3) _Soc 116 (3) _Soc 150 (3)SocWk 293 (3)Thtre 200 Multicultural Theatre only (3)		
F. Fine Arts — 3 hours Select 3 hours from F1 and/or F2:				
1. Fine Arts Inquiry ARH 101 (3)ARH 103 (3)ARH 105 (3)ARH 106 (3)ARH 107 (3)ARH 210 (3)ARH 220 (3)ARH 250 (3)ARH 250 (3)ARH 260 (3)ARH 293 (3)Gend 173 (3)Music 012 (3)Music 013 (3)Music 150 (3)Music 160 (3)Thtre 001 (3)Thtre 070 (3)Thtre 173 (3)	2. Fine Arts Performance and/or Design Art 110 (3) Art 130 (3) Art 140 (3) Art 155 (3) Art 160 (3) Art 170 (3) Art 180 (3) Music Ensembles () Applied Music () Thtre 007 (3) Thtre 030 (3) Thtre 031 (3)			
G. Scientific Inquiry — 7 hours 1. Natural Sciences (4 hours) Select one course from:	2. Social Sciences (3 hours) Select one course from:Econ 053 (3)PolSc 009 (3)PolSc 020 (3)Psych 001 (3)Psych 002 (3)Soc 003 (3)			

Majors

A major consists of at least 30 credit hours pursued under the direction of a department or an interdisciplinary program. Requirements for majors are specified in the "Academic Departments" section beginning on page 61. Major requirements in effect at the time a student declares a major govern his or her program unless he or she chooses requirements stipulated in a later catalog. (See "Declaring a Major.")

A major must include at least 12 credit hours earned in regular Nebraska Wesleyan classes. Credit earned by examination may not be counted toward this 12-hour minimum requirement.

Majors Offered

The following majors are offered through the College of Liberal Arts and Sciences at Nebraska Wesleyan University:

Departmental

Accounting

Art

Athletic Training

Biology

Business Administration

Chemistry

Communication

Communication and Theatre Arts

Computer Science

Economics

Elementary Education

English

Exercise Science

French

German

Health and Fitness Studies

Health and Physical Education

History

Industrial-Organizational Psychology

Mathematics

Middle Grades Education

Music

Performance

Philosophy

Physical Education

Physics

Political Science

Psychology

Religion

Social Work

Sociology-Anthropology

Spanish

Special Education

Theatre Arts

Interdepartmental

Biochemistry and Molecular Biology

Biopsychology

Business-Sociology

Communication Studies

History-Social Science Education

Information Systems

International Business

Language Arts Education

Music Education

Natural Science Education

Political Communication

Sport Management

Interdisciplinary

Gender Studies

Global Studies

Preprofessional Studies

Nebraska Wesleyan does not offer majors in preprofessional programs. It does provide foundation courses for future study in the following professional fields through its academic departments:

Architecture

Chiropractic

Dentistry

Engineering

Law

Medical Technology

Medicine

Nursing

Occupational Therapy

Optometry

Osteopathic Medicine

Pharmacy

Physical Therapy

Physician Assistant

Podiatry

Theology

Veterinary Science

Declaring a Major

Requirements for various majors differ across and within departments. When selecting a major, students should not hesitate to ask for interviews with department chairs for information and counsel beyond what is included in each department's section in this catalog.

A College of Liberal Arts and Sciences student declares a major by filing the appropriate form in the Registrar's Office. Students may declare a major any time after their first semester and are expected to do so during their sophomore year. After a College of Liberal Arts and Sciences student has declared a major, he or she is assigned an advisor in the major department. The student then works closely with the advisor to plan each semester's course work.

Once a student declares a major, he or she must meet requirements specified in the catalog in effect at the time the major is declared, unless he or she chooses requirements stipulated in a later catalog. (See "Catalog Determination of Degree Requirements for Graduation" on page 42.)

Double Majors

A student who wishes to complete two or more majors should designate a primary major. Every requirement for each major must be completed. In completing a second major, however, a student may use any course common to both majors to meet the requirements of both. The first (primary) major must contain no fewer than 25 hours required for the major that are not common to both majors. In the case of two majors that require two different degrees, a student earns two degrees rather than double majors. Earning two degrees requires an additional 25 credit hours to the 126-hour minimum. The credit counted toward a major and supporting program for one degree cannot be counted toward the major and supporting program for the second degree.

Supporting Programs

Many majors require students to strengthen the program of concentrated study. To fulfill these requirements, students work with their advisors to develop a supporting program that involves one or more additional disciplines. A supporting program consists of courses selected from other fields acceptable to, or designated by, the major advisor.

Supporting program requirements for students who are completing a minor or a second major may be reduced or waived upon the recommendation of the appropriate department chair.

Minors

A minor consists of a minimum of 12 credit hours and is defined by the department or interdisciplinary program offering it. Interdisciplinary minors are described in the Interdisciplinary Studies section and/or department sections.

A College of Liberal Arts and Sciences student may earn more than one minor at Nebraska Wesleyan. Each minor must contain at least 12 hours of course work not counted toward any other major or minor the student has declared.

A minor must include at least 4 credit hours earned in regular Nebraska Wesleyan classes (not credit earned by examination or advanced placement). However, the Executive Committee is authorized to accept a minor not offered at Nebraska Wesleyan. In such instances, the Nebraska Wesleyan department most closely related to that discipline recommends the minor and approves the courses, content, and number of hours required.

Once a student declares a minor, he or she must meet the requirements specified in the catalog in effect at the time the minor is declared unless he or she chooses requirements stipulated in a later catalog. (See "Catalog Determination of Graduation Requirements" on page 42.)

Minors Offered

The following minors are offered through the College of Liberal Arts and Sciences at Nebraska Wesleyan University:

Departmental

Accounting

Art History

Biology

Business Administration

Chemistry

Coaching

Communication

Computer Science

Criminal Justice Economics

English

French

German

Health and Human Performance

History

International Trade

Japanese

Journalism

Marketing

Mathematics

Music

Philosophy Physics

Political Science

Psychology

Religion

Sociology-Anthropology

Spanish

Studio Art

Theatre Arts

Writing

Interdepartmental/Interdisciplinary

American Minority Studies

Environmental Studies

Family Studies

Gender Studies

International Affairs

Legal Studies

Peace and Justice Studies

Public Relations

Academic Advising

Nebraska Wesleyan offers academic advising to all degree-seeking students from their first registration until graduation.

In the College of Liberal Arts and Sciences, a summer advisor provides initial academic guidance to each entering student during registration. From New Student Orientation in August until the student chooses a major, a pre-major advisor, who also serves as the student's Liberal Arts Seminar instructor, is available for guidance in the exploration of life, career, and educational goals. Once a major is officially declared, the student is assigned a major advisor in the department.

In University College, a professional advisor is assigned to all students upon admission. Students are encouraged to maintain frequent contact with their advisors to explore options, ask questions, and gather information before making their own decisions as they set and achieve academic goals. Questions and concerns regarding academic advising should be directed to the Associate Dean of the College of Liberal Arts and Sciences or the University College Office.

Graduation

Each student is responsible for making certain he or she has met all degree requirements. Faculty advising and a check system by the Registrar's Office help students monitor their progress toward graduation.

Candidacy for Graduation

In order to be a candidate for graduation, a student must file his or her graduation application in the Registrar's Office. It is recommended that this take place a semester prior to graduation so that if there are any deficiencies in a student's record, the student may adjust his or her schedule as needed.

The faculty recommends graduation candidates to the Nebraska Wesleyan Board of Governors for approval.

Nebraska Wesleyan confers degrees twice per year, December and May; however, graduation ceremonies are held once a year in May. All candidates are encouraged to participate in the commencement program; however, students have the option of graduating in absentia.

No student is allowed to participate as a graduation candidate in more than one commencement program unless returning for a second degree. See the Registrar for additional information.

Post Baccalaureate Options

Additional Major or Minor for Nebraska Wesleyan Graduates

A Nebraska Wesleyan graduate may take additional coursework at Nebraska Wesleyan to complete a major or minor not originally earned with, but applicable to, his or her degree. As with any major, an additional major must consist of at least 12 credit hours earned in regular Nebraska Wesleyan courses. A senior comprehensive shall be completed according to the guidelines on page

43. An additional minor will consist of at least 4 credit hours from regular Nebraska Wesleyan classes. Because an additional degree is not earned, no diploma is issued; the additional major or minor is recorded on the student's transcript.

Second Baccalaureate Degree for Nebraska Wesleyan Graduates

A Nebraska Wesleyan graduate wishing to earn a second baccalaureate degree must meet all requirements for the second degree and complete 25 credit hours in residence in addition to the 126 required for the first degree. The credit counted toward a major and supporting program for one degree cannot be counted toward the major and supporting program for the second degree. Students will receive a diploma for the second degree and may participate in the Commencement program.

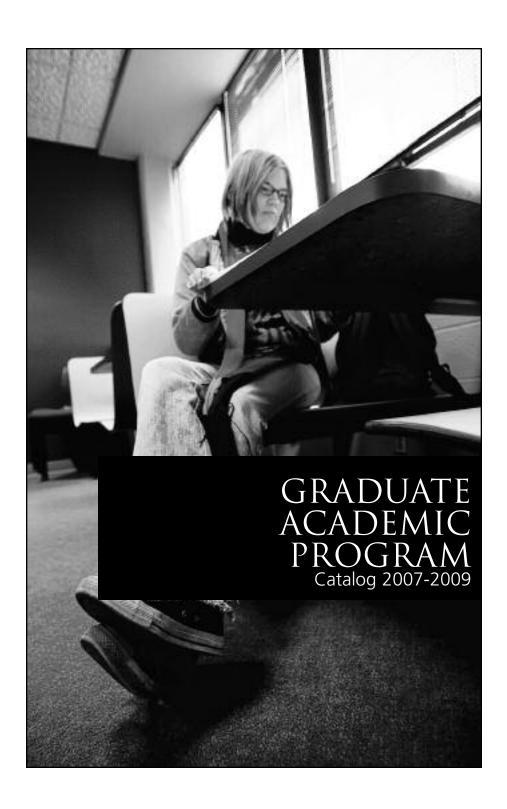
Baccalaureate Degree at Nebraska Wesleyan for Graduates from Another Institution

A person wishing to earn a baccalaureate degree at Nebraska Wesleyan who has already received a baccalaureate degree from another regionally accredited institution must fulfill the final 30 hours in residence requirement*, earning at least 30 credit hours* at Nebraska Wesleyan after the first baccalaureate degree is awarded. The major shall not be in the same discipline as the major the student has previously earned. At least 12 credit hours of the major must be earned in regular Nebraska Wesleyan classes. A senior comprehensive shall be completed according to the guidelines on page 43. Fulfillment of Nebraska Wesleyan's general education requirements is also required.

(*Students earning BBA and BSN degrees must take a minimum of 32 hours in residence at Nebraska Wesleyan.)

Certification for Teaching

Certification for teaching is available for persons who have already completed a bachelor's degree (at Nebraska Wesleyan or another accredited institution). Unless a second bachelor's degree is desired (in this case, see previous section), graduation requirements at Nebraska Wesleyan do not need to be met; only the education requirements for state certification are required. Contact Nebraska Wesleyan's Department of Education for details.



GRADUATE ACADEMIC PROGRAM

Degrees Offered

Nebraska Wesleyan University provides the following graduate degrees:

Master of Arts in Historical Studies (MAHS)
Master of Forensic Science (MFS)
Master of Science in Nursing (MSN)

Graduate Degree Requirements

All candidates for graduate degrees must complete the following requirements:

- A minimum of 33 credit hours, of which at least 24 hours must be completed at Nebraska Wesleyan.
- Completion of degree program course requirements, as specified by the pertinent program.
- A minimum GPA of 2.50 with a minimum grade of "B-" for courses meeting graduate program requirements.

Residency Requirement

Students earning a graduate degree must complete at least 24 hours of graduate work toward the degree at Nebraska Wesleyan.

Time Limit/Catalog Determination of Degree Requirements

Master of Arts in Historical Studies and Master of Science in Nursing students must complete all coursework in their master's degree plan within 10 years from the time of matriculation in the MAHS or MSN degree programs. Master of Forensic Science students must complete all coursework in their master's degree plan within five years from the time of matriculation in the MFS degree program.

Students must meet graduation requirements stipulated in the catalog under which they first matriculate in their master's degree program. However, a student may select requirements announced in a subsequent catalog instead of those in effect when he or she first matriculated. If a course listed under a student's degree requirements is no longer offered, it will be replaced with a course determined by the program.

Graduation

Each student is responsible for making certain he or she has met all degree requirements. Advising and an online analysis help students monitor their progress toward graduation.

Candidacy for Graduation

In order to be a candidate for graduation, a student must file his or her graduation application in the Registrar's Office. It is recommended that this take place one semester prior to graduation so that if there are any deficiencies in the student's record, the student may adjust his or her schedule as needed. The faculty recommends graduation candidates to the Nebraska Wesleyan Board of Governors for approval. Nebraska Wesleyan confers degrees twice per year, December and May; however, graduation ceremonies are held once a year in May. All candidates are encouraged to participate in the commencement program; however, students have the option of graduating in absentia.

No student is allowed to participate as a graduation candidate in more than one commencement program unless returning for a second degree. See the Registrar's Office for additional information.

Withdrawal from Master's Program

A person who has accepted the admissions offer into a master's degree program yet has not begun classes, who now wishes to delay or decline the admissions offer, must declare these intentions in writing. The request will provide the person an inactive status for one academic year. If within the year the person wants to reactivate his or her acceptance in the program, a new background check (if applicable) will be needed, but a new application is not required. After the one year, the admission to the program is void and the person must re-apply unless he or she has applied for and been granted an extension of their inactive status. A new application fee and all other required application procedures will be required the second time around.

A student wishing to withdraw from a master's program must declare in writing his or her intentions to withdraw from the program. This request will provide the student an inactive status for one academic year. Within the year the student may reactive his or her participation in the program by notifying the program director and re-registering for courses. After one year, the student is terminated from the program unless he or she has applied for and been granted an extension of their inactive status. Any terminated student who wished to renter a program must re-apply for admission, send a new application fee and follow all other required application procedures in place at the time of reapplication.

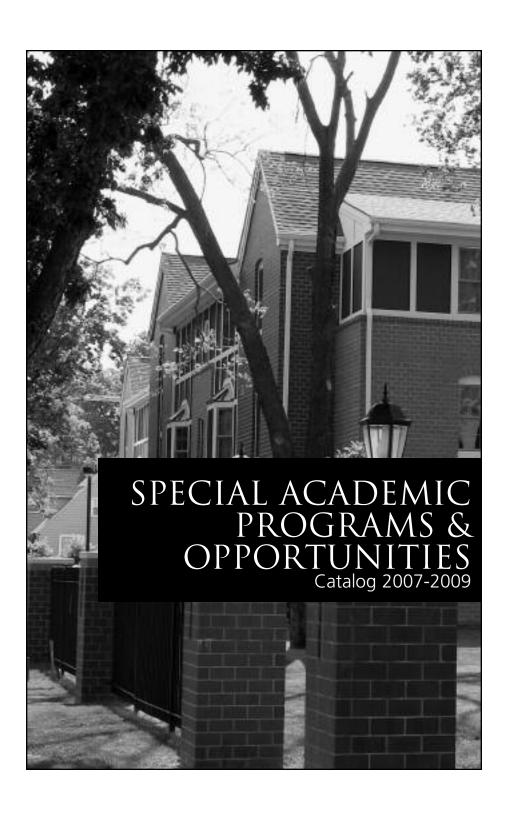
Earning a Second Master's Degree

Second Master's Degree for Nebraska Wesleyan Master's Graduates

A Nebraska Wesleyan master's graduate wishing to earn a second master's degree must meet all requirements for the second master's degree. A maximum of six hours of program-approved credit from the first master's degree may be used toward the second master's degree. The culminating research/internship/major project of the two degrees must be distinct.

Master's Degree at Nebraska Wesleyan for Master's Graduates from Another Institution

A person wishing to earn a master's degree at Nebraska Wesleyan who has already received a master's degree from another regionally accredited institution must complete at least 24 hours of graduate work at Nebraska Wesleyan. The degree shall not be in the same discipline as the degree the student has previously earned. Fulfillment of all program requirements is required. The culminating research/internship/major project must be earned through Nebraska Wesleyan.



SPECIAL ACADEMIC PROGRAMS AND OPPORTUNITIES

International Education

To prepare undergraduate students for effective participation in the global community, Nebraska Wesleyan is committed to

- encouraging students, faculty, and staff to live, study, work, and travel abroad
- integrating global and multicultural perspectives into the curriculum
- providing a welcoming environment for international students, faculty, and visitors.

Education Abroad Programs

Nebraska Wesleyan offers programs abroad varying in length, content, format, and cost. Some programs require an appropriate degree of fluency in the language of the host country while others use English as the language of instruction. The following opportunities abroad are offered to Nebraska Wesleyan students:

Faculty-Led Programs

Faculty-led tours or courses provide students an opportunity to spend time in other countries. Typically four to six international tours are scheduled every year. Examples of summer or winter term study tours include England, France, Costa Rica, Germany, Greece, Belize, India, Italy, Japan, Mexico, Nepal, and Spain.

ISEP Exchange Program

Nebraska Wesleyan students participating in the International Student Exchange Program (ISEP) pay tuition, fees, room, and board at Nebraska Wesleyan and receive equivalent benefits at one of Nebraska Wesleyan's partner institutions in over 30 countries: Argentina, Austria, Brazil, Bulgaria, Canada, Chile, Costa Rica, Denmark, England, Estonia, Finland, France, Germany, Ghana, Hong Kong, Hungary, Iceland, Italy, Japan, Korea, Latvia, Malta, Mexico, Nicaragua, Netherlands, Norway, Poland, Portugal, Scotland, Spain, Sweden, Switzerland, Thailand, and Uruguay.

Nebraska Wesleyan Direct Exchange Programs

Nebraska Wesleyan students may participate in exchange programs with Nebraska Wesleyan partner institutions in these countries:

- Japan (Kwansei Gakuin University— Campus Nishinomiya)
- Mexico (Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)—Campus Querétaro).

Student Teaching Abroad

Education majors may complete part or all of their student teaching requirement in Australia, Costa Rica, England,Germany, India, Ireland, New Zealand, Scotland, Taiwan, or Wales.

Global Service Learning

Students may apply to participate in mission and service trips to other countries. Contact the University Ministries Office for details.

International Scholarships

Students interested in pursuing studies or research abroad may apply for scholarships such as the Rhodes, Marshall, Fulbright, Rotary, and National Security Education Program (NSEP) Scholarships. For more information on these scholarships and their eligibility criteria, contact the International Education Office or the Coordinator for National and International Prestige Scholarships.

Application Procedures

All students are encouraged to participate in study abroad campus fairs and visit the International Education Office, preferably during their first or second year at Nebraska Wesleyan. Plans to study abroad must be developed in consultation with academic advisors and the Director of International Education. Preapproval of the academic program at the host institution is important; credits earned abroad do not transfer automatically. For more information, contact the International Education Office.

Financial Aid

Education Abroad Grants and other forms of financial aid are available to eligible students who participate in Nebraska Wesleyan's approved programs. For information related to federal and institutional financial aid, see the Director of Scholarships and Financial Aid in Smith-Curtis 207; for application forms and instructions related to Education Abroad Grants, contact the International Education Office.

The Curriculum: International Perspectives

At the heart of Nebraska Wesleyan's international education is its curriculum. Students develop an awareness of the diversity and interdependence of ideas and practices of world societies in a variety of curricular contexts. These areas include:

General Education

Global Perspectives, an integral section of Nebraska Wesleyan's General Education curriculum, "Preparing for Global Citizenship," includes the study of a foreign language, another culture, and the global community. In Global Perspectives courses, students have the opportunity to acquire the tools to understand other world cultures and prepare for global citizenship. A detailed description of the Global Perspectives requirement is on page 43.

Modern Languages

The Department of Modern Languages offers majors and minors in French, German, and Spanish and a minor only in Japanese. For a comprehensive description of the various language programs, see page 163.

Discipline-Based Language Courses

Advanced students of Spanish, German, and French have the opportunity to take discipline-based language courses. Faculty from selected departments teach their discipline-specific courses in a language other than English, providing effective learning in the language and relevant discipline. Courses in anthropology and economics have been taught in Spanish; courses in Anglo-Gallic and Francophone literature have been taught in French; courses in religion and history have been taught in German.

Global Studies

An interdisciplinary program, Global Studies is offered as a major or minor with an emphasis area in Asia, Latin America, industrialized nations, development studies, or foreign policy. A complete description of the program can be found on page 127.

Cocurricular Events

Topics of global concern are featured in occasional lectures, symposia, and the University Forum program. Visiting scholars from the United States or from abroad address the University community on current international issues.

International Students and Scholars

Nebraska Wesleyan welcomes students and scholars from various countries. Students from abroad pursue a degree or study for one or more academic terms at the University. Visiting international lecturers bring diverse viewpoints to discipline-specific and cultural discussions in and outside the classroom.

University College

Undergraduate Degrees: Wesleyan Advantage

Select degree programs are available through evening and other alternatively scheduled classes to nontraditional students. (See the "Admissions" section for eligibility and admission requirements.) A Bachelor of Science degree with a major in social work, a Bachelor of Business Administration (BBA) and a Bachelor of Business Administration (BBA) and a Bachelor of Business Administration (BBA) and bachelor as a bachelor of Business Administration (BBA) and bachelor of Business Administration (BBA) and bachelor of Business Administration flower as a Bachelor as found on page 43. Requirements for these degrees are specified in the "Academic Departments/Programs" section. Contact the University College Office or Omaha Advantage Office for information.

Senior College

Nebraska Wesleyan University recognizes the richness of experience and insight older adults can bring to the classroom and welcomes them to campus in this special program. Adults age 60 or more may enroll on a space-available basis in a wide variety of day classes and pay only a minimal registration fee. Senior College participants may enroll for credit or audit, with degree completion possible under certain circumstances. Enrollment is limited to two courses per semester, and the program does not operate in the summer or winter term. Contact the University College Office or Omaha Advantage Office for details.

Graduate Degrees and Courses

The University College Office coordinates graduate degrees in Historical Studies (MAHS), Nursing (MSN) and Forensic Science (MFS), as well as graduate courses, usually in the summer, for the professional development of educators and other professionals. Requirements for graduate degrees are specified in the "Graduate Academic Program" and the "Academic Departments/Programs" sections. Contact the University College Office for information.

Honors Academy

Nebraska Wesleyan University's Honors Academy is a program designed for gifted and highly motivated high school juniors and seniors who are passionate about learning and excited by the challenges of college-level work. The Honors Academy provides students with an opportunity to earn college credit by enrolling in selected advanced placement or differentiated classes taught by their own exceptional high school teachers in their schools. In addition to earning Nebraska Wesleyan undergraduate credits, students can participate in special intellectual and cultural events and use various campus facilities and resources. Contact the Director of the Honors Academy or the University College Office for more information.

Cooper Foundation Center for Academic Resources

The Cooper Center provides a place for students, at all stages of their academic careers, to seek assistance with their studies. Housed on the third floor of the library (room 317) the Center features reference materials for different disciplines, computers linked to the internet, video equipment for oral presentation rehearsals, and a staff of faculty and student consultants eager to provide one-on-one assistance with writing and speaking projects, as well as with matters related to study skills.

Chicago Center

Semester and summer programs at The Chicago Center for Urban Life and Culture offer a selective number of Nebraska Weslevan students the exciting opportunity to live and learn in Chicago for credit. Students experience a variety of cultures, lifestyles, neighborhoods, and perspectives through in-depth study and interaction. Along with a seminar that introduces the student to the city, the program requires an internship and independent research study. Student teaching in a variety of schools is also available to education majors. The rich diversity of Chicago provides an almost unlimited choice of internship and practicum possibilities as well as research opportunities. Students can design a program to meet their own interests and degree requirements at Nebraska Wesleyan in consultation with the Chicago Center Faculty Liaison and their academic advisors. For specific information, contact the Chicago Center Faculty Liaison (chair of the Sociology-Anthropology-Social Work department) or the Academic Affairs Office.

University Forum

Nebraska Wesleyan offers a University Forum program with distinguished speakers on social, ethical, political, and global issues.

Capitol Hill Internship Program

Nebraska Wesleyan University's Capitol Hill Internship Program, sponsored by the United Methodist College Washington Consortium, offers undergraduates the experience of living, interning, and studying in the heart of Washington, D.C. The program provides students of any major with a total Washington experience through an academically rigorous program with a focus on experiential learning. In addition to interning in either government or non-governmental offices, students will discover the role of government in fields including law, the media, health care, the arts, and sciences. Challenging seminars and courses that are tailored to enrich students' internship experiences are an integral part of the internship program. Contact the Department of Political Science for more information.

ROTC

Students may receive credit for taking ROTC (Reserve Officers Training Corps) courses at the University of Nebraska Lincoln. ROTC course requirements vary with each program. Generally, freshman and sophomore courses are scheduled for 2 to 3 hours per week, and junior and senior courses for 4 hours per week. Some ROTC programs require additional courses in math and science. Registration and payment of tuition and fees for any courses taken for the ROTC program at the University of Nebraska-Lincoln are the responsibility of the student.



ACADEMIC RECOGNITION 63

ACADEMIC RECOGNITION

Academic Honors List

Academic Honors Lists are compiled each fall and spring semester to recognize undergraduate students for superior academic performance.

College of Liberal Arts and Sciences students earning at least a 3.75 grade point average (on a 4.00 scale) while completing a full-time course load of at least 12 credit hours of graded work (Pass/Fail courses are not included) are eligible for consideration. Students receiving an Incomplete in a credit-bearing course are ineligible for the semester in which the Incomplete is received.

Wesleyan Advantage undergraduate students earning at least a 3.75 grade point average (on a 4.00 scale) while completing a minimum 6 credit hours of graded work (pass/fail courses are not included) and who had no Incompletes in credit-bearing courses are eligible for consideration.

Phi Kappa Phi

Phi Kappa Phi, a national honor society founded in 1897, is the oldest and largest honor society recognizing and encouraging superior scholarship in all academic disciplines. The Nebraska Wesleyan chapter, established 1914, is the eleventh oldest in the nation. There are currently more than 275 chapters in the United States and throughout the world.

Admission to Phi Kappa Phi is by invitation only and requires nomination and approval by the local chapter in accordance with the bylaws of the chapter and the national society. To be considered for election, College of Liberal Arts and Sciences seniors must be in the top 10% of their class; juniors must be in the top 7.5% of their class.

Each year the national society awards 50 fellowships to support the first year of graduate study. Since 1979, 16 Nebraska Wesleyan students have been honored in this national competition.

Cardinal Key/Blue Key

The purpose of Cardinal Key National Honor Society is to recognize women for scholarship, outstanding leadership, and community service on and off campus. Junior or senior women with at least a 3.50 grade point average may apply for membership.

Blue Key National Honor Fraternity recognizes outstanding achievement in leadership among upperclass men. Students in the upper 35% of their class are eligible for nomination. Scholarship, leadership, and service to Nebraska Wesleyan University and to the community are the primary criteria for selection.

Who's Who

Selection for Who's Who Among Students in American Universities and Colleges is based upon students' scholarship, participation, and leadership in academic and extracurricular activities, citizenship and service to Nebraska Wesleyan, and potential for future achievement. Juniors and seniors are nominated by faculty, administrators, and students. Each student's qualifications are carefully discussed by a committee of faculty, administrators, and students. The national Who's Who program determines the maximum number of nominees for each campus based upon a university's enrollment.

Alpha Sigma Lambda

Alpha Sigma Lambda, a national Honor Society for students in continuing education, was founded in 1945 at Northwestern University. The lota Rho chapter at Nebraska Wesleyan was chartered in 1995, joining more than 200 other chapters throughout the United States. Admission to Alpha Sigma Lambda is by invitation only and requires approval of the local chapter in accordance with the bylaws of the national society. Potential inductees must be matriculated and have a minimum of 30 graded semester hours at Nebraska Wesleyan in a degree program. Inductees selected must have a minimum grade point average of 3.20 and rank in the top 10% of the class.

Departmental Honoraries

Students who excel in individual disciplines or academic divisions may be invited to join the following honoraries: Alpha Kappa Delta (sociology), Alpha Mu Gamma (modern languages), Beta Beta Beta (biology), Delta Mu Delta (business), Kappa Delta Pi (education), Kappa Mu Epsilon (mathematics), Lambda Pi Eta (communication), Mu Phi Epsilon (music), Omicron Delta Epsilon (economics), Phi Alpha Theta (history), Phi Epsilon Kappa (health and human performance), Pi Alpha (social work), Pi Sigma Alpha (political science), Psi Chi (psychology), Sigma Pi Sigma (physics), Sigma Tau Delta (English), Sigma Theta Tau (nursing), and Theta Alpha Phi (theatre).

Honors Convocation

At the end of the spring semester, an Honors Convocation is held to recognize students who have been elected to Phi Kappa Phi or to any of the departmental or divisional honoraries. Departmental awards, athletic academic awards, national awards and fellowships, and other special honors are also announced.

Gold Key/Silver Key Awards

The Phi Kappa Phi awards are presented each year to at least two graduating seniors. The Gold Key is awarded to the undergraduate student(s) with the highest cumulative grade point average in the class, and the Silver Key is awarded to the undergraduate student(s) with the second highest cumulative average. Students are eligible for the Gold and Silver Keys only if they meet the requirements for graduation with honors at the time of the graduation ceremony.

Graduation with Honors

Students whose cumulative grade point average (GPA) upon the completion of their baccalaureate degree requirements is a 3.80 or above will graduate with honors.

Transfer students who complete at least 64 credit hours at Nebraska Wesleyan University are eligible for graduation with honors. Students who complete fewer than 64 credit hours from the University, however, are eligible for graduation with honors only if they have completed at least 45 credit hours at the University and have earned at least a 3.50 GPA from all regionally-accredited institutions previously attended.

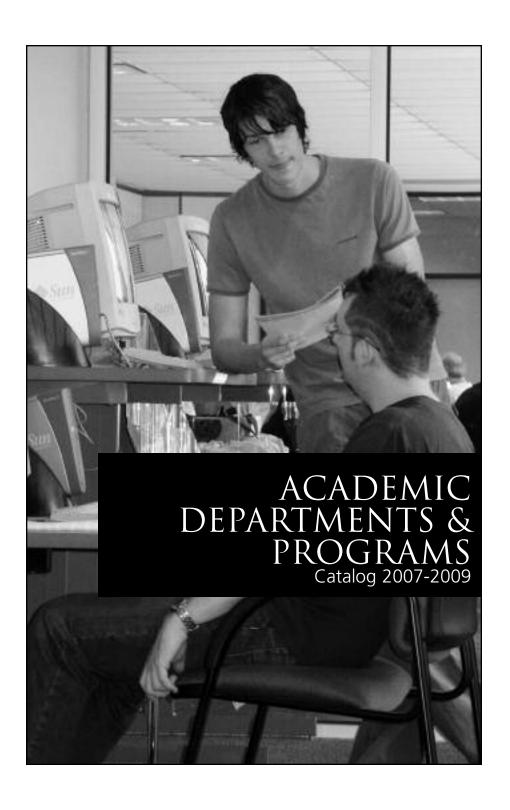
To receive "Highest Distinction" a student must have a cumulative GPA of 3.93 or above. To receive "High Distinction" a student must have a cumulative GPA between 3.86 and 3.92. To graduate with "Distinction" a student must have a cumulative GPA between 3.80 and 3.85. The grade point average is calculated at the time all degree requirements are completed.

Students who have completed all baccalaureate degree requirements at the time of the graduation ceremony will have their achievement announced at Commencement. All students completing their baccalaureate degree requirements after the graduation ceremony, but before September 1 of that year, may receive graduation with honors, although it will not be publicly announced. Any exceptions must be appealed to the Academic Standards Committee.

National and International Awards

Nebraska Wesleyan students are encouraged to enter the competitions for national and international awards, such as the Marshall Scholarship, Fulbright Grants, the Rhodes Scholarship, Goldwater Scholarship, Scholarships of the National Security Education Program, James Madison Fellowships, the Andrew W. Mellon Fellowships in Humanistic Studies, Rotary Scholarships, the Harry S. Truman Scholarship, the Udall Scholarship, and the Gates Cambridge Scholarship.

Information for those and other special opportunities may be obtained from the Coordinator for National and International Prestige Scholarships or the Academic Affairs Office.



ART

Fine and Applied Arts Division Rachel Ann Lucas Hall 210 402.465.2273

Faculty

Department Chair:

David Gracie, M.F.A. Email: dgracie@nebresleyan.edu

Full-Time:

Susan G. Horn, M.F.A. Lisa Lockman, M.F.A. Donald Paoletta, Ph.D.

The Art Department is housed in Rachel Ann Lucas Hall, the former site of the campus library. Lucas Hall was remodeled in 1988 for use by the Art Department. It contains extensive studio space for digital media, drawing, painting, printmaking, sculpture, ceramics, and metalsmithing.

A Macintosh computer lab with high-speed internet access for use by students enrolled in Fine Arts courses is also located in Lucas Hall.

The campus' Elder Gallery, located in the Vance D. Rogers Center for Fine Arts, consists of approximately 3,000 square feet of modern, well-lit space, and is the site of juried, invitational, and student exhibitions. Current student studio work is displayed in Kepler Gallery located in Lucas Hall.

Degrees

Bachelor of Arts Bachelor of Fine Arts Bachelor of Science

Art majors pursue either the Bachelor of Arts or Bachelor of Fine Arts degrees. A Bachelor of Science degree may be advisable in the case of a double major. The Bachelor of Arts with a major in art is, as in other academic disciplines, designed as a broad-based liberal arts education. The B.A. in art requires an exposure to both two-dimensional and three-dimensional media as well as art history. It can lead to graduate study in art, art history, art therapy, or other academic or professional areas.

The B.A. is recommended for those students who wish to pursue K-12 teaching certification. Students who wish to meet Nebraska certification regulations for the teaching of art in secondary schools must include Art 200, Art in the Secondary Schools, as one of their art electives. Students should consult the Department of Education regarding additional Nebraska certification requirements.

The Bachelor of Fine Arts in art is traditionally pursued by those students who plan to become either professional artists or artist/teachers. The B.F.A. stresses intensive and specialized studio practice in the creative art disciplines, and is considered the appropriate preparation for study toward the Master of Fine Arts degree. The B.F.A. is considered a professional design degree and is the preferred credential for entry-level positions in design or advertising agencies or studios, as well as for preparation toward entrance to a Master of Fine Arts program.

Maiors

Each year, art majors are required to present a portfolio representative of the past year's work to the art faculty. As well, all candidates for degrees with a major in art are required to participate in a senior exhibition as part of Art 298 Senior Project and Art 299 Senior Comprehensive.

Art major (B.A., 36 hrs.)

All entering and first-year students who are majoring in art are considered candidates for the Bachelor of Arts degree. Students who wish to pursue the Bachelor of Fine Arts degree must be admitted to B.F.A. candidacy during the annual portfolio review (see below under B.F.A.).

Core Courses
Art 131 Drawing 2: Figure Drawing (3 hrs.)
Art History12 hrs.
Art History 103 Survey of Non-Western Art History (3 hrs.)
Art History 106 Art and Society in the West: Ancient to Medieval (3 hrs.)
Art History 107 Art and Society in the West:
Renaissance to Modern (3 hrs.)
Art History elective (must be 200-level) (3 hrs.)
Art Courses6 hrs.
2-D Course - Select 3 hours from the following:
Art 110 Painting 1 (3 hrs.)
Art 120 Digital Media 1 (3 hrs.)
Art 140 Printmaking 1 (3 hrs.)
Art 150 Photography 1 (3 hrs.)
Art 155 Digital Photography (3 hrs.)
3-D Course - Select 3 hours from the following:
Art 160 Ceramics 1 (3 hrs.)
Art 170 Sculpture 1 (3 hrs.)
Art 180 Metalsmithing 1 (3 hrs.)
Electives6 hrs.
Capstone Courses3 hrs.
Art 298 Senior Project (1 hr.)
Art 299A Senior Comprehensive for BA (2 hrs.)

Art 155 Digital Photography (3 hrs.) 3-D Courses - Select 6 hours from the following: Art 160 Ceramics 1 (3 hrs.) Art 170 Sculpture 1 (3 hrs.)

Art 110 Painting 1 (3 hrs.) Art 120 Digital Media 1 (3 hrs.)

Art 140 Printmaking 1 (3 hrs.)

Art 150 Photography 1 (3 hrs.)

Art 180 Metalsmithing 1 (3 hrs.)

Electives......36 hrs.

Electives may include courses in studio, art history, aesthetics, and selected topics courses offered within the department. Art 100 and 200 may count as art electives for education students only. Must include completion to fourth level in one medium or to third level in two different media. If a student completes to the fourth level in one area, the transcript will note the area of emphasis.

Those students who wish to pursue the Bachelor of FineArts degree must be admitted to the program based onthe B.F.A. Clearance. In order to qualify for the B.F.A. Clearance, students must have completed or be currently enrolled in the required art core courses (Basic Design, Drawing 1, and Drawing 2) as well as one introductory art history course, and introductory (100-level) courses in both 2-D and 3-D media. The applicant must have a minimum GPA of 3.00 in all art classes completed within the Art Department at the time of the review. The B.F.A. Clearance will be held concurrently with the annual portfolio review that is required for art majors. The art department faculty will evaluate the portfolio and inform the student of its decision in a timely fashion to allow for time to plan schedules.

Minors

Studio Art minor (15 hrs.)

Art 5 Basic Design	3 hrs.
Art 130: Drawing I	3 hrs.
Art history course	3 hrs.
Studio art electives	6 hrs.

Art History minor (15 hrs.)

Art History 101	3 hrs.
Art History 103	3 hrs.
Upper-level (200-level) Art History	9 hrs.

Courses Art Courses

5. Basic Design

3 hours

A studio art exploration of basic design elements and principles using traditional media, ideation, and rough draft processes.

100. Art in the Elementary School

3 hours

Study of appropriate methodology, processes, philosophy, and content for visual arts instruction in the elementary schools. Includes strategies for teaching art criticism, art history, art media, and techniques, and developing curriculum for the elementary school art program. Laboratory experiences and teaching experiences in elementary schools are provided. Required for certification of elementary teachers and K-12 endorsements.

110. Painting 1

3 hours

A studio art investigation of basic design and color theory, composition, and use of light as it relates to painting. Experimentation with the technical processes of painting such as underpainting, scumbling, blending paint, glazing, and varnishing.

111. Painting 2

3 hours

A continuation of studio art investigation of color theory and use of light with added emphasis on the relationship between composition and content informed by historical painting concepts. Experimentation with the technical processes of direct and indirect painting.

Prerequisite(s): Art 5 Basic Design, Art 130 Drawing 1, and Art 110 Painting 1.

120. Digital Media 1

3 hours

An introductory studio art exploration focusing on the creative, expressive potential of digital media with an emphasis on building a formal foundation utilizing raster image software. Students create images using conventional and computer aided processes, including the scanner, pen tablet, digital camera, and digital printer. Students gain a working understanding of Photoshop.

Prerequisite(s): Art 5 Basic Design.

121. Digital Media 2

3 hours

A studio art exploration that focuses on the aesthetic concepts of vector image-making and continued development of raster painting. Type and output are addressed. Students create content-driven projects using conventional and computer aided processes, including the scanner, pen tablet, digital camera, and digital printer. Students gain a working understanding of Illustrator and Painter.

Prerequisite(s): Art 5 Basic Design, Art 130 Drawing 1, and Art 120 Digital Media 1.

130. Drawing 1: Basic Drawing

3 hours

An introduction to drawing by surveying its use as a foundation for future study in all 2D and 3D media.

131. Drawing 2: Figure Drawing

3 hours

A class focused on the human figure and portrait. Basic anatomy, movement, and composition will be covered by having each class session with a model. This class will benefit students who are interested in all artistic media by giving them an understanding of the human form. Prerequisite(s): Art 5 Basic Design and Art 130 Drawing 1.

140. Printmaking 1

3 hours

Introduction to the techniques of printmaking: relief print, serigraph, intaglio, and lithography. Emphasis on the study of the print as a multiple original with introductory edition printing. Focus on basic design concepts with introductory historical investigation related to printmaking.

141. Printmaking 2

3 hours

An examination of one print form (relief, serigraphy, intaglio, lithography, or digital printmaking) focused on the study of composition and content as it relates to the technical and formal considerations of that particular medium. Emphasis on the use of color and color theory. Edition printing.

Prerequisite(s): Art 5 Basic Design, Art 130 Drawing 1, and Art 140 Printmaking 1.

150. Photography 1

3 hours

An introduction to the basic tools and techniques of black and white photography. Focus on the technical craft of using the camera, processing film, developing prints, and presenting photographs. Discussion and development of student vocabulary related to subject matter, form, and content of the photographic image in the context of historical and contemporary photographic concerns. Emphasis on student development of a creative problem-solving process related to photographic image-making.

151. Photography 2

3 hours

Studio art exploration in photography focused on complex methods of conceiving and producing photographs. Introduction of technical concerns with metering, development, and post-development controls. Emphasis on conceptualization, compositional assessment, and evaluation of content as well as student development of a personal point of view within the photographic medium. Group project.

Prerequisite(s): Art 5 Basic Design, Art 130 Drawing 1, and Art 150 Photography 1.

155. Digital Photography

3 hours

This class is an introduction to the artistic and conceptual basics of digital photography. The digital camera, scanner, computer and software will be used to produce images for print and electronic display. Subject matter, form and content will be emphasized in the production of these images. Students will develop an understanding of photography as a creative and challenging art form and will practice using the medium of photography for personal expression.

160. Ceramics 1

3 hours

Introduction to basic throwing and handbuilding techniques in clay, including pinching, coiling, and slab construction. Focus on developing conceptual problem solving in clay. Emphasis on ceramics in a historical context in relationship to contemporary attitudes in clay.

161. Ceramics 2

3 hours

Exploration of complex methods of handbuilding and throwing techniques, as well as conceptual problem solving in clay. Basic theoretical study of clays, glazes, kilns, and firing. Emphasis on ceramics in a historical context in relationship to contemporary attitudes in clay. Prerequisite(s): Art 5 Basic Design, Art 130 Drawing 1, and Art 160 Ceramics 1.

170. Sculpture 1

3 hours

Introduction to basic sculptural processes of modeling, carving, and casting in a variety of materials including clay, plaster, stone, and cement. Emphasis on three-dimensional design elements and principles.

171. Sculpture 2

3 hours

Studio art exploration in three-dimensional form utilizing a variety of materials, both traditional and nontraditional, in the study of sculptural techniques. Emphasis on the relationship of sculpture in a historical context to contemporary trends and issues.

Prerequisite(s): Art 5 Basic Design, Art 130 Drawing 1, and Art 170 Sculpture 1.

180. Metalsmithing 1

3 hours

Introduction to the basic tools and techniques of metalsmithing for use in body ornament or as small sculptural form. Broad studio art exploration in the techniques of sheet metal construction including cutting, piercing, soldering, mechanical joining, surface embellishment, and finishing. Emphasis on historical metalsmithing in relationship to contemporary attitudes in metalsmithing.

181. Metalsmithing 2

3 hours

Exploration of complex metalsmithing techniques with an emphasis on conceptual problem-solving and personal expression in metalsmithing. Studio exploration in stretching and angle raising of sheet metal, forging, repousee and chasing, stone setting, and casting. Study of historical and contemporary metalsmithing as a foundation for design and ideation.

Prerequisite(s): Art 5 Basic Design, Art 130 Drawing 1, and Art 180 Metalsmithing 1.

190. Selected Topics in Studio Art

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard beginning-level courses. The title, content, and credit will be determined by the faculty member who is offering the course. This course may be offered to meet a requirement for a major only by approval of the department chair.

196. Special Projects in Studio Art

1 or 2 hours

Supervised, beginning-level projects not included in any of the standard courses. Normally developed for an individual student but may be arranged for a small group of students.

Prerequisite(s): 9 hours of art and permission of the instructor.

200. Art in the Secondary School

3 hours

A survey of teaching visual arts education in the secondary schools (grades 7-12). Emphasis on administration, organization, curriculum, and philosophy of art in education. Required for K-12 art certification.

Prerequisite(s): 15 hours of art and acceptance into the Teacher Education Program or permission of the chair of the Department of Education.

205. Art Therapy

3 hours

A survey of the field of art therapy in its various applications and theoretical orientations. Taught by a registered art therapist through lectures, readings, and experiential methods.

Prerequisite(s): 9 hours of psychology, including Psychology 2, and 9 hours of art, or permission of the instructor.

210. Painting 3

3 hours

Continued investigation of the relationship between composition and content informed by historical painting concepts. Emphasis on introductory individual student research in form and content through experimentation with tools, additive elements, and surfaces.

Prerequisite(s): Art 111 Painting 2.

211. Painting 4

3 hours

Continuation of exploration of historical painting concepts and individual research. Emphasis on student directed content, problems, and solutions within the context of painting techniques that result in a body of work.

Prerequisite(s): Art 210 Painting 3.

220. Digital Media 3

3 hours

A studio art course designed to give students a working comprehension of digital media as it pertains to online digital space. Students explore how to use cross-platform visual HTML editors to create interactive websites utilizing Macromedia Dreamweaver. This is a content driven class, so the concept of the image and interaction with the image are central goals. Students will also use the scanner, pen tablet, and digital camera.

Prerequisite(s): Art 121 Digital Media 2.

221. Digital Media 4

3 hours

A studio art course designed to give students a working comprehension of digital media as it pertains to animation in the digital space. Students explore how to use the multimedia authoring tool of Flash to create animations with sound that can be delivered to the web or viewed on screen. The concept of the image and interaction with the image are central goals of this class.

Prerequisite(s): Art 220 Digital Media 3.

230. Drawing 3

3 hours

A class treating drawing as a medium in itself. The student will create individually guided work informed by contemporary theory and art history with the close supervision of the professor. Group critiques will be included in the class.

Prerequisite(s): Art 131 Drawing 2.

231. Drawing 4

3 hours

The student is expected to prepare a cohesive portfolio of drawings for graduate application and exhibition opportunities. A written component will be due with the portfolio. Study of advanced critical theory and group critiques will be included in the class.

Prerequisite(s): Art 230 Drawing 3.

240. Printmaking 3

3 hours

Examination of one print form (relief, serigraphy, intaglio, lithography, or digital printmaking) with emphasis on the study of composition and content as it relates to the technical and formal considerations of the particular medium. Edition printing. Opportunity for introductory student research and an emphasis on the relationship of media to the form and content.

Prerequisite(s): Art 141 Printmaking 2.

241. Printmaking 4

3 hours

Examination of one student-selected print form (relief, serigraphy, intaglio, lithography, or digital printmaking) with emphasis on the study of composition and content as it relates to the technical and formal considerations of the particular medium. Emphasis on student directed content, problems and solutions within the context of a printmaking medium that results in a body of work.

Prerequisite(s): Art 240 Printmaking 3.

250. Photography 3

3 hours

A studio art exploration introducing advanced methods of conceiving and producing photographs. Technical focus on controlling light, both natural and artificial, the introduction of digital imaging, and alternative photographic processes. Emphasis on in-depth concept-utilization, compositional assessment, and evaluation of content. Introductory portfolio development.

Prerequisite(s): Art 151 Photography 2.

251. Photography 4

3 hours

Emphasis on student directed content, problems, and solutions that result in a body of work through focus on conceiving and producing photographs. Individual research projects may include professional portfolio development.

Prerequisite(s): Art 250 Photography 3.

260. Ceramics 3

3 hours

Focus on the balance of technical competence in both thrown and handbuilt clay forms and engagement with aesthetic concerns. Emphasis on introductory individual student research in form and conceptual problems. Study of clay and glaze chemistry. Emphasis on ceramics in a historical context in relationship to contemporary attitudes in clay.

Prerequisite(s): Art 161 Ceramics 2.

261. Ceramics 4

3 hours

Continued concern with a balance of technical competence in both thrown and handbuilt clay forms and an engagement with aesthetic concerns. Emphasis on student directed content, problems, and solutions within the context of ceramics that result in a body of work. Exploration of current trends and issues in ceramics as related to individual student research.

Prerequisite(s): Art 260 Ceramics 3.

270. Sculpture 3

3 hours

Emphasis on introductory individual student research in form and content through balanced experimentation with technical competence and aesthetic concerns. Experimentation with one or two sculptural techniques such as assemblage, stone carving, clay modeling, or casting. Prerequisite(s): Art 171 Sculpture 2.

271. Sculpture 4

3 hours

Continuation of exploration of current trends and issues in sculpture in relationship to individual student research concerns. Emphasis on student directed content, problems, and solutions within the context of sculpture that result in a body of work.

Prerequisite(s): Art 270 Sculpture 3.

280. Metalsmithing 3

3 hours

Emphasis on introductory individual student research in form and content through balanced experimentation with technical competence and aesthetic concerns. Experimentation with patination of metals and advanced surface embellishment.

Prerequisite(s): Art 181 Metalsmithing 2.

281. Metalsmithing 4

3 hours

Continuation of exploration of current trends and issues in metalsmithing in relationship to individual student research concerns. Emphasis on student directed content, problems, and solutions within the context of metalsmithing that result in a body of work.

Prerequisite(s): Art 280 Metalsmithing 3.

290. Selected Topics in Studio Art

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard advancedlevel courses. The title, content, and credit will be determined by the faculty member who is offering the course. This course may be offered to meet a requirement for a major only by approval of the department chair.

296. Special Projects in Studio Art

1 or 2 hours

Supervised, advanced-level projects not included in any of the standard courses. Normally developed for an individual student but may be arranged for a small group of students.

Prerequisite(s): 9 hours of art and permission of theinstructor.

297. Art Internship

1, 2, 3, or 4 hours

An on-the-job supervised training experience with a business or non-profit organization, such as an art gallery, professional art studio, or business utilizing art or design. A minimum of 3 hours of work per week for each hour of credit. P/F only.

Prerequisite(s): A major in art or permission of the department chair and permission of the sponsoring agency.

298. Senior Project

1 hour

To be taken the semester before Art 299, Senior Comprehensive. Students will formulate a comprehensive portfolio and/or thesis for presentation in the Senior Comprehensive.

Prerequisite(s): Senior status prior to last semester, successful completion of annual portfolio reviews, and permission of the department chair.

299A. Senior Comprehensive for BA

2 hours

Designed to prepare senior Bachelor of Arts students in art for graduation. Students write an academic thesis in consultation with a selected faculty member. Students may petition to participate in the senior exhibition in addition to, not in substitution of, the academic thesis. Students and instructor will work together to prepare job-related resumes and portfolios. Includes a gallery thesis presentation to the public and an exit evaluation by the art department faculty.

Prerequisite(s): Art 298 Senior Project.

299B. Senior Comprehensive for BFA

2 hours

Designed to prepare Bachelor of Fine Arts students in art for graduation. This course includes experiences in planning, promoting, and opening a senior gallery exhibition. Students and instructor will work together to prepare job-related resumes and portfolios, which include written artist statement. Includes a gallery talk, presentation to the public, and an exit evaluation by the art department faculty.

Prerequisite(s): Art 298 Senior Project. Art History Courses

Art History Courses

101. Masterpieces of World Art

3 hours

A survey of art and architectural history using a great masterpieces approach. Significant monuments from antiquity to the twentieth century will be considered with particular attention to the interaction of art and its producing society so that political situation, theology, science, and aesthetics will be considered in lectures. Cannot be used toward a major in art. Credit cannot be earned for Art History 101 and 106 or 101 and 107.

103. Survey of Non-Western Art History

3 hours

A survey of African, Asian, Native American, and Pre-Columbian arts.

105. Survey of World Architecture

3 hours

A survey of world architecture, including an exploration of western and non-western traditions, from antiquity to the modern era. Emphasis will be given to functional, structural, and aesthetic considerations with special attention to religious architecture.

106. Art and Society in the West: Ancient to Medieval

3 hours

A survey of art and architectural history in the western hemisphere: significant monuments from prehistory to the medieval period will be considered with particular attention to the interaction of art and its producing soci ety so that political situation, theology, science, and aesthetics will be considered in lectures. Credit cannot be earned for both Art History 101 and 106.

107. Art and Society in the West: Renaissance to Modern

3 hours

A survey of art and architectural history in the western hemisphere: significant monuments from the Renaissance to the twentieth century will be considered with particular attention to the interaction of art and its producing society so that political situation, theology, science, and aesthetics will be considered in lectures. Credit cannot be earned for both Art History 101 and 107.

190. Selected Topics in Art History

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the usually offered art history courses. The title, content, and credit will be determined by the faculty member who is offering the course. This course may be offered to meet a requirement for a major only by approval of the department chair.

210. Art of the Ancient World

3 hours

An exploration of art and architecture as they developed in antiquity (prehistory to c.300 AD), this course will examine developments in Egypt, Mesopotamia, Greece, and Rome. Prehistoric art in western Europe will be considered as well. Emphasis will be given to the great monuments of each culture and the primary focus will be the interaction between art and its surrounding society. In so doing, politics, religion, science, and aesthetics will be included in classroom discussions.

Prerequisite(s): Art History 101 or 106 or permission of the instructor.

230. Renaissance Art

3 hours

An examination of the visual arts as they developed in western Europe, particularly Italy, from 1300 to 1600. Painting, sculpture, and architecture will be considered with special emphasis given to the great masters of the period: Botticelli, da Vinci, and Michelangelo among others. The primary focus of the course will be the interaction between art and its surrounding society. In so doing, politics, religion, science, and aesthetics will be included in classroom discussions.

Prerequisite(s): Art History 101 or 107 or permission of the instructor.

240. Baroque and Rococo Art

3 hours

Art and architecture primarily in western Europe from 1600 to about 1780 will be considered with primary concentration on the great masters of the era: Caravaggio, Bernini, Rubens, and Rembrandt. Cultural dynamics as they are reflected and affected by the visual arts will be discussed.

Prerequisite(s): Art History 101 or 107 or permission of the instructor.

250. Nineteenth-Century Art

3 hours

Art and architecture in western Europe, primarily France, will be considered with particular attention given to the rise of modernism. Major movements and their primary practitioners will be considered: Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism.

Prerequisite(s): Art History 101 or 107 or permission of the instructor.

260. Twentieth-Century Art

3 hours

International movements in art and architecture since 1900 will be considered with attention given to the emergence of personal expression in the visual media. Universally recognized masters will be emphasized; Matisse, Picasso, Duchamp, Pollack, and Warhol to name a few.

Prerequisite(s): Art History 101 or 107 or permission of the instructor.

290. Selected Topics in Art History

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the usually offered art history courses. The title, content, and credit will be determined by the faculty member who is offering the course. This course may be offered to meet a requirement for a major only by approval of the department chair.

293. Travel/Study in Art History

1, 2, or 3 hours

Arranged course involving travel and on-site investigation of art and architecture.

Prerequisite(s): Permission of the instructor.

295. Independent Study in Art History

1, 2, or 3 hours

Supervised, advanced-level projects not included in any of the standard courses. Normally developed for an individual student but may be arranged for a small group of students.

Prerequisite(s): 9 hours of art history and permission of the instructor.

First Year

Spring Semester

Art Major (B.A.) Sample Course Schedules

riist reai	
Fall Semester	
*ART 5: Basic Design	3 hrs.
*ART 130: Drawing 1: Basic Drawing	3 hrs.
•IDS 1: Liberal Arts Seminar	
•ENG 1: English Language and Writing	
General Education or Elective	
General Education of Elective	15 hrs.
	15 1113.
Enring Competer	
Spring Semester	2 6.00
*Beginning 2-D Art Course	
•COMM 1: Fundamentals of Speech	
General Education or Electives	
	15 hrs.
Second Year	
Fall Semester	
ARH 106: Art and Society in the West:	
Ancient to Medieval	3 hrs.
Beginning 3-D Art Course	
Masterpieces of Literature	
•HHP 15: Health and Wellness	
General Education or Electives	
General Education of Electives	
	17 1115.
Spring Semester	
ARH 107: Art and Society in the West:	
•	2 1
Renaissance to Modern	
Art 131: Drawing 2: Figure Drawing	
Mathematics Requirement	
General Education or Electives	
	15-16 hrs.

Art Major (B.F.A.) Sample Course Schedules

Fall Semester	
*ART 5: Basic Design	3 hrs.
*ART 130: Drawing 1: Basic Drawing	3 hrs.
•IDS 1: Liberal Arts Seminar	3 hrs.
•ENG 1: English Language and Writing	J3 hrs.
•General Education or Electives	3 hrs.
	15 hrs.
Smulmar Someostor	
Spring Semester	2 6
Beginning 2-D Art Course	
Beginning 3-D Art Course Art Elective	
COMM 1: Fundamentals of Speech General Education or Elective	
General Education of Elective	3 nrs. 15 hrs.
	15 nrs.
Second Year	
Fall Semester	
ARH 106: Art and Society in the West:	
Ancient to Medieval	3 hrs.
Beginning 2-D Art Course	3 hrs.
Beginning 3-D Art Course	3 hrs.
Masterpieces of Literature	3 hrs.
•HHP 15: Health and Wellness	2 hrs.
General Education or Elective	3 hrs.
	17 hrs

General Education or Elective......3 hrs.

15-16 hrs.

*Basic Design should be taken during the fall semester of the first year and Drawing 1 should be taken during the first two semesters of the first year before subsequent studio courses.

Those students who wish to pursue the B.F.A. degree must be admitted to the program based on a B.F.A. clearance that will be conducted during annual portfolio reviews. BFA majors must include completion to the fourth level in one medium or to the third level in two different media. If a student completes to the fourth level in one area, the transcript will note the area of emphasis.

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

74 BIOLOGY

BIOLOGY

Natural Sciences Division Olin Hall of Science 201 402.465.2445 http://biology.nebrwesleyan.edu

Faculty

Department Chair:

Angela McKinney-Williams, Ph.D. Email: amckinne@nebrwesleyan.edu

Full-Time:

Cody L. Arenz, Ph.D.
Dale M. Benham, Ph.D.
Jerald S. Bricker, Ph.D.
Garry A. Duncan, Ph.D.
Jeffrey Isaacson, D.V.M., Ph.D.
Cynthia J. Marolf, M.S.

Part-Time:

Jackie Canterbury, M.S.

Emeritus:

William E. Boernke, Ph.D. Glen E. Dappen, Ph.D.

Degrees

Bachelor of Arts Bachelor of Science

Majors

Biology major (B.A., 30 hrs.)

В	iology 50	4 hrs.
В	iology 60	4 hrs.
В	iology 160	4 hrs.
В	iology 170	4 hrs.
В	iology 298 or 299	2 hrs.
В	iology electives	12 hrs.
	2 lab courses drawn from at least tw	o areas (A,

2 lab courses drawn from at least two areas (A, B, C); additional hours from any areas (A, B, C, D, E).

Biology 8, 9, and 10 may not be taken by biology majors to fulfill biology degree requirements.

An approved supporting area of 20 hours is also required, normally composed of courses from the Natural Sciences Division.

Biology major (B.S., 34 hrs.)

Biology 50	4 nrs.
Biology 60	4 hrs.
Biology 160	4 hrs.
Biology 170	4 hrs.
Biology 298 or 299	2 hrs.
Biology electives	16 hrs.
One course in each of areas A, B,	and C. Three lab
courses drawn from at least two a	reas (A, B, C);
additional hours from any areas (A	A, B, C, D, E).

Area A. Molecular and Cellular Biology

219 Histology (4 hrs.)

269 Microbiology (4 hrs.)

275 Immunology (3 hrs.)

276 Immunology Lab (1 hr.)

281 Biochemistry (or Chem 255) (3 hrs.)

281 Biochemistry w/282

(or Chem 255 w/258) (4 hrs.)

283 Molecular Biology (4 hrs.)

Area B. Organismal Biology

212 Behavioral Neuroscience (3 hrs.)

212 Behavioral Neuroscience w/ 213 (4 hrs.)

222 Parasitology (4 hrs.)

225 Plant Form and Function (4 hrs.)

244 Developmental Biology (4 hrs.)

246 Human and Comparative Anatomy (4 hrs.)

262 Human and Comparative Physiology (4 hrs.)

270 Pathophysiology (3 hrs.)

Area C. Ecological, Evolutionary, and Taxonomic Biology

218 Plant Taxonomy (4 hrs.)

221 Ecology (4 hrs.)

250 Conservation Biology (4 hrs.)

261 Evolution (3 hrs.)

264 Animal Behavior (3 hrs.)

264 Animal Behavior w/265 (4 hrs.)

Area D. Global Experience in Biology

251 Tropical Biology of Costa Rica (3 hrs.)

252 Tropical Biology of Belize (3 hrs.)

253 Principles of Marine Biology (1 hr.)

254. Applied Marine Biology (3 hrs.)

Area E. Additional Courses

190 Selected Topics (1-4 hrs.)

200 Biomedical Ethics (2 hrs.)

290 Selected Topics (1-4 hrs.)

291 Directed Readings (1 hrs.)

295 Independent Study (1-2 hrs.)

Biology 8, 9, and 10 may not be taken by biology majors to fulfill biology degree requirements.

An approved supporting area of 28 hours in the Natural Sciences Division is also required. This will include Chemistry 51/51L, 120/120L, 121/121L, 122/122L; Physics 101 or 111, 102 or 112; and Math 105, 65 or 60. Competency in a modern language other than English is strongly encouraged.

Biochemistry and Molecular Biology major (B.S., 62 hrs.)

Biology 504 hrs
Biology 1604 hrs
Biology 1704 hrs
Biology 2834 hrs
Chemistry 51 and 51L4 hrs
Chemistry 120 and 120L4 hrs
Chemistry 121 and 121L4 hrs
Chemistry 122 and 122L4 hrs
Chemistry 221 and 2254 hrs
Chemistry 2424 hrs
Biology 281 or Chemistry 2553 hrs
Biology 282 or Chemistry 2581 hi
Chemistry 2563 hrs
Chemistry 2931 hi
Biology 299 or Chemistry 2951 hi
Physics 101 or 1114 hrs
Physics 102 or 1124 hrs
Mathematics 1055 hrs
Mathematics 106 is strongly recommended.

Minor

Biology minor (19 hrs.)

Biology 50	4 h	rs.
Biology 60	4 h	rs.
Biology 160	4 h	rs.
Biology 170	4 h	rs.
Biology electives (upper level)	3 h	rs.

Other information

Students interested in medicine, dentistry, osteopathic medicine, veterinary medicine, and allied health professions should consult with the department chair for preprofessional requirements and a suggested program of study. Preprofessional programs are available in optometry, pharmacy, physical therapy, podiatry, and physician assistant. Students can also gain preparation for numerous graduate school programs in ecology, animal behavior, evolutionary biology, immunology, microbiology, reproductive biology, parasitology, botany, plant pathology, genetics, systematics, conservation biology, physiology, molecular biology, and biotechnology. Students who wish to meet Nebraska certification regulations for secondary teaching of biology should consult the current handbook of the education department.

Courses

NatSc 30. Introduction to Environmental Science

4 hours

An introduction to environmental science that provides an interconnected grounding in the natural sciences. Topics include energy, ecosystems, photosynthesis, biodiversity, population dynamics, air pollution, water pollution, radon/radioactivity, and hazardous waste. Laboratory activities, computer exercises, guest speakers, and multimedia presentations will also be a part of

the course. When possible, the course will be team taught by faculty from at least two of the three natural science departments: Biology, Chemistry and Physics. Three lectures per week.

One 3-hour lab per week.

1. Perspectives in Biological Science

4 hours

Designed for non-science majors, this general education course will examine the principles of biology within the context of the human experience and covers cell biology, physiology, genetics, evolution, ecology, and the interaction of humankind and the environment.

Three hours of lecture per week.

One 3-hour lab per week.

Not open to biology majors.

(Normally offered each semester.)

8. Microbiology

4 hours

An introductory study of the structure, physiology, and pathogenicity of microorganisms, with an emphasis on bacteria and viruses that cause infectious diseases in humans.

Three lectures per week.

One 3-hour lab per week.

Does not count toward a biology major or general education. (Normally offered each spring semester.)

9. Human Anatomy and Physiology

4 hours

An introductory study of cellular physiology and histology, along with a comprehensive study of the skeletal, muscular, and nervous systems.

Three lectures per week.

One 3-hour lab per week.

Does not count toward a biology major or general education. Prerequiste(s): Sophomore standing or permission of the instructor.

(Normally offered each fall semester.)

10. Human Anatomy and Physiology

4 hours

An introductory study of the blood, cardiovascular lymphatic, respiratory, endocrine, digestive, urinary and reproductive systems in addition to metabolism, fluid and electrolyte balance and acid-base balance of the body.

Three lectures per week.

One 3-hour lab per week.

Does not count toward a biology major or general education. Prerequisite(s): Biology 009 or permission of the instructor. (Normally offered each spring semester.)

50. General Biology of Plants

4 hours

An introductory course for biology majors that emphasizes general biological principles of biochemistry, cell biology, genetics, physiology, ecology, reproduction, evolution, and a survey of the diversity of plant life.

Three lectures per week. One 3-hour lab per week.

(Normally offered each semester.)

60. General Biology of Animals

4 hours

An introductory course for biology majors that emphasizes general biological principles of population genetics and evolution, development, ecology, morphology, physiology, and the diversity of animal life. Students will complete written work including lab reports and scientific journal summaries.

Three lectures per week.

One 3-hour lab per week.

(Normally offered each semester.)

160. Cell Biology

4 hours

A course dealing with prokaryotic and eukaryotic cell structure and function emphasizing ultrastructure research, macromolecular synthesis, cell movement, and cell division.

Three lectures per week.

One 3-hour lab per week.

Prerequisite(s): Biology 50, 60 and Chemistry 51 and 120. (Normally offered each fall semester.)

170. Genetics

4 hours

A study of the principles and mechanisms of inheritance and variation, including an introduction to molecular and evolutionary genetics.

Three lectures per week.

One 3-hour lab per week.

Prerequisite(s): Biology 160 and Chemistry 120. (Normally offered each spring semester.)

190. Selected Topics

1, 2, 3, or 4 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students. *Prerequisite(s): To be determined.*

200. An Introduction to Biomedical Ethics

2 hours

An introduction to the ethical issues raised by modern biological and medical research and clinical medicine. Case studies and readings will be used to present the following ethical issues: environmental ethics; patients' rights and physicians' responsibilities; abortion, euthanasia, and definitions of death; allocation of medical resources; humans as experimental subjects; behavioral technologies; genetic testing, screening, and manipulation; and reproductive technologies. Student participation will involve class discussions and oral and written presentations.

One 2-hour lecture/discussion session per week.

Prerequisite(s): Junior standing and at least 16 hours in biology coursework.

212. Behavioral Neuroscience

See Psychology 212.

213. Laboratory in Behavioral Neuroscience

See Psychology 213.

218. Plant Taxonomy

4 hours

A study of the identification, nomenclature, and classification of plants with emphasis on vascular plants.

Three lectures per week.

One 3-hour lab per week.

Prerequisite(s): Biology 160 and 170 or permission of

the instructor.

219. Histology

4 hours

A study of the microscopic anatomy and functions of the mammalian tissues and organs with modern concepts of histophysiology and histogenesis.

Three lectures per week.

One 3-hour lab per week.

Prerequisite(s): Biology 160 and 170. (Normally offered each spring semester.)

221. Ecology

4 hours

A study of the reciprocal relationships of living organisms and their environments with respect to individuals, populations, and communities.

Three lectures per week.

One 3-hour lab per week, including field and greenhouse work.

Prerequisite(s): Biology 160 and 170 or permission of the instructor

(Normally offered each fall semester.)

222. Parasitology

4 hours

A study of the morphology, taxonomy, and life histories of the parasitic forms in the animal kingdom and of the diseases caused by them. Special attention is given to parasites of humans.

Three lectures per week.

One 3-hour lab per week.

Prerequisite(s): Biology 160 and 170.

225. Plant Form and Function

4 hours

A study of the development, anatomy, and functionality of plant tissues, systems, and organs in representative members of the plant kingdom.

Three lectures per week.

One 3-hour lab per week.

Prerequisite(s): Biology 160 and 170.

228. Methods in Teaching Science in Middle and Secondary Schools

3 hours

See Education 228.

244. Developmental Biology

4 hours

The study of the entire sequence of developmental changes and processes in animals from fertilization to death. The course will emphasize the principles and major mechanisms regulating morphogenesis and cellular differentiation, particularly during embryonic development. In addition, methods used to study embryonic development will be explored. The laboratory introduces students to techniques and procedures for observing and manipulating animal embryos.

Three lectures per week.
One 3-hour lab per week.

Prerequisite(s): Biology 160 and 170.

246. Human and Comparative Anatomy

4 hours

A course dealing with the development and the structure of various systems of vertebrates. Detailed dissection of the dogfish shark, the necturus, and the cat.

Three lectures per week.

Two 2-hour labs per week. Prerequisite(s): Biology 160 and 170. (Normally offered each fall semester.)

250. Conservation Biology

4 hours

A course devoted to exploring issues related to biological diversity, including how biodiversity is measured, where it is found, its value, threats to it, and measures taken at the population and species level to conserve it. The course includes examining links between conservation and economics, law, and the social sciences. Case studies and discussions of local and global topics will encourage students to understand the varied threats to global biodiversity and the principles necessary to overcome them.

Three lectures/discussions per week.

One 3-hour lab per week.

Prerequisite(s): Biology 50 or 60 and sophomore standing. (Normally offered alternate springs.)

251. Tropical Biology of Costa Rica

3 hours

A field ecology course taught in Costa Rica. The purpose of the course is to immerse students in the biology of the rainforest. This is accomplished by students designing and performing scientific research projects, guided hikes, and focusing on particular organismal groups at locations such as Las Cruces Biological Station, a mid-elevation rain forest site. This immersion is supplemented by side trips to interesting locations such as Poas volcano, and a marine location such as Quepos/Manuel Antonio National Park for marine biology exposure and the opportunity for snorkeling or SCUBA (for those that are certified). Trips to Costa Rica typically last 11-14 days, but students meet with instructor for several weeks prior to trip and several weeks after trip, culminated with a poster presentation of their research.

Prerequisite(s): Biology 50 or 60 or permission of the instructor.

(Planned for Winter Term 2008.)

252. Tropical Biology of Belize

3 hours

A field ecology course taught in the Central American nation of Belize. The course exams historical and current human land use patters in Belize through visits to two Mayan ruins (i.e., Xunantunich and Caracol) that date from the Early Classic and Classic Mayan periods. Students spend several days in southern Belize living at the Las Cuevas Research Station located in the Chiquibul Forest Reserve Tropical rain forest (TRF) structure and ecology is presented using lectures, field trips, and a student research project. The remainder of the course is spent on an island situated on the Belize Barrier Reef. Reef ecology, mangrove ecology, and other elements of marine biology are covered during this portion of the course. Morning and evening lectures are used to introduce and review concepts highlighted during daily field trips. Field trips at this location involve snorkeling and SCUBA diving trips to sites near Southwater Caye.

Prerequisite(s): Biology 50 or 60 or permission of the instructor.

(Planned for Winter Term 2009.)

253. Principles of Marine Biology

1 hour

A one credit hour course focusing on basic concepts in marine biology. Topics discussed in this course include basic oceanography, plankton ecology, nekton biology, meiofauna, marine communities, and the impact of humans on marine systems.

One lecture per week.

Prerequisite(s): Biology 50 or 60 or permission of the instructor. (Planned for Spring 2008.)

254. Applied Marine Biology

3 hours

A field marine biology course taught at a remote location in the Americas. The course is a continuation of the concepts presented in Biology 253 usually by focusing on a tropical coral reef ecosystem. Students gain an understanding of how to sample, monitor, and assess reef ecosystem health with particular attention paid to plankton biology. Mangrove biology and ecology are also covered during the course. Students are required to complete an independent research project of their design and choosing while in the field.

Prerequisite(s): PADI or SSI Open Water Diver SCUBA certification and Biology 253 (or permission of the instructor). (Planned for Summer 2008.)

261. Evolution

3 hours

An introduction to the principles and mechanisms of evolution.

Three lectures per week.

Prerequisite(s): Biology 160 and 170. (Normally offered alternate fall semesters.)

262. Human and Comparative Physiology

4 hours

A comprehensive study of the functions of the animal body with emphasis on fundamental physiological processes and the experimental approach.

Three lectures per week.

One 3-hour lab per week.

Prerequisite(s): Biology 160 and 170.

Recommended: Mathematics 50 and Physics 101 or 111.

(Normally offered each spring semester.)

264. Animal Behavior

3 hours

The study of animal behavior from both the ethological and behavioral ecological perspectives. Broad topic areas include behavioral mechanisms, genetics of behavior, behavioral evolution, and behavioral adaptation. Concurrent enrollment in Biology 265 is encouraged.

Three lectures per week.

Prerequisite(s): Biology 60 and minimum of sophomore standing.

265. Laboratory in Animal Behavior

1 hour

An introduction to hands-on behavioral experiments and the methodology for studying animal behavior in the field and in the laboratory.

One 3-hour lab per week.

Prerequisite(s): Biology 60 and minimum of sophomore

standing.

Corequistie(s): Biology 264.

269. Microbiology

4 hour

A study of the classification, morphology, and physiology of microorganisms with special emphasis on bacteria and viruses.

Three lectures per week. One 3-hour lab per week.

Prerequisite(s): Biology 160 and 170 and Chemistry 122.

(Normally offered each fall semester.)

270. Pathophysiology

3 hours

A survey of the mechanisms of diseases and fundamental disease processes of each organ system. Special topics related to the study of diseases will be assigned.

Prerequisite(s): Biology 9 and 10, or 246 and 262, or permission of the instructor.

(Normally offered each semester.)

275. Immunology

3 hours

A study of the mammalian Immune system. Topics will include innate immunity, acquired (antibody and cell-mediated) immunity, common laboratory techniques, and medical immunology.

Prerequisite(s): Biology 160.

Prerequisite or corequisite: Biology 170. (Normally offered each spring semester.)

276. Laboratory in Immunology

1 hour

An introduction to common immunological procedures used in clinical and research settings, such as ELISA, western blotting, flow cytometry, and cell proliferation assays. One three-hour lab per week.

Prerequisite(s): Biology 160.

Prerequisite or corequisite: Biology 170 and 275 are rec-

ommended but not required.
(Normally offered alternate spring semesters.)

281. Biochemistry

3 hours

A general introduction to the field of biochemistry involving a study of the chemistry of carbohydrates, lipids, nucleic acids, and proteins with attention given to metabolism, energetics, enzymology, role of cofactors, and biochemical control mechanisms.

Three lectures per week.

Prerequisite(s): Biology 160, 170 and Chemistry 122. (Normally offered each fall semester.)

282. Biochemistry Laboratory

1 hour

An introduction to modern biochemical techniques. Students will be exposed to spectrophotometry, chromatography, electrophoresis, and protein and nucleic acid purification.

One 3-hour lab per week.

Prerequisite or corequisite: Biology 281.

283. Molecular Biology

4 hours

A study of the systems, mechanisms, and methods of molecular biology with a particular emphasis on the analyses of the genetic material—mutagenesis, replication, regulation, transcription, and translation—and its protein products and their biological function. Recombinant DNA and genetic engineering will be a major focus in the laboratory.

Three lectures per week.

One 3-hour lab per week.

Prerequisite(s): Biology 160, 170 and Chemistry 122.

290. Selected Topics

1, 2, 3, or 4 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite(s): Biology 160 and 170; additional requirements may be determined by the instructor.

291. Directed Readings

1 hour

An opportunity for students, under the supervision of a faculty member, to pursue scientific literature not covered in other coursework.

Prerequisite(s): Major or minor in biology and permission of a faculty member in the Department of Biology. (Normally offered each spring semester.)

295. Independent Study

1 or 2 hours

Individual laboratory projects for qualified biology majors. Independent study may not duplicate courses described in the catalog.

Prerequisite(s): Approval of the department chair.

297. Biology Practicum

1, 2, or 3 hours

A supervised field experience enabling observation and participation in a clinical or research setting relating to biology. Submission of a journal and/or written paper would follow at least 30 hours of field experience. P/F only. Prerequisite(s): Major or minor in biology, approval of the department chair, and approval of the coordinating clinic or laboratory.

298. Senior Thesis

1 or 2 hours

Individual library thesis projects for biology majors to meet senior comprehensive requirement. A research report in scientific format and a formal presentation of the thesis is required.

Prerequisite(s): Approval of the department chair.

299. Senior Research

1 or 2 hours

Individual laboratory or field research projects for qualified biology majors to meet senior comprehensive requirement. A research report in scientific format and a formal presentation of the research is required.

Prerequisite(s): Approval of the department chair.

Biology Major (B.S.) Sample Course Schedules

First Year
Fall Semester
BIO 50: Biology of Plants or
BIO 60: Biology of Animals4 hrs.
CHEM 51: Chemical Principles3 hrs.
CHEM 51L: Chemical Principles Lab1 hr.
•IDS 1: Liberal Arts Seminar3 hrs.
•COMM 1: Fundamentals of Speech3 hrs.
14 hrs.
Spring Semester
BIO 50: Biology of Plants or
BIO 60: Biology of Animals4 hrs.
CHEM 120: Organic Chemistry I3 hrs.
CHEM 120L: Organic Chemistry Lab1 hr.
MATH 60 : Calculus for Management,
Biological, and Social Sciences or Math 65
Calculus for Biologists or
MATH 105: Calculus I4-5 hrs.
•ENG 1: English Language and Writing3 hrs.
15-16 hrs.
Second Year
Fall Semester
BIO 160: Cell Biology4 hrs.
CHEM 121: Organic Chemistry II3 hrs.
CHEM 121L: Organic Chemistry II Lab1 hr.
•HHP 15: Health and Wellness2 hrs.
General Education or
Area Requirements6-8 hrs.
16-18 hrs.
Spring Semester
BIO 170: Genetics4 hrs.
CHEM 122: Inorganic and Analytical
Chemistry3 hrs.
CHEM 122L: Inorganic and Analytical
Chemistry Lab1 hr.
•Masterpieces of Literature3 hrs.
General Education or
Area Requirements5-6 hrs.

Biology Major (B.A.) Sample Course Schedules

FIRST Year	
Fall Semester	
BIO 50: Biology of Plants or	
BIO 60: Biology of Animals	4 hr
•IDS 1: Liberal Arts Seminar	3 hr
•ENG 1: English Language and Writing	3 hr:
General Education or Supporting	
Requirements	3-4 hr
	13-14 hr
Spring Semester	
BIO 50: Biology of Plants or	
BIO 60: Biology of Animals	4 hr
•COMM 1: Fundamentals of Speech	3 hr
General Education or	
Supporting Requirements	3-4 hr
General Education or Electives	3-4 hr

Second Year

Consult with an advisor in the Department of Biology.

13-15 hrs.

Two degrees are offered in biology (B.S. and B.A.). The B.S. is more stringent in biology and supporting field requirements than the B.A. Both degrees prepare students for a variety of health career fields (including chiropractic medicine, dentistry, medicine, optometry, osteopathic medicine, podiatric medicine, pharmacy, physical therapy, physician assistant, and veterinary medicine) as well as non-health careers and graduate studies in ecology, animal behavior, evolutionary biology, immunology, reproductive biology, parasitology, botany, plant pathology, genetics, systematics, conservation biology, physiology, molecular biology, and biotechnology.

Second year biology courses have prerequisites of BIO 50, BIO 60, CHEM 51, and CHEM 120. Normally, students are encouraged to complete both biology and chemistry courses for the first year. If this is not followed, B.S. degree completion will require summer school and/or a fifth year of college

16-17 hrs.

[•]The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

BUSINESS, ACCOUNTING AND ECONOMICS

College of Liberal Arts and Sciences
Business Administration and Accounting:
Professional Division
Economics: Social Sciences Division
Smith-Curtis Classroom-Administration Building 240

402.465.2213

Faculty

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Full-Time:

Courtney C. Baillie, Ph.D. Loretta L. Fairchild, Ph.D. Thomas K. Hudson, Ph.D. Thomas A. Jackman, M.B.A. Nanne K. Olds, M.P.A., CMA, CPA Stuart M. Spero, M.B.A., M.A. Christopher L. Swift, M.B.A., CPA Loy D. Watley, Ph.D.

Part-Time:

Mary Sue Carter, Ph.D. Tom Dawson, J.D. Joyce Gleason, Ph.D. Mel Johnson, M.A., M.B.A. Matt Kosmicki, J.D. David G. Wagaman, Ph.D.

Degrees

Bachelor of Arts Bachelor of Science

The business administration program in the College of Liberal Arts and Sciences is nationally accredited by the Association of Collegiate Business Schools and Programs for the Bachelor of Arts and Bachelor of Science degrees with a major in Business Administration.

(A Bachelor of Business Administration is offered through Wesleyan Advantage in University College. See page 90.)

Majors

Accounting major (B.A. or B.S., 66 hrs.)

Business core requirements......36 hrs.
12 hours must be upper-level; 12 hours must be from NWU.
Acct 31 Principles of Accounting I (3 hrs.)
Acct 32 Principles of Accounting II (3 hrs.)

Bus Ad 100 Principles of Management (3 hrs.)
Bus Ad 109 Spreadsheet Applications (0 hrs.)
Bus Ad/Econ 110 Business and Economic Statistics (3 hrs.)
Bus Ad 115 Principles of Marketing (3 hrs.)
Bus Ad 204 Financial Management (3 hrs.)
Bus Ad 211 Business Law I (3 hrs.)
Bus Ad 201 Quantitative Methods or
Bus Ad 205 Productions and
Operation Management (3 hrs.)
Bus Ad 249 Strategic Management (3 hrs.)
Bus Ad 239 Business Ethics (3 hrs.)
Econ 53 Macroeconomics (3 hrs.)
Econ 54 Microeconomics (3 hrs.)

Accounting courses......30 hrs. 12 hours must be from NWU.

Acct 111 Intermediate Accounting I (3 hrs.) Acct 112 Intermediate Accounting II (3 hrs.)

Acct 128 Cost Accounting (3 hrs.)

Acct 144 Accounting Information Systems (3 hrs.)

Acct 230 Managerial Accounting (3 hrs.)

Acct 240 Individual Federal Tax Accounting (3 hrs.)

Acct 241 Coporate Federal Tax Accounting (3 hrs.)

Acct 242 Auditing (3 hrs.)

Acct 243 Advanced Accounting (3 hrs.)

Acct 297 Accounting Internship (3 hrs.)

A department-approved math course (Math 10, 50, 60, or 105) and a department-approved communication course (Business Administration 150 or Communication 210) are also required.

NOTE: The Nebraska State Board of Public Accountancy requires 150 hours to be eligible to sit for the CPA exam. Business Administration 212, Business Law II, is recommended for students who wish to take the CPA exam.

Business Administration major (B.A. or B.S., 39 hrs.)

Acct 31 and 32 Principles of Accounting I and II......6 hrs. Econ 53 and 54 Macroeconomics and Microeconomics ... 3 hrs. Bus Ad 100 Principles of Management.......3 hrs. Bus Ad 109 Spreadsheet Applications....... hrs. Bus Ad/Econ 110 Business and Economic Statistics hrs. Bus Ad 150 Business Communication.............3 hrs. Bus Ad 201 Quantitative Methods3 hrs. Bus Ad 204 Financial Management......3 hrs. Bus Ad 211 Business Law I......3 hrs. Bus Ad 249 Strategic Management......3 hrs. *Bus Ad 297 Business Internship or 248 Small Business Management hrs. *A senior comprehensive from the student's second

major may be substituted with permission of the department chair.

Business administration majors must also complete a department-approved mathematics course.

A department-approved supporting program with a minimum of 12 hours outside the department is required.

Economics major (B.A. or B.S., 39 hrs.)

Econ 53 and 54 Macroeconomics and Microeconomics ... 6 hrs. Acct 31 and 32 Principles of Accounting I and II................6 hrs. Bus Ad 109 Spreadsheet Applications0 hrs. Bus Ad 201 Quantitative Methods3 hrs. Bus Ad 102 Money and Banking or Bus Ad 204 Financial Management...... 3 hrs. Bus Ad/ Econ 110 Business and Economics Statistics hrs. Econ 155 and 156 Microeconomic Theory and Macroeconomic Theory6 hrs. Econ 257 International Trade......3 hrs. Econ 261 Economic Viewpoints, Econ 295 Independent Study, or Econ 297 Economics Internship......3 hrs. Select two additional courses from 200-level economics courses or one 200-level economics course and

Economics majors must also complete an approved mathematics course.

Bus Ad 204 (if not used above)......6 hrs.

A department-approved supporting program with a minimum of 12 hours outside the department is required.

Business-Sociology major

See Department of Sociology-Anthropology-Social Work.

Information Systems major

See Department of Mathematics and Computer Science.

International Business major (B.A., 66-76 hrs.)

The International Business major consists of three sections. A minor or major in a modern foreign language is required. International Business majors must study or work abroad for at least one semester in an approved program.

I. International Business courses......33 hrs. Acct 31 and 32 Principles of Accounting I and II (6 hrs.) Econ 53 and 54

Macro and Microeconomic Principles (6 hrs.)
Bus Ad 100 Principles of Management (3 hrs.)
Bus Ad 109 Spreadsheet Applications (0 hrs.)
Bus Ad 110 Business and Economic Statistics (3 hrs.)
Bus Ad 115 Principles of Marketing (3 hrs.)
Bus Ad 204 Financial Management (3 hrs.)
Bus Ad 205 International Finance (3 hrs.)
Bus Ad 228 International Marketing (3 hrs.)
Econ 257 International Trade (3 hrs.)
II. International Perspectives.............15-20 hrs.

Students choose between Option A and B:

Focus (15 hrs.)

Students complete three courses with a Regional/Cultural focus (9 hrs.):

•All courses that fulfill General Education

"Preparing for Global Citizenship" requirement C2 (Understanding Another Culture) may also be used to fulfill the Regional/Cultural section of the International Business major. In addition, students may choose from the following courses.

History 142 Modern Japan

Political Science 160 South Asian Politics and Society

Political Science 161 Politics of Europe Political Science 162 Russian Politics and Society

Other relevant courses may be substituted with the approval of the chairs of the Departments of Business Administration, Accounting and Economics, and Modern Languages. With prior approval, students may also transfer courses into this section from approved study abroad programs.

Students complete two courses from General Perspectives (6 hrs.):

•All courses that fulfill General Education

"Preparing for Global Citizenship" requirement C3 (Global Community) may also be used to fulfill the General Perspectives section of the International Business major. In addition, students may choose from the following courses.

Art History 101 Masterpieces of World Art Political Science 9 Introduction to International Relations Political Science 20 Introduction to Comparative Politics

 Other relevant courses may be substituted with the approval of the chairs of the Departments of Business Administration, Accounting and Economics, and Modern Languages. With prior approval, students may also transfer courses into this section from approved study abroad programs.

Note: A single course cannot be used to meet a requirement in more than one section of the major.

Option B: Second Modern Language (17-20 hrs.) Students must complete through the 201 level in French, German, Spanish (17 hrs.), or Japanese 102 (20 hrs.).

III. Senior Internship......3 hrs.
Bus Ad 297 Business Internship

 The senior internship must be approved by the student's advisor and the coordinator for internships. It is the responsibility of the student to seek out an appropriate internship. This internship may be completed as part of an approved study abroad experience. Mathematics, as required for the business administration major, is strongly recommended. This is especially important for those students who plan to pursue graduate studies in this field.

Sport Management major

See Department of Health and Human Performance.

Minors

Accounting minor (18 hrs.))
Accounting 31 and 32	6 hrs.
Accounting 111	3 hrs.
Accounting 128	3 hrs.
Two elective courses from the following,	one
of which must be at the 200-level	
(Accounting 112, 144, 230, 240,	
241, 242, 243)	6 hrs.

Business Administration minor (18 hrs.)

Accounting 31	3 hrs.
Economics 53	3 hrs.
Four business administration courses,	
one of which must be at the	
200-level	12 hrs.

Economics minor (18 hrs.)

Economics 53 and 54	hrs. آ
Economics 155 or 156	3 hrs.
Three additional economics courses, one	
of which must be at the 200-level	hrs.

International Trade minor (21 hrs.)

Economics 53 and 54	6 hrs.
Economics 155 and 156	
Economics 102 or	
Business Administration 204	3 hrs.
Economics 257	3 hrs.
Economics 253, 258, 272 or Business	
Administration 205	3 hrs.

Marketing minor (21 hrs.)

Accounting 313 hrs.	
Economics 54	
Business Administration 1153 hrs.	
Four electives from the following. At least two	
courses must be business administration	
courses12 hrs.	
(Business Administration 226, 227, 228, 229, 247;	
Communication 155, 170, 225, 232, 260; Journalism 16	64

Courses in Accounting

31. Principles of Accounting I

3 hours

This is an introduction to the basic accounting model and the framework for developing financial statements. The major focus is on the study of generally accepted accounting principles as they apply to the measurement of income and the presentation of a firm's financial position. (Normally offered each semester.)

32. Principles of Accounting II

3 hours

The role of accounting in the formation and capitalization of corporations is studied. Other topics include cash flow, analysis and interpretation of financial statements, and basic managerial accounting.

Prerequisite(s): Grade of "C-" or better in Accounting 31. (Normally offered each semester.)

111. Intermediate Accounting I

3 hours

A study of accounting theory and procedure and the preparation of financial statements for corporations. Subjects include present value concepts and the measurement, recording, and presentation of cash receivables, inventory, income, fixed assets, and intangible asset transactions.

Prerequisite(s): Grade of "C-" or better in Accounting 32 or permission of the instructor.

(Normally offered each fall semester.)

112. Intermediate Accounting II

3 hours

A continuation of Accounting 111 that includes a study of long-term liabilities, stockholders' equity transactions, and preparation of the cash flow statement.

Prerequisite(s): Grade of "C-" or better in Accounting 111. (Normally offered each spring semester.)

128. Cost Accounting

3 hours

A study of methods used in allocating costs and expenses to operations. The course involves the comparison of cost data with predetermined budgets and standards. Prerequisite(s): Grade of "C-" or better in Accounting 32 or permission of the instructor.

(Normally offered each fall semester.)

144. Accounting Information Systems

3 hours

Focuses on the collecting, processing, and communicating financial information in an organization. An entity's processing cycles are studied. Students receive hands-on experience with manual and computerized accounting applications, including spreadsheets.

Prerequisite(s): Grades of "C-" or better in Accounting 31, 32, and Business Administration 109 or Computer Science 10 or equivalent.

(Normally offered each spring semester.)

230. Managerial Accounting

3 hours

This course studies advanced topics in providing and utilizing accounting information in the planning and controlling of business operations, in costing products or services, and in providing quality to customers. Students also study how this information is utilized to create value through improved decision-making from decisions regarding inventory to profitability analysis to long-term capital investments. This course also studies the use of financial information, as well as non-financial information, to evaluate business performance, strategy, and implementation. Prerequisite(s): Grade of "C-" or better in Accounting 128 or permission of the instructor.

(Normally offered each spring semester.)

240. Individual Federal Tax Accounting

3 hours

An introduction to Federal Income Tax laws through the study of the tax law, regulations, and procedures that apply to individual taxpayers. This course provides a basic understanding of the Federal Income Tax code and of tax compliance as it relates to individual taxpayers. Prerequisite(s): Grade of "C-" or better in Accounting 32 or permission of the instructor.

(Normally offered each fall semester.)

241. Corporate Federal Tax Accounting

3 hours

A study of the tax law, regulations and procedures that apply to corporations and partnerships. This course also studies more advanced topics in individual and corporate Federal tax law.

Prerequisite(s): Grade of "C-" or better in Accounting 240. (Normally offered each spring semester.)

242. Auditing

3 hours

This course provides an overview of the auditing profession and studies the various types of audit reports. Ethics and professionalism are discussed in the framework of the Code of Professional Conduct for Certified Public Accountants. Concepts such as materiality, audit risk, and evidence are visited, as well as audit planning, internal control, and workpaper documentation. The concept of audit sampling is introduced. Auditing applications to the various business cycles and financial statement accounts are explored.

Prerequisite(s): Grade of "C-" or better in Accounting 112 or permission of the instructor.

(Normally offered each spring semester.)

243. Advanced Accounting

3 hours

Students learn accounting issues related to corporate expansion and prepare financial statements for consolidated entities. International accounting standards, foreign currency, and partnerships are also studied. Additionally, at least 25% of the course focuses on accounting for government and not-for-profit organizations.

Prerequisite(s): Grade of "C-" or better in Accounting 112. (Normally offered each fall semester.)

290. Selected Topics

3 hours

A topical course designed to investigate relevant subject matter not included in any standard courses. The title and the content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

295. Independent Study

1, 2, or 3 hours

This is a research course. The student intitially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives fo the department. Independent study may duplicate courses described in the catalog.

Prerequisite(s): Senior standing or permission of the department chair.

297. Accounting Internship

3 hours

Each student must work with the department intern coordinator to obtain an accounting-related internship related to the specific area of emphasis or interest of the student. This course presents each student the opportunity for work-related application of accounting. Under special circumstances, a second internship may be taken for credit with the approval of the business department chair and the internship coordinator. P/F only.

Prerequisite(s): Second semester junior or senior standing and permission of the department coordinator. (Normally offered each semester.)

Courses in Business Administration

100. Principles of Management

3 hours

An introduction to management theory and practice. Students explore the history of management and the environment in which managers operate. Classroom discussion focuses on the basic managerial functions of planning, organizing, leading, and controlling.

(Normally offered each semester.)

109. Spreadsheet Applications

0 hours

This course is an introduction to spreadsheet applications for business, economics, and accounting. Emphasis will be placed on spreadsheet basics such as creating, organizing, and linking worksheets; editing and formating cells; entering data; creating simple formulas; using simple functions (e.g., average, sum, fill, etc.); and, with the Excel Chart Wizard, creating basic graphs. Students will gain a fundamental understanding of spreadsheets and their functionality as preparation for business, economics, and accounting courses. P/F only.

Prerequisite(s): Departmental major or minor. (Normally offered each semester.)

110. Business and Economic Statistics

3 hours

An introduction to descriptive and inferential statistics. Topics include gathering, organizing, interpreting, and presenting data with emphasis on hypothesis testing as a method for decision making in the fields of business and economics. Procedures examined include z-tests, t-tests, ANOVAs, correlation, and simple regression.

Prerequisite(s): Demonstrated proficiency in high school algebra and Business Administration 109 or permission of the instructor.

(Normally offered each semester.)

115. Principles of Marketing

3 hours

Students examine the role of marketing in society with an introduction to the fundamentals of strategic marketing planning and the development of the marketing mix. Topics include buyer behavior, market segmentation, distribution, pricing policies, communication strategies, and product development.

(Normally offered each semester.)

150. Business Communication

3 hours

This course will review the basics of effective oral and written communication and apply these basics to business writing and presentations. A variety of individual and collaborative projects, including memos, letters, and reports, will emphasize the process of drafting, revising, and editing business communications.

Prerequisite(s): Second semester sophomore or junior standing and departmental major or minor.

(Normally offered each semester.)

190. Selected Topics

3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title and content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

201. Quantitative Methods

3 hours

This course will review modern quantitative methods used in decision making. The intent is to expose the student to various modeling techniques and to apply these techniques using Excel. Topics include linear programming, regression analysis, goal programming, and simulation models.

Prerequisite(s): Grades of "C-" or better in Business Administration 110 and Mathematics 10 or higher, and a working knowledge of spreadsheets.

(Normally offered each semester.)

204. Financial Management

3 hour

Students are introduced to financial management of proprietorships, partnerships, and corporations. Concepts of risk and return, time value of money, and stock and bond valuation are analyzed from a quantitative approach and applied throughout the course. Additional topics covered are the cost of capital as related to discounted cash flow, capital budgeting, and strategic financing decisions. A project consisting of several spreadsheet applications will be utilized in order to expose students to their potential for financial analysis. Topics covered include: basic financial statements, financial ratio analysis, time value of money, valuation and rates of return, the cost of capital, and capital budgeting. Prerequisite(s): Junior standing and grades of "C-" or better in Economics 53, Accounting 32 and Math 10 or higher, or permission of the instructor.

(Normally offered each semester.)

205. International Finance

3 hours

This course covers the basic concepts and practices used in the field of international finance including differences in both customs and operating procedures between the United States and its trading partners. The focus will be on the international monetary system and emphasis on the role of international finance in multinational corporations, financing foreign operations, foreign investment analysis, country risk analysis, government currency controls, exchange rates, and arbitrage.

Prerequisite(s): Grades of "C-" or better in Economics 53 and 54.

(Normally offered each spring semester.)

206. Investments

3 hours

Students are provided with a background in investments, including the types of securities available to investors today in the money and capital markets and the security markets where they are traded. Fixed income and equity securities are analyzed from a quantitative perspective. Additional topics include various approaches to common stock analysis and open and closed-end investment companies. This course also requires students to manage funds for the University's endowment.

Prerequisite(s): Grade of "C-" or better in Business Administration 204 or permission of the instructor. (Normally offered each fall semester.)

208. Bank Management

3 hours

Students will examine bank management from a practical perspective. This includes the organization of the banking system, the evolution of bank regulations, and the perspectives of bankers and regulators toward these rules. Trends in banking and its competition and liquidity, loan, and investment management will also be studied. Students will discover the unique challenges confronting managers of commercial banks as they operate within various competitive markets.

Prerequisite(s): Grade of "C-" or better in Business Administration 204.

(Normally offered each fall semester.)

210. Advanced Financial Seminar

3 hours

A three-part seminar dealing with corporate finance, investments, and bank management. This course is considered to be the final course prior to job entry for a student who wishes to pursue a career in finance. This course also requires students to manage funds for the University's endowment.

Prerequisite(s): Grade of "C-" or better in Business Administration 204 or permission of the instructor. (Normally offered each spring semester.)

211. Business Law I

3 hours

A study of the general principles of law as they apply to daily transactions and a consideration of such subjects as contracts, bailments, negotiable instruments, and personal and real property. This is the required course for both Business Administration and Accounting majors. Prerequisite(s): Junior standing or permission of the instructor. (Normally offered each semester.)

212. Business Law II

3 hours

A survey of legal principles applicable to the business entity, with emphasis upon corporate bankruptcy and reorganization. Specifically designed to meet the needs of accounting students, prelaw students, and students who plan to attend graduate school. This course does not fulfill the Business Law requirement for Business Administration majors.

Prerequisite(s): Junior standing or permission of the instructor.

(Normally offered each spring semester.)

215. Production and Operations Management

3 hours

In this course students examine the organization's production function – planning and controlling the transformation of resources into goods and services. Using both a strategic and an operational perspective, this course includes discussions and applications in both the manufacturing and service sectors. Topics include forecasting, production processing, resource allocation, critical path analysis, inventory control techniques, and total quality management.

Prerequisite(s): Grades of "C-" or better in Business Administration 100 and 110.

225. Organizational Behavior

3 hours

This course provides a conceptual framework for understanding behavior within the organization. Students explore behavior at the individual, group, and organizational levels. Units of analysis include personality, leadership, conflict, motivation, power, and politics.

Prerequisite(s): Grade of "C-" or better in Business Administration 100 or permission of the instructor.

(Normally offered each fall semester.)

226. Marketing Management

3 hours

This course is taught from the leader's decision-making perspective with an emphasis on the marketing manager's role in the development and analysis of goal-oriented marketing strategies. Students explore how marketing decisions impact the overall development including market research, promotion, pricing, distribution, and competitive strategies.

Prerequisite(s): Grade of "C-" or better in Business Administration 115.

(Normally offered each fall semester.)

227. Consumer Behavior

3 hours

Application of behavioral science theories, concepts, methods, and research findings to the understanding and prediction of consumer behavior as the basis for decision making by marketing managers. Designed to provide additional insight into sociological, psychological, and environmental factors affecting the consumer decision process and their importance to marketing strategies.

Prerequisite(s): Grade of "C-" or better in Business Administration 115.

(Normally offered each spring semester.)

228. International Marketing

3 hours

This course provides an investigation of the opportunities and challenges facing American companies seeking to expand their markets across international boundaries. Analysis includes a study of international marketing barriers, cultural patterns, adapting the product line to international markets, selecting of channels of distribution, pricing strategies, and international communication strategies.

Prerequisite(s): Grade of "C-" or better in Business Administration 115.

(Normally offered each fall semester.)

229. Promotional Strategy

3 hours

Focuses on developing the appropriate mix of promotional tools used in marketing communications, including advertising, sales promotions, public relations, sponsorship, point of purchase, and personal selling. Examines the relationship of promotional strategies to the communication process. Students develop an integrated marketing communications plan for an area business.

Prerequisite(s): Grade of "C-" or better in Business Administration 115.

(Normally offered each spring semester.)

231. Human Resource Management

3 hours

An in-depth study of current policies and problems in human resource management. Subjects include human resource planning, recruiting, selection, training, management development, compensation, discipline, labor relations, equal employment opportunity laws/regulations, and human resource management policies.

Prerequisite(s): Junior standing or permission of the instructor. (Normally offered each semester.)

235. Advanced Human Resource Management

3 hours

Labor legislation, labor trends, and many controversial and contemporary human resource management problems are explored. The course is taught by case method along with lecture and general discussion of selected topics related to current personnel problems and trends. The cases used are designed to demonstrate the student's ability to apply sound human resource management concepts and principles in arriving at effective and workable solutions to complex contemporary problems. Prerequisite(s): Grade of "C-" or better in Business Administration 231.

(Normally offered each fall semester.)

239. Business Ethics

3 hours

This course investigates ethical issues and moral dilemmas found in the modern business arena. The conflict between an organization's economic performance and its social obligations are studied. Various economic theories, legal regulations and philosophic doctrines are discussed. Contemporary Western moral philosophy, historic and contemporary Christian ethics, and social theory provide a context for the course. Case studies are integrated throughout the semester.

(Normally offered each spring semester.)

247. Collective Bargaining

3 hours

This course presents collective bargaining as an agreement making, an agreement administering, and an agreement enforcing action between labor and management. Collective bargaining principles are analyzed through lectures, class discussion, and guest speakers. Application of these principles is provided during the last portion of the semester through the actual bargaining of a labor contract.

Prerequisite(s): Junior standing and grade of "C-" or better in Business Administration 231 or permission of the instructor.

(Normally offered each spring semester.)

248. Small Business Management

3 hour

Students use multidisciplinary business skills to identify, analyze, and execute practical management solutions to the various problems and opportunities of a small business enterprise. The major project is preparation of an actual business plan. Lectures and guest speakers from the community help provide students a clearer understanding of the link between theoretical studies and the practical world of business.

Prerequisite(s): Junior standing and grades of "C-" or better in Accounting 31, Business Administration 100 and 115, or permission of the instructor. (Normally offered each spring semester.)

249. Strategic Management

3 hours

This course integrates all prior accounting, business, and economics courses as final preparation for the student's entry into the business world or graduate studies. Case studies and computer simulations are utilized to enable students to gain an understanding of business operations and the application of business principles.

Prerequisite(s): Senior standing Business Administration, Accounting, or Economics majors, Business Administration 109, and grades of "C-" or better in Accounting 31, 32, Economics 53, 54, and Business Administration 100 and 115, or permission of the instructor.

(Normally offered each semester.)

290. Selected Topics

3 hours

A topical course designed to investigate relevant subject matter not included in any of the standard courses. The title and content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

295. Independent Study

1, 2, or 3 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the st dent's work is filed in the archives of the department. Independent study may not duplicate courses described in the catalog.

Prerequisite(s): Senior standing or permission of the department chair.

297. Business Internship

3 hours

Each student must work with the department intern coordinator to obtain a business-related internship related to the specific area of emphasis or interest of the student. This course presents each student the opportunity for work-related application of business interest. Under special circumstances, a second internship may be taken for credit with the approval of the business department chair and the internship coordinator. P/F only.

Prerequisite(s): Second semester junior or senior standing and permission of the department internship coordinator. (Normally offered each semester.)

Courses in Economics

53. Macroeconomic Principles

3 hours

An examination of the macroeconomic theories, problems, and policies of the U.S. economy. Topics include supply and demand, a description of the main sectors of the economy, and the role of government in stabilizing the economy with monetary and fiscal policies. (Normally offered each semester.)

54. Microeconomic Principles

3 hours

An examination of the microeconomic theories, problems, and policies of the U.S. economy. Topics include the theory of the firm, market structures, and current economic issues such as income distribution, antitrust policy, poverty, the farm problem, and international trade. Prerequisite(s): Economics 53 strongly recommended. (Normally offered each semester.)

102. Money and Banking

3 hours

A study of the nature and function of money, monetary theory and policy, and financial institutions; and a survey of the historical developments that have affected the U.S. monetary system.

Prerequisite(s): Grade of "C-" or better in Economics 53.

110. Business and Economic Statistics

3 hours

An introduction to descriptive and inferential statistics. Topics include the gathering, organizing, interpreting, and presenting of data with emphasis on hypothesis testing as a method for decision making in the fields of business and economics. Procedures examined include ztests, t-tests, ANOVAs, correlation, and simple regression.

Prerequisite(s): Demonstrated proficiency in high school algebra or permission of the instructor.

Prerequisite or corerequisite: Business Administration 109. (Normally offered each semester.)

155. Microeconomic Theory

3 hours

A study of the mechanisms by which resources are allocated in a market economy, the effects of imperfect competition upon resource allocation, and the pricing and employment of inputs.

Prerequisite(s): Grade of "C-" or better in Economics 54. (Normally offered each fall semester.)

156. Macroeconomic Theory

3 hours

A study of the concepts and measurement of national income, including an analysis of the forces determining the level of national income and employment, the price level, and the rate of economic growth.

Prerequisite(s): Grade of "C-" or better in Economics 53. (Normally offered each spring semester.)

190. Selected Topics

3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title and content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

209. Public Finance

3 hours

A study of local, state, and national revenues and expenditures in the U.S. economy and their subsequent effects upon the economy, with emphasis on public policy and current issues such as Medicare and Social Security. Prerequisite(s): Grades of "C-" or better in Economics 53 and 54.

(Normally offered alternate spring semesters.)

215. Environmental Economics

3 hours

This course allows students to investigate resource scarcity, the energy problem, and alternatives for the future. Emphasis is placed on benefits and costs of environmental preservation and the contribution that the economics discipline makes toward the solution of environmental problems. Selected current problems are integrated throughout the course.

Prerequisite(s): Grade of "C-" or better in Economics 54 or permission of the instructor.

251. Labor Economics

3 hours

An analysis of labor theory and the labor force including an examination of occupational wage differentials, women in the labor force, investment in human capital, racial discrimination in employment, and the impact of labor unions.

Prerequisite(s): Grade of "C-" or better in Economics 54 or permission of the instructor.

253. Comparative and Transitional Economic Systems

3 hours

A critical analysis of the various real and theoretical economic systems of capitalism and socialism. Specific countries' systems are examined within a contemporary framework.

Prerequisite(s): Junior standing and grade of "C-" or better in Economics 53, or permission of the instructor.

255. Industrial Organization

3 hours

A study of the structure, conduct, and performance of U.S. industry. Emphasis is placed on the relationship between the elements of market structure and their effect on both the conduct and performance of the modern corporation. The evolution of public policy in relationship with the corporation is emphasized, particularly in the form of antitrust laws.

Prerequisite(s): Junior standing and grade of "C-" or better in Economics 54 or permission of the instructor.

257. International Trade

3 hours

A study of the theory of international trade, commercial policy, international monetary affairs, and institutions for international economic stability and development. Prerequisite(s): Junior standing and grade of "C-" or better in Economics 54 or permission of the instructor.

258. Economic Development

3 hours

A seminar on the problems of developing nations, using primarily Latin American examples to gain insight into the reasons why poverty persists alongside spectacular affluence. Economic justice Is a primary focus. Topics will include the role of gender, transnational corporations, foreign aid, and various proposals to promote change and development, using an interdisciplinary approach. Prerequisite(s): Junior standing and grade of "C-" or better in Economics 53 or permission of the instructor. (Normally offered every other spring semester.)

261. Economic Viewpoints

3 hours

An analysis of the various economic philosophies that have arisen from Western European and North American experiences. The senior comprehensive requirement may be met in this course by completion of a thesis satisfying departmental guidelines.

Prerequisite(s): Grade of "C-" or better in Economics 54 or permission of the instructor.

272. Contemporary Economic Problems of the World

3 hours

A course in which selected current topics are studied in depth. The topics could range from local to international economic problems. Extensive use of selected resource materials is required.

Prerequisite(s): Grade of "C-" or better in Economics 54 or permission of the instructor.

290. Selected Topics

3 hours

A topical course designed to investigate relevant subject matter not included in any of the standard courses. The title and content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

295. Independent Study

1. 2. or 3 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives of the department. Independent study may not duplicate courses described in the catalog.

Prerequisite(s): Senior standing or permission of the department chair.

297. Economics Internship

3 hours

Each student must work with the department intern coordinator to obtain an economics-related internship. This course gives opportunity for practical application of theoretical principles learned in the classroom. Under special circumstances, a second internship may be taken for credit with the approval of the business department chair and the internship coordinator. P/F only.

Prerequisite(s): Senior standing or permission of the internship coordinator.

(Normally offered each semester.)

Accounting Major Sample Course Schedules

First Year	
Fall Semester	
ACCT 31: Principles of Accounting I	
•IDS 1: Liberal Arts Seminar	
•COMM 1: Fundamentals of Speech	3 hrs
Math requirement or	
General Education	6-8 hrs
	15-17 hrs
Spring Semester	
ACCT 32: Principles of Accounting II	3 hrs
ECON 53: Microeconomic Principles	
•ENG 1: English Language and Writing.	
•HHP 15: Health and Wellness	
General Education or Electives	
	14-17 hrs
	17 17 111.
Const Voss	
Second Year	
Fall Semester	
ACCT 111: Intermediate Accounting I	
ACCT 128: Cost Accounting	3 hrs

Fall Semester		
ACCT 111: Intermediate Accounting I	3 h	ırs
ACCT 128: Cost Accounting	3 h	ırs
BUSAD 100: Principles of Management or		
Elective	3 h	ırs
BUSAD 109: Spreadsheet Applications	0 h	ırs
BUSAD 110: Business & Economics		
Statistics	3 h	ırs
ECON 54: Microeconomic Principles	3 h	ırs
General Education or Elective	0-3 h	ırs
	18 h	ırs

Spring Semester

mg semester	
ACCT 112: Intermediate Accounting II	3 hrs.
ACCT 144: Accounting Information System	ns
or ACCT 230: Managerial Accounting.	3 hrs.
BUSAD 115: Marketing	3 hrs.
ENG 101: Masterpieces of Literature	3 hrs.
BUSAD 150: Business Communication	3 hrs.
	15 hrs

The Nebraska State Board of Public Accountancy requires 150 hours of approved college coursework to be eligible to take the CPA exam. By completing NWU's accounting major and taking additional coursework to earn 150 hours, a student will meet Nebraska's education requirement for the CPA exam.

Business Administration Major

Sample Course Schedules

First Vanu
First Year
Fall Semester
ACCT 31: Principles of Accounting I3 hrs.
•IDS 1: Liberal Arts Seminar3 hrs.
•COMM 1: Fundamentals of Speech3 hrs.
General Education or Electives6-7 hrs.
15-16 hrs.
Spring Semester
ACCT 32: Principles of Accounting II hrs.
ECON 53: Macroeconomic Principles3 hrs.

•ENG 1: English Language and Writing......3 hrs. •HHP 15: Health and Wellness.....2 hrs. Math requirement3-5 hrs.

14-16 hrs.

Second Year
Fall Semester
BUSAD 100: Management or
General Education course3 hrs.
BUSAD 109: Spreadsheet Applications hrs.
BUSAD 110: Business and
Economic Statistics3 hrs.
ECON 54: Microeconomics3 hrs.
Masterpieces of Literature3 hrs.
General Education or
Emphasis Requirement3 hrs.
15 hrs.
Cambra Canada
Spring Semester
BUSAD 115: Principles of Marketing3 hrs.
Departmental Emphasis Requirements3-9 hrs.
Departmental Mathematics
Requirement3-4 hrs.
General Education or Electives0-6 hrs.
15-18 hrs.

The following courses should be completed by the end of the second year: ACCT 31 and 32, BUSAD 100, 109, 110, and 115, and ECON 53, 54.

Economics MajorSample Course Schedules

First Year Fall Semester ACCT 31: Principles of Accounting I hrs. ECON 053: Macroeconomics3 hrs. •IDS 1: Liberal Arts Seminar......3 hrs. •COMM 1: Fundamentals of Speech hrs. General Education or Electives3-4 hrs. 15-16 hrs. Spring Semester ACCT 32: Principles of Accounting II hrs. ECON 54: Microeconomic Principles...... hrs. •ENG 1: English Language and Writing......3 hrs. •Mathematics Requirement.....3-4 hrs. •HHP 15: Health and Wellness.....2 hrs. 14-15 hrs Second Year Fall Semester BUSAD 109: Spreadsheet Applications......0 hrs. ECON 110: Business and Economic Statistics3 hrs. •Masterpieces of Literature3 hrs. Supporting Requirements0-3 hrs. General Education or Electives3-8 hrs. 15-17 hrs. Spring Semester ECON 156: Macroeconomic Theory hrs. Supporting Requirements3-9 hrs. General Education or Electives3-12 hrs. 15-18 hrs.

International Business Major

Sample Course Schedules

First Year		
Fall Semester		
ACCT 31: Principles of Accounting I	3	hrs.
•IDS 1: Liberal Arts Seminar	3	hrs.
•COMM 1: Fundamentals of Speech	3	hrs.
Language Requirement	3-4	hrs.
General Education or Elective	3	hrs.
	15-16	hrs.
Spring Semester		
ACCT 32: Principles of Accounting II	3	hrs.
ECON 53: Macroeconomic Principles	3	hrs.
•ENG 1: English Language and Writing	3	hrs.
•HHP 15: Health and Wellness	2	hrs.
Language Requirement	3-4	hrs.
	14-15	hrs.
Second Year		
Fall Schedule		
BUSAD 100: Management	3	hrs.
BUSAD 109: Spreadsheet Applications.		
BUSAD 110: Business and		
Economic Statistics	3	hrs.
ECON 54: Microeconomics	3	hrs.
Masterpieces of Literature	3	hrs.
Language Requirement	3-4	hrs.
	15-16	hrs.
Spring Schedule		
BUSAD 115: Marketing	3	hrs.
Mathematics Requirement	3-4	hrs.
Language Requirement or General		
Education	3-4	hrs.
General Education and International		

Perspective5-7 hrs.

14-18 hrs.

[•]The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

BUSINESS

University College – Wesleyan Advantage Program

Lincoln: Burt Hall 402.465.2337 Omaha: Omaha Advantage Office 402.827.3555

Program Liason with the College of Liberal Arts and Sciences:

Courtney C. Baillie, Ph.D.

Advisors for Program:

Jane Wobig, Lincoln Laura Gravatt, Omaha

Degree

Bachelor of Business Administration

B.B.A. requirements (37 hrs.)

Pro 001 Writer's Workshop	ı nr.
Bus 1 and 2 Accounting 1 and 2	6 hrs.
Bus 10 and 11	
Macro and Microeconomics	6 hrs.
Bus 105 Management	3 hrs.
Bus 106 Statistics for Business	3 hrs.
Bus 107 Marketing	3 hrs.
Bus 240 Finance	
Bus 251 Business Law 1	3 hrs.
Select one course from the following:	
(Bus 260, 265, 270 or 150)	3 hrs.
Select one 200-level business course	
not used above	3 hrs.
Senior Comprehensive:	
Bus 280 Business Strategy	3 hrs.

Twelve hours of the above requirements must be upper-level and from NWU. BBA students must also complete a program-approved mathematics course and a program-approved computer science course. A program-approved supporting program with a minimum of 24 hours is required.

Courses in Business

001. Accounting 1

3 hours

This is an introduction to the basic accounting model and the framework for developing financial statements. The major focus is on the study of generally accepted accounting principles as they apply to the measurement of income and the presentation of a firm's financial position.

002. Accounting 2

3 hours

The role of accounting in the formation and capitalization of corporations is studied. Other topics include cash flow, analysis and interpretation of financial statements, and basic managerial accounting.

Prerequisite(s): Business 001.

010. Macroeconomics

3 hours

An examination of the macroeconomic theories, problems, and policies of the U.S. economy. Topics include supply and demand, a description of the main sectors of the economy, and the role of government in stabilizing the economy with monetary and fiscal policies.

011. Microeconomics

3 hours

An examination of the microeconomic theories, problems, and policies of the U.S. economy. Topics include the theory of the firm, market structures, and current economic issues such as income distribution, antitrust policy, poverty, the farm problem, and international trade. Prerequisite(s): Business 010 strongly recommended.

101. Intermediate Accounting 1

3 hours

A study of accounting theory and procedure and the preparation of financial statements for corporations. Subjects include present value concepts and the measurement, recording, and presentation of cash receivables, inventory, income, fixed assets, and intangible asset transactions.

Prerequisite(s): Business 002 or permission of the instructor.

102. Intermediate Accounting 2

3 hours

A continuation of Accounting 111 that includes a study of long-term liabilities, stockholders' equity transactions, and preparation of the cash flow statement.

Prerequisite(s): Business 101.

103. Spreadsheet Applications

0 hours

This course is an introduction to spreadsheet applications for business, economics, and accounting. Emphasis will be placed on spreadsheet basics such as creating, organizing, and linking worksheets; editing and formatting cells; entering data; creating simple formulas; using simple functions (e.g., average, sum, fill, etc.); and, with the Excel Chart Wizard, creating basic graphs. Students will gain a fundamental understanding of spreadsheets and their functionality as preparation for business, economics, and accounting courses. P/F only.

105. Management

3 hours

Students examine the process of achieving organizational goals by working with people and other organizational resources. Students explore the history of management and the environment in which managers operate. Classroom discussion focuses on the basic managerial functions of planning, organizing, leading, and controlling.

106. Statistics for Business

3 hours

An introduction to descriptive and inferential statistics. Topics include gathering, organizing, interpreting, and presenting data with emphasis on hypothesis testing as a method for decision making in the fields of business and economics. Procedures examined include z-tests, ttests, ANOVAs, correlation, and simple regression.

Prerequisite(s): Demonstrated proficiency in high school algebra or permission of the instructor.

Prerequisite or corerequisite: Business 103.

107. Marketing

3 hours

Students examine the role of marketing in society with an introduction to the fundamentals of strategic marketing planning and the development of the marketing mix. Topics include buyer behavior, market segmentation, distribution, pricing policies, communication strategies, and product development.

152. Money & Banking

3 hours

A study of the nature and function of money, monetary theory and policy, and financial institutions; and a survey of the historical developments that have affected the U.S. monetary system. *Prerequisite(s):Business 010.*

155. Business Communication

3 hours

This course will review the basics of effective oral and written communication and apply these basics to business writing and presentations. A variety of individual and collaborative projects, including memos, letters, and reports, will emphasize the process of drafting, revising, and editing business communications.

Prerequisite(s): Sophomore or junior standing.

160. Cost Accounting

3 hours

A study of methods used in allocating costs and expenses to operations. The course involves the comparison of cost data with predetermined budgets and standards. Prerequisite(s): Business 002 or permission of the instructor.

190. Selected Topics

3 hour

A topical course designed to investigate relevant subject matter not included in any of the standard courses. The title and content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

195. Independent Study

1, 2, or 3 hours

This is a research course. The student initially meets with the advisor to select a faculty resource person to guide his or her work and assist in an advisory capacity. Independent study may not duplicate courses described in the catalog.

240. Finance

3 hours

Students are introduced to financial management of proprietorships, partnerships, and corporations. Concepts of risk and return, time value of money, and stock and bond valuation are analyzed from a quantitative approach and applied throughout the course. Additional topics covered are the cost of capital as related to discounted cash flow, capital budgeting, and strategic financing decisions. A project consisting of several spreadsheet applications will be utilized in order to expose students to their potential for financial analysis. Topics covered include: basic financial statements, financial ratio analysis, time value of money, valuation and rates of return, the cost of capital, and capital budgeting.

Prerequisite(s): Business 001, 010, junior standing, and Math 10 or higher, or permission of the instructor.

241. International Finance

3 hours

This course covers the basic concepts and practices used in the field of international finance including differences in both customs and operating procedures between the United States and its trading partners. The focus will be on the international monetary system and emphasis on the role of international finance in multinational corporations, financing foreign operations, foreign investment analysis, country risk analysis, government currency controls, exchange rates, and arbitrage.

Prerequisite(s): Business 010 and 011.

242. Investments

3 hours

Students are provided with a background in investments, including the types of securities available to investors today in the money and capital markets and the security markets where they are traded. Fixed income and equity securities are analyzed from a quantitative perspective. Additional topics include various approaches to common stock analysis and open and closed-end investment companies.

Prerequisite(s): Business 240 or permission of the instructor.

243. Bank Management

3 hour

Students will examine bank management from a practical perspective. This includes the organization of the banking system, the evolution of bank regulations, and the perspectives of bankers and regulators toward these rules. Trends in banking and its competition and liquidity, loan, and investment management will also be studied. Students will discover the unique challenges confronting managers of commercial banks as they operate within various competitive markets.

Prerequisite(s): Business 240.

244. Advanced Financial Seminar

3 hour

A three-part seminar dealing with corporate finance, investments, and bank management. This course is considered to be the final course prior to job entry for a student who wishes to pursue a career in finance.

Prerequisite(s): Business 240 or permission of the instructor.

251. Business Law 1

3 hours

A study of the general principles of law as they apply to daily transactions and a consideration of such subjects as contracts, bailments, negotiable instruments, and personal and real property. This is the required course for both Business Administration and Accounting majors. *Prerequisite(s): Junior standing or permission of the instructor.*

252. Business Law 2

3 hours

A survey of legal principles applicable to the business entity, with emphasis upon corporate bankruptcy and reorganization. Specifically designed to meet the needs of accounting students, prelaw students, and students who plan to attend graduate school. This course does not fulfill the Business Law requirement for Business majors. Prerequisite(s): Junior standing or permission of the instructor.

255. Managerial Accounting

3 hours

This course studies advanced topics in providing and utilizing accounting information in the planning and controlling of business operations, in costing products or services, and in providing quality to customers. Students also study how this information is utilized to create value through improved decision-making from decisions regarding inventory to profitablity analysis to long-term capital investments. This course also studies the use of financial information, as well as non-financial information, to evaluate business performance, strategy, and implementation. *Prerequisite(s): Business 160 or permission of the instructor.*

260. Operations Management

3 hours

In this course students examine the organization's production function – planning and controlling the transformation of resources into goods and services. Using both a strategic and an operational perspective, this

course includes discussions and applications in both the manufacturing and service sectors. Topics include forecasting, production processing, resource allocation, critical path analysis, inventory control techniques, and total quality management.

Prerequisite(s): Business 105 and 106.

265. Behavior in Organizations

3 hours

This course provides a conceptual framework for understanding behavior within the organization. Students explore behavior at the individual, group, and organizational levels. Units of analysis include personality, leadership, conflict, motivation, power, and politics.

Prerequisite(s): Business 105.

266. Marketing Management

3 hours

This course is taught from the leader's decision-making perspective with an emphasis on the marketing manager's role in the development and analysis of goal-oriented marketing strategies. Students explore how marketing decisions impact the overall development including market research, promotion, pricing, distribution, and competitive strategies.

Prerequisite(s): Business 107.

267. Consumer Behavior

3 hours

Application of behavioral science theories, concepts, methods, and research findings to the understanding and prediction of consumer behavior as the basis for decision making by marketing managers. Designed to provide additional insight into sociological, psychological, and environmental factors affecting the consumer decision process and their importance to marketing strategies.

Prerequisite(s): Business 107.

268. International Marketing

3 hours

This course provides an investigation of the opportunities and challenges facing American companies seeking to expand their markets across international boundaries. Analysis includes a study of international marketing barriers, cultural patterns, adapting the product line to international markets, selections of channels of distribution, pricing strategies, and international communication strategies.

Prerequisite(s): Business 107.

269. Promotional Strategy

3 hours

Focuses on developing the appropriate mix of promotional tools used in marketing communications, including advertising, sales promotions, public relations, sponsorship, point of purchase, and personal selling. Examines the relationship of promotional strategies to the communication process. Students develop an integrated marketing communications plan for an area business.

Prerequisite(s): Business 107.

270. Human Resources/Personnel

3 hours

An in-depth study of current policies and problems in human resource management. Subjects include human resource planning, recruiting, selection, training, management development, compensation, discipline, labor relations, equal employment opportunity laws/regulations, and human resource management policies.

Prerequisite(s): Junior standing or permission of the instructor.

271. Advanced Human Resources/Personnel

3 hours

Labor legislation, labor trends, and many controversial and contemporary human resource management problems are explored. The course is taught by case method along with lecture and general discussion of selected topics related to current personnel problems and trends. The cases used are designed to demonstrate the student's ability to apply sound human resource management concepts and principles in arriving at effective and workable solutions to complex contemporary problems. *Prerequisite(s): Business 270.*

272. Ethics in Business

3 hours

This course investigates ethical issues and moral dilemmas found in the modern business arena. The conflict between an organization's economic performance and its social obligations are studied. Various economic theories, legal regulations and philosophic doctrines are discussed. Contemporary Western moral philosophy, historic and contemporary Christian ethics, and social theory provide a context for the course. Case studies are integrated throughout the semester.

273. Collective Bargaining

3 hours

This course presents collective bargaining as an agreement making, an agreement administering, and an agreement enforcing action between labor and management. Collective bargaining principles are analyzed through lectures, class discussion, and guest speakers. Application of these principles is provided during the last portion of the semester through the actual bargaining of a labor contract.

Prerequisite(s): Business 270 and junior standing or permission of the instructor.

274. Small Business Management

3 hours

Students use multidisciplinary business skills to identify, analyze, and execute practical management solutions to the various problems and opportunities of a small business enterprise. The major project is preparation of an actual business plan. Lectures, cases, and guest speakers from the community help provide students a clearer understanding of the link between theoretical studies and the practical world of business.

Prerequisite(s):Business 001, 105 and 107, and junior standing or permission of the instructor.

280. Business Strategy

3 hours

This course integrates all prior accounting, business, and economics courses as final preparation for the student's entry into the business world or graduate studies. Case studies and computer simulations are utilized to enable students to gain an understanding of business operations and the application of business principles.

Prerequisite(s): Senior standing Business student, and Business 001, 002, 010, 011, 103, 105, and 107, or permission of the instructor.

290. Selected Topics

3 hours

A topical course designed to investigate relevant subject matter not included in any standard courses. The title and content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

295. Independent Study

1, 2, or 3 hours

This is a research course. The student initially meets with the advisor to select a faculty resource person to guide his or her work and assist in an advisory capacity. Independent study may not duplicate courses described in the catalog. Prerequisite(s): Senior standing or permission of the program director.

297. Internship

3 hours

Each student must work with the department intern coordinator to obtain a business-related internship related to the specific area of emphasis or interest of the student. This course presents each student the opportunity for work-related application of business interest. P/F only.

Prerequisite(s): Junior or senior standing and permission of the program director.

CHEMISTRY

Natural Sciences Division Olin Hall of Science 301 402.465.2257

Faculty

Department Chair:

David A. Treichel, Ph.D. Email: dat@nebrwesleyan.edu

Full-Time:

Pamela Arnold, Ph.D.
Nathanael L.P. Fackler, Ph.D.
Jodi M. Ryter, Ph.D.
Daniel J. Strydom, Ph. D.
(joint appointment with Forensic Science)
Mark T. Werth, Ph.D.

Emeritus:

A. Denise George, Ph.D.

Degrees

Bachelor of Arts Bachelor of Science

The Bachelor of Arts degree is for those who want a core of chemistry courses with a broader background in the liberal arts. The Bachelor of Science degree is for those who wish to emphasize their study of chemistry.

Majors

Chemistry major (B.A.,31-32 hrs.)

Chemistry 51 and 51L	4 hrs.
Chemistry 120 and 120L	4 hrs.
Chemistry 121 and 121L	4 hrs.
Chemistry 122 and 122L	4 hrs.
Chemistry 130	2 hrs.
Chemistry 221 and 221L	4 hrs.
Chemistry 242	4 hrs.
One upper-level (200-299) chemistry	
course	3 hrs.
Chemistry 293	1 hr.
Chemistry 295 or 296	1-2 hrs.

An approved supporting program of 20 hours is required and may include one or more minors. Physics 101 or 111 and 102 or 112 and Mathematics 105 are required, and Mathematics 106 is strongly recommended.

Chemistry major (B.S., 43-44 hrs.)

Chemistry 51 and 51L	4 hrs.
Chemistry 120 and 120L	4 hrs.
Chemistry 121 and 121L	4 hrs.
Chemistry 122 and 122L	4 hrs.
Chemistry 130	2 hrs.
Chemistry 221 and 221L	4 hrs.
Chemistry 222 and 222L	4 hrs.
Chemistry 231	4 hrs.
Chemistry 242	4 hrs.
Chemistry 252	4 hrs.
Chemistry 255	3 hrs.
Chemistry 293	1 hr.
Chemistry 295	1-2 hrs.

An approved supporting program of 27 hours selected from biology, computer science, modern languages, mathematics, and physics is required and may include one or more minors.

Biochemistry and Molecular Biology major (B.S., 62 hrs.)

	•
Biology 50	4 hrs.
Biology 160	4 hrs.
Biology 170	4 hrs.
Biology 283	4 hrs.
Chemistry 51 and 51L	4 hrs.
Chemistry 120 and 120L	4 hrs.
Chemistry 121 and 121L	
Chemistry 122 and 122L	
Chemistry 221 and 221L	4 hrs.
Chemistry 242	4 hrs.
Biology 281 or Chemistry 255	3 hrs.
Biology 282 or Chemistry 258	1 hr.
Chemistry 256	3 hrs.
Chemistry 293	1 hr.
Biology 295 or Chemistry 295	1 hr.
Physics 101 or 111	4 hrs.
Physics 102 or 112	4 hrs.
Mathematics 105	5 hrs.

Mathematics 106 is strongly recommended. (No separate supporting area required.)

Minor

Chemistry minor (20 hours)

Chemistry 51 and 51L4 hr	rs.
Chemistry 120 and 120L4 hr	rs.
Chemistry 121 and 121L4 hr	rs.
Chemistry 122 and 122L4 hr	s.
Elective4 hr	rs.
(200 level in Chemistry or Biochemistry with lab)

Other information

Students interested in chemical engineering can participate in the Engineering Dual-Degree Program described in the Department of Physics and Astronomy section of this catalog.

A program of study emphasizing a strong background in chemistry is available for students planning a future in medicine.

The Department of Chemistry is on the approved list of the American Chemical Society (ACS). Approval is received after an examination of curriculum, laboratory facilities, library, and staff of the department by the Committee on Professional Training of the ACS.

Students who wish to be certified as having met the minimum requirements of the American Chemical Society for professional training must complete two semesters of advanced work based on concepts and techniques developed in the "core curriculum" (those courses required for the Bachelor of Science degree in Chemistry, excluding Chemistry 293 and 295). Chemistry 252 and certain projects in Chemistry 295 will satisfy this requirement as will advanced courses in mathematics and physics. Students wishing to be certified must work closely with the department chair in developing their program of study.

Courses

NatSc 30. Introduction to Environmental Science 4 hours

An introduction to environmental science that provides an interconnected grounding in the natural sciences. Topics include energy, ecosystems, photosynthesis, biodiversity, population dynamics, air pollution, water pollution, radon/radioactivity, and hazardous waste. Laboratory activities, computer exercises, guest speakers, and multimedia presentations will also be a part of the course. When possible, the course will be team taught by faculty from at least two of the three natural science departments: Biology, Chemistry, and Physics. Three lectures per week. One three-hour lab per week.

10. Chemistry and the Human Environment 4 hours

A course designed to acquaint non-science majors with some fundamental concepts of chemistry. The course emphasizes the role of chemistry in understanding the interaction of modern society with the environment. Credit will not be given for both Chemistry 51 and Chemistry 10. Three lectures per week. One three-hour lab per week.

51. Chemical Principles

3 hours

A study of fundamental principles of chemistry including structures of atoms and molecules, periodicity, stoichiometry, reactions, solutions, gases, and thermochemistry. Three lectures per week.

51L. Chemical Principles Laboratory

1 hour

Laboratory supporting Chemical Principles. One three-hour lab per week. Prerequisite or corequisite: Chemistry 51.

53. General Chemistry

4 hours

A study of fundamental principles of chemistry including structure of atoms and molecules, periodicity, reactions, solutions, gases, and thermo-chemistry. Three lectures per week. One three-hour lab per week. This course is not intended to prepare students for further study in chemistry.

100. Introduction to Research

1 hour

An introduction to experimental research. One 3-hour lab per week.

Prerequisite(s): Permission of the instructor.

(Normally offered each spring semester.)

120. Organic Chemistry I

3 hours

A survey of the structure and reactions of carbon-containing molecules, with emphasis on compounds of biological interest.

Three lectures per week.

Prerequisite(s): Chemistry 51 and 51L with a grade of "C" or better.

120L. Organic Chemistry Laboratory

1 hour

A laboratory supporting Chemistry 120.

One 3-hour lab per week.

Corequisite: Chemistry 120.

121. Organic Chemistry II: Synthesis and Mechanisms

3 hours

A continuation of Chemistry 120. A study of reactions of importance in the synthesis and biosynthesis of carbon compounds, including reaction mechanisms and spectroscopic methods for the determination of structures. Three lectures per week.

Prerequisite(s): Chemistry 120.

121L. Organic Chemistry Laboratory

1 hour

A laboratory supporting Chemistry 121. One three- to four-hour lab per week.

Corequisite: Chemistry 121.

122. Analytical and Inorganic Chemistry

3 hours

An introduction to certain aspects of analytical and inorganic chemistry. Analytical topics include the general subject of chemical equilibrium in solution, and the classical methods of chemical analysis. Inorganic topics include descriptive inorganic chemistry, coordination chemistry, and the solid state.

122L. Analytical and Inorganic Chemistry Laboratory

1 hour

A laboratory designed to support Chemistry 122. Laboratory work is divided between quantitative chemical analysis and inorganic reactions. One three- to four-hour lab per week.

130. Organic Chemistry III: Intermediate Organic Chemistry

2 hours

Reactions, mechanisms, and the application of infrared, 1H NMR, 13C NMR, UV/Visible, and mass spectrometry to molecular structure determination are presented. Emphasis is placed on the interpretation of spectra to determine structures of organic molecules. The laboratory involves synthesis, the use of the spectrometer, and problem solving with discussion in groups One lecture and one three-hour lab per week.

Prerequisite(s): Chemistry 121.

190. Selected Topics

1. 2. 3. or 4 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit will be determined by current mutual interests of students and faculty.

Prerequisite(s): Permission of department chair. Other prerequisites to be determined.

195. Independent Study

1, 2, or 3 hours

Individual laboratory project in chemistry or biochemistry. Independent study may not duplicate courses described in the catalog.

Prerequisite(s): Permission of department chair.

196. Special Projects

1, 2, or 3 hours

Supervised work on an approved project involving subject matter not included in any of the standard courses. Projects are normally developed individually but may be arranged for organized groups. Registration should designate the area of work. Prerequisite(s): Permission of department chair.

221. Physical Chemistry I, Thermodynamics and Kinetics

3 hours

An introduction to physical chemistry consisting of fundamentals of chemical thermodynamics, chemical and physical equilibrium, and chemical kinetics presented using a calculus-based mathematical treatment. Three lectures per week.

Prerequisite(s): Chemistry 122 and Math 105.

221L. Physical Chemistry Laboratory

1 hour

Laboratory exercises in the measurement of physical and chemical properties of chemical systems. This course is designed to accompany Chemistry 221. One three-hour lab per week.

Prerequisite(s): Chemistry 122 and 122L.

Corequisite: Chemistry 221.

(Normally offered each fall semester.)

222. Physical Chemistry II, Quantum Chemistry and Spectroscopy

3 hours

An introduction to quantum chemistry and an exploration of the theoretical concepts of selected spectroscopic technique presented using a calculus-based, mathematical treatment. Three lectures per week.

Prerequisite(s): Chemistry 221 and Math 106.

222L. Physical Chemistry Laboratory

1 hour

Continuation of Chemistry 221L. The course is designed to accompany Chemistry 222.

One 3 hour lab per week.

Prerequisite(s): Chemistry 221 and 221L.

Corequisite: Chemistry 222. (Normally offered each spring semester.)

231. Inorganic Chemistry

4 hours

A survey of inorganic systems including a study of periodic trends, bonding and structure, coordination compounds, nonaqueous solvents and properties of some elements. The laboratory work consists of the preparation of assigned inorganic compounds that provide experience in some synthetic techniques. Three lectures per week. One three- to four-hour lab per week. *Prerequisite(s): Chemistry 221*.

(Normally offered each spring semester.)

242. Instrumental Methods of Analysis

4 hours

The theory and applications of the modern instrumental methods of chemical analysis. Two lectures per week. Two three-hour labs per week.

Prerequisite(s): Chemistry 221. Recommended: Physics 121.

(Normally offered each spring semester.)

252. Advanced Organic Chemistry

4 hour

Topics presented in this course are reaction mechanisms, modern synthetic methodology, and the application of molecular modelling computational methods to organic chemistry. The laboratory work includes syntheses illustrative of special techniques, experiments concerned with the determination of reaction mechanisms, use of molecular modelling and molecular orbital computational programs, and research simulation. Two lectures and two 3-hour laboratories per week.

Prerequisite(s): Chemistry 221. Math 106 strongly recommended.

255. Biochemistry

3 hours

A comprehensive introduction to the field of biochemistry that will stress the role of molecular structure and reactivity in determining biological function. The course will emphasize biochemical problem solving by the application of basic chemical principles. Three lectures per week.

Prerequisite(s): Chemistry 122 with a grade of "C" or better. A basic biology background is strongly recommended. (Normally offered each fall semester.)

256. Advanced Biochemistry

3 hours

An advanced study of selected areas of biochemistry that will include enzyme kinetics, enzyme reaction mechanisms, DNA-protein interactions, rational drug design, metal ions in biology, and other topics. In addition, the use of advanced chemical and biochemical principles in biotechnology will be explored. Three lectures per week.

Prerequisite(s): Chemistry 255 or Biology 281. (Normally offered spring of even numbered years.)

258. Biochemical Methods

1 hour

An introduction to biochemical methods used to isolate and characterize biomolecules from natural sources. A variety of analytical and physical methods, including UVvisible and NMR spectroscopies, will be used to determine structural features and to measure functional properties of the isolated biomolecules. One three-hour lab per week.

Corequisite: Chemistry 255 or Biology 281. (Normally offered each fall semester.)

290. Selected Topics

1, 2, 3, or 4 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit will be determined by current mutual interests of students and faculty.

Prerequisite(s): To be determined.

293. Chemistry Seminar

1 hour

Reading, study, and discussion of one or more major topics in chemistry with significant implications for the broader society. Students will search the chemical literature, and will make both oral and written presentations. One lecture per week.

Prerequisite(s): Upper-division standing and a major declared in the natural sciences division or permission of the instructor.

(Normally offered each fall semester.)

295. Independent Study

1 or 2 hours

Individual laboratory research project for qualified chemistry majors. A formal project report is required. Independent study may not duplicate courses described in the catalog.

Prerequisite(s): Approval of the department chair.

296. Special Projects

1 or 2 hours

Supervised work at the senior level on an appropriate project involving subject matter not included in any of the standard courses. Registration should designate the area of work. A formal project report is required.

Prerequisite(s): Approval of the department chair.

15-16 hrs.

Chemistry Major (B.A. or B.S.)

Sample Course Schedules

First Year Fall Semester	
CHEM 51: Chemical Principles	3 hrs.
CHEM 51L: Chemical Principles Lab	1 hr.
MATH 105: Calculus I	5 hrs.
•IDS 1: Liberal Arts Seminar	3 hrs.
•COMM 1: Fundamentals of Speech	3 hrs.
•HHP 15: Health and Wellness	2 hrs.
	17 hrs.
Spring Semester	
CHEM 120: Organic Chemistry I	3 hrs.
CHEM 120L: Organic Chemistry Lab	1 hr.
MATH 106: Calculus II	5 hrs.
•ENG 1: English Language and Writing	3 hrs.
General Education or Electives	3-4 hrs.

Second Year Fall Semester

CHEM 121L: Organic Chemistry Lab	1 hr
PHYS 101 or 111: Principles of Physics I	4 hrs
Masterpieces of Literature	3 hrs
General Education or Electives	4-6 hrs
	15-17 hrs
Spring Semester	
CHEM 122: Inorganic and	
Analytical Chemistry	3 hrs
CHEM 122L: Inorganic and	
Analytical Chemistry Lab	1 hr
PHYS 102 or 112. Principles of Physics II	4 hrs

CHEM 121: Organic Chemistry II......3 hrs.

Chemistry Major— Engineering Dual Degree Sample Course Schedules

CHEM 130: Organic Chemistry III......2 hrs.

General Education or Electives5-7 hrs.

First Year

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II Semester	
CHEM 51: Chemical Principles	3 hrs
CHEM 51L: Chemical Principles Lab	1 hr
MATH 105: Calculus I	5 hrs
•IDS 1: Liberal Arts Seminar	3 hrs
•COMM 1: Fundamentals of Speech	3 hrs
Elective	3 hrs
	18 hrs

Spring Semester
CHEM 120: Organic Chemistry I3 hrs.
CHEM 120L: Organic Chemistry Lab1 hr.
MATH 106: Calculus II5 hrs.
•ENG 1: English Language and Writing3 hrs.
General Education or Electives
18 hrs.
Second Year
Fall Semester
CHEM 121: Organic Chemistry II
CHEM 121L: Organic Chemistry II Lab
PHYS 101 or 1114 hrs.
Math 204: Calculus III4 hrs.
•Masterpieces of Literature3 hrs.
15 hrs.
Spring Semester
CHEM 122: Analytical and
Inorganic Chemistry3 hrs.
CHEM 122L: Analytical and
Inorganic Chemistry Lab1 hr.
PHYS 102 or 1124 hrs.
MATH 224: Differential Equations
General Education or Electives
17 hrs.
The curriculum for the dual degree is designed

The curriculum for the dual degree is designed to meet the requirements for admission to Washington University (St. Louis). You need to take 8 hours in one department of the humanities or social sciences, including at least one 200-level course. You must achieve at least a B average both overall in your math and science courses.

Note: It is imperative that you consult with the Department of Chemistry chair and with the Dual Degree Liaison Officer early in your program to assure that you take the right selection of courses.

Biochemistry and Molecular Biology (B.S.) Sample Course Schedules

First Year

Fall	l Se	me	STE

i dii Semester	
CHEM 51: Chemical Principles	3 hrs.
CHEM 51L: Chemical Principles Lab	1 hr.
BIO 50: Biology of Plants	4 hrs.
•IDS 1: Liberal Arts Seminar	3 hrs.
•COMM 1: Fundamentals of Speech	3 hrs.
General Education or Elective	3 hrs.
	17 hrs.
Spring Semester	
CHEM 120: Organic Chemistry I	3 hrs.
CHEM 120L: Organic and Chemistry Lab	1 hr.
MATH 105: Calculus I	5 hrs.
•ENG 1: English Language and Writing	3 hrs.
HHP 15: Health and Wellness	2 hrs.

General Education or Electives3-4 hrs.

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

COMMUNICATION AND THEATRE ARTS

Fine and Applied Arts Division Elder Memorial Speech and Theatre Center 402.465.2303

Faculty

Department Chair:

Rachel M. Pokora, Ph.D.

Email: rpokora@nebrwesleyan.edu

Full-Time:

Jay Scott Chipman, Ph.D. Patty Hawk, Ph.D. Karla K. Jensen, Ph.D. Joan Korte, M.F.A. Jack Parkhurst, M.F.A. Rachel M. Pokora, Ph.D. Michael Reese, M.F.A. David F. Whitt, Ph.D.

Part-Time:

Deborah Freeman, M.A.
Donna Himmelberger, M.F.A.
Joe Moser, M.F.A.
Chuck Pennington
Ashley Pennington, B.S.
Penny Reese, M.A.
Sue Schlichtemeier-Nutzman, Ph.D.
Susan Stibal, M.A.
Pam Thompson, M.A.

Staff with Teaching Responsibilities:

Wendi Zea M F A

Administrator with Teaching Responsibilities:

Sara A. Boatman, Ph.D.

Degrees

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science

Majors

All students majoring in this department are encouraged to pursue co-curricular experience through departmental organizations and activities.

Communication major (B.A., 34-36 hrs.)

Core requirements 23-24 hrs.

Communication 40 (3 hrs.)

Communication 50 (3 hrs.)

Communication 130 (3 hrs.)

Communication 150 (3 hrs.)

Communication 155 (3 hrs.)

Communication 210 (3 hrs.)

Communication 280 (3 hrs.) Communication 297 (2-3 hrs.)

Electives11-12 hrs.

Communication 103 (3 hrs.)

Communication 120 (3 hrs.)

Communication 140 (3 hrs.)

Communication 145 (3 hrs.)

Communication 149 (3 hrs.)

Communication 170 (3 hrs.)

Communication 197 (2-3 hrs.)

Communication 225 (3 hrs.)

Communication 232 (3 hrs.)

Communication 250 (3 hrs.)

Communication 260 (3 hrs.)

Communication 270 (3 hrs.)

Communication 190/290 (2-3 hrs.)

Communication 295 (1-3 hrs.)

Requirements for this major to be completed with a subject endorsement for teaching:

- -Communication 224
- —Complete the necessary teacher education courses Requirement for this major to be completed for other students:
- —Select one or more minors or a second major according to personal interests. A communication minor is not appropriate. A public relations minor may be appropriate provided at least 12 hours in this minor are not applied toward the major.

Communication Studies major (B.S., 52-54 hrs.)

This major provides opportunities to develop essential communication abilities relating to private and public sector professions. An interdisciplinary major, it prepares students for careers in business, nonprofit organizations, training and development, public relations, and related professions. A minor is not required; however, specializations permit students to emphasize preparation for entry-level positions in a variety of areas.

Communication requirements23-24 hrs.	Communication and Theatre Arts
Communication 40 (3 hrs.)	major (B.A., 54-55 hrs.)
Communication 50 (3 hrs.)	•
Communication 130 (3 hrs.)	This major prepares students to teach at the second- ary level, for graduate study in communication/theatre,
Communication 150 (3 hrs.)	for entry into professional schools or for careers in which
Communication 155 (3 hrs.)	a general education in communication and theatre may
Communication 210 (3 hrs.)	be useful.
Communication 280 (3 hrs.)	
Communication 297 (2-3 hrs.)	Required Communication courses21 hrs.
Electives11-12 hrs.	Communication 40 (3 hrs.)
Communication 103 (3 hrs.)	Communication 50 (3 hrs.)
Communication 120 (3 hrs.)	Communication 103 (3 hrs.)
Communication 140 (3 hrs.)	Communication 120 (3 hrs.)
Communication 145 (3 hrs.)	Communication 130 (3 hrs.)
Communication 160 (3 hrs.)	Communication 225 (3 hrs.)
Communication 170 (3 hrs.)	Communication 270 (3 hrs.)
Communication 197 (2-3 hrs.)	Required Theatre Arts courses31 hrs.
Communication 225 (3 hrs.)	Theatre 2 (3 hrs.)
Communication 232 (3 hrs.)	Theatre 7 (3 hrs.)
Communication 250 (3 hrs.)	Theatre 30 (3 hrs.)
Communication 260 (3 hrs.)	Theatre 31 (2 hrs.)
Communication 270 (3 hrs.)	Theatre 32 (2 hrs.)
Communication 190/290 (2-3 hrs.)	Theatre 107 (3 hrs.)
Communication 295 (1-3 hrs.)	Theatre 155 (3 hrs.)
English6 hrs.	Theatre 231 (3 hrs.)
English 110, 215, 254; Journalism 161, 162	Theatre 235 (3 hrs.)
	Theatre 255 (3 hrs.)
Select One or More Specializations12 hrs.	Theatre 260 (3 hrs.)
Each specialization must contain 12 hours not	Senior Comprehensive2-3 hrs.
included above.	Theatre 257, 297, 299, Communication 297.
meraded above.	
Business/Management (12 hrs.)	Those taking this major for the purpose of teaching
Business Administration 100 (3 hrs.)	must take:
Business Administration 231 (3 hrs.)	—Communication/Theatre 224
Economics 53 (3 hrs.)	 Necessary education hours and successfully com-
Elective (3 hrs.)	plete student teaching.
(Business Administration 235, 239,	(Student teaching will substitute for Senior
247; Psychology 160; Sociology 223)	Comprehensive requirements.)
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Public Relations (12 hrs.)	Theatre Arts major (B.A., 36 hrs.)
Communication 232 (3 hrs.)	This major prepares students for graduate work in
Business Administration 115 (3 hrs.)	theatre or for professional study in preparation for law,
Journalism 164 or Communication 170 (3 hrs.)	ministry, or teaching. It emphasizes cultural understand-
Elective (3 hrs.)	ing, aesthetic sensitivity, and creative skill.
(Art 120; Business Administration 227, 228,	Core requirements25 hrs.
229; Communication 260; Journalism	Theatre 2 (3 hrs.)
161, 162; Political Science 146)	Theatre 7 (3 hrs.)
	Theatre 30 (3 hrs.)
Writing (12 hrs.)	Theatre 100 (4 hrs.)
Journalism 161 (3 hrs.)	Theatre 155 (3 hrs.)
Journalism 162 (3 hrs.)	Theatre 200, 255 or 290 (3 hrs.)
Electives (6 hrs.)	Theatre 260 (3 hrs.)
(English 117, 119, 251, 297; Journalism 297)	Theatre 261 (3 hrs.)
	Culminating Project (select one)1-3 hrs.
Political Communication major	Theatre 257 (1-3 hrs.)
See Department of Political Science.	Theatre 297 (2-3 hrs.)
	Theatre 299 (3 hrs.)

(Theatre Arts major requirements continued on the next page.)

Elective courses in theatre arts8-10 hrs. Theatre 1 cannot be used.

Requirements for this major to be completed with a subject endorsement for teaching:

- -Theatre 224
- Necessary teacher education courses

Requirements for this major to be completed without an endorsement for teaching:

 Select one or more minors or a second major according to personal interests. A theatre arts minor is not appropriate.

Theatre Arts major (B.F.A., 65 hrs.)

This major provides the opportunity for specialized training in a selected area relating to theatre arts and is designed to prepare students for graduate study or a professional career in the theatre.

Core requirements37 hrs.

Theatre 2 (3 hrs.)
Theatre 7 (3 hrs.)
Theatre 30 (3 hrs.)
Theatre 31 (3 hrs.)
Theatre 80 (3 hrs.)
Theatre 100 (4 hrs.)
Theatre 114 (3 hrs.)
Theatre 155 (3 hrs.)
Theatre 200 (3 hrs.)
Theatre 255 (3 hrs.)

Culminating	Project	t (select	one)	3 hrs.
Theatre 297	(3 hrs.)			

Theatre 299 (3 hrs.)

Theatre 260 (3 hrs.)

Theatre 261 (3 hrs.)

Emphasis Program......26 hrs.

A department-approved emphasis program with a minimum of 26 hours is required. The emphasis program will be designed with the assistance of the student's academic advisor. (Theatre 1 will not count. Courses from the core requirements cannot be used in the emphasis program.)

Minors

Communication minor (17-18 hrs.)

Communication 40	3 hrs.
Communication 50	3 hrs.
Communication 130	3 hrs.
Communication 155	3 hrs.
Electives	5-6 hrs.*

(Communication 103, 120, 140, 145, 150, 160, 170, 210, 225, 232, 250, 260, 270, 290, 197/297)

Public Relations minor (24 hrs.)

Communication 130	3 hrs.
Communication 155	3 hrs.
Communication 225	3 hrs.
Communication 232	3 hrs.
Business Administration 115	3 hrs.
Computer/Writing electives6	5 hrs.
(Art 120; Computer Science 30; Commun	ication
170; English 215; Journalism 161, 162, 16	4)
Additional elective	3 hrs.
(Art 150; Communication 40, 150, 210, 26	50;
Business Administration 227, 228, 229)	

Theatre Arts minor (18-19 hrs.)

Theatre 2	3 hrs.
Theatre 30 or 31	3 hrs.
Theatre electives	12-13 hrs.*
(including one 200-level course))

*Only 3 credits of Practicum (Theatre Arts 10-20) may be counted toward fulfillment of hours for the minor. Only 3 credits of Theatre 100 Play Reading may be counted toward fulfillment of hours for the minor. Theatre 1 cannot be used for the minor.

Courses in Communication

1. Fundamentals of Speech

3 hours

The basic course in effective oral communication. It emphasizes careful preparation, creative thinking, and critical comprehension of ideas and information. Students will develop or enhance their skills in public speaking, group discussion, and critical listening. (Normally offered each semester.)

40. Interpersonal Communication

3 hours

An introductory study of theories, models, and key variables of communication within the context of interpersonal relationships. Using primarily an experiential approach, the course covers topics including verbal and nonverbal processes, listening and feedback, communication competence, and goals.

(Normally offered each semester.)

50. Intercultural Communication

3 hours

The study of cultural differences that influence the exchange of meaning between individuals and groups of different cultural and/or racial backgrounds. The course is designed to provide students with an understanding of the uniqueness of cultures and the resulting variations in communication styles and preferences, and to provide strategies and skills for successfully communicating across cultural barriers. Students will spend at least 20 hours during the semester working with community agencies serving clients from different cultures. (Normally offered each semester.)

^{*}At least 3 hours must be at the 200-level.

103. Performance of Literature

3 hours

A course in the analysis of literature and the methods and skills of communicating that literature orally to an audience.

120. Argumentation and Debate

3 hours

A course designed to teach skills relating to critical thinking, use of evidence and reasoning, and effective speaking. Theories of argumentation and debate are examined and practical experience is provided.

130. Communication Theory

3 hours

This course is intended to serve as a general introduction for majors and interested students to the theories and research questions investigated by social scientists interested in the processes of human communication.

Prerequisite(s): Sophomore standing. (Normally offered each semester.)

140. Introduction to Leadership

3 hours

Students will explore components of leadership theory, skills, and behaviors, and will examine and practice effective communication behaviors as related to leadership processes and roles.

(Normally offered even spring semesters.)

145. Family Communication

3 hours

Family Communication is designed as an introduction to communication phenomena in the context of the family. The overall goal of the course is to help students understand how, through communication, we develop, maintain, enhance, or disturb family relationships. Students will learn theories focusing on the communication patterns and practices that shape family life.

150. Research Methods

3 hours

This course is a general introduction to research methods most commonly used in the Communication discipline. Students will learn how to identify and use qualitative, quantitative, and rhetorical methods; read, understand, and evaluate research arguments for each type of inquiry; and use communication-related topics for a literature review.

Prerequisite(s): Sophomore standing and Communication 130 (may be taken concurrently) or permission of instructor. (Normally offered each fall semester.)

155. Mass Media

3 hours

A study of the development of types of media including books, newspapers, magazines, radio, television, and film. The interaction of these media and their impact on society and the individual are included.

(Normally offered each semester.)

160. Group Communication

3 hours

This course will develop competent participation and facilitation of group communication processes. Students will study theories, models, and key variables of communication within groups, and will participate in a variety of group communication activities.

167. Communication and Aging

3 hours

Communication and Aging explores the ways in which communication affects, and if affected by, the aging process. Specifically, this course is designed to: 1) develop an increased awareness of factors associated with aging that affect or are affected by communication, 2) introduce students to the theory and research in the areas of communication and aging, 3) improve students' ability to evaluate behavioral and social science research, and 4) increase students' knowledge of the basic issues involved in this area of research enabling them to engage in more effective intergenerational encounters. Offered in the Wesleyan Advantage program only.

170. Copy and Layout

3 hours

This course provides a practical application of creative strategy, process, and execution. The overall goal is to help students design effective advertisements and commercials in a variety of media including print, television, radio, direct mail, outdoor, and web-based. Students will learn to produce ads for local, regional, national, and international markets.

(Normally offered each semester.)

185. Diversity Issues in U.S. Society

3 hours

This course focuses on a variety of issues a pluralistic society faces in current times. It will reflect upon historical foundations of cultural frameworks in the United States, immigrant cultures, cultural tolerance, empowerment and the close intersections of our global community. In addition, the students will have a chance to reflect upon their own cultural identity, biases, communication issues, and teachings in regards to racism, sexism, language diversity, and ethnocentrism.

Offered in the Wesleyan Advantage program only.

190. Selected Topics

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content and credit will be determined by current mutual interests of students and faculty.

Prerequisite(s): To be determined by the instructor.

197. Internship

2 or 3 hours

On-the-job training for communication majors and minors wishing to explore career options prior to their senior year or for students not majoring or minoring in communication who desire experience in communication-related organizations and positions. Students will arrange for their positions according to department guidelines, and each internship will be designed to the satisfaction of the sponsor, faculty coordinator, and student. P/F only.

Prerequisite(s): Junior standing and permission of the department chair.

(Normally offered each semester and summer.)

200. Conflict Resolution

3 hours

This course focuses on constructive individual and group interaction by providing practical strategies for handling complex interpersonal dynamics. Class content weaves theory with skill building to help students explore the nature of conflict and a range of approaches to resolving differences. Students will discover what Influences problem solving and decision-making through the application of negotiation, communication and perceptual skills.

Prerequisite(s): Junior standing or permission of the instructor.

Offered in the Wesleyan Advantage program only.

210. Organizational Communication

3 hours

A study of theories, models, and key variables of communication within the context of organizations. Topics include messages, networks, communication roles, technologies, organizational communication diagnosis, and change.

Prerequisite(s): Junior standing and Communication 130 or permission of the instructor.

(Normally offered each semester.)

224. Methods in Teaching Communication and Theatre Arts in Middle and Secondary Schools See Education 224.

225. Persuasive Communication

3 hours

A study of theories and practices of persuasion within a variety of communication contexts. Students will be expected to apply these concepts to out-of-class persuasive situations.

Prerequisite(s): Junior standing and Communication 130 or permission of the instructor.

(Normally offered each fall semester.)

232. Public Relations

3 hours

A study of the nature of public relations, the persons involved, its relationship to public opinion, and the channels of communication that are used.

Prerequisite(s): Junior standing and Communication 155 or permission of the instructor.

(Normally offered each semester.)

250. Communication and Gender

3 hours

This course offers an exploration of theories of the creation and perpetuation of gender and gender roles through communication. In turn, students will consider the question of the impact of gender on communication. Students will examine gender in a variety of contexts including families, schools, and media.

260. Principles of Advertising

3 hours

This broad-based course overviews the history and criticism of advertising, as well as the fundamental aspects of targeting, positioning, media selection, and creative strategy. The culminating project involves working with a client to develop a full advertising campaign. (Normally offered each semester.)

270. Speaking in the Professions

3 hours

Students will design and make presentations for a variety of communication contexts and audiences. Both practical skills and theoretical insights will be enhanced. Students will complete major projects related to their professional interests.

(Normally offered each spring semester.)

280. Communication and Contemporary Society

3 hours

The capstone course in communication, this seminar will include a review of major communication theories and research methods and their application to a variety of contexts, settings, and contemporary issues as well as discussions of communication careers and graduate study. Prerequisite(s): Senior standing and a major in communication or permission of the department chair. (Normally offered each spring semester.)

290. Selected Topics

1, 2, or 3 hours

An advanced topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content and credit will be determined by current mutual interests of students and faculty.

Prerequisite(s): To be determined by the instructor.

295. Independent Study

1, 2, or 3 hours

A departmental research project. Either a proposition or a conclusion is to be defended orally by the student before persons in the department. Independent study may not duplicate courses described in the catalog. Prerequisite(s): Approval of the department chair.

297. Internship

2 or 3 hours

On-the-job training for senior communication majors and minors in communication-related organizations. Students will arrange for their positions according to departmental guidelines, and each internship will be designed to the satisfaction of the sponsor, faculty coordinator, and student. Students may repeat the course and earn a maximum of 6 hours credit. P/F only. Prerequisite(s): Senior standing and permission of the department chair.

(Normally offered each semester and summer.)

Courses in Theatre Arts

1. Theatre Appreciation

3 hours

The basic course in theatre. The appreciation of theatre is facilitated by units in the history of theatre, acting, directing, dramatic literature, and technical theatre. Does not count toward Theatre Arts major or minor. (Normally offered each semester.)

2. Script Analysis

3 hours

This is a fundamental course in the systematic analysis of dramatic texts. It is designed to equip theatre arts majors and minors with the textual expertise and vocabulary needed for academic discussion and artistic collaboration. Students will read and research a series of scripts in order to investigate the process in which a play develops from page to performance. Emphasis will also be given to how directors, designers, performers, and spectators individually and collaboratively engage with and utilize a dramatic text during each phase of the pre-rehearsal, rehearsal, and performance process.

(Normally offered each fall semester.)

7. Acting I

3 hours

This introductory acting course focuses on building physical, vocal, intellectual, and intuitive foundations for actors. Through discovery exercises, students increase their awareness of the fundamentals of contemporary acting and apply these concepts to monologue and scene work.

(Normally offered each fall semester.)

10. Practicum: Stagecraft

1 hour

Students earn credit for learning costume construction and maintenance, and learning theatrical lighting by working on theatre productions under direct faculty supervision.

Prerequisite(s): Theatre 30 and permission of the Director of Technical Theatre.

Open to language arts education majors only.

11. Practicum: Costumes

0, 1, or 2 hours

Students earn credit for learning costume construction and maintenance by working on theatre productions under direct faculty supervision.

Prerequisite(s): Permission of the instructor.

12. Practicum: Makeup

0, 1, or 2 hours

Students earn credit for learning the design and application of theatrical makeup by working on theatre productions under direct faculty supervision.

Prerequisite(s): Permission of the instructor.

13. Practicum: Scenery

0. 1. or 2 hours

Students earn credit for learning scenery construction, painting, shifting, and maintenance by working on theatre productions under direct faculty supervision.

Prerequisite(s): Permission of the instructor.

14. Practicum: Properties

0, 1, or 2 hours

Students earn credit for learning the construction, organization, and maintenance of stage properties by working on theatre productions under direct faculty supervision.

Prerequisite(s): Permission of the instructor.

15. Practicum: Lighting

0, 1, or 2 hours

Students earn credit for learning theatrical lighting by working on theatre productions under direct faculty supervision. Prerequisite(s): Permission of the instructor.

16. Practicum: Sound

0, 1, or 2 hours

Students earn credit for learning the operation of sound equipment and the practical application of sound effects by working on theatre productions under direct faculty supervision.

Prerequisite(s): Permission of the instructor.

17. Practicum: Acting

0, 1, or 2 hours

Students earn credit for learning acting techniques and character portrayal while working on theatre productions under direct faculty supervision. Registration in the course does not guarantee casting.

Prerequisite(s): Permission of the instructor.

18. Practicum: Musical Theatre

0, 1, or 2 hours

Students earn credit for learning musical theatre acting, singing, and dancing techniques and character portrayal while working on musical theatre productions under direct faculty supervision. Registration in the course does not guarantee casting.

Prerequisite(s): Permission of the instructor.

19. Practicum: Production Management

0. 1. or 2 hours

Students earn credit for learning the fundamentals of production management by working under direct faculty supervision as stage manager, script supervisor, assistant to the director, designer, or choreographer.

Prerequisite(s): Permission of the instructor.

20. Practicum: Theatre Promotion

0. 1. or 2 hours

Students earn credit for learning about theatre promotion strategies and activities while working on theatre productions under direct faculty supervision. Public relations, house management, box office management, community outreach, fundraising, and marketing are some of the possibilities for investigation.

Prerequisite(s): Permission of the instructor.

30. Stagecraft

3 hours

A course introducing students to all technical aspects of theatre production including scenery, properties, lighting, sound, makeup, and costuming. Particular emphasis is placed on practical knowledge of scenery, property construction techniques, and the materials used. Students must participate in a laboratory theatre experience.

(Normally offered each spring semester.)

31. Costume Construction

3 hours

The introductory course in costuming for the theatre. It presents the uses of fabrics, textures, colors, plastics, and other materials as well as developing the sewing techniques needed for the theatre.

(Normally offered each fall semester.)

32. Makeup Design

2 hours

A study of the theory and practice of stage makeup. The final project is the supervised design and execution of makeup for a major production or lab theatre production. (Normally offered each spring semester.)

48. Musical Theatre Appreciation

3 hours

Musical Theatre Appreciation investigates musical theatre as a performing arts genre by incorporating historical explorations with listening, viewing, and performance activities in order to gain a greater appreciation for the art form. A history of musical theatre forms the basis for development of course activities. Critical and creative exploration of scenes, songs, styles, and the artistic development of musical theatre comprise the course content. Each student develops and participates in individual and group projects presented for the class. This course is recommended for students who have an interest in musical theatre performance and production, as well as students who plan to be music or theatre educators.

(Offered on even spring semesters.)

70. Film Appreciation

3 hours

This course acquaints students with the history of the motion picture industry and helps them develop a set of criteria for the critical evaluation of films. Students will discuss films shown in class and consider different genres such as short story into film, novel into film, play into film, and documentaries.

(Normally offered each spring semester.)

71. U.S. Cinema/U.S. Culture

3 hours

U.S. Cinema/U.S. Culture is a survey course providing a historical perspective on the culture of the U.S. through the study of its cinema from Edison's early experiments in the 1890s to the present.

80. Approaching Scenography

3 hours

This is an introductory course in the theory and practice of scenography for the theatre. The primary goal of this class is to provide access to terms, concepts, and design principle applications for theatrical scenery, costume, and lighting design.

(Normally offered each fall semester.)

81. Scenographic Techniques

3 hours

An introduction to the basic tools and techniques of creating scenographic design documents and models for the theatre. Technical documents of ground plans, sections, elevations and lighting plots will be explored using CAD. Costume and set rendering will be explored using traditional and computer methods. Model making will be explored using both traditional and computer assisted methods.

88. Scenography I

3 hours

An introductory design studio course focusing on scenery, costume and lighting design for the theatre. Students will design the visual world of a number of dramas, comedies or musicals creating standard designer communication documents including sketches, renderings and drafting. The course also emphasizes script analysis and visual research in the design process. Students will assemble a portfolio documenting their designs.

Prerequisites: Theatre 2, 80 and 81 or permission of instructor.

100. Play Reading

1 hour

Play Reading is a course that focuses on the reading, discussion, and interpretation of dramatic texts. Its aim is to provide a concentrated study of both content and form of selected texts in an effort to broaden knowledge of dramatic techniques, genres, and strategies for interpretation. Dramatic texts will vary each semester with the goal that students will gain knowledge of a large quantity of plays during a four-year period. This course may be repeated for credit up to eight times for Theatre Arts majors and up to three times for Theatre Arts minors.

101. Masterpieces of Dramatic Literature

Masterpieces of Dramatic Literature is an introductory course designed to provide a historical perspective on the literary record of human interactions with nature, the supernatural, and other humans. Utilizing dramatic texts selected from a range of cultures, genres, and time periods (including core readings from Greek or Roman classical literature, the Bible, Shakespeare, non-Western literature, literature by women, and literature by writers of color), students will devise strategies for reading, discussing, and writing about dramatic literature. These strategies will include consideration of biographical materials, cultural contexts and analysis of the functions of drama and theatre, in particular historical and geographical circumstances. Students will also be asked to consider how texts come to be valued as masterpieces, and the politics involved in such valuation.

102. Playwriting and Dramatic Theory

3 hours

A course introducing students to principles of dramatic construction and devices of playwrights as they apply to the creation of a short play. Emphasis is given to creative writing exercises and group responses to those exercises.

107. Acting II

3 hours

This intermediate acting course reinforces the fundamental skills acquired in Script Analysis and Acting I, and builds upon them in order to emphasize technique and truth in acting. Using elements from contemporary acting theorists (Meisner, LeCog, Adler, etc.) students investigate contemporary dramatic texts. The process focuses on freeing the performer's instrument while concentrating on the actor's intent.

Prerequisite(s): Theatre 2 and 7. (Normally offered each spring semester.)

114. Professional Preparation for Theatre

3 hours

A course for students preparing for careers in theatre. Projects will include resume and portfolio preparation, auditioning, and interviewing techniques, introduction to internships, apprenticeships, and graduate study.

117. Voice for the Actor

3 hours

A course designed to assist the student in improving control and use of the voice for speaking. Students participate in individualized and group exercises. The course also serves as an introduction to the variations in speech sounds, rhythms, and intonational patterns that characterize selected dialects of spoken English. Students utilize the International Phonetic Alphabet to transcribe cuttings from selected plays into the sounds of appropriate dialects and then reproduce the sounds vocally. Recordings of dialects are utilized for ear training.

127. Movement for the Actor

Movement for the Actor will deal with techniques for freeing the actor's body, external character development, awareness of physical habits, the actor's physical health, and listening to body language. Physical assessment coupled with habit modification and intellectual choice of body movement will place the actor in a more "neutral" zone and allow her/him to play more varied roles on stage and off. Improvisation, exercise, music/movement, and elements of Alexander Technique will be explored. May be repeated for credit up to 6 times for Theatre Arts majors and up to 3 times for Theatre Arts minors

(Normally offered every semester.)

132. Advanced Make-up Design

3 hours

Advanced Make-up Design builds upon the basic techniques and skills acquired in Make-up Design class regarding use of highlight and shadow as a means to sculpt the face for various characters. Students in the advanced class design and complete a sequence of projects incorporating prosthetics and three-dimensional materials, latex and liquids, facial hair, and wigs.

Prerequisite(s): Theatre 2 and 32. (Offered on odd spring semesters.)

148. Musical Theatre: Triple Threat

This course focuses on development of musical theatre performance skills in the areas of singing, dancing, and acting. Topics to be investigated include techniques of musical storytelling, vocal techniques for musical theatre singing, sight-reading, fundamentals of musical theatre dance, acting a song, and truth in musical theatre acting. Each student prepares and presents a series of performance projects including a repertoire of musical theatre songs, group dance numbers, and acting presentations. This course is recommended for the student who has an interest in musical theatre plus the student who plans to be a music or theatre teacher in the secondary schools. This course may be repeated once for credit. It can count only once for the Theatre Arts minor.

(Normally offered on even fall semesters.)

155. Directing I

3 hours

A study of the theories and techniques of directing. Students will direct several short scenes.

Prerequisite(s): Theatre 2, 7, and 30.

157. Acting III

3 hours

This is an advanced course in acting that incorporates the technique and truth in acting skills from Acting II and aims to provide an intensive study of character analysis and presentation skills. Performance texts for class activities and exercises will be drawn primarily from turn-of-the-century playwrights such as Ibsen, Shaw, and Chekhov. Attention is also to be given to the process of preparing professional auditions. This course may be repeated once for credit.

Prerequisite(s): Theatre 2, 7, and 107. (Normally offered on even fall semesters.)

171. International Cinema

3 hours

This course seeks to enhance students' understanding of cultural differences by focusing on film representations of different national and cultural groups. We will analyze how nationality and ethnicity affect both the production and the reception of film. The course will expose students to various national and transnational values and practices through selected films. How have international cinemas coped with the pervasive influence of the "classic" Hollywood film paradigm? How have they resisted or been shaped by U.S. influence? We will read film criticism and theory of various countries focusing on the idea of national cinemas. Themes to be explored include survival, resistance to oppression, self-representation and visibility (performance of self and culture), intercultural communication, gender and power.

(Normally offered each spring semester.)

173. Gender and the Art of Film

3 hours

This course will examine representations of masculinity, femininity, and androgyny in primarily U.S. film. Students will learn to recognize and evaluate elements of film art. Using variety of film theories, we will analyze Hollywood and independent movie images of men and women for the messages conveyed about gender roles and expectations.

(Normally offered each fall semester.)

180. Scenography II

3 hours

An intermediate design studio course focusing on scenery, costume and lighting design for the theatre. Students will design the visual world of a number of moderate size dramas, comedies or musicals from contemporary and historical periods, creating standard designer communication documents including sketches, renderings and drafting. The course also emphasizes script analysis and visual research in the design process. Students will assemble a portfolio documenting their designs.

Prerequisite: Theatre 88.

188. Scenography III

3 hours

An advanced design studio course focusing on scenery, costume and lighting design for the theatre. Students will design the visual world of a number of multi-act dramas, comedies or musicals from contemporary and historical periods, creating standard designer communication documents including sketches, renderings, a scale model and drafting. Additionally, students will work collaboratively with an advanced student director to design one or more elements of a realized production. The course emphasizes script analysis, visual research in the design process and designer/director communication. Students will assemble a portfolio documenting their designs.

Prerequisite: Theatre 180.

190. Selected Topics

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content, and credit will be determined by current mutual interests of students and faculty. Selected topic acting styles courses such as Acting for Musical Theatre, Acting Shakespeare, Acting Chekhov, Acting Coward and Wilde, and Acting Brecht will be offered regularly. Other selected topics courses such as Mask Making, Rendering, Stage Management, Directing for Musical Theatre, Arts Management, and Children's Theatre will be offered based on student interest and demand and faculty expertise.

Prerequisite(s): To be determined by the instructor.

197. Internship

2 or 3 hours

On-the-job training for theatre arts majors and minors wishing to explore career options prior to their senior year or for students not majoring or minoring in theatre arts who desire experience in theatre arts-related organizations and positions. Students will arrange for their positions according to department guidelines, and each internship will be designed to the satisfaction of the sponsor, faculty coordinator, and student.

(Normally offered each fall, spring and summer terms.)

200. Theatre and Contemporary Culture

3 hours

Theatre and Contemporary Culture is a course designed to situate the study and practice of theatre within contemporary cultural contexts. Each course examines a particular cultural issue or condition as it is represented in a number of theories, dramatic works, production methods, theatre enterprises, and broader cultural practices. Topics offered on a rotating basis include: "Multicultural Theatre," "Crosscurrents in Nonwestern and Western Theatre," "Women and Theatre Across Cultures," and "Performance of Gender." This course may be repeated for credit up to 4 times. Individual offerings, however, may not be repeated.

Prerequisite(s): Junior standing or permission of the instructor.

207. Acting IV

3 hours

This is an advanced scene study course that builds upon the skills gained in Acting II and III, and trains students to handle specific acting challenges. Special attention is given to listening and connecting, and playing to win using action-based objectives. Scenes are taken from American post-war classics, the 1960s-70s avant-garde, and contemporary dramatic literature. This course may be repeated once for credit.

Prerequisite(s): Theatre 2, 7, 107, and 157 or permission of instructor.

(Normally offered on odd spring semesters.)

224. Methods in Teaching Communication and Theatre Arts in Middle and Secondary Schools See Education 224.

231. Costume Design

3 hours

A study of both the history of costume and the techniques of designing costumes. It includes supervised work not only on the design but actual construction of costumes for the theatre. This course may be repeated once for credit.

Prerequisite(s): Theatre 2 or permission of the instructor. (Offered on even spring semesters.)

233. Scenery and Properties Design

3 hours

This course is a study of the theory and practice of scenery and properties design. The student will do several designs for scenic and property elements. One of these designs will be actualized in the laboratory theatre or a major production. This course may be repeated once for credit.

Prerequisite(s): Theatre 2 and 30. (Normally offered even fall semesters.)

235. Lighting and Sound Design

3 hours

This course is a study of the theory and practice of lighting and sound design. The student will do several projects and designs for lights and sound. One of these designs will be actualized in the laboratory theatre or a major production. This course may be repeated once for credit.

Prerequisite(s): Theatre 2 and 30. (Offered on odd fall semesters.)

239. Advanced Production Design

1, 2, or 3 hours

The student completes the design for the scenery, lights, costumes, and/or makeup for a full-length play that is produced by the department. The area or areas of design are selected by the student and instructor. This course may be repeated up to four times for credit. *Prerequisite(s): Permission of the instructor.*

255. Directing II

1, 2, or 3 hours

Students will direct under supervision a one-act play or (with instructor's permission) a full-length play. This course may be repeated.

Prerequisite(s): Theatre 2, 7, 30, 107, and 155. (Normally offered each spring semester.)

257. Solo Performance

1 or 2 hours

A performance of dramatic literature offered in a recital setting.

Prerequisite(s): Permission of the department chair. (Normally offered each semester.)

260. History of the Theatre

3 hours

A survey of theatre arts from ancient Greece through the 19th century. It includes sections on classic, medieval, Renaissance, Restoration, 18th century, and 19th century drama and theatre practice.

Prerequisite(s): Theatre 1 or 2. (Offered on odd fall semesters.)

261. 20th-21st-Century Theatre

3 hours

A survey of theatre arts from the advent of realism to contemporary theatre. Special emphasis will be given to nonrealistic theatre movements and their influence on playwriting, directing, acting, and design.

Prerequisite(s): Theatre 1 or 2. (Offered on odd fall semesters.)

271. Hispanic Film

See Spanish 271.

280. Scenography IV

3 hours

A capstone design studio course focusing on scenery, costume and lighting design for the theatre. Students will design the entire visual world of a multi-act drama, comedy or musical from contemporary or historical periods, approved by the instructor, creating standard designer communication documents including sketches, renderings, a finished model and drafting. Additionally, students will work collaboratively with a faculty director to design one or more elements of a realized production. The course emphasizes script analysis, visual research in the design process and designer/director communication. Students will assemble a portfolio documenting their designs.

Prerequisite: Theatre 188 and instructor permission.

290. Selected Topics

1, 2, or 3 hours

An advanced topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content and credit will be determined by current mutual interests of students and faculty.

295. Independent Study

1, 2, or 3 hours

A departmental research project. Either a proposition or a conclusion is to be defended orally by the student before persons in the department. Independent study may not duplicate courses described in the catalog. Prerequisite(s): Approval of the department chair.

297. Internship

1, 2, or 3 hours

On-the-job training for theatre arts majors and minors in theatre-related organizations. Students will arrange for their positions according to departmental guidelines, and each internship will be designed to the satisfaction of the sponsor, faculty coordinator, and student. Students may repeat the course and earn a maximum of 6 hours credit. P/F only.

Prerequisite(s): Permission of the department chair. (Normally offered each semester and summer.)

299. Senior Theatre Project

3 hours

The senior theatre project is done under the immediate supervision of a theatre faculty or teaching-staff member in one of these areas: costumes, scenery, lights, properties, makeup, acting, stage management, or directing. The student and the director of theatre must first determine the feasibility of the proposed project for a fulllength play (i.e., at least 90 minutes playing time) and select a theatre faculty/teaching-staff member supervisor. This planning process must be completed no later than May 1 of the junior year. The student will be responsible for doing the research, designing the project and seeing it to completion. The supervisor will serve as a consultant throughout the project, will grade the project, and will arrange for the student to present a description of his or her accomplishment to interested persons. See the director of the theatre for further guidelines and procedures.

Prerequisite(s): Permission of the department chair.

16 hrs.

Communication Major (B.A.) Sample Course Schedules	Second Year Fall Semester COMM 130: Communication Theory3 hrs. General Education
•	17-18 hrs.
First Year Fall Semester COMM 40: Interpersonal Communication3 hrs. •IDS 1: Liberal Arts Seminar	Spring Semester Communication Elective
Spring Semester COMM 50: Intercultural Communication3 hrs. •COMM 1: Fundamentals of Speech3 hrs. General Education9-10 hrs. 15-16 hrs.	Communication and Theatre Arts Major (B.A.)
Consul Von	Sample Course Schedules
Second YearFall SemesterCOMM 130: Communication Theory	First Year Fall Semester THTRE 2: Script Analysis
Spring Semester Communication Electives	EDUC 1: Intro to Ed. in the U.S2 hrs. EDUC 75: Field Experience
Mathematics Requirement3-4 hrs. General Education or Elective3 hrs. 15-16 hrs.	Spring Semester THTRE 30: Stagecraft3 hrs. THTRE 107: Acting II
Communication Studies Major (B.S.)	PSYCH 1 or 2: Basic or Applied Psychological Science3 hrs. 15 hrs.
Sample Course Schedules	Second Year Fall Semester
First Year Fall Semester COMM 40: Interpersonal Communication3 hrs. •IDS 1: Liberal Arts Seminar	THTRE 31: Costume Construction
Spring Semester COMM 50: Intercultural Communication3 hrs. •COMM 1: Fundamentals of Speech3 hrs. General Education	THTRE 32: Makeup Design

Theatre Arts Major (B.A.) Sample Course Schedules

Fall Semester	
THTRE 2: Script Analysis	3 hrs
THTRE 7: Acting I	
•IDS 1: Liberal Arts Seminar	
•ENG 1: English Language and Writing	
General Education or Elective	
Concrat Education of Elective minimum	15-16 hrs.
Spring Semester	
THTRE 30: Stagecraft	3 hrs.
THTRE 100: Play Reading	1 hr.
THTRE 107: Acting II	3 hrs.
•COMM 1: Fundamentals of Speech	3 hrs.
HHP 15: Health and Wellness	2 hrs.
General Education	3-4 hrs.
	15-16 hrs.
Second Year	
Fall Semester	
THTRE 100: Play Reading	1 hr.
THTRE 155: Directing I	
One Course Toward Minor	
Elective	3 hrs.
General Education	6 hrs.
	16 hrs.
Spring Semester	
THTRE 101: Masterpieces of	
Dramatic Literature	
Theatre Elective	
One Course Toward Minor	
General Education	
Elective	
	15 hrs.

Theatre Arts Major (B.F.A.)

Sample Course Schedules

First Year Fall Semester THTRE 2: Script Analysis3 hrs
THTRE 2: Script Analysis3 hrs
THTRE 7: Acting I3 hrs
•IDS 1: Liberal Arts Seminar
•ENG 1: English Language and Writing3 hrs
General Education3-4 hrs
General Education
15-16 nrs
Spring Semester
THTRE 30: Stagecraft3 hrs
THTRE 100: Play Reading1 hr
THTRE 100: Flay Reading3 hrs
COMM 1: Fundamentals of Speech3 hrs
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HHP 15: Health and Wellness2 hrs
General Education3-4 hrs
15-16 hrs
Second Year
Fall Semester
THTRE 31: Costume Construction3 hrs
THTRE 100: Play Reading1 hr
THTRE 155: Directing I3 hrs
One Course Toward Supporting Program3 hrs
Practical Problem1 hr
General Education6 hrs
17 hrs
Spring Semester
THTRE 101: Masterpieces of
Dramatic Literature3 hrs
THTRE 255: Directing II3 hrs
One Course Toward Supporting Program3 hrs
Practical Problem1 hr

General Education......6 hrs.

16 hrs.

[•]The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

EDUCATION

Professional Division Smith-Curtis Classroom-Administration Building 130 402.465.2304

Faculty

Department Chair:

Timothy P. Anderson, Ph.D. Email: tpa@nebrwesleyan.edu

Full-Time:

Linda K. Barnett, Ph.D. Brian A.T. Husby, Ph.D. Marlene Kwiakowski, M.Ed. Michael L. McDonald, Ph.D.

Part-Time:

Ted A. Bulling, Ph.D. Laurie Fraser, M. Ed. Krista Hight, M. Ed. Bruce E. Kopplin, M.A. William E. Rogge, Ed.D. Jim Rynearson, M.S.

Degrees

Bachelor of Arts Bachelor of Science

Elementary, middle grades, and special education students may earn a Bachelor of Science or Bachelor of Arts degree. Students majoring in music earn a Bachelor of Music degree.

Elementary education students who desire a Bachelor of Arts degree must complete two years of college- level foreign language.

Teacher Certification Requirements

Candidates for teacher certification must earn in residence at least 30 hours of credit, 12 hours of which must be in each endorsement program.

All students who expect to be recommended for teacher certification must become candidates in the department's Teacher Education Program. Once a student has applied for candidacy in the program, the student must schedule coursework with an adviser in the education department and in the student's teaching subjects or field. After a student fulfills the requirements or a degree for graduation and for the Teacher Education Program, the student may be recommended for a teaching certificate by the certification officer in the Education Department. The Career Center assists prospective teachers in securing teaching contracts but does not quarantee employment.

Professional Education Sequences

Elementary Education major (58 hrs.)

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	Education 1	2 hrs.
	Education 75	1 hr.
	Art/Education 100	3 hrs.
	Education 105	2 hrs.
	Education 105L	0 hrs.
	Education 106	2 hrs.
	Education 109	2 hrs.
	Music/Education 121	2 hrs.
	Education 168	3 hrs.
	Education 185	3 hrs.
	Education 187	3 hrs.
	Education 240	2 hrs.
	Education 242	3 hrs.
	Education 244	3 hrs.
	Education 245	4 hrs.
	Education 246	2 hrs.
	Education 286	1 hr.
	Special Education 107	3 hrs.
	Special Education 246	
	Special Education 248	
	Education 280	
	Education 299	

See the elementary education brochure for other program requirements.

Middle Grades Education major (92-93 hrs.)

Education 1	2 hrs.
Education 75	1 hr.
Education 105	2 hrs.
Education 105L	0 hrs.
Education 106	2 hrs.
Education 109	2 hrs.
Education 185	3 hrs.
Education 187	3 hrs.
Education 213 or 215	2-3 hrs.
Education 220	3 hrs.
Education 240	2 hrs.
Education 242	3 hrs.
Education 244	3 hrs.
Education 245	4 hrs.
Education 246	2 hrs.
Education 286	1 hr.
Special Education 107 or 207	3 hrs.
Art 100 or 200 or Music 121 or 230	3 hrs.
Education 280 or 285	14 hrs.
Education 299	1 hr.

Students are required to complete two respective Content Areas of Specialization (CAS) (18 or more distinct hours in each area) for a minimum total of 36 hours. Dependent upon CAS, various general education courses can also apply to maximize hours. See the education department brochure for detailed program requirements.

SpecialEducation – Mildly/Moderately Disabled major (59–66 hrs.)

Education 1	2 hrs.
Education 75	1 hr.
Education 105	
Education 105L	
Education 106	2 hrs.
Education 109	
Education 185	
Education 240	
Education 245	
Education 246	
Education 299	
Special Education 76	1 hr.
Special Education 107	
Special Education 118	3 hrs.
Special Education 119	
Special Education 120	
Special Education 187	
Special Education 216	2 hrs.
Special Education 246	
Special Education 248	1 hr.
Special Education 257	2 hrs.
Special Education 270	1 hr.
Special Education 271	2 hrs.
Special Education 277 or 287	7-14 hrs.
HHP 265	
Communication 40 or 160	3 hrs.

See the education department brochure for program requirements.

Secondary Education endorsement (39-40 hrs.)

[Secondary education is not a major; it is used in conjunction with a major to become certified to teach.]

retion with a major to become tertine	a to teaching
Education 1	2 hrs.
Education 75	1 hr.
Education 105	2 hrs.
Education 105L	0 hrs.
Education 106	2 hrs.
Education 106L	0 hrs.
Education 185	3 hrs.
Education 187	3 hrs.
Education 213 or 215	2-3 hrs.
Education 235	2 hrs.
Education 236	1 hr.
Education 283 or 287 289	14 hrs.
Education 299	1 hr.
Special Education 207	3 hrs.
Methods course	

See the education department for major endorsement and certification requirements.

Teaching Endorsements

Teaching endorsements are divided into two categories: subjects and fields. Candidates must complete at least one subject endorsement or one field endorsement to become certified.

Subject Endorsement

Candidates who are preparing for a subject endorsement should choose from the following list: basic business, economics, French, German, Japanese, Spanish, English, music (vocal) K-6, music (vocal) 7-12, music (instrumental) K-6, music (instrumental) 7-12, speech, theatre, physical education (K-6), physical education (7-12), biology, chemistry, history, physics, political science, and psychology. See the education department brochure for details.

Field Endorsement

To be certified, a candidate who is preparing for a field endorsement must choose one of the following fields: elementary education, art, language arts, middle grades, music (combination), mathematics, health and physical education, natural science, physical science, comprehensive social science, and special education — mildly/moderately disabled. See the education department brochure for details.

Additional endorsements are available in coaching and computer science. See the education department brochure for details.

Pass/Fail Policy

Education department courses are not offered on a Pass/Fail basis except for a field experience.

Supervised Teaching

A variety of supervised teaching (commonly called student teaching) opportunities are offered for students in education. These individuals may student teach in the Lincoln Public Schools, neighboring communities, in Chicago's urban schools, or abroad. A minimum of 14 semester hours of supervised teaching is required for graduation.

Supervised Teaching Abroad

Nebraska Wesleyan's supervised teaching program allows students to complete eight weeks of their student teaching requirement in Australia, New Zealand, Taiwan, Germany, Spain, England, Ireland, Costa Rica, Scotland, Wales, or India. Students interested in teaching abroad should apply to the department one year in advance. Students should contact the department chair for details.

Supervised Teaching through the Chicago Center for Urban Life and Culture

Student teaching in an urban environment in Chicago may be available as part of the Chicago Center for Urban Life and Culture. Along with student teaching, students attend seminars that introduce them to the city. Students should contact the department chair for details.

Courses in Education

1. Introduction to Education in the United States

2 hours

A course providing a broad, general survey of education in the United States, designed to help students decide whether to continue coursework in professional education. This course is a prerequisite to further work in the department.

(Normally offered each semester.)

75. Field Experience

1 hour

A course designed to allow students an opportunity to determine if they have a talent for teaching. Students will be assigned to assist a preschool, elementary, or secondary school teacher for a designated period of time each week. May be repeated a maximum of three times. P/F only.

Prerequisite or corequisite: Education 1. (Normally offered each semester.)

77. Field Experience

1 hour

The course is designed to provide students with an exploratory experience in preschool or kindergarten. Students will be assigned to assist teachers for a designated period of time each week. May be repeated a maximum of three times. P/F only.

Prerequisite or corequisite: Education 1.

100. Art in the Elementary School

See Art 100.

105. Human Development and Learning I

2 hours

A course designed to acquaint students with the basic principles of growth and all phases of human development. Students will be required to assist an elementary or secondary teacher for a 50-minute period twice a week. Prerequisite or corequisite: Education 1 or permission of

the instructor.

(Normally offered each semester.)

105L. Lab

0 hours

Students observe/assist in educational settings associated with our P-12 school system.

Corequisite: Education 105.

(Normally offered each semester.)

106. Human Development and Learning II

2 hours

A continuation of Education 105 with emphasis on the principles of learning and their application in the field of education. Secondary students will be required to assist a school teacher for a 50-minute period twice a week. Prerequisites or corequisites: Education 1 and 105, or permission of the instructor.

(Normally offered each spring semester.)

106L. Lab

0 hours

Students observe/assist in secondary level school settings. Only students seeking 7-12 certification complete this lab. *Corequisite: Education 106.*

(Normally offered each spring semester.)

108. Introduction to Early Childhood Education

3 hours

A course designed for those who are concerned with teaching children from birth through age eight. The content will integrate knowledge about child growth and development into the process of preparing a meaningful educational program for young children. A unit on educational assessment and interpretation of results is also included.

(Normally offered each spring semester.)

109. Reading Theory

2 hours

This course serves as a theoretical foundation for the Reading and Language Arts Methods course. The students will define reading and discuss the purposeful nature of reading. The class presents a survey of the various theories of reading acquisition and familiarizes students with specific theorists. It will encourage students to begin forming their own philosophy about the reading process. The State Standards for Reading and Writing will be presented and explored for their connections to theory and practice. The interconnectedness of listening, speaking, reading, and writing will be explored. This course will begin to build the bridge between theory and classroom application. (Normally offered each spring semester.)

121. Music Methods and Materials for Elementary Teachers

See Music 121.

168. Literature for Children and Youth

3 hours

An introduction to and survey of the genres of literature for children, along with the place of children's literature in the curriculum and the evaluation of the literary worth of children's books. Opportunity to design trade book activities is provided by a lab experience.

(Normally offered each spring semester.)

169. Learning Resources for Young Adults

3 hours

A survey study of instructional materials of special interest to the junior and senior high school age. Examination of various sources of print and nonprint materials. Includes bibliotherapy, book-talk techniques, notable authors/producers, and prize winning materials. Discussion of censorship, controversial issues, selection criteria, and the tools to keep abreast of the field.

185. Education in a Pluralistic Society

3 hours

This course, which meets the Nebraska Human Relations Training requirement for teacher certification, focuses on the history, culture, and contributions of African Americans, Native Americans, Asian Americans, and Hispanics. In addition, it seeks to sensitize students to dehumanizing biases experienced by groups due to race, ethnicity, gender, social class, religion, exceptionality, sexual orientation, and language background. (Normally offered each semester.)

187. Instructional Technology

See Special Eduction 187.

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other standard courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite(s): Approval of the department chair.

196. Special Projects

1, 2, or 3 hours

An opportunity for a student to engage in an individually arranged project supervised by a member of the faculty. Prerequisite(s): Approval of the department chair.

200. Art in the Secondary School

See Art 200.

213. Educational Assessments: Secondary

3 hours

A study of teacher-made, informal tests as well as formal, standardized tests. Students learn to devise assessment instruments for evaluation purposes. They also learn to administer, score, and interpret the results of standardized tests.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Normally offered each semester.)

214. Methods in Teaching Foreign Languages

3 hours

A study of methods and content of modern foreign languages. An analysis of texts, aids, and curricular materials. French, German, Japanese, and Spanish included. Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

215. Educational Assessments: Directed Study

A study of the tools and techniques of measurement and evaluation. The specific topics depend upon the student's program and needs.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

220. The Middle and Junior High Schools

3 hours

A study of the organization, function, administration, interdisciplinary curriculum, instruction, assessment, pupils, and history of the middle school and the junior high school. Students design and teach an interdisciplinary unit plan that incorporates specific teaching and assessment strategies as well as integrates forms of instructional technology. Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

222. Public School Music - Instrumental

See Music 236.

224. Methods in Teaching Communication and Theatre Arts in Middle and Secondary Schools

3 hours

A survey of the methods of teaching communication in the classroom and of directing extracurricular activities. Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

228. Methods in Teaching Science in Middle and Secondary Schools

3 hours

The study and use of teaching methods and models in middle and secondary schools and their application to the learning styles of these age groups. Includes an examination of various science curriculum programs, laboratory safety procedures, and the selection and organization of content and teaching materials.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

229. Methods in Teaching Mathematics in Middle and Secondary Schools

3 hours

The study of the methods of teaching mathematics in middle and secondary schools. Includes teaching materials, methods, objectives, and various models of teaching. Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Planned for spring 2009.)

230. Elementary General Music Methods See Music 230.

232. Secondary Vocal Music Methods See Music 232.

235. General Secondary Methods

2 hours

A critical and functional study of effective methods of instruction with emphasis on the planning/teaching/assessment processes applicable for junior high and high schools. Students design and teach an interdisciplinary unit plan in 236 practicum that incorporates specific forms of instructional technology.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

Corequisite: Education 236.

(Normally offered each semester.)

236. General Secondary Methods Lab

1 hour

Students plan and teach a variety of lessons within a unit plan that incorporates specific teaching and assessment strategies. Second, students will apply various classroom management approaches.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

Corequisite: Education 235.

(Normally offered each semester.)

237. General Secondary Methods: Directed Study

2 hours

A study of effective methods of instruction used in junior and senior high schools.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

239. Methods in Teaching Reading in Middle and Secondary Schools

3 hours

A course focusing on the methodology, processes, and content of reading at the secondary school level. Particular attention is given to strategies effective in teaching developmental reading, content area reading, and basic skills in diagnosis and remediation. Laboratory experiences are provided.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Normally offered each fall semester.)

240. Teaching Mathematics in Elementary and Middle Grades

2 hours

This course focuses on the content and process skills of teaching and learning math in the elementary and middle grades. The course incorporates methodologies (including interdisciplinary approaches) for developing and implementing curriculum and assessing learning. Laboratory experiences are provided.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

Corequisite: Education 244.

(Normally offered each spring semester.)

242. Teaching Social Sciences in Elementary and Middle Grades

3 hours

A course focusing on the methodology, processes, and content of elementary social sciences. It includes strategies for teaching the seven disciplines of the social sciences, interdisciplinary approaches, human relationships, mental health, and community health. Laboratory experiences are provided.

Prerequisite(s): Education 109. (Normally offered each fall semester.)

244. Teaching Natural Sciences in Elementary and Middle Grades

3 hours

This course focuses on the content and process skills of teaching and learning science in the elementary and middle grades. The course incorporates methodologies (including interdisciplinary approaches) for developing and implementing curricula and assessing learning. Laboratory experiences are provided.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

Corequisite: Education 240.

(Normally offered each spring semester.)

245. Methods for Teaching Literacy in Elementary and Middle Grades

4 hours

A course focusing on planning, teaching, and assessing the four broad areas of literacy: listening, speaking, reading, and writing. The course includes writing plans that address objectives and standards, and meeting the needs of individual students. Teaching includes a variety of methodologies: basal series, direct instruction, holistic approaches, and balanced instruction. Effective listening, speaking, and writing through knowledge and proficiency in grammar usage, spelling, and handwriting are covered. Students gather information and experiences throughout the semester to form their own philosophies of teaching and assessing literacy. A unit on educational assessment and interpretation of results is also included. Includes 25 hours of practicum experience. *Prerequisite(s): Education 109*.

Corequisite: Special Education 248. (Normally offered each fall semester.)

246. Methods Practicum

2 hours

A practicum opportunity allowing students to practice the planning, teaching, assessment, and dispositions that are presented in methods classes.

Prerequisites/Corequisites: Education 240, 242, 244, 245, Special Education 246, 248, 270.

260. Methods in Teaching English in Middle and Secondary Schools

3 hours

A diagnostic view of all elements pertinent to teaching English in middle and secondary schools. Strong practical emphasis will be placed on the proportional and organized development of middle and secondary English courses, realistic presentation of materials, and the practical and varied methods of testing appropriate to such courses.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

264. Methods in Teaching Social Sciences in Middle and Secondary Schools

3 hours

Designed for middle and secondary education students working toward certification in one of the following social science fields: economics, general social sciences, history, political science, psychology, and sociology. Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Normally offered each fall semester.)

278. Supervised Teaching in Elementary School Music

7 hours

Students work with one or more music teachers in an elementary school.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

279. Supervised Teaching in Early Childhood Programs

4-7 hours

Students are given the opportunity to teach children in an early childhood program (birth through kindergarten). They teach a full day for ten weeks, attend the student teaching seminar, and conference with their college supervisor as directed.

Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair. Corequisite: Education 280 or Special Education 287.

280. Supervised Teaching in the Elementary School

7-14 hours

Students work with one or more regular teachers in an elementary school. They teach a full day, attend the student teaching seminar, and conference with their college supervisor as directed.

Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

281. Supervised Teaching in Elementary School Physical Education

7 hours

Students work with one or more regular physical education teachers in an elementary school. They attend the student teaching seminar and conference with their college supervisor as directed.

Prerequisite(s): Completion of preliminary student teaching requirements and approval of department chair.

282. Methods of Teaching Business in Middle and Secondary Schools

3 hours

This course will provide a practical overview of setting objectives, utilizing teaching materials, selecting and organizing subject matter, and instructing and evaluating as applied to accounting and basic business subjects. Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Planned for fall 2007.)

283. Supervised Teaching in Secondary School Music

7 hours

Students work with one or more music teachers in a secondary school.

Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

285. Supervised Teaching in the Middle Grades 7-14 hours

Students work with one or more regular teachers in a middle grades classroom. They attend the student teaching seminar and conference with their college supervisor as directed.

Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

286. Classroom Management and Discipline for All Students

1 hour

This course focuses on various attitudes, behaviors, and techniques which lead to effective classroom management. Students will engage in critical thinking and reflection as they review and develop effective classroom management practices.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Normally offered each fall semester.)

287. Supervised Teaching in the Secondary School

1-14 hours

Students work with one or more regular teachers in a secondary school. They attend the student teaching seminar and conference with their college supervisor as directed. Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

289. Urban Student Teaching Semester

14 hours

The Chicago Center for Urban Life and Culture project is a semester-long program that involves both interdisciplinary class work and field experiences in Chicago, Illinois, including fulltime student teaching. The semester program will replace certain teacher certification program requirements as determined by the department chair. Prerequisite(s): Students must meet the preliminary requirements for student teaching, be approved by the education department and the chair of the department in which the student is majoring, and be accepted by the Chicago Center Program Director.

290. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other standard courses, or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite(s): Approval of the department chair.

296. Special Projects

1, 2, or 3 hours

An opportunity for a student to engage in an individuallyarranged project supervised by a member of the faculty. Prerequisite(s): Approval of the department chair.

299. Student Teaching Seminar

1 hour

A capstone course that meets biweekly for two hours to focus on two areas: to provide a structured and safe environment to dialogue about student teaching successes and concerns; and second, invited speakers, students and instructor, discuss topics most pertinent to student teaching, how to obtain a teaching position, and critical issues for the beginning teacher. Topics include educational law, morals and ethics, student/teacher/parent rights and responsibilities, establishing and maintaining positive communication with the staff and community, as well as interviewing and job search skills. Corequisite: Student teaching or permission of the department chair.

(Normally offered each semester.)

Courses in Special Education

76. Field Experience

1 hour

A course designed to allow students an opportunity to assist a preschool, elementary, middle grades, or junior high special education teacher for a designated period of time each week. May be repeated a maximum of three times. P/F only.

Corequisite: Special Education 107 for special education majors.

(Normally offered each fall semester.)

107. Understanding Human Differences

3 hours

This course provides an overview of basic concepts related to the inclusive education of differently abled students. A broad understanding of a range of low and high incidence disabilities will be explored. Historical factors, legislation, litigation, service delivery models, and cross-cultural issues are examined in the course. Students will complete a fieldwork experience that will allow them an opportunity to assist kindergarten, elementary, middle school, or junior high special education students for a designated period of time. (Normally offered each fall semester.)

118. Learning Strategies I: Direct Instruction Methods

3 hours

Students will learn to develop and deliver specific academic and social curriculum using Direct Instruction/Behaviorist methodology. Demonstration of competence of instructional design and evaluation within a Direct Instruction/Behaviorist model is emphasized in relation to students with mild/moderate disabilities. Students may complete a fieldwork experience that will allow students an opportunity to assist a preschool, elementary, or middle school special education teacher for a designated period of time using these instructional methods.

119. Learning Strategies II: Strategy Training 3 hours

Students will learn to develop and deliver specific academic and social curriculum using Cognitive Strategy methodology. Demonstration of competence of instructional design and evaluation within a Cognitive Strategy framework is emphasized for students with mild/moderate disabilities. Students may complete fieldwork experience that will allow them an opportunity to assist a preschool, elementary, or middle school special education teacher for a designated period of time using these instructional methods.

120. Learning Strategies III: Cooperative Learning

3 hours

Students will learn to develop and deliver specific academic and social curriculum using Social Learning theory and methodology. Demonstration of competence in instructional design and evaluation with a Social Learning theory model is emphasized for students with mild/moderate disabilities. Students may complete a fieldwork experience that will allow them an opportunity to assist a preschool, elementary, or middle school special education teacher for a designated period of time using these instructional methods.

187. Instructional and Adaptive Technology

3 hours

This course is the study of the various forms of instructional technology available to today's educators. Instructional technologies include computers, data bases, wireless telecommunication, augmentative communication software, literacy, and mathematic support software. Specific emphasis is placed on those forms of adaptive technology that will assist the teaching and learning of students with mild/moderate disabilities. (Normally offered each semester.)

196. Special Projects

1, 2, or 3 hours

An opportunity for a student to engage in an individuallyarranged project supervised by a member of the faculty. Prerequisite(s): Approval of the department chair.

207. Methods of Teaching Secondary Students with Disabilities

3 hours

A course designed to acquaint secondary education students with appropriate teaching strategies and methodologies for the regular classroom when teaching students who are gifted or have mild/moderate disabilities. Legal responsibilities and obligations concerning both populations are also discussed. A field experience is included as part of this course.

(Normally offered each spring semester).

216. Assessment

2 hours

This course is a study of the informal and formal techniques and instruments for assessing children/youth for a variety of functions across multiple curriculum areas. Primary focus will be on effective tools for the identification and support of children/youth with mild/moderate disabilities.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Normally offered each spring semester.)

246. Methods Practicum

1 hour

A practicum opportunity allowing students to practice adapting lessons for children with exceptionalities. Prerequisites/Corequisites: Education 240, 242, 244, 245, 246, Special Education 248, 270.

248. Curriculum Adaptations for Language Art Methods

1 hour

As a corequisite with Education 245, this course will involve the critical study of materials, curriculum, and effective instruction used in teaching children and youth with mild/moderate disabilities.

Corequisites: Education 245.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

257. Legal Issues in Special Education

2 hours

This course provides students with knowledge of national, state, and local laws, policies, procedures, and resources that affect the definition of disability and the ensuing education programs for students with mild/moderate disabilities. Models of social and personal advocacy will form a critical foundation for development of a personal consultation model. Students will reflect their understanding of these issues through the development of Individual Education Plans, Transition Plans, and School Service Plans for students with mild/moderate disabilities.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Normally offered each fall semester.)

268. Education of Preschool Children Who are Handicapped

2 hours

This course provides an overview of the basic concepts related to early intervention and an in-depth study of instructional programming for infants and preschoolers with disabilities. Historical factors, legislation, assessment, and collaboration skills with other professionals and families are examples of topics emphasized.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Normally offered each spring semester.)

270. Curriculum Adaptations for Math and Science Methods

1 hour

As a corequisite of Education 240 and Education 244, this course involves the critical study of materials, curriculum, and effective instruction used in teaching children and youth with mild/moderate disabilities.

Corequisites: Education 240, 244.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair. (Normally offered each spring semester.)

271. Creating Supports for Safe Schools

2 hours

This course provides an intensive study of ways that collaborative practice can support children with emotional/behavioral needs. An emphasis of the course will be ,on the creation of safe schools through cognitive, behavioral, and social support strategies.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

277. Special Education Practicum

14 hours

Students are given the opportunity to teach children/youth who have mild/moderate disabilities in the elementary and middle grades. They teach a full day during all the Nebraska Wesleyan semester.

Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

285. Supervised Teaching in Mildly/Moderately Handicapped Programs, 6-9

7 hours

Students are given the opportunity to teach children who have mild/moderate disabilities in the middle grades for 10 weeks.

Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

287. Special Education Practicum

7 hours

Students are given the opportunity to teach children who have mild/moderate disabilities in the elementary grades for 10 weeks.

Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

288. Supervised Teaching in Preschool/Handicapped Programs

7 hours

Students are given the opportunity to teach preschool children with disabilities in an early childhood special education program (birth through kindergarten) for 10 weeks. Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

290. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other standard courses or to provide advanced study of subject matter introduced in other courses. The title, content and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite(s): Approval of the department chair.

296. Special Projects

1, 2 or 3 hours

This course provides an opportunity for a student to engage in an individually arranged project supervised by a member of the faculty.

Prerequisite(s): Approval of the department chair.

Courses in Geography

51. Physical Geography

3 hours

A course that introduces modern geography and examines spatial relationships among such physical phenomena as climate, topography, soils, and vegetation. (Normally offered each fall semester.)

52. Cultural Geography

3 hour

A course that examines the spatial relationships of such phenomena as population, economic activity, and societal groups.

(Normally offered each spring semester.)

Elementary Education Major

Sample Course Schedules

First Year
Fall Semester
EDUC 1: Introduction to
Education in the U.S2 hrs
EDUC 75: Field Experience1 hr
•IDS 1: Liberal Arts Seminar3 hrs
•ENG 1: English Language and Writing3 hrs
Mathematics or Modern3-5 hrs
Language Requirement
HIST 1: U.S. Soc & Cult to 1877 or
HIST 2: U.S. Soc & Cult since 18773 hrs
15-17 hrs
Spring Semester
EDUC 168: Literature for Children
and Youth3 hrs
•COMM 1: Fundamentals of Speech3 hrs
Natural Science with lab4 hrs

The only education courses open to first-year students are EDUC 1, 75 and 168. If there is any intention to get a foreign language endorsement, foreign language must be started in the first year.

Middle Grades Major Sample Course Schedules

PSYCH 1 or 2 Basic or

First Year	
Fall Semester	
EDUC 1: Introduction to	
Education in the U.S	2 hr
EDUC 75: Field Experience	1 h
•IDS 1: Liberal Arts Seminar	
•ENG 1: English Language and Writing	3 hr
HHP 15: Health and Wellness	2 hr
PSYCH 1 or 2: Basic or	
Applied Psychological Science	3 hr
One Course Toward Specialization	3 hr
	17 hr
Spring Semester	
•COMM 1: Fundamentals of Speech	3 hr
Mathematics Requirement	3-4 hr
BIO 1: Perspectives in Biological	
Sciences or related class	4 hr
HIST. 1: U.S. Soc & Cult to 1877 or	
HIST. 2: U.S. Soc & Cult since 1877	3 hr
One Course Toward Specialization	3 hr

16-17 hrs.

Special Education Major Sample Course Schedules

First Year	
Fall Semester	
*EDUC 1: Introduction to	
Education in the U.S2 hrs.	
*EDUC 75: Field Experience1 hr.	
•IDS 1: Liberal Arts Seminar3 hrs.	
•ENG 1: English Language and Writing3 hrs.	
•Mathematics or Modern Language3-5 hrs.	
Requirement	
•HHP 15: Health and Wellness2 hrs.	
14-16 hrs.	
Spring Semester	
EDUC 168:	
Literature for Children and Youth3 hrs.	
PSYCH 1 or 2: Basic or	
Applied Psychological Science3 hrs.	
BIO 1: Perspectives in Biological Sciences4 hrs.	
•COMM 1: Fundamentals of Speech 3 hrs.	
•Mathematics or Modern3-5 hrs.	
Language Requirement 16-18 hrs.	
*May be taken either fall or spring semester.	

Secondary Education Sample Course Schedules

First Year

Fall Semester **EDUC 1: Introduction to** Education in the U.S.2 hrs. EDUC 75: Field Experience1 hr. •IDS 1: Liberal Arts Seminar3 hrs. •ENG 1: English Language and Writing.......3 hrs. General Education course3 hrs. •HHP 15: Health and Wellness......2 hrs. One Course Toward Major3 hrs. 17 hrs. Spring Semester •COMM 1: Fundamentals of Speech 3 hrs. •Mathematics Requirement3-4 hrs. General Education course6 hrs. One Course Toward Major3 hrs. 15-16 hrs.

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

ENGLISH

Humanities Division Old Main 102 402.465.2343

Faculty

Department Chair:

Sarah A. Kelen, Ph.D. Email: sak@nebrweslevan.edu

Full-Time:

Roger A. Cognard, Ph.D. Rick Cypert, Ph.D. C. Gerise Herndon, Ph.D. Sandra J. McBride, M.A. Laurence L. McClain, Ph.D. James R. Schaffer, Ph.D. P. Scott Stanfield, Ph.D. Katherine J. Wolfe, Ph.D.

Part-Time:

Cameron Dodworth, M.A.

Degree Bachelor of Arts

Major

Foreign language study is strongly encouraged for all English majors.

Credit earned in English 1, 2, or 101 does not count toward hour requirements for any English major or minor.

Each student graduating with a major in English will participate in a senior exit interview, normally in conjunction with English 299. This review will provide a means of self-assessment for each student and program assessment for the department.

English major (39 hrs.)

Introduction to Textual Study	
(English 100)	3 hrs.
British and American Literature	
(English 105, 106, 107, 108)	9 hrs.
Advanced Composition	
(English 110)	3 hrs.
Shakespeare	
(English 200)	3 hrs.
Language Theory	
(English 251, 252, 260, 265)	6 hrs.
Senior Research	
(English 298 and 299)	6 hrs.
Emphasis Area (select one)	9 hrs.

Emphasis Areas

Literature (9 hrs.)

Any combination of additional 200-level literature courses, English 180, or a fourth semester of the British or American survey courses.

Writing (9 hrs.)

Language Studies (9 hrs.)

Pedagogy (9 hrs.)

Students would fulfill this pedagogy emphasis area by taking the following courses:

- -ENG 169: Learning Resources for Young Adults
- -ENG 292/293
- A third language course (two language courses are already required for the major, but state accreditation standards require secondary education students to take three)
- or another course as approved by department chair.

Students who wish to meet Nebraska teaching certification requirements select one of these options:

- -English subject endorsement
- English supporting subject endorsement (for those who have first-major endorsements in other areas)
- -Language arts field endorsement

See the education department brochures for details.

Minors

English minor (18 hrs.)

English 1003 hrs	S.
Electives15 hr	s.
Electives must include at least one	
200-level course	

Journalism minor (19 hrs.)

Journalism 161 and 162	6 hrs.
Journalism 164 and 169	4 hrs.
Communication 155	3 hrs.
Art 150	3 hrs.
Elective	3 hrs.

Select from Journalism 169 [repeated], 297; Political Science 109; or Communication 232.

Writing minor (15 hrs.)

Select from English 110, 117, 119, 215, 217, 219, 260, 265; Journalism 161, 162, 169, and 296.

Courses in English

1. English Language and Writing

3 hours

A course designed to help students write with clarity, confidence, and conviction, incorporating both regular practice in writing (argument and exposition, writing as discovery, and personal exploration) and study of language and its social roles.

(Normally offered each semester.)

2. Composition, Language, and Literature

3 hours

This course is designed for further development of student writing skills, with special attention to the origin, development, and current nature of the English language. The course includes an introduction to literary genres.

100. Introduction to Textual Studies

3 hours

This course is designed to equip new English majors with the textual expertise and vocabulary needed for the analysis and discussion of various texts. It will cover English prosody (including meter, sound patterns, and traditional closed forms), and the technical vocabulary appropriate to the discussion of fiction and drama.

101. Masterpieces of Literature

3 hours

An introductory course designed to help students appreciate the literary record of human relationships with nature, the supernatural, and each other. Each course examines a particular question or condition as it is represented in a restricted number of literary works, withcore readings from the Bible, Greek or Roman classical literature, Shakespeare, literature by women, and literature by writers of color. Current offerings include the following. *Prerequisite(s): English 1*.

Encountering Others

This course looks at texts that represent moments of contact, conflict, or exchange between different cultures, or between a society and those individuals the society has designated as "different" in some crucial way.

Coming of Age— Becoming Women, Becoming Men This course looks at texts that represent the forces and processes that are part of maturation, especially those related to gender identity. This course focuses on gender issues and includes feminist perspectives.

Note: This course also counts for Gender Studies credit.

Families and Relationships

This course will examine how writers from different historical eras and cultural contexts write about family, in every sense of that word.

Writing the Self

"Who am I?" This is the quintessential question that all human beings ask. This course examines how writers from different historical eras and cultural contexts use various narrative strategies to construct a sense of self. We will also examine numerous theories that seek to explain what constitutes the "I" that locates the self as a palpable center of self-awareness, as well as how genre influences the accounting of personal history.

Sexualities

This course is designed to help students appreciate the literary record of romantic relationships. Specifically, the course will explore how writers from different historical periods and cultural milieus address the issue of human sexuality. Note: same-sex relationships will be routinely read about and discussed in the class.

Note: This course also counts for Gender Studies credit.

Law and Justice

The courtroom is a place where one's telling and interpretation of stories can mean the difference between life and death, so the analysis of literature and the practice of the law are already intertwined. This course explores the connection further by focusing on literary works that deal with the principle of justice and the application of the law.

Revolution

This course looks at texts that represent moments of sudden change, upheaval, and transformation, both within societies and within individuals.

Women's Communities

This course looks at literary texts (some written by women, some by men) that imagine and depict all woman communities. This course explores how different societies and different historical eras have thought about gender and the social roles of men and women.

105. British Literature: To 1800

3 hours

A survey of British literature designed as a foundation course for majors. Its aim is to provide a historical perspective of British writers and genres, from the Anglo-Saxon beginnings to the end of the Neoclassic era.

Prerequisite(s): English 1 and a Masterpieces of Literature course (English 101, History 116, Modern Language 134, or Theatre Arts 101).

(Normally offered each fall semester.)

106. British Literature: Since 1800

3 hours

A survey of British literature designed as a foundation course for majors. Its aim is to provide a historical perspective of British writers and genres, from the beginnings of the Romantic Movement to the present.

Prerequisite(s): English 1 and a Masterpieces of Literature course (English 101, History 116, Modern Language 134, or Theatre Arts 101).

(Normally offered each spring semester.)

107. Literature of the U.S.: To 1865

3 hours

A survey course providing a historical perspective on the culture of the U.S. through the study of its literature from the colonial beginnings to the Civil War.

Prerequisite(s): English 1 and a Masterpieces of Literature course (English 101, History 116, Modern Language 134, or Theatre Arts 101).

(Normally offered each fall semester.)

108. Literature of the U.S.: Since 1865

3 hours

A survey course providing a historical perspective on the culture of the U.S. through the study of its literature from the Civil War to the present.

Prerequisite(s): English 1 and a Masterpieces of Literature course (English 101, History 116, Modern Language 134, or Theatre Arts 101).

(Normally offered each spring semester.)

110. Advanced Composition

3 hours

The focus of this course is on the writing process and its product, the central activity being to study the effects of writing on both writer and reader. The course is conducted as a workshop in which students read their own compositions to the class and respond to the compositions of their classmates. The aim is to reduce, or make productive, anxieties about writing, and thereby improve it. *Prerequisite(s): English 1*.

117. Fiction Writing

3 hours

An introduction to the writing of fiction with an emphasis on a variety of forms, techniques, and narrative voices. Discussion of student writing will take place in a workshop setting.

Prerequisite(s): English 1 or permission of the instructor.

119. Poetry Writing

3 hours

An introduction to the writing of poetry with an emphasis upon a variety of forms and techniques. Discussion of student writing will take place in a workshop setting. Prerequisite(s): English 1 or permission of the instructor.

169. Learning Resources for Young Adults See Education 169.

180. African-American Literature

3 hours

This course supplements the basic American survey courses. Its aim is to acquaint students with representative autobiography, fiction, drama, poetry, literary criticism, and essays by African-American writers from Frederick Douglass to Toni Morrison.

Prerequisite(s): English 1 and a Masterpieces of Literature course (English 101, History 116, Modern Language 134, or Theatre Arts 101).

190. Selected Topics

2 or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content, and credit will be determined by current, mutual interests of students and faculty. This course will usually be a course in literature, but it may sometimes be a course in language or writing.

200. Shakespeare

3 hours

A systematic study of the outstanding literary artist of the English language: comedies, tragedies, and historical plays. Prerequisite(s): English 1 and 100 and junior standing.

215. Writing in the Professions

3 hours

An advanced writing workshop covering rhetorical principles (invention, arrangement, style, presentation) of various disciplines. Students will complete writing projects related to their professional interests.

Prerequisite(s): English 110.

217. Advanced Fiction Writing

3 hours

An advanced course in the writing of fiction with a continued emphasis on a variety of forms, techniques, and narrative voices. Discussion of student writing will take place in a workshop setting.

Prerequisite(s): English 117 or permission of the instructor.

219. Advanced Poetry Writing

3 hours

An advanced course in the writing of poetry with a continued emphasis on a variety of forms and techniques. Discussion of student writing will take place in a workshop setting.

Prerequisite(s): English 119 or permission of the instructor.

221. Literature of the Middle Ages

3 hour

An advanced course focusing primarily on British medieval literature. Its aim is to provide depth of knowledge by concentrating upon a single author, genre, or theme that distinctively represents the medieval period. Training in scholarship is provided through individual projects in literary research and analysis. The particular subject will be determined each time the course is offered.

Prerequisite(s): English 1 and 100 and junior standing.

222. Renaissance Literature

3 hours

An advanced course focused primarily on British Renaissance literature. Its aim is to provide depth of knowledge by concentrating upon a single author, genre, or theme that distinctively represents the Renaissance period. Training in scholarship is provided through individual projects in literary research and analysis. The particular subject will be determined each time the course is offered.

Prerequisite(s): English 1 and 100 and junior standing.

223. Literature 1660-1800

3 hours

An advanced literature course designed to provide depth of knowledge by concentrating upon a single author, genre, or theme that distinctively represents literature from the years 1660-1800. Training in scholarship is provided through individual projects in literary research and analysis. The particular subject will be determined each time the course is offered.

Prerequisite(s): English 1 and 100 and junior standing.

224. Nineteenth-Century Literature

3 hours

An advanced literature course designed to provide depth of knowledge by concentrating upon a single author, genre, or theme that distinctively represents the nine-teenth century or some portion of the century. Training in scholarship is provided through individual projects in literary research and analysis. The particular subject will be determined each time the course is offered.

Prerequisite(s): English 1 and 100 and junior standing.

225. Twentieth-Century Literature

3 hours

An advanced literature course designed to provide depth of knowledge by concentrating upon a single author, genre, or theme that distinctively represents the twentieth century or some portion of the century. Training is cholarship is provided through individual projects in literary research and analysis. The particular subject will be determined each time the course is offered.

Prerequisite(s): English 1 and 100 and junior standing.

231. Studies in Fiction

3 hours

An analytical course designed to provide intensive study of the fiction genre, or some aspect of the genre, and to improve students' techniques and standards of literary analysis and judgment. The particular subject will be determined each time the course is offered.

Prerequisite(s): English 1 and 100 and junior standing.

232. Studies in Drama

3 hours

An analytical course designed to give students exposure to some of the major achievements of British, Continental, and American dramatists. The particular subject will be determined each time the course is offered. *Prerequisite(s): English 1 and 100 and junior standing.*

233. Studies in Poetry

3 hours

An analytical course designed to provide intensive study of poetics and the various genres in verse, and to improve students' techniques and standards of literary analysis and judgment. The particular subject will be determined each time the course is offered.

Prerequisite(s): English 1 and 100 and junior standing.

234. Studies in Non-fiction Prose

3 hours

An analytical course designed to provide intensive study of the different genres of literary non-fiction writing, and to improve students' techniques and standards of literary analysis and judgment. The particular subject will be determined each time the course is offered.

Prerequisite(s): English 1 and 100 and junior standing.

236. Modern Novel

3 hours

This course in the development of the novel since the end of World War II, uses examples drawn primarily from Great Britain, the United States, and the Anglophone world.

Prerequisite(s): English 1 and 100 and junior standing.

240. Women Writing Across Cultures

3 hours

Fiction and essays by women from various cultures (including the U.S., Europe, Africa, Latin America, and the Caribbean) will be the focus of this course. The multicultural, international reading list will provide students insight into the lives and experiences of women most likely very different from themselves; thus they can appreciate and learn from the differences and make connections across cultures.

Prerequisite(s): English 1 and 101.

250. Postcolonial and Global Literature

3 hours

A thematic course designed to complement the more traditional offerings in British and American literature. The emphasis will be on the shock of colonization, the oppression of imperialism, and the struggle for independence. Attention will also be paid to the encounter of the individual with the questions of God, family, love, war, work, change, and death.

Prerequisite(s): English 1 and a Masterpieces of Literature course (English 101, History 116, Modern Language 134, or Theatre Arts 101).

251. Introduction to Linguistics

3 hours

Students study principles of linguistic analysis and survey various theories of English grammar. Topics include: English phonetics and phonology, morphology, syntax, semantics, and subfields of linguistics such as: sociolinguistics (regional and ethnic dialects, issues of gender), historical linguistics, and psycholinguistics (language acquisition, language and the brain).

Prerequisite(s): English 1, 100, and junior standing.

252. Origins of the English Language

3 hours

An introductory course in the historical and grammatical development of Modern English from Old English and Middle English.

Prerequisite(s): English 1, 100, and junior standing.

260. Early Rhetorical Traditions and Criticism

3 hour

Students will study the early history of rhetoric, drawing upon the Greek and Roman traditions and those of at least one additional culture. Students will focus on the major tenets of these rhetorical traditions, enabling them to analyze a variety of texts from multiple cultural perspectives.

Prerequisite(s): English 1, 100, and junior standing.

265. Modern Rhetorical Traditions and Criticism

3 hours

Students will study the later history of rhetoric, drawing upon European rhetorical theorists, in addition to approaches from at least one non-Western culture. Students will focus on the major tenets of these rhetorical traditions, enabling them to analyze a variety of texts from multiple cultural perspectives.

Prerequisite(s): English 1, 100, and junior standing.

270. Shakespearean Studies in Britain

3 hours

A study of Shakespeare's work and life on site in London and Stratford-upon-Avon. Coursework includes attendance at six productions at the Royal Shakespeare Theatre, a visit to the Shakespeare Globe Museum and New Globe Theatre in London, a theatre tour and workshop conducted by the Royal Shakespeare Company, lectures by resident scholars at the Shakespeare Centre, and visits to all of the Shakespeare Trust Properties and Holy Trinity Church. The course culminates in a major paper developed from research at the Shakespeare Centre Library and the Royal Shakespeare Collection.

Note: This course may be counted toward the English major in lieu of English 200.

Prerequisite(s): Junior standing and permission of the instructor.

290. Selected Topics

2 or 3 hours

An advanced course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content, and credit will be determined by current, mutual interests of students and faculty. This course will usually be a course in literature, but it may be sometimes be a course in language or writing. This course may be offered to meet a group requirement for a major only by approval of the department chair. Prerequisite(s): Junior standing or instructor approval. (Normally offered each fall semester.)

292. Preparation for Pedagogy Practicum

1 hour

A course in pedagogical theory as it relates to teaching composition and introductory literature classes. This course is the required preparation for English 293 (English 1 or 101 Student Instructor). P/F only. Prerequisite(s): Approval of instructor and department chair, English 100, 101, and junior standing. (Only offered winter term.)

293. Pedagogy Practicum (English Student Instructor)

2 hours

Student instructors will apply their knowledge of discipline- specific pedagogical theories by working with faculty members in either English 1 or 101. Students will plan class discussions; create and respond to student assignments; and do independent projects designed to reflect on their experiences in class. All students in English 293 will meet once a month with the department chair to evaluate their progress. Course may not be repeated for credit. P/F only.

Prerequisite(s): Approval of instructor and department chair and English 292.

(Normally offered each spring semester.)

296. Special Projects

2 or 3 hours

A projects course designed to analyze and develop techniques and subjects not involved in any of the standard courses. The topic, content, and credit will be determined by current, mutual interests of students and faculty. This course may be counted toward a major emphasis area with the approval of the department chair.

297. Internship

2 or 3 hours

A project course in which students serve as apprentices in their chosen fields. Students' progress and performance will be supervised and evaluated jointly by the cooperating supervisor and instructor. Each project will be individually designed to suit the student's professional interests. P/F only.

Prerequisite(s): Permission of the instructor.

298. Ways of Reading: Theory and Practice

3 hours

A course in the theory and development of literary criticism including a general overview of theories of literary criticism before the 20th- century and 20th-century critical theories.

Prerequisite(s): Senior standing.

299. Senior Workshop

3 hours

A senior-level research and writing seminar. In this course students produce a research paper of approximately 20 pages or an original work (e.g., a short story) supplemented with a 10-page essay that explains their work critically. At the end of the term, students make panel presentations about their work to the entire department, and each paper is read by two faculty chosen by each student.

Prerequisite(s): Senior standing.

Courses in Journalism

161. News Reporting

3 hours

An introductory course in journalism concentrating upon basic techniques of news gathering and writing, including a basic history of news media.

(Normally offered each fall semester.)

162. Feature Writing

3 hours

Analysis of and practice in writing news feature stories for a variety of publications. The course will stress audience appraisal, interviewing, and research.

164. Computerized Publishing I

3 hours

Study and practice of various print-media production skills including typography, layout design, and printing techniques. Students will learn several pagination and design computer programs.

169. Journalism Laboratory

1 hour

Working session during which staff members produce the weekly newspaper, The Reveille. May be repeated. Credit is limited to 3 hours. P/F only. (Normally offered each semester.)

264. Computerized Publishing II

3 hours

Advanced study and practice of computer-related print production skills.

Prerequisite(s): Journalism 164 or permission of the instructor

297. Journalism Internship

2 or 3 hours

On-the-job training with a newspaper or other sponsor involved with communications. Work may include writing, photography, or production. Each internship will be designed individually to benefit both student and sponsor. Sponsors may be secured either by the student or by the department. P/F only.

Prerequisite(s): Permission of the instructor.

English MajorSample Course Schedules

First Year

Fall Semester

•ENG 1: English Language and Writing3	hrs
•IDS 1: Liberal Arts Seminar3	hrs
•HHP 15: Health and Wellness2	hrs
General Education or Electives6-8	hrs
14-16	hrs

Spring Semester

Second Year

Fall Semester

ENG 100: Introduction to Textual Stu	dy3 hrs.
ENG 107: American Literature	3 hrs.
General Education or Electives	10-12 hrs.
	16-18 hrs.

Spring Semester

ENG 110: Advanced Composition	3 h	ır
ENG 108: American Literature	3 h	ır
General Education or Electives	.10-12 h	ır
	16-18 h	r

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

FORENSIC SCIENCE

University College Burt Hall 402.465.2227

Director of the Program:

Melissa Connor, Ph.D. Email: mconnor@nebrwesleyan.edu

Director of Laboratory:

Daniel J. Strydom, Ph. D.

Full-time:

Jeri Myers, M.A., D-ABMDI

Adjunct Professors:

Larry Barksdale, M.A. Charles Eggleston, M.F.S. Jason Linder, M.F.S. Scott McMillion, M.F.S. Jody Meerdink, Ph.D. Gary Plank, M.A. Douglas Scott, Ph.D. Carmella Strong, M.F.S.

This program, offered on weekends, is designed to provide knowledge of the field of forensic science. Through classroom and clinical experience, forensic science techniques to employ in the preservation and collection of medicolegal evidence will be learned. This program provides an understanding of the integration of forensic science disciplines with criminal investigation.

Certificate

An undergraduate certificate in Forensic Science is awarded to students completing 15 hours of undergraduate forensic science courses: Forensic Science 201, 202, 203, 204, and 297. Additional undergraduate courses are also offered for persons interested in these topics, not pursuing a certificate or degree.

Master of Forensic Science Degree

The forensic science program at Nebraska Wesleyan provides graduate-level preparation for individuals practicing or pursuing careers in law, law enforcement, investigation, corrections, medicine, counseling, consulting, government or private laboratories, and other fields in which forensic science impacts the legal process. The curriculum offers students a choice among three tracks: behavioral science, forensic biology/chemistry, and investigative sciences. The program prepares all students for the merging sciences employed in the constantly changing world of forensics. Admissions requirements for the Master of Forensic Science include:

- -Completion of the MFS Admission Application form
- -Official transcripts from all previously attended institutions
- -Two letters of support verifying academic and professional abilities
- -A cumulative undergraduate grade point average of 3.00 or better
- -A criminal background check
- A baccalaureate degree from a regionally accredited institution
- A baccalaureate degree from a regionally accredited institution
- -A personal goal statement

There will be specific requirements for each specialty area that may be waived upon request of evaluation of transcripts and/or work experience.

Behavioral Science—

Personality Psychology; Social Psychology; Abnormal Psychology. Also recommended: Clincial Psychology

Forensic Biology/Chemistry-

1 semester of Biology or Organic Chemistry; 2 semesters of Biochemistry (or 1 semester of Biochemistry and 1 semester of Molecular Biology or Molecular Genetics); 1 semester of Quantitative Chemistry (or Analytic Chemistry) or Statistics; 1 semester of Genetics or Cellular Biology

Investigative Science—

An undergraduate/graduate statistics course; an undergraduate/graduate research methods course.

Contact the Director of the Program or the University College Office for complete admission and program requirements.

M.F.S. requirements (40 hrs.) (Behavioral Science or Investigative Sciences track)

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Core courses20 hrs
Forensic Science 501 (3 hrs.)
Forensic Science 502 (3 hrs.)
Forensic Science 503 (3 hrs.)
Forensic Science 504 (3 hrs.)
Forensic Science 597 (3 hrs.)
Forensic Science 515 (4 hrs.)
Forensic Science 516 (1 hr.)
Specialty area courses12 hrs.
Choose one specialty area.
Behavioral Science:
Forensic Science 530, 531, 532, 533
Investigative Sciences:
Forensic Science 520, 521, 522, 523
Special Session Seminars2 hrs
Select 2 hours from:
Forensic Science 570-579, 591, 595, 596
, , ,
Internship/Research Project6 hrs. Forensic Science 599
LOLGURIC SCIENCE 333

M.F.S. requirements (40 hrs.) (Biology/Chemistry track)

Core courses20 hrs.
Forensic Science 501 (3 hrs.)
Forensic Science 502 (3 hrs.)
Forensic Science 503 (3 hrs.)
Forensic Science 504 (3 hrs.)
Forensic Science 597 (3 hrs.)
Forensic Science 540 (4 hrs.)
Forensic Science 516 (1 hr.)
Specialty area courses14 hrs. Forensic Science 541, 542, 547
Special Session Seminar
Internship/Research Project5 hrs. Forensic Science 599

Courses

10. Introduction to Forensic Science

3 hours

Introduction to Forensic Science and it's application, stressing a multi-disciplinary approach and the interface of science with ethnics and the legal system. Crime scene investigation, evidence collection, questioned documents, the collection and analysis of body fluids and DNA, firearms and tool marks, and crime scene reconstruction will be included.

201. Forensic Science I

3 hours

This course provides an introduction to forensic science. Specialized areas of forensics such as forensic pathology, forensic odontology, forensic anthropology, and forensic entomology are introduced. Basic forensic science techniques are discussed.

Prerequisite(s): Permission of the program coordinator.

202. Psychological, Sociological, and Legal Aspects of Forensic Science

3 hours

This course introduces the participant to the psychological, sociological, and legal dimensions of forensic science. Discussion of expert witness testimony is included.

203. Forensic Science Techniques

3 hours

This course introduces the participant to crime scene preservation and investigation. Collection, preservation, and processing of evidence are included.

204. Forensic Science II

3 hours

This course provides the participant with an exploration of concepts and principles related to the medicolegal investigation of injury and death. Forensic (medicolegal) post mortem examination procedures are included. *Prerequisite(s): Forensic Science 201.*

295. Independent Study

1, 2, or 3 hours

An opportunity for a student to engage in an individually arranged research project supervised by a member of the faculty or other approved expert in the field. Independent study is intended to broaden study opportunities beyond what is offered, not duplicate courses offered in the catalog.

Prerequisite(s): Permission of the instructor or program director.

296. Special Projects

1, 2, or 3 hours

An opportunity for a student to engage in an individually arranged project supervised by a member of the faculty or other approved expert in the field. Special projects are intended to broaden study opportunities beyond what is offered, not duplicate courses offered in the catalog.

Prerequisite(s): Permission of the instructor or program director.

297. Internship

3 hours

The internship consists of 90 contact hours and is arranged to expand clinical application of theory content. Sites are available out of state. P/F only.

Prerequisite(s): Forensic Science 201, 202, 203, and 204 and permission of the coordinator or program director.

299. Senior Research

1, 2, or 3 hours

This is an empirical research investigation in which a student formulates his or her own research topic, collects and analyzes the data relevant to that topic, and prepares a formal report of the investigation consistent with the publication style of the American Psychological Association. Either laboratory or field research is acceptable.

Prerequisite(s): Permission of the instructor or program director.

501. Forensic Science I

3 hours

This course provides an introduction to forensic science. Specialized areas of forensics such as forensic pathology, forensic odontology, forensic anthropology, and forensic entomology are introduced. Basic forensic science techniques are discussed.

Prerequisite(s): Admittance to the graduate program.

502. Psychological, Sociological and Legal Aspects of Forensic Science

3 hours

This course introduces the participant to the psychological, sociological, and legal dimensions of forensic science. Discussion of expert witness testimony is included. *Prerequisite(s): Admittance to the graduate program.*

503. Forensic Science Techniques

3 hours

This course introduces the participant to crime scene preservation and investigation. Collection, preservation, and processing of evidence are included.

Prerequisite(s): Admittance to the graduate program.

504. Forensic Science II

3 hours

This course provides the participant with an exploration of concepts and principles related to the medicolegal investigation of injury and death. Forensic (medicolegal) post-mortem examination procedures are included. Prerequisite(s): Admittance to the graduate program and Forensic Science 501.

510. Research Methods and Statistics for Forensic Science

3 hours

The intent of this course is to introduce the students to the basics of statistics and research design. With respect to design issues, special attention will be paid to the "rules of evidence" for the analysis of cause-and-effect relationships and the important differences among experimental, quasi-experimental, and concomitant measurement studies. With respect to data analytic issues, primary attention will be given to the family of least-squares techniques that includes analysis of variance and multiple linear regression. Emphasis will be on the pragmatics of hypothesis testing, data analysis, and the communication of findings.

511. Graduate Transition Course

2 hour

This course is designed to "bridge the gap" for students who have already completed the certificate program as undergraduates and have been accepted for enrollment in the graduate program. This will include a re-examination of the material from the original four courses as well as elements related to these courses. The student will be completing the requirements needed to fulfill the graduate level expectations of the original courses (Forensic Science 201, 202, 203, and 204).

Prerequisite(s): Forensic Science 201, 202, 203, and 204, with grades of "B-" or better, and admittance to the graduate program.

Prerequiste or Corequisite(s): Forensic Science 297.

515. Advanced Crime Scene Investigation

4 hours

This course focuses on recognizing, protecting, and preserving all prospective physical evidence at a crime scene. Crime scene reconstruction involving the use of the scientific method and classical logic will be discussed. Students will learn about crime scene photography methods, making impressions from imprints, collecting fingerprints and trace evidence, and analyzing and interpreting blood spatter evidence through lectures and hands-on experiences.

Prerequisite(s): Forensic Science 501, 502, 503, 504, and 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511), with grades of "B-" or better.

516. Crime Scene House Practical

1 hour

This course is designed to present the students with a real life crime to work from beginning to end. Students will be assigned to groups that include representatives from the behavioral sciences, biology/chemistry, and investigative sciences tracks. Each investigative team will be assigned a case to work for the duration of the course. Working the case will include processing the scene, processing and evaluating evidence, developing victim and offender profiles, following up leads, and seeing the case through to completion in either a grand jury or court room simulation.

Prerequisite(s): Satisfactory completion of Forensic Science 501, 502, 503, 504, and 597.

520. Criminal Law and the Law of Evidence

3 hours

In the course, the elements of violent crimes will be reviewed, as well as criminal procedure, constitutional and statutory limitations of criminal investigation, and the Fourth, Fifth, and Sixth Amendments. The requirements of conviction, or burden of proof (criminal vs. civil standards), and rules and policies pertaining to evidence will be studied.

Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511), and 515 or 540, with grades of "B-" or better.

221/521. Forensic Archaeology

3 hours

This course introduces the participant to the methods and techniques of anthropological archaeology relevant to forensic investigation.

Prerequisites for 521: Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511), and 515 or 540, with grades of "B-" or better.

222/522. Violence in Society

3 hours

Are there societal trends that explain violence against women, school shootings, and intrafamilial homicide? This course will look at violence in the United States in the context of changing roles and values, with a special focus on predicting violence.

Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511) and 515 or 540, with grades of "B-" or better.

523. Document Analysis

3 hours

The course examines the issues involved in examining documents. Students will be introduced to questioned document examination techniques, handwriting analysis techniques, forensic discourse analysis, forensic linguistics, and the application of logic and language to forensic narrative analysis.

Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511) and 515 or 540, with grades of "B-" or better.

530. Forensic Psychology

3 hours

Forensic psychology is a growing and popular field of inquiry. Forensic psychology is the application of psychological insights, concepts, and skills to the understanding and functioning of the legal and criminal justice system. Students will examine the interaction between theories and applications of psychology and the practice of civil and criminal law. Insanity, malpractice, competency, civil commitment, violence, jury selection, and expert-witness testimony will be discussed.

Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297 and 511) and 515 or 540, with grades of "B-" or better; Abnormal Psychology, Social Psychology, and Personality Psychology, or permission of the instructor.

531. Violence, Mental Illness & Risk Assessment

3 hours

This course focuses on the physiological, cognitive, and learning factors involved in criminal behavior from a psychological perspective. This will include an examination of the relationship between mental illness and criminal behavior, especially violent behavior. Information regarding criminal behavior, violence, and mental illness will then be examined in terms of the assessment of risk. Risk assessment has developed as an important avenue for preventing crimes or preventing repeat offenses from an individual perpetrator. In the field of Forensic Psychology, risk assessment is a very important skill. Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204,

Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511) and 515 or 540, with grades of "B-" or better; Abnormal Psychology, Social Psychology, and Personality Psychology, or permission of the instructor.

532. Serial Offenders & Personality

3 hours

This course focuses on the repeat offender, most notably the serial murderer. This course will also include an examination of a variety of violent and nonviolent repeat offender crimes (i.e., serial rape, stalking, "peepers"). The course will concentrate on the nature of the repeat offender and the personality characteristics that tend to be associated with this type of criminal.

Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511) and 515 or 540, with grades of "B-" or better; Abnormal Psychology, Social Psychology, and Personality Psychology, or permission of the instructor.

533. Criminal Investigative Analysis

3 hours

Behavior profiling has become a very important aspect of criminal investigation. This course will provide students with a combined theoretical and practical approach to criminal profiling. Several paradigms will be discussed, including those developed by the FBI and Behavioral Evidence Analysis. Students will also be introduced to a variety of investigative techniques including statement analysis. Emphasis will be on profiling the offender, but profiling the victim will also be explored. Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511) and 515 or 540, with grades of "B-" or better; Abnormal Psychology; Social Psychology; Personality Psychology: or permission of the instructor.

540. Analytical Sciences as Bases for Forensic Investigation

4 hours

This course will explore the place of analytical chemical concepts and instrumentation in the robust and dependable identification and quantification of those biological and chemical compounds that are of interest for forensic investigations.

Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511), with grades of "B-" or better in each course.

541. Introduction to Forensic Biology

4 hour

Forensic serology has become one of the most important areas in the crime laboratory because of the often highly individual information which the analysis of blood and body fluids can provide. As a result of serological examination of blood and body fluids it is often possible to state with a high degree of probability the origin of the stains. Such information can be used to place the suspect or victim at the crime scene. Course contact includes information about immunology and blood group serology, handling other body fluids, as well as various laboratory testing methods.

Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511) and 540, with grades of "B-" or better, or permission of the instructor.

542. DNA Testing, Lab Safety, & Quality Control and Lab Safety

6 hours

Forensic serology has become one of the most important areas in the crime laboratory because of the often highly individual information which the analysis of blood and body fluids can provide. In recent years, deoxyribonucleic acid (DNA) technology has been used to detect individual variation. This course contains information regarding the structure of DNA, testing forensic DNA samples, and understanding the results and discerning the information relevant in a forensic context. Prerequisite(s): Forensic Science 501, 502, 503, 504, 597 (or completion of Forensic Science 201, 202, 203, 204, 297, and 511) and 515 or 540, with grades of "B-" or better; Genetics, Molecular Biology, and Biochemistry, or permission of the instructor.

547. Chemical Identification in Forensic Investigation

4 hours

This course will explore the use of modern chemical techniques in the identification and quantification of chemical compounds of interest, in or on ojbects of forensic importance. These include the classified groups of substances as defined in the Controlled Substance Act, various deadly substances, and substances appearing at fire and arson scenes. Students will be introduced to presumptive and confirmatory tests, utilizing laboratory techniques from simple color tests to chromatographic and mass spectrometric analyses.

Prerequisite(s): Forensic Science 540 and 541.

270/570. Forensic Palynology

1 houi

Palynology is the study of pollen. Pollen assemblages can be compared to determine whether or not two groups are from the same environment or not. This has been used to determine if bodies or objects were moved, and the source of plant-based drugs. This course will show the student how pollen is collected and examined, and discuss the types of situations in which pollen is useful.

271/571. GIS in Crime Mapping

1 hou

Geographic Information Systems (GIS) is a powerful tool when used to communicate and analyze patterns of crime on a local, state, or national level. The course will introduce the students to ArcView, one of the most commonly used GIS programs. The course will also provide an overview of how the program is used in forensic science and criminal justice.

272/572. Bloodspatter Analysis

1 hour

This course focuses on an examination of blood and pattern stain patterns as on scene forensic evidence. This course principally involves the consideration of the dynamics associated with human blood after it leaves the body.

273/573. Advanced Bloodspatter Analysis

1 hou

This course will discuss an advanced level of blood spatter analysis, including but not limited to, distinguishing false spatter patterns, identifying low, medium, and high velocity spatter, calculating the angle of impact of a blood stain, patterns of impact spatters from blunt force and gunshot injuries, and patterns of blood spatter from different types of arterial damage, such as breaches, spurts, or gushes.

274/574. Threat Assessment

1 hour

Threat assessment refers to the determination of risk posed by individuals or groups against specified targets or institutions. The course examines the types of threats commonly encountered in law enforcement situations and the characteristics of approach (i.e., individuals likely to engage in threatening or disruptive face-to-face contact) vs. non-approach situations. The course examines the information used to process these risk determinations. The course will also examine the way we view and perceive threats including stalking, workplace, and school violence.

275/575. Basic Forensic Photography

1 hou

This course examines the theory and techniques of forensic photography. Students will be introduced to the single lens reflex (SLR) camera and its operation, the theories of photographic utilities to forensics, theories of photographic composition, and keeping the chain of custody for photographs.

276/576. Forensic Anthropology

1 hour

The course will cover the basics of forensic anthropology with the goal of teaching the student the difference between human and non-human skeletal characteristics, and what can be expected of a forensic anthropologist. Basic techniques for determining age, sex, stature, and ancestry will be discussed, and examples of non-metric osteological variation, pathology, and trauma will be shown. The course will show how a basic forensic anthropological examination is complementary to DNA analysis for identification of the deceased, and what should be expected in a forensic anthropological report.

277/577. Expert Witness Testimony

1 hour

This course focuses on preparing the student to act as an expert witness in a civil or criminal trial. Expert witnesses are called to testify due to their expertise and experience in a specific subject, such as DNA analysis, scene investigation, psychology, or many other fields. Many of these subjects can be difficult to present to a lay audience, such as a jury, in a limited amount of time. This course will show students how best to prepare in order to present themselves, their credentials, and their testimony in a professional manner, and how to anticipate questions from opposing council. The students will be given preparation techniques, familiarization with trial procedures, and will participate in a mock trial exercise.

578. Forensic Linguistics

1 hour

An introduction to forensic linguistics and description of the main measurements values such as word length average, text length, etc. The limitations of text measurements are also outlined. Illustrations are given from actual forensic texts (e.g., Timothy John Evans and Susan Smith). The basics of forensic text transcription (as well as text care) are outlined. Examples will also be examined and analyzed for signs of textual forgery. The course will also include information and data on the statistical distribution of text.

579. Interviewing

1 hour

This course will examine the issues involved in interviewing. Students will be introduced to kinesic techniques, non-verbal communication, cognitive interviewing techniques, the process of taking a statement, as well as statement and content analysis, polygraph and voice analysis, and interrogation techniques.

591. Directed Readings

1 or 2 hours

An opportunity for a student to engage in supervised reading of specialized literature not covered in other courses.

Prerequisite(s): Permission of the instructor or program director.

595. Independent Study

1 or 2 hours

An opportunity for a student to engage in an individually arranged research project supervised by a member of the faculty. Independent study may not duplicate courses described in the catalog.

Prerequisite(s): Permission of the instructor or program director.

596. Special Projects

1, 2, or 3 hours

An opportunity for a student to engage in an individually arranged project supervised by a member of the faculty or other approved expert in the field. Special projects are intended to broaden study opportunities beyond what is offered, not duplicate courses offered in the catalog.

Prerequisite(s): Permission of the instructor or program director.

597. Internship

3 hours

The internship consists of 90 contact hours and is arranged to expand clinical application of theory content. Sites are available out of state.

Prerequisite(s): Forensic Science 501, 502, 503, 504 and permission of the coordinator or program director.

599. Research/Internship

1-6 hours

An opportunity for a student to engage in an individually arranged internship in an area closely aligned with his/her interests and goals. Students will also engage in a final research project in an area of interest to them. Students will be required to complete a minimum of 6 hours of 599, with the split between internship time and research time agreed upon through a contract with the program director. One of the requirements for graduation is a formal presentation of the research project. This presentation may occur at a local, regional, national, or international conference. The most likely place the presentation will occur is in front of program students, faculty, and interested community members at the annual Nebraska Wesleyan University Forensic Science Symposium. May not be repeated.

Prerequisite(s): Permission of the instructor or program director and completion of two courses in chosen track.

GENDER STUDIES

An Interdisciplinary Program

Program Director:

C. Gerise Herndon, Ph.D. (English) Email: cgh@nebrwesleyan.edu

Faculty Teaching in the Program:

Mary Beth Ahlum, Ph.D. (Psychology) Lisa M. Borchardt, M.S.W. (Social Work) Jeri L. Brandt., Ph.D. (Nursing)

Jay Scott Chipman, Ph.D. (Theatre Arts) Maxine Fawcett-Yeske, Ph.D. (Music)

Joan Gettert Gilbreth, Ph.D. (Sociology)

Wende Heckert, M.S.N., M.F.S. (Nursing)

Sarah A. Kelen, Ph.D. (English)

Elaine M. Kruse, Ph.D. (History)

Rita M. Lester, Ph.D. (Religion)

Sandra Mathews, Ph.D. (History)

Sandra J. McBride, M.A. (English)

Laurence L. McClain, Ph.D. (English) Robert C. Oberst, Ph.D. (Political Science)

Rachel M. Pokora, Ph.D. (Communication)

Justin Skirry, Ph.D. (Philosophy)

Lisa A. Wilkinson, Ph.D. (Philosophy)

Meghan K. Winchell, Ph.D. (History)

The study of women, gender, and feminist scholarship is an interdisciplinary field that draws upon research in the humanities, the social sciences, the natural sciences, the arts, and professional education. Gender Studies courses encourage both male and female students to make strong personal connections between classroom material and their own experience. Through applying feminist theories to their own lives, students learn, interpret, and evaluate various cultural phenomena, using a broad range of criteria, including gender, ethnicity, race, class, age, and sexual orientation.

Degrees

Bachelor of Arts
Bachelor of Science

Majors

Gender Studies major (B.A. or B.S., 33-35 hrs.)

Gender Studies/Sociology 222 (3 hrs.)

Gender Studies 297 (3 hrs.) Gender Studies 299 (3 hrs.)

Electives15 hrs.

Select courses from the following; three different disciplines must be represented:

Gender Studies/English 101: Coming of Age or Sexualities (3 hrs.)

Gender Studies/Psychology 120 (3 hrs.)

Gender Studies/Psychology 125 (3 hrs.)

Gender Studies/Philosophy 130 (3 hrs.)

Gender Studies/History 131 (3 hrs.)

Gender Studies/Social Work 135 (3 hrs.)

Gender Studies/History 137 (3 hrs.) Gender Studies/Music 160 (3 hrs.)

Gender Studies/Political Science 170 (3 hrs.)

Gender Studies/Theatre 173 (3 hrs.)

Gender Studies/Theatre 200: Performance of Gender

topic only (3 hrs.)

Gender Studies/Nursing 204 (3 hrs.)

Gender Studies/Sociology 222 (3 hrs.) (if not used in core requirements)

Gender Studies/English 240 (3 hrs.)

Gender Studies/Religion 241 (3 hrs.)

Gender Studies/Communication 250 (3 hrs.) (if not

used in core requirements)

Gender Studies/History 251 (3 hrs.)

Gender Studies/History 252 (3 hrs.)

Gender Studies/History 255 (3 hrs.)

Gender Studies 196 or 296 (1-3 hrs.) Gender Studies 197 or 297 (1-3 hrs.)

Additional courses and appropriate selected topics

courses may be used for the major with the approval of the Gender Studies Committee.

Research Methods requirement3-5 hrs.

Select one course from the following:
Communication 150: Research Methods (3 hrs.)
English 298: Ways of Reading: Theory & Practice
(3 hrs.)

History 100: Theory & Method (3 hrs.)

Political Science 100 and 200: Introduction to Statistics and SPSS; Research Methods in Political Science (5 hrs.)

(corequisites)

Psychology 111: Research Methods (4 hrs.) Sociology 236: Research Methods in Social

Science I (3 hrs.)

Sociology 237: Research Methods in Social Science II (3 hrs.)or an approved research methods class.

*Note: A major must complete a minimum of 12 hours from upper-level (200-299) courses.

Minor

Gender Studies minor (15 hrs.)

The study of women, gender, and feminist scholarship is an interdisciplinary field that draws upon research in the humanities, the social sciences, the natural sciences, the arts, and professional education.

Gender Studies 90	3	hrs.
Electives	.12	hrs.

Choose courses (from at least two different departments) from the list of Electives under the Gender Studies major.

Additional courses and appropriate selected topics courses may be included in the minor with the approval of the Gender Studies Coordinator.

Courses

90. Introduction to Women's Studies

3 hours

This course serves as an introduction to feminist theory and the study of women's experience from biological, social, political, psychological, and historical perspectives. The students will consider images of women in various media compared to the realities of women's lives. Special attention will be given to the differences in women's and men's lives due to race, class, and ethnicity. Field work addresses the problems women confront in U.S. society such as rape, incest, abuse, poverty, and discrimination.

(Normally offered each spring semester.)

101. Masterpieces of Literature: Coming of Age or Sexualities

3 hours

An introductory course designed to help students appreciate the literary record of human relationships withnature, the supernatural, and each other. Each course examines a particular question or condition as it is represented in a restricted number of literary works, with core readings from the Bible, Greek or Roman classical literature, Shakespeare, literature by women, and literature by writers of color. Different topics are offered on a rotating basis for English 101, however, only the topics of "Coming of Age-Becoming Women, Becoming Men" and "Sexualities" are available as Gender Studies 101. Prerequisite(s): English 1.

Coming of Age—Becoming Women, Becoming Men This course looks at texts that represent the forces and processes that are part of maturation, especially those related to gender identity. This course focuses on gender issues and includes feminist perspectives.

Sexualities

This course is designed to help students appreciate the literary record of romantic relationships. Specifically, the course will explore how writers from different historical periods and cultural milieus address the issue of human sexuality. Note: same-sex relationships will be routinely read about and discussed in the class.

120. Psychology of Women

3 hours

An investigation of psychological theories and issues relating to the psychology of women from a feminist perspective. Gender bias in traditional psychological theories, research, and practice will be examined and traditional models will be evaluated in relation to the efficacy with which they explain women's attitudes, beliefs, and behaviors. By examining the social construction of gender, students will gain a better understanding of women's psychology across the lifespan. How other interacting constructs such as race, ethnicity, class, sexual orientation, nationality, and disability influence women's experiences will also be assessed. The social and political implications of how we understand women and gender will be explored, and emphasis will be placed on envisioning possibilities for individual (psychological) and social change. (Normally offered each fall semester.)

125. Psychology of Gender

3 hours

A course examining the construct of gender. Topics include gender development and socialization, cross-cultural gender differences, institutions affecting gender roles, the social maintenance systems for gender roles, and gender issues in contemporary literature and the arts. *Prerequisite(s): Sophomore standing.*

130. Philosophies of Race and Gender

3 hours

Most Americans have some understanding of how the categories of race and gender influence our personal and social identities. Yet many Americans also assume that race and gender are "natural," i.e., that we are born into a certain race and naturally embody a certain sex. In this course, we will examine these assumptions by reading, discussing, and critically assessing the arguments for and against the "naturalness" of race and gender. We will consider how categories of race and gender position us, historically and philosophically, as a person of a certain "type" from whom certain behaviors are expected. We will look at socio-economic conditions and philosophic positions that support or challenge racism, sexism, classism, segregation, and violence.

131. Women in Western Culture

3 hours

A survey of the philosophical and religious traditions affecting the position of women in Western Civilization, juxtaposing the images of women with the realities of their lives. This course will center on traditions which begin with the Greeks; their development in Judeo-Christian thought; the reformulations of those traditions during the Reformation, Renaissance, and Enlightenment periods; and the movement towards a more egalitarian tradition in the nineteenth and twentieth centuries. The course will focus on the reading and discussion of primary texts and key scholarly articles which illuminate the traditions.

135. Family Violence

3 hours

This course will expose students to the various types of violence experienced by individuals and families across their lifespan. An introduction to various theories used in working with survivors of abuse will be presented and students will learn about bruises and fractures associated with child abuse. The influence of societal "isms", culture, gender, and sexual orientation related to violence will be incorporated into the material being discussed. (Normally offered each spring semester.)

137. History of Women in the United States

3 hours

Introduction to the experiences of women in the United States from colonization to the present, with an examination of cultural meanings attached to gender; various social inequalities in access to institutions, activities, and resources; and women's status, well being, and power in American society. The course investigates the lives of women from various social, ethnic, and racial groups, analyzing the ways that they affected one another. The course emphasizes sexuality, reproduction, and maternity, and also covers politics, law, work, education, and other issues in women's lives.

160. Music of Women Composers

3 hours

This course focuses on the music of women composers and women's involvement in the Western art and popular traditions from roughly the tenth century to the present, examining the roles of women and their considerable influence as patrons, teachers, performers, and composers during various periods of music history. Course work incorporates biographical study with methodologies for the analysis of music based upon current research, scholarship, and paradigms, and ends with a discussion of contemporary feminist aesthetics.

170. Women and Power

3 hours

This course examines the participation of women in society and politics, and their ability to influence the policy decisions related to the issues of concern to them. The course will take a cross-national perspective, although primary emphasis will be women in Middle Eastern and South Asian societies.

173. Gender and the Art of Film

3 hours

This course will examine representations of masculinity, femininity, and androgyny in primarily U.S. film. Students will learn to recognize and evaluate elements of film art. Using variety of film theories, we will analyze Hollywood and independent movie images of men and women for the messages conveyed about gender roles and expectations. (Normally offered each fall semester.)

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of Gender Studies faculty and students.

Prerequisite(s): Gender Studies 90, plus additional requirements as may be determined by the instructor.

196. Gender Studies Special Projects

1, 2, or 3 hours

An opportunity for a student to engage in an individually arranged project supervised by a Gender Studies faculty member. Special Projects may not duplicate courses described in the catalog. P/F only.

Prerequisite(s): Permission of the instructor.

197. Gender Studies Practicum

1, 2, or 3 hours

A supervised, experiential learning opportunity in which the student is assigned to an agency dealing with gender concerns. Students prepare weekly written reports and a summary paper at the close of the semester. All students enrolled in the practicum will meet regularly with the faculty coordinator to discuss their practicum activities and their relevance to gender studies. P/F only. Prerequisite or corequisite: Gender Studies 90.

200. Theatre and Contemporary Culture: Performance of Gender topic only

3 hours

Theatre and Contemporary Culture is a course designed to situate the study and practice of theatre within contemporary cultural contexts. Each course examines a particular cultural issue or condition as it is represented in a number of theories, dramatic works, production methods, theatre enterprises, and broader cultural practices. Different topics are offered on a rotating basis for Theatre 200, however, only the topic of "Performance of Gender" is available as Gender Studies 200.

Prerequisite(s): Junior standing or permission of the instructor.

204. Women's Health: Global Perspective

3 hours

This course introduces women's health with an emphasis on global issues. Women's health will be examined using the influences of social, political, economic, cultural, and geographical factors. Students will examine the basic health needs of all women and compare the availability of and types of services in different parts of the world. A unique component of this course is the opportunity to work with women from another country to learn about other women's health concerns.

Prerequisite(s): Gender Studies 90 or Sociology 3 or a beginning level anthropology course or permission of the instructor.

222. Sociology of Gender

3 hours

This course explores sex and gender relations as major features of social life; it considers the social construction of gender and examines the impact of gender ideologies on the social positions of women and men. In particular, it emphasizes the inequality of women's social positions in modern societies, and the embedded gender inequality in social institutions.

Prerequisite(s): Sociology 3 or 4. (Normally offered alternate years.)

227. Feminist Theories

3 hours

An exploration of the varieties of contemporary feminist thought. We will examine the points of convergence among feminist philosophers but also attend seriously to the issues that divide them. Special consideration will be given to race, class, and diverse attitudes toward marriage and reproduction. Having established that feminism is not a single, homogeneous system, we will inquire as to whether this constitutes a flaw or a liberating potential.

240. Women Writing Across Cultures

3 hours

Fiction and essays by women from various cultures (including the U.S., Europe, Africa, Latin America, and the Caribbean) will be the focus of this course. The multicultural, international reading list will provide students insight into the lives and experiences of women most likely very different from themselves; thus they can appreciate and learn from the differences and make connections across cultures.

Prerequisite(s): English 1 and 101.

241. Women in the Biblical World

3 hours

This course will examine the role and status of women as depicted in the Hebrew Bible and New Testament. Students will focus on the stories and laws concerning women that are found in the Bible as well as in extrabiblical materials.

Prerequisite(s): Junior standing. Offered as part of the Classics Department at the University of Nebraska-Lincoln.

250. Communication and Gender

3 hours

This course offers an exploration of theories of the creation and perpetuation of gender and gender roles through communication. In turn, students will consider the question of the impact of gender on communication. Students will examine gender in a variety of contexts including families, schools, and media.

251. Victorian Women

3 hours

A study of myths and realities of women's lives in Victorian England, France, and the United States. Emphasis will be placed on the "woman question" of the nineteenth century: What is the nature of women and their role in society? Topics will include sexuality and

prostitution, marriage and family life, work and philanthropy, education, and the suffrage movement in light of the contrast between rich and poor women.

Prerequisite(s): History 116.

252. Visionaries, Witches, and Madwomen

3 hour.

A study of social control of women from the 13th century to the present. The course will emphasize the women visionaries of the thirteenth and fourteenth centuries, witch-hunting in sixteenth and seventeenth century Europe and America, and the treatment of women and madness in nineteenth and twentieth century literature, medical theory and society.

Prerequisite(s): History 131 or permission of the instructor.

255. Women of the American West

3 hours

This course highlights women's experiences in the American West from precontact to present, and explores topics of myth and stereotypes; women's roles in the home, family and community; and racial, class and ethnic differences in women's experiences.

Prerequisite(s): History 1 and 2 or permission of the instructor.

295. Independent Study

1, 2, or 3 hours

An opportunity for a student to engage in an individually arranged research project supervised by a member of the Gender Studies faculty. Independent Study may not duplicate courses described in the catalog.

Prerequisite(s): Minor in Gender Studies, junior or senior standing, and permission of the Gender Studies instructor.

296. Special Projects

1. 2. or 3 hours

An opportunity for a student to engage in an individually arranged project supervised by a Gender Studies faculty member. Special Projects may not duplicate courses described in the catalog. P/F only.

Prerequisite(s): Permission of the instructor.

297. Practicum

1, 2, or 3 hours

A supervised, experiential learning opportunity in which the student is assigned to an agency dealing with gender concerns. Students prepare weekly written reports and a summary paper at the close of the semester. All students enrolled in the practicum will meet regularly with the faculty coordinator to discuss their practicum activities and their relevance to gender studies. P/F only. Prerequisite or corequisite: Gender Studies 90.

299. Feminist Research

3 hour

A student will complete a research project or senior thesis under the direction of at least two Gender Studies faculty members. The student will present an oral defense of the thesis.

Prerequisite(s): Senior standing and permission of the Gender Studies faculty members

Gender Studies Major Sample Course Schedules

First Year

irst year	
all Semester	
•IDS 1: Liberal Arts Seminar	3 hrs.
•ENG 1: English Language and Writing	3 hrs.
GEND/PSYCH 120 Psychology of Women	
or General Education	3 hrs.
Electives	6-7 hrs.
1	5-16 hrs.

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

GLOBAL STUDIES 141

GLOBAL STUDIES

An Interdisciplinary Program

Program Director:

Rick Cypert, Ph.D. (English) Email: cypert@nebrwesleyan.edu

Faculty Teaching in the Program:

Cody L. Arenz, Ph.D. (Biology) Dale M. Benham, Ph.D. (Biology) Jeri L. Brandt, Ph.D. (Nursing) Jerald S. Bricker, Ph.D. (Biology) Inger Bull, Ph.D. (International Education) Jay Scott Chipman, Ph.D. (Theatre Arts) Sara Jane Dietzman, Ph.D. (French) Ellen B. Dubas, Ph.D. (Anthropology) Kelly E. Eaton, Ph.D. (Political Science) Loretta L. Fairchild, Ph.D. (Economics) Robert W. Fairchild, Ph.D. (Physics) Maxine Fawcett-Yeske, Ph.D. (Music) JoAnn M. Fuess, Ph.D. (German, Spanish) Patrick M. Hayden-Roy, Ph.D. (History) C. Gerise Herndon, Ph.D. (English) David L. Iaquinta, Ph.D. (Sociology) Elaine M. Kruse, Ph.D. (History) Rita M. Lester, Ph.D. (Religion) Lisa Lockman, M.F.A. (Art) Sandra K. Mathews, Ph.D. (History) Catherine E. Nelson-Weber, Ph.D. (Spanish) Joyce E. Michaelis, M.A. (Spanish) Robert C. Oberst, Ph.D. (Political Science) Donald Paoletta, Ph.D. (Art) Rita Ricaurte, Ph.D. (Spanish) Marie Trayer, Ph.D. (Spanish) Yuko Yamada, Ph.D. (Japanese)

This interdisciplinary major prepares students for careers in international business, law, journalism, international affairs, the Peace Corps, diplomatic service, international agencies, and government. Students are taught by faculty members with expertise in such varied places as the Caribbean, China, Egypt, France, Germany, Greece, India, Italy, Mexico, Russia, Spain, Sri Lanka, Thailand. and West Africa.

Students may specialize in Asia, Latin America, industrialized nations, foreign policy, and development studies; and they are required to spend at least one semester studying in another country.

Degrees

Bachelor of Arts Bachelor of Science

Politics (3 hrs.) or

Major

Global Studies major (B.A. or B.S., 48-54 hrs.)

9, Introduction to International Relations (3 hrs.) Religion 15, World Religions (3 hrs.)

Language Requirement......6-12 hrs.

Students are expected to, at a minimum, meet the foreign language requirement by completing Spanish 201 and 202, French 201 and 202, German 201 and 202, or Japanese 102.

Students studying abroad in countries with a language other than those taught at Nebraska Wesleyan may fulfill the language requirement by completing French, Spanish or German 102 in addition to two semesters (or its equivalent) of a second foreign language not taught at Nebraska Wesleyan University.

Students who wish to fulfill their language requirement through an intensive language program outside of Nebraska Wesleyan should consult with the program chair.

Research Method Requirement......3-8 hrs.

Choose one of the following: Communication 150 (3 hrs.) English 298 (3 hrs.) History 100 (3 hrs.) Political Science 100 and 200 (5 hrs.) Psychology 110 and 111 (8 hrs.) Sociology 236 or 237 (3 hrs.)

Emphasis Area......12 hrs. Select one emphasis area. Courses must be from at least three disciplines.

Asia (12 hrs.)

(Anthropology 156, Economics 253, 258, Global Studies 170, History 141, 142, 246, Political Science 160, 210)

Latin America (12 hrs.)

(Anthropology 153, Economics 253, 258, History 110, 272, 273, Political Science 210, Spanish 204, 290)

Foreign Policy (12 hrs.)

(Business Administration 205, Economics 253, 257, Political Science 210)

Industrialized Nations (12 hrs.)

(Business Administration 205, 228, Economics 253, 257, French 204, German 204, History 142, 227, 243, Modern Languages 134, Political Science 161, 162, Spanish 204)

142 GLOBAL STUDIES

Development Studies (12 hrs.)

(Anthropology 153, 155, 156, Business Administration 205, Economics 253, 257, 258, English 250, Political Science 160, 210)

Thesis3 hrs.

Select from

—senior thesis in an appropriate department with approval of the global studies chair or

—Global Studies 299, Interdisciplinary Thesis.

Electives6-12 hrs.

Electives to complete 45 hours, in addition to 3 hours of thesis, are to be chosen from foreign language cours es, emphasis area courses not used for the emphasis, and other courses as approved by the Global Studies chair.

Selected topics courses may count in emphasis areas with approval of the Global Studies chair. Courses that are prerequisites for those listed in emphasis areas may also be counted as electives toward the major requirement with the approval of the Global Studies chair.

Study Abroad

Global Studies majors are required to study abroad for at least one semester in an approved program (12 or more credit hours). Courses taken abroad may count for the Global Studies major. The student should consult in advance with the Director of International Education and with the Global Studies chair to ensure that course work will be transferable.

Minor

Global Studies minor (24-25 hrs.)

Courses

10. Preparing for Education Abroad

1 hour

This course will prepare students who are considering going abroad for study, work, or volunteer/service learning by investigating the many facets of facing life in another culture. Topics to be covered include practical travel information, intercultural communication, cross-cultural value systems, foreign academic systems, and cultural self-awareness. This course will give students the tools to make their experience more successful and rewarding. The course is designed for both the student who has already applied for a program and for the student just beginning to explore the idea of going abroad. P/F only.

(Normally offered each semester.)

20. Global Studies: Processing the International Experience

1 hour

This class is for students who have successfully completed a semester or year of study abroad and who would like to process that experience further by analyzing specific cultural and educational experiences and interacting with students who have had similar experiences abroad.

P/F only.

(Normally offered each fall semester.)

110. Mexican Culture

3 hours

An introduction to the culture and contemporary society of Mexico with an overview of the country's history, political system, art, festivals and religious celebrations, and cuisine. Students will read a recent novel and view a contemporary film in order to catch the full "flavor" of the vitality and richness of Mexican culture.

120. Culture of Spain

3 hours

An introduction to the culture and contemporary society of Spain with an overview of language and communication, religion, tradition and celebration, art and architecture, film, literature, and government. The course designed to highlight the strong sense of identity that contemporary Spaniards feel at being part of the "New Spain" and members of the European Community.

125. Experiencing the Culture of Spain

3 hours

This study abroad course will serve as an introduction to the culture and contemporary society of Spain with an overview of topics such as religion, tradition, literature, government/politics, cultural and religious celebrations, art, architecture, and history. The course is designed to highlight the strong sense of regional identity that contemporary Spaniards feel at being part of the "New Spain" as well as their attitudes toward being members of the European community. This course will be taught in English.

130. French Culture and Civilization

3 hours

A course dealing with the literature, culture, and contributions of France to civilization, leading to an understanding of contemporary French culture and society. Included are surveys of art and architecture, the main periods of French history, French literature, and film. The course emphasizes the current state of French society.

140. Contemporary Germany

3 hours

An introduction to culture and daily life in contemporary Germany, providing an overview of language customs, social interaction, the arts, history, politics, the economy, and Germany's role in the European Union. Students should gain insight into how these factors affect the lives of Germans today.

GLOBAL STUDIES 143

150. Greece: Tales from the Taverna

3 hour

By meeting at a place with a casual atmosphere, we attempt to recreate the Greek taverna or family restaurant, a place where Greeks go to eat and talk and dance and "be Greek." During our meetings, we too will eat and dance and (primarily) explore the history, art, literature, politics, and folk traditions of modern Greece.

155. It's all Greek to Me: Ancient and Modern Sites and Cultures

3 hours

By visiting urban and rural sites and surveying public discourse, students will be introduced to ancient and modern Greece in order to discover how and why Greeks preserve the religious, political, literary, and artistic elements of their culture's past.

160. Russian Culture and Civilization

3 hours

This course deals with the culture of contemporary Russia, including a survey of its art, architecture and history. Special emphasis will be placed on the impact of the Stalinist years.

170. Introduction to the Culture of Thailand

3 hours

Thailand is the only country in southeast Asia that can boast of never having been colonized by a western nation. It is also a nation which distinguishes itself from all others by its three gems: Buddhism, the monarchy, and the Thai language. The course will introduce students to Thailand's vibrant and distinctive economic, political, and cultural traditions. By exploring Thailand's geography, history, political structure, religion, language, cultural traditions, ecological status, and populations, students may gain an understanding of how this ancient culture has been able to thrive in the modern era without sacrificing its national identity.

180. Contemporary India

3 hours

This course provides the opportunity to study the Indian culture from the perspective of social structure and contemporary society, politics, economics and the arts of contemporary India with an emphasis on the tensions created by rapid social and economic changes. The course will examine the role of religion, the caste system and how it is viewed by various social groups, the film industry, both Bollywood and Tollywood, and India's goals for itself in the global economy of the twenty-first century.

190. Selected Topics

2 or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content, and credit will be determined by current, mutual interests of students and faculty. This course may be offered to meet a group requirement for a major only by approval of the department chair.

290. Selected Topics

2 or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content, and credit will be determined by current, mutual interests of students and faculty. This course may be offered to meet a group requirement for a major only by approval of the department chair.

299. Interdisciplinary Thesis

1-3 hours

With the approval of the global studies chair, a student may elect an interdisciplinary thesis as a separate project under the directions of at least two faculty members, one of whom has expertise in the emphasis area.

Global Studies Major Sample Course Schedules

First Year

Fall Semester

*Language 1: Stage I or

*Language 101: Stage III or

*Language 201 or 202: Conv. or Comp.3-5 hrs.

•IDS 1: Liberal Arts Seminar3 hrs.

•ENG 1: English Language and Writing.......3 hrs.

HIST 10: World Civilization or

RELIG 15: World Religions or

POLSC 20 or 9:

Comparative or Intl Politics......3 hrs General Education or Electives.......................3 hrs.

15-17 hrs

Spring Semester

*Language 2: Stage II or

*Language 102: Stage III or

*Language 201 or 202: Conv. or Comp. .3-5 hrs.

•HIST 10: World Civilization or

RELIG 15: World Religions or

POLSC 20 or 9: Comparative

*Students will be placed in the appropriate course according to their background and level of proficiency.

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

HEALTH AND HUMAN PERFORMANCE

Professional Division Marion and Marian Weary Center for Health and Fitness 402.465.2366

Faculty

Department Chair:

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Part-Time:

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Degrees

Bachelor of Arts Bachelor of Science

Majors

Credit earned in Health/Human Performance 15, Health and Wellness, does not count toward hour requirements for any major or minor in the Health and Human Performance department.

Athletic Training major (67 hrs.)

Admission Standards for the Athletic Training Education Program:

Due to the nature of the athletic training major, students who wish to pursue the Bachelor of Science in Athletic Training degree must be formally admitted to the program, which is conducted toward the end of the second semester of the student's first year. This is a selective admissions program, which limits acceptance to 12 students per year, which includes an outside clinical com-

ponent. In order to qualify for the admission, students must have completed or be in the process of completing HHP/AT 105 (Prevention and Care of Athletic Injuries) with a grade of "B" or better; AT 003; have had or be willing to have a TB skin test; be current on all vaccinations, have had, be willing to have, or sign a waiver regarding Hepatitis B vaccination; have a current physical examination on file at the University; have read and signed the Technical Standards in Athletic Training document (located in the ATEP Policy and Procedure Manual; and be a full-time student at Nebraska Wesleyan University. Retention within the Athletic Training Education Program policies specific to transfer students and student athletes are stated in the NWU ATEP Policy and Procedures Manual as well as the HHP Programs web page:

www.nebrwesleyan.edu/depts/hhp/HHPwebpage/ WebPageMill/programs.html Please direct all questions to the ATEP Director.

Biology 9	4 hrs.
Biology 10	4 hrs.
Chemistry 51/51L or 53	4 hrs.
Psych 118	3 hrs.
Athletic Training 3-9	7 hrs.
Athletic Training 105	3 hrs.
Athletic Training 106	2 hrs.
Athletic Training 140	3 hrs.
Athletic Training 141	3 hrs.
Athletic Training 145	3 hrs.
Athletic Training 160	3 hrs.
Athletic Training 233	3 hrs.
Athletic Training 235	3 hrs.
Athletic Training 298 and 299	2 hrs.
Health/H.P. 100	3 hrs.
Health/H.P. 101	3 hrs.
Health/H.P. 104	2 hrs.
Health/H.P. 131	2 hrs.
Health/H.P. 165	2 hrs.
Health/H.P. 211	4 hrs.
Health/H.P. 215	4 hrs.

An official copy of the Athletic Training Education Program Technical Standards as set forth by the Educational Council can be found within the academic section of the Nebraska Wesleyan University Athletic Training Education Program Policy and Procedure Manual.

Exercise Science major (58-62 hrs.)

Biology 9	4 hrs.
Biology 10	4 hrs.
Health/H.P. 101	3 hrs.
Health/H.P. 106	2 hrs.
Health/H.P. 131	2 hrs.
Health/H.P. 172, 180 or 210	2-3 hrs.
Health/H.P. 185	
Health/H.P. 211	
Health/H.P. 215	4 hrs.
Health/H.P. 225	
Health/H.P. 280	3 hrs.
Health/H.P. 297	3-6 hrs.
Health/H.P. 298 and 299	2 hrs.
Psychology 118, 135, 231	3 hrs.
Chemistry 51/51L	4 hrs.
Chemistry 120/120L	4 hrs.
Physics 101	4 hrs.
Physics 102	4 hrs.

Students interested in health-related professions such as physical therapy, occupational therapy and chiropratics may elect to major in Exercise Science. Students should consult with their advisor regarding preprofessional requirements and suggested program of study.

Health and Fitness Studies (59-63 hrs.)

Biology 9	4 hrs.
Biology 10	4 hrs.
Health/H.P. 34	1 hr.
Health/H.P. 100	3 hrs.
Health/H.P. 101	3 hrs.
Health/H.P. 102	3 hrs.
Health/H.P. 103	3 hrs.
Health/H.P. 104	2 hrs.
Health/H.P. 106	2 hrs.
Health/H.P. 131	2 hrs.
Health/H.P. 135	3 hrs.
Health/H.P. 165	2 hrs.
Health/H.P. 172, 180, or 280	2-3 hrs.
Health/H.P. 185	3 hrs.
Health/H.P. 210	3 hrs.
Health/H.P. 211	4 hrs.
Health/H.P. 215	4 hrs.
Health/H.P. 220	3 hrs.
Health/H.P. 225	3 hrs.
Health/H.P. 297	3-6 hrs.
Health/H.P. 298 and 299	2 hrs.

Students majoring in Health and Fitness Studies may pursue interest in such areas as personal training, strength and conditioning training, worksite wellness, health promotions, fitness centers, and graduate school. See your advisor regarding possible career choices and graduate school requirements.

Health and Physical Education major (53-57 hrs.)

(Students select this major if they are seeking a K-12 Field Endorsement or Grades 4-9 Subject Endorsement in Health and Physical Education)

Biology 94 hr	
Biology 104 hr	rs.
Health/H.P. 33, 42, or 1331-2 hr	
Health/H.P. 341 h	۱r.
Health/H.P. 1003 hr	rs.
Health/H.P. 1013 hr	rs.
Health/H.P. 1023 hr	rs.
Health/H.P. 1033 hr	rs.
Health/H.P. 1042 hr	rs.
Health/H.P. 1062 hr	rs.
Health/H.P. 1312 hr	rs.
Health/H.P. 1353 hr	rs.
Health/H.P. 1853 hr	rs.
Health/H.P. 2114 hr	rs.
Health/H.P. 2154 hr	rs.
Health/H.P. 2503 hr	rs.
(for K-12 endorsement only)	
Health/H.P. 2603 hr	rs.
Health/H.P. 2653 hr	rs.
Health/H.P. 2703 hr	rs.
Health/H.P. 298 and 299 2 hr	rs.

Admission into the Education Department and additional education departmental coursework is required. This major is designed to prepare students for the teaching profession in Health and Physical Education. With the addition of approximately 37 hours of education requirements, the student will be eligible for a Nebraska Teaching Certificate.

Physical Education major (38-40 hrs.)

(continued on next page)

(Students select this major if they are seeking a Subject Endorsement in Physical Education for Grades K-6 or 7-12)

Biology 9	4 hrs.
Biology 10	4 hrs.
Health/H.P. 33, 42 or 133	1-2 hrs.
Health/H.P. 34	1 hr.
(7-12 endorsement only)	
Health/H.P. 106	2 hrs.
Health/H.P. 131	2 hrs.
Health/H.P. 135	3 hrs.
Health/H.P. 185	3 hrs.
Health/H.P. 211	4 hrs.
Health/H.P. 215	4 hrs.
Health/H.P. 250 or 260	3 hrs.
(250 for K-6 endorsement;	
260 for 7-12 endorsement)	
Health/H.P. 265	3 hrs.
Health/H.P. 270	3 hrs.
Health/H.P. 298 and 299	2 hrs.

Admission into the Education Department and additional Education Departmental coursework is required. This major is designed to prepare students for the teaching profession in Physical Education. With the addition of approximately 37 hours of education requirements, the student will be eligible for a Nebraska Teaching Certificate

Sport Management major (51-58 hrs.)

Core Requirements39-46 hrs.
HHP 106 (2 hrs.)
HHP 170 (3 hrs.)
HHP 173 (3 hrs.)
HHP 175 (3 hrs.)
HHP 197 (2-3 hrs.)
HHP 220 (3 hrs.)
HHP 221 (3 hrs.)
HHP 222 (3 hrs.)
HHP 223 (3 hrs.)
HHP 240 (3 hrs.)
HHP 275 (3 hrs.)
HHP 297 (6-12 hrs.)
HHP 298 (I hr.)
HHP 299 (1 hr.)
Supporting Courses12 hrs.
Choose four courses from at least three
different departments.
Acct 31 (3 hrs.)
Bus Ad 100 (3 hrs.)
Bus Ad 115 (3 hrs.)
Bus Ad 150 (3 hrs.)
Bus Ad 231 (3 hrs.)
Bus Ad 229 (3 hrs.)
Bus Ad 231 (3 hrs.)
Econ 53 (3 hrs.)
Comm 40 (3 hrs.)
Comm 50 (3 hrs.)
Comm 130 (3 hrs.)
Comm 140 (3 hrs.)
Comm 155 (3 hrs.)
Journ 161 (3 hrs.)
Journ 162 (3 hrs.)
Journ 164 (3 hrs.)

Minors

Coaching minor (20-25 hrs.)

Education 185	3 hrs.
Health/H.P. 106	2 hrs.
Select three of the following	6 hrs.
Health/H.P. 76, 77, 78, 79, 80, 81	
Health/H.P. 150	2 hrs.
Health/H.P. 200	3-6 hrs.
Select 2 from the following	4-6 hrs.
Health/H P 165 170 240 275	

Health and Human Performance minor (18-19 hrs.)

Health/H.P. Basic Instruction (30-45 or 135)..3 hrs.

Health/H.P. 106	2 hrs.
Health/H.P. 131	2 hrs.
Health/H.P. elective hours (non-basic	
instruction) —at least one	
200-level course	12 hrs.

Courses in Athletic Training

3. Clinical I

This course provides practical experience supervised by an Approved Clinical Instructor in an athletic training setting. Emphasis will be placed on basic first aid, wound care, taping and wrapping of athletic injuries, and protective equipment fitting and maintenance.

Prerequisite(s) or correquisite(s): AT/HHP 105. (Normally offered each spring semester.)

4. Clinical II

This course provides practical experience supervised by an Approved Clinical Instructor in an athletic training setting. Emphasis will be placed on advanced first aid and CPR with AED, spine boarding, emergency action plan implementation, heat and environmental related conditions, risk management and injury prevention. Prerequisite(s): AT 003 and admission into the ATEP. (Normally offered each fall semester.)

5. Clinical III

This course provides practical experience supervised by an Approved Clinical Instructor in an athletic training setting. Emphasis will be placed on assessment and evaluation of the lower extremity and pharmacology.

Prerequisite(s): AT 004.

(Normally offered each spring semester.)

6. Clinical IV

This course provides practical experience supervised by an Approved Clinical Instructor in an athletic training setting. Emphasis will be placed on assessment and evaluation of the upper extremity, modalities and nutrition. *Prerequisite(s): AT 005.*

(Normally offered each fall semester.)

7. Clinical V

This course provides practical experience supervised by an Approved Clinical Instructor in an athletic training setting. Emphasis will be placed on rehabilitation of athletic injuries and psychological aspects.

Prerequisite(s): AT 006.

(Normally offered each spring semester.)

8. Clinical VI

This course provides practical experience supervised by an Approved Clinical Instructor in an athletic training setting. Emphasis will be placed on general medical. *Prerequisite(s): AT 007.*

(Normally offered each fall semester.)

9. Clinical VII

This course provides practical experience supervised by an Approved Clinical Instructor in an athletic training setting. Emphasis will be placed on use of computer software and administrative procedures, professional development, organization and administration. Incorporated into this course will be a research project which serves as a capstone of the educational experiences at Nebraska Wesleyan University.

Prerequisite(s): AT 008.

(Normally offered each spring semester.)

105. Prevention and Care of Athletic Injuries

See Health and Human Performance 105.

106. Advanced Emergency Care

See Health and Human Performance 106.

140. Physical Exam of the Lower Extremity in Athletic Training

3 hours

An in-depth study of the lower extremities including skills used to evaluate, treat and manage athletic injuries. Prerequisite(s): Formal admission into ATEP program, AT 3, 105, and 106.

(Normally offered each fall semester.)

141. Physical Exam of the Upper Extremity in Athletic Training

3 hours An in-depth study of the upper extremity including skills used to evaluate, treat and manage athletic injuries.

Prerequisite(s): AT 140.

(Normally offered each spring semester.)

145. Therapeutic Modalities of Athletic Injuries

This course is designed to provide an overview of the theory, application, and knowledge necessary to provide modalities to the physically active population. The use of heat, cold, electrical, and mechanical treatments will be explored. Students will have the opportunity to apply these theories in the clinical setting throughout the semester.

Prerequisite(s): Biology 9, 10 and permission of instructor. (Normally offered each spring semester.)

160. Rehabilitation of Athletic Injuries

3 hours

A course designed for those pursuing athletic trainer certification. This course involves learning fundamentals of evaluation and assessment of injuries inherent to athletics, as well as rehabilitation of these injuries. Also included is a study of injury mechanisms, treatment, and exercises.

Prerequisite(s): Athletic Training 105, Biology 9, 10 and permission of instructor.

(Normally offered each spring semester.)

233. Health Assessment

See Nursing 233.

235. Organization and Administration of Athletic Training

3 hours

This course is designed to study the application of the organizational and administrative outlooks in regards to the field of athletic training. It will address emergency care situations in respect to proper record keeping, facility management, and scheduling of medical staff and equipment. In addition, an in-depth exploration of the requirements set forth by OSHA and other federal agencies will be incorporated into each learning environment.

Prerequisite(s): Biology 9, 10 and permission of instructor. (Normally offered each spring semester.)

297. Internship

1-6 hours

An on-the-job experience oriented toward the student's major interest. The student is to secure a position in an organization that satisfies the mutual interests of the instructor, the sponsor, and the student. May be repeated for a maximum of 6 credit hours.

P/F only.

Prerequisite(s): Junior standing and approval of the supervising faculty member.

298. Seminar in Health and Human Performance

See Health and Human Performance 298.

299. Senior Capstone Seminar

See Health and Human Performance 299.

Courses in Health and Human Performance

1. Varsity Sports

0 or 1 hour

Participation on a varsity team regularly coached and organized by a member of the staff. Course may be recorded on transcript a maximum of four times in each sport, with a limit of one recording per year per sport. P/F only.

15. Health and Wellness

2 hours

A course designed to enable students to develop a concept of total health and fitness such that the student can attain a degree of physical well-being consonant with each student's unique abilities. The experiences in this course will focus on maintaining physical activity across the entire life span in order to promote life-long physical well-being. Specific topics include nutrition, cardiovascular endurance, body composition, muscular strength and endurance, muscular flexibility, behavior modification, stress management, and disease prevention.

(Normally offered each semester.)

30. Advanced Strength and Conditioning

0-1 hour

A course designed for developing speed, agility, strength and explosiveness for any sport. The course focuses on performance training to improve strength and power development. The course is recommended for well-conditioned students. May be repeated for a maximum of 2 credit hours. *P/F* only.

(Normally offered each spring semester.)

31. Fitness Walk/Run

1 hour

A course designed to improve cardiovascular endurance through individual workouts, and to introduce students to fitness-related principles. May be repeated for a maximum of 2 credit hours. P/F only.

(Normally offered each spring semester.)

32. Tennis

1 hour

A course designed to teach fundamental skills and techniques of beginning tennis. P/F only.

33. Fitness Swimming

1 hour

A course designed to improve cardiovascular endurance through individual workouts and to introduce students to fitness-related principles. The student must have swimming competency. May be repeated for a maximum of 2 credit hours. P/F only.

34. Weight Training

1 hour

A course designed to help students develop a healthier lifestyle through weight training. The course includes information on proper technique and training program organization. Safety is emphasized and there are no strength standards. May be repeated for a maximum of 2 credit hours.

P/F only.

35. Handball

1 hour

A course designed to teach fundamental skills and knowledge of beginning handball.

P/F only.

36. Dance

1 hour

A course designed to teach basics techniques of dance and to introduce students to a variety of dance styles. P/F only.

37. Racquetball

1 hour

A course designed to teach fundamental skills and knowledge of beginning racquetball.

P/F only.

38. Bowling

1 hour

A course designed to teach fundamental skills and knowledge of beginning bowling.

P/F only.

39. Golf

1 hour

A course designed to teach fundamental skills and knowledge of beginning golf.

P/F only.

(Normally offered each semester.)

40. Fitness Cycling

1 hour

A course designed to introduce students to outdoor cycling and to improve cardiovascular endurance through individual and group workouts. Bike and helmet required. May be repeated for a maximum of 2 credits. P/F only.

41. Aerobics

1 hour

A course designed to introduce students to fitness-related principles and to improve cardiovascular endurance through aerobic activity. May be repeated for a maximum of 2 credits.

P/F only.

42. Swimming

1 hour

A course designed to teach the fundamental skills of water exploration, primary swimming skills, stroke readiness, and stroke development.

P/F only.

43. Scuba I: Open Water Dive

1 hour

A course designed to introduce students to background, principles, and beginning techniques of scuba diving. Certification may be awarded at the discretion of the instructor. Students must have basic swimming ability and be in general good health.

P/F only.

(Normally offered each semester.)

44. Cross Training

1 hour

A course designed to introduce students to a variety of methods to develop cardiovascular endurance. Students will receive basic instruction in several proven cross training methods. May be repeated for a maximum of 2 credits. P/F only.

45. Scuba II: Advanced Open Water Dive

1 hour

A course designed to introduce student to underwater navigation, deep diving, night diving, and confined water skills. Students must have basic swimming ability and be in general good health.

Prerequisite(s): HHP 43.

(Normally offered each spring semester.)

70. Standard First Aid and CPR

1 hour

A study and application of the principles and techniques involved in the administration of first aid. Students will earn American Red Cross Certification in Standard First Aid and CPR.

76. Sports Studies—An Introduction to Football

A course designed to develop and expand information about the game of football. This course will familiarize students with the rules, strategies, and skills associated with football. Information will be provided to benefit students interested in coaching and officiating as well as those who want to increase their knowledge of the game. (Normally offered each fall semester.)

77. Sports Studies—An Introduction to Volleyball 2 hours

A course designed to develop and expand information about the game of volleyball. This course will familiarize students with the rules, strategies, and skills associated with volleyball. Information will be provided to benefit students interested in coaching and officiating as well as those who want to increase their knowledge of the game. (Normally offered each fall semester.)

78. Sports Studies—An Introduction to Basketball

2 hours

A course designed to develop and expand information about the game of basketball. This course will familiarize students with the rules, strategies, and skills associated with basketball. Information will be provided to benefit students interested in coaching and officiating as well as those who want to increase their knowledge of the game. (Normally offered each spring semester.)

79. Sports Studies—An Introduction to Baseball/Softball

2 hours

A course designed to develop and expand information about the game of baseball/softball. This course will familiarize students with the rules, strategies, and skills associated with baseball/softball. Information will be provided to benefit students interested in coaching and officiating as well as those who want to increase their knowledge of the game.

(Normally offered each spring semester.)

80. Sports Studies—An Introduction to Soccer 2 hours

A course designed to develop and expand information about the game of soccer. This course will familiarize students with the rules, strategies, and skills associated with soccer. Information will be provided to benefit students interested in coaching and officiating as well as those who want to increase their knowledge of the game. (Normally offered each fall semester.)

81. Sports Studies—An Introduction to Track/Cross Country

2 hours

A class that investigates the science and coaching methods of track & field and cross country. Areas of study include sport psychology, training theory, biomechanics, physiology and philosophy. Classroom work will be supplemented by actual practice coaching.

(Normally offered each summer.)

100. Drugs in Modern Society

3 hours

A course designed to develop and expand information about the use and abuse of drugs including: alcohol, tobacco, depressants, stimulants, narcotics, inhalants, club drugs, date rape drugs, hallucinogens, marijuana, sport enhancement drugs, prescription and OTC drugs. The course will include history of and facts about the substances, the pharmacokinetic properties, the formation of laws, the victims, prevention and approaches to treating the problem.

Prerequisite(s): HHP 15.

(Normally offered each fall semester.)

101. Nutrition for Health, Fitness and Sport

hours

A course designed to study foods and their effects upon health, development, and performance of the individual. The student will be introduced to concepts of healthful nutrition, sports nutrition, basic essential nutrients, digestion and absorption, and body composition relative to both exercise and nutrition for optimal health and physical performance. Healthy eating plans will focus on the Recommended Dietary Allowances and the USDA MyPyramid.

Prerequisite(s): HHP 15.

(Normally offered each semester.)

102. Consumer, Community and Environment Health Issues

3 hours

A course designed to develop and expand information about the environment, the informed health consumer, healthful aging and community health. The course will acquaint students with the process of aging, consumer protection, the environment, and community from a health perspective.

Prerequisite(s): HHP 15.

(Normally offered each even fall semester.)

103. Understanding Human Sexuality

3 hours

A course designed to develop and expand current information about human sexuality in a practical manner. The course will present facts and statistics about anatomy and physiology, gender, sexual orientation, reproduction, sexually transmitted infections, contraception, sexual growth and development, relationships and sexual communication, sexual health, commercialization of sex and sexual coercion.

Prerequisite(s): HHP 15.

(Normally offered each spring semester.)

104. Stress and Disease Management

2 hour

A course designed to develop and expand information about stress, mental health, and major chronic diseases. The course will present causes and warning signs of major chronic diseases and coping strategies for emotional stress. *Prerequisite(s): HHP 15.*

(Normally offered each fall semester.)

105. Prevention and Care of Athletic Injuries

3 hours

A study of injuries common to athletic participants and the prevention and care of such injuries.

(Normally offered each semester.)

106. Advanced Emergency Care

2 hours

A study and application of the principles and techniques involved in the advanced administration of first aid, cardio-pulmonary resuscitation (CPR), and automated electronic defibrillators (AEDs). Students will earn American Red Cross certifications. In addition, students will be introduced to Sport Safety Training.

(Normally offered each semester.)

131. Foundations

2 hours

An overview of the fields of Physical Education, Human Performance, and Sports Studies will be studied, which include teaching, exercise science, athletic training, sport management, and related fields. Topics addressed will include history; careers; current issues; girls and women in sport; minorities in physical education and sport; teacher, coach, athletic trainer, and exercise specialist certifications; educational values of sports; and the importance of physical activity for all. The students will begin development of their professional web portfolio. The format of the class is 50% web based.

(Normally offered each semester.)

133. Lifeguard Training/Head Lifeguard

2 hours

A course designed for prospective lifeguards and students interested in becoming head lifeguards. Students will be certified by the American Red Cross.

135. Basic Instruction Block

3 hours

A course designed to enhance students in skills and teaching techniques used in team, dual, and individual activities. The students will have opportunity for participation and teaching of skills involved in selected activities. This class is designed for students interested in learning a variety of activities.

Prerequisite(s): HHP major or minor or permission of instructor. (Normally offered each spring semester.)

150. An Introduction to Coaching Theory

2 hours

A course designed to develop and expand information about coaching, coaching styles, and coaching strategies. The course will cover practical coaching theories and include information about organization, communication, and motivation.

(Normally offered each spring semester.)

165. Strength Training and Conditioning for Coaches

2 hours

A course designed to provide coaches with solid guidelines for designing strength training and conditioning programs for athletes. The course will cover training guidelines and include information on designing yearround programs, motivation, and physiological changes associated with training.

(Normally offered each fall semester.)

170. Legal Issues

3 hours

A course designed to address legal issues in the health and human performance arena. These issues are applied to the students' specific area of study.

172. Introduction to Massage Therapy

3 hours

A general survey of techniques and principles used in massage therapy and related disciplines. An introductory laboratory experience with methods in Swedish and seated massage.

173. Sport Communication and Marketing

3 hours

This course directs students to a better understanding of the theoretical backbone that makes sport marketing and communication such a unique subject to study. The everexpanding field of sport management, sport marketing and communication provides a comprehensive treatment of public relations practice and marketing within sport. Rather than address public relations only as a means of supporting the marketing function or leveraging the media's interest in an event or organization, the student will recognize public relations as a function that is integral to many aspects of a sport organization's goals.

175. Introduction to Sport Management and Leadership

3 hours

A course introducing students to the theoretical foundations in sport management and leadership. Students will not only be engaged in the historical concepts of sport management but also will address global perspectives, current research and development in the sport management and leadership field.

178. Curriculum and Methodology in Elementary Health and Physical Education

3 hours

An examination of the objectives of an elementary health and physical education program and the development of a curriculum to meet these objectives. An introduction to teaching methods and class management skills are utilized in these programs. This course is designed for elementary education majors.

Prerequisite(s): Sophomore standing. (Normally offered each fall semester.)

180. Cardiac Rehabilitation

2 hours

A course designed to introduce students to clinical exercise. This course will involve learning basic cardiovascular physiology, the phases of cardiac rehabilitation, and appropriate exercise and testing procedures. Introduction to interpreting electrocardiograms and case-study analyses are also included.

Prerequisite(s): Biology 9 and 10.

(Normally offered each even spring semester.)

185. Motor Learning and Control

3 hours

A course that will introduce students to current understandings of how complex motor skills are initially learned, and how they are controlled and refined with practice, from a behavioral point of view. A variety of activities will provide students with practical examples to deepen understanding. This course has applications to general exercise science, physical therapy, and coaching. Prerequisite(s): Sophomore standing.

(Normally offered each fall semester.)

190. Selected Topics

1, 2, or 3 hours

An intermediate-level course to treat subject matter not covered in other departmental courses. The title, content, and credit will be determined for each offering. This course may be used to meet major requirements only by approval of the department chair.

197. Field Experience

1, 2, or 3 hours

A course designed to provide students with on-the-job experience in their chosen career within the Department of Health and Human Performance. Students will visit locations that provide invaluable experience in the various professional tracks. Students will meet with the instructor at prearranged times during the semester. May be repeated for a maximum of 6 credit hours.

P/F only.

Prerequisite(s): Approval of instructor. (Normally offered each semester.)

200. Coaching Practicum

3-6 hours

Practical experience in coaching in interscholastic athletic programs. The student will work with an athletic team throughout a season and will be involved with all aspects of the program. This course requires a conside able amount of commitment from the student. May be repeated for a maximum of 6 credit hours.

P/F only.

Prerequisite(s): Approval of the coaching advisor. (Normally offered each semester.)

210. Worksite Health Promotion

3 hours

A course designed to introduce students to concepts and practices relating to worksite health promotion. Students will learn how to develop, implement, and evaluate wellness promotion programs. Students will complete a 20-hour field experience in an assigned worksite in the community to provide invaluable experience.

(Normally offered each fall semester.)

211. Biomechanics and Kinesiology

4 hours

A course that integrates the fields of Kinesiology and Biomechanics to improve students' understanding of human movement from a qualitative perspective. Detailed analysis of human movement will be made.

Prerequisite(s): Biology 9 and junior standing. (Normally offered each spring semester.)

215. Physiology of Exercise

4 hours

A course dealing primarily with classification and analysis of exercise and with the physiological effects of execise on the human organism. Practical application of these principles will be explored in the laboratory experience.

One three-hour lab per week.

Prerequisite(s): Biology 10 and junior standing. (Normally offered each fall semester.)

220. Sport and Fitness Management

3 hours

A comprehensive course in sport management focusing on specialization areas such as, sport finance and economics, ethics in sport management, sport governance in the global community, sport marketing, sports information and communication, and sports journalism. The course contains up-to-date information on major sport management issues.

(Normally offered each spring semester.)

221. Governance/Human Resource Management in Sport

3 hours

This course provides a comprehensive guide to the practical application of governance and human resource management principles to amateur and professional sport organizations operating at the community, state/provincial, national, and international levels. This course presents a balanced view between accepted practice and what contemporary research evidence tells us about a range of governance and human resource management principles and practices.

222. Budget/Finance/Economics in Sport

3 hours

This course is designed to draw on contemporary examples from marketing, sponsorship, facility construction, and sport law to illustrate the crucial role that money plays in any sport business.

223. Current Issues and Ethics in Sport

3 hours

This course is designed as an engaging, in-depth, and inspiring study that will help students understand the value of sport and its limitations and equip them to make ethical choices about the role sports will play in their life and profession.

225. Exercise Testing and Programming

3 hours

A course designed to provide students with the opportunity for instruction in graded exercise testing as well as other modes of fitness assessment. Students will receive instruction in the art of exercise and wellness programming.

Prerequisite(s): HHP 215

(Normally offered each spring semester.)

240. Administration of Physical Education and Sport

3 hours

A study of the administration of physical education, recreation, and athletics programs, developing procedures by which administration, teaching, and coaching may become more effective.

250. Planning and Implementing Elementary HPE Programs (K-6)

3 hours

A course designed for students interested in teaching elementary physical education and health. Topics include curriculum development, teaching goals and objectives, curriculum guide and lesson plans, constructing and using evaluation tools and measures, and methods and material (including technology) used in teaching elementary physical education and health. A 10-hour field experience in physical education and a 10-hour field experience in health education.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair, and junior standing.

(Normally offered every odd fall semester.)

260. Planning and Implementing Middle and Secondary HPE Programs

3 hours

A course designed for students interested in teaching middle and secondary physical education and health. Topics include curriculum development, teaching goals and objectives, curriculum guide and lesson plans, constructing and using evaluation tools and measures, and methods and material (including technology) used in teaching middle and secondary physical education and health. A 10-hour field experience in physical education and a 10-hour field experience in health education are required.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair, and junior standing.

(Normally offered every odd spring semester.)

265. Planning and Implementing Adapted Physical Education Programs

3 hours

A course designed to include current research findings and the best practices to assist professionals in designing and implementing appropriate physical education programs for individuals with disabilities.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair, and junior standing.

(Normally offered summers and each spring semester.)

270. Curriculum and Assessment of Health and Physical Education Programs

3 hours

A course designed for students interested in teaching health and physical education. Topics include: philosophical and historical aspects of health and physical education affecting curriculum and assessment development, constructing curriculum and assessment techniques and tools, administering standardized health-related fitness, motor skill fitness and sports skills tests, and the use of technology in developing curricula and assessment strategies. Prerequisite(s): Acceptance into the Teacher Education

Prerequisite(s): Acceptance into the Teacher Education
Program and completion of HHP 260 or 265.
(Normally offered each even spring semester.)

275. Psychosocial Aspects of Sport

3 hours

An in-depth look at the psychological and sociological factors relative to physical movement and competition. This course will examine the nature and scope of sport as an institutionalized game.

(Normally offered each spring semester.)

280. Research and Statistical Methods 3 hours

A course designed to develop students' competencies in understanding the rationales and computational procedures required for basic behavioral statistics. The students identify, select, compute, and interpret basic statistical tests appropriate for exercise science and use SPSS, a sophisticated, professional statistical software package. Students will be introduced to experimental design concepts in research methods. A research project will be required.

Prerequisite(s): HHP 211 and 215 or permission of the instructor.

290. Selected Topics

1. 2. or 3 hours

An advanced-level course to treat subject matter not covered in other departmental courses. The title, content and credit will be determined for each offering. This course may be used to meet major requirements only by approval of the department chair.

295. Independent Study

1, 2, or 3 hours

An opportunity for a student to engage in advanced, supervised, individual field, lab, or library research. Independent study may not duplicate courses described in the catalog. May be repeated for a maximum of 6 credit hours.

Prerequisite(s): Junior standing and approval of the department chair.

(Normally offered each semester.)

297. Internship

1-6 hours

An on-the-job experience oriented toward the student's major interest. The student is to secure a position in an organization that satisfies the mutual interests of the instructor, the sponsor, and the student. May be repeated for a maximum of 6 credit hours.

P/F only

Prerequisite(s): Junior standing and approval of the supervising faculty member.

(Normally offered each semester.)

298. Seminar in Health and Human Performance

1 hour

A course designed as a capstone experience for students interested in the field of human performance. This will be an opportunity for students to examine previous coursework and discuss its practical application to their chosen career. Topics to be covered are: philosophy, cover letter and resume writing, personal statement writing, applications for graduate school and/or job applications, interviewing, etc..

Prerequisite(s): Junior or senior standing and a departmental major, or permission of the instructor.

(Normally offered each semester.)

299. Senior Capstone Seminar

1 hour

A course designed as a capstone experience for students interested in the field of human performance. Students will explore the relationship of health and human performance to society at large as well as other disciplines as it pertains to their beliefs. Topics/projects to be covered are: research writing, research paper, research presentation, and comprehensive examination.

Prerequisite(s): Senior standing and a departmental major, or permission of the instructor.

Pre or Corequisite: HHP 298. (Normally offered each semester.)

Athletic Training Major Sample Course Schedules

First Year	
Fall Semester	
CHEM 51/51L: Chemical Principles/Lab	4 hrs.
AT 105: Prevention and Care	
of Athletic Injuries	3 hrs.
•IDS 1: Liberal Arts Seminar	3 hrs.
•ENG 1: English Language and Writing	3 hrs.
	13 hrs.
Spring Semester	
AT 106: Advanced Emergency Care	2 hrs.
AT 003: Clinical Athletic Training	1 hr.
General Education or Electives	3-6 hrs.
•HHP 15: Health and Wellness	2 hrs.
•COMM 1: Fundamentals of Speech	3 hrs.
Mathematics Requirement or	
HHP 131: Foundations	2-4 hrs.
	13-18 hrs.

Exercise Science Major Sample Course Schedules

First Year Fall Semester

all selllester
General Education or Electives3 hrs.
CHEM 51/51L: Chemical Principles/Lab
or PHYS 101 Principles of Physics I4 hrs.
•HHP 15: Health and Wellness2 hrs.
•IDS 1: Liberal Arts Seminar3 hrs.
•ENG 1: English Language and Writing3 hrs.
15 hrs.
pring Semester
CHEM 120/120L: Organic Chem I/Lab
or PHYS 102: Principles of Physics II4 hrs.
HHP 101: Nutrition for Health,
Fitness, Sports3 hrs.
HHP 106: Adv Emergency Care2 hrs.
•COMM 1: Fundamentals of Speech3 hrs.
Mathematics Requirement or
HHP 131: Foundations2-4 hrs.

Sport Management Major Sample Course Schedules

14-16 hrs.

First Year

Fall Semester

•IDS 1: Liberal Arts Seminar	3 hrs
•COMM 1: Fundamentals of Speech	3 hrs.
ACCT 31: Principles of Accounting I	3 hrs
General Education	3 hrs
HHP 175: Intro to Sport Mgt/Leadership	3 hrs
HHP 197: Field Experience	1 hr.
	16 hrs.

Spring Semester		
•ENG 1: English Language and Writing	3 h	ırs.
ECON 53: Macroeconomic Principles	3 h	ırs.
•HHP 15: Health and Wellness	2 h	ırs.
General Education	7-9 h	ırs.

Health and Fitness Studies Major Sample Course Schedules

First Year

Fall Semester •IDS 1: Liberal Arts Seminar3 hrs. •ENG 1: English Language and Writing......3 hrs. HHP 15: Health and Wellness.....2 hrs. General Education......6 hrs. HHP 131: Foundations2 hrs. Spring Semester •COMM 1: Fundamentals of Speech 3 hrs.

HHP 103: Understanding Human Sexuality .. 3 hrs. HHP 106: Adv Emergency Care2 hrs. General Education......6 hrs. 14 hrs.

Health and Physical Education: Teaching Major Sample Course Schedules

First Year

Fall Semester	
ED 1: Introduction to Education	2 hrs.
ED 75: Field Experience	1 hr.
General Education or Electives	3-6 hrs.
•IDS 1: Liberal Arts Seminar	3 hrs.
•COMM 1: Fundamentals of Speech	3 hrs.
	12-15 hrs.
Spring Semester	
•HHP 15: Health and Wellness	2 hrs.
HHP 131: Foundations	2 hrs.
General Education or Electives	6-9 hrs.
•ENG 1: English Language and Writing	3 hrs.
	13-16 hrs

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

HISTORICAL STUDIES

University College Burt Hall 402.465.2461

Faculty

Director of the Program:

Kevin Bower, Ph.D.

Email: kbower@nebrwesleyan.edu

James Hewitt, Ph.D. John Montag, M.A. Ronald C. Naugle, Ph.D., Professor Emeritus

The Nebraska Wesleyan University's historical studies program is designed to allow K-12 teachers to expand their content knowledge in American history. Historical studies aims to help teachers improve the classroom performance of their students through an intensive curriculum of courses examining particular content areas relevant to K-12 classrooms.

Certificate

U.S. History Core (6 hrs.)

A graduate certificate in U.S. History is awarded to students completing these 12 hours: History 501, 502, 521, and 550.

Master of Arts in Historical Studies (33 hrs.)

History 501	
History 502	
Period and Topical Electives (12-15	ō hrs.)
History 503	
History 515	3 hrs.
History 518	3 hrs.
History 520	
History 560	3 hrs.
History 561	
History 562	3 hrs.
History 564	3 hrs.
History 565	
History 570	3 hrs.
History 590	3 hrs.

(Selected Topics can be used, as approved by program. Examples: Religious Diversity in the U.S.; Shifting Power on the Great Plains)

History Education (9-12 hrs.)	
History 521	3 hrs.
History 522	3 hrs.
History 540	1 hr.
History 550	3 hrs.
History 585	3 hrs
History 589	3 hrs.
Culminating Project (3 hrs.)	
History 599	3 hrs.

Courses

501. Fundamentals of American History I

3 hours

An intensive study of the origins and the development of what is now the United States from 1450 to 1865/1877. Learning with the primary documents and historical scholarship is emphasized. The course is designed to develop knowledge needed for successful teaching of U.S. history in the schools and emphasizes the National History Standards.

Prerequisite(s): Baccalaureate degree and teaching experience, or permission of the instructor.

502. Fundamentals of American History II

3 hours

An intensive study of the origins and the development of what is now the United States from 1865/1877 to the present. Learning with primary documents and historical scholarship is emphasized. The course is designed to develop knowledge needed for successful teaching of U.S. history in the schools and emphasizes the National History Standards.

Prerequisite(s): Baccalaureate degree, teaching experience, History 501, or permission of the instructor.

503. Conquest, Resistance, and Resilience: Comparing Colonial Frontier Experiences

3 hours

An examination of the interaction between native cultures and the interlopers, or colonial powers, from Spain, France, and Russia. Students will examine precontact tribal societies in the Americas, precontact colonial powers and motivations for expansion, legal issues, contact and reactions, developing relations and power structures, issues of sovereignty and dominance, religion and religious conversion, shifting or resilience of social structures, economic development of the colonial powers, miscegenation, and long-term interaction. *Prerequisite(s): History 501*.

515. U.S. Civil War and Reconstruction

3 hours

An examination of the causes, conduct and outcome of the Civil War in the United States. The course will explore various topics related to the war including its causes, military operations, technology, foreign relations and the political, social and economic tensions within the Union and Confederacy and will conclude with a study of the political, constitutional and social consequences of the Reconstruction period.

Prerequisite(s): History 501 and 502.

518. America between the World Wars

3 hour

An examination of the United States in the crucial period from 1918-1941. These years witnessed an almost unprecedented number of upheavals in American society over a relatively short period of time, including the retreat from progressivism and rise of a culture in conflict in the 1920s and the massive government reforms of the New Deal as a response to the Great Depression. Students will: 1) examine and evaluate the cultural conflicts of the 1920s as a means to understand the shift of moral and social control from local hands into the realm of national political debate 2) examine the development of the New Deal and the new liberalism it inspired to grasp the creation of modern political identities and voting behavior/party loyalty 3) compare and contrast American reactions to the fallout from World War I and the Great Depression with reactions in other countries as a means toward understanding the causes of World War II 4) write critically and analytically about these and other related issues.

520. Recent American History, 1960-Present

3 hours

This course will examine recent United States history from 1960 to the present. The course will examine recent events and trends in the United States and attempt to place them within larger historical contexts. Major topics will include: the Cold War and it's aftermath, the American war in Vietnam, the collapse of Great Society liberalism, the emergence and triumph of the new conservatism, the latter years of the Civil Rights Movement, second-wave feminism, the rise of identity politics, the Reagan presidency, the role of media in the so-called Information Age, the culture wars and political scandals of the 1990s, and the pst-9/11 American wars in Afghanistan and Iraq. Attention also will be given to differentiating History from "current events" and whether we can meaningfully compare recent events to the more distant past. Learning objectives and assessment of the course will conform to those in the MAHS Assessment Plan.

Prerequisite(s): History 502.

521. History Alive I

3 hours

A hands-on, interactive course that focuses on the historical content and methods teachers need to understand to teach social studies and motivate students to think historically. The course will utilize a textbook as well as primary documents. Teachers will learn how to apply historical thinking to the classroom, assess student learning, and adjust curriculum for special needs of students.

Prerequisite(s): Baccalaureate degree and teaching experience, or permission of the instructor.

522. History Alive II

3 hours

An advanced, hands-on, interactive course that continues the focus begun in History Alive I on the historical content and methods teachers need to understand to teach social studies and motivate students to think historically. The course will utilize a textbook as well as primary documents. Teachers will learn how to apply historical thinking to the classroom, assess student learning, and adjust curriculum for special needs of students. Prerequisite(s): Baccalaureate degree and History 521, or permission of the instructor.

540. History Day Theme Workshop

1 hou

A 1 day workshop on the current History Day contest theme. Goals of the workshop are to: 1) acquaint participants with the subject of the current year's contest them and the latest scholarly understandings of the subject; 2) expose participants to the primary and secondary sources available for teaching about the theme; 3) model ways of encouraging active learning for their students; and 4) connect History Day activities to the state history standards.

Prerequisite(s): Baccalaureate degree or permission of the instructor.

550. Nebraska Institute for the Study of U.S. History

3 hours

An exploration of the resources and methods available to teachers for teaching American history through the history of Nebraska and meeting the Nebraska State Social Studies Standards requiring the use of Nebraska and regional examples in the teaching of social studies. The course examines the uses of artifacts, documents and place as appropriate means for engaging students in a hands-on approach to learning about United States history. Nebraska and the Great Plains. Utilizing the expertise of scholars from various disciplines including History, Literature, Political Science, Folk Culture, and Geography, as well as the resources of the Nebraska State Historical Society and Museum and historic sites within driving distance, the course provides the opportunity for teachers to learn more of the history of Nebraska and the United States, and to experience and experiment with resources and techniques for developing effective lesson plans.

Prerequisite(s): Baccalaureate degree and certification to teach in History, Political Science, or Social Studies Education.

560. The Citizen and the Constitution Institute

3 hours

An intensive study of the origins and the development of key principles and practices of constitutional democracy in the United States. Methods of teaching with primary documents and Supreme Court cases are emphasized. Students are involved in an alternative assessment procedure requiring cooperation among participants in small group activities and discourse in response to questions posed by a panel of experts. The course is designed to develop knowledge and skills needed for successful teaching of secondary school courses in U.S. history, government, and civics.

Prerequisite(s): Baccalaureate degree and certification to teach in History, Political Science, or Social Studies in Education.

561. U.S. Constitutional History

3 hours

An intensive study of the origins and development of key principles and practices of constitutional democracy in the United States. Teaching with core texts and primary documents is emphasized. A substantial amount of each class session will involve class discussion focusing on United States Supreme Court decisions assigned by the instructor. The course will examine the origins of the U.S. Constitution, its development since 1787, its stature as the "supreme law of the land," the meaning of the separation of powers inherent in the U.S. federal system, how the Supreme Court became the "final arbiter" of constitutional meaning, the manner in which constitutional issues are presented to the courts for adjudication and the juridical techniques used by the courts to decide issues.

562. American Creeds: The Idea of an American Nation

Prerequisite(s): History 501 and 502.

3 hours

This course examines what one scholar has called "the story of American freedom." We will explore the different ways that the concept of freedom has been defined and contested by different people or groups in the American past and will attempt to improve our understanding of the political ideas and ideologies that have shaped the way Americans have understood themselves and their national enterprise. In exploring these topics, we will gain a better understanding of whether the ideological assumptions that continue to shape American political culture actually make the United States exceptional. Learning objectives and assessment of this course will conform to those in the Historical Studies Assessment Plan.

564. Nebraska History

3 hours

This course will explore Nebraska from the time of its first inhabitants to the present. We will examine Indian activity, geography, agriculture, politics, business and social history. There will be some lecturing, but a strong emphasis on class discussion. There will also be videos and guest speakers.

Prerequisite(s): History 501 and 502.

565. The Western Myth in American History

3 hou

An examination of America's oldest and most characteristic myth-the western or frontier myth and four recurring myths that stem from it: American exceptionalism, heroic individualism, regeneration through violence, and inevitable American progress. Students will: 1) examine and evaluate these myths and the ideals that the United States claims to embody, 2) understand how these myths have influenced the history of the United States, 3) investigate the extent to which reality matches these myths, and 4) write reflectively, critically, and analytically. *Prerequisite(s): History 501.*

570. The Civil Rights Movement in

3 hours

Modern America

An examination of the issue of civil rights for minorities in the twentieth century United States. This course will explore a variety of developments, issues, and trends related to the struggle for civil rights in the twentieth century. Students will: 1) understand the role that issues of race have played in concepts of the American nation and the rights and responsibilities of citizenships 2) examine and evaluate different concepts of race, ethnicity, gender and nation and how they have contributed to the evolution and formation of American society and the role of government 3) investigate the continued place of these issues in American life 4) write analytically and critically.

585. AP U.S. History Institute

3 hours

A one-week institute designed by College Board and staffed by qualified historians trained and approved by College Board to prepare new AP teachers and teachers of advanced-level high school History courses to 1) select appropriate materials for AP and advanced level History courses, 2) determine appropriate course content, 3) raise student thinking skills to college level, 4) raise student reading and writing skills to advanced levels, 5) master teaching strategies suitable for advanced students, and 6) professionally assess student performance and progress.

589. Oral History Theory and Methods

3 hour

An examination of the theory and practice of oral history and its relationship to the study of the past. Oral history is primary resource information created in an interview setting with a witness to or a participant in a historical event or way of life. Its purpose is to collect and preserve the person's first-hand information and make it available to others. The oral history course will cover the following: oral history and the study of history, oral history and memory, oral history as an interdisciplinary tool, planning and carrying out an oral history project, legal and ethical issues. The course will also provide students with hands-on experience with equipment, interviewing, and the processing and care of interview materials.

599. Applied Project

3 hours

The Applied Project is the culminating project for the Master of Historical Studies degree. The project may take the form of a thesis, curriculum development project, or a resource development project which will build on the coursework that comprised their program. Students will meet with the MAHS program director after completing the three core courses in the MAHS program: History 501, 502 and 550 and propose a program of courses to meet the degree requirements as well as a project. At that time a three member committee (two plus the program director) will be assigned to approve the initial project proposal. The director of the program will provide the ongoing supervision of the student's work with support from the other members of the committee members when and where necessary. The project director will approve the completed project and assign the final grade.

Prerequisite(s): History 501, 502 and 550.

HISTORY

Social Sciences Division Old Main 319 402.465.2440

Faculty

Department Chair:

Patrick M. Hayden-Roy, Ph.D. Email: phr@nebrwesleyan.edu

Full-Time:

Elaine M. Kruse, Ph.D. Sandra K. Mathews, Ph.D. Meghan K. Winchell, Ph.D.

Part-Time:

James Hewitt, Ph.D.

Degrees

Bachelor of Arts Bachelor of Science

Major

Modern foreign language study is expected of all history majors. Transfer students must earn in residence a minimum of 12 hours in history, 6 hours of which must be at the upper level (200-299).

History major (B.A. or B.S., 36 hrs.)

History 1 and 2	6 hrs.
History 115 and 116	6 hrs.
History 100	3 hrs.
Additional history courses	.18 hrs.
(including a minimum of 9 hours from	courses
numbered 200-296)	
Saniar comprehensive requirement*	2 hrc

Minor

History minor (24 hrs.)

History 1 and 2	6 hrs.
History 115 and 116	6 hrs.
History 100	3 hrs.
Additional history elective(s)*	9 hrs.
*A minimum of 3 hours from courses	numbered
200-291.	

Courses

1. United States History to 1877

3 hours

A survey of United States history beginning with precontact cultures, examining the varied colonial and native cultures, and tracing the political, economic, social, and cultural development of the United States, and concluding with Reconstruction.

(Normally offered each fall semester.)

2. United States Society and Culture Since 1877

3 hours

A survey of United States history beginning with post-Civil War expansion into the trans-Mississippi West, tracing political, economic, social, and cultural development to the present, emphasizing the emergence of a dominantly urban-industrial society, the expanded role of government, increasing government in the lives of individuals, and the increasing involvement of the United States in the world.

(Normally offered each spring semester.)

10. Studies in World Civilization

3 hours

An in-depth study of one timeframe across world cultures. The course is designed to introduce students to the uniqueness and interconnectedness of cultures in the global community. Historical dimensions of today's ethical and political concerns will be examined in order to foster responsible world citizenship.

(Normally offered each semester.)

100. History: Theory and Method

3 hours

An introduction to historiography. This course is designed for majors and students interested in the theories and techniques utilized by historians to investigate the past. The first half of the course is devoted to reading and analyzing basic theoretical approaches to understanding the past. The second part of the course focuses on research methods, resources, and the composition of a research essay.

(Normally offered each spring semester.)

110. Introduction to Latin America

3 hours

An examination of the Latin American experience from precontact and the earliest Spanish exploration and colonization. The course will examine the progress of Indian/Spanish, Church/State, Spanish/Portuguese/ English/French and Spanish/English/United States relations from the mid-1400s into the 20th century. The dynamics of political, religious, and agrarian movements throughout the many Latin American nations will also be discussed, as will the historic trends behind current events in Latin America.

115. Western Civilization through Religion, to 1648

3 hours

A study of Western Civilization from the Ancient World through the era of the Reformation focusing on the history of Western religious beliefs. Through the reading of religious texts, students investigate the varying conceptions of God or the gods as well as the relationship of the divine to the physical universe and humanity. In the process, students will learn basic features of Western religion and how the circumstances of human existence and broader cultural forces have shaped religious belief in the West.

(Normally offered each fall semester.)

116. Western Civilization through Literature: 1500 to Present

3 hours

A chronological survey of Western Civilization from 1500 to the present, focusing on the literary record which exemplifies changing societies; artistic and literary styles; and philosophical, religious, and political patterns. The course will include a reexamination of Biblical texts in the Reformation, the revival and imitation of classical texts in the Renaissance, absolutism and its critics, the revolutionary and Romantic movements, ethnic minorities, colonialism, the crisis of Western thought in the twentieth century, and the impact of totalitarianism. (Normally offered each spring semester.)

131. Women in Western Culture

3 hours

A survey of the philosophical and religious traditions affecting the position of women in Western Civilization, juxtaposing the images of women with the realities of their lives. This course will center on traditions which begin with the Greeks; their development in Judeo-Christian thought; the reformulations of those traditions during the Reformation, Renaissance, and Enlightenment periods; and the movement towards a more egalitarian tradition in the nineteenth and twentieth centuries. The course will focus on the reading and discussion of primary texts and key scholarly articles which illuminate the traditions.

137. History of Women in the United States

Introduction to the experiences of women in the United States from colonization to the present, with an examination of cultural meanings attached to gender; various social inequalities in access to institutions, activities, and resources; and women's status, well being, and power in American society. The course investigates the lives of women from various social, ethnic, and racial groups, analyzing the ways that they affected one another. The course emphasizes sexuality, reproduction, and maternity, and also covers politics, law, work, education, and other issues in women's lives.

142. Modern Japan

3 hours

An introduction to Japanese culture, politics, and social history with an emphasis on the post-Tokugawa era. Japan's response to the Western intrusion, rapid modernization, adherence to traditional values, and participation in world events during the twentieth century will be covered.

150. U.S. West

3 hours

An exploration of the "real" U.S. West, in contrast to the Hollywood version. The course will focus on Native Americans from the days when precontact Native American societies flourished, to subsequent European and Russian domination, and finally their loss of sovereignty under the U.S. government. The course will also emphasize the nineteenth century when the West became a mecca for many people to whom the West represented different visions: to the Chinese, it was the "Golden Mountain;" to Spaniards and Mexicans, it was "El Norte;" to the newly-emancipated Africans, the West represented freedom; to many other newly arrived immigrants, it was a land of opportunity; to the Native Americans, it was their sacred home. Special emphasis will be placed on the above images which have often clashed and erupted into conflict beginning in the nineteenth century and continuing throughout the twentieth century.

154. African-American History

3 hours

A review that treats the contributions made to the United States historic experience by persons of African ancestry. Prerequisite(s): Sophomore standing.

(Normally offered each fall semester.)

156. American Indian History

3 hours

This course will serve as an overview of American Indian history from precontact to the present. It will explore numerous themes including cultural diversity, initial contact with Europeans, the different styles of interactions (Spanish/English/French), accommodation and dispossesion, the American treaty process, concentration, wardship, education, land allotment, termination and relocation, and modern American Indian issues. Utilizing assigned readings, discussion, and some short films, this class will eradicate misconceptions about American Indians and therefore eliminate the roots of discrimination and prejudice against the original Americans.

Prerequisite(s): Sophomore standing. (Normally offered each spring semester.)

157. World War Two: The American Experience

3 hours

The course provides an overview of U.S. involvement in World War II including major diplomatic and military decisions. Its main emphasis is on home front developments including an increase in the number of married women workers, the dichotomy between gender norms and new roles for women, Japanese American internment, the nascent black civil rights movement and conflict across ethnic lines. The course also focuses on servicemen's combat experience in the European and Pacific theatres and its effect on notions of masculinity.

161. Environmental History

3 hours

A study of environmental history focusing primarily on the United States and including Canada and Mexico as they involve border environmental conflicts. Emphasis will be placed on environmental philosophy, ethnic minorities, power and politics, regionalism, industrialism, gender, and literature. Course format will be lecture, class discussions based on assigned readings from assigned texts, as well as supplemental sources, reports, videos and field trips.

Prerequisite(s): History 1 or 2, or permission of the instructor.

165. Disease in History

3 hours

This course will investigate the influence of disease on historical development, and look at the issues involved in the historical study of disease in the past. Themes will include the following: early human settlement and disease, disease as an agent of change, the emergence of new diseases and patterns of pandemics, and changes in diseases over time. We will also consider how the historical record might inform our understanding of the threat of emergent diseases today.

190. Selected Topics

1, 2, or 3 hours

An intermediate-level course designed to treat subject matter not covered in any of the established history courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

195. Independent Study

1, 2, or 3 hours

After consultation with the department chair, a student may engage in a supervised independent study or library research. Independent study may not duplicate courses described in the catalog.

203. The Founding of the Americas

3 hours

Colonial powers invaded previously occupied America as early as the fifteenth century. The colonial powers dictated the colonists' encounters with indigenous peoples, just as indigenous cultural traditions dictated responses to the colonial regimes. The course will necessarily investigate and compare the colonial experiences of Spain, France, Holland, Russia, and Great Britain in the Americas, as well as indigenous traditions and responses to the colonial invaders.

Prerequisite(s): History 1.

207. Gilded Age and Progressive Era

3 hours

A study of the growth of the United States from 1877 to World War I, emphasizing the emergence of industrialism and big business and their impact on social, political and intellectual life. The course will also deal with the U.S.'s adaptations to industrialization and urbanization including social reform and social legislation, the changing role of the family, immigration patterns, religious movements, developments in education, the economy, and entertainment.

Prerequisite(s): History 2.

208. The United States in the Inter-War Years

3 hours

A study of society and politics during the early 20th century emphasizing the transformation of the United States from a rural to an urbanized society. The course begins with an overview of World War I, emphasizes the inter-war period—the 1920s, the Great Depression, and the New Deal—and concludes with the U.S. entry into World War II

Prerequisite(s): History 2.

209. The United States since 1945

3 hours

A study of society and politics from World War II to the present emphasizing the atomic age and the Cold War, domestic issues of the fifties and sixties, the United States' involvement in Vietnam, and concluding with contemporary issues.

Prerequisite(s): History 2.

214. Biography in History

3 hours

An examination of an historical topic through the study of biography, emphasizing historical background, comparison and contrast of leading figures, and an analysis of motivations and character.

216. Myth in United States History

3 hours

A study of the role that myths have played in United States history. The course covers U.S. history from colonization to the present, and emphasizes both the positive and negative aspects of stereotyping, images, and assumptions written into U.S. history.

Prerequisite(s): History 1 and 2.

218. The Indian Wars Era

3 hours

The course will investigate American Indian history from the 1790s until the first decades of the early twentieth century, often called the Reservation Era. The course is designed to provide an in-depth analysis of the Reservation experience for American Indians. This is the most popularized period in American Indian history, yet also the most misunderstood and misrepresented in popular culture.

Prerequisite(s): History 1 or 156, or the permission of the instructor.

222. The Ancient World

3 hour

An examination of the political, social, and intellectual worlds of ancient Greece and Rome. The purpose of the course is to introduce students to the seminal contributions of antiquity to the Western tradition. The course will concentrate on the setting and content of Greek culture from the age of Homer to the rise of the Macedonian Empire, and the development of Rome from city republic to empire.

Prerequisite(s): History 115.

223. The Middle Ages

3 hours

A survey of European culture and society from the fall of the Roman Empire to the advent of the Renaissance. The course will focus on the creative religious, political, and social movements of this period, and their influence on the development of the West. Among the subjects covered: the Germanic tribes, the Carolingian Empire, the Church in the High Middle Ages, the culture of the High Middle Ages, the growth of centralized monarchy, the Crusades, and the evolution of the social order in the Middle Ages.

Prerequisite(s): History 115.

224. The Reformation

3 hours

A study of the breakup of medieval Christianity and the emergence of Protestantism. Focus is on the intellectual movements that spark the Reformation, the social and political consequences of these new religious ideas, the Wars of Religion of the sixteenth and seventeenth centuries, and the continuing impact of the Reformation on Western society.

Prerequisite(s): History 115.

225. Early Modern Europe

3 hours

A seminar on early modern European culture up to the French Revolution, with emphasis on changing family relations, political structures, religious and scientific thought, and social and economic conditions, culminating in the Enlightenment and religious revivals.

Prerequisite(s): History 116.

226. Nineteenth-Century Europe

3 hour

An examination of European history in the nineteenth century from the fall of Napoleon through the Victorian age. Topics include the Congress of Vienna, Romanticism and realism, nationalism, and the impact of the Industrial Revolution on society and politics.

Prerequisite(s): History 116.

227. Twentieth-Century Europe

3 hours

An examination of European society and culture in the twentieth century, including World Wars I and II, the Cold War and the post Cold War society.

Prerequisite(s): History 116.

233. The French Revolution

3 hours

An examination of the period from 1789 to 1815 as a watershed in Western history. Topics will include the crisis of French absolutism and the social and economic causes and consequences of the Revolution, the Terror, and Napoleon.

Prerequisite(s): History 116.

235. Nazi Germany

3 hours

An examination of Germany in the twentieth century focusing on the rise of Adolph Hitler, the weakness of the Weimar government, the institutions of the Nazi regime, and the events of World War II and the Holocaust.

Prerequisite(s): History 10 or 116 or permission of the instructor.

243. Modern France

3 hours

An examination of French civilization and culture since 1815 with special emphasis on the period from 1870 to the present. The course will focus on the ideological legacies of the French Revolution, the distinctive social and economic characteristics of French society, the impact of two world wars, and the achievements of French artists and intellectuals.

Prerequisite(s): History 116.

251. Victorian Women

3 hours

A study of myths and realities of women's lives in Victorian England, France, and the United States. Emphasis will be placed on the "woman question" of the nineteenth century: What is the nature of women and their role in society? Topics will include sexuality and prostitution, marriage and family life, work and philanthropy, education, and the suffrage movement in light of the contrast between rich and poor women.

Prerequisite(s): History 116.

252. Visionaries, Witches, and Madwomen

3 hours

A study of social control of women from the 13th century to the present. The course will emphasize the women visionaries of the thirteenth and fourteenth centuries, witch-hunting in sixteenth and seventeenth century Europe and America, and the treatment of women and madness in nineteenth and twentieth century literature, medical theory and society.

Prerequisite(s): History 131 or permission of the instructor.

255. Women of the American West

3 hours

This course highlights women's experiences in the American West from precontact to present, and explores topics of myth and stereotypes; women's roles in the home, family and community; and racial, class and ethnic differences in women's experiences.

Prerequisite(s): History 1 and 2 or permission of the instructor.

265. Nebraska History

3 hours

A survey of the social, cultural, and political history of Nebraska with special emphasis on local and community histories.

Prerequisite(s): History 1 and 2.

(Normally offered each spring semester.)

272. History of Mexico

3 hours

This course will focus on the history of Mexico through the study of many sub-themes including cultural identity, conquest, stereotypes, economic and political development, the role of the Catholic Church, gender, and political upheaval and reform. This course will rely upon lecture, class discussions based on assigned readings from our text and supplemental sources, reports, and videos to enhance student learning.

Prerequisite(s): History 110 or permission of the instructor.

273. History of Cuba

3 hours

An exploration of the history of Cuba from precontact to the present day focusing primarily on social, cultural and political history with economic history serving as a backdrop for the major upheavals that occurred in the Cuban experience. While the class will be introduced to precontact cultures, emphasis will be placed on the Spanish colonial period, early attempts at Cuban independence, the subsequent U.S. takeover, and Fidel Castro's revolution. Inter-American relations will play an increasing role in classroom discussions as the semester progresses.

Prerequisite(s): History 110 or permission of the instructor.

290. Selected Topics

1, 2, or 3 hours

An upper-level course designed to treat subject matter not covered in any of the established history courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

291. Directed Readings

1, 2, or 3 hours

After consultation with the department chair, a student may engage in a supervised, independent reading program. Prerequisite(s): Permission of the department chair.

295. Independent Study

1. 2. or 3 hours

After consultation with the department chair, a student may engage in a supervised independent study or library research. Independent study may not duplicate courses described in the catalog.

Prerequisite(s): Permission of the department chair.

297. History Internship

1, 2, or 3 hours

On-the-job training for advanced history majors in settings such as archives, museums, archeological sites, libraries, or historical societies. The student will arrange for the position in accordance with the guidelines established by the department.

P/F only.

Prerequisite(s): Permission of the department chair.

298. Introduction to Senior Thesis

1 hour

To be taken during the spring semester of the junior year or the fall semester of the senior year, this seminar is designed to aid students in the development of their senior thesis topics. Each will prepare a research proposal and a plan of study.

P/F only.

Prerequisite(s): Permission of the department chair.

299. Senior Thesis

2 hours

To be taken during the senior year, the student will utilize this semester to research the topic developed in History 298 and complete the senior thesis.

Prerequisite(s): Permission of the department chair.

History Major

Sample Course Schedules

First Y	е	а	r
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all Semester	
HIST 1: U.S. History to 1877	3 hr
•IDS 1: Liberal Arts Seminar	3 hr
•COMM 1: Fundamentals of Speech	3 hr
Language Requirement	3-4 hr
HIST 115: Western Civilizations	
through Religion, to 1648	3 hr
	15-16 hr

Spring Semester •HHP 15: Health and Wel

•HHP 15: Health and Wellness	2	hrs
•ENG 1: English Language and Writing	3	hrs
Language Requirement	3-4	hrs
HIST 2: U.S. Society and		
Culture from 1877	3	hrs
General Education or Elective	3	hrs
1.	1 15	hrc

[•]The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

IDS INTERDISCIPLINARY STUDIES

Interdisciplinary Studies houses programs and courses that do not directly fall under the purview of a regular College of Liberal Arts and Sciences department or established major program. Below are interdisciplinary/interdepartmental minors, as well as courses that have the IDS prefix. For additional information about specific interdisciplinary programs, contact the appropriate coordinator listed or the Academic Affairs Office or Registrar's Office.

Interdisciplinary/ Interdepartmental Minors

American Minority Studies minor (18 hrs.)

Contact Sociology-Anthropology-Social Work.

Required Courses
Select from three different
areas of study9 hrs.
African-American Studies
History 154 (3 hrs.)
Hispanic/Latino Studies
Sociology 150 (3 hrs.)
Native American Studies
Anthropology 154 or History 156 (3 hrs.)
Humanities
English 180, Music 140 or
Communication 50 (3 hrs.)
*Prerequisite: Sociology 3 and 116. Completion of

additional hours in the minor is recommended.

Environmental Studies minor (19-21 hrs.)

Contact Sociology-Anthropology-Social Work.

Natural Science 30 or Chemistry 104 h	nrs
Sociology 1153 h	nrs
Take at least two courses from6-7 h	nrs
Biology 250 (4 hrs.)	
Economics 215 (3 hrs.)	
Sociology 215 (3 hrs.)	
Electives - at least two courses from6-7 h	nrs
Anthropology 151 or 50 (3 hrs.)	
Biology 250 (4 hrs.)	
Economics 215 (3 hrs.)	
Physics 54 (3 hrs.)	
Sociology 215 (3 hrs.)	
Additional Requirements	

- A student must have at least two courses each from natural/physical sciences and social sciences.
- No student may count more than two courses in the minor towards any specific major.

Family Studies minor (18 hrs.)

Contact Sociology-Anthropology-Social Work.

Required Courses

rieganea coarsesiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii
Sociology 3 (3 hrs.)
Sociology 120 (3 hrs.)
Select courses from12 hrs.
English 101 Masterpieces: Families (3 hrs.)
Communication 40 (3 hrs.)
Sociology 115 (3 hrs.)
Psychology 130 (3 hrs.)
Communication 145 (3 hrs.)
Sociology 222 (3 hrs.)
Social Work 135 (3 hrs.)
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Student must take courses from at least three different disciplines. Note that Psychology 130 has pre-requisite of Psychology 002, and Sociology 222 has pre-requisite of Sociology 003.

Gender Studies minor (15 hrs.)

Choose courses (from at least two different departments) from the list of Electives under the Gender Studies major. Additional courses and appropriate selected topics courses may be included in the minor with the approval of the Gender Studies Coordinator.

Global Studies minor (24-25 hrs.) Contact Global Studies.
Language6 hrs.
Select from the following
Emphasis Area

International Affairs minor (24 hrs.)

Contact Political Science. Core Requirements12 hrs. Political Science 9 (3 hrs.) Political Science 20 (3 hrs.) Two intermediate and/or upper-level International political science courses (1 must be 200-level) (6 hrs.) Area Requirements......12 hrs. Introduction to International Affairs: Select 2 of the following from 2 departments: Anthropology 151 (3 hrs.) Art History 103 or 105 (3 hrs.) History 10 (3 hrs.) Religion 15 (3 hrs.) Any course studying a specific non-U.S. culture [approved by department chair] (3 hrs.) International Policy: Select 2 of the following from 2 departments: Economics 257 (3 hrs.) Economics 258 (3 hrs.) Gender Studies 204 (3 hrs.) Nursing 204 (3 hrs.) Sociology 115 (3 hrs.)

Courses may only count in one of the three areas for minor.

(3 hrs.)

Any policy-oriented political science course [170,

210, 270, 275 or an approved Selected Topic])

Legal Studies minor (18 hrs.)

Contact Political Science.

Political Science 135 (3 hrs.) Philosophy 103 (3 hrs.)

Electives......9 hrs.

(Choose three from at least three different departments;

at least one at the 200 level)
Political Science 221 (3 hrs.)

Business Administration 211 (3 hrs.)

Business Administration 212 (3 hrs.)

Criminal Justice 201 (3 hrs.)

Political Science 197 (3 hrs.)

English 110 (3 hrs.)

Sociology 003 (3 hrs.)

Selected topics course in any discipline may count when the subject matter is appropriate.

Peace and Justice Studies minor (15 hrs.)

Contact Dr. Kathy Wolfe, English department.

Peace and Justice Studies is interdisciplinary; knowledge from social science, humanities and professional fields is used to explore the causes and effects of violence and/or injustice in a variety of social contexts. The program should enable students to help develop alternatives to inequitable social structures and conditions.

Religion 125 Religion, Peace,

and Social Justice3 hrs.

Conflict and Peace: Local, National, Global

-Anthropology 163 Anthropology of Religion (3 hrs.)

-Criminal Justice 110 Police and Community (3 hrs.)

-History 10 World Civilizations (3 hrs.)

-History 110 Introduction to Latin America (3 hrs.)

-History 150 U.S. West (3 hrs.)

-History 161 Environmental History (3 hrs.)

-History 203 The Founding of the Americas (3 hrs.)

-History 272 History of Mexico (3 hrs.)

-History 273 History of Cuba (3 hrs.)

-Political Science 270 International Law (3 hrs.)

-Political Science 275 International Security (3 hrs.)

Issues of Economic Justice

The themes are:

-Business Administration 239 Business Ethics (3 hrs.)
-Economics 215 Environmental Economics (3 hrs.)

-Economics 215 Environmental Economics (3 nrs

Continues 251 Edubor Economics or 500 2

Sociology of Work (3 hrs.)

-Economics 258 Economic Development (3 hrs.)

-Economics 272 Contemporary Economic Problems of the World (3 hrs.)

History 219 The Indian Wars Fra /2 hrs \
-History 218 The Indian Wars Era (3 hrs.) -Physics 54/55 Energy and the Global
Environment/Lab (4 hrs.)
-Political Science 210 Modernization and
Development (3 hrs.)
-Sociology 115 Population Resources and
Environment (3 hrs.)
-Sociology 227 Social Stratification (3 hrs.)
-Social Work 120 Social Welfare Policy, Service and
Delivery Systems (3 hrs.)
Understanding Diversity, Promoting Justice -Anthropology 153 Latin American Cultures (3 hrs.)
-Anthropology 154 Native American Anthropology
(3 hrs.)
-Anthropology 155 Sub-Saharan African Cultures
(3 hrs.)
-Anthropology 156 Asian Cultures (3 hrs.)
-Anthropology 158 Cultures and Economics of
Europe (3 hrs.)
-Communication 50 Intercultural
Communication (3 hrs.)
-Education 185 Education in a Pluralistic
Society (3 hrs.) -History 156 American Indian History (3 hrs.)
-History 255 Women of the American West (3 hrs.)
-Philosophy 227 Feminist Theories (3 hrs.)
-Sociology 220 Sociology of Gender (3 hrs.)
-Special Education 107 Understanding Human
Differences (3 hrs.)
-English 101 Masterpieces of Literature:
Encountering Others (3 hrs.)
-English 250 Global and Postcolonial
Literature (3 hrs.)
-Gender Studies 90 Introduction to Women's Studies (3 hrs.)
-Interdisciplinary Studies 150
Urban Diversity (3-4 hrs.)
-Philosophy 130 Philosophies of Race and
Gender (3 hrs.)
-Religion 15 World Religions (3 hrs.)
-Religion 134 Religious Diversity in the
United States (3 hrs.)
-Sociology 3 Introduction to Sociology (3 hrs.)
-Sociology 116 Race Relations and Minority Groups
(3 hrs.) Change Through Social Movements and Individual
Action
-Communication 40 Interpersonal Communication
-Communication 40 Interpersonal Communication (3 hrs.)
-Communication 40 Interpersonal Communication (3 hrs.) -Communication 160 Group Communication or
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.)
(3 hrs.) -Communication 160 Group Communication or
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.)
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.) -English 101 Masterpieces of Literature:
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.) -English 101 Masterpieces of Literature: Revolution (3 hrs.)
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.) -English 101 Masterpieces of Literature: Revolution (3 hrs.) -History 131 Women in Western Culture (3 hrs.)
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.) -English 101 Masterpieces of Literature: Revolution (3 hrs.) -History 131 Women in Western Culture (3 hrs.) -Philosophy 102 Ethics (3 hrs.)
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.) -English 101 Masterpieces of Literature: Revolution (3 hrs.) -History 131 Women in Western Culture (3 hrs.) -Philosophy 102 Ethics (3 hrs.) -Political Science 120 Minority Politics (3 hrs.)
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.) -English 101 Masterpieces of Literature: Revolution (3 hrs.) -History 131 Women in Western Culture (3 hrs.) -Philosophy 102 Ethics (3 hrs.) -Political Science 120 Minority Politics (3 hrs.) -Political Science 170 Women and Power (3 hrs.)
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.) -English 101 Masterpieces of Literature: Revolution (3 hrs.) -History 131 Women in Western Culture (3 hrs.) -Philosophy 102 Ethics (3 hrs.) -Political Science 120 Minority Politics (3 hrs.) -Political Science 170 Women and Power (3 hrs.) -Psychology 140 Social Psychology (3 hrs.)
(3 hrs.) -Communication 160 Group Communication or Sociology 206 Group Dynamics (3 hrs.) -Criminal Justice 101 Introduction to Criminal Justice (3 hrs.) -English 101 Masterpieces of Literature: Revolution (3 hrs.) -History 131 Women in Western Culture (3 hrs.) -Philosophy 102 Ethics (3 hrs.) -Political Science 120 Minority Politics (3 hrs.) -Political Science 170 Women and Power (3 hrs.)

-Social Work 15 Introduction to Social Work (3 hrs.)

Public Relations minor (24 hrs.) Contact Communication and Theatre Arts.

Communication 1303 hrs.
Communication 155 3 hrs.
Communication 2253 hrs.
Communication 2323 hrs.
Business Administration 115 3 hrs.
Computer/Writing electives 6 hrs.
Art 120 (3 hrs.)
Computer Science 30 (3 hrs.)
Communication 170 (3 hrs.)
English 215 (3 hrs.)
Journalism 161 (3 hrs.)
Journalism 162 (3 hrs.)
Journalism 164 (3 hrs.)
Additional elective3 hrs.
Art 150 (3 hrs.)
Communication 40 (3 hrs.)
Communication 150 (3 hrs.)
Communication 210 (3 hrs.)
Communication 260 (3 hrs.)
Business Administration 227 (3 hrs.)
Business Administration 228 (3 hrs.)
Business Administration 229 (3 hrs.)

Courses

1. The Liberal Arts Seminar

3 hours

The Liberal Arts Seminar is a course designed to introduce first year students to the intellectual practices that must be cultivated and routinely exercised to make the most of a liberal education. Through a topic of intrinsic interest, students will practice and develop their capacity for critical and analytical thought, their ability to conduct and report research on a given topic, and their ability to collaborate in solving problems. In addition, students will exercise their ability to express themselves orally and in writing. The instructor/advisor will help students become independent learners who understand the intent of Nebraska Wesleyan's general education program.

150. Urban Diversity

4 hours - fall or spring semester

3 hours - summer

No P/F.

This course introduces students to the major institutions, ethnic communities, and systems of Chicago. Students interact with community organizers, performers, political leaders, and business owners. Students visit neighborhoods, encounter the vast diversity of the city, and experience the connection between world events and urban living.

Prerequisite: Permission of Urban Life Center Faculty Liaison.

170. Education Abroad

0-15 hours

Students participating in approved programs abroad enroll in IDS 170 to maintain continuing student status and advance enrollment for the following semester. As official records are received, final determination of credit is made, and course titles, credits, and grades are posted on the permanent transcript in lieu of IDS 170. May be repeated.

Prerequisite: Approval of the Director of International Education.

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other standard courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

196. Special Projects

1-15 hours

Supervised work on an approved project involving subject matter not included in any of the standard courses. Projects are normally developed individually, but may be arranged for organized groups. Registration should designate the area of work.

290. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other standard courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

293. Liberal Arts Seminar Student Instructors

3 hours

Student instructors work closely with faculty instructors in the Liberal Arts Seminars planning seminar sessions, facilitating class discussion, and responding to seminar assignments. In addition, student instructors will meet as a group to discuss and evaluate their experiences, and to participate in student development activities. Three hours of lecture per week (the meeting of the Liberal Arts Seminar). One hour of discussion per week or as needed.

P/F oriented

May be repeated for a maximum of 6 hours.

Prerequisite: Selection as a student instructor for a Liberal Arts Seminar (approved by the Associate Dean of the College of Liberal Arts and Sciences) and junior or senior standing.

296. Special Projects

1-15 hours

Supervised work on an approved project involving subject matter not included in any of the standard courses. Projects are normally developed individually but may be developed in organized groups. Registration should designate the area of work.

MATHEMATICS AND COMPUTER SCIENCE

Natural Sciences Division Olin Hall of Science 134 402.465.2246 http://mathcs.nebrwesleyan.edu

Faculty

Department Chair:

O. William McClung, Ph.D. Email: mcclung@nebrwesleyan.edu

Full-Time:

Andrew Breiner, Ph.D. Melissa Erdmann, Ph.D. Cheryl Miner, Ph.D. Kristin Pfabe, Ph.D. Muriel J. Skoug, D.A.

Part-Time:

Carrie Campbell, M.S. Lois Goss, M.S.

Degrees

Bachelor of Arts Bachelor of Science

Majors

Majors preparing for graduate study should take as many courses as possible in the department. Seniors in all majors in the department will take an assessment exam and participate in an exit interview.

Mathematics major (B.A. or B.S., 39-40 hrs.)

Mathematics 1055 hrs.
Mathematics 1065 hrs.
Mathematics 1113 hrs.
Mathematics 2044 hrs.
Mathematics 206 3 hrs.
Mathematics 210 3 hrs.
Mathematics 212 or 2273 hrs.
Mathematics 2303 hrs.
Mathematics 2351 hr.
Mathematics 2403 hrs.
Mathematics electives
(not taken from above)3-4 hrs.
(Mathematics 200, 207, 209, 212, 221,
224, 227, 231, 290)
Mathematics 2993 hrs.

Students seeking an education field endorsement in mathematics follow the above requirements with the following changes:

- Take Mathematics 221 rather than 240.
- Take Education 287 rather than Mathematics 299.
- May use Mathematics 240 or 299 as part of the 3-4 hours of mathematics electives.

See the Nebraska Wesleyan University Department of Education for information regarding education courses required for teaching certification.

An approved supporting program of 20 hours that includes Computer Science 40 is also required for all Mathematics majors. Cooperatively designed by the student and advisor, the supporting program may overlap with one or more minors or a second major.

For the mathematics and computer science majors, the B.A. degree requires a minor from the humanities or arts, or more than 50 percent of the supporting program from these areas, while the B.S. degree requires a minor from the natural or social sciences, or more than 50 percent of the supporting program from these areas. Mathematics majors seeking an education endorsement whose supporting program consists of education courses will receive a B.S. degree.

Computer Science major (B.A. or B.S., 43 hrs.)

Computer Science 30	3 hrs.
Computer Science 40	4 hrs.
Computer Science 100	3 hrs.
Computer Science 110	1 hr.
Computer Science 120	2 hrs.
Computer Science 130	4 hrs.
Computer Science 140	4 hrs.
Computer Science 200	3 hrs.
Computer Science 235	4 hrs.
Computer Science 255	3 hrs.
Computer Science 260	3 hrs.
Computer Science electives	9 hrs.
(Computer Science 205, 210, 230	240 265 299

(Computer Science 205, 210, 230, 240, 265, 299, Mathematics 212, including one of Computer Science 240 or 299.)

An approved supporting program of 20 hours that includes two of Mathematics 105, 106, 111, and 210 is required. Cooperatively designed by the student, advisor, and department chair, the supporting program may overlap with one or more minors or a second major.

For the mathematics and computer science majors, the B.A. degree requires a minor from the humanities or arts, or more than 50 percent of the supporting program from these areas, while the B.S. degree requires a minor from the natural or social sciences, or more than 50 percent of the supporting program from these areas.

Information Systems major (B.S., 51 hrs.)

Computer Science courses (30 hrs.)

Computer Science 30	3 I	hrs.
Computer Science 40	4	hrs.
Computer Science 100	3 l	hrs.
Computer Science 140	4	hrs.
Computer Science 205	3 l	hrs.
Computer Science 235	4	hrs.
Computer Science 230, 295, or 297	3 l	hrs.
Computer Science electives	6 l	hrs.
(Any other 100 or higher level computer		
science course not taken from the above	list.)

Business courses (21 hrs.)

Accounting 31	3 hrs.
Accounting 32	3 hrs.
Business Administration 100	3 hrs.
Economics 53	3 hrs.
Economics 54	3 hrs.
Business electives	6 hrs.

3 hours must be at the 200 level, choose from:

Business Administration 110 (3 hrs.)

Accounting 144 (3 hrs.)

Business Administration 204 (3 hrs.)

Business Administration 215 (3 hrs.)

Business Administration 225 (3 hrs.)

Accounting 230 (3 hrs.)

In the exceptional circumstance of a student who has already declared a first major in another department with the intent of earning a B.A. degree, a student may submit a petition to the Department of Mathematics and Computer Science seeking permission to declare a second major in information systems for a B.A. degree.

Minors

Mathematics minor (14-18 hrs.)

Two intermediate-level courses	
(100-199)	8-10 hrs.
Two upper level (200-299) courses	6-8 hrs.

Computer Science minor (17-18 hrs.)

Computer Science 30	3 hrs.
Computer Science 40	4 hrs.
Computer Science 140	4 hrs.
Computer Science electives	
(100 and above)	6-7 hrs

Courses in Mathematics

2. Mathematics for Elementary Teachers

3 hours

A course designed to deepen prospective elementary school teachers' understanding of mathematics. Using reasoning and logic to understand the connections between various mathematical ideas will be emphasized. (Normally offered each fall semester.)

7. Statistics

3 hours

A study of topics essential to an understanding of statistics and their applications. Topics include probability, discrete and normal probability distributions, sample variability, the central limit theorem, and linear regression. (Normally offered each spring semester.)

8. Mathematics for Liberal Arts

3 hours

An investigation of the application of mathematical reasoning and problem solving. Topics to be covered may include networks, linear programming, data sampling and analysis, voting systems, game theory, measurement analysis, and coding.

Prerequisite: Appropriate placement score. (Normally offered each semester.)

10. College Algebra

3 hours

A study of linear and quadratic equations and inequalities and their graphs; systems of equations and inequalities, algebraic exponential and logarithmic functions and their graphs. Other topics may be selected from sets, complex numbers, sequences and series, and probability. Prerequisite: Appropriate placement score.

(Normally offered each semester.)

50. Pre-Calculus

4 hours

A study of elementary functions, their graphs, and applications, including polynomial, rational, algebraic, exponential, logarithmic, trigonometric, and metric functions. Scientific calculators are required and graphing calculators are recommended.

Prerequisite: Appropriate placement score or grade of "C" or better in Mathematics 10.

(Normally offered each semester.)

60. Calculus for Management, Biological, and Social Sciences

4 hours

A calculus course for non-mathematics majors. Topics include limits, continuity, differentiation, and integration with emphasis on relevant applications.

Prerequisite: Appropriate placement score or grade of "C" or better in Mathematics 10.

(Normally offered each fall semester.)

65. Calculus for Biologists

4 hours

A calculus course that emphasizes biological applications. Topics include Malthusian growth, limits, continuity, differentiation, optimization, differential equations, and integration. Assignments are given that involve spreadsheets and computer algebra systems.

Prerequisite(s): Appropriate placement score or grade of "C" or better in Mathematics 10.

(Normally offered each spring semester.)

105. Calculus I

5 hours

An introduction to calculus of a single variable. Topics include limits, continuity, differentiation, and beginning integration with applications. Assignments are given that help build proficiency in the use of a computer algebra system.

Prerequisite: Appropriate placement score or grade of "C" or better in Mathematics 50.

(Normally offered each semester.)

106. Calculus II

5 hours

A continuation of Mathematics 105. Topics studied include integration techniques and applications, differential equations, numerical approximations, sequences and series, and vectors. Assignments are given that help build proficiency in the use of a computer algebra system.

Prerequisite: Permission of department or grade of "C" or better in Mathematics 105.

(Normally offered each semester.)

111. Introduction to Higher Mathematics

3 hours

A study of mathematical induction and other methods of proof, recursion, formal logic, and set theory. Prerequisite: Grade of "C" or better in Mathematics 105. (Normally offered each spring semester.)

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other standard courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by mutual interests of faculty and students.

Prerequisites: Permission of the instructor and the department chair.

200. Theory of Computation

3 hours

See Computer Science 200.

204. Calculus III

4 hours

An introduction to multivariable calculus. Topics include vector-valued functions, functions of several variables, partial differentiation, multiple integrals, and analysis. Assignments are given that help build proficiency in the use of a computer algebra system.

Prerequisite: Permission of department or grade of "C" or better in Mathematics 106.

(Normally offered each fall semester.)

206. Mathematical Statistics I

3 hours

Elementary mathematical theory and applications of basic probability to statistics. Topics studied include random variables, both discrete and continuous, and their probability distributions with applications of a practical nature to numerous fields. Also studied are multivariate probability distributions.

Prerequisite: Grade of "C" or better in Mathematics 106. (Normally offered fall of even-numbered years.)

207. Mathematical Statistics II

3 hours

A continuation of Mathematics 206, with further applications of probability theory to statistical problems of estimation and hypothesis testing, including least squares estimation and correlation. Also studied is analysis of variance with numerous applications of this technique.

Prerequisite: Grade of "C" or better in Mathematics 206.

209. Number Theory

3 hours

A study of fundamental concepts in number theory, including divisibility and factorization of integers, linear and quadratic congruences, the quadratic reciprocity theorem, Diophantine equations, number-theoretic functions, and continued fractions. Additional topics may include Euler's theorem and cryptography, perfect numbers and Mersenne primes, Pythagorean triples, and Fermat's Last Theorem.

Prerequisite: Grade of "C" or better in Mathematics 106.

210. Linear Algebra

3 hours

A study of vector spaces, determinants, linear transformations, matrices, and matrix equations, and their applications in the natural and social sciences.

Prerequisite: Grade of "C" or better in Mathematics 106. (Normally offered each spring semester.)

212. Numerical Analysis

3 hours

An introduction to the numerical approximation of solutions of various types of problems. Topics include root-finding, interpolation and numerical differentiation, and integration. Additional topics may be drawn from numerical solutions of ordinary differential equations and linear systems.

Prerequisite: Grade of "C" or better in Mathematics 106.

221. Geometry

3 hours

Selected topics from Euclidean and non-Euclidean geometry, geometry as a mathematical structure, and geometry as a study of invariants of set transformations. *Prerequisite: Grade of "C" or better in Mathematics 111.* (Normally offered fall of odd-numbered years.)

224. Differential Equations

4 hours

A study of ordinary differential equations. Topics include first and higher order, and linear and nonlinear differential equations with applications. Additional topics may be chosen from systems of differential equations, transform techniques, and numerical methods. Use will be made of a computer algebra system.

Prerequisite: Grade of "C" or better in Mathematics 106. (Normally offered each spring semester.)

227. Mathematical Modeling

3 hours

An introduction to the process and techniques of modeling "real-world" systems. Appropriate mathematics, including numerical methods, computer simulations, and advanced analysis of differential equations will be developed as needed. Models studied will be drawn from the social, physical, and life sciences.

Prerequisite: Grade of "C" or better in Mathematics 106. (Normally offered fall of odd-numbered years.)

230. Abstract Algebra I

3 hours

A study of various algebraic systems arising in modern mathematics, such as groups and rings.

Prerequisites: Grade of "C" or better in Mathematics 111 and any 200-level mathematics course.

(Normally offered fall of even-numbered years.)

231. Abstract Algebra II

3 hours

A continuation of Mathematics 230. More study of groups, rings, and fields. Additional topics may be drawn from modules and finite fields.

Prerequisite: Grade of "C" or better in Mathematics 230.

235. Mathematical Problem Solving

1 hour

A seminar on problem solving skills and their application to nontrivial problems. The course will culminate with the students taking the Putnam Exam. May be repeated. Prerequisite: Grade of "C" or better in Mathematics 106 or permission of the instructor.

(Normally offered each fall semester.)

240. Real Analysis

3 hours

A formal approach to limits, continuity, differentiation, and integration with emphasis on the proofs of theorems. Additional topics may include topology, uniform continuity, and uniform convergence.

Prerequisites: Grade of "C" or better in Mathematics 111 and 204.

(Normally offered spring of even-numbered years.)

290. Selected Topics

1, 2, or 3 hours

Further study of a topic selected by the department, the selection based partially upon student demand. The title, content, and credit hours will be determined by current mutual interests of faculty and students. Possible topics include complex analysis, measure theory, topology, logic and set theory, advanced modeling, algebraic number theory, group theory and ring theory.

Prerequisites: Permission of the instructor and department chair.

295. Independent Study

1. 2. or 3 hours

Individual study of a specific mathematical topic under the supervision of a faculty member. Independent study may not duplicate courses described in the catalog. Prerequisites: Permission of the instructor and the department chair.

297. Internship

1-4 hours

The student secures a firm to sponsor on-the-job training satisfactory to the sponsor, the faculty coordinator, and the student. The student submits a written report and the sponsor supplies a statement regarding the satisfactory completion of the internship. May be repeated up to a maximum of 4 credit hours.

P/F only.

Prerequisites: 17 hours of mathematics courses and permission of the department chair.

299. Mathematics Seminar

3 hours

A study of topics of special interest in mathematics. Students will be required to make at least three presentations including individual study of a specific mathematics topic under the supervision of the faculty.

Prerequisites: Major in mathematics, senior standing, and permission of the instructor.

(Normally offered spring semester.)

Courses in Computer Science

10. Microcomputer Applications

2 hours

A hands-on introduction to word processing, spreadsheets, databases, and presentation graphics. (Normally offered each semester.)

30. Introduction to Computing

3 hours

An overview of the main ideas of computer science: the history of computer science, the role of computers in society, computer applications and programming, computer architecture, the theory of computation, and advanced topics. Appropriate for all students. The course is recommended for those who wish to explore computer science. Hands-on labs use web-based technologies such as HTML and Javascript.

(Normally offered each semester.)

40. Program Design

4 hours

A disciplined approach to the development of programs to solve problems on a computer. Topics include data types, control structures, abstraction, and software development. A lab component introduces a high-level programming language and software tools.

Corequisite: Computer Science 30 or permission of the instructor.

(Normally offered each semester.)

100. Discrete Mathematics

3 hours

An introduction to fundamental concepts of discrete mathematics with application to computer science. Topics include sets, relations, functions, sequences, Boolean algebra, difference equations, combinatorics, and graph theory.

Prerequisite: Placement into Mathematics 105 or grade of "C" or better in Mathematics 50.

(Normally offered each year.)

110. Unix

1 hour

Introduction to the Unix operating system, Unix file system, Unix tools and utilities, and shell programming. A laboratory course.

(Normally offered each year.)

120. Imperative Problem-Solving

2 hours

Students solve algorithmically complex problems using an imperative language and will represent NWU in the ACM Programming Contest. A laboratory course. May be repeated.

Prerequisite: Computer Science 40 with a grade of "C" or better.

(Normally offered each year.)

130. Computer Architecture and Interfacing

See Physics 130.

140. Data Structures

4 hours

A natural continuation of Computer Science 40 concentrating on the motivation, design, implementation, and utilization of abstract data types. Topics include linked lists, stacks, queues, trees, and recursion. A lab component is incorporated.

Prerequisite: Grade of "C" or better in Computer Science 40. (Normally offered each spring semester.)

190. Selected Topics

1, 2, or 3 hours

An intermediate-level course designed to treat subject matter not covered in other computer science courses. The title, content, and credit hours will be determined by current mutual interests of students and faculty and availability of resources.

Prerequisites: Permission of the instructor and the department chair.

200. Theory of Computation

3 hours

An overview of formal models of computation and complexity classes. Topics include formal languages (finite automata, regular expressions, push-down automata, context-free grammars, and Turing machines), Church's thesis, computability, non-determinism, and NP-completeness. Same as Mathematics 200.

Prerequisites: Grade of "C" or better in either Computer Science 100 or Mathematics 111 and junior standing.

(Normally offered alternate years.)

205. Database Systems

3 hours

An introduction to the design, implementation, and management of database systems. Topics include entity-relation, relational, and object-oriented databases. A client-server database project is assigned.

Prerequisite: Grade of "C" or better in Computer Science 140.

(Normally offered alternate years.)

210. Operating Systems

3 hours

A study of the fundamental concepts of operating systems and distributed systems. Topics include process and storage management, protection and security, and the organization and coordination of systems having interacting processors. The material is illustrated by case studies.

Prerequisite: Grade of "C" or better in Computer Science 140.

(Normally offered alternate years.)

230. Software Engineering I

3 hours

Topics include design objectives, life-cycle model, reliability and risk assessment, maintenance, specification and design tools, implementation issues and strategies, and verification and validation.

Prerequisite: Grade of "C" or better in Computer Science 140.

(Normally offered alternate years.)

235. Computer Networks

4 hours

This course focuses on the communications protocols used in computer networks: their functionality, specification, verification, implementation, and performance. The course also considers the use of network architectures and protocol hierarchies to provide more complex services. Existing protocols and architectures will be used as the basis of discussion and study. Includes formal laboratory work.

Prerequisite.: Grade of "C" or better in Computer Science 140.

(Normally offered alternate years.)

240. Compiler Construction

3 hours

A capstone course in which students design and implement a compiler as an application of the principles of software engineering, formal language theory, algorithms and data structures. Topics include lexical analysis, parsing, symbol table management, code generation and optimization and use of compiler tools.

Prerequisites: Grades of "C" or better in Computer Science 140 and 200.

(Normally offered alternate years.)

255. Algorithms

3 hours

A systematic study of the analysis and design of algorithms, particularly those used for complex data structures and non-numeric processes. Topics include analysis of complexity, complexity classes, dynamic programming, automata-based algorithms, backtracking, and parallel algorithms.

Prerequisites: Grades of "C" or better in Computer Science 100 and 140.

(Normally offered alternate years.)

260. Programming Languages

3 hours

A survey of the principles and paradigms of programming languages. Topics include data types, scope and run-time storage, control structures, syntax, semantics, translation, and implementation. Paradigms discussed include: procedural, functional, logic, and object-oriented programming.

Prerequisite: Grade of "C" or better in Computer Science 140.

(Normally offered alternate years.)

265. Artificial Intelligence

3 hours

A study of the techniques and theory of artificial intelligence. Topics include the history and philosophy of Al, knowledge representation, state space search, logic programming, Al languages, expert systems, natural language understanding, machine learning, and neural networks.

Prerequisite: Grade of "C" or better in Computer Science 260.

290. Selected Topics

1, 2, or 3 hours

An upper-level course designed to treat subject matter not covered in other computer science courses. The title, content, and credit hours will be determined by current mutual interests of students and faculty and availability of resources.

Prerequisites: Permission of the instructor and department chair.

295. Independent Study

1, 2, or 3 hours

Individual study of a specific computer science topic under the supervision of a faculty member. Independent study may not duplicate courses described in the catalog. Prerequisites: Permission of the instructor and the department chair.

297. Internship

3 hours

The student secures a firm to sponsor on-the-job training satisfactory to the sponsor, the department, and the student. The student submits a written report and the sponsor supplies a statement regarding the satisfactory completion of the internship.

P/F only.

3 hours

Prerequisites: 17 hours in computer science and permission of the department chair.

299. Software Engineering II

A capstone course in which student teams undertake a large software project using contemporary software engineering techniques.

Prerequisites: Computer Science 230 with a grade of "C" or better and junior standing.

(Normally offered alternate years.)

Mathematics Major Sample Course Schedules

First Year		
Fall Semester		
MATH 105: Calculus I	5	hrs
•IDS 1: Liberal Arts Seminar	3	hrs
•COMM 1: Fundamentals of Speech	3	hrs
General Education or Electives	3-4	hrs
•HHP 15: Health and Wellness	2	hrs
	16-17	hrs
Spring Semester		
MATH 106: Calculus II	5	hrs
•ENG 1: English Language and Writing.	3	hrs
General Education or Electives	9-10	hrs
	17-18	hrs

Second Year

Sp

all Semester	
MATH 204: Calculus III	4 hrs
CMPSC 40: Program Design	4 hrs
Masterpieces of Literature	3 hrs
General Education or Electives	6 hrs
	17 hrs
oring Semester	
MATH 111: Introduction to Higher	
Mathematics	3 hrs
MATH 210: Linear Algebra	3 hrs
General Education or Electives	10-11 hrs
	16-17 hrs

Computer Science Major Sample Course Schedules

First Year

ran semester	
CMPSC 30: Introduction to Computing	3 hrs
CMPSC 110: UNIX	1 hı
•IDS 1: Liberal Arts Seminar	3 hrs
•COMM 1: Fundamentals of Speech	3 hrs
General Education or Electives	6 hrs
	16 hrs
Spring Semester	
•HHP15: Health and Wellness	2 hrs
•ENG 1: English Language and Writing.	3 hrs
CMPSC 40: Program Design	4 hrs
General Education or Electives	7-8 hrs
	16-17 hrs

Second Year

Fall Semester	
MATH 105: Calculus I	5 hrs.
CMPSC 100: Discrete Mathematics	3 hrs.
CMPSC 120: Imperative Programming	2 hrs.
General Education or Electives	7 hrs.
	17 hrs.
Spring Semester	
CMPSC 140: Data Structures	4 hrs.
MATH 106: Calculus II	5 hrs.
General Education or Electives	7 hrs.
	16 hrs.

Computer Science majors must complete two of the following four mathematics courses: Math 105, 106, 111 or 210.

Information Systems Major

Sample Course Schedules

Students who are quantitative, business-oriented, and who, in their own words, "enjoy working with computers" are prospective information systems majors.

First Year

Spring Semester

ACCT 32: Principles of Accounting II or	
ECON 53: Macroeconomic Principles	3 hrs
CMPSC 40: Program Design	4 hrs
•ENG 1: English Language and Writing	3 hrs
•HHP 15: Health and Wellness	2 hrs
General Education or Electives	3 hrs
	15 hrs

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

MODERN LANGUAGES

Humanities Division Old Main 204 402.465.2343

Faculty

Department Chair:

JoAnn M. Fuess, Ph.D. Email: jmf@nebrwesleyan.edu

Full-Time:

Sara Jane Dietzman, Ph.D. Joyce E. Michaelis, M.A. Catherine E. Nelson-Weber, Ph.D. Rita Ricaurte, Ph.D. Marie Trayer, Ph.D. Yuko Yamada, Ph.D.

The department introduces students to the complexities of other cultures through the study of another language. Learning a foreign language fosters the ability to cope with the unfamiliar, both linguistically and culturally, and to value diversity and understand interdependence. The study of modern foreign languages prepares students to deal empathetically with people of other cultures and backgrounds, both within our country and abroad.

The department stresses proficiency-oriented teaching methodologies that are supported by appropriate technologies including computer software programs and audio/video programs. The proficiency orientation stresses contextual and practical use of language; therefore the language is used in the classroom as much as possible. Modern language study at Nebraska Wesleyan University offers students the opportunity to enhance their personal and professional opportunities regardless of their majors and future career goals.

Degree

Bachelor of Arts Bachelor of Science**

Majors

The department offers majors in French, German, and Spanish. To complete a major, one must complete a minimum of 31 credit hours including 1 credit hour for a senior project. The minimum 31 hours must include 25 hours beyond Stage IV (102) and at least one 3-credit literature course. Twelve of these hours must be earned in a semester abroad in the language of their major. The department also requires an exit interview of its graduates.

Up to 12 hours of retroactive credit (advanced credit) is available for intermediate level (Stages III and IV, 101 and 102) and third-year courses (201 and 202) upon the completion of the appropriate higher-level course with a grade of "B" (3.00) or better. Students will qualify for placement at advanced levels through testing results and/or other criteria that the department determines relevant. In no case may one complete a major with fewer than 12 credit hours earned in residence within the department.

Students majoring in French, German, or Spanish are required to incorporate a study abroad experience of one semester (12+ credit hours) in the language of their major. For information on the many available exchange programs and financial aid and scholarship options, students should talk with the Director of International Education and visit the library of study abroad resources. Following study abroad, a major needs to complete one additional 3 hour upper-level course in residence at Nebraska Wesleyan, plus the 1 hour senior comprehensive.

Majors preparing to teach a modern language should consult the education department.

**In the exceptional circumstance of a student who has already declared a first major in another department with the intent of earning a B.S. degree, a student may submit a petition to the Department of Modern Languages seeking permission to declare a second major in language for a B.S. degree.

French, German, or Spanish major (31 hrs.*)

Stages III-IV (101, 102)	6 hrs
201-202	6 hrs
Courses beyond 202	18 hrs
Senior Comprehensive	1 hr
*12 of these hours must be earned abroad	1.

International Business major

See the Department of Business, Accounting, and Economics. A minor or major in a modern foreign language is also required.

Minors

A minor in French, German, or Spanish requires at least 15 hours above Stage II in a single language, including both 201 and 202 in that language. For students studying language abroad, a minor requires at least one upper-level course in the language in residence at NWU. In no case may one earn a minor with fewer than 4 hours at Nebraska Wesleyan University.

Up to 12 hours of retroactive credit (advanced credit) is available for intermediate level (Stages III and IV, 101 and 102) and third-year courses (201 and 202) upon the completion of the appropriate higher-level course with a grade of "B" (3.00) or better. Students will qualify for placement at advanced levels through testing results and/or other criteria that the department determines relevant.

French, German, or Spanish minor (15 hrs.)

Stages III-IV (101, 102)	6	hr
201 and 202	6	hr
Course(s) beyond 202	3	hr

Japanese minor (20 hrs.)

Stages I-IV20 hrs

Courses in French

1. French: Stage I

4 hour

An introduction to the French language designed to develop skills in aural comprehension, speaking, reading, writing, and culture, with emphasis on practical communication.

(Normally offered each fall semester.)

2. French: Stage II

4 hours

Continuation of French 1.

Prerequisite: French 1 or equivalent. (Normally offered each spring semester.)

90. Selected Topics in French

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses for students who have not reached the intermediate level. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

101. French: Stage III

3 hours

French 101 is the first in a two-part sequence of intermediate-level French, designed to build upon basic language concepts acquired in introductory-level courses, expand cultural knowledge, and increase confidence while enhancing listening, speaking, reading and writing skills in French.

Prerequisite(s): French 2 or equivalent. (Normally offered each fall semester.)

102. French: Stage IV

3 hours

Continuation of French 101.

Prerequisite(s): French 101 or equivalent. (Normally offered each spring semester.)

190. Selected Topics in French

1. 2. or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide intermediate-level study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students. This course may be offered to meet a requirement for a major only by approval of the department chair.

201. French Conversation and Composition

3 hour

A course designed to provide intensive practice in speaking and writing French with a detailed study of grammatical and stylistic usage.

Prerequisite(s): French 102 or equivalent. (Normally offered each fall semester.)

202. French Conversation and Composition

3 hours

Continuation of French 201.

Prerequisite(s): French 201 or equivalent. (Normally offered each spring semester.)

French 203 and beyond, being language acquisition courses, are not open to native speakers of French.

203. French Phonetics

3 hours

A study with practical exercises of the sound system of French. Includes readings, oral interpretations, and recorded laboratory exercises.

Prerequisite(s): Two years of French or permission of the department.

204. French Culture and Civilization

3 hour

A course dealing with the literature, culture, and contributions of France to civilization, with emphasis on contemporary culture, history, and life in France.

Prerequisite(s): French 202 or permission of the department.

206. French Literature of the Nineteenth Century

3 hours

Emphasis is on short fiction and poetry.

Prerequisite(s): French 202 or permission of the department.

207. French Literature of the Twentieth Century

3 hours

An introduction to the prose, drama, and poetry of modern France.

Prerequisite(s): French 202 or permission of the department.

208. Business French

3 hours

An introduction to French business language and practices, emphasizing vocabulary and cultural awareness. Prerequisite(s): French 202 or permission of the department.

290. Selected Topics in French

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite(s): French 202 or permission of the department.

Courses in German

1. German: Stage I

4 hours

An introduction to the German language designed to develop skills in aural comprehension, speaking, reading, writing, and culture, with emphasis on practical communication.

(Normally offered each fall semester.)

2. German: Stage II

4 hours

Continuation of German 1.

Prerequisite(s): German 1 or equivalent. (Normally offered each spring semester.)

90. Selected Topics in German

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses for students who have not reached the intermediate level. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

101. German: Stage III

3 hours

German 101 is the first in a two-part sequence of intermediate-level German, designed to build upon basic language concepts acquired in introductory-level courses, expand cultural knowledge, and increase confidence while enhancing listening, speaking, reading and writing skills in German.

Prerequisite(s): German 2 or equivalent. (Normally offered each fall semester.)

102. German: Stage IV

3 hours

Continuation of German 101.

Prerequisite(s): German 101 or equivalent. (Normally offered each spring semester.)

190. Selected Topics in German

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide intermediate-level study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students. This course may be offered to meet a requirement for a major only by approval of the department chair.

201. German Conversation and Composition

3 hours

A course designed to provide intensive practice in speaking and writing German with a detailed study of grammatical and stylistic usage.

Prerequisite(s): German 102 or equivalent. (Normally offered each fall semester.)

202. German Conversation and Composition

3 hours

A continuation of German 201.

Prerequisite(s): German 201 or equivalent. (Normally offered each spring semester.)

German 204 and beyond, being language acquisition courses, are not open to native speakers of German.

204. German Culture and Civilization

3 hours

An introduction to culture and daily life in contemporary Germany providing an overview of language, customs, social interaction, the arts, history, politics, the economy, and Germany's role in the European Union. Students should gain insight into how these factors affect the lives of Germans today.

Prerequisite(s): German 202 or permission of the department.

206. German Literature of the Nineteenth Century

3 hours

Emphasis is on short fiction and poetry.

Prerequisite(s): German 202 or permission of the department.

207. Modern German Literature

3 hours

An introduction to prose, drama, and poetry of Germany, Austria and Switzerland since 1900.

Prerequisite(s): German 202 or permission of the department.

208. Business German

3 hours

An introduction to German business language and practices, emphasizing vocabulary and cultural awareness. Prerequisite(s): German 202 or permission of the department.

209. Media Images of Europe in German-Speaking Countries

3 hours

This course is designed to introduce students to current topics of the German language media. The scope of topics will vary by semester, but will include politics, social issues, culture, the economy, history as it informs the current situation, immigration, and environmental issues. Original language texts from German-language print and online newspapers and magazines, as well as radio and TV broadcasts, will serve as the primary texts and basis for class discussion and projects. Students will also have an opportunity to compare and contrast German coverage of some global and local events with news coverage in the U.S.

Prerequisite(s): German 202 or permission of the department.

290. Selected Topics in German

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students. Prerequisite(s): German 202 or permission of the depart-

ment chair.

Courses in Japanese

1. Japanese: Stage I

5 hours

An introduction to the Japanese language designed to develop skills in aural comprehension, speaking, reading, writing, and culture, with emphasis on practical communication.

(Normally offered each fall semester.)

2. Japanese: Stage II

5 hours

Continuation of Japanese I. Prerequisite(s): Japanese I (Normally offered each spring semester.)

90. Selected Topics in Japanese

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses for students who have not reached the intermediate level. The title, content, and credit hours will be determined by current mutual interests of faculty and students. This course may be offered to meet a requirement for a major only by approval of the department chair.

101. Japanese: Stage III

5 hours

Japanese 101 is the first in a two-part sequence of intermediate-level Japanese, designed to build upon basic language concepts acquired in introductory-level courses, expand cultural knowledge, and increase confidence while enhancing listening, speaking, reading and writing skills in Japanese.

Prerequisite(s): Japanese 2.

(Normally offered each fall semester.)

102. Japanese: Stage IV

5 hours

Continuation of Japanese 101. Prerequisite(s): Japanese 101. (Normally offered each spring semester.)

190. Selected Topics in Japanese

1. 2. or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide intermediatelevel study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

290. Selected Topics in Japanese

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite(s): Japanese 102.

Courses in Spanish

1. Spanish: Stage I

4 hours

An introduction to the Spanish language designed to develop skills in aural comprehension, speaking, reading, writing, and culture, with emphasis on practical communication.

(Normally offered each fall semester.)

2. Spanish: Stage II

Continuation of Spanish 1. Prerequisite(s): Spanish 1 or equivalent. (Normally offered each semester.)

5. Spanish: Spanish for Communication

3 hours

Spanish 5 is designed to offer an opportunity for learners to develop very basic Spanish communication skills. The course will concentrate on developing pronunciation skills and vocabulary as well as providing a basic knowledge of Spanish grammar on which learners will be able to build future skills should they choose to do so. This course is designed for students who have not previously studied the language; students who have had limited previous contact with the language may enroll in the course only by permission of the instructor.

(This course meets general education requirement Area C1 for students in the Wesleyan Advantage program only.)

10. Spanish: Spanish for Health Professionals 3 hours

This course is designed to offer an opportunity for health professionals to develop basic communication skills and will focus on the language structures and vocabulary most needed to use with their clients in the work place. This course is designed for students who have not previously studied the language; students who have had limited previous contact with the language may enroll in the course only by permission of the instructor.

(This course meets general education requirement Area C1 for students in the Wesleyan Advantage program only.)

90. Selected Topics in Spanish

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses for students who have not reached the intermediate level. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

101. Spanish: Stage III

3 hours

Spanish 101 is the first in a two-part sequence of intermediate-level Spanish, designed to build upon basic language concepts acquired in introductory-level courses, expand cultural knowledge, and increase confidence while enhancing listening, speaking, reading and writing skills in Spanish.

Prerequisite(s): Spanish 2 or equivalent.

102. Spanish: Stage IV

3 hours

Continuation of Spanish 101.

Prerequisite(s): Spanish 101 or equivalent.

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide intermediate level study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students. This course may be offered to meet a requirement for a major only by approval of the department chair.

201. Spanish Conversation

3 hours

A course designed to provide intensive practice in conversational Spanish. Students will prepare assigned discussion topics and/or readings and will make class presentations in Spanish.

Prerequisite(s): Spanish 102.

Note: Spanish 201 and 202 may be taken in either order or may be taken simultaneously.

202. Spanish Composition

3 hours

A course designed to develop writing skills in Spanish. Students will study the grammatical and stylistic structures of the Spanish language and will complete a range of specified writing assignments in Spanish.

Prerequisite(s): Spanish 102.

Note: Spanish 201 and 202 may be taken in either order or may be taken simultaneously.

203. Reading Strategies

1 hour

Students will read a variety of materials using specific strategies designed to help them comprehend texts taught in traditional literature classes as well as other materials written in Spanish. This course is designed as a bridge between third-year and upper-level courses. *Prerequisite(s): Spanish 201.*

Spanish 204 and beyond, being language acquisition courses, are not open to native speakers of Spanish.

204. The Culture of Spain

3 hours

A course that will introduce students to the culture and contemporary society of Spain with an overview of language and communication, religion, tradition and celebration, art and architecture, film, literature, and government. The course is designed to highlight the strong sense of identity that contemporary Spaniards feel at being part of the "New Spain" and members of the European community.

Prerequisite(s): Spanish 201 and 202 or permission of the department.

206. Readings in Spanish Literature

3 hours

Reading and discussion of selected Spanish literature. Prerequisite(s): Spanish 201 and 202 or permission of the department.

207. Readings in Spanish-American Literature

3 hours

Reading and discussion of selected Spanish-American literature.

Prerequisite(s): Spanish 201 and 202 or permission of the department.

208. Business Spanish

3 hours

An introduction to Spanish and Latin American business language and practices, emphasizing vocabulary and cultural awareness.

Prerequisite(s): Spanish 201 and 202 or permission of the department.

209. Love Theme in Spanish Literature

3 hours

An examination of the theme of love in Hispanic literature from medieval times to the present, including works by the Arcipreste de Hita, Rojas, Ortega y Gasset, Hartzenbush, Tirso de Molina, Valera, Becquer, and Unamuno.

Prerequisite(s): Spanish 201 and 202 or permission of the department.

210. Spanish Advanced Grammar Review

3 hours

A course which will present a sequenced review of the grammar of the Spanish language, with an emphasis on areas of particular difficulty for persons whose first language is English. This course will not substitute for either Spanish 201 or 202 for the Spanish minor.

Prerequisite(s): Spanish 201 and 202.

211. Culture Through Literature

3 hours

A study of Hispanic culture through the reading and discussion of selected literary works.

Prerequisite(s): Spanish 201 and 202.

212. Adolescent Literature in Spanish

3 hours

A course designed to introduce students to contemporary literature written by Hispanic authors for the adolescent reader. Works selected will be representative of a variety of Spanish-speaking countries and will be targeted for readers between the ages of 10 and 18. Emphasis in the course will be on the social and cultural elements that affect the lives and beliefs of young people from Spanish-speaking countries, as reflected in contemporary literature.

Prerequisite(s): Spanish 201 and 202 or permission of the department.

214. Mexican Culture

3 hours

This course will introduce students to the culture and contemporary society of Mexico with an overview of the country's history, politics, art, festivals, religious celebrations, and cuisine. Students will read a recent novel and see a contemporary film in order to catch the full "flavor" of the vitality and richness of Mexican culture. Prerequisite(s): Spanish 201 and 202 or permission of the department.

271. Hispanic Film

3 hours

This course is designed to examine Hispanic film as a reflection of the cultural and political context in which it is conceived and produced. Students will view, discuss, and write about 10-15 films from Latin America and Spain. The films assigned will be chosen for their cultural value and artistic merit. Students will watch films outside of class and discuss them in class. Although there will be a heavy emphasis on listening comprehension and speaking, research and writing assignments will be included. Prerequisite(s): Spanish 201 and 202 or permission of the department.

290. Selected Topics in Spanish

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite(s): Spanish 201 and 202 or permission of the department.

Courses in Modern Languages

90. Selected Topics in Modern Languages

3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide lower-level study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite(s): Permission of the department.

134. Masterpieces of European Literature

3 hour

Readings, written composition, and discussion of a selection of significant European writers from the Renaissance to modern times.

190. Selected Topics in Modern Languages

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide intermediatelevel study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

295. Independent Study

1, 2, or 3 hours

An opportunity for a student to engage in advanced, supervised, individual field, lab, or library research. Independent study may not duplicate courses described in the catalog.

Prerequisite(s): Permission of the department.

296. Special Projects

1, 2, or 3 hours

Supervised work on an approved project involving subject matter not included in any of the standard courses. Projects are normally developed individually but may be developed in organized groups. Students should designate the area of work and seek departmental approval in the semester prior to registration. When Special Projects 296 is taken to fulfill the senior comprehensive requirement, the exit interview process will be part of the course requirements.

Prerequisite(s): Permission of the department.

297. Internship

1, 2, or 3 hours

The language internship is designed for those students who wish to pursue an experience using the target language outside the traditional classroom environment. It is the responsibility of the student to secure a situation with an appropriate sponsor. With the help of the appropriate faculty member, the student should design an internship according to departmental guidelines. A maximum of 2 hours may be applied toward the major. When the Internship is taken to fulfill the senior comprehensive requirement, the exit interview process will be part of the course requirements.

P/F only.

Prerequisite(s): Permission of the department.

Modern Language Majors (French, German, or Spanish)

Sample Course Schedules

First Year

Fall Semester

*Language 1: Stage I or		
*Language 101: Stage III or		
*Language 201 or 202:		
Conv. or Comp	3-4	hrs.
•IDS 1: Liberal Arts Seminar	3	hrs.
•COMM 1: Fundamentals of Speech	3	hrs.
General Education or Electives	6	hrs.
	15-16	hrs.
Spring Semester		
*Language 2: Stage II or		
*Language 102: Stage III or		
*Language 201 or 202:		
Conv. or Comp	3-4	hrs.
•ENG 1: English Language and Writing.	3	hrs.
General Education or Electives	9	hrs.
	15-16	hrs.

Second Year Fall Semester

Sp

Language 101: Stage III or		
Language 201 or 202: Conv. or Comp	o. or	
*An Upper Level Language Course	3 hı	rs.
Masterpieces of Literature	3 hı	rs.
General Education or Electives	.9-12 hi	rs.
1	15-18 hi	rs.
ring Semester		
*Language 102: Stage III or		
*Language 201 or 202: Conv. or Com	np. or	
*An Upper Level Language Course	3 hı	rs.
Mathematics Requirement	3-4 hı	rs.

•HHP 15: Health and Wellness......2 hrs. General Education or Electives......6-9 hrs.

14-18 hrs.

*Students will be placed in the appropriate course according to their background and level of proficiency. Students may elect to major in French, German or Spanish.

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

MUSIC

Fine and Applied Arts Division Rogers Center for Fine Arts 182 402.465.2269

Faculty

Department Chair:

Jeannette R. Young, Ph.D. Email: jry@nebrwesleyan.edu

Full-Time:

Boyd Bacon, M.M.
Maxine Fawcett-Yeske, Ph.D.
Jean E. Henderson, D.M.A.
Jana Holzmeier, D.M.A.
Larry E. Jones, D.M.A.
William A. Wyman, D.M.A.
J. Samuel Zitek, M.M.

Part-Time:

Masako Nakamura Bacon, D.M.A. Dean W. Haist, M.M. Mary D. Howell, M.M. Richard K. Jones, B.M. Jessica Lindsey, M.M. Susan Mausolf, M.M. Dawn Pawlewski Krogh, D.M.A. Tami Pederson, M.M. Jon Peterson, M.M. Richard Ricker, M.M. Janene Sheldon, D.M.A. Nancy Vogt, D.M.A. Tamara R. Wyman, M.M.

A training ground, performance center, and laboratory, the Department of Music is an accredited member of the National Association of Schools of Music. Facilities include the 1,500-seat O'Donnell Auditorium, the 250 seat Emerson Recital Hall, and a recording and listening-center that offers students computer-assisted instruction with the latest software in theory and ear-training. The professional digital recording studio features technology for recording, music sequencing and composition.

Instruments include a French double manual harpsichord, several synthesizers, an electronic keyboard sampler, a recently refurbished 49-rank Aeolian-Skinner pipe organ, Roland Digital Piano laboratory, Yamaha Disklavier computerized piano, and 39 pianos including a Bösendorfer Imperial grand (the only one in Nebraska) and a Steinway-D concert grand piano.

The department offers a great number of professionalquality band instruments including: Hinger touch-tone timpani, Mirafone tubas, Conn and Holton French horns, a Loree English horn, Buffet bass clarinets, and others.

Students may participate in seven vocal music ensembles and eight instrumental music ensembles. Several groups tour nationally and the University Band and University Choir tour internationally.

Degrees

Bachelor of Arts Bachelor of Music

General Information

Admission to status as a music major is by audition or interview, and all first year music students are tested for their competence in music theory to assess their background and to determine the level at which their theoretical courses should begin. Every effort is made to assign first year music students to classes with students of similar backgrounds.

Ensembles

Each music major must participate in a large ensemble (University Band, Orchestra [strings only], or Choir) during each semester of full-time enrollment (except during student teaching). Assignment to a specific ensemble is made by the Director of Choral Activities for choral ensembles, the Director of Instrumental Studies for instrumental ensembles, and/or chair of the department. Participation in two ensembles may be required, according to the student's educational and professional plans. Any variation from this policy must be approved by the department chair.

Recital attendance

Music majors (B.M. or B.A.) must attend 13 recitals per semester (except when student teaching) as described in the Music Major's Handbook in each semester of residence as a graduation requirement.

All music majors must enroll in and pass Music 55 (recitals) during each semester of full-time enrollment, with the exception of the semester of student teaching.

Recitals and Concerts

Candidates for the Bachelor of Music degree (Performance) are required to perform a partial or full recital in the junior year and a full recital in the senior year. Candidates for the Bachelor of Music degree (Music Education) are required to perform a partial or full recital in the senior year in addition to successful completion of student teaching. Bachelor of Arts candidates are required to present a partial or full recital in the senior year. With permission of the music faculty, Bachelor of Arts candidates may substitute a senior research project for the senior recital. Students must enroll in the appropriate applied music course for their major every semester until their senior recital requirement is completed. Permission for any student recital must be received from the music office and is contingent upon a satisfactory hearing by the recital committee. In addition to formal concerts and recitals by student soloists and university ensembles, the department presents opera/musical and opera workshop performances, department student recitals, and faculty solo and chamber music concerts.

Piano Proficiency

All music majors must pass a piano proficiency examination. Music education majors must pass piano proficiency before taking Music 230, 232, or 236. Music 80-83 (Piano Techniques) must be taken each semester of full-time enrollment until the examination is passed. Any exception, allowing completion of the piano proficiency requirement through enrollment in applied piano lessons instead of enrollment in Music 80-83, is at the discretion of the piano faculty.

Instrument Proficiencies

Music Education majors must demonstrate performance proficiency and pedagogical competency in the areas listed with the requirements for each major emphasis. The proficiencies/competencies may be completed either through 1) enrolling and passing the corresponding techniques class, or 2) passing a proficiency/competency examination. Competencies must be completed before enrolling for student teaching. Exceptions are at the discretion of the chair of the Department of Music.

Student Teaching Prerequisites

Before enrolling in student teaching, all music education students must have successfully completed the appropriate method and technique courses in their degree program. Music education students must also complete 100 hours of field experience, pass the Pre-Professional Skills Test (PPST), and be accepted into the Teacher Education Program (TEP).

Majors

Performance major (B.M., 80 hrs.)

In the Bachelor of Music degree with a performance major, specialization and intensive study of the major instrument or voice are emphasized. Entering candidates will be accepted conditionally for two semesters. At the end of two semesters, a committee will determine the student's acceptance or rejection for further pursuit of the applied degree by means of an audition. In all cases, the audition committee will consist of at least four music faculty to be selected by the chair in consultation with the applied instructor. At least two members of the audition committee are to be related to the candidate's field (woodwind, brass, strings, percussion, keyboard, or voice).

Any student wishing to change from a Bachelor of Music degree with a music education major to a Bachelor of Music degree with a performance major must perform before an audition committee (see above), since a higher level of performance is required for the applied music major.

Performance Course Work36 hrs. Major instrument (24 hrs.) Large ensemble (8 hrs.) Small ensemble (2 hrs.) Music 295 and 299 (2 hrs.) Supporting Music Course Work......44 hrs. Music history and literature (11 hrs.) (Music 150, 213, 214, 215) Music theory (19 hrs.) (Music 2, 4, 101, 102, 103, 201, 203, 205, 207) Music education (4 hrs.) (Music 225 and 226) Performance pedagogy (1 hr.) (Music 240, 241, 242, 243, 244 or 245) Music Technology: Music 180 (2 hrs.) Senior Seminar: Music 298 (1 hr.) Electives appropriate to major (6 hrs.)

Performance (voice) majors must take a minimum of 3 hours in each of two modern foreign languages: German and French. A 3-hour college level class in Italian may be substituted for either French or German.

Music Education major, Vocal (B.M., 90 hrs.)

Performance Course Work21 hrs. Major instrument (14 hrs.) Major large ensemble (7 hrs.) Supporting Music Course Work......41 hrs. Music history and literature (11 hrs). (Music 150, 213, 214, 215) Music theory (15 hrs.) (Music 2, 4, 101, 102,103, 201, 207) Music education (12 hrs.) (Music 225, 226, 227, 230, 232) Music Technology: Music 180 (2 hrs.) Senior Seminar: Music 298 (1 hr.) Proficiencies required for piano and guitar Professional Education Courses Required for Certification28 hrs. Education 1 (2 hrs.) Education 75 (1 hr.) Education 105 and 106 (4 hrs.) Education 185 (3 hrs.) Special Education 107 or 207 (3 hrs.) Education 278 and 283 (14 hrs.)

Education 299 (1 hr.)

Music Education major, Instrumental (B.M., 92 hrs.)	Professional Education Courses Required for Certification28 hrs. (See course listing under Music Education, Vocal.)	
Performance Course Work21 hrs. Major instrument (14 hrs.) Major large ensemble (7 hrs.)	Vocal emphasis students must be in a choral ensem- ble as their major ensemble and an instrumental ensem- ble as their secondary ensemble. Instrumental emphasis	
Supporting Music Course Work	students must be in an instrumental ensemble as their major ensemble and a choral ensemble as their secondary ensemble. It is expected that students desiring the music education (combination emphasis) major will have competency on a secondary instrument. Those not meeting this secondary competency must register in the appropriate applied music courses. In case of questions, a secondary instrument competency audition will be required as determined by the department.	
Brass (Music 86) (1 hr.) String (Music 87) (1 hr.) Percussion (Music 88) (1 hr.)	Music major (B.A., 43-51 hrs.)	
Proficiency required for piano.	The Bachelor of Arts in music is comprised of a basic	
Professional Education Courses	core of courses that provides a solid foundation in music.	
Required for Certification28 hrs. (See course listing under Music Education, Vocal.)	Through advisement, students can develop areas of additional interest such as applied music, music theory/composition, and music history. Minors may also be constructed in other disciplines.	
Music Education major,	Applied music8 hrs.	
Combination with	(on one instrument or voice)	
Vocal Emphasis (B.M., 96 hrs.)	Music theory11 hrs.	
Instrumental Emphasis	(Music 2, 4, 101, 102, 103)	
(B.M., 100 hrs.)	Music history and literature11 hrs.	
-	(Music 150, 213, 214, 215) Large ensemble0-8 hrs.	
Performance Course Work23 hrs. Major instrument (14 hrs.)	(8 semesters appropriate to the	
Major large ensemble (7 hrs.)	major instrument/voice)	
Secondary large ensemble (2 hrs.)	Music 1802 hrs.	
Supporting Music Course Work43 hrs.	Music 225	
Music history and literature (11 hrs.) (Music 150, 213, 214, 215) Music theory (15 hrs.)	Additional music course work8 hrs.	
(Music 2, 4, 101, 102, 103, 201, 207) Music education (14 hrs.)	Minor	
(Music 225, 226, 229, 230, 232 and 236) Music Technology (Music 180) (2 hrs.)	Music minor (21-26 hrs.) Music Theory8 hrs.	
Senior Seminar (Music 298) (1 hr.)	Music 1 (3 hrs.)	
One of the following	Music 2 (3 hrs.)	
concentrations2hrs.	Music 3 (1 hr.)	
Choral/Vocal (Music 227) (2 hrs.) Instrumental (2 hrs.)	Music 4 (1 hr.)	
(Music 228, Vocal Technique Competency)	Music History/Literature	
Instrumental Competencies	Performance10-15 hrs.	
Woodwind (Music 85) (1 hr.) Brass (Music 86) (1 hr.)	Four semesters of applied music in the same instru-	
String (Music 87) (1 hr.)	ment (4-8 hrs.)	
Percussion (Music 88) (1 hr.)	Four semesters of major large ensemble (4 hrs.) Music electives (2-3 hrs.)	

Music 55 (four semesters) (0 hrs.)

Proficiencies required for piano and guitar.

Courses

Music courses are classified into categories. Course descriptions are provided in numerical order immediately following the classified listing.

Applied Music

The term "applied music" refers to private instruction in any instrument (including voice). Primary consideration is given to the principles of performance and literature of that instrument. All music majors, regardless of the degree program, must designate a major instrument.

Non-music majors may take no more than 1 credit hour in applied music in any instrument in a semester.

Students pursuing the Bachelor of Music degree with a performance major must carry 3 credit hours per semester in their major instrument all four years.

Applied music may not be taken Pass/Fail.

Any exceptions must be approved by the department chair.

Credit

Credit for applied music instruction is given as follows:

- —3 credit hours (major instruments only) for two 30minute lessons per week. A minimum of three hours daily practice and participation in department recitals are required.
- —2 credit hours (major instrument only) for two 30minute lessons per week. Two hours daily practice and participation in department recitals are required.
- —1 credit hour for one 30-minute lesson per week. One hour daily practice is required.

Registration

Students may register for one of three levels in applied music courses, numbered as follows:

- —61-79: All first year students or any other students registering for the first or second semester of an instrument except by permission of the department chair.
- —161-179: Any student registering for the third or fourth semester of an instrument.
- —261-279: Any student registering for the fifth semester or more of an instrument.

Courses may be repeated.

Prerequisite: Music majors must have completed the sophomore interview in order to enroll in Music 261-279. No Pass/Fail.

Course numbers for applied music are as follows. Each course is offered for 1, 2, or 3 credit hours. Only music majors may register for more than 1 credit hour.

61, 161, 261	Piano
62, 162, 262	Organ
63, 163, 263	Harpsichord
64, 164, 264	Voice
65, 165, 265	Flute
66, 166, 266	Oboe
67, 167, 267	Clarinet
68, 168, 268	Saxophone
69, 169, 269	Bassoon
70, 170, 270	French Horn
71, 171, 271	Trumpet
72, 172, 272	Trombone and Baritone
73, 173, 273	Tuba
74, 174, 274	Percussion
75, 175, 275	Guitar
76, 176, 276	Violin
77, 177, 277	Viola
78, 178, 278	Cello
79, 179, 279	String Bass

Ensembles

Students participating in any ensemble must register for the course. Courses may be repeated. Those not wishing to receive academic credit should register for zero credit. In any case, a grade will be recorded on the student's transcript.

Ensembles may not be taken P/F.

- 40. Lincoln Civic Choir
- 41. University Choir
- 42. University Orchestra
- 43. University Band
- 44. Women's Choir
- 45. Men's Glee Club46. Chamber Music Ensembles
- 47. Touch of Class Jazz Choir
- 48. Prairie Wolves Pep Band
- 49. Jazz Ensemble
- 50. Opera Workshop
- Opera Musical
- Chamber Singers
- 55. Recitals

Music Theory and Composition

- Fundamentals of Music Theory
- 2. Theory II
- 3. Fundamentals of Basic Musicianship
- 4. Basic Musicianship II
- 101. Theory III
- 102. Theory IV
- 103. Basic Musicianship III
- 105. Music Technology
- 130. Intro to Jazz Improvisation
- 201. Arranging and Instrumentation
- 203. Counterpoint
- 205. Composition I
- 206. Composition II
- 207. Form Analysis

Music History and Literature

- 12. American Music
- 13. Music Appreciation
- 140. African-American Music
- 150. Introduction to World Music
- 213. Medieval and Renaissance Music
- 214. Baroque and Classic Music
- 215. Music Since 1800
- 220. Introduction to Vocal Literature

Music Education

- 80. Piano Techniques I
- 81. Piano Techniques II
- 82. Piano Techniques III
- 83. Piano Techniques IV
- 84. Vocal Techniques
- 85. Woodwind Techniques
- 86. Brass Techniques87. String Techniques
- 88. Percussion Techniques
- 89. Guitar Techniques
- Music Methods and Material for Elementary Teachers
- 180. Computers and Technology for the Musician and the Music Educator
- 225. Conducting I
- 226. Conducting II
- 227. Advanced Conducting Vocal
- 228. Advanced Conducting Instrumental
- 229. Marching Band Techniques
- 230. Elementary General Music Methods
- 232. Secondary Vocal Music Methods
- 236. Public School Music Instrumental
- 239. Singer's Diction
- 240. Piano Pedagogy
- 241. Vocal Pedagogy
- 242. Organ Pedagogy
- 243. Brass Pedagogy
- Woodwind Pedagogy
- 245. Percussion Pedagogy

1. Fundamentals of Music Theory

3 hours

A review of the fundamentals of music (scales, key signatures, intervals) and the presentation of triads and their harmonic and melodic implications.

2. Theory II

3 hours

A continuation of Theory I including inversions of triads, non-harmonic tones, dominant seventh chords, and their resolutions. Emphasis is on four-part writing and analysis of music from the Common Practice Period. *Prerequisite: Music 1 or permission of the instructor.*

3. Fundamentals of Basic Musicianship

1 hou

A graded course in the fundamentals of sight-singing, sight-reading, and ear training. Exercises in rhythm; meter; clef-reading; scales; intervals; error correction; singing of single melodies; duets and simple harmonic patterns; drills in rhythmic and melodic coordination; and rhythmic, melodic, and elementary harmonic dictation. Prerequisite or corequisite: Music 1.

4. Basic Musicianship II

1 hour

Continuation of Music 3.

Prerequisite: Music 3 or permission of the instructor.

12. American Music

3 hours

The entire range of American folk, popular, and art musical styles, and the history of music in the United States since the beginning of European settlement in Florida in 1565 will be presented.

13. Music Appreciation

3 hours

An introduction to the art of music with emphasis on aural skills, historical styles, musical forms, and the general literature of music. Not open to music majors.

40. Lincoln Civic Choir

0 or 1 hour

Large choral ensemble open to college and community members. Not available to fulfill the large ensemble requirement for music majors.

Prerequisite: Admission by audition.

41. University Choir

0 or 1 hour

Large ensemble.

Prerequisite: Admission by audition.

42. University Orchestra

0 or 1 hour

Counts as large ensemble only for students with strings as their primary instrument.

Prerequisite: Admission by audition or permission of the instructor.

43. University Band

0 or 1 hour

Large ensemble.

Prerequisite: Admission by audition or permission of the instructor

44. Women's Choir

0 or 1 hour

Large ensemble.

Prerequisite: Admission by permission of the instructor.

45. Men's Glee Club

0 or 1 hour

Large ensemble.

Prerequisite: Admission by permission of the instructor.

46. Chamber Music Ensembles

0 or 1 hour

47. Touch of Class Jazz Choir

0 or 1 hour

Prerequisite: Admission by audition.

48. Prairie Wolves Pep Band

0 or 1 hour

The Prairie Wolves Pep Band provides musical entertainment at various Nebraska Wesleyan University football and basketball events on campus. The music played in the pep band includes examples from swing, jazz, classic rock and roll, and other appropriate genres.

49. Jazz Ensemble

0 or 1 hour

Prerequisite: Admission by audition or permission of the instructor.

50. Opera Workshop

0 or 1 hour

Prerequisite: Admission by permission of the instructor.

51. Opera - Musical

0 or 1 hour

Prerequisite: Admission by audition or permission of the instructor.

52. Chamber Singers

0 or 1 hour

Prerequisite: Admission by audition.

55. Recitals

No credit

P/F only.

80. Piano Techniques I

1 hour

Class instruction in piano with emphasis on the function of the keyboard as a teaching tool.

81. Piano Techniques II

1 hour

Continuation of Music 80.

Prerequisite: Music 80 or permission of the instructor.

82. Piano Techniques III

1 hour

Continuation of Music 81. May be repeated. Prerequisite: Music 81 or permission of the instructor.

83. Piano Techniques IV

1 hour

Continuation of Music 82. May be repeated. Prerequisite: Music 82 or permission of the instructor.

84. Vocal Techniques

1 hou

Class instruction in voice primarily intended for students with a nonvoice emphasis.

85. Woodwind Techniques

1 hour

Class instruction on all woodwind instruments with emphasis on performance and teaching techniques. Students will develop proficiency on three woodwind instruments.

86. Brass Techniques

1 hour

Class instruction on all brass instruments with emphasis on performance and teaching techniques. Students will develop proficiency on three brass instruments.

87. String Techniques

1 hour

Class instruction in violin, viola, cello, and bass with emphasis on performance and teaching techniques.

88. Percussion Techniques

1 hour

Class instruction in the performance and teaching techniques of percussion instruments.

89. Guitar Techniques

1 hour

Class instruction in the performance and teaching techniques of guitar.

101. Theory III

3 hours

Seventh chords, including the diminished seventh chord; various types of modulation; introduction of secondary dominants; analysis and writing of the period, binary, and ternary song forms; choral harmonization; and modal scales.

Prerequisite: Music 2 or permission of the instructor.

102. Theory IV

3 hours

Ninth chords and altered chords; modulation to distant keys; 20th century harmonic and melodic styles; introduction of new scale patterns; introduction to serial techniques of composition; and writing and singing applicable to later developments of harmony and melody.

Prerequisite: Music 101 or permission of the instructor.

103. Basic Musicianship III

1 hour

A review of advanced sight-singing, sight-reading and ear training, drills in more complex rhythmic and melodic materials including chromatic formations, and increased emphasis on individual part-singing and harmonic dictation.

Prerequisite: Music 4 or permission of the instructor.

105. Music Technology, Introduction to Music Technology

1 hour

An introduction to basic Macintosh computer operation, MIDI and synthesis, sequencing and notation software, and basic use of the internet. The course may be repeated. *Prerequisite: Music 2 or permission of the instructor.*

121. Music Methods and Materials for Elementary Teachers

2 hours

A study of the theoretical materials of music and the methods of teaching music in the elementary schools. Intended primarily for elementary education majors and not open to music majors.

Prerequisite: Sophomore standing or permission of the instructor.

130. Introduction to Jazz Improvisation

1 hour

Explores jazz improvisation with an emphasis on jazz chords/scale relationships taught from the keyboard. Includes jazz solo transcriptions and small group improvisation

Prerequisite: Music 2 or permission of the instructor.

140. African-American Music

3 hours

A study of the history of African Americans in the United States, as seen through their musical life, and the place of black concert, popular, and folk music in African American society.

150. Introduction to World Music

3 hours

Students are exposed to various musical styles and traditions from selected world cultures, including Latin America, Asia, and Africa. Emphasis is placed both on the study of music in its cultural, social, and historical contexts, and the study of musical sounds. Popular, folk, and art music styles and practices are examined.

160. Music of Women Composers

3 hours

This course focuses on the music of women composers and women's involvement in the Western art and popular traditions from roughly the tenth century to the present, examining the roles of women and their considerable influence as patrons, teachers, performers, and composers during various periods of music history. Course work incorporates biographical study with methodologies for the analysis of music based upon current research, scholarship, and paradigms, and ends with a discussion of contemporary feminist aesthetics.

180. Computers and Technology for the Musician and the Music Educator

2 hours

The course is offered to explore the essential topics a musician should consider when using computers and technology – whether for the purpose of listening, performing, composing, or teaching. Covering subjects ranging from music CAI (Computer Assisted Instruction) and desktop publishing to notation sequencing and MIDI and multimedia and CD audio, this course is designed as an introductory undergraduate course devoted to computers as applied to music technology for the musician and music educator.

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide intermediate-level study of subject matter introduced in other courses. The title, content, and credit will be determined by current mutual interests of students and faculty.

Prerequisite: To be determined.

201. Arranging and Instrumentation

2 hours

The study of arranging techniques for instrumental and vocal ensembles, including the ranges and capabilities of instruments and voices and scoring procedures.

Prerequisite: Music 102.

203. Counterpoint

2 hours

Two-part counterpoint based on styles developed in the sixteenth and eighteenth centuries, beginning with the five species, followed by canon and invention. Invertible counterpoint.

Prerequisite: Music 102 or permission of the instructor.

205. Composition I

2 hours

Beginning composition in small forms for voice, piano, and small instrumental groups. May be repeated one time. Prerequisite: Music 102 or permission of the instructor.

206. Composition II

2 hours

Continuation of Music 205 with emphasis on large forms, choral, and orchestral composition. May be repeated one time.

Prerequisite: Music 205 or permission of the instructor.

207. Form and Analysis

2 hours

A historical and analytical study of musical forms. *Prerequisite: Music 102.*

213. Medieval and Renaissance Music

2 hours

The study of composers, forms, and styles of Western music from Antiquity to about 1600.

Prerequisites: Music 2 and sophomore standing or permission of the instructor.

214. Baroque and Classic Music

3 hours

The study of composers, forms, and styles of Western music from about 1600 to the early nineteenth century. Prerequisites: Music 2 and sophomore standing or permission of the instructor.

215. Music Since 1800

3 hours

The study of composers, forms, and styles of Western music from the early nineteenth century to the present. Prerequisites: Music 2 and sophomore standing or permission of the instructor.

220. Introduction to Vocal Literature

1 hour

A general survey/overview of music written for the solo voice from 1600 to the present. The development and transformation of song style throughout the Baroque, Classical, Romantic, and Modern eras will be traced through listening assignments, lectures, and student presentations of specific composers and songs. Other selected topics will be covered, which may include: repertoire selection and programming for recitals and other occasions (weddings, funerals, church, etc.), poetic analysis, performance preparation, song study techniques, memorization, song translation, acting for the singer, and research techniques.

Prerequisite: 4 semesters of Applied Voice or permission of the instructor.

225. Conducting I

2 hours

An introduction to technique and conducting style with emphasis given to developing a nonbaton competency. Attention also will be given to vocal interpretation and choral score reading.

Prerequisite: Sophomore standing or permission of the instructor.

226. Conducting II

2 hours

Continuation of Music 225 with emphasis on instrumental pedagogy, principles of instrumental transcription, orchestration, instrumental ranges and idiomatic characteristics, and score preparation.

Prerequisite: Music 225 or permission of the instructor.

227. Advanced Conducting - Vocal

2 hours

A study of advanced conducting techniques adapted to individual student need. Emphasis will be placed on an in-depth study of choral style, literature, and various philosophies of choral singing.

Prerequisite: Music 226 or permission of the instructor.

228. Advanced Conducting - Instrumental

2 hours

A study of the advanced conducting techniques as applied to the needs of the student (i.e., band directing, orchestral conducting, and others).

Prerequisite: Music 226 or permission of the instructor.

229. Marching Band Techniques

2 hours

A survey of the organization, rehearsal, and production of shows for the marching band.

230. Elementary General Music Methods

3 hours

A survey of teaching vocal music in the elementary school (grades K-6). Emphasis is on methods, materials, and the philosophy of music as a public school subject. Prerequisites: Acceptance in the Teacher Education Program or by permission of the chair of the Department of Education. Must have passed piano proficiency and PPST exam

232. Secondary Vocal Music Methods

3 hours

A survey of teaching vocal music in the secondary schools (grades 7-12). Emphasis is on administration, organization, rehearsal procedures, materials, and the philosophy of music as a public school subject.

Prerequisites: Acceptance in the Teacher Education Program or by permission of the chair of the Department of Education. Must have passed piano proficiency and PPST exam.

236. Public School Music - Instrumental

hours

A survey of teaching instrumental music in the public schools. Emphasis is on administration, organization, repertoire, and the philosophy of music as a public school subject.

Prerequisites: Acceptance in the Teacher Education Program or by permission of the chair of the Department of Education. Must have passed piano proficiency.

239. Singers' Diction

1 hour

A study of the phonetics and pronunciation of the international phonetic alphabet (IPA) and languages appropriate to the singer.

Prerequisites: Music major status, two semesters of private voice study and/or permission of the instructor.

240. Piano Pedagogy

1 hour

A study of teaching techniques, method books, and repertoire for the novice piano teacher.

Prerequisite: Four semesters of college piano study or permission of the instructor.

241. Vocal Pedagogy

1 hour

A course designed to prepare voice students to teach private lessons. Includes a study of methods of voice production, selected exercises for correcting vocal problems, and a survey of vocal literature for beginning and intermediate singers.

Prerequisite: Four semesters of college voice study or permission of the instructor.

242. Organ Pedagogy

1 hour

A study of materials and pedagogy of the organ.

Prerequisite: Four semesters of college organ study or
permission of the instructor.

243. Brass Pedagogy

1 hour

A study of materials and pedagogy of brass instruments. Prerequisite: Four semesters of college brass study or permission of the instructor.

244. Woodwind Pedagogy

1 hour

A study of materials and pedagogy of woodwind instruments.

Prerequisite: Four semesters of college woodwind study or permission of the instructor.

245. Percussion Pedagogy

1 hour

A study of materials and pedagogy of percussion instruments.

Prerequisite: Four semesters of college percussion study or permission of the instructor.

250. Kodály Methods Level I

3 hours

The Kodály concept emphasizes music literacy based on singing and folk music. Musical concepts are taught through a developmental sequence of skills. Techniques include solfege syllable, Curwen hand signs and rhythm syllables. Level I Methods focuses on pedagogy for preschool through early elementary. American folk songs will be analyzed for inherent musical concepts that can be used with sequences curriculum.

Prerequisite: Successful completion of a course in elementary vocal music methods is required.

251. Solfege I

1 hour

Basic musicianship skills based on the moveable "do" solfege system. Repertoire is focused on pentatonic scales. Prerequisite(s): Successful completion of two semesters of college music theory and basic musicianship.

252 Kodály Methods Level II

3 hours

The Kodály concept emphasizes music literacy based on singing and folk music. Musical concepts are taught through a developmental sequence of skills. Techniques include solfege syllable, Curwen hand signs and rhythm syllables. Level II Methods focuses on intermediate pedagogy for grades 2 and 3. American folk songs will be analyzed for inherent musical concepts that can be used with sequences curriculum.

Prerequisite: Successful completion of Kodály Methods Level I.

253. Solfege II

1 hour

Intermediate musicianship skills based on the moveable "do" solfege system. Repertoire is focused on extended pentatonic scales.

Prerequisite: Successful completion of Solfege I.

254. Kodály Methods Level III

3 hours

The Kodály concept emphasizes music literacy based on singing and folk music. Musical concepts are taught through a developmental sequence of skills. Techniques include solfege syllable, Curwen hand signs and rhythm syllables. Level III Methods focuses on pedagogy for grades 4 – 6. American folk songs will be analyzed for inherent musical concepts that can be used with sequences curriculum.

Prerequisite(s): Successful completion of Kodály Methods Levels I and II.

255. Solfege III

1 hour

Advanced musicianship skills based on the moveable "do" solfege system. Repertoire is focused on diatonic and modal scales.

Prerequisite: Successful completion of Solfege I and Solfege II.

290. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit will be determined by current mutual interests of students and faculty.

Prerequisite: To be determined.

295. Independent Study

1, 2, or 3 hours

Individual study of a specific music topic under the supervision of a staff member. Independent study may not duplicate courses described in the catalog.

Prerequisite: Permission of the department chair.

297. Music Internship

1, 2, or 3 hours

An on-the-job training situation to satisfy the mutual interests of the department, the sponsor, and the student. P/F only.

Prerequisites: Senior standing and permission of department chair.

298. Senior Capstone Seminar

1 hour

To assist music students with integration and synthesis of knowledge as they approach the end of their undergraduate work, the Senior Capstone Seminar prompts students to reflect upon their learning experiences and revisit them in greater depth and with added perspective. Preparation of a portfolio, student presentations, guest speakers, and individual oral examinations (Senior Dialogues) are the primary components of this enriching culminating experience. The Senior Capstone Seminar is to be taken in the student's last semester in residence at Nebraska Wesleyan.

P/F only.

Prerequisite: Music major with a senior standing or permission of department chair.

299. Senior Recital

1 hour

Final performance demonstrating the ability of performance or other music majors.

Prerequisite: Permission of the department chair.

Music Education Major (B.M.)

Sample Course Schedules

Firet	V

all Semester	
*MUSIC 1: Fundamentals of Music Theor	y3 hrs
*MUSIC 3: Fundamentals of	
Basic Musicianship	1 h
*MUSIC 80: Piano Tech I	1 h
MUSIC 55: Recitals	0 hrs
Large Ensemble	1 h
Applied Music	2 hrs
•IDS 1: Liberal Arts Seminar	3 hrs
PSYCH 1: Basic Psychological Science	3 hrs
EDUC 1: Introduction to	
Education in the U. S	2 hrs
EDUC 75: Field Experience	1 h
	17 hrs
pring Semester	
MUSIC 2: Theory II	3 hrs
MUSIC 4: Basic Musicianship II	1 h
MUSIC 4: Basic Musicianship II* *MUSIC 81: Piano Tech II	
	1 h
*MUSIC 81: Piano Tech II	1 h
*MUSIC 81: Piano Tech II MUSIC 55: Recitals	1 h 0 hrs 1 h
*MUSIC 81: Piano Tech II MUSIC 55: Recitals Large Ensemble	1 h 0 hrs 1 h 2 hrs
*MUSIC 81: Piano Tech II MUSIC 55: Recitals Large Ensemble Applied Music	1 h 0 hrs 1 hr 2 hrs 3 hrs
*MUSIC 81: Piano Tech II	1 h 0 hrs 1 hr 2 hrs 3 hrs
*MUSIC 81: Piano Tech II	1 hrs1 hrs2 hrs3 hrs3 hrs3

Performance Music Major (B.M.)

Sample Course Schedules

First Year

II Semester	
*MUSIC 1: Fundamentals of Music Th	eory3 hrs.
*MUSIC 3: Fundamentals of	
Basic Musicianship	1 hr.
*MUSIC 80: Piano Tech I	1 hr.
MUSIC 55: Recitals	0 hrs.
Large Ensemble	1 hr.
Applied Music	3 hrs.
•IDS 1: Liberal Arts Seminar	3 hrs.
•COMM 1: Fundamentals of Speech	3 hrs.
General Education (as needed)	3 hrs.
	15-18 hrs.

oring Semester	
MUSIC 2: Theory II	3 hrs.
MUSIC 4: Basic Musicianship II	1 hr.
*MUSIC 81: Piano Tech II	1 hr.
MUSIC 55: Recitals	0 hrs.
Large Ensemble	1 hr.
Applied Music	3 hrs.
HHP 15: Health and Wellness	2 hrs.
•ENG 1: English Language and Writing	3 hrs.
General Education (as needed)	3 hrs.
1	4-17 hrs

Music Major (B.A.) Sample Course Schedules

First Year

Fall Semester	
*MUSIC 1: Fundamentals of Music The	ory3 hrs.
*MUSIC 3: Fundamentals of	
Basic Musicianship	1 hr.
*MUSIC 80: Piano Tech I	1 hr.
MUSIC 55: Recitals	0 hrs.
Large Ensemble	0-1 hrs.
Applied Music	2 hrs.
•IDS 1: Liberal Arts Seminar	3 hrs.
•COMM 1: Fundamentals of Speech	3 hrs.
General Education (as needed)	3 hrs.
	13-17 hrs.
Spring Semester	
MUSIC 2: Theory II	3 hrs.
MUSIC 4: Basic Musicianship II	1 hr.
*MUSIC 81: Piano Tech II	1 hr.
MUSIC 55: Recitals	0 hrs.
Large Ensemble	0-1 hr.
Applied Music	2 hrs.
HHP 15: Health and Wellness	2 hrs.
•ENG 1: English Language and Writing	3 hrs.
General Education (as needed)	3 hrs.
	12-16 hrs.

18 hrs.

^{*}Classes offered, needed as prerequisites for further study, but not required of the major.

[•]The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

NURSING

University College

Lincoln: Burt Hall 402.465.2333

Omaha: Omaha Advantage Office 402.827.3555

Faculty

Program Director:

Jeri L. Brandt, R.N., Ph.D. Email: jlb@nebrwesleyan.edu

Full-Time:

Linda Hardy, R.N., M.S.N. Jeffrey Lang, M.A. Rebecca Voight, R.N., M.S.N.

Part-Time:

Margaret Brockman, R.N., M.S.N. Ann Fetrick, R.N., Ph.D. Melvin Johnson, M.A., CPA Holly Leach, R.N., M.S.N. Nancyruth Leibold, R.N., M.S.N. Marilyn McArthur, R.N., Ph.D. Stacey L. Ocander, Ed.D., ATC Stuart Spero, M.B.A., M.A. Mary Trauernicht, R.N., M.S.N. Susan Walsh, R.N., M.S.N.

Degrees Bachelor of Science in Nursing Master of Science in Nursing

The BSN and MSN degree programs are accredited by the National League for Nursing Accrediting Commission.

National League for Nursing Accrediting Commission 61 Broadway - 33rd Floor New York City, NY 10006 800.669.1656

Bachelor of Science in Nursing

The Bachelor of Science in Nursing degree program is for individuals who have graduated from a diploma nursing school or from an associate degree program. Any student taking nursing courses must be a licensed registered nurse in the state of Nebraska.

It is recommended that applications and supporting documents be submitted by July 1 and November 1; however, applications will be accepted after those dates as long as class space is available.

Admission criteria for the Bachelor of Science in Nursing degree program include the following:

- —Admission to Nebraska Wesleyan University
- —A 2.50 GPA
- -A completed nursing application form

- —An official transcript from the school of nursing and each college or university attended
- —Three letters of reference
- -A copy of current Nebraska nursing license
- —Successful completion of mandated background check
- —Completion of the following nursing pre-requisites:

 English Composition
 3 hrs.

 Human Anatomy & Physiology*
 8 hrs.

 Microbiology*
 4 hrs.

 General Chemistry*
 4 hrs.

 Introductory Psychology
 3 hrs.

 General Sociology
 3 hrs.

*must include laboratory

Individuals who have graduated from a diploma or an associate degree program in nursing and are awaiting the results of the National Council Licensure Examination (NCLEX) for registered nurses may be admitted to the Bachelor of Science in Nursing degree program on probation if they meet all admission criteria other than licensure as a registered nurse.

Upon notification by the State Bureau of Examining Boards that the NCLEX-RN has been passed, the student must notify the program director of Nursing and present a copy of the Nebraska nursing license for the nursing program's files. At this time, the student is admitted to full status.

Upon notification by the State Bureau of Examining Boards that the NCLEX-RN has been failed, the student must notify the program director of Nursing. The student may complete the classroom portion of nursing classes in which he or she is currently enrolled. However, he or she will not be allowed to complete the clinical portion of courses in which he or she is currently enrolled, and will therefore be given a grade of Incomplete for these. The clinical component of the course must be completed within 12 months.

The student is not eligible to take further nursing courses that are open only to persons admitted to the nursing program until the NCLEX-RN has been retaken and passed. When the student receives notification that it has been passed, he or she must notify the program director of Nursing and present a copy of the Nebraska nursing license for the nursing program's files. At this time, the student is admitted to full status and is again eligible to enroll in classes offered through the nursing program.

Failure to meet the admission requirements will cause the student to be unable to enroll in those courses that are open only to persons admitted to the nursing program.

After successful completion with a grade of "C" (2.00) or above of Nursing 231 and 236, graduates of non-collegiate-based or non-NLNAC accredited associate degree nursing programs will receive 29 hours of credit for previous nursing education. Graduates of NLNAC accredited associate degree nursing programs receive 29 hours of nursing credits upon transfer.

B.S.N. major requirements (32 hrs.)

Professional Development 001	1 hr.
Nursing 205	3 hrs.
Nursing 231/231L	3 hrs.
Nursing 233	3 hrs.
Nursing 234	3 hrs.
Nursing 236	4 hrs.
Nursing 240	4 hrs.
Nursing 245/245L	5 hrs.
Nursing 250	4 hrs.
Nursing electives (190, 202, 204, 296)	2 hrs.

The following support courses are also required: pathophysiology (3 hrs.), statistics (3 hrs.), and a human lifespan growth and development course (3 hrs.).

Master of Science in Nursing

The Master of Science in Nursing degree is a twoyear program (24 months). The curriculum has two major areas: 1) The Nurse as Educator, and 2) The Nurse as Leader, Manager, and Entrepreneur. Content integrated throughout the curriculum includes transcultural nursing, ethics, research, and application of knowledge and skills as an educator or nursing leader.

To maintain the tradition of excellence that Nebraska Wesleyan University and the Nursing program have established, flexibility and individual needs of the students are incorporated into their learning experiences.

The faculty members teaching in the MSN program are highly qualified and recognize the contribution that the MSN students make as leaders in the health care system.

Admissions requirements for the Master of Science in Nursing include:

- —Completion of the Master of Science in Nursing Admission Application form
- —Official transcripts from all previously attended institutions
- —Baccalaureate nursing degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE)
- -Current Nebraska R.N. license
- —Two letters of support verifying academic and professional abilities
- —A cumulative undergraduate grade point average of 3.0 or better (on a 4.0 scale)
- —An undergraduate research course
- -Successful completion of mandated background check

M.S.N. requirements (39 hrs.)

Core Courses15 hrs.
Nursing 502 (3 hrs.)
Nursing 505 (3 hrs.)
Nursing 510 (3 hrs.)
Nursing 515 (3 hrs.)
Nursing 520 (3 hrs.)
Specialty Area21 hrs.
Select one of the specialty areas.
The Nurse as Leader, Manager, and Entrepreneur (21 hrs.):
Nursing 540, 541, 542, 546, 547, 548, 549
The Nurse as Educator (21 hrs.):
Nursing 550, 552, 553, 554, 556, 557, 598.
Major Project in Nursing Education/Nursing
Administration3 hrs.
Nursing 599 (3 hrs.)

Post-Masters Certificates

Post-Masters Certificates are also available in Nursing Education and Nursing Administration. Twenty-one credit hours are required for each certificate. Contact the Nursing program or the University College Office.

Courses in Nursing

135. Lifespan Development

3 hours

This class will provide a perspective on the changes that take place during an individual's life from infancy to old age/death. Participants will study and describe the developing person at different periods in the lifespan. The processes of growth and change taking place in early, middle, and late adulthood will be considered as well as the more traditional concern with development in childhood.

190. Selected Topics

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in any of the standard courses. The title, content, and credit will be determined by the current mutual interests of students and faculty.

198. Adult: Early, Middle, Late Adulthood -Lifespan Development

1 hour

This course will provide opportunities for varying perspectives on the changes that take place during an individual's adult life. Participants will study and describe the developing person in early, middle, and late adulthood.

202. Nursing in Specialized Care Settings

1, 2, or 3 hours

This course is designed to enable the student to study the role of the professional nurse in a specific health care setting. Clinical judgments, critical thinking, and the cognitive, psychomotor, and affective skills required to provide quality nursing care in the health setting will be emphasized.

204. Women's Health: Global Perspective

3 hour

This course introduces women's health with an emphasis on global issues. Women's health will be examined using the influences of social, political, economic, cultural, and geographical factors. Students will examine the basic health needs of all women and compare the availability of and types of services in different parts of the world. Prerequisite(s): Gender Studies 90 or Sociology 3 or a beginning level anthropology course or permission of the instructor.

205. Issues of Professional Nursing Practice

3 hours

This course examines the role of the nurse in a variety of health care organizations. Knowledge about the role of the nurse is developed through an understanding of the history of nursing, comparisons of different nursing education programs, and an examination of the U.S. health care system.

Prerequisite(s): Admission to the B.S.N. program.

231. Philosophical Foundations in Nursing

2 hours

The philosophy of baccalaureate education in professional nursing is introduced. The concept of holistic health, the health-illness continuum, and health needs of the individual related to the practice of nursing are explored. The historical basis and development of nursing theories are examined. Various nursing theories and models are evaluated and applied within the context of the nursing process. Healthcare issues as related to the nursing profession are explored.

Prerequisite(s): Admission to the B.S.N. program. Corequisite: Nursing 231L.

231L. Philosophical Foundations in Nursing

1 hour

Clinical component of Nursing 231.

P/F only.

Corequisite: Nursing 231.

233. Health Assessment

3 hours (2 theory, 1 clinical)

An introduction to basic knowledge and skills necessary to obtain a detailed health assessment of individuals across the age continuum. The biological, sociological, and psychological aspects of human beings are addressed. Emphasis is placed on obtaining a systematic health history and physical exam using the techniques of inspection, palpation, percussion, and auscultation. Supervised laboratory and clinical allow the student the opportunity to practice the assessment skills introduced in class.

234. Ethics in the Health Care System

3 hours

This course serves as an introduction to the study of ethics and representative systems of ethics, along with the study of specific areas of ethical importance to nursing such as advocacy, informed consent, death and dying, and newborn infant care. Its purpose is to help the student confront the ethical problems in a reflective and analytical manner, and aid the student in reaching his or her own position.

236. Introduction to Nursing Research

4 hours (3 theory, 1 laboratory)

Study of the research process. The course will provide an opportunity to identify researchable problems in nursing and to develop beginning skills in addressing them. The course is designed to help the student develop competence as a consumer of nursing research through critical evaluation of selected nursing research.

Prerequisite(s): Admission to the B.S.N. program.

240. Management and Leadership in Nursing

4 hours (3 theory, 1 clinical)

This course assumes the student possesses basic leadership and management skills, and further examines the role of the baccalaureate nurse as a manager in health care organizations. The roles of the nurse manager are analyzed for each of the management functions: planning, organizing, directing, and controlling. External factors influencing the nurse manager are also examined. Students are able to select their clinical experience in management from a variety of health care organizations and settings.

Prerequisite or corequisite(s): Nursing 231.

245. Nursing of Families and Groups in the Community

3 hours

This course focuses on the application of community health nursing concepts with individuals, families, and groups. Emphasis is placed on applying the nursing process to problems of persons from a variety of cultural groups and to those with developmental and situationalcrises.

Prerequisite(s): Nursing 231, 233 and a lifespan development course.

245L. Nursing of Families and Groups in the Community Clinical

2 hours

In the clinical setting students work with persons throughout the age span and in a variety of community settings.

Prerequisite(s): Nursing 231, 233 and a lifespan development course.

250. Population Based Nursing Practice

4 hours (3 theory, 1 clinical)

This course focuses on the application of community health nursing concepts with selected individuals, families, groups and communities. Health concerns of the group/community are identified and addressed using health program planning skills. Research is evaluated for its use in community health settings.

Prerequisite(s): Nursing 205, 231, 233, 234, 236, 240, and 245.

296. Special Projects

1, 2, or 3 hours

An opportunity for individual students to engage in a special project, research, clinical experience, writing, or guided readings. Conducted under the supervision of a member of the nursing program. Special projects may not duplicate courses described in the catalog.

Prerequisite(s): Admission to the B.S.N. program and approval of the program director.

502. Health Care Statistics

3 hours

This course examines selected concepts needed to develop sound judgment about data analysis and appropriate use of statistics. The course prepares students to interpret and critically analyze the results of health care research.

Prerequisite(s): Undergraduate statistics course or permission of the program director.

505. Research in Nursing and Health Care

3 hours

This course focuses on quantitative and qualitative research areas and methods used in health care. Analysis of the research process and application of research findings to health care will be emphasized. Students will develop a guided research project related to an identified problem in nursing and health care.

Prerequisite(s): Admission to the graduate program.

510. Transcultural Health Care

3 hours

Using Leininger's Cultural Care Diversity and Universality Theory, this course analyzes the social, political, economic, and cultural factors related to transcultural health care. Students will examine the interactions of consumers, providers, and health care systems in the provision of quality health care with an emphasis on persons of color and persons who are immigrants to the United States. *Prerequisite(s): Admission to the graduate program.*

515. Concepts and Theories in Nursing

3 hours

This course examines selected concepts and theories that are derived from nursing and other disciplines for applicability to practice in a variety of health care settings. Strategies used in applying and evaluating nursing theories in relation to providing care will be discussed. *Prerequisite(s):Admission to the graduate program.*

520. Critical Issues in Health Care

3 hours

This course examines multiple factors affecting the provision of care in an ever-changing health care system. The U.S. health policy-making system; ethical, legal, and political aspects of health care; and health care delivery systems will be explored, particularly in relation to their impact on nursing practice and nurses' ability to provide care. A historical perspective will facilitate a) identification of critical issues, b) understanding of how they developed to their current status, and c) examination of what options might exist for current and future resolution of these issues.

Prerequisite(s): Admission to the graduate program.

540. Nursing Administration I

3 hours

This course examines the role of the nurse executive in a variety of health care organizations, including long term care, community based care, hospitals, and larger integrated delivery systems. Emphasis is placed on administration of human resources, including labor and legal issues, collective bargaining, labor laws, and the design of effective policies and procedures to reflect these laws. *Prerequisite(s): Nursing 505, 510, and 515...*

541. Economics in the Health Care System

3 hour

This course provides background information about federal health programs, third party payments, and managed care organizations and their relationships with health care organizations. The course also discusses private and public health care systems, as well as proprivate and nonprofit organizations. It includes interpretation of financial data as well as forecasting and financial management. Macroeconomics related to health care are introduced as well as some microeconomics.

Prerequisite(s): Nursing 540 or permission of program director.

542. Finance and Accounting in the Health Care System

3 hours

This course provides primary concepts of health care finance, including managerial accounting and financial management concepts. Students will learn how to manage, control, and report financial information. Use of the financial information is practiced via electronic spreadsheet applications.

Prerequisite(s): Nursing 540 and 541.

546. Nursing Administration II

3 hours

This course examines the role of the nurse executive in a variety of health care organizations, including long term care, community based care, hospitals, and larger integrated delivery systems. Emphasis is placed on administration of human resources, including labor and legal issues, labor laws, and the design of effective policies and procedures to reflect these laws. The development of compliance plans for health care regulations is also highlighted.

Prerequisite(s): Nursing 540 and 541.

547. Practicum in Nursing Administration

3 hour

This course provides the student with experience functioning within selected components of the role of the nurse executive in a variety of health care organizations, including long term care, community based care, hospitals, and larger integrated delivery systems. Students are paired with a nurse executive or case manager with a mutually agreed upon agency.

Prerequisite(s): Nursing 540, 541, 542, and 546.

548. Case Management

3 hours

This course prepares the student to develop the role of case manager in a variety of settings. The student will use the stages of managed care to determine current agency progress and project future organizational status and programs. Students will develop a set of indicators of effectiveness and quality of care as well as plan for their analyses.

Prerequisite(s): Nursing 542 and 546, or permission of the program director.

549. Nurse as Entrepreneur

3 hours

This course presents information needed by a nurse entrepreneur to develop innovative forms of nursing practice and care delivery. Emphasis is placed on acquiring skills to develop a nursing business plan, including financial and legal components. Implementation of risk management and total quality improvement plans within the role of the small business setting are also covered. *Prerequisite(s): Nursing 541 and 542.*

550. Principles of Teaching and Learning

3 hours

The focus of this course is on educational theories and issues, and their implications for the teaching process. Teaching and learning distinctions, the domains of learning, and assessment of student learning outcomes are components of this course.

Prerequisite(s): Nursing 505, 510, and 515.

552. Curriculum Development and Program Planning in Nursing

3 hours

This course focuses on the analysis and application of curriculum theory in the development and evaluation of programs in nursing education. Development of programs for continuing education for professionals and/or the public also is a component of the course.

Prerequisite(s): Nursing 550.

553. Nursing Education Clinical I

3 hours

This course examines the role of the nurse educator in an area of practice emphasis of the student's choice. Emphasis is placed on research-based practice, application of models/theories, and developing culturally sensitive interventions for targeted populations.

Prerequisite(s): Nursing 552.

554. Nursing Education Clinical II

3 hours

This course examines the role of the nurse educator in the area of program planning. Emphasis is placed on implementing programs designed in Nursing 557 and on content from the teaching strategies courses. Experiences previously encountered in Nursing 553 will be incorporated throughout this course.

Prerequisite(s): Nursing 553 and 556.

556. Teaching Strategies and Evaluation

3 hours

This course focuses on teaching strategies to enhance the organization and the delivery of educational content. Assessment of student outcomes and of educational programs is also emphasized.

Prerequiste: Nursing 552.

557. Program Planning in Nursing

3 hours

This course focuses on the analysis and application of program planning and on planning the development and evaluation of programs for continuing education for professionals and/or the public.

Prerequisite(s): Nursing 553 and 556, or permission of the program director.

598. The Research Process

3 hours

This course will allow for students to focus on the first steps of the research process: completing a literature map; presenting a conceptual picture of how articles collected interact; gaining valuable knowledge on the topic of their choosing; defining what they intend to present for their final project; and becoming more comfortable in conducting research.

Prerequisite(s): Nursing 505.

599. Major Project in Nursing Education/Nursing Administration

1, 2, or 3 hours

This course is a culmination of the graduate nursing courses in which the student will develop, implement, and evaluate a multi-faceted program related to the student's M.S.N. specialty area. The program will be research-based and incorporate theories, skills, and methodologies from prior course work. Emphasis will be placed on targeted populations and the compatibility of the project with the mission and culture of the organization in which the project is being conducted. Nursing 599 may not be repeated.

Prerequisite(s): All other courses in the designated M.S.N. specialty area.

PHYSICS AND ASTRONOMY

Natural Sciences Division Olin Hall of Science 134 402.465.2235

Email: physics@nebrwesleyan.edu

Faculty

Department Chair:

Robert W. Fairchild, Ph.D., CHP Email: rwf@nebrwesleyan.edu

Full-Time:

David Goss, Ph.D. William M. Wehrbein, Ph.D.

Part-Time:

Kent E. Reinhard, M.S.

Degrees

Bachelor of Arts
Bachelor of Science

Majors

Physics major (B.A., 30 hrs.)

Physics 101 and 102 or 111 and 1	128 hrs.
Physics 121	4-5 hrs.
Physics 162	4-5 hrs.
Physics 281 and 295	2-4 hrs.
Physics electives	8-12 hrs

Physics major (B.S., 33 hrs.)

Physics 101 and 102 or 111 and 112.	8 hrs.
Physics 121 and 162	8-10 hrs.
Physics 209 or 241	3 hrs.
Physics 242 or 251	3 hrs.
Physics 281 and 295	2-4 hrs.
Physics electives	5-9 hrs.

An approved supporting program of 25 hours from the Natural Sciences Division is required, possibly including one or more minors or a second major.

Physics Education major

See the Education Department brochure on interdisciplinary majors in physical sciences and physics, natural sciences education, and applicable endorsements.

Dual-Degree Engineering Program

The Dual-Degree Program is a cooperative academic program between Nebraska Wesleyan University and The Fu Foundation School of Engineering and Applied Science at Columbia University in New York; The School of Engineering and Applied Science at Washington University in St. Louis; and the College of Engineering and Technology at the University of Nebraska. The Dual-Degree Program enables a student to devote three years to the study of sciences and liberal arts at Nebraska Wesleyan before transferring to one of these schools for two years of engineering studies. This program leads to a Bachelor of Science degree from Nebraska Wesleyan and the appropriate engineering bachelor's degree from Columbia University, Washington University, or the University of Nebraska.

The Dual-Degree Program is designed to give the student the best of both liberal arts and engineering and to provide the practicing engineer with a background in the humanities and social sciences. The program encourages engineers to be aware of the changing values and priorities of society, and to be concerned about the effects of science and technology upon the environment and the quality of life.

Engineering fields of study include the following:

Columbia University

Applied Mathematics Applied Physics Biomedical Engineering Chemical Engineering Civil Engineering Computer Engineering **Computer Science** Earth and Environmental Engineering **Electrical Engineering Engineering Management Systems Engineering Mechanics** Financial Engineering Industrial Engineering Materials Science and Engineering Mechnical Engineering Operations Research

Washington University Biomedical Engineering

Chemical Engineering
Civil Engineering
Computer Engineering
Computer Science
Electrical Engineering
Mechanical Engineering
System Science and Engineering

University of Nebraska

Agricultural Engineering Architectural Engineering

Biological Systems Engineering

Chemical Engineering

Civil Engineering

Computer Engineering

Computer Science

Construction Engineering

Construction Management

Electrical Engineering

Eletronics Engineering

Industrial Engineering

Mechanical Engineering

Minor

Physics minor (15 hrs.)

Select from Physics courses numbered 100 or greater.

Other information

In addition to the regular course offerings, the department provides opportunities to participate in research projects on an individual basis. These projects may be of a theoretical or experimental nature. The department is especially well equipped in digital electronics and microcomputer interfacing, x-ray fluorescence spectroscopy, nuclear spectroscopy, health physics, and radiation protection.

Courses

Courses numbered below 100 are suitable for students who are not natural science majors. They may not be counted toward a major or minor in physics.

NatSc 30. Introduction to Environmental Science

4 hours

An introduction to environmental science that provides an interconnected grounding in the natural sciences. Topics include energy, ecosystems, photosynthesis, biodiversity, population dynamics, air pollution, water pollution, radon/radioactivity, and hazardous waste. Laboratory activities, computer exercises, guest speakers, and multimedia presentations will also be a part of the course. When possible, the course will be team taught by faculty from at least two of the three natural science departments: Biology, Chemistry, and Physics.

Three lectures per week.

One three-hour lab per week.

10. Astronomy

4 hours

An introductory course on the solar system, stars, and galaxies.

Three lectures per week.

One laboratory per week.

Prerequisite: One year of high school algebra or permis-

sion of the instructor.

(Normally offered each semester.)

20. Introduction to Meteorology

4 hours

A survey of and explanation of weather and climate phenomena in terms of the physical characteristics and processes of the atmosphere.

Three lectures per week.

One laboratory per week.

Prerequisite: One year of high school algebra or permission of the instructor.

53. Earth Science

4 hours

A survey of geology and geophysics. Topics include characteristics of minerals and rocks, plate tectonics, Earth's interior, Earth history and time scales, surface processes, and ocean processes.

Three lectures per week.

One laboratory per week.

54. Energy and the Global Environment

3 hours

A course covering some of the most critical problems facing the world today—those relating to the production, distribution, and use of energy. Text material may be supplemented with films, video tapes, and guest speakers. Three lectures per week.

(Normally offered each spring semester.)

55. Energy and the Global Environment Lab

1 hour

Laboratory experiments associated with Physics 54. One laboratory per week.

Corequisite: Physics 54.

100. Physics in Modern Society

1 hour

Applications of physics and technology and their impact on the individual, society, and the environment.

One hour of discussion/recitation per week.

Corequisite: Physics 101 or Physics 102

101. Principles of Physics I

4 hours

The principles of classical mechanics, energy and motion designed for majors in the natural sciences. Algebra and trigonometry will be used in descriptions and problems. Three two-hour workshop sessions per week.

Corequisite: Mathematics 50 or permission of the instructor.

(Normally offered each fall semester.)

102. Principles of Physics II

4 hours

A continuation of Physics 101 with emphasis on waves, sound, electricity, magnetism, and electronics.

Three two-hour workshop sessions per week.

Prerequisite: Mathematics 50 or permission of the instructor.

(Normally offered each spring semester.)

111. General Physics I

4 hours

An introduction to classical mechanics, energy and motion designed for majors in the natural sciences. Elements of calculus will be used in descriptions and problems.

Three two-hour workshop sessions per week.

Corequisite: Mathematics 60 or 105 or permission of the instructor.

112. General Physics II

4 hours

A continuation of Physics 111 with emphasis on waves, sound, electricity, magnetism, and electronics.

Three two-hour workshop sessions per week.

Prerequisite: Mathematics 60 or 105 or permission of the instructor.

121. Electronic Measurements

4 or 5 hours

An integrated treatment of analog and digital circuits and measurements using the techniques of solid state electronics and integrated circuits. Emphasis is placed on laboratory techniques.

Three lectures per week.

One or two laboratories per week.

Prerequisites: Physics 102 or 112, and Mathematics 105. (Normally offered each fall semester.)

130. Computer Architecture and Interfacing4 hours

A first course in the levels of architecture of a modern computer, from digital logic, through circuits and register level components, to programming. Topics include data representation, memory organization, input/output control, interfacing, and communication.

Three lectures per week.

One laboratory per week.

Prerequisite: Physics 121 or Computer Science 40 or permission of the instructor.

140. Introduction to Health Physics

4 hou

An introduction to health physics with emphasis on the practical aspects of radiation detection, protection, and regulation. Basic interaction of radiation with matter, biological effects of radiation, radiation dosimetry, and radiation protection regulations will be covered. Laboratory experience includes radiation spectroscopy, radiation dosimetry, environmental radiation monitoring, and radiation protection program design.

Three lectures per week.

One laboratory per week.

Prerequisite: Physics 101 or Physics 111 or permission of the instructor.

162. Introduction to Modern Physics

4 or 5 hours

An introduction to modern physics with emphasis on atomic and nuclear physics. Both analytical and experimental techniques will be used. Basic principles of physics and wave mechanics will be applied to atomic and nuclear models. The practical aspects of atomic and nuclear radiation detection and safety will also be covered.

Three lectures per week.

One or two laboratories per week.

Prerequisites: Physics 102 or 112, and Mathematics 106 or permission of the instructor.

(Normally offered each spring semester.)

190. Selected Topics

1, 2, 3, or 4 hours

A course designed to treat subject matter not covered in other departmental courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students. This course may be offered to meet a requirement for a major only by approval of the department chair.

Prerequisite: To be determined by the instructor.

209. Electromagnetic Theory

3 hours

A development of Maxwell's equations from basic principles with the object of achieving a macroscopic description of the electric and magnetic properties of matter, including a relativistic description of electromagnetic fields and their interaction with charged particles. Vector calculus is developed and used as needed.

Three lectures per week.

Prerequisites: Physics 102 or 112, Mathematics 106, and computer programming skills or permission of the instructor.

Corequisite: Mathematics 204 or 224 or permission of the instructor.

(Planned for fall 2008.)

210. Optics

3 hours

The study of the production, transmission, diffraction, interference, refraction, polarization, and absorption of electromagnetic radiation.

Three lectures per week.

Prerequisites: Physics 102 or 112, Mathematics 106, and computer programming skills or permission of the instructor.

Corequisite: Mathematics 204 or 224 or permission of the instructor.

(Planned for spring 2009.)

229. Mathematical Methods for Physics and Engineering

3 hours

Topics may include: Laplace transform and applications; series solution of differential equations, Bessel's equation, Legendre's equation, and special functions; matrices, eigenvalues and eigenfunctions; vector analysis and applications; boundary value programs and spectral representations; Fourier series and Fourier integrals; and solution of partial differential equations of mathematical physics.

Three lectures per week.

Prerequisite: Math 224 or permission of instructor. (Planned for fall 2008.)

241. Classical Mechanics I

3 hours

A theoretical treatment of classical mechanics of particles and systems of particles with emphasis on the conservation laws of energy, momentum, and angular momentum. Particular topics in Newtonian, celestial, and continuum mechanics are studied. Vector calculus is developed and used as needed.

Three lectures per week.

Prerequisites: Physics 101 or 111, Mathematics 106, and computer programming skills or permission of the instructor

Corequisite: Mathematics 204 or 224 or permission of the instructor.

(Planned for fall 2007.)

242. Classical Mechanics II

3 hours

A continuation of Physics 241 involving the use of LaGrangian and Hamiltonian formalisms. Matrix methods are used in the study of rigid body motion, oscillation theory, and the theory of relativity. The mechanics of continuous media are also investigated.

Three lectures per week.

Prerequisites: Physics 241 and computer programming skills or permission of the instructor.

(Planned for spring 2008.)

251. Introduction to Quantum Physics I

3 hour

An introduction to quantum theory, statistical physics, and atomic spectra and properties.

Three lectures per week.

Prerequisites: Physics 162, Mathematics 204 or 224, and computer programming skills or permission of the instructor.

(Planned for spring 2009.)

252. Introduction to Quantum Physics II

3 hours

A continuation of Physics 251 that treats phenomena in atomic, molecular, nuclear, solid-state, and high-energy physics as applications of the principles of microscopic physics.

Three lectures per week.

Prerequisites: Physics 251 and computer programming skills or permission of the instructor.

261. Thermal Physics

3 hours

A theoretical treatment of macrophysics. The basic principles of thermodynamics and kinetic theory, and statistical mechanics and information theory will be developed and applied to topics of current interest.

Three lectures per week.

Prerequisites: Physics 101 or 111, Mathematics 106, and computer programming skills or permission of the instructor.

Corequisite: Mathematics 204 or 224 or permission of the instructor.

(Planned for fall 2007.)

262. Fluid Dynamics

3 hours

A theoretical treatment of nonrelativistic continuum fluid dynamics that emphasizes incompressible viscous flow phenomena, particularly those from within the field of geophysics.

Prerequisites: Physics 101 or 111, Mathematics 106, and computer programming skills or permission of the instructor.

Corequisite: Mathematics 204 or 224 or permission of the instructor.

281. Advanced Laboratory

1 or 2 hours

An advanced laboratory in which students extend and amplify the work of other courses. Work may be chosen in electrical measurements, physical optics, modern physics, or other areas of mutual interest.

Prerequisite: Permission of the instructor and approval of the department chair.

(Normally offered each semester.)

290. Selected Topics

1, 2, 3, or 4 hours

A course designed to treat subject matter not covered in other departmental courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisite: Permission of the instructor and approval of the department chair.

295. Independent Study

1 or 2 hours

Individual projects of a creative nature for qualified physics students. Projects may be of a theoretical or experimental nature. Independent study may not duplicate courses described in the catalog.

Prerequisites: Permission of the instructor and approval of the department chair.

(Normally offered each semester.)

297. Physics Internship

3-8 hours

On-the-job training for physics majors in situations that satisfy the mutual interests of the student, the supervisor, and the instructor. The student will arrange for the position in accordance with the guidelines established by the department.

P/F only.

Prerequisites: Permission of the instructor and approval of the department chair.

(Normally offered each semester.)

Physics Major Physics Major— Engineering Dual Degree Sample Course Schedules

First Year

Fall Semester

Spring Semester

PHYS 102: Principles of Physics II or	
PHYS 112: General Physics II	4 hrs
MATH 106: Calculus II	5 hrs
•ENG 1: English Language and Writing	3 hrs
CMPSC 40: Program Design	4 hrs
	16 hrs.

Second Year

Fall Semester

PHYS 121: Electronic Measurements	5 hrs.
MATH 204: Calculus III	4 hrs.
CHEM 51: Chemical Principles	3 hrs.
CHEM 51L: Chemical Principles Lab	1 hr.
General Education	3 hrs.
	16 hrs.

Spring Semester

PHYS 162: Intro. to Modern Physics	5 hrs.
MATH 224: Differential Equations	4 hrs.
CHEM 122: Analytical and Inorganic	3 hrs.
CHEM 122L: Analytical and Inorganic La	b1 hr.
Masterpieces of Literature	3 hrs.
·	16 hrs

The curriculum for the dual degree is designed to meet the requirement for admission to Washington University, which includes 18 hours in the humanities and social sciences, including 3 hours at the 200-level, and at least a "B+" average both overall and in science and math courses. The requirements at Columbia University and the University of Nebraska-Lincoln are similar. Students may consider taking general education courses during summer session or winter term in order to take additional mathematics and physics electives. See the pre-engineering liason officer for details.

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

POLITICAL SCIENCE

Social Sciences Division Old Main 305 402.465.2434

Faculty

Department Chair:

Kelly E. Eaton, Ph.D. Email: kee@nebrwesleyan.edu Jan P. Vermeer, Ph.D. (interim chair for 2007-08) Email: jpv@nebrwesleyan.edu

Full-Time:

Robert C. Oberst, Ph.D.

Part-Time:

Larry Ruth, J.D.

Degrees

Bachelor of Arts
Bachelor of Science

Majors

Political Science major (B.A. or B.S., 35 hrs.)

Political Science 1	3 hrs.
Political Science 9 or 20	3 hrs.
Political Science 100	2 hrs.
Political Science 200	3 hrs.
Political Science 299*	3 hrs.
American Politics area	6 hrs.
(Select from Political Science 103, 10	9, 120, 135,
146, 221, and 190 and 290 when ap	plicable)
International Politics area	6 hrs.
(Select from Political Science 160, 16	51, 162, 170,
210, 270, 275 and 190 and 290 whe	n applicable)
Political Theory area	3 hrs.
(Select from Political Science 155 an	d 156, and
190 and 290 when applicable)	
Political Science electives at	
100 level or higher	6 hrs.
	Political Science 9 or 20

*In some cases, senior research may be completed instead through a project undertaken in conjunction with Political Science 197.

Political Science majors must also complete one or more minors of at least 18 hours. Students pursuing a double major may substitute their second major for the minor requirement.

Political Communication major (B.A. or B.S., 56 hrs.)

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Political Science 13 hrs.
Political Science 9 or 203 hrs.
Political Science 1002 hrs.
Political Science 1463 hrs.
Political Science 1973 hrs.
Political Science 2003 hrs.
Political Science 2993 hrs.
Communication 403 hrs.
Communication 503 hrs.
Communication 1303 hrs.
Communication 1553 hrs.
Communication 2253 hrs.
Communication 2803 hrs.
Communication 2973 hrs.
Select courses from the
following areas15-16 hrs.
One additional course in American Politics (3 hrs.)
One additional course in
International Politics (3 hrs.)
One course in Political Theory (3 hrs.)
One course from: Communication 120, 219, 270
(1-3 hrs.)
One or two courses from: Communication 130,
140, 210, 232 (3-6 hrs.)

Minors

Political Science minor (18 hrs.)

ne course must be a 200-level course	
Political Science 1	3 hrs.
Political Science 9 or 20	3 hrs.
American Politics area	3 hrs.
(See Political Science major)	
International Politics area	3 hrs.
(See Political Science major)	
Political Theory area	3 hrs.
(See Political Science major)	
Political Science elective at	
100 level or higher	3 hrs.

International Affairs minor (24 hrs.)

Introduction to International Affairs:

Select two of the following from two departments: Anthropology 151; Art History 103 or 105; History 10; Religion 120; any course studying a specific non-U.S. culture [approved by department chair] International Policy:

Select two of the following from two departments: Economics 257; Economics 258; Sociology 115; Nursing 204; Women's Studies 204; any policy-oriented political science course [170, 210, 270, 275 or

an approved Selected Topic]

Courses may only count in one of the three areas for minor

Legal Studies minor (18 hrs.)

Selected topics course in any discipline may count when the subject matter is appropriate.

Capitol Hill Internship Program

Nebraska Wesleyan University's Capitol Hill Internship Program (CHIP) offers students the experience of living, interning, and studying in the heart of Washington, D.C. The public-affairs focused program provides students of any major with a total Washington experience through an academically rigorous program with a focus on experiential learning. In addition to interning in either government or non-governmental offices, students will discover the role of government in fields including law, the media, health care, and the arts and sciences. Challenging seminars and courses that are tailored to enrich students' internship experiences are an integral part of the internship program. (Political Science 180: The Washington Experience (9 hours); Political Science 181: The Internship Seminar (3 hours);

Political Science 182: Public Policy II: How Washington Works (3 hours).) Offered in the fall and the spring semesters. Contact campus representative Kelly Eaton for more information.

Courses

1. U.S. Government and Politics

3 hours

An examination of the context, processes, institutions, and outcomes of the U.S. political system. This course introduces the student to basic concepts and theories central to the study of political science.

(Normally offered each semester.)

9. Introduction to International Relations

3 hours

This course provides an introduction to a basic understanding of the concepts of international relations. It focuses on the interrelationship of nations and how they coexist and interact with each other. It will expose the student to the theories of international relations and how these theories apply to current problems and experiences.

20. Introduction to Comparative Politics

3 hours

This course provides an introduction to the concepts and methods of comparative politics. It highlights those factors that are common to all political systems and the ways in which political behavior and institutions differ between nations. It will achieve these goals by examining the problems that all political systems face: political violence, power transfer, public policy, and what role the government plays in the society.

100. Introduction to Statistics and SPSS

2 hours

This course introduces students to the Statistical Package for the Social Sciences and its statistical procedures. The course will teach students how to run programs with the software and to interpret the output from those programs. Students will enter, edit, and learn how to analyze data it using SPSS.

Corerequisite: Political Science 200. (Normally offered each fall semester.)

103. Political Parties and Pressure Groups

3 hours

A study of the role of political parties and interest groups in national, state, and local government, and of elections in the United States.

Prerequisite(s): Political Science I.

109. Public Policy

3 hours

The focus of this course is the development and implementation of public policy. The course will consider the actors constituting the environment in which policies are formulated. Next it will survey the major areas of public policy to understand the processes that constrain ongoing policy implementation. Finally, it will study one or two particular factors that influence the development and implementation of policy.

Prerequisites: Political Science 1 and sophomore standing or permission of the instructor.

120. Minority Politics

3 hours

An examination of the political role of minorities in U.S. society. The course will focus on the historical evolution of minority rights with emphasis on current debates and controversies. It will also apply political science theories to the relationship between majority and minority communities in the U.S.

135. Judicial Politics

3 hours

In this course students will examine the organization, functioning, and impact of courts in the United States. Attention will be paid to the role of lawyers in the judicial system, trial and appellate court procedures, selection of judges, and the relationship of courts to other elements of the U.S. political system. Topics will include the nature of law, the role of juries, plea bargaining, alternative conflict resolution, court workload, and proposals for reform.

Prerequisite: Political Science 1. (Normally offered alternate years.)

146. Media and Politics

3 hours

This course examines the impact of the contemporary mass media on politics in the United States, focusing most directly on the effect of news gathering and reporting practices on political processes and institutions, and on the responses of political actors to those journalistic norms. Questions about the nature of democracy in a media society will arise and be addressed over the course of the semester.

Prerequisite: Political Science 1.

155. Classic Political Thought

3 hours

Analysis and discussion of two major works of classic Greek political philosophy by Plato and Aristotle. This course introduces students to the kind of close reading and thoughtful writing necessary to deal effectively with such works.

156. Modern Political Thought

3 hours

An examination of significant works of political philosophy in the modern era, including pieces by Hobbes, Locke, Rousseau, and Mill with emphasis on close reading of and thoughtful writing about these works.

160. South Asian Politics and Society

3 hours

A study of the social, historical, and political factors that have affected the countries of South Asia (India, Pakistan, Bangladesh, Sri Lanka, and Nepal). The course will examine the historical origins of the culture; the development of Hinduism and Buddhism; and the current political, economic, and social problems that the countries of the region face.

Prerequisite: Political Science 9 or 20.

161. Politics of Europe

3 hours

This course will examine the current state of politics in the sustained democracies of Western Europe as well as the new democracies of Eastern Europe. Attention will be given to the challenges of political and economic transition in the former communist countries. The course will also examine issues of ethnicity and nationalism in Europe. Implications of the enlargement of NATO and the deepening and widening of European integration will be studied.

Prerequisite: Political Science 9 or 20 or approval of the instructor.

162. Russian Politics and Society

3 hours

This course will examine Russian culture and its impact on politics, paying special attention to Russian political culture and traditional Russian political thought. The development and decay of Russian communism, its political traditions, institutions, and processes will be explored. Special attention will be paid to the current challenges presented by the dual transition to a market economy and to a democracy.

Prerequisite: Political Science 9 or 20 or approval of the instructor.

170. Women and Power

3 hours

This course examines the participation of women in society and politics, and their ability to influence the policy decisions related to the issues of concern to them. The course will take a cross-national perspective, although primary emphasis will be women in Middle Eastern and South Asian societies.

180. The Washington Experience (CHIP)

9 hours

Students enrolled in this course complete a 15 week, 32 hour/week internship in an organization related to national or international politics in Washington, D.C. The primary goal of this course in to introduce the student to the world of practical politics in the nation's Capitol. A secondary goal of the course is to enrich the participants' understanding of self; sharpen their career goals; and foster networking, professional skills, and civil literacy.

Prerequisite: Acceptance into Capitol Hill Internship Program.

Corequisite: Political Science 181.

181. The Internship Seminar (CHIP)

3 hours

Each week interns gather (in the classroom in our building on Hill-510 C St, NE) to discuss their internship and to extract its deeper meaning. The goal of the course is to expose students to generalizations about politics and how their internships are either confirming or challenging those generalizations. The readings for the course vary according to the internship placements of the students. Students are exposed to various research methodologies for understanding Washington politics. Guest speakers are used in this course.

Prerequisite: Acceptance into Capitol Hill Internship Program.

Corequisite: Political Science 180.

182. Public Policy II: How Washington Works (CHIP)

3 hours

This course focuses on the policy process model—agenda setting, policy formation, and implementation. In this course, students take advantage of their setting by focusing on politics in Washington, for it shows where their organization fits in the policy making process. It broadens the experience of the internship—which narrows their focus to their organization's concerns—by showing students how their internship relates to that of their peers. After covering the public policy process, time should be allotted to apply the model to specific policy areas—which should be chosen to comport with the internship organizations represented in the course.

Prerequisites: Political Science 1 or approval of the department chair, and acceptance into Capitol Hill Internship Program.

190. Selected Topics

1, 2, or 3 hours

A topical course designed to investigate relevant subject matter not included in any of the standard courses. The title, content, and credit will be determined by current mutual interests of students and faculty.

197. Political Internship

1, 2, or 3 hours

This course allows students to participate at a meaningful level in an internship with a public official, political figure, public agency, campaign or interest group and to use that experience as the basis for an academic paper. P/F only.

Prerequisite: Permission of the department chair.

200. Research Methods in Political Science

3 hours

An examination of social science research with an emphasis on the development of research skills and methodology.

Corerequisite: Political Science 100.

Prerequisite: Junior standing or permission of the

department chair.

(Normally offered each fall semester.)

210. Modernization and Development

3 hour

The problems faced by the political systems of the countries of Asia, Africa, and Latin America. Specific topics will include their attempts to maintain political stability and resolve such issues as the food and population problems. Prerequisites: Political Science 9 or 20 and junior standing or permission of the instructor.

221. Constitutional Law

3 hours

An advanced course focusing on an examination of the basic principles of U.S. constitutional law, based on study of U.S. Supreme Court cases. Trends in interpretation of the Constitution and the role of Supreme Court decisions in U.S. politics will be stressed.

Prerequisites: Political Science 1 and junior standing or permission of the instructor.

270. International Law and Organization

3 hours

In this course the sources, content, and impact of international law will be examined in detail. Special attention will be given to some of the modern substantive areas of international law such as human rights, international economic relations, and the international environment. This course is also designed to familiarize the student with the rise and role of public international organizations since 1945.

Prerequisite: Junior standing or permission of the instructor.

275. International Security

3 hour

In this course the student will examine the theoretical body of literature on international security. We will consider traditional topics in international security, such as the role of conventional and nuclear weapons, arms control, the impact of alliances and collective security agreements, and the stability of bipolar vs. multipolar international systems. We will also broaden our definition of security politics to include environmental degradation, ethnic conflicts, and even organized crime.

Prerequisite: Junior standing or permission of the instructor.

290. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

295. Independent Study

2 or 3 hours

An opportunity for individual students to engage in advanced field or library research. A formal paper reviewing the research, suitable for placement in the college or departmental library, is required. Independent study may not duplicate courses described in the catalog.

Prerequisite: Approval of the department chair.

296. Special Projects

1-9 hours

This course is designed to allow students to pursue interests in political science or government beyond the extent possible in Political Science 295. Open only to qualified seniors with approval. Special projects may not duplicate courses described in the catalog.

Prerequisites: Political Science 200, senior standing and approval of the department chair.

299. Senior Seminar

3 hours

A research seminar in which students conducting their research to satisfy the senior comprehensive requirement meet regularly to share insights, progress, and problems encountered along the way.

Prerequisites: Political Science 200 and senior standing or permission of the department chair.

(Normally offered each spring semester.)

Political Science Major Sample Course Schedules

First Year

Fall Semester

POLSC 1: U. S. Government or		
POLSC 9 or 20	3	hrs.
•ENG 1: English Language and Writing	3	hrs
•IDS 1: Liberal Arts Seminar	3	hrs
General Education or Electives	3-4	hrs
Mathematics Requirement	3-4	hrs
1	5-17	hrs
pring Semester		
POLSC 1: U. S. Government or		
POLSC 9 or 20	3	hrs
•COMM 1: Fundamentals of Speech	3	hrs
Masterpieces of Literature	3	hrs

General Education or Electives6 hrs.

Second Year Fall Semester

Any 100-level Political Science course.	3 hrs
One Course Toward a Minor	3 hrs
•HHP 15: Health and Wellness	2 hrs
General Education or Electives	7-9 hrs
	15-17 hrs
pring Semester	
Any 100-level Political Science course.	3 hrs

General Education or Electives10 hrs. 16 hrs

One Course Toward a Minor......3 hrs.

Political Communication Major

Sample Course Schedules

First Year

Fall Semester

	POLSC 1: U. S. Government	3	hrs.
(COMM 40: Interpersonal Communication	3	hrs
•	•IDS 1: Liberal Arts Seminar	3	hrs
•	•ENG 1: English Language and Writing	3	hrs
(General Education or Elective	3	hrs
	1!	5	hrs.
pri	ing Semester		
	POLSC 20: Comparative Government	3	hrs

POLSC 20: Comparative Government	3 hrs.
•COMM 1: Fundamentals of Speech	3 hrs.
COMM 50: Intercultural Communication .	3 hrs.
General Education or Electives	6 hrs.
	15 hrs.

Second Year

15 hrs.

2000	
Fall Semester	
Political Science Elective	3 hrs.
One Course Toward Minor	3 hrs.
Communication Elective	3 hrs.
Masterpieces of Literature	3 hrs.
General Education or Electives	3-4 hrs.
	15-16 hrs.
Spring Semester	
POLSC 146: Media and Politics	3 hrs.
COMM 155: Mass Media	3 hrs.

•HHP 15: Health and Wellness.....2 hrs. •Mathematics Requirement.....3-4 hrs. General Education or Electives5-6 hrs. 16-18 hrs

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

PROFESSIONAL DEVELOPMENT

University College Wesleyan Advantage

Lincoln: Burt Hall 402.465.2329

Omaha: Omaha Advantage Office 402.827.3555

The prefix of Professional Development is used for a variety of courses designed specifically for University College students. The Writer's Workshop, PRO 1, is a course required of the BBA and BSN students. Other courses fall under the category of Project Management both at the undergraduate and graduate level. A certificate in Project Management is available only at the undergraduate level.

Certificate in Project Management

An undergraduate certificate in Project Management is available for students who complete these 12 hours of Project Management courses: PRO 210, 211, 212, 213.

Courses

1. The Writer's Workshop

1 hour

In The Writer's Worship course, students increase their command of the commonly accepted standards and conventions of written English. Emphasis is upon sentence sense and structure, diction, usage, grammar, punctuation, capitalization, format, and mechanics. Writing will adhere to documentation style appropriate to the student's discipline, either APA or MLA.

210. A Framework for Project Management

3 hours

This course provides an introductory overview of core Project Management competencies. "Framework for Project Management" refers to an intellectual model or way of thinking about, talking about, and solving problems pertaining to all aspects of project management. Topics covered include project management terms and concepts (as articulated by the Project Management Institute), the context for project management, the processes involved in managing a project, and the knowledge areas of project management. The course also covers human resource management and procurement management in greater depth.

Prerequisite(s): Working knowledge of the Microsoft Office Suite (Word, Excel, PowerPoint).

211. The Practice of Project Management

3 hour

This course provides systematic and in-depth examination of the core methods and techniques used in the project management process. Topics covered include integration management, scope management, time management, cost management, communications management, risk management, and quality management. Prerequisite(s): Professional Development 210.

212. Tools and Technology of Project Management

3 hours

This course provides an examination and review of tools used to plan, schedule, track, control, and report on every aspect of project management. The course provides particular focus on learning and using Microsoft Project 2003 as a project management tool.

Prerequisite(s): Professional Development 210 and 211.

213. Case Study and Application of Project Management

3 hours

This capstone course for the Project Management series provides an opportunity to study "real world" project management cases. The course also provides students with the opportunity to work as part of a project management team chartered to develop a detailed study solution and supporting project plan for a real project. In the process of completing the project, students apply the lessons learned and the tools used in the first three project management courses. The project culminates with a presentation during which students present their work to a "management committee" using the full suite of project management techniques learned.

Prerequisite(s): Professional Development 210, 211, and 212.

PSYCHOLOGY

Social Sciences Division Smith-Curtis Classroom-Administration Building 340 402.465.2427

Faculty

Department Chair:

Jerry Bockoven, Ph.D. Email: jnb@nebrwesleyan.edu

Full-Time:

Mary Beth Ahlum, Ph.D. Frank Ferraro, Ph.D. William McNeil, Ph.D. Marilyn Petro, Ph.D.

Part-Time:

Randy Ernst, M.A.H.S.

Degrees

Bachelor of Arts Bachelor of Science

Majors

For each major, at least 20 hours must be taken in the Department of Psychology at Nebraska Wesleyan University. Psychology majors who wish to meet teaching certification requirements must obtain a Bachelor of Science in psychology with a supporting program in education and a second teaching endorsement area. See the education department brochure for information.

Psychology major (B.A. or B.S., 34-36 hrs.)

Psychology 1 and 26 hrs.	
Psychology 110 and 1118 hrs.	
Psychology 225, 292, 294, 29911 hrs.	
Experimental Psychology course3-4 hr	s.
(Select one course from Psychology 160,	
165, 170, 180, 212, or 290 Drugs and Behavio	r)
Applied Psychology course3 hrs.	
(Select one course from Psychology 130,	
140, 203, 217 or 231)	
Psychology electives*3-4 hrs.	

^{*}General graduation requirements include 12 hours of upper-level (200-299) credit in the major.

The degree for each student will be determined in conjunction with the department, based on the overall composition of the student's program.

Biopsychology major (B.S., 68 hrs.)

Psychology 1 and 2	6 hrs.
Psychology 110, 111, 160	12 hrs.
Psychology 212, 213, 292, 299	10 hrs.
Psychology elective group	3 hrs.
(Psychology 118, 165, 180 or 231)	
Biology 50, 160, 170	12 hrs.
Biology elective group	5 hrs.
(Select two courses from Biology	
200, 246, 262, 264, 265, 269, 270,	
275, 276, 281, 282, 283, 291, 297)	
Chemistry 51/51L	4 hrs.
Chemistry 120/120L	4 hrs.
Chemistry 121/121L	4 hrs.
Chemistry 122/122L	4 hrs.
Physics 101 or 111	4 hrs.

Industrial/Organizational Psychology major (B.S., 56-57 hrs.)

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Psychology 1 and 2	6 hrs.
Psychology 110 and 111	8 hrs.
Psychology 140	3 hrs.
Psychology 150	3 hrs.
Psychology 217	3 hrs.
Psychology 220	3 hrs.
Psychology 160, 165, 170, 180, or 212	3-4 hrs.
Psychology 118, 203, or 231	3 hrs.
Psychology 225	3 hrs.
Psychology 292	3 hrs.
Psychology 299	3 hrs.
Business Administration 100	3 hrs.
Business Administration 115	3 hrs.
Business Administration 225	3 hrs.
Business Administration 231 or 227	3 hrs.
Business Administration 239	3 hrs.

Minor

At least 9 credit hours must be taken in the psychology Department at Nebraska Wesleyan University.

Psychology minor (18 hrs.)

Psychology 1 and 2	.6 hrs.
Experimental Psychology course	3-4 hrs.
(Select one course from Psychology 160,	
165, 170, 180, 212 or 290 Drugs and Bel	navior)
Applied Psychology course3	hrs.
(Select one course from Psychology 130,	
140, 203, 217 or 231)	
Psychology electives	6 hrs.

Courses

1. Basic Psychological Science

3 hours

Lectures and demonstrations that present psychology as a science of behavior and mental processes. Emphasis is on the topics of scientific methodology, learning, memory, thinking, states of consciousness, language, sensation, perception, motivation, emotion, and the nervous yestem. Basic Psychological Science and Applied Psychological Science are not sequential. Basic Psychological Science may be taken prior to or following Applied Psychological Science.

(Normally offered each semester.)

2. Applied Psychological Science

3 hours

Lectures and demonstrations that present psychology as a science of behavior and mental processes. Emphasis is on the topics of scientific methodology, development, intelligence, personality description and assessment, psychopathology, psychotherapy, social psychology, and health psychology. Applied Psychological Science and Basic Psychological Science are not sequential. Applied Psychological Science may be taken prior to or following Basic Psychological Science.

(Normally offered each semester.)

110. Psychological Statistics

4 hours

An introduction to descriptive and inferential statistics as decision-making guides in psychology and related fields. Topics include organization, analysis, presentation, and interpretation of data with emphasis on the hypothesis testing model of inference. Specific procedures include z-tests, t-tests, ANOVA, correlation, and Chi-square tests. A laboratory section is required for computational experience.

Prerequisites: Psychology 1 or 2 and sophomore standing. (Normally offered each semester.)

111. Research Methods in Psychology

4 hours

A course designed to introduce and apply the basic research methods of psychology. Emphasis is placed upon problems of research design and analysis in the laboratory and in natural settings. Students conduct investigations applying various designs and methods. Interpretation of findings and preparation of research reports are treated.

Three lectures per week.
One two-hour lab per week.
Prerequisites: Psychology 1 and 110.
(Normally offered each semester.)

115. Introduction to Counseling Skills

2 hours

A practical introduction to the skills and techniques of counseling in a variety of human service settings. Emphasis is on skill development and application. Includes an overview of different counseling methods and exposure to individuals using these methods in the helping professions.

Prerequisite: Psychology 2 or permission of the instructor.

118. Health Psychology

3 hours

An introduction to the field of health psychology, which is devoted to understanding how people stay healthy, why they become ill, and how they respond to illness and disease. Topics will be discussed from local, national, and global perspectives, and will include the behavioral aspects of the health care system, exercise and nutrition, health-compromising behaviors, stress, AIDS, and the etiology and correlates of health, disease, and dysfunction.

Prerequisite: Psychology 1 or 2. (Normally offered in the spring semester.)

120. Psychology of Women

3 hours

An investigation of psychological theories and issues relating to the psychology of women from a feminist perspective. Gender bias in traditional psychological theories, research, and practice will be evaluated in relation to women's attitudes, beliefs, and behaviors. Students will gain a better understanding of women's psychology across the lifespan and how other interacting constructs such as race, ethnicity, class, sexual orientation, nationality, and disability influence women's experiences. The social and political implications of how we understand women and gender will be explored, and emphasis will be placed on envisioning possibilities for individual (psychological) and social change.

(Normally offered each fall semester.)

125. Psychology of Gender

3 hours

A course examining the construct of gender. Topics include gender development and socialization, cross-cultural gender differences, institutions affecting gender roles, the social maintenance systems for gender roles, and gender issues in contemporary literature and the arts.

Prerequisite: Sophomore standing.

130. Child and Adolescent Psychology

3 hours

An introduction to development from infancy through adolescence. Topics include cognitive, physical, social and personality development, and child-rearing practices. *Prerequisite: Psychology 1 or 2.*

131. Child and Adolescent Psychology Practicum

1 hour

A supervised, experiential type of learning in which the student is assigned to an agency dealing with children or adolescents. Students prepare weekly written reports and a summary paper at the close of the semester.

P/F only

Prerequisite or corequisite: Psychology 130.

135. Lifespan Development

See Nursing 135.

140. Social Psychology

3 hours

A scientific study of the way in which thoughts, feelings, and behaviors are influenced by other people and situational factors. Topics include research methodology, conformity, social cognition, attitudes, persuasion, aggression, prejudice, and interpersonal attraction.

Prerequisite: Psychology 1 or 2.

150. Industrial/Organizational Psychology

3 hours

The application of scientific methods and psychological principles to industrial and organizational behavior. Topics include job analysis, personnel selection, performance appraisal, assessment validity, the legal context for personnel decisions, work motivation, work attitudes, leadership, and occupational health. The ultimate objective of this discipline is to maximize both employee wellbeing and organizational effectiveness.

Prerequisite(s): Psychology 2.

160. Basic Learning Principles

4 hours

The behaviorist viewpoint and the methodology of experimental analysis is introduced in this course. The emphasis is on theories derived largely from non-human research and applied to everyday human behavior. Topics include an analysis of the basic operations of classical and operant conditioning and the biological constraints on learning. A practical animal lab is used to demonstrate the methods of behavior analysis and modification.

Prerequisite(s): Psychology 1.

(Normally offered each fall semester.)

165. Perception

3 hours

An overview of the physical and cognitive mechanisms of the different perceptual modalities is presented in this course. The past and current methods of studying the relationship between physical stimuli and the perceptual experience are investigated. The emphasis is on the visual system and the role of the individual in depth perception, perceptual constancies and illusions.

Prerequisite(s): Psychology 1.

Recommended: Biology 60.

(Normally offered each spring semester.)

170. Cognitive Psychology

3 hours

An introduction to the theories and research literature pertaining to memory, language, problem solving, creativity, cognitive development, and perception. Cognitive demonstrations on the computer will be involved.

Prerequisite: Psychology 1.

(Normally offered each fall semester.)

180. Psychology of Sleep and Dreaming

3 hours

Emphasis is on the psychological and physiological aspects of sleep and dreaming in humans. Topics include comparative studies, developmental changes, physiological and biochemical mechanisms of REM and NREM sleep and arousal, sleep disorders, dream content and dream recall, and functional theories of sleep and dreaming. Some laboratory experience will be required involving electrophysiological methods of sleep recording, and methodologies for analysis of sleep records.

Prerequisite: Psychology 1.

Recommended: Biology 1 or 60.

(Normally offered each fall semester of even-numbered years.)

190. Selected Topics

1. 2. or 3 hours

An intermediate-level course designed to treat subject matter not covered in other departmental courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisites: Psychology 1 or 2 plus additional requirements as may be determined or permission of the instructor.

196. Special Projects

1 or 2 hours

An intermediate-level course for a student to engage in an individually arranged project supervised by a member of the staff. Special projects may not duplicate courses described in the catalog.

P/F oriented.

Prerequisites: Major or minor program in psychology and permission of the instructor.

197. Psychology Practicum

1-8 hours

Supervised field experience in settings providing psychological services with opportunities for observation and participation. Reading assignments, written reports, and class meetings typically are included, although the exact nature of a student's responsibilities are individually arranged.

Students spend 45 hours per semester in the assigned setting for each hour of the academic credit. Enrollment generally is limited to 1-4 hours of academic credit in any given semester with the possibility of enrollment for a second semester.

Approval from the cooperating agency also is required. Enrollment reflects a volunteer experience.

P/F only.

Prerequisite: Psychology 1 or 2 (Normally offered each semester.)

203. Theories of Personality

3 hours

A survey of leading theories of personality and supporting research. Includes consideration of psychodynamic, behavioral, cognitive, trait, humanistic, and interactionist approaches. Important historical figures in personality theory, current day applications, personality testing, and basic methods of personality research will be explored.

Prerequisite: Psychology 2.

(Normally offered each spring semester.)

205. Art Therapy

3 hours

A survey of the field of art therapy in its various applications and theoretical orientations. Taught by a registered art therapist through lectures, readings, and experiential methods.

Prerequisites: 9 hours of psychology, including Psychology 2, and 9 hours of art, or permission of the instructor.

212. Behavior Neuroscience

3 hours

An introduction to neurophysiological bases of general behavior, sleep, perception, emotion, learning, cognition, and mental disorders. The relevance of these topics to applied problems in psychology will also be considered, as will the methods for investigating the relationship between brain and behavior.

Prerequisites: Psychology 1 and Biology 50. (Normally offered each spring semester.)

213. Laboratory in Behavior Neuroscience

1 hour

The laboratory experience familiarizes the student with methods of investigation in behavioral neuroscience. Laboratory exercises include neuronal cummunication, learning and memory demonstrations, and brain dissections (rats/mice), EEG hookup procedures and interpretation, and computerized brain mapping.

Prerequisite or corequisite: Psychology 212.

217. Psychological Testing

3 hours

An introduction to the theory, construction, administration, and interpretation of standardized psychological tests. Tests considered include IQ assessments, general interest surveys, personality inventories, and projective techniques. General methodological and statistical issues in testing and measurement are also covered.

Prerequisite: Psychology 2. Recommended: Psychology 110. (Normally offered each fall semester.)

220. Applied Social Psychology

3 hours

A course that emphasizes how the scientific methods and theories of social psychology are used to better understand and solve real-world social issues and problems. The course will include methodological topics such as reliability, validity, establishing causality, and attitude measurement. These methods along with the theoretical content of social psychology will be applied to topics such as persuasion, prejudice, violence, conflict, terrorism, politics, the law, the environment, and health.

Prerequisites: Psychology 1, 2 and 140 or permission of the instructor.

(Normally offered each spring semester.)

221. Psychology of Religion

3 hours

This course is designed to explore religious thought and behavior from a psychological perspective. Examination of the empirical research and predominate theories related to the function and structure of religiosity will be explored. General topics to be considered will include the nature of religiosity through the lifespan, the psychological understanding of religious phenomena such as conversion and mysticism, and the relationship between religiosity and coping, mental illness, personality, and social interaction.

Prerequisite: Psychology 2.

225. History and Systems of Psychology

3 hours

A critical study of the history of psychology, prominent contemporary schools of thought, and the philosophy of science as it relates to psychological theory. Research paper included.

Prerequisite: 12 hours in psychology. Recommended: Senior standing. (Normally offered each fall semester.)

231. Abnormal Psychology

3 hours

An investigation of the symptoms, etiology, and treatment of mental disorders including those associated with anxiety, moods, psychosis, dissociation, somatoform reactions, personality, substance use, sexual dysfunction/deviance, eating, aging, child/adolescent development, and brain dysfunction. Students are encouraged to enroll concurrently in Psychology 232.

Prerequisites: Psychology 1 and 2 or permission of the instructor.

(Normally offered each semester.)

232. Abnormal Psychology Practicum

1 hour

A supervised, experiential type of learning in which the student is assigned to an individual or group of residents/outpatients at one of the community mental health facilities. Students prepare weekly written reports and a summary paper at the close of the semester. Students spend 45 hours per semester in the assigned setting for each hour of academic credit. P/F only.

Prerequisite or corequisite: Psychology 231. (Normally offered each semester.)

245. Introduction to Clinical Psychology

3 hours

A survey of the assessment and treatment procedures utilized in clinical and counseling psychology, along with a discussion of professional issues in the field. Students are given rudimentary training in interviewing and case study of a nonclinical population.

Prerequisite: Psychology 231. (Normally offered each fall semester.)

290. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other department courses or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

Prerequisites: Psychology 1 and 2, plus additional requirements as may be determined.

291. Directed Readings

1 or 2 hours

An opportunity for a student to engage in supervised reading of specialized literature not covered in other courses.

P/F oriented.

Prerequisites: Major or minor program in psychology and permission of the instructor.

292. Introduction to Senior Research

3 hours

In preparation for the psychology major's senior research project, the Introduction to Senior Research class allows the student to explore potential topics, to evaluate the literature within the student's topic of choice, to identify appropriate measurement instruments for the senior research project, and to write a research proposal using APA style. Small group collaboration and peer review will be encouraged. Typically taken the semester prior to Psych 299.

Prerequisites: Major in psychology and Psychology 111.

294. Senior Seminar

2 hours

A reflection upon the field of psychology in general and selected issues in particular. The relationships of psychology to the larger academic community, to society, and to an individual philosophy of life are considered. Informal discussion and student presentation are featured.

Prerequisites: Senior standing and a major in psychology, or permission of the instructor.

295. Independent Study

1, 2, or 3 hours

An opportunity for a student to engage in an individually arranged research project supervised by a member of the faculty. Independent study may not duplicate courses described in the catalog.

P/F oriented.

Prerequisites: Major or minor program in psychology and permission of the instructor.

296. Special Projects

1 or 2 hours

An opportunity for a student to engage in an individually arranged project supervised by a member of the faculty. Special projects may not duplicate courses described in the catalog.

P/F oriented.

Prerequisites: Major or minor program in psychology and permission of the instructor.

297. Psychology Practicum

1-8 hours

Supervised field experience in settings providing psychological services with opportunities for observation and participation. Reading assignments, written reports, and class meetings typically are included, although the exact nature of a student's responsibilities are individually arranged.

Students spend 45 hours per semester in the assigned setting for each hour of the academic credit. Enrollment generally is limited to 1-4 hours of academic credit in any given semester with the possibility of enrollment for a second semester.

Openings are limited to advanced psychology majors who meet the prerequisites set by the department and by the cooperating clinical or research agency. Approval from the cooperating agency also is required. Enrollment reflects a volunteer experience.

P/F only

Prerequisites: Junior or senior standing and permission of the instructor.

(Normally offered each semester.)

299. Senior Research

3 hours

This is an empirical research investigation in which each student majoring in psychology formulates his or her own research topic, collects and analyzes the data relevant to that topic, and prepares a formal report of the investigation consistent with the publication style of the American Psychological Association. Either laboratory of field research is acceptable. Normally taken during the fall semester of the senior year, although selection of the research topic may be done during the second semester of the junior year in Introduction to Senior Research (Psychology 292).

Prerequisites: Psychology 110, 111, 292 and permission of the instructor.

Psychology Major Sample Course Schedules

First Year
Fall Semester
PSYCH 1: Basic Psychological Science or
PSYCH 2: Applied Psychological Science3 hr
•IDS 1: Liberal Arts Seminar3 hr
•COMM 1: Fundamentals of Speech3 hr
General Education or Electives6-7 hr
15-16 hr
Spring Semester
, 3
PSYCH 1: Basic Psychological Science or
PSYCH 2: Applied Psychological
Science3 hr
•ENG 1: English Language and Writing3 hr
•HHP 15: Health and Wellness2 hr
General Education or Electives8-9 hr
16-17 hr
Second Year
Fall Semester
A 100-Level Psychology Course3 hr
•Mathematics Requirement3-4 hr
Masterpieces of Literature3 hr
General Education or Electives6-7 hr
15-17 hr
Spring Semester
, 3
PSYCH 110: Psychological Statistics4 hr
A 100-Level Psychology Course3 hr
General Education or Electives9-10 hr
16-17 hr

Biopsychology Major Sample Course Schedules

•ENG 1: English Language and Writing	.3	hrs.
•HHP 15: Health and Wellness	.2	hrs.
•Mathematics Requirement3	-4	hrs.
15.1	16	hrc

CHEM 120L: Organic Lab......1 hr.

*These courses may be taken during either the second or third year.

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

Second Year

Fall Semester	
A 100-Level Psychology Course	3 hrs.
BIO 160: Cell Biology	4 hrs
CHEM 121: Organic Chemistry II	3 hrs.
CHEM 121L: Organic Chemistry II Lab	1 hr.
Masterpieces of Literature	3 hrs.
General Education or Electives	3 hrs.
	17 hrs.
Spring Semester	
PSYCH 110: Psychological Statistics	4 hrs.
CHEM 122: Analytical and Inorganic	3 hrs.
CHEM 122L: Analytical and Inorganic I	_ab1 hr
BIO 170: Genetics	4 hrs
General Education or Electives	3-6 hrs.
	15-18 hrs

Industrial/Organizational Psychology Major Sample Course Schedules

First Year

Fall Semester		
PSYCH 1: Basic Psychological Science or		
PSYCH 2: Applied Psychological Science	3	hrs.
•IDS 1: Liberal Arts Seminar	3	hrs
•COMM 1: Fundamentals of Speech	3	hrs
General Education Requirements	6-7	hrs.
	15-16	hrs
Spring Semester		

PSYCH 1: Basic Psychological Science or		
PSYCH 2: Applied Psychological		
Science	3	hrs.
BUSAD 100: Principles of Management	3	hrs.
•ENG 1: English Language and Writing	3	hrs.
General Education or Electives	.6-7	hrs.
15	-16	hrs.

Second Year

Fal	l Se	ma	cto

BUSAD 115: Principles of Marketing	3 hrs
*PSYCH 160: Learning and Motivation.	4 hrs
Masterpieces of Literature	3 hrs
Mathematics Requirement	3-4 hrs
•HHP 15: Health and Wellness	2 hrs
	15-16 hrs

Spring Semester

ng semester			
*PSYCH 140:	Social Psychology	3	hrs.
*PSYCH 150:	Ind/Org Psychology	3	hrs.
*PSYCH 110:	Psychological Statistics	4	hrs.
General Educ	ation or Elective	6	hrs.
		16	hrs.

RELIGION AND PHILOSOPHY

Humanities Division Old Main 102 402.465.2343

Faculty

Department Chair:

Rita M. Lester, Ph.D. Email: rlester@nebrwesleyan.edu

Full-Time:

David B. Peabody, Ph.D. Justin Skirry, Ph.D. Lisa A. Wilkinson, Ph.D.

Administrator with Teaching Responsibility:

Peter G. Heckman, Ph.D.

Degree Bachelor of Arts

Majors

Religion major (B.A., 30 hrs.)

Religion 15	3	hrs.
Religion 20	3	hrs.
Religion 21 or 99	3	hrs.
Religion 24	3	hrs.
Religion 212 or 213	3	hrs.
Religion 226 and 227	6	hrs.
Religion electives	6	hrs.
Religion 299	3	hrs.

Philosophy major (B.A., 30 hrs.)

Philosophy 102	3	hrs.
Philosophy 103	3	hrs.
Philosophy 204	.3	hrs.
Philosophy 206	3	hrs.
Values-emphasis course	.3	hrs.
Select one course from Philosophy 130,		
140 or 227		
Philosophy 298	3	hrs.
Philosophy 299	3	hrs.
Philosophy electives	9	hrs.

Minors

Religion minor (18 hrs.)

Religion 24	3 hrs.
Religion 20, 21 and 120	9 hrs.
Religion elective	3 hrs.
Theological studies course (200-level)	3 hrs.
(Religion 226 or 227)	

Philosophy minor (15 hrs.)

Philosophy 1023 I	hrs.
Philosophy 1033 I	hrs.
History of Philosophy course3 I	hrs.
(Select one course from Philosophy 204, 20)5,
206 or 207)	
Philosophy elective6	hrs.

Courses in Religion

15. World Religions

3 hours

This course is a study of the cultural settings, lives of founders when appropriate, oral or written traditions and literature, worldviews, myths, rituals, ideals of conduct, and development of some of the world's religions. Following a brief examination of possible evidence of religious practice among pre-historic peoples, religions studied will typically include tribal religions, Hinduism, Jainism, Buddhism, Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Christianity, Islam, Sikhism, and Bahai. Readings, videos, and websites will help introduce and illustrate not only the cultural settings in which these religions appear, but also the voices and faces of contemporary religious practitioners. (Normally offered each semester.)

20. Introduction to the Old Testament

3 hours

A survey of the contents of the Jewish Bible/ Christian Old Testament. These texts will be studied as they developed within the unfolding history of the Hebrew people in relationship to other nations and cultures of the ancient Near East from about 1200 B.C.E. - 150 B.C.E. Emphasis will be placed upon the literary, historical, and theological issues presented by these ancient texts. The methods, tools, and technical language of scholarly research appropriate to the texts of the Bible will be introduced. (Normally offered each fall semester.)

21. Introduction to the New Testament

3 hours

A survey of the contents of the Christian New Testament. These texts will be studied within the context of the unfolding history of the earliest Christian community as it sought to relate to the Hellenistic-Jewish culture, which gave it birth. Emphasis will be placed upon the literary, historical, and theological issues presented by these ancient texts. The methods, tools, and technical language of scholarly research appropriate to the texts of the Bible will be introduced.

(Normally offered each spring semester.)

98. New Testament Greek I

3 hour

An introduction to the alphabet, the basic vocabulary, grammar, and elementary syntax of koine Greek, the Greek used by the writers of the New Testament. The course will focus on developing a reading knowledge of koine Greek and sufficient skills in pronunciation so that Greek texts may be cited orally and discussed.

99. New Testament Greek II

3 hours

A continuation of Religion 98. More elements of Greek syntax, the standard reference works, and the basic methods for the study of the Greek New Testament will be introduced. Representative texts from the entire Greek New Testament will be used for translation assignments. Prerequisite: Religion 98 or permission of the instructor.

124. Understanding Religion

3 hours

An inquiry into the meaning and function of religion through a comparison of different religious traditions. Students will gain an understanding of the religious experience through a comparative analysis of different religious practices. Students will discuss how the different traditions understand the divine, worship, and scripture. Emphasis will be placed on the development of the students' own perspective on religion and the ability to express this perspective clearly and effectively.

"Understanding Religion: Jews and Christians"

This course considers historical, comparative, and methodological issues in the academic study of religion by focusing on the scriptures and history of two different religious traditions and how their theologies and ethical systems originated and developed.

"Understanding Religion: Greco-Romans and Christians"
This course considers historical, comparative, and

This course considers historical, comparative, and methodological issues in the academic study of religion by focusing on religious practice in Ancient Greece and Rome.

"Understanding Religion: Christians and Muslims"

This course considers historical, comparative, and methodological issues in the academic study of religion by focusing on the two different religious traditions that originated in the Middle East.

125. Religion, Peace and Social Justice

3 hour

This course explores religious responses to social justice issues such as conflict, poverty, oppression, discrimination, and the environment.

130. Women and Religion

3 hours

This course will examine the roles of women in religious traditions. Students will encounter scholarship on gender, religion, and feminist theology in different traditions. The primary focus of this course will be on the religious traditions of Judaism, Christianity, and Islam, although other traditions and contemporary religious movements may be considered.

134. Religious Diversity in the United States

3 hours

Religion in the U.S. is vital and diverse and its study illuminates not only early American society, but also the current pluralism within our contemporary culture. This course will introduce religious traditions in the U.S. through thematic, historical, denominational, and cultural considerations. Though the Puritan roots of U.S. religious history will be considered, this course emphasizes the variety and diversity of religious experiences in the U.S., including Native American, Protestant, Catholic, African-American, Jewish, Islamic, Hindu, and Buddhist traditions

181. The World of Classical Greece

3 hours

This course will investigate English translations of the great works of Greek literature. Students will become familiar with the uniquely rich and influential world of Classical Greece.

Offered as part of the Classics Department at the University of Nebraska-Lincoln.

186. Literature of the Ancient East

3 hour

This course will investigate literary works from ancient Mesopotamia, Canaan, and Egypt, seeking to understand their culture and values. It will end with literature from one of the founding documents of our own culture, the Hebrew Bible, to see how it was effected by the surrounding culture.

Offered as part of the Classics Department at the University of Nebraska-Lincoln.

190. Selected Topics

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in the standard courses. The title, content, and credit will be determined by current mutual interests of students and faculty. This course may be offered to meet requirements for a major or minor only by approval of the department chair.

195. Independent Study

1, 2, or 3 hours

An examination of a particular topic selected by the instructor and the student. This course is primarily research oriented and serves to fill in gaps in the student's academic program or to pursue topics not covered by the regular course offerings. Depending on the topic and the material available, it will be decided whether one final paper, a series of papers, or a reading program is the format to be followed. The student may take this course no more than four times.

Prerequisites: Permission of the instructor and approval of the department chair.

196. Special Projects

1. 2. or 3 hours

Individualized study of the history, doctrine, or practice of any of the world's religions for beginning and intermediate students in religion. The student and instructor will determine the scope and direction of the course. It may involve a reading program, a specific project related to the church and/or religious concerns, or a project relating religion to other disciplines. Special projects may not duplicate courses described in the catalog. Prerequisite: Permission of the instructor.

197. Intern Practicum

1, 2, or 3 hours

The student is assigned 10 hours of work each week dealing with youth, church school, administration, or any area of a local church program assigned by the host pastor and approved by the department coordinator. All interns must attend a weekly session to discuss the theological, moral, and social implications of problems comon to their tasks. A student may repeat the course and earn a maximum of 3 hours credit. A student may also serve as an intern without registering for credit.

P/F only.

(Normally offered each semester.)

206. Religion and Science

3 hours

An exploration of the making and discovery of meaning through the broad based disciplines of science and religion. Are these disciplines hostile, separate, convergent, or complementary? This course will examine diverse possibilities of synthesis and relationship.

Prerequisites: One course in philosophy or religion and one course in science, or the instructor's permission.

212. Life and Letters of Paul

3 hours

A study of Pauline literature, Paul's interpretation of Jesus, and his work as missionary to the Gentiles. The Pauline Epistles are primary sources. Some contemporary analyses of Pauline thought and its importance for the contemporary situation will be emphasized.

213. Life and Teachings of Jesus

3 hours

A discussion of the sources used in the attempt to write the life of Jesus.

221. Psychology of Religion

See Psychology 221.

226. Christian Theology from the Enlightenment to the Mid-Twentieth Century

3 hours

This course examines the beginnings of modern theological reflection, following the Reformation, and moves forward, following historical developments in Christian theology, into the first half of the twentieth century. The impact of the Enlightenment on theology characterizes the first third of the course. The rise of nineteenth century liberal theology and varied responses to it characterize the second, while the last third of the course takes up neo-orthodoxy, process, and secular theologies.

227. Religious Studies from the Mid-Twentieth Century to the Present

3 hours

This course is an examination of movements in theology and religious studies from the mid-twentieth century to the present. Jewish, Catholic, and Protestant theologians and other contemporary scholars of religion will be considered. Topics to be covered will include theological responses to the Holocaust, the modern state of Israel, the debate over the historical Jesus, liberation theologies, and the place of theological and religious scholarship in both the academy and society.

241. Women in the Biblical World

3 hours

This course will examine the role and status of women as depicted in the Hebrew Bible and New Testament. Students will focus on the stories and laws concerning women that are found in the Bible as well as in extrabiblical materials.

Prerequisite: Junior standing.

Offered as part of the Classics Department at the University of Nebraska-Lincoln.

290. Selected Topics

1. 2. or 3 hours

A topical course designed to investigate any relevant subject matter not included in the standard courses. The title, content, and credit will be determined by current mutual interests of students and faculty. This course may be offered to meet requirements for a major or minor only by approval of the department chair.

295. Independent Study

1, 2, or 3 hours

An examination of a particular topic selected by the instructor and the student. This course is primarily research oriented and serves to fill in gaps in the student's academic program or to pursue topics not covered by the regular course offerings. Depending on the topic and the material available, it will be decided whether one final paper, a series of papers, or a reading program is the format to be followed. The student may take this course no more than four times.

Prerequisites: Permission of the instructor and approval of the department chair.

296. Special Projects

1, 2, or 3 hours

Supervised individual projects for advanced students in religion on topics selected by the student in consultation with the instructor. Special projects may not duplicate courses described in the catalog.

Prerequisite: Permission of the instructor.

299. Senior Thesis

3 hours

Every religion major is required to write a senior research paper dealing with a topic selected by the student in consultation with any member of the department

Prerequisites: Senior standing and approval of the department chair.

Courses in Philosophy

10. Introduction to Philosophy

3 hours

An introduction to philosophical thinking by way of an examination of persistent philosophical questions raised by significant and representative voices in our (primarily Western) philosophical heritage. We will attempt to clarify the meanings of such concepts as good and evil, right and wrong, justice, virtue, the beautiful, and the ugly. We will attempt, further, to use this understanding to evaluate our own philosophical views and those of our society. (Normally offered each semester.)

102. Ethics

3 hours

An introduction to moral philosophy. We will analyze the meanings of moral concepts such as virtue and vice, good and evil, and moral obligation, and consider historical attempts (mostly Western) to determine what, if any, moral system is true. We will look at exemplification of those concepts in fiction and movies, in historical events, and in our own lives. Our aim will be to sustain and strengthen our capacity for the making of moral decisions. (Normally offered each fall semester.)

103. Critical Thinking

3 hours

This is an excellent course for students looking to enhance their own argument skills generally and especially for those planning to take the standardized tests for law or graduate school. Students will learn to understand and evaluate formal and informal arguments, the principles that support their logical forms, and how to apply these principles in the construction of arguments. Students will learn to distinguish arguments from other forms of language (e.g. descriptive or imperative uses of language) as well as develop the ability to recognize good and bad reasoning. This will include general examinations of common fallacies, valid and invalid deductive and strong and weak inductive arguments, standards of reasoning and the principles that sustain these standards in professional fields.

(Normally offered each spring semester.)

130. Philosophies of Race and Gender

3 hours

Most Americans have some understanding of how the categories of race and gender influence our personal and social identities. Yet many Americans also assume that race and gender are "natural," i.e., that we are born into a certain race and naturally embody a certain sex. In this course, we will examine these assumptions by reading, discussing, and critically assessing the arguments for and against the "naturalness" of race and gender. We will consider how categories of race and gender position us, historically and philosophically, as a person of a certain "type" from whom certain behaviors are expected. We will look at socio-economic conditions and philosophic positions that support or challenge racism, sexism, classism, segregation, and violence.

140. Social-Political Philosophy

3 hours

This course will begin with a close examination of some classic works of social and political philosophy, which may include but are not limited to Aristotle's Politics, Hobbes' Leviathan, Locke's Second Treatise on Government, Rousseau's Social Contract, Marx's Grundrisse, and Mill's On Liberty. Once this historical foundation is put in place, students will move on to examine current trends in social and political philosophy that may include but are not limited to: what is the best form of government, the social contract, socialism, the nature of justice, democracy, nationalism, and environmentalism.

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

195. Independent Study

1, 2, or 3 hours

An examination of a particular topic selected by the instructor and the student. This course is primarily research oriented and serves to fill in gaps in the student's academic program or to pursue topics not covered by the regular course offerings. Depending on the topic and the material available, it will be decided whether one final paper, a series of papers, or a reading program is the format to be followed. The student may take this course no more than four times.

Prerequisites: Permission of the instructor and approval of the department chair.

196. Special Projects

1, 2, or 3 hours

Supervised individual projects for students on topics selected by the student in consultation with the instructor. Special projects may not duplicate courses described in the catalog.

Prerequisite: Permission of the instructor.

204. Ancient Philosophy

3 hour

This course will examine the origin of western philosophy in ancient Greece and trace the development of philosophical thought from the received wisdom prior to Plato, through the works of Plato, Aristotle, representative Stoics, Skeptics, and the new Platonism that culminates classical thinking. Topics include but are not limited to: questions about the character of the divine, the substance of the world, the nature of the soul, the scope of human knowledge, the requirements of rationality, and what constitutes the good life.

205. Medieval Philosophy

3 hours

This course will examine the philosophical tradition as manifested in the works of the more prominent Christian, Jewish and/or Islamic philosophers from the 5th century into the 14th century. Selections from the works of the following major figures may be studied: Augustine, Thomas Aquinas, Duns Scotus and/or William of Ockham in the Christian tradition; Alfarabi, Avicenna and/or Averroes in the Islamic tradition; and Saadia, Solomon Ibn Gabirol, and/or Maimonides in the Jewish tradition. Topics may include but are not limited to: the roles of faith and reason in belief formation, the nature and existence of God, the nature of human beings, the conflict between human freedom and Divine foreknowledge, and the nature of virtue and sin.

206. Modern Philosophy (3 hours)

This course will examine the western philosophical tradition as manifested in the works of prominent European and/or American philosophers of the 17th, 18th and 19th centuries. Philosophers who may be included are Descartes, Hobbes, Spinoza, Berkeley, Hume, Kant, Marx, Kierkegaard, Nietzsche and Pierce among others. Topics may include but are not limited to: issues such as the existence and nature of God, responses to whether or not the mind (or soul) can exist separately from the body, skepticism and doubt, the nature of the self, and the relation of the individual to society.

207. 20th Century Philosophy

3 hours

This course will examine the western philosophical tradition as manifested in the works of prominent European and/or American philosophers of the 20th century. Philosophers such as Ryle, Ayer, Heidegger, Sartre, Wittgenstein, Merleau-Ponty, Habermas, Foucault, and Derrida may be included among others. Topics may include but are not limited to: the nature of the mind, human freedom, the nature of language and interpretation, and the construction of meaning.

227. Feminist Theories

3 hour

An exploration of the varieties of contemporary feminist thought. We will examine the points of convergence among feminist philosophers but also attend seriously to the issues that divide them. Special consideration will be given to race, class, and diverse attitudes toward marriage and reproduction. Having established that feminism is not a single, homogeneous system, we will inquire as to whether this constitutes a flaw or a liberating potential.

290. Selected Topics

1, 2, or 3 hours

A topical course designed to investigate any relevant subject matter not included in the standard courses. The title, content, and credit will be determined by current mutual interests of students and faculty. This course may be offered to meet requirements for a major or minor only by approval of the department chair.

295. Independent Study

1. 2. or 3 hours

An examination of a particular topic selected by the instructor and the student. This course is primarily research oriented and serves to fill in gaps in the student's academic program or to pursue topics not covered by the regular course offerings. Depending on the topic and the material available, it will be decided whether one final paper, a series of papers, or a reading program is the format to be followed. The student may take this course no more than four times.

Prerequisites: Permission of the instructor and approval of the department chair.

296. Special Projects

1, 2, or 3 hours

Supervised individual projects for students on topics selected by the student in consultation with the instructor. Special projects may not duplicate courses described in the catalog.

Prerequisite: Permission of the instructor.

298. Seminar in Philosophy

3 hours

This is an advanced course in which special philosophical problems or particular philosophers or certain philosophical movements are selected for study. The subject matters for the course will be determined by a configuration of student and faculty interest. May be repeated with permission of the instructor.

Prerequisite: Junior standing or permission of the instructor.

299. Senior Thesis

3 hours

A semester-long project for philosophy majors involving a study of some philosopher or philosophical problem or movement and a paper submitting the results. The student will present an oral defense of the thesis to members of the department and, usually, nondepartmental readers.

(Normally offered each semester.)

Religion and Philosophy Majors

Sample Course Schedules

First Year

Fall Semester

An Introductory Religion or
Philosophy Course3
•IDS 1: Liberal Arts Seminar3
•COMM 1: Fundamentals of Speech3
General Education or Electives6-7

Spi

3	hrs.
3	hrs.
9-10	hrs.
15-16	hrs.
	3 9-10

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.

hrs. hrs. hrs. hrs.

SOCIOLOGY-ANTHROPOLOGY-SOCIAL WORK

Sociology and Anthropology: Social Sciences Division Social Work: Professional Division Smith-Curtis Classroom-Administration Building 140 402.465.2296

Faculty

Department Chair:

Joan Gettert Gilbreth, Ph.D. Email: jgilbreth@nebrwesleyan.edu

Full-Time:

Lisa M. Borchardt, M.S.W., L.C.S.W. Ellen B. Dubas, Ph.D. David L. Iaquinta, Ph.D. Jeffrey A. Mohr, M.S.W., L.C.S.W., Social Work Program Director

Part-Time:

James E. Perry, J.D. Jose Soto, J.D. Sheila Dorsey Vinton, M.A.

Degrees

Bachelor of Arts
Bachelor of Science

Majors

Sociology-Anthropology major (B.A. or B.S., 36 hrs.)

Sociology 3	3 hrs.
Sociology 236 and 237	6 hrs.
Sociology 242	3 hrs.
Anthropology 50 or 151	3 hrs.
Sociology 299 or Anthropology 299	3 hrs.
Sociology and/or Anthropology electives.	18 hrs.
(6 hours must be upper level)	

For the Bachelor of Arts degree, students must complete a supporting program of 20 hours from departments in the Humanities Division or complete a minor in a department of the Humanities Division.

For the Bachelor of Science degree, students must complete a supporting program of 20 hours (or a minor) selected from disciplines related to sociology-anthropology and including one course in statistics. The program must be approved by the department chair.

Social Work major (B.A. or B.S., 71-72 hrs.)

The social work major is designed to prepare graduates for beginning professional practice.

Social Work 15	3	hrs.
Social Work 120	3	hrs.
Social Work 127	3	hrs.
Social Work 128	3	hrs.
Social Work 208	3	hrs.
Social Work 209	3	hrs.
Social Work 210	3	hrs.
Social Work 297	9	hrs.
Social Work electives	7	hrs.
Sociology 3	3	hrs.
Sociology 120 or 234		
Sociology 116, 150 or		
Anthropology 154	3	hrs.
Sociology 236 and 237		
Sociology 242		
Social Work 299		
Biology 1		
Psychology 2		
Sociology, Economics or		
Psychology 1103-	4	hrs.
Political Science 1		

For the Bachelor of Science degree in Social Work, students are required to complete all the above listed courses. Students desiring the Bachelor of Arts degree in social work will need to complete a minimum of 15 hours of a modern foreign language (Spanish is highly recommended) in addition to the above listed courses.

Provisional admission to the social work program may be made during the sophomore year by contacting the program director. Provisional admission requires completion of Social Work 15, a minimum grade point average of 2.5 overall, and completion of a provisional admission application.

Declaration of a social work major does not guarantee acceptance into candidacy status (full admission). Only accepted candidates may enroll in Social Work 297. Candidacy (usually during the junior year) requires a grade of "C+" or better in Social Work 15 and all 100-level social work courses, completion of Social Work 210 (with a grade of "B-" or better) and either Social Work 208 or Social Work 209 (also with a grade of "B-" or better), a 2.5 overall grade point average, 60 hours of approved volunteer/shadowing work, and an interview before the Social Work Executive Council. Candidacy interviews are conducted in November and April of each year.

All social practice courses (Social Work 208, 209, 210, 297) must be completed with a grade of "B-" or better to successfully complete the program. All other 200-level social work courses must be completed with a grade of "C+" or better.

The social work program at Nebraska Wesleyan University complies with the standards of and is fully accredited by the Council on Social Work Education (C.S.W.E.).

Business-Sociology major (B.S., 57 hrs.)

30clology 3, 4 and 115	9 1115
Sociology 206 and 223	6 hrs
Sociology 227 or 234	3 hrs
Sociology 236, 237 and 242	9 hrs
Sociology 299	3 hrs
Sociology, Business Administration or	
Economics 110	3 hrs
Accounting 31	3 hrs
Business Administration 100	3 hrs
Business Administration 231 and 235	6 hrs
Business Administration 248 or 297	3 hrs
Business Administration 211 or 225	3 hrs
Economics 53 or 54	3 hrs
Political Science 109 or Sociology 215	3 hrs

Minors

Sociology-Anthropology minor (18 hrs.)

Sociology 3	3 hrs.
Sociology 236 or 237*	3 hrs.
Sociology 242	3 hrs.
Anthropology 151	3 hrs.
Sociology/anthropology electives	6 hrs.
*A student may substitute any other 100 o	r 200 leve
sociology or anthropology course if he/she	has taker
Psychology 111.	

Criminal Justice minor (18 hrs.)

	,
Sociology 3	3 hrs.
Criminal Justice 101	3 hrs.
Criminal Justice 211	3 hrs.
Criminal Justice electives	9 hrs.
(Up to 9 hours of criminal justice	
courses can be transferred with	
approval of the department chair.)	

American Minority Studies minor (18 hrs.)

Sociology 3	.3 hrs.
Sociology 116	.3 hrs.
Sociology 216*	.3 hrs.
Select from three	
different areas of study	.9 hrs.
African-American Studies (History 154)	
Hispanic/Latino Studies (Sociology 150)	
Native American Studies	
(Anthropology 154 or History 156)	
Humanities (English 180, Music 140 or	
Communication 50)	
*Prerequisite(s): Sociology 3 and 116. Comp	oletion of

Environmental Studies minor (19-21 hrs.)

6 additional hours in the minor is recommended.

Natural Science 30 or Chemistry 104 hrs.
Sociology 1153 hrs.
Take at least two courses from:6-7 hrs. Biology 250 (4 hrs.) Economics 215 (3 hrs.) Sociology 215 (3 hrs.)
Electives - at least two courses from:6-7 hrs. Anthropology 151 or 50 (3 hrs.) Biology 250 (4 hrs.) Economics 215 (3 hrs.) Physics 54 (3 hrs.) Sociology 215 (3 hrs.)
Additional Requirements:

- A student must have at least two courses each from natural/physical sciences and social sciences.
- No student may count more than two courses in the minor towards any specific major.

Family Studies minor (18 hrs.)

Required Courses6 hrs.
Sociology 3 (3 hrs.)
Sociology 120 (3 hrs.)
Select courses from12 hrs.
English 101 Masterpieces: Families (3 hrs.)
Communication 040 (3 hrs.)
Sociology 115 (3 hrs.)
Psychology 130 (3 hrs.)
Communication 145 (3 hrs.)
Sociology 222 (3 hrs.)
Social Work 135 (3 hrs.)

*Student must take courses from at least three different disciplines. Note that Psychology 130 has prerequisite of Psychology 002 and Sociology 222 has prerequisite of Sociology 003.

Courses in Sociology

3. Introduction to Sociology

3 hours

This introductory course presents the basic processes of human interaction in everyday life while introducing students to the theories and methods governing social inquiry. The sociological perspective is used to study the impact of the forces of culture, socialization, social stratification, race, gender, and population on human thoughts and actions.

(Normally offered each semester.)

4. Social Problems

3 hours

By studying the interconnections between social structure, social forces, and societal problems, students learn to apply the sociological perspective to analyze and understand selected social problems in the United States. A primary objective is to show that the social forces which produce institutional arrangements and social problems operate to shape students' own views of those arrangements and problems. Strong emphasis is placed on the relationship between culture and social inequality and the various social problems under study. (Normally offered each year.)

110. Social Statistics

3 hour.

An introduction to descriptive and inferential statistics and their applications to sociological and social work research. Statistical procedures include central tendency measures, variability, I-test, one-way ANOVA, correlation, univariate regression, and chi square. The course also includes specific emphasis on probability, hypothesis testing, data presentation, and computer analysis of data using existing standard packages such as SPSS and MicroCase.

Prerequisite: Sociology 3 or 4.

(Normally offered each spring semester.)

115. Population, Resources, and Environment

3 hours

An examination of population in its demographic, dynamic, and social aspects. The course also examines the problems associated with the interaction between populations and the environment. Strong cross-cultural emphasis. (Normally offered each spring semester.)

116. Race Relations and Minority Groups

3 hours

An analysis of the characteristics and problems of racial and minority groups with special emphasis on the themes of prejudice and discrimination. This course focuses primarily on race relations and minority experiences in the United States.

(Normally offered each semester.)

120. Sociology of the Family

3 hours

An analysis of various interrelationships of man and woman with emphasis on love, courtship, marriage, and family. Institutional, social, and legal perspectives are presented in a cross-cultural and historical frame of reference to elucidate the dynamic relationship between the family, its members, and broader U.S. society. (Normally offered each semester.)

150. Hispanics and Latinos in U.S. Society

3 hours

This course is designed to introduce students to the diverse relationships between minority groups of Spanish speaking ancestry and U.S. society. Mexican-American experiences will be featured along with the topics of immigration and bilingualism. The course will also cover the contributions and experiences of Cuban Americans, Puerto Ricans, and people of Central and South American ancestry.

(Normally offered each fall semester.)

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

206. Group Dynamics

3 hours

This course introduces students to the basic principles of small group structure and interaction. Topics such as goals, cohesiveness, communication, conflict, and leadership will be investigated.

Prerequisite: Sociology 3.

(Normally offered every other year.)

211. Crime and Delinquency

3 hours

An examination of contemporary problems in crime and delinquency with emphasis upon the theories of deviant behavior and correction. Cross listed with Criminal Justice 211.

Prerequisites: Criminal Justice 101 and Sociology 3 or 4. (Normally offered each fall semester.)

213. Correction and Penology

3 hours

Analysis of the history, theory, structure, and function of contemporary penal institutions. Cross listed with Criminal Justice 213.

Prerequisites: Criminal Justice 101 and Sociology 3 or 4. (Normally offered every third spring.)

215. Environmental Sociology and Social Impact Assessment

3 hours

This course will identify and explore problems that arise specifically because of the impacts of human beings on the environment, and impacts of the environment on human activity. The course will focus especially on social impact as a method systematically identifying the effects of both development and decline of communities as a consequence of changes in resource exploitation.

Prerequisite: Sociology 3 or 115. (Normally offered alternate years.)

216. Seminar: Racial-Ethnic Experiences

3 hours

Intended as a capstone course for students minoring in American minority studies, this seminar assumes significant prior knowledge and interest on the part of the student. It features experiential learning and strong student involvement focused on the meaning and significance of race and ethnicity. Responsibility for classroom activity will be shared by students and instructor. The course also requires field experience in the community. Topics covered include stratification, family structure, subcultural variation, religion, heritage, social psychology, interpersonal communication, and conflict resolution.

Prerequisites: Sociology 3 and 116 or approval of the instructor.

(Normally offered alternate years.)

222. Sociology of Gender

3 hours

This course explores sex and gender relations as major features of social life; it considers the social construction of gender and examines the impact of gender ideologies on the social positions of women and men. In particular, it emphasizes the inequality of women's social positions in modern societies, and the embedded gender inequality in social institutions.

Prerequisite: Sociology 3 or 4. (Normally offered alternate years.)

223. Sociology of Work

3 hours

This course is a sociological exploration of the structure and function of the world of work. It includes an emphasis on the changing structure of the economy, the nature of work groups, the problems of labor/management relations, and gender inequality in the workforce.

Prerequisite: Sociology 3 or 4. (Normally offered alternate years.)

227. Social Stratification

3 hours

This is an advanced level sociology course that uses the basic concepts, theories, and principles of sociology to analyze social inequality and its consequences in society. Emphasis is placed on the American class system and its consequences as they pertain to wealth, poverty, and social mobility. A section of the course will focus on the analysis of global inequality.

Prerequisite: Sociology 3 or 4. (Normally offered alternate years.)

230. Social Change and Social Movements

3 hours

This course examines the processes of social change from a sociological perspective. In particular, it looks at the origins, dynamics, and consequences of social movements such as the labor movement, civil rights, feminism, gay rights, and the environmental movement. Social movements emphasized vary with instructor.

Prerequisite: Sociology 3 or 4.

(Normally offered alternate years.)

234. Community in Urban Society

3 hours

An examination of urban communities and societies and their historical roots. The course also examines demographic and ecological trends, cross-cultural variations, and current theories about urban processes and community in order to foster an understanding of this dominant form of human social organization.

Prerequisite: Sociology 3 or 4. (Normally offered alternate years.)

236. Research Methods in Social Science I

3 hours

Analysis of methods and techniques used in sociological and social work research and their relationships with theory and research design. Course content emphasizes survey research, questionnaire construction, experimental design, use of statistics, secondary analysis, and evaluation research.

Prerequisite: Sociology 3.

(Normally offered each fall semester.)

237. Research Methods in Social Science II

3 hours

Introduction to research methods used in sociological, anthropological, and social work research. Course content includes ethnomethodology, observation, participant observation, in-depth interviewing, content analysis, case study, and single-subject research design.

Prerequisite: Sociology 3 or 4.

(Normally offered each spring semester.)

242. Sociological Theory

3 hours

This course is an analysis of the major theoretical perspectives of classical and contemporary sociological theory. It is oriented toward the understanding, application, and continued development of these theoretical perspectives.

Prerequisite: Sociology 3. (Normally offered each semester.)

291. Independent Advanced Readings

3 hours

Intensive readings in the discipline.

296. Special Projects

1, 2, or 3 hours

Supervised individual projects in conjunction with departmental research and student interest. Special projects may not duplicate courses described in the catalog.

Prerequisite: Approval of the instructor.

297. Directed Field Work

3-6 hours

Supervised field work and study in conjunction with an institution. May be repeated for a maximum of 6 credit hours.

Prerequisite: Approval of the instructorr.

299. Senior Thesis

3 hours

Independent field research required for all majors. Prerequisites: Sociology 236, 237, 242 and approval of the instructor.

Courses in Anthropology

50. Introduction to Anthropology

3 hours

An introduction to human biological evolution, prehistoric cultural development and nature, and significance of race differences.

151. Cultural Anthropology

3 hours

This course reviews the origin and development of culture in preliterate human societies. It focuses on the major social institutions of family, economics, political organization, and religion.

(Normally offered each semester.)

153. Latin American Cultures

3 hours

This course deals with Latin American cultures from an anthropological perspective. It will cover stratification and its effects on indigenous populations and contemporary cultures, and the effects of culture change on them. (Normally offered alternate years.)

154. Native American Cultures

3 hours

This course examines a wide range of Native American cultures. It includes an exploration of cultures before contact by European populations and contemporary issues facing both reservation and urban Native American populations.

(Normally offered alternate years.)

155. Sub-Sahara African Cultures

3 hours

This course examines selected cultures from Sub-Sahara Africa with careful attention to culture formation before contact with European culture as well as the effects of colonization and the effects of increases in technology.

(Normally offered alternate years.)

156. Asian Cultures

3 hours

This course examines selected Asian cultures from an anthropological perspective, including the effects of stratification and culture change. It provides a general survey of prehistoric cultures as well as some of the issues related to Western expansion in Asia. (Normally offered alternate years.)

158. Cultures and Economics of Europe

3 hours

This course is designed to examine Europe as a culture area. Specific emphasis will be on class systems, peasantry, contemporary life, and tradition and change. Although there are clearly differences among European cultures, they also share common roots in the feudal system. It will also study romance language formation and the drive for the contemporary European economic community.

(Normally offered alternate years.)

162. Political Anthropology

3 hours

This course will be an examination of the relationships between population density and the formation of political structures. It will also study contemporary peoples in Africa, India, and the Near East. It will set the stage for a discussion of some of the current political difficulties that traditional peoples face in their interactions with Western cultures from the United States and Europe. (Normally offered alternate years.)

163. Anthropology of Religion

3 hours

This course summarizes anthropological theories on religious systems and ritual systems. It will also examine relationships between religious systems, population density, and environment in pre-industrial societies. Ethnographic studies from pre-industrial Europe, the Near East, Polynesia, and Asia will be included. (Normally offered alternate years.)

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

261. Economic Anthropology

3 hours

This course examines the relationships between economic and environmental forces in pre-industrial societies. Many contemporary pre-industrial societies are still struggling with issues centering around Communism and Capitalism. This course will trace some of those issues to their origin and point out potential scenarios for contemporary non-Western societies. African, Latin American, and Polynesian cultures will be the focus of this course.

Prerequisite: Anthropology 151 or permission of the instructor.

291. Independent Advanced Readings

3 hours

Intensive readings in the discipline.

292. Field Studies: A Foreign Culture

3 hours

An opportunity for students to learn from direct experience and personal interaction guided by lectures in the field and selected readings. Students will be guided to formulate and carry out specific research and/or establish constructive relationships with the subjects.

Prerequisites: Sociology 3 and Anthropology 151 or approval of the instructor.

293. Field Studies: Native American Life

3 hours

See Anthropology 292.

296. Special Projects

1, 2, or 3 hours

Supervised individual projects in conjunction with departmental research and student interest. Special projects may not duplicate courses described in the catalog.

Prerequisite: Approval of the instructor.

299. Senior Thesis

3 hours

Independent field research required for all majors.

Prerequisites: Anthropology 162, Sociology 236, 242 and approval of the instructor.

Courses in Social Work

15. Introduction to Social Work

3 hours

Survey of the field of professional social work, including the roles, philosophy, values, skills, and knowledge base needed. Areas of practice and career expectations are explained.

(Normally offered each fall semester.)

120. Social Welfare Policy, Services, and Delivery Systems

3 hours

This course studies the historical development of social welfare policies, services, and institutions and addresses contemporary policy and service delivery. The social, political, and value systems that create policies are studied. A systems perspective focuses on the relationship between policy, services, and institutions at the local, state, and federal levels. International perspectives on social policy are discussed for comparative purposes. Primary areas of focus are public welfare, aging, and mental health. Policy implementation and change are discussed.

(Normally offered each spring semester.)

127. Human Behavior and the Social Environment I

3 hours

A course to synthesize and examine the body of knowledge concerning how the individual, group, family, and community systems interrelate with each other and the larger social context from the lifespan stages of birth through early adulthood. Content will be drawn from the biological, psychological, sociological, eco-political, and cultural-environmental systems. The importance of professional ethics in the assessment process is also examined.

(Normally offered each fall semester.)

128. Human Behavior and the Social Environment II

3 hours

A course to synthesize and examine the body of knowledge concerning how the individual, group, family, and community systems interrelate with each other and the larger social context from the lifespan stages of middle adulthood through aging and death. Content will be drawn from the biological, psychological, sociological, eco-political, and cultural-environmental systems. The importance of professional ethics in the assessment process is also examined.

(Normally offered each spring semester.)

135. Family Violence

3 hours

This course will expose students to the various types of violence experienced by individuals and families across their lifespan. An introduction to various theories used in working with survivors of abuse will be presented and students will learn about bruises and fractures associated with child abuse. The influence of societal "isms", culture, gender, and sexual orientation related to violence will be incorporated into the material being discussed. (Normally offered each spring semester.)

190. Selected Topics

1, 2 or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

208. Systems of Group Work

3 hours

This course provides an understanding of the theoretical underpinnings as well as the practical applications of group work as a vehicle for social work. It also explores how and why groups function and develop skills and techniques of membership and leadership.

Prerequisite(s): Social Work 15 or permission of the social work program director.

(Normally offered each spring semester.)

209. Macro Methods: Community Organization, Planning and Administration

3 hours

An introductory course to the administration and planning of social service organizations. Major emphasis upon community, organization, and legislative analysis; management skills; program planning; and evaluation. A practice-oriented course including simulations, in-class projects, volunteer experience, and personal introspection.

Prerequisite(s): Social Work 15 and 120 or permission of the social work program director.

(Normally offered each spring semester.)

210. Micro Methods: Individuals and Families

3 hours

Emphasis on social work theory and practice skills. Study of communication patterns, empathic response and assessment of client situations. Experiential learning through role playing, observation, and discussion.

Prerequisite(s): Social Work 15 or permission of the social work program director.

(Normally offered each fall semester.)

225. Strengths Perspective Practice

3 hours

This course is designed to introduce students to the fundamentals of strengths perspective theory, assessment, and intervention with individuals, families, and communities. Students are also introduced to concepts from related solution-oriented intervention approaches. Strategies and techniques for structuring the helping process in a way that maximizes client self-determination and the probability of successful goal attainment will be emphasized.

Prerequisite(s): Social Work 15 and junior standing or permission of the social work program director. (Normally offered alternate years.)

245. Social Work in Health Care

3 hours

The course surveys the field of social work in the health care arena. A generalist social work perspective will be used to address the social work roles of assessment, intervention, advocacy, and policy analysis in the health care environment. Social work roles at the individual, group, and organizational/community levels will be addressed.

Prerequisites: Social Work 15 and junior standing or permission of the social work program director.

(Normally offered alternate years.)

291. Independent Advanced Readings

1-3 hours

Intensive readings in the discipline.

293. Field Studies: Native American Life See Anthropology 293.

296. Special Projects

1, 2, or 3 hours

Supervised individual projects in conjunction with departmental research, community services and student interest. Special projects may not duplicate courses described in the catalog.

Prerequisite: Approval of the social work program director.

297. Field Practicum

1-9 hours

Supervised learning experiences in selected social work agencies. This experience introduces a variety of social work practice roles and enables the student to apply social work knowledge, skills, and values in a real practice situation. May be taken as a block placement for 9 credit hours or as a concurrent placement over two semesters for a total of 9 credit hours.

Prerequisites: Social Work 210 and approved candidacy.

299. Senior Thesis

3 hours

Independent field research required for all majors. Prerequisites: Sociology 236, 237, 242 and approval of the instructor.

Courses in Criminal Justice

101. Introduction to Criminal Justice

3 hours

A survey course providing an overall view of the criminal justice system, the law, law enforcement, the courts, and corrections.

(Normally offered each fall semester.)

110. Police and Community

3 hours

The analysis of the structure-function of law enforcement and the dilemma confronting the police in relation with the community.

Prerequisites: Criminal Justice 101 and Sociology 3 or 4. (Normally offered alternate years.)

114. Juvenile Justice

3 hours

This course examines the unique framework and workings of the Juvenile Justice system. The Juvenile Justice system is in the process of on-going profound changes in both legal rights and corrections. We will examine the reasons why Juveniles commit crimes and status offenses. The current issues in Juvenile Justice such as: gangs, growth in "female" criminal involvement, and the hardening of juvenile offenders.

Prerequisite(s): Criminal Justice 101. (Normally offered alternate years.)

190. Selected Topics

1, 2, or 3 hours

A course designed to treat subject matter not covered in other departmental courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.

201. Criminal Law

3 hours

Survey of criminal law with emphasis on basic legal procedure developed by the courts and legal problems of law enforcement.

Prerequisites: Criminal Justice 101 and Sociology 3 or 4. (Normally offered every third spring.)

211. Crime and Delinquency

3 hours

An examination of contemporary problems in crime and delinquency with emphasis upon the theories of deviant behavior and correction. Cross listed with Sociology 211. *Prerequisites: Criminal Justice 101 and Sociology 3 or 4.* (Normally offered each fall semester.)

213. Correction and Penology

3 hour

Analysis of the history, theory, structure, and function of contemporary penal institutions. Cross listed with Sociology 213.

Prerequisites: Criminal Justice 101 and Sociology 3 or 4. (Normally offered every third spring.)

296. Special Projects

1, 2, or 3 hours

Supervised individual projects in conjunction with departmental research and student interest. Special projects may not duplicate courses described in the catalog.

Prerequisite: Approval of the instructor.

297. Directed Field Work

4-8 hours

Supervised field work and study in a criminal justice institution. May be repeated for a maximum of 8 credit hours

Prerequisites: Minor in criminal justice and approval of instructor

Sociology-Anthropology Major

Sample Course Schedules

First Year
Fall Semester
SOC 3: Intro to Sociology3 hrs
•IDS 1: Liberal Arts Seminar3 hrs
•ENG 1: English Language and Writing3 hrs
General Education or Electives6-7 hrs
15-16 hrs
Spring Semester
SOC 4: Social Problems3 hrs
ANTHR 151: Cultural Anthropology3 hrs
•COMM 1: Fundamentals of Speech3 hrs

•HHP 15: Health and Wellness......2 hrs.

General Education or Electives4-6 hrs.

15-17 hrs.

Social Work Major Sample Course Schedules

Sample Course Schedules		
First Year Fall Semester SOCWK 15: Intro to Social Work	.3	hrs.
•IDS 1: Liberal Arts Seminar		
•ENG 1: English Language and Writing		
POLSC 1: U.S. Government		
General Education or Electives3		
15-1	O	hrs.
Spring Semester		
SOC 3: Introduction to Sociology		
General Education or Electives	.3	hrs.
COMM 1: Fundamentals of Speech		
Masterpieces of Literature		
HHP 15: Health and Wellness	.2	hrs.
PSYCH 2: Applied Psychological Science	.3	hrs.
1	7	hrs.
Second Year		
Fall Semester		
SOCWK 127: Human Behavior and the		

Spring Semester	
SOCWK 120: Soc Welfare Policy,	
Services and Delivery Systems3 hrs	s.
SOC 120: Sociology of the Family or	
SOC 234: Community in Urban Society3 hrs	s.
SOC 110: Statistics3 hrs	s.
General Education or Electives3 hrs	s.
Social Work 128: Human Behavior	
and the Social Environment II3 hrs	s.
15 hrs	5.

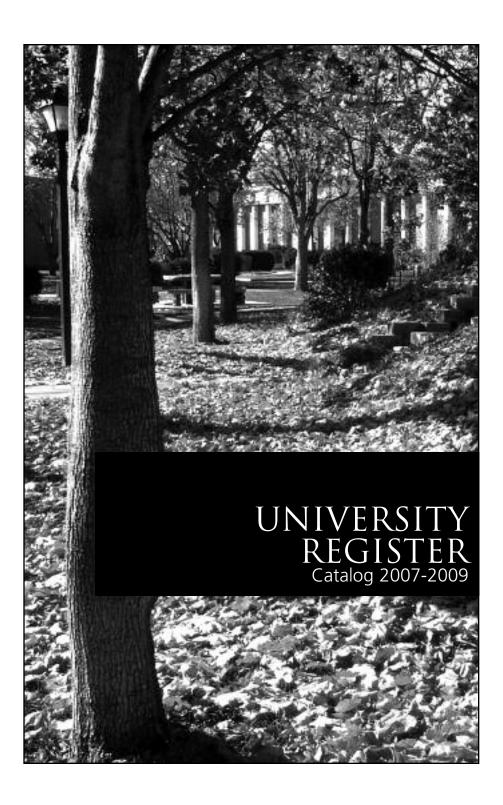
Business-Sociology Major Sample Course Schedules

pring Semester	
SOC 4: Social Problems (recommended)	3 hrs.
COMM 1: Fund of Speech	3 hrs.
ECON 53 or 54: Micro or	
Macro Econ Principles	3 hrs.
ACCT 32: Accounting II	3 hrs.
•HHP: Health and Wellness	2 hrs.
General Ed Courses	3 hrs.
	17 hrs

Second Year	
Fall Semester	
SOC 116: Race Relations	3 hrs.
BUSAD 211 or 225	3 hrs.
General Education Electives	3-6 hrs.
Masterpieces of Literature	3 hrs
BUSAD 100: Management	3 hrs.
	15-18 hrs.

oring Semester	
SOC 115: Population	3 hrs
BUSAD 231: Human	
Resource Management	3 hrs
POLSC 109: Public Policy	3 hrs
SOC or ECON 110: Statistics	3 hrs
•Mathematics Requirement	3-4 hrs
	15-16 hrs

•The above schedules are samples. There are other ways of attaining the same objectives. For example, the English Language and Writing and Fundamentals of Speech requirements must be completed during the first year, but they may be taken either semester. It is recommended that courses meeting the Masterpieces of Literature, Health and Wellness, and Mathematics requirements be scheduled during the first or second year. The Liberal Arts Seminar is a required first semester course.



UNIVERSITY REGISTER

Board of Governors

The Board of Governors of Nebraska Wesleyan University is the governing body of the institution. Membership on the Board includes not more than 31 persons elected by the Board of Governors, two members elected by the students, two elected by the faculty, the Bishop of The United Methodist Church having supervision of the area in which Lincoln, Nebraska, is located, the President of the Alumni Association, and the President of the University.

Members of the Board of Governors as of May 1, 2007, are:

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James R. Kruse ('67), Chair, Student Affairs Attorney Kruse, Landa, Maycock & Ricks, LLC Salt Lake City, Utah

Todd Holder ('85), *Co-chair, University Advancement* Director Citigroup Global Markets Inc. Tampa, Florida

Laura Acklie Schumacher, M.D. ('78), Co-chair, University Advancement Lincoln, Nebraska

Lynne M. Mills ('77), Chair, University Enrollment and Marketing Senior Vice President Advantus Capital Management, Inc. Mendota Heights, Minnesota

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Thomas C. Ball Chairman & President NAI FMA Realty, Inc. Lincoln, Nebraska

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Ross Bergt

Student Nebraska Wesleyan University Lincoln, Nebraska

Kenneth M. Bird, Ed.D. Superintendent Westside Community Schools Omaha, Nebraska

Ivan Adin Bullock, CPCU, CLU ('80) Agent State Farm Insurance Company Plano, Texas

Clark T. Chandler Interim President Nebraska Wesleyan University Lincoln, Nebraska

Steve Erwin President U.S. Bank Lincoln, Nebraska

Robert W. Fairchild Professor of Physics Nebraska Wesleyan University Lincoln, Nebraska

Robyn L. Henderson ('82) Executive Director Southeast Nebraska AHEC Lincoln, Nebraska

Harry Huge, Esq. ('59) Charleston, South Carolina

Ronald C. Jensen ('74) Attorney/Partner Baird Holm Law Firm, LLP Omaha, Nebraska

Grant Johnson Student Nebraska Wesleyan University Lincoln, Nebraska

The Rev. Dr. Jim Keyser ('70)

Pastor

Trinity United Methodist Church

Lincoln, Nebraska

The Rev. Dr. David J. Lux

Senior Pastor

Saint Paul United Methodist Church

Lincoln, Nebraska

JoAnn M. Martin

CEO & President

Ameritas Life Insurance Corp.

Lincoln, Nebraska

Joyce Michaelis

Professor of Spanish

Nebraska Wesleyan University

Lincoln, Nebraska

Lindy Mullin, Ed.D. ('67)

Lincoln, Nebraska

Robert J. Routh ('63)

Partner

Cline, Williams, Wright, Johnson & Oldfather

Lincoln, Nebraska

Kent Seacrest

Seacrest & Kalkowski Lincoln, Nebraska

Ann Brookshire Sherer

Bishop

Nebraska Area United Methodist Church

Lincoln, Nebraska

Jill Schechinger Yeutter ('75)

President

Yeutter Benefits Management

Omaha, Nebraska

Governors Emeriti

Eugene A. Conley Carmel, California

Gerry Dunlap ('70)

President

Farmers & Merchants Bank

Milford, Nebraska

John Haessler

Lincoln, Nebraska

Gordon "Mac" Hull ('59)

President

Tasty Toppings, Inc.

Columbus, Nebraska

Arlene Sorensen

Lincoln Wholesale Florists

Lincoln, Nebraska

John W. Stewart

Lincoln, Nebraska

Warren K. Urbom ('50)

US Senior District Judge

US Courts

Lincoln, Nebraska

F. Thomas Waring, M.D. ('53)

Fremont, Nebraska

Faculty Emeriti

(Dates in parentheses indicate original appointment year and official retirement year.)

Ronald L. Bachman (1969-1997)

Professor Emeritus of Health and Human Performance B.A., 1960, Nebraska Wesleyan University; M.S., 1964, Kearney State College; Ed.D., 1980, University of Nebraska-Lincoln.

Henry H. Blanke, Jr. (1958-1999)

Professor Emeritus of Communication and Theatre Arts B.A., 1953, Doane College; M.A., 1958, University of Nebraska-Lincoln.

William M. Cascini (1957-1996)

Professor Emeritus of Sociology

A.B., 1948, Asbury College; Th.M., 1953, Th.D., 1955, Iliff School of Theology.

Harold G. Chaffee (1967-1992)

Professor Emeritus of Health and Physical Education B.A., 1950, Colorado State University; M.P.E., 1976, University of Nebraska-Lincoln.

David M. Clark (1962-1999)

Professor Emeritus of Communication and Theatre Arts B.S., 1958, M.A., 1962, Northern Illinois University; Ph.D., 1976, University of Nebraska-Lincoln.

Lois T. Coleman (1970-1994)

Professor Emerita of Education
B.A., 1952, M.A., 1967, Ed.D., 1969, University
of California, Berkeley.

Glen E. Dappen (1969-2003)

Professor Emeritus of Biology

B.A. 1960, Sioux Falls College; M.S., 1962, Ph.D. 1971, University of Nebraska-Lincoln.

Anthony R. Epp (1971-2005)

Professor Emeritus of French

B.A., 1963, Bethel College; M.S., 1964, University of Wisconsin-Madison; Certificate of Studies, 1965, L'Ecole d'Administration, Brussels, Belgium; Ph.D., 1971, University of Colorado.

Milton D. Evans (1954-1982)

Professor Emeritus of Education and former Vice President for Student Affairs B.A., 1940, Nebraska State Teachers College, Wayne; M.A., 1947, Ph.D., 1954, University of Nebraska.

Walter Russell French, Jr. (1951-1988)

Professor Emeritus of Physics

A.B., 1948, Nebraska Wesleyan University; M.A., 1950, State University of Iowa; Ph.D., 1957, University of Nebraska.

A. Denise George (1978-2006)

Professor Emerita of Chemistry
B.Sc.Tech. (Hons.), 1963, Ph.D., 1966,
Manchester University, England (in absentia
Bristol University, England, 1965-1966).

Nanette H. Graf (1965-1993)

Professor Emerita of English

B.A., 1949, M.A., 1964, Stanford University; Ph.D., 1991, University of Nebraska-Lincoln.

Betty J. Grassmeyer (1972-1993)

Professor Emerita of Education
B.A., 1951, Kearney State College; M.Ed., 1970,
University of Nebraska-Lincoln.

Norman E. Griswold (1963-1998)

Professor Emeritus of Chemistry

B.A., 1957, University of Kansas; M.S., 1961, Ph.D., 1966, University of Nebraska.

Harold E. Hall (1953-1989)

Professor Emeritus of English

A.B., 1948, Simpson College; A.M., 1950, Ph.D., 1953, University of Pennsylvania.

Chelys M. Hester (1954-1980)

Professor Emerita of Health and Physical Education B.S., 1941, Nebraska State College, Kearney; M.A., 1959, University of Wyoming.

Daniel B. Howell (1965-2002)

Professor Emeritus of Chemistry

B.A., 1959, Yankton College; M.S., 1962, Ph.D., 1965, University of Nebraska.

Philip Kaye (1956-1990)

Professor Emeritus of Speech

A.B., 1942, Dakota Wesleyan University; Th.M., 1945, M.R.E., 1951, Iliff Theological Seminary; M.A., 1947, Ph.D., 1955, University of Denver.

William C. Kloefkorn (1962-1997)

Professor Emeritus of English

Nebraska State Poet.

B.S. Ed., 1954, M.S., 1958,

Emporia State College.

John P. Krejci (1984-2000)

Professor Emeritus of Sociology,

Anthropology, Social Work

B.A., 1959, Immaculate Conception Seminary, Missouri, S.T.L. (Licentiate in Theology), 1963 Pontifical Gregorian University of Rome, Italy; M.A., 1971, Ph.D., 1974, University of Notre Dame; M.S.W., 1983, University of Ne

Paul H. Laursen (1959-1993)

Professor Emeritus of Chemistry and former Dean of the College and Provost B.A., 1951, Dana College; Ph.D., 1961, Oregon

State University.

Robert A. Meininger (1968-2000)

Professor Emeritus of French

B.A., 1961, University of Wyoming; M.A., 1964, Ph.D., 1970, University of Nebraska Lincoln.

V. Patricia Rieper Meyers (1961-1980)

Professor Emerita of German

A.B., 1935, Midland College; M.A., 1937, University of Nebraska.

David Hopwood Mickey (1946-1987)

Professor Emeritus of History

A.B., 1939, Nebraska Wesleyan University; M.A., 1942, Ph.D., 1954, University of Nebraska.

Robert R. Morrow (1967-1997)

Professor Emeritus of Music

B.M., 1954, Oklahoma City University; M.S., 1956, University of Illinois; D.M.A., 1970, Eastman School of Music.

Ronald C. Naugle (1966-2004)

Professor Emeritus of History

B.A. 1964, M.A. 1966, Purdue University; M.Phil, 1972, Ph.D., 1976, University of Kansas.

Art C. Nicolai (1966-1989)

Professor Emeritus of Education B.S. in Ed., 1950, M.Ed., 1942, Ed.D., 1966, University of Nebraska.

William E. Pfeffer (1966-1992)

Professor Emeritus of Philosophy

B.A., 1949, Westminster College; M.Div., 1952, McCormick Seminary.

John M. Robson (1981-1996)

Professor Emeritus of Library and Information Technology B.S., 1953, University of Nebraska; M.A., 1959, University of Denver.

LaVerne C. Rudell (1966-1996)

Professor Emerita of Business Administration B.A., 1965, Nebraska Wesleyan University; M.A., 1970, Ph.D., 1982, University of Nebraska-Lincoln; PHR, 1990.

Leon J. Satterfield (1960-2000)

Professor Emeritus of English

A.B., 1958, M.A., 1959, Kansas State Teachers College; Ph.D., 1969, University of Nebraska-Lincoln.

Lewis A. Schafer (1956-1987)

Professor Emeritus of Biology

B.S., 1947, M.S., 1948, Kansas State University; Ph.D., 1954, Cornell University.

Clifford A. Sexton, Jr. (1985-2001)

Professor Emeritus of Accounting

B.S., 1965, University of Kentucky; M.A., 1972, University of Houston; CPA, Texas and Nebraska.

W. Leonard Staudinger (1968-1999)

Professor Emeritus of Biology

B.S., 1957, Oregon State University; M.S., 1959, Ph.D., 1961, Iowa State University.

Ruth O. Stephenson (1961-1997)

Professor Emerita of Music

B.M., 1952, M.M., 1953, University of Michigan.

Paul R. Swanson (1976-1992)

Professor Emeritus of Music

A.B., 1951, Nebraska Wesleyan University; M.A., 1959, Ed.D., 1967, University of Northern Colorado.

Lawrence E. Vaughan (1957-1984)

Professor Emeritus of Education

A.B., 1946, Nebraska Wesleyan University; M.A., 1953, Northwestern University; Ed.D., 1959, University of Nebraska.

John M. Walker (1969-2002)

Professor Emeritus of Philosophy
A.B., 1962, Oklahoma City University; A.M.,
1964, Ph.D., 1967, Brown University.

Joe F. Wampler (1954-1992)

Professor Emeritus of Mathematics A.B., 1950, M.A. 1962, University of Kansas; Ph.D., 1967, University of Nebraska.

2006-2007 Faculty

Georgianne Mastera** (1987)

Interim Provost; Associate Professor of Business Administration

B.S., 1965, M.Ed., 1976, Ph.D., 1996, University of Nebraska-Lincoln.

Mary Beth Ahlum (1985)

Professor of Psychology

B.S., 1978, Denison University; M.S., 1981, Ph.D., 1983,

The Pennsylvania State University.

Timothy P. Anderson (1984)

Professor of Education; Chair of the Department of Education B.S., 1973, M.A., 1978, Ph.D., 1984, University of Nebraska-Lincoln.

Cody L. Arenz (1999)

Associate Professor of Biology B.S., 1993, Oklahoma State University; Ph.D., 1998, University of Nebraska-Lincoln.

Boyd Bacon (1988)

Instructor, Fixed-Term in Music; Director of Performance Ensembles B.M.E., 1970, M.M., 1972, University of Nebraska-Lincoln.

Masako Nakamura Bacon* (2004)

Adjunct Instructor in Music

B.M., 1987, Kobe College, Japan;

M.C.M., 1999, Concordia University, Wisconsin.

Courtney C. Baillie (1999)

Associate Professor of Accounting; Interim Chair of the Department of Business/Accounting/Economics

B.S., 1989, M.P.A., 1990, University of Nebraska-Lincoln; CPA Certificate, 1989.;

Ph.D., 2003, University of Nebraska-Lincoln.

Richard K. Bagby* (2007)

Adjunct Instructor in Psychology B.S., 1985, University of Nebraska-Lincoln.

Kay P. Ballard* (2006)

Adjunct Professor of Business Administration
 B.S., 1977, Kansas State University;
 M.S., 1979, University of Nebraska-Lincoln;
 M.B.A., 1981, Creighton University.

Linda K. Barnett (1992)

Associate Professor of Education; Chair of the Professional Division
B.S., 1979, M.Ed., 1985, Ph.D., 1997,

University of Nebraska-Lincoln.

() denotes year of original appointment $% \left(1\right) =\left(1\right) \left(1\right$

Dana K. Bates** (2004)

Assistant Athletic Trainer and Instructor in Health and Human Performance

B.S., 1999, Whitworth College;

M.S., 2001, Oregon State University

Dale M. Benham (1989)

Professor of Biology

A.S., 1978, South Plains College;

B.S., 1980, M.S., 1982, Angelo State University;

Ph.D., 1989, Northern Arizona University.

Linda J. Blodgett* (2006)

Adjunct Instructor in Business Administration B.S., 1984, Regis University; M.B.A., 1989, University of Colorado.

Sara A. Boatman** (1990)

Vice President for Student Life and Campus Community; Associate Professor of Communication

B.A., 1965, Nebraska Wesleyan University; M.A., 1973, Ph.D., 1985, University of Nebraska-Lincoln.

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Associate Professor of Psychology; Chair of the Department of Psychology
B.A., 1976, Sioux Falls College;

M.DIV., 1981, North American Baptist Seminary; M.S., 1985, Ph.D., 1988, University of Oregon.

William E. Boernke (1971)

Professor of Biology

B.A., 1966, Ph.D., 1972, University of Minnesota.

Melisa Borchardt (2002)

Assistant Professor of Social Work
B.S., 1992, Nebraska Wesleyan University;
M.S.W., 1997, University of Denver.

Kevin P. Bower** (2005)

Director of Historical Studies Program;
Director of Wesleyan Honors Academy;
Assistant Professor, Fixed-Term of History
B.S., 1996, University of Evansville;
M.A., 1999, Ph.D., 2003, University of Cincinnati;

Jeri L. Brandt (1990)

Professor of Nursing; Director of the Nursing Program B.S.N., 1974, University of Iowa; M.S.N., 1978, University of Nebraska College of Nursing; Ph.D., 1988, University of Nebraska-Lincoln.

Andrew C. Breiner (2006)

Assistant Professor of Computer Science B.S., 2001, University of Nebraska-Kearney; M.S. 2003, University of Nebraska-Lincoln.

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^{**}Administrators who teach or hold faculty rank

Jerald S. Bricker (2003)

Assistant Professor of Biology

B.S., 1986, Western Michigan University;

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B.F.A., 1984, University of Utah.

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Director of International Education; Assistant Professor of Global Studies

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B.A., University of Washington;

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Ph.D., 1989, Texas A&M.

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Gina Chambers* (2002)

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Associate Professor of Communication and Theatre Arts; Chair of the Fine Arts Division

A.A., 1974, Mid-Plains Community College, Nebraska;

B.S., 1977, Nebraska Wesleyan University;

M.A., 1987, Louisiana State University;

Ph.D., 1997, University of Pittsburg.

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B.A., 1967, Nebraska Wesleyan University;

M.A., 1969, Ph.D., 1971, Texas Christian University.

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Director of Forensic Science Program;

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B.A., 1977, M.A., 1979, University of Wisconsin-Madison.

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Head of Library Technology and Assistant Professor of Library and Information Technology

B.A., 1989, M.L.I.S., 1996, M.A., 2000, University of South Carolina.

Rick Cypert (1987)

Professor of English; Director of Global Studies Program; Chair of the Humanities Division; Director of the Cooper Center

B.S., 1981, McMurry College;

M.A., 1983, Iowa State University;

Ph.D., 1987, Texas Christian University.

Glen E. Dappen* (1966)

Professor Emeritus of Biology

B.A., 1960, Sioux Falls College; M.S., 1965,

Ph.D., 1971, University of Nebraska-Lincoln.

Thomas B. Dawson* (2006)

Adjunct Professor of Business Administration B.B.A., 1969, Eastern Michigan University;

J.D., 1973, Detroit College of Law/Michigan State

University Law School

Sara Jane Dietzman (2006)

Assistant Professor of French

B.A., 1993, University of Oregon;

M.A., 1996, Ph.D., 2005, University of Virginia.

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Adjunct Instructor in English

B.A., 1999, Nebraska Wesleyan University;

M.A., 2002, University of Nebraska-Lincoln;

M.A., 2003, University of Leichester.

Ellen B. Dubas (1984)

Associate Professor of Anthropology

B.A., 1970, M.A., 1975,

University of Nebraska-Lincoln;

Ph.D., 1990, University of Michigan.

⁽⁾ denotes year of original appointment

^{*}Part-time Faculty

^{**}Administrators who teach or hold faculty rank

Michael E. Dumanis (2005)

Assistant Professor of English

B.A., 1997, Johns Hopkins University;

M.F.A., 1999, University of Iowa;

Ph.D., 2005, University of Houston.

Garry A. Duncan (1979)

Professor of Biology

B.S., 1972, M.S., 1975, Arizona State University; Ph.D., 1979, University of Arizona.

Kelly E. Eaton (1997)

Associate Professor of Political Science B.A., 1982, M.A., 1984, Ph.D., 1994, George Washington University.

Margaret L. Emons (2000)

Head of Technical Services and Audio Visual; Assistant Professor of Library and Information Technology B.S., 1984, Nebraska Wesleyan University; M.L.I.S., 1994, Emporia State University.

Melissa C. Erdmann (2001)

Assistant Professor of Mathematics B.A., 1996, Luther College; M.S., 1998,

Ph.D., 2001, Colorado State University.

Keri M. Erickson* (2006) Adjunct Instructor in Art

B.F.A., 1994, Nebraska Wesleyan University; M.F.A., 1997, Cranbrook Academy of Art.

Nathanael L. P. Fackler (1998)

Associate Professor of Chemistry

B.A., 1990, Valparaiso University;

Ph.D., 1995, Northwestern University.

Loretta L. Fairchild (1975)

Professor of Economics

B.A., 1966, Nebraska Wesleyan University; M.A., 1969, Ph.D., 1972, Cornell University.

Robert W. Fairchild (1975)

Professor of Physics, Chair of the Department of Physics and Astronomy

B.S., 1971, Rensselaer-Polytechnic Institute; Ph.D., 1975, Cornell University; M.S., 1993, Colorado State University.

Maxine Fawcett-Yeske (1999)

Associate Professor of Music

B.S., 1983, University of Colorado at Denver; M.M., 1987, University of Nebraska at Omaha; Ph.D., 1997, University of Colorado.

Frank M. Ferraro III (2006)

Assistant Professor of Psychology B.S., 1998, University of Nebraska-Omaha; Ph.D., 2003, Kansas State University.

() denotes year of original appointment

Laura M. Franz* (2006)

Adjunct Instructor in German

B.A., 1981, Wellesley College;

M.A., 2006, University of Nebraska-Lincoln.

Deborah M. Freeman* (2005)

Adjunct Instructor in Communication

B.A., 1971, Westminster College;

M.A., 1976, Oklahoma State University.

Jo Ann M. Fuess (1990)

Professor of Modern Languages;

Chair of the Department of Modern Languages

B.A., 1983, University of Delaware;

M.A., 1985, Purdue University;

Ph.D., 1992, University of Nebraska Lincoln.

A. Denise George* (1978)

Emerita Professor of Chemistry

B.Sc.Tech. (Hons.), 1963,

Ph.D., 1966, Manchester University, England (in absentia Bristol University, England, 1965-1966).

Joan Gettert Gilbreth (2000)

Associate Professor of Sociology; Chair of the Department of Sociology, Anthropology, and Social Work

B.S., 1985, Southwest Texas State University; M.S., 1994, Ph.D., 2000, University of

Nebraska-Lincoln.

Anthony Gilmore* (2007)

Adjunct Instructor in Theatre Arts

B.A., 2002, Union College;

M.A., 2005, Korea University.

Joyce G. Gleason* (2005)

Adjunct Professor of Economics

B.A., 1963, M.A. 1964, University of Michigan-Ann Arbor; Ph.D. 1986, University of Nebraska-Lincoln.

Michael T. Gorman* (2006)

Adjunct Instructor in English

B.A., 1990, M.A., 1993, University of Wisconsin-Eau Claire; Ph.D., 2005, University of Tulsa.

David Goss (1964)

Professor of Physics

B.S., 1959, Southwestern University, Texas;

M.S., 1961, Michigan State University;

Ph.D., 1964, University of Texas at Austin;

B.S. (Geology), 1982, University of Nebraska-Lincoln.

Lois M. Goss* (2002)

Adjunct Instructor in Mathematics

B.A., 1993, M.S., 2002, University of Nebraska-Lincoln.

David R. Gracie (2004)

Assistant Professor of Art

B.F.A., 2000, University of Hartford;

M.F.A., 2004, Northwestern University.

^{*}Part-time Faculty

^{**}Administrators who teach or hold faculty rank

Dean W. Haist* (1983)

Adjunct Professor of Music

B.M., 1975, M.M., 1984, University of Nebraska-Lincoln.

Nancy J. Hansen** (1976)

Director of the Weary Center for Health and Fitness; Director of Intramurals; Instructor in Health and Human Performance

B.S., 1975, M.S., 1985, University of Nebraska-Lincoln.

Linda K. Hardy (2004)

Assistant Professor, Fixed-Term of Nursing B.S.N., 2001, M.S.N., 2003, Nebraska Wesleyan University.

Patricia A. Hawk (1997)

Instructor, Fixed-Term in Communication

B.A., 1985, Chadron State College;

M.A., 1995, Doane College Lincoln;

Ph.D. 2007, University of Nebraska-Lincoln.

Patrick M. Hayden-Roy (1989)

Professor of History

B.A., 1981, University of Southern California; M.A., 1983, Ph.D., 1988, Stanford University.

Wende Heckert (2003)

Assistant Professor, Fixed-Term of Nursing
B.S.N., 1994, Mount Marty College;
M.S.N., 1998, University of Nebraska Medical Center, Kearney;
M.F.S., 2004, Nebraska Wesleyan University.

Peter G. Heckman** (1993)

Interim Dean for Academic Affairs; Associate Professorof Philosophy

B.A., 1978, Grinnell College;

M.A., 1980, Ph.D., 1988, Northwestern University.

Nancy R. Heltzel* (2003)

Adjunct Instructor in Political Science

B.A., 1997, University of South Dakota;

M.A., 2000, University of Nebraska-Lincoln.

Jean E. Henderson (1973)

Professor of Music

B.A., 1965, Nebraska Wesleyan University; M.A., 1970, Eastman School of Music; M.M., 1976, D.M.A., 2003, University of Nebraska-Lincoln.

C. Gerise Herndon (1993)

Professor of English;

Director of the Women's Studies Program

B.A., 1985, Drury College;

M.A., 1990, Ph.D., 1993, University of Texas at Austin.

James W. Hewitt* (2001)

Adjunct Professor of History

B.A., 1954, J.S., 1956, M.A., 1994, Ph.D., 2005, University of Nebraska-Lincoln.

() denotes year of original appointment

Krista B. Hight* (2003)

Adjunct Instructor in Education

B.S., 1992, Ed.M., 1993, University of Illinois, Champaign.

Donna Bell Himmelberger* (1997)

Adjunct Instructor in Communication B.A., 1976, Auburn University;

M.F.A., 1979, Michigan State University.

Barton Holmquist* (2006)

Adjunct Professor of Chemistry

A.A., 1963, Los Angeles Valley College;

B.A., 1965, University of California-Santa Barbara;

Ph.D., 1993, Boston University School of Law.

Jana Holzmeier (1999)

Associate Professor of Music

B.M.E., 1985, Truman State University,

M.M., 1988, Indiana University;

D.M.A., 2003, University of Texas at Austin.

Susan G. Horn* (1984)

Assistant Professor, Fixed-Term of Art B.F.A., 1975, M.F.A., 1982, University of Nebraska-Lincoln.

Mary D. Howell* (1966)

Adjunct Professor of Music

B.A., 1960, Carleton College;

M.M., 1963, University of Nebraska-Lincoln.

Thomas K. Hudson (1988)

Professor of Business Administration

B.S., 1962, M.Ed., 1963, M.B.A., 1966,

Ph.D., 1991, University of Nebraska-Lincoln.

Heather Hunter Berg* (2006)

Adjunct Instructor in English

B.A., 2000, Cornell College;

M.A., 2006, University of Nebraska-Lincoln.

Brian A.T. Husby (2000)

Associate Professor of Education

B.A., 1980, B.Ed., 1981, University of Lethbridge,

M.S., 1986, University of Oregon;

Ph.D., 1991, University of Arizona.

Leslie A. lanno* (2006)

Adjunct Instructor in English

B.A., 2003, Nebraska Wesleyan University;

M.A., 2005, University of Nebraska-Lincoln.

David L. laquinta (1990)

Professor of Sociology

B.A., 1972, M.S., 1976, M.S., 1977,

Ph.D., 1982, University of Wisconsin-Madison.

Nancy L. Intermill (2006)

Visiting Instructor in Sociology

B.A., 1974, San Francisco State University; M.S., 1978, University of Southern California.

^{*}Part-time Faculty

^{**}Administrators who teach or hold faculty rank

Jeffrey A. Isaacson (2000)

Associate Professor of Biology B.S., 1983, Nebraska Wesleyan University; D.V.M., 1987, Kansas State University;

Ph.D., 1996, Iowa State University.

Thomas A. Jackman (1991)

Associate Professor of Business Administration B.S., 1984, Nebraska Wesleyan University; M.B.A., 1986, DePaul University.

Alice J. Jaswal** (1967)

Senior Professor of Communication and Theatre Arts; Chair of the Department of Communication and Theatre Arts; Executive Director for University College Programs B.A., 1962, Kearney State College; M.A., 1963, Central Missouri State College; Ph.D., 1968, Michigan State University.

Karla K. Jensen (2000)

Associate Professor of Communication B.A., 1988, University of Nebraska-Lincoln; M.A., 1991, Ph.D., 1994, University of Kansas.

Melvin A. Johnson* (2000)

Adjunct Instructor in Business Administration
 B.A., 1970, Nebraska Wesleyan University;
 M.B.A., 1991, Keller Graduate School of Management;
 M.A., 1999, Wichita State University.

Yolande Y. Johnson* (2005)

Adjunct Instructor in Sociology

A.A., 1999, Georgia Military College; B.A., 2001, Augusta State University;

M.A., 2003, University of Nebraska-Lincoln.

Berniece M. Jones (1997)

Associate Professor of Health and Human Performance; Chair of the Department of Health and Human Performance B.S., 1974, Concordia College, Nebraska; M.Ed., 1981, University of Nebraska-Lincoln; Ph.D., 2000, University of St. Louis.

Larry E. Jones (1976)

Professor of Music; Chair of the Department of Music B.M., 1973, Nebraska Wesleyan University; M.M., 1975, Yale University; D.M.A., 1990, University of Colorado.

Richard K. Jones* (1981)

Adjunct Instructor in Music

B.M., 1978, University of Nebraska-Lincoln.

Willa Foster Jones* (2006)

Adjunct Instructor in Music
B.A., 1974, Doane College;
M.M., 1984, University of Nebraska-Lincoln.

Sarah A. Kelen (1999)

Associate Professor of English
B.A., 1990, University of California, Berkeley;
M.A., 1991, M.Phil., 1993,
Ph.D., 1996, Columbia University.

Brian J. Keller** (1996)

Head Football Coach; Assistant to the Athletic Director; Instructor in Health and Human Performance B.S., 1983, Nebraska Wesleyan University; M.S., 1991, Eastern Oregon State College.

Vonetta Y. Kelley* (2007)

Adjunct Instructor in Criminal Justice
B.S., 1999, Texas Southern University;
M.P.A., 2005, University of San Francisco.

Carla C. Ketner* (1994)

Adjunct Instructor in Education
B.S., 1988, Nebraska Wesleyan University;
M.A., 1994, University of Nebraska-Omaha

Bruce E. Kopplin* (1983)

Adjunct Professor of Geography B.S., 1965, University of Wisconsin-Eau Claire; M.A., 1967, Eastern Michigan University.

Joan M. Korte (1999)

Assistant Professor of Theatre B.F.A., 1990, Nebraska Wesleyan University; M.F.A., 1994, University of Nebraska-Lincoln.

Matthew K. Kosmicki* (2003)

Adjunct Professor of Business Administration B.S., 1994, University of Nebraska-Lincoln; J.D., 1999, University of Nebraska College of Law.

Sue A. Kozisek* (1990)

Adjunct Instructor in Health and Human Performance B.S., 1979, University of Nebraska-Lincoln; Didactic Training: Massage Therapy, Midwest Institute of Health Sciences, Council Bluffs, Iowa; Certification: Sports Massage Therapist, American Massage Therapy Association, 1988; Licensure: Massage Therapist, Nebraska Department of Health.

Dawn M. Pawlewski Krogh* (1999)

Adjunct Professor of Music

B.M., 1989, Simpson College; M.M., 1991, University of Missouri-Kansas City Conservatory of Music; D.M.A., 2005, University of Nebraska-Lincoln.

Elaine M. Kruse (1985)

Huge-Kinne Professor of History; Chair of the Department of History

A.B., 1962, Augustana College; M.A., 1964, University of Illinois; Ph.D., 1983, University of Iowa.

Marlene Kay Kwiatkowski (2004)

Visiting Instructor in Education

B.S., 1982, University of Nebraska-Lincoln; M.S., 1997, Doane College.

Jeffrey D. Lang (2004)

Assistant Professor, Fixed-Term of Nursing

B.S., 1994, M.A. 1997, University of Nebraska-Lincoln.

Nancyruth Leibold* (1994)

Adjunct Instructor in Biology

B.S.N., 1991, Nebraska Wesleyan University;

M.S., 1993, Creighton University.

Rita M. Lester (1998)

Associate Professor of Religion

B.A., 1989, Graceland College;

M.T.S., 1991, Garrett Evangelical Theological Seminary; Ph.D., 1997, Northwestern University and

Garrett Evangelical Theological Seminary.

Jessica M. Lindsey* (2005)

Adjunct Instructor in Music

B.A., 2002, M.M., 2004, University of Nebraska-Lincoln.

Lisa A. Lockman (1990)

Ralph W. and Esther E. Petersen Associate Professor of Art B.A., 1985, Indiana University;

M.F.A., 1988, Indiana State University.

Janet C. Lu ** (1979)

Head of Library Public Services; Professor of Library and Information Technology

B.A., 1961, National Cheng-Kung University, Taiwan; M.S. in L.S., 1967, Case Western Reserve University Graduate School of Library Science.

Cynthia J. Marolf (1990)

Pre-Health Professions Advisor; Instructor, Fixed-Term in Biology

B.S., 1986, M.S., 1988, University of Nebraska-Lincoln.

Sandra K. Mathews (1996)

Associate Professor of History; Chair of the Social Sciences Division

B.A., 1986, Nebraska Wesleyan University;

M.A., 1988, Ph.D., 1998, University of New Mexico.

Susan A. Mausolf* (2006)

Adjunct Instructor in Music

B.A., 1989, B.M., 1995, M.M., 1997, University of Nebraska-Lincoln.

Sandra J. McBride ** (1991)

Instructor, Fixed-Term in English;

Coordinator of Services for Students with Disabilities B.A., 1984, Nebraska Wesleyan University;

M.A., 1991, University of Nebraska-Lincoln.

Laurence L. McClain* (1993)

Associate Professor of English

B.A., 1984, M.A., 1986, Ph.D., 1993,

University of Texas at Austin.

O. William McClung (1992)

Anderson-Trimble-Maurer Professor of Mathematics and

Computer Science; Chair of the Department of

Mathematics and Computer Science

B.A., 1967, Williams College;

M.A., 1968, Columbia University;

Ph.D., 1978, University of Oregon;

M.S., 1987, Stanford University.

Michael L. McDonald (1995)

Associate Professor of Education

B.S., 1984, M.E., 1988, Ph.D., 1996,

University of Nebraska-Lincoln.

Therese M. McGinn* (2003)

Adjunct Instructor in Biology

B.S., 1990, University of Minnesota;

Ph.D., 2002, University of Alabama-Birmingham.

Lucy E. McHugh* (2006)

Adjunct Instructor in Art

B.A., 1980, Columbia College;

M.A., 2000, University of Nebraska-Lincoln.

Angela McKinney-Williams (1998)

Associate Professor of Biology; Chair of the Department of Biology

B.A., 1989, Taylor University;

M.S., 1991, Ph.D., 1996,

The University of Tennessee, Knoxville.

William J. McNeil (1990)

Associate Professor of Psychology

B.A., 1973, M.A., 1980, Ph.D., 1985,

University of Nebraska-Lincoln.

Joyce E. Michaelis (1968)

Professor of Spanish

B.A., 1965, Central Michigan University;

M.A., 1967, University of Nebraska-Lincoln.

Jeffrey A. Mohr (2002)

Associate Professor of Social Work; Director of the Social Work Program

B.A., 1980, University of Nebraska-Lincoln; M.S.W., 1983, University of Kansas.

John J. Montag** (1995)

University Librarian; Professor of Library and Information Technology

B.A., 1970, Midland Lutheran College;

M.A., 1976, University of Iowa.

Joseph S. Moser* (2005)

Adjunct Instructor in Communication B.A., 1986, Nebraska Wesleyan University; M.F.A., 1991, University of Minnesota.

Jeri Myers (2000)

Assistant Professor, Fixed-Term of Forensic Science B.A., 1994, M.A., 1996, University of Nebraska-Lincoln; Certificate of Forensic Science, 1996; D-ABMDI, 2001.

Jessica M. Nelson* (2006)

Adjunct Instructor in Political Science
B.A., 1999, M.A., 2001, Texas Tech University.

Jodi L. Nelson* (2006)

Adjunct Instructor in Business Administration B.S., 1984, Nebraska Wesleyan University, J.D., 1987, University of Nebraska College of Law.

Catherine E. Nelson-Weber (1997)

Assistant Professor of Spanish

B.A., 1993, Texas Christian University; M.A., 1994, New York University in Spain; Ph.D., 2000, University of Nebraska-Lincoln.

Robert C. Oberst (1982)

Professor of Political Science B.A., 1970, Bucknell University; M.A., 1975, University of Idaho; Ph.D., 1981, Syracuse University.

Nanne Kirkhoff Olds (1999)

Assistant Professor of Accounting
B.A., 1978, Case Western Reserve University;
C.P.A., 1987; M.P.A., 1987,
University of Nebraska-Lincoln.

Jennifer D. Ortegren* (2007)

Adjunct Instructor in Religion B.A., 2003, Nebraska Wesleyan University; M.T.S., 2005, Harvard Divinity School.

Donald Paoletta (1993)

Professor of Art History; Chair of the Department of Art B.F.A., 1971, Ohio State University; M.A., 1974, Ph.D., 1991, University of Iowa.

John L. Parkhurst (1999)

Professor of Theatre Arts

A.B., 1969, Nebraska Wesleyan University; M.A., 1983, Southwest Missouri State University; M.F.A., 1988, University of Nebraska-Lincoln.

Richard R. Patrick (1995)

Charles W. and Margre H. Durham Associate Professor of Business Administration

B.A., 1984, Simpson College; M.B.A., 1992, Purdue University; Ph.D., 1997, University of Nebraska-Lincoln.

() denotes year of original appointment

David B. Peabody (1984)

Professor of Religion; Interim Chair of the Department of Religion and Philosophy B.A., 1968, Southern Methodist University; M.Th., 1971, Perkins School of Theology, Southern Methodist University; Ph.D., 1983, Southern Methodist University.

Tami Osborne Pederson* (2003)

Adjunct Instructor in Music B.M.E., 1980, M.M., 1984, University of Nebraska-Lincoln.

Ashley Penington* (2003)

Adjunct Instructor in Theatre Arts
B.S., 1998, University of Nebraska-Lincoln.

James E. Perry* (1987)

Adjunct Professor of Sociology
B.A., 1979, J.D., 1982, University of Nebraska-Lincoln.

Marilyn S. Petro (2005)

Assistant Professor of Psychology
B.S., 1975, Ohio State University;
M.A., 1978, Ph.D., 1980, Miami University, Ohio.

Patricia Dotson Pettit (1980)

Professor of Health and Human Performance B.S., 1977, University of Tennessee, Knoxville; M.P.E., 1978, Ph.D., 1989, University of Nebraska-Lincoln.

Kristin A. Pfabe (2000)

Associate Professor of Mathematics and Computer Science B.A., 1987, Concordia College; M.S., 1990, Ph.D., 1995, University of Nebraska-Lincoln.

Rachel M. Pokora (1996)

Associate Professor of Communication B.A., 1990, Michigan State University; M.A., 1993, Ph.D., 1996, Purdue University.

Michael W. Reese (2003)

Assistant Professor of Theatre Arts B.A., 1989, University of Nebraska-Omaha; M.F.A., 1992, University of Kansas.

Penny L. Reese* (2005)

Adjunct Instructor in Communication
B.A., 1987, College of Saint Mary;
M.A., 1998, University of Nebraska-Lincoln.

Kent E. Reinhard* (1997)

Adjunct Instructor in Physics and Astronomy B.S., 1985, University of Nebraska-Lincoln; M.S., 1989, University of New Hampshire.

^{*}Part-time Faculty

^{**}Administrators who teach or hold faculty rank

Rita A. Ricaurte* (1989)

Associate Professor of Spanish and Language Acquisition B.A., 1975, M.A., 1977, Kansas State University; Ph.D., 1998, University of Nebraska-Lincoln.

S. Merle Riepe* (2007)

Adjunct Professor of Psychology
B.S., 2001, Nebraska Wesleyan University,
M.S., Ph.D., 2005, Alliant International University.

William E. Rogge* (1993)

Adjunct Professor of Education B.A., 1966, Augustana College; M.A., 1970, Ed.D., 1980, University of Nebraska-Lincoln.

Larry L. Ruth* (1995)

Adjunct Professor of Political Science
B.A., 1967, Nebraska Wesleyan University;
J.D., 1970, George Washington University National
Law Center.

Jodi M. Ryter (2003)

Assistant Professor of Chemistry
B.S, 1990, Nebraska Wesleyan University;
Ph.D., 1997, University of Colorado.

Amy J. Sander** (2006)

Head Women's Basketball Coach;
Adjunct Instructor in Health and Human Performance
B.A., 1995, Baldwin-Wallace College;
M.ED., 1997, Bowling Green State University.

James R. Schaffer (1990)

Professor of English; Chair of the Department of English
 B.A., 1971, University of Nebraska-Lincoln;
 M.A., 1972, University of Virginia; Certification in Journalism, 1983, University of Nebraska-Lincoln;
 Ph.D., 1990, University of Virginia.

Sue Schlichtemeier-Nutzman* (2000)

Adjunct Instructor in Communication B.A., 1972, M.A., 1988, University of Nebraska-Lincoln.

Cameron W. Schuknecht** (2004)

Head Men's Basketball Coach and Instructor in Health and Human Performance B.A., 1998, Wartburg College;

M.S., 2001, University of Kansas.

Janene L. Sheldon* (2004)

Adjunct Professor of Music

B.A., 1986, Kearney State College; M.M., 1992, D.M.A., 2003, University of Nebraska-Lincoln.

Stephanie L. Sic* (2004)

Adjunct Instructor in Psychology
B.A., 2001, Nebraska Wesleyan University.

Justin J. Skirry (2006)

Assistant Professor of Philosophy
B.A., 1991, M.A., 1998, San Francisco State;
Ph.D., 2003, Purdue University.

Muriel J. Skoug (1980)

Professor of Mathematics

B.S., 1961, Wisconsin State University, River Falls; M.S., 1966, University of Minnesota; D.A., 2000, Idaho State University.

Jose J. Soto* (1993)

Adjunct Professor of Sociology
B.A., 1975, Inter-American University of Puerto Rico;

J.D., 1984, College of Law, University of Nebraska-Lincoln.

Stuart M. Spero (1990)

Associate Professor of Business Administration B.S., 1972, Colorado State University; M.A., 1978, Ball State University; M.B.A., 1985, University of Nebraska-Lincoln.

P. Scott Stanfield (1989)

Professor of English

B.A., 1976, Grinnell College; M.A., 1978, Ph.D., 1984, Northwestern University.

Laura E. Steele** (2000)

Visiting Instructor in Athletic Training Education; Interim Program Director in Athletic Training B.A., 1997, Chadron State College; M.S., 1998, Fort Hayes State University.

Vanessa Y. Steinroetter* (2006)

Adjunct Instructor in English Intermediate Exams in English, 2001, The University of Eichstaett; M.A., 2005, The University of Eighstaett; M.ED., 2006, The Catholic University of Eichstaett-Ingolstadt.

Susan L. Stibal* (2006)

Adjunct Instructor in Communication B.S., 1994, University of Iowa; M.A., 2000, University of Nebraska-Omaha

Daniel J. Strydom (2002)

Associate Professor of Chemistry; Director of Laboratory-Forensic Science

B.Sc., 1964, B.Sc., 1967, University of Pretoria; M.Sc., 1968, Ph.D., 1972, University of South Africa.

David E. Subiabre* (2006)

Adjunct Insructor in Modern Languages B.A., 1999, Dana College.

⁽⁾ denotes year of original appointment

^{*}Part-time Faculty

^{**}Administrators who teach or hold faculty rank

Christopher L. Swift (2001)

Assistant Professor of Accounting B.S., 1987, M.B.A., 1994, University of Nebraska-Lincoln.

Michael J. Tagler (2004)

Assistant Professor of Psychology
B.A., 1995, Eastern Illinois University; M.S., 2000,
Ph.D., 2003, Kansas State University.

Pamela S. Thompson* (2006)

Adjunct Instructor in Communication B.A., 1982, Vassar College; M.S., 1984, University of Kansas.

Marie E. Trayer (2003)

Assistant Professor, Fixed-Term of Spanish B.S., 1970, M.S., 1977, Ph.D., 1989, University of Nebraska-Lincoln.

David A. Treichel (1994)

Associate Professor of Chemistry; Chair of the Department of Chemistry

B.A., 1987, Carleton College; M.S., 1988, Ph.D., 1993, Northwestern University.

Jan P. Vermeer (1974)

Professor of Political Science: Interim Chair of the Department of Political Science

B.A., 1968, University of California, Santa Barbara; A.M., 1972, Ph.D., 1979, Princeton University.

Sheila K.Vinton* (2003)

Adjunct Instructor in Anthropology
B.S., 1994, Nebraska Wesleyan University;
M.A., 1997, University of Nebraska-Lincoln.

Nancy Vogt* (2004)

Adjunct Instructor in Music B.M., 1980, M.M. 1982, University of Michigan at Ann Arbor.

Richard L. Vogt (1983)

Professor of Mathematics and Computer Science
B.S., 1967, M.S., 1969, University of Nebraska-Lincoln;
Ph.D., 1974, University of Illinois at Urbana-Champaign.

Rebecca Wagner Voight (1989)

Assistant Professor of Nursing

B.S.N., 1974; M.S.N., 1979, University of Nebraska College of Nursing at Omaha.

David G. Wagaman* (1977)

Adjunct Professor of Economics
B.A., 1969, Kutztown State College; M.A., 1971,
Washington State University; Ph.D., 1977,
University of Nebraska-Lincoln.

Carrie J. Walker* (2006)

Adjunct Instructor in English

B.A., 1998, St. Bonaventure University; M.A., 2005, Bucknell University.

Elizabeth M. Walls* (2003)

Adjunct Instructor in Interdisciplinary Studies B.A., 1981, M.A., 1983, M.A., 1990, Ph.D., 1999, University of Nebraska-Lincoln

Loy D. Watley (1998)

Associate Professor of Business Administration B.S., 1982, Creighton University; B.A., 1990, Kearney State College; M.B.A., 1983, Southern Methodist University; Ph.D., 2002, University of Nebraska-Lincoln.

Randall L. Watson* (2004)

Adjunct Instructor in Spanish

B.A., 1981, M.A., Spanish, 1983, M.A., English, 1990, Ph.D., 1999, University of Nebraska-Lincoln.

William M. Wehrbein (1981)

Professor of Physics; Chair of the Natural Sciences Division B.S., 1970, Nebraska Wesleyan University; Ph.D., 1977, University of Colorado.

Mark T. Werth (1993)

Professor of Chemistry

A.S., 1979, Alpena Community College, Michigan; B.S., 1981, Michigan State University; Ph.D., 1989, Iowa State University.

David F. Whitt (1991)

Assistant Professor of Communication B.S., 1989, Wayne State College; M.A., 1991, Ph.D., 2002, University of Nebraska-Lincoln.

Joseph A. Wilkins* (2007)

Adjunct Professor of Business Administration
J.D., 1999, University of Nebraska College of Law.

Lisa Atwood Wilkinson (2002)

Assistant Professor of Philosophy
B.A., 1987, M.A., 1994, M.A., 2000;
Ph.D., 2002, University of South Florida.

Mark V. Wilson (2007)

Visiting Instructor in Chemistry B.A., 2000, Kenyon College; Ph.D., 2005, University of Michigan.

Meghan K. Winchell (2004)

Assistant Professor of History

B.A., 1994, State University of New York at Genesco; M.A., 1998, Ph.D., 2003, University of Arizona.

⁽⁾ denotes year of original appointment

^{*}Part-time Faculty

^{**}Administrators who teach or hold faculty rank

Katherine J. Wolfe (2000)

Associate Professor of English

B.A., 1990, Nebraska Wesleyan University; Ph.D., 1994, Texas Christian University.

Tamara Riley Wyman* (1986)

Adjunct Professor of Music

B.M., 1980, Nebraska Wesleyan University; M.M., 1983, University of Nebraska-Lincoln.

William A. Wyman (1975)

Professor of Music

B.A., 1964, Bethany College, West Virginia; M.M., 1968, D.M.A., 1971, West Virginia University.

Yuko Yamada (1993)

Assistant Professor, Fixed-Term of Japanese B.F.A., 1980, University of Nebraska-Lincoln; M.Ed., 1996, Doane College;

Ph.D., 2001, University of Nebraska-Lincoln.

Jeannette R. Young (1998)

Associate Professor of Music

B.M.E., 1971, University of Nebraska- Lincoln; Kodály Certificate, 1991, Silver Lake College, Wisconsin; M.M., 1992, University of Nebraska at Omaha; Ph.D., 2002, University of Nebraska-Lincoln.

Ira Zeff** (1998)

Director of Athletics; Assistant Professor of Health and Human Performance

B.A., The College of Wooster; M.Ed., East Stroudsburg University; Ph.D., University of New Mexico.

J. Samuel Zitek (2003)

Assistant Professor of Music

B.F.A., 1989, Wayne State College;

M.M., 1994, University of Nebraska-Lincoln.

2006-07 Officers of the Faculty

Faculty Council

Robert W. Fairchild

Faculty President (2006-2008)

Joyce Michaelis

Vice President for Faculty Affairs (2005-2007)

Jay Scott Chipman

Vice President for Curriculum (2006-2008)

Jana J. Holzmeier

Vice President for Faculty Development (2005 -2007)

Meghan Winchell

Secretary-Archivist (2006-2008)

Administration

(as of July 1, 2007)

Office of the President

FREDERIK OHLES, PH.D.

President of the University

Julia Larson, M.S.E.

Administrative Assistant to the President

C. Ebb Munden, J.D., M.Th., S.T.D.

Special Assistant to the President for Church Relations

Jack Siemsen, Ph.D.

Executive Assistant to the President

Division of Academic Affairs

GEORGIANNE MASTERA, Ph.D.

Interim Provost; Associate Professor of Business Administration

Peter G. Heckman, Ph.D.

Interim Dean of the College of Liberal Arts and Sciences; Associate Professor of Philosophy

Marian Borgmann Ingwersen, Ph.D.

Director of Wesleyan Honors Academy

Kevin Bower, Ph.D.

Director of Historical Studies Program; Assistant Professor, Fixed-Term of History

Inger Bull, Ph.D.

Director of International Education; Assistant Professor of Global Studies

Barbara A. Cornelius, M.A., M.L.I.S.

Head of Library Technology; Assistant Professor of Library and Information Technology

Peggy L. Dillon, B.A.

Telecommunications Manager

Steven R. Dow, M.A.

Director of Computing Services and Instructional Technology

Margaret L. Emons, M.L.I.S.

Head of Library Technical Services; Assistant Professor of Library and Information Technology

Melissa J. Green, M.A.

Assistant Director for Recruiting and Corporate Relations, Wesleyan Advantage-Lincoln

Laura Gravatt, B.S.

Academic Advisor, Wesleyan Advantage-Omaha

⁽⁾ denotes year of original appointment

^{*}Part-time Faculty

^{**}Administrators who teach or hold faculty rank

Patricia Grafelman Hall, M.P.A.

University Registrar; Executive Director of University College Programs

Timothy A. Holtzen, B.S.

Campus Network Administrator

Yoko Iwasaki-Zink, B.A.

International Student Advisor

Crystal Jefferson James, B.A.

Associate Registrar

Alice Jaswal, Ph.D.

Director, Wesleyan Advantage

Travis T. Jensen, M.A.

Curriculum/Faculty Coordinator, Wesleyan Advantage

Jay L. Kahler, M.Ed.

Assistant Director of Instructional Technology

Theresa Lassek, B.A.

Microcomputer Systems Manager

Janet C. Lu. M.S.

Head of Library Public Services; Professor of Library and Information Technology

Sandra J. McBride, M.A.

Coordinator of Services for Students with Disabilities; Instructor, Fixed-Term in English

Janice A. McChesney, B.A.

Associate Registrar

John J. Montag, M.A.

University Librarian; Professor of Library and Information Technology

Linda K. Montag, B.A.

Administrative Assistant to the Provost and Dean for the College of Liberal Arts and Sciences

Mark A. Murphy, B.S.

Manager of Database Systems

Bette J. Olson, M.A.

Assistant Dean for Institutional Effectiveness

Julie Pracheil, B.A.

Microcomputer Systems Manager

Christopher A. St. Pierre, B.A.

Unix Systems Administrator

Gredon P. Turner

Manager of Administrative Computer Systems

Dominic T. Vu, B.S.

Manager of Microcomputer Systems

Roxanne Willams

Assistant Director for Recruiting and Corporate Relations and Assistant Director of Wesleyan Advantage-Omaha

Jane E. Wobig, B.S.

Academic Advisor, Wesleyan Advantage-Lincoln

Division of Student Life

SARA A. BOATMAN, Ph.D.

Vice President for Student Life and Campus Community; Associate Professor of Communication

Erin L. Amos, B.S.

Staff Assistant to the University Minister

Janelle S. Andreini, M.A.

Assistant Director, Career and Counseling Center

Brett Balak, B.S.

Associate Director of Admissions; Head Coach, Men's Golf

John Bates, M.Ed.

Athletic Recruiting Coordinator, Assistant Football Defensive Coordinator

James Beckman, B.A.

Head Coach, Men's Soccer

Ted A. Bulling, Ph.D.

Director of Cross Country and Track and Field; Adjunct Professor of Education

Jo E. Bunstock, B.S.

Assistant Athletic Director/Senior Women's Athletic Administrator

Julie E. Buss, B.A.

Administrative Assistant to the Vice President for Student Life and Campus Community

Gina Chambers, M.Ed.

Head Coach, Volleyball; Instructor, Health and Human Performance

Geraldine E. Cotter, M.A.

Director of Career and Counseling Center

Myles J. Coulter, B.S.

Coordinator of Townhouses and Apartments

Robyn R. Drake, B.S.

Coordinator of Housing Operations

Jason Ensrud, M.S.

Head Athletic Trainer

⁽⁾ denotes year of original appointment

^{*}Part-time Faculty

^{**}Administrators who teach or hold faculty rank

William D. Fagler, B.S.

Head Coach, Baseball

Douglas R. Fulp, B.S.

Residence Life Coordinator, Plainsman Hall and Burt Hall North Residential Facility

Stacy Graham, B.S.

Head Coach, Women's Golf

Nancy J. Hansen, M.S.

Director of Recreation and Athletic Facilities; Instructor in Health and Human Performance

Rick Harley, M.D.

Head Coach, Tennis

Heather Hoops, B.M.

Assistant to the Director of Career Development

Jane Hoops, B.A.

Head Coach, Women's Soccer

Pat Jaacks

Staff Assistant to the Director of the Weary Center

Brian Keller, M.S.

Head Coach, Football; Assistant to the Athletic Director; Adjunct Instructor in Health and Human Performance

Lance Kingery, B.A.

Head Coach, Women's Softball

Katherine M. Kreikemeier, B.A.

Residence Life Coordinator, Johnson-Pioneer Complex

Pauletta Lehn, M.Div.

University Minister

Carol Leonhardt, M.Ed.

Coordinator of Service Learning

Kimberly McLaughlin, R.N.

Assistant Director of Student Health Services

Nancy J. Newman, B.S., R.N.C.

Director of Student Health Services

Erin Patton, M.S.

Assistant Director of Recreation and Athletic Facilities

Rex F. Remington, B.S.

Area Coordinator for Heim/White Suite Complex

Amy J. Sander, M.Ed.

Head Coach, Women's Basketball

Kerri M. Sanderson, M.Ed.

Director of Student Involvement and Leadership

Cameron W. Schuknecht, M.S.

Head Coach, Men's Basketball

Kathy M. Shellogg, M.A.

Associate Vice President for Student Life and Campus Community

Karl W. Skinner, B.A.

Sports Information Director

Tieree Smith, M.S.

Director of Multicultural Programs and Services

Matt Vasey, B.S.

Assistant to the Director of Recreation and Athletic Facilities

Ira Zeff, Ph.D.

Director of Athletics; Assistant Professor of Health and Human Performance

Janis A. Zegers, M.S.W.

Clinical Counselor

Haley E. Zimmerman, M.Ed.

Clinical Coordinator

Division of Business and Administrative Affairs

CLARK T. CHANDLER, B.A.

Vice President for Finance & Administration

Nancy B. Cookson, B.A., SPHR

Assistant Vice President for Human Resources

Benjamin L. Dahl, M.P.A., CPA

Assistant Controller

Diane Hawkins

Assistant Controller

Matthew T. Kadavy, B.A.

Assistant Vice President and Director of Physical Plant

Gregory D. Maschman, B.S.

Assistant Vice President for Finance & Administration and Controller

Division of University Advancement

Linda Birkes-Lance, B.A.

Director of Annual Fund

Harry Bullerdiek, M.P.A., CRA

Development Officer – Foundations and Government Grants

Natalie A. Cummings, B.A.

Director of Alumni and Special Programs

Rachelle Hadley, B.S.

Events Coordinator

Vanessa Hanna

Administrative Assistant

Mary Hawk, M.A.

Associate Vice President, University Advancement

Pam James, B.A.

Development Officer

Ashley Karges, B.S.

Development Officer

Sherry K. Lindholm

Manager of Information Systems for University Advancement

Brenda McCrady, J.D.

Director of Planned Giving

Jacquelyn R. Rezac, M.S.

Donor Relations and Research Manager

Lois Schroeder

Information Systems Specialist

Panayiotis Stathopoulos, M.S., MCRP

Education Coordinator for External Affairs and Assistant Director of Regional and National Programs

Craig Wanamaker, B.A.

Development Officer

Division of University Enrollment and Marketing

PATRICIA FARLEY KARTHAUSER, B.S.

Vice President for University Enrollment and Marketing

Brett Balak, B.S.

Associate Director of Admissions; Head Coach, Men's Golf

Susanne R. Beckmann, B.A.

Admissions Counselor

Sandra Dingman, B.S.

Application Administrator

Janice L. Duensing

Assistant Director of Scholarships and Financial Aid

Melanie K. Falk, B.F.A.

Art Director

Peggy Hain, B.A.

Director of Marketing and Communications

Carol Keller

Administrative Assistant to the Office of Scholarships and Financial Aid

Miranda L. Kirchoff, B.S.

Admissions Counselor

N. Gaye Mason, B.S.

Scholarships and Financial Aid Assistant

Jennifer F. Muller, B.F.A.

Website Coordinator

Thomas J. Ochsner, B.S.

Director of Scholarships and Financial Aid

Sara Olson, B.S.

Director of Public Relations

Heather O'Neill, B.S.

Campus Visit Administrator

Kara K. Peters, B.S.

Marketing and Production Manager

Jennifer J. Pospisil, B.S.

Assistant Director of Admissions

Kendal E. Sieg, A.B.

Director of Enrollment Systems

Tara Sintek, B.M.

Associate Director of Admissions

Wendy L. Waller, B.A.

Director of Pre-Collegiate Programs

Melissa Weeder, B.F.A.

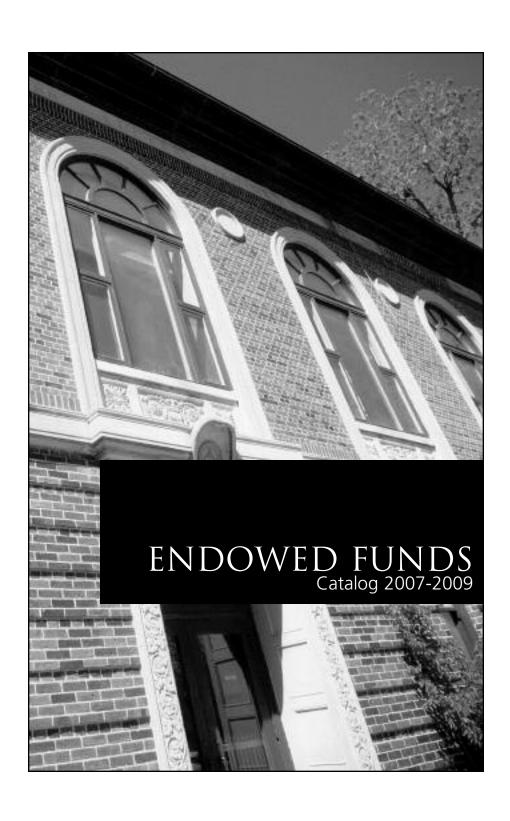
Graphic Designer

Eric C. Wendt, M.S.A.

Writer and Editor of University Publications

Ashley C. Wimes, B.S.

Omaha Admissions Coordinator and Director of Multi-Cultural Recruitment



ENDOWED FUNDS

Scholarships

Alumni and friends of the University have made gifts for endowed, memorial, and special scholarships and loans. The majority of those scholarship funds provide income to underwrite Nebraska Wesleyan's scholarship and financial aid program. Income from the loan funds is used to finance deferred tuition payments. All cities and counties referred to in catalog descriptions are located in Nebraska unless otherwise noted.

Named Endowed Scholarship Funds

James N. Ackerman Scholarship—established in 1994 in honor of this class of 1933 distinguished graduate and former Chairman of the Board of Governors of Nebraska Wesleyan, prominent attorney, civic leader and businessman in Lincoln. Gifts creating the fund were received from family, friends, Wesleyan classmates, business and legal associates, from his fraternity—the Omicron Chapter of Zeta Psi at Nebraska Wesleyan—and many of its alumni members, and from Ameritas Life Insurance Corporation (formerly Bankers Life of Nebraska), where he served as Vice President and general counsel. Income is to be used to provide scholarship assistance to deserving and needy students.

Madge C. French Aden Scholarship—established in honor and memory of Madge C. Aden, class of 1915. Income from the scholarship is to be used to assist worthy and needy students.

Dr. N. Paul E. and Doris C. Anderson Scholarship—established in honor of the 60th anniversary of the graduation of Dr. Anderson, class of 1929. Income is to be used for needy students with a grade point average of 2.0 or above who show academic promise and a desire for higher education.

Gladys Argabright Scholarship—established by Gladys Argabright in memory of her husband, John Argabright. Income is to be used for scholarships for needy and worthy students.

Robert and Janice Banks Family Scholarship established by Robert R. Banks, class of 1943, and his wife, Janice, generous supporters of Nebraska Wesleyan. Scholarship awards will be made annually to needy and deserving students. First preference shall always be shown to students from the city of Lexington, or those residing in Dawson County. Raleigh and Mary Jane Barker Scholarship established by the estate of Raleigh and Mary Jane Barker and through gifts from their children, Raleigh E. Barker, Jr., D. Boyd Barker, class of 1948, and Mary Lou Barker Harkness, class of 1947, in memory of Raleigh and Mary Jane Barker. Income is to be used to assist students majoring in the areas of religion and religious studies.

Genevieve Bartlett Scholarship—established in honor of her parents, Frank and Lizzie Addleman of Hastings. Income is to be used annually to provide scholarships for students with a promising future in communication and theatre.

Clara S. Beebe Scholarship—established in memory of this devoted and faithful alumna of the class of 1911. The scholarship is to be given to a deserving student.

Mildred Ellis Beers Scholarship—established by Robert I. Beers, class of 1937, in memory of his wife, Mildred Ellis Beers, also a member of the class of 1937. Income is to be used to assist deserving students with preference given to students majoring in music.

Bence/Jackman International Business Scholarship—established by Brenda S. Bence, class of 1983, and her husband, Daniel L. Jackman. This scholarship is to be awarded to students studying in the international business major program.

Polley A. Bignell Scholarship—established through a bequest by this loyal and dedicated alumna, class of 1924. Income is to be used to aid worthy students in need of financial assistance.

H. Gordon Birky Scholarship—established by Amy and Erica Birky, Wilma Birky, class of 1942, and Thekla Eisentrager, in honor of H. Gordon Birky, class of 1934. Proceeds are to be used to provide scholarships for women of color, either American-born, naturalized citizens, or legal aliens, majoring in the humanities or social services.

G. Elaine Blowers Scholarship—established by G. Elaine Blowers, long-time friend of Nebraska Wesleyan, to fund a scholarship for a graduate of a Nebraska high school with enrollment of fewer than 300 students.

Lucile C. Bonsall Scholarship—established by Lucile Bonsall, class of 1930, in honor and memory of her parents, Sim and Bessie M. Bonsall. Preference is to be given to needy and worthy students planning careers in education

Barbara A. Botsch Scholarship—established by Barbara A. Botsch, class of 1951. Income is to be awarded to students with financial need.

Bowman Scholarship—established by Hannah Johnston Bowman, class of 1937, in memory of her husband, Harry Melvin "Tat" Bowman, class of 1939. Income is to be used to assist deserving students majoring in communication or political science.

Bowmaster Family Scholarship—established with gifts made to Nebraska Wesleyan by members of the Bowmaster family. The scholarship fund is established to recognize Ralph M. and Leota Bowmaster and members of the Bowmaster family including their daughter, Velma, two sons, Jim and Marshall, daughter-in-law, Mary Beth, and great-grandson, Andy. The fund was initiated by Ralph J. and Opal Bowmaster, of Seward, in recognition of the many members of the Bowmaster family who have attended Nebraska Wesleyan. Income from the fund is to be used to provide an annual scholarship to a student who is in need of financial assistance.

Robert S. and Donna J. Bowne Scholarship established by Robert S. Bowne, class of 1961, and wife, Donna J. Bowne, class of 1967. The income from this scholarship is to be used to assist students majoring in elementary or special education.

C. Floyd and Ruth Emily Boydston Scholarship—established by Floyd Boydston, class of 1948, and Ruth Boydston, his wife.

H. Eugene and Wanda E. Boyer Scholarship—established by H. Eugene Boyer in memory of his wife, Wanda E. Boyer. Preference is to be given to students from rural communities in Pawnee, Jefferson, and southern Gage counties who are planning careers in medicine.

Brox Student Aid Fund—established by Jane A. Brox as a memorial to Joseph B. Brox, class of 1919; John P. Brox, class of 1928; and Daniel D. Brox, class of 1922. Annual income is to be used to assist worthy students in financial need.

Buerstetta Scholarship—established by a bequest from Katherine M. Buerstetta, class of 1954, and a gift from her brother, Charles E. Buerstetta. Income is to be awarded to a needy ministerial student or a student going into full-time Christian work.

Ann E. Buman Scholarship—established through an estate gift from Ann E. Buman, a native of Pawnee County and friend of Nebraska Wesleyan University. Income is to provide assistance to students who were residents of Pawnee County for five years immediately preceding their enrollment as full-time students at Nebraska Wesleyan University. Preference is given to students with financial need as opposed to other selection criteria.

Mr. and Mrs. T. A. Butcher Scholarship—established by Mr. and Mrs. T.A. Butcher. Income is to be used to assist a worthy student selected by the scholarship committee.

Mary Beth Gottula Byrne Scholarship—established by Mary Beth Gottula Byrne, class of 1962, in honor and memory of her parents, Orville and Fern Gottula. Income is to be given annually to students planning a career in education or church vocations.

Charles N. Cadwallader Scholarship—established by Dr. Ruth Grievish Cadwallader, class of 1915, as a memorial to her husband, Charles N. Cadwallader. Income is to be used to provide scholarships for worthy students.

A. Natelle Cahoy Scholarship—established through a bequest by this loyal class of 1930 graduate, and through gifts from family and friends. Funds are to provide a scholarship for a student studying in the area of technical theatre and/or theatre design. The recipient will be selected by the theatre department staff and announced at the annual theatre awards banquet each spring.

Alfred B. Calvert and Blanche Larson Calvert Scholarship—established by family and friends in memory of Alfred B. Calvert, class of 1928, and Blanche Calvert, class of 1929. Income is to be used to aid worthy students in need of financial assistance.

Dr. John H. and Alma C. Calvert Scholarship—established by their family in memory of Alma C. Calvert, class of 1927, and Dr. John H. Calvert, class of 1925. Income from said scholarship should be awarded to students from Pierce or to students studying in a medically-related field.

Estel and Mazel Worthington Carriker Scholarship—established in honor and memory of Estel and Mazel Carriker by their son and daughter-in-law, A. Wendell Carriker, class of 1953, and Marlene W. Carriker, class of 1954. This scholarship shall be awarded to students majoring in the field of science or education and involved in extracurricular activities. Students from the communities of Harvard, Clay Center, Aurora, and Giltner will receive first preference.

William and Edythe Peden Cascini Family Scholarship—established by the Cascini family to assist junior or senior level students with financial need who have a major or minor in sociology, anthropology, social work, psychology, criminal justice, or American minority studies. The scholarship honors Dr. William Cascini's nearly 40 years of service at Nebraska Wesleyan as teacher, counselor, and administrator, and the many contributions made by Edythe Peden Cascini during her own 37 years as a teacher and public school librarian.

Wilbur and Elizabeth Cass Scholarship—established by Elizabeth Cass, class of 1926, in memory and honor of her husband, Wilbur Cass, class of 1927. Income is to be used to provide financial assistance to worthy and needy students.

Reverend Roscoe Harrison Chenoweth Scholarship—established by Robert H. Chenoweth, class of 1948, in memory of his father, Reverend Roscoe Harrison Chenoweth, class of 1925. Reverend Chenoweth, born in a small railroad depot in Iowa in 1888, was taken prematurely from school at age 16 to work full-time as a machinist to help support his family of 10, including an invalid mother. He began his ministerial calling as a student pastor in 1913 at Garland, Nebraska. After marriage in 1915, he then enrolled at Wesleyan Academy to complete his high school training. Admitted to the Nebraska Methodist Conference in 1919, he then enrolled at Nebraska Wesleyan University at the age of thirty-three. While attending Wesleyan, he was very active in the Oxford Club, in Pi Kappa Delta activities and Beta Kappa social fraternity. At the same time, he raised his family and served churches near Lincoln. In 1925, he graduated from Wesleyan with membership in Phi Kappa Phi. From 1925 to 1957 he served as a full-time minister in various Nebraska churches, of which the last 21 years served were continuous simultaneous multiple charges. It was said the most outstanding characteristic of his ministry was his complete devotion to the pastoral heart. But he typically did not limit his services to his own church: the entire community was his larger parish. As one City Editor wrote of him upon his departure to a new charge "He has been one of the most active workers in the community in Chamber of Commerce activities and in nearly every other department where services were needed. He was always glad to serve without compensation, and to give freely of his time and effort. Seldom is a community so fortunate as to have a citizen of this spirit and caliber." His career knew rewards; it also knew disappointments. When asked one time why he did not leave the ministry for more financially rewarding fields, he replied, "No! I would rather be a failure as a minister than a success at anything else." His identity never wavered. From 1957 until his complete retirement in 1961, he served as a supply pastor. For his unsolicited and voluntary pastoral services during the illness of the Governor of the State, he was appointed on June 2, 1959 as an Admiral in the Great Navy of the State of Nebraska. Reverend Chenoweth passed away in 1965 after 48 years of dedicated Christian service. Bishop Kenneth E. Copeland of the Nebraska Methodist Conference delivered the funeral sermon.

William and Isabella Coatman Scholarship established by Mary E. Gollaher in honor of her parents. Income is to be used to assist students majoring in English or other disciplines in the humanities.

Doloris C. Cogan Scholarship—established by the estate of this appreciative member of the class of 1945. Income to be used annually to award scholarships to women. Selection to be made by the Director of Scholarships and Financial Aid in conjunction with the

Woman's Wesleyan Educational Council. Preference to be given to juniors and seniors planning careers in the communication field or work dealing with public policy issues, including election or appointment to positions in government.

Vicente A. and LoRene M. Colón Family Scholarship—established in honor of Vicente A. and LoRene M. Colón to assist needy and worthy students, preferably foreign born and of Latin American origin, in their quest for an outstanding education. Vicente A. Colón was Nebraska Wesleyan's Director and Dean of Admissions and Professor of Modern Languages from 1949 to 1974. With the full support of LoRene he traveled throughout the United States to recruit students. Vince and LoRene's goal was to illuminate educational opportunity to all who earnestly sought it. They helped students in acquiring education and frequently lent additional support by their direct interest in them and hosting them in their home. They espoused the ideal that education is the pathway to personal fulfillment and compassion for others. They deeply understood the value of education. Vince came to America in 1929 with few resources and no knowledge of English, but through education and the constant love and support of LoRene, he and she ennobled their own lives and those of many others. The Colón family is very proud of the life accomplishments of these two wonderful people and in their honor wish to help others who face challenges similar to those that they encountered in their life experiences.

The Dr. Virgil R. and Marilyn J. Condon Scholarship—established by Dr. Virgil R. Condon, Class of 1951, and his wife, Marilyn. Income is to be awarded to nursing or pre-med students.

LeRoy and Marjorie Cook Scholarship—established by their daughter, Judith Cook Vielbig, class of 1957, in appreciation for their gift to her of an education at Nebraska Wesleyan University. Income from this fund is to be used to benefit a young woman who is in the top 25 percent of her class, who shows financial need, and who plans to enter either the field of elementary or secondary education, nursing or a medically-related field, or social work.

Melvin R. Cornell Scholarship—established by Phyllis M. Gordon Cornell, class of 1935, in memory of her husband, Melvin R. Cornell, who attended Nebraska Wesleyan in 1929-30. Income is to be used to assist needy and deserving students with preference given to students majoring in music.

James M. Cox Scholarship—established by the James M. Cox Foundation to provide assistance to talented students from rural areas in the eastern one-third of Nebraska who have financial need.

Critchett Family Scholarship—established by the Reverend Hugh Critchett, class of 1937, and his wife, Edith. Awards are to be made to worthy students with financial need. Priority will be given to students preparing for full-time Christian service.

Senator Carl T. and Mildred M. Curtis

Scholarship—established by Senator Carl T. Curtis, class of 1928, and his wife, Mildred. Income is to be used to provide an annual scholarship for students majoring in the area of political science. First preference to be given to, but not limited to, students from the Minden area.

L. Patton Davis Scholarship—established by L. Patton Davis, class of 1941. The scholarship shall be awarded to students interested in the area of environmental science.

Diers Family Scholarship—established by Charles H. and Mary Lou Diers and their children, Michael C. Diers, class of 1995, Charles E. Diers, class of 1993, Suzanne L. Diers, class of 1985, and Maggie Diers Yost. This scholarship is to provide students from the Fremont area with assistance in pursuing their educational goals. Recipient selection will be based on financial need and maintaining a 2.0 or better grade point average.

Eleanor Engleman Dixon Scholarship—established by Eleanor Engleman Dixon, a 1937 graduate, in memory of her husband, Don E. Dixon, also a 1937 graduate and long-time member of the Board of Trustees and the Board of Governors of Nebraska Wesleyan University. Income is to be used to aid worthy students in need of financial assistance with preference given to students majoring in economics or business administration.

Constance C. Dowden Scholarship—established by Constance Dowden, a loyal friend of Nebraska Wesleyan University. Income from the fund is to be awarded to worthy and needy students. Because of her lifelong love for music, first preference shall always be shown to students majoring in music.

Arnold J. and Gwen Draucker Scholarship—

established in honor and memory of Arnold J. Draucker by Gwen Draucker and family. Income from the scholarship fund is to be awarded to upperclass students from Keith, Arthur, and Grant counties, with first preference to be shown to those entering the fields of the sciences and fine arts.

Van C. and Georgia L. Duling Scholarship established by Van C. and Georgia L. Duling of Lincoln to provide scholarships to a sophomore or junior student from Nebraska who has proven leadership potential on campus during his or her undergraduate study.

Dr. Garry Duncan Scholarship—established by an anonymous donor to honor the teaching and research in genetics of Dr. Garry Duncan, professor of biology.

G. Alan Dunlap Scholarship—established by Duane and Phyllis Acklie to honor G. Alan Dunlap for his lifelong commitment to leadership and service, and to assure the education of promising young women and men from Nebraska who will lead and serve our nation, state, and communities in the future.

Phyllis M. Dunlap Scholarship—established by Gerry A. Dunlap, class of 1970, and his wife, Verlyn, in honor of his mother, Phyllis M. Dunlap. First year applicants must reside in one of the following counties: Seward, Saline, Lancaster, Otoe, or Cass; must rank in the top 20% of their high school class; or have achieved an ACT of 25 or above. Upperclass applicants must have a 3.0 grade point average at Nebraska Wesleyan University. Recipients must maintain a 3.0 grade point average to continue the scholarship. Recipients are selected based on academic achievement. Financial need is not a consideration in the selection process.

William Byron and Ella M. Ewer Scholarship—established by Ella M. Ewer, loyal friend of Nebraska Wesleyan University, to provide assistance to students with financial need. First preference will go to students who are members of the United Methodist Church of Elwood; second preference will go to students who are graduates of Elwood High School; and the United Methodist Church

Wendell and Sarah Fairbanks Scholarship established by Wendell L. Fairbanks, class of 1960, and Sarah S. Fairbanks, class of 1962, in memory of their fathers, Lyle Fairbanks and Reverend Marshal R. Hinds. Preference is given to graduates of Wood River High School. The scholarship is to be awarded to students of promising achievement without regard to financial need.

Dorothy B. Farmer Scholarship—established through a bequest by Mrs. Farmer, class of 1924. Income is to be used annually to provide a scholarship to a needy and deserving student.

Clayton D. Feis Economics and Finance Scholarship Award—established in memory of Clayton D. Feis, Professor Emeritus of Business Administration and Economics at Nebraska Wesleyan University. The award provides assistance to students with a major or emphasis in economics or finance who are working hard under adverse conditions. It will also consider financial need and academic performance.

Ellen L. Fellers Scholarship—established by her estate to assist a deserving junior or senior student. Preference is given to those studying in the field of remedial speech.

W. R. Fetzer Scholarship—established by the estate of Dr. Walter R. Fetzer, class of 1917.

T.A. Filipi Scholarship—established with an estate gift from T.A. Filipi, loyal friend of Nebraska Wesleyan University. Funds to be awarded to students with financial need.

Dr. Frank I. Finch Scholarship—established by family and friends in his memory. Special consideration is given to juniors and seniors who are preparing for service to the church in the field of religious education.

Finley-Marsland-Nolte Scholarship—established by Vivian L. Nolte, class of 1941, in honor and memory of her parents, Reuel E. and Eva Wood Finley, and her sister, Margaret Finley Marsland. This scholarship is to be awarded to students with financial need.

First United Methodist Church, Lincoln, Centennial Scholarship—established by the congregation to commemorate the 100th anniversary of the founding of the First United Methodist Church and the congregation's 100-year partnership with Nebraska Wesleyan University in Christian higher education. Income is to be used to assist worthy students who show financial need with preference given to students from the congregation.

Freda P. Fish Scholarship—established by a generous bequest from Freda P. Fish of Benkelman to assist worthy students demonstrating financial need. First preference is to be given to students from the Benkelman area.

Mavis Folsom Scholarship—established by her husband, Lowe R. Folsom, in memory of this member of the class of 1947. First preference is to be given to members of the Willard sorority majoring in music or the performing arts.

M. Evelyn Fosbury Scholarship—established by M. Evelyn Fosbury, class of 1939, in memory of her mother, Emma Jayne Fosbury. Income is to be awarded to students majoring in music with preference to those studying stringed instruments or the piano.

Dr. Lloyd R. and Shirley A. Miller Frederick Scholarship—Dr. Frank I. Finch Scholarship—established by family and friends in his memory. Special consideration is given to juniors and seniors who are preparing for service to the church in the field of religious education.

Fullriede Endowed Scholarship—established by Paul and Janet Fullriede Revare, class of 1957. Income is to be used to assist deserving junior and senior students who are residents of the state of Nebraska and exhibit financial need.

Edward R. Furman and Eleanor F. Aden Furman Scholarship—established by Teiry Furman Russian in memory of her grandparents, Edward R. Furman, class of 1922, and Eleanor F. Aden Furman, class of 1923.

Galaway Foundation Scholarship—established to provide tuition scholarship for first year students whose parents have not completed college degrees. Special consideration is given to new students from foster homes or graduates of Bradshaw or McCool Junction high schools.

Charles and Rosa Gathman and Ross W. Gathman Scholarship—established through a bequest in honor of their parents and brother by Eila McVicker and Dr. Leroy T. Gathman. Preference is to be shown to students from Cheyenne County.

Richard and Marilyn Hunkins Gentry Scholarship—established by Richard and Marilyn Gentry, both members of the class of 1953. Income is to be used annually to assist needy students with high scholastic and leadership ability. Preference is to be given to junior and senior students majoring in mathematics or the natural sciences.

Lavina George Scholarship—established by Reverend E. T. George in memory of his wife. Proceeds are to be used to assist a student designated by the scholarship committee.

Reverend Richard Gibb Scholarship—established by his daughter, Lillian M. Gibb Swan, class of 1936. First preference is always to be shown to needy and deserving students preparing for careers in full-time Christian service.

Glenn and Hazel Gildersleeve Scholarship— established by Helen Gildersleeve to honor these lifelong educators in the field of music. Awards are to be made annually to needy and deserving students majoring in music.

Gildersleeve Scholarship—established by Mr. and Mrs. Charles E. Gildersleeve, and later increased by their children. Glenn and Helen. in their parents' memory.

Helen Gildersleeve Scholarship—established by Helen Gildersleeve, a devoted supporter of Nebraska Wesleyan University, whose generosity has helped many students achieve their goal of a Nebraska Wesleyan education. This fund is to help worthy students in need of financial assistance with first preference shown to students majoring in business administration from the Wayne County area.

Jessie June Glass Scholarship—established in 1962 with an estate gift by Miss Glass. The fund is to be used only for arts and sciences students.

Jesse P. Gollaher Scholarship—established through a bequest by Mr. Gollaher of Grand Island. Awards are to be made to needy and worthy students by the scholarship committee.

Dorothea Deuel Good Scholarship—established by a bequest from Dorothea Deuel Good, class of 1930, and her husband, Dr. Leonard F. Good, class of 1928. Awards to be made to worthy and needy students with preference given to students preparing for careers in elementary schools and/or secondary education and/or educational administration.

Norman A. and Ruth J. Good Scholarship established by Norman A. Good, class of 1937, and Ruth J. Good, class of 1935, due to their deep interest in Christian higher education. Income is to be awarded to deserving junior and senior students with aboveaverage grades.

Dorothy R. and Norman A. Good, Jr., Scholarship—established by Norman A. Good, Jr., class of 1961, in memory of his wife, Dorothy R. Good. Income is to be used to provide scholarships for worthy students with preference given to assist students with financial need.

W. Stanley Good Scholarship—established by W. Stanley Good, class of 1937, in honor and memory of Cleora Hanscom Good, class of 1937. Preference is to be shown to students preparing for teaching at the secondary level. Income is awarded annually based on need.

Mr. and Mrs. William L. Good Scholarship established by their children to memorialize a deep interest in Christian higher education. The fund is to be used to benefit deserving upperclass students with above-average grades.

Clinton W. and Daisy F. Gorst Scholarship established by these loyal friends of Nebraska Wesleyan University to provide scholarships for deserving students who demonstrate financial need and who intend to major in full-time church-related work.

Dr. William Gorst Scholarship Fund—established by Vera Gorst Kilborn and Mr. and Mrs. Clinton W. Gorst in memory of their uncle. Reverend William Gorst, D.D., was a member of the Executive Committee of the Board of Trustees of Nebraska Wesleyan from 1898 to 1913. The income is to be used to help a worthy pre-ministerial young man.

Gottschalk Family Scholarship—established by Louise Gottschalk Larrick, class of 1940, in memory of her parents, Herbert E. and Elizabeth M. Gottschalk, and her brothers, Robert H. Gottschalk, class of 1940, and Benjamin E. Gottschalk. Income is to be used for scholarships with first preference to Native American or other minority students.

Elizabeth Griggs Scholarship—established by Alice G. Wilson. Scholarship aid is to be given to worthy and deserving piano students in the Department of Music.

Clifford and Luella Groom Scholarship—established by a generous gift from Clifford and Luella Groom, friends of Nebraska Wesleyan. Income is to be used to assist selected students in premedical studies.

Dr. B. Ross Guest Scholarship—established by Dr. B. Ross Guest, a dedicated and loyal member of the class of 1942. Income is to be used for scholarships with first preference given to students from Harlan County with financial need.

Bernard R. and Eunice Stauffer Gyger Scholarship—established by Dr. Bernard Gyger, class of 1934, and Dr. Eunice Stauffer Gyger, of Omaha. Income is to be used annually to award a scholarship to a deserving student from Chappell. The Gygers, long-time Nebraska educators, have a deep interest in education and hope to encourage graduates of Chappell High School to attend Nebraska Wesleyan.

Hamilton County Scholarship—established by B. Keith and Norma Heuermann of Phillips, loyal friends of Nebraska Wesleyan University. High school seniors applying for the scholarship must reside in Hamilton County and have achieved an ACT composite score of 29 or above. The recipient will be selected based on academic achievement, test scores, and high school curriculum. The recipient must maintain a 3.25 grade point average to continue the scholarship.

Esther M. Harms and Olivia H. Pieper Scholarship—established by Esther M. Harms and her sister Olivia H. Pieper. Income from the fund is to be used for scholarships to assist needy and worthy students.

Dr. Walter C. and Mary M. Harvey

Scholarship—established by Dr. Walter C. and Mary M. Harvey, members of the class of 1945, in memory of long-time Nebraska Wesleyan professors, Ethel L. Booth, class of 1910 and head of the English and humanities departments, and Dr. Claude J. Shirk, head of the biology department and pre-med student advisor. Income is to be awarded to students majoring in English or pre-medicine.

Rosemary Haverland Scholarship—established by Fred A. Haverland, class of 1939, in memory of his wife, Rosemary Haverland. Income is to be awarded to assist students with financial need.

Ruth Haverland Scholarship—established by Fred A. Haverland, class of 1939, in memory of his wife, Ruth Haverland, also a member of the class of 1939. Income from the scholarship is to assist needy and promising students.

William Randolph Hearst Scholarship—established by the William Randolph Hearst Foundation. Scholarships are to be awarded to students with high academic achievement and demonstrated financial need.

Glenn and Grace Hefner Scholarship—established through the generosity of Glenn L. Hefner, class of 1918, and Grace C. Swanson Hefner, class of 1920. Income is to be used to aid worthy and deserving students.

William J. Hellerich Scholarship—established by family and friends in memory of William J. Hellerich, class of 1988. This scholarship is to be awarded to senior students who show strong leadership potential, a dedication to humanitarian ideals and involvement in campus activities.

Winifred Henderson Scholarship—established by Thora Henderson Stice, class of 1930, in memory and honor of her mother, Winifred Henderson. Income is to be awarded annually, based on scholarship and need, to a student who shows varied interest and talents.

Elmer E. and Minnie B. Hester Scholarship established by a bequest from Mr. and Mrs. E. E. Hester of Benkelman. The annual earnings of this fund are matched by Nebraska Wesleyan from earnings provided by the benevolent apportionment of the Nebraska Annual Conference of The United Methodist Church and provide eight scholarships each semester. The scholarships are available to United Methodist students preparing for the ministry or for full-time Christian service.

Marvin and Sally Hester Scholarship—established by Marvin Hester, class of 1949, and Sally Hester, in memory of Marvin Hester's parents. This scholarship is to provide assistance to a deserving student who needs financial aid and is selected by the scholarship committee.

Irma Deuser Hodge Scholarship—established by Mrs. Irma Deuser Hodge. Income is to be used to award an annual scholarship to a worthy and needy student.

Lois A. and Albert W. Hoesch Scholarship established by Lois Hoesch, class of 1954, and her husband, Albert, to aid Nebraska Wesleyan University students. Preference is to be given to students majoring in music.

Lois A. and Albert W. Hoesch Scholarship established by Lois Hoesch, class of 1954, and Albert Hoesch, to aid Nebraska Wesleyan University students. Preference is to be given to students planning careers in education or the natural sciences. Hattie and Elvena Holling Scholarship—established through the generosity of these sisters from Grand Island as a tribute to their interest in and concern for private higher education. Income is to be used annually to provide scholarships for the continuing benefit of Nebraska Wesleyan students with preference given to students from the Wood River area.

John L. Hoppe Family Scholarship—established by this Lincoln businessman to underwrite a scholarship to a student actively studying courses related to the housing industry or activities related to the industry. Margaret McKeag Hossack Scholarship—given in her honor by a bequest from her husband, John Hossack. Income is to be used to provide scholarships to students preparing for a career in elementary education with preference to be shown to junior or senior students.

Margaret McKeag Hossack Scholarship—given in her honor by a bequest from her husband, John Hossack. Income is to be used to provide scholarships to students preparing for a career in elementary education with preference to be shown to junior or senior students.

Cleo TeSelle Hull Endowed Scholarship—established in honor of Cleo TeSelle Hull, class of 1952, by Gordon M. Hull, class of 1959. Cleo TeSelle Hull was the 1952 "W" Club Sweetheart and a member of Cardinal Key and Psi Chi honoraries. This scholarship is to be awarded to encourage students in psychology.

Donald Ray Hull Endowed Scholarship—established in honor of Donald Ray Hull, class of 1952 and class president, by his cousin, Gordon M. Hull, class of 1959. This scholarship is to be awarded to students who plan to pursue a career in coaching or teach English.

Harvard and Alta Hull Scholarship—established through the generosity of Dr. and Mrs. Harvard L. Hull, members of the class of 1927. Dr. Hull had a distinguished career as a physicist and was awarded an honorary degree in 1984. Income from the scholarship fund is awarded annually to a junior or senior majoring in departments of the natural science division. Preference is given to students who show academic promise, financial need and are planning to attend graduate school.

Josephine Jenkins Hull Scholarship—established in honor of Josephine Jenkins Hull, class of 1928, by her nephew, Gordon M. Hull, class of 1959. This scholarship is to be awarded to students who plan to pursue a career in education.

Kenneth H. Hull Scholarship—established in memory and celebration of Kenneth H. Hull, class of 1927, and his life of public service and community involvement by his nephew, Gordon M. Hull, class of 1959. The scholarship is to be awarded to a deserving scholar pursuing a career in education, especially coaching. While at Nebraska Wesleyan University from 1923 to 1927, Kenneth Hull was a member of the Glee Club and track team, a sport in which he took second running a 9.9 100-yard dash and a 21.8 220-yard dash in the same day.

Vera Marjorie McAllister Hull Scholarship established in memory of Vera M. Hull by her son, Gordon McAllister Hull, class of 1959. Income from this fund is to be awarded to a student with strong scholastic achievement majoring in vocal music, drama or elementaryand/or secondary education.

W. Gordon Hull Scholarship—established in memory of W. Gordon Hull, class of 1934, by his son, Gordon M. Hull, class of 1959, and his daughter-in-law, Mary L. Hull. Income from this fund is to be awarded annually to a student majoring in the Department of Music who has demonstrated strong musical ability and scholastic achievement. Violin and voice were W. Gordon Hull's accomplishments and interests.

Hundley Scholarship—established by Dr. O.E. and Mildred L. Hundley, in honor of Danielle Hundley, class of 2004. First preference shall be shown to students residing in Nebraska counties of Dawson, Gosper and Frontier.

Lewis R. Hunter Scholarship—established in 1966 in honor of this 1955 graduate of Nebraska Wesleyan by his parents, Mr. and Mrs. R. L. Hunter of Superior. The scholarship is awarded to deserving students in communication or theatre.

Elizabeth Jones James Scholarship—established by Vance G. James, class of 1940, in memory of his wife, Elizabeth Jones James, class of 1942. Income is to be used to assist deserving students with preference givento students majoring in business administration or economics.

Charles and Neva Cutler Jameson
Scholarship—Established by Dale W. Jameson, Class
of 1942, in memory of his parents, Neva Cutler
Jameson, class of 1920, and Charles Jameson.

Helen C. Kendall Jensen Scholarship—established by this loyal and devoted alumna to aid deserving and promising students in need of financial assistance. Carl W. Johnson and Betty K. Johnson Scholarship—esta lished through a gift from the estate of Betty K. Williams Johnson. Preference is to be given to students from Fremont, Nebraska; Dodge County, Nebraska; Essex, Iowa; Page County, Iowa; or those with financial need.

Carl W. Johnson and Betty K. Johnson Scholarship—established through a gift from the estate of Betty K. Williams Johnson. Preference is to be given to students from Fremont, Nebraska; Dodge County, Nebraska; Essex, Iowa; Page County, Iowa; or those with financial need.

Ethel M. Johnson Scholarship—established by the long-time Dean of Women at Nebraska Wesleyan University. The scholarship is to be awarded to a worthy or needy student desiring higher education.

Robert V. and Gayle Jones Scholarship— established by Robert V. and Gayle Jones, friends of Nebraska Wesleyan University.

Arch H. and Frances W. Jorgensen
Scholarship—established through a bequest of
Frances W. Jorgensen. Income is to be used to assist
honor students.

Jessie E. Keller Scholarship—established by Jessie E. Keller of Lincoln through a gift from her estate. Income is to be used to assist deserving students in the field of education.

Benjamin N. and Cora M. Kemp Scholarship established through a bequest by their daughter, Mildred E. Kemp, a former teacher.

Louisa E. Kennedy Scholarship—established in memory of Louisa E. Kennedy, class of 1916, by Genevieve Kennedy Mumford. Income is to be used to assist worthy students.

Fenn C. Kenower Scholarship—established in memory of Fenn C. Kenower to assist worthy graduates of Nebraska high schools who are in need of financial assistance.

Glen T. and Lillian G. Kepler Scholarship established in 1983 through an estate gift by Big Springs resident Lillian Kepler, whose husband, Glen, graduated from Nebraska Wesleyan University in 1928. Income is to be used to assist deserving students who show financial need.

Stewart R. and Pearl S. Kirkpatrick Scholarship established by these loyal friends of Nebraska Wesleyan to assist needy and promising students.

Charles E. and Norma L. Knight Scholarship established by Charles, class of 1949, and Norma Knight, class of 1953, to assist worthy students attending Nebraska Wesleyan.

George A. Knight Scholarship—established by the family to honor Mr. Knight's long-time service to Nebraska Wesleyan University as a Trustee. He was a member of the class of 1914. Income is to be used annually to provide scholarships for worthy and needy students.

George W. and Jo Knight Scholarship—established by George and Jo Knight in memory and honor of their son, Jim. Consideration is to be given to st dents entering the field of education and coaching.

Helen E. Gruver Knight Scholarship—established by this dedicated United Methodist woman and loyal member of the class of 1914 through her will. Income from this scholarship is to be used to aid worthy students in need of financial assistance.

John E. and Ruth L. Knight Scholarship—established by John and Ruth Knight, members of the class of 1947, to assist deserving students attending Nebraska Wesleyan.

Kronen Scholarship—established by Leif C. and Maxine Kronen, members of the class of 1936, in recognition of the contributions made to their lives by Nebraska Wesleyan University. Income is to be used to assist deserving, needy students with preference given to, but not limited to, students majoring in business administration and economics.

Kubick Scholarship—established by Josephine L. Kubick, class of 1935. Income is to be used to aid worthy students.

George H. Lake Scholarship—established by a gift from the estate of George H. Lake, class of 1918.

Milton M. and Faye Lamb Scholarship—established by Melvin and Helen Lamb Allen as a statement of their belief in the value of higher education. The income is to be used to assist sophomore, junior, and senior students with financial need who are graduates of an accredited public high school, majoring in math matics, pre-engineering or the sciences, and maintaining a 2.67 or higher grade point average.

Roderick R. Landers, M.D., Scholarship—established by Pathology Medical Services, P.C., in memory of this 1951 alumnus. Income is to be awarded annually to a student from Madison County who is interested in medical technology or medicine.

Dr. L. Dean Lane Scholarship—established through a bequest by Dr. L. Dean Lane, a 1936 graduate and a physician for many years. This scholarship shall be awarded to students from Buffalo, Phelps, Harlan, Franklin, and Kearney counties who show high scholastic and leadership ability.

Wayne W. and Phyllis J. Lang Scholarship established by Wayne W. Lang, class of 1956, and Phyllis J. Martin Lang, class of 1960. This scholarship will be awarded to deserving and promising students in need of financial assistance.

Dorothy A. LaSelle Scholarship—established by Dorothy A. LaSelle, class of 1923, to assist students studying in the field of art.

Ruth J. Lawrence Scholarship—established by Ruth J. Lawrence, class of 1939. Income shall be awarded to deserving students attending Nebraska Wesleyan. First preference will be shown to students majoring in elementary education.

Marian Lehman Scholarship—established by Marian Lehman, loyal friend to Nebraska Wesleyan University. The scholarship is to assist students majoring in education.

Elijah A. Levitt Scholarship—established by Lorraine L. Levitt to assist Nebraska students who have financial need and show high potential, but whose academic achievements may not merit larger academic scholarships.

Lincoln Christian School Scholarship—established to assist graduates of Lincoln Christian School in Lincoln, Nebraska, attend Nebraska Wesleyan. First preference to the children of faculty, staff and administrators of Lincoln Christian School. Second preference to active members of Nebraska Wesleyan University's Omega Alpha Chi fraternity or Omega Chi Roe sorority.

Margaret A. Berger Lindberg Scholarship established by Margaret Lindberg, class of 1954, in memory of her husband, Donald D. Lindberg. Funds are to provide assistance to worthy and needy students with first preference to be shown to students from Lincoln and Dawson counties.

Margaret L. Lindgren Scholarship—established with an estate gift from Margaret L. Lindgren, long-time music instructor and professor emerita of music at Nebraska Wesleyan University. She served as an instructor in the Department of Music from 1925-1931 and again from 1946-1973. The scholarship is to be awarded to benefit students studying within the Department of Music.

Dr. Howard H. Loar Scholarship—established by Carol Schwartz Loar, class of 1947, in memory of her husband, Dr. Howard H. Loar, class of 1946. Income is to be given annually to needy and worthy students with first preference to physics majors and second preference to students majoring in the natural sciences.

Dr. Leonel L. and Mary E. Loder Scholarship—established by Dr. Leonel L. Loder, class of 1929. Funds are to be awarded to deserving premedical students majoring in biology or zoology.

Maurice and Betty Long Scholarship—established by Maurice L. Long, class of 1944, and his wife, Betty.

Roy and Adda Lueder Scholarship—established for promising young students in financial need.

H.D. Lute Family Scholarship—established by Harriet Lute, class of 1935, through her estate. Scholarships are to be awarded to qualified students who show financial need with preference going to those from western Nebraska.

Eunice F. Madsen Scholarship—established by Eunice F. Madsen, class of 1941.

Nellie T. Magee Scholarship—established for scholarship awards with preference given to students from the town of Valparaiso and from Saunders County.

O. N. Magee Scholarship—established by Elmer Magee and Ethel Magee Amos in honor of their father, a lifelong friend of Christian higher education. Income is available to students of outstanding ability.

Marvin D. and Mary K. Magnuson Scholarship—established by Marvin D. Magnuson, class of 1939, and his wife, Mary K. Magnuson, class of 1943. Income is to be used to provide scholarships for students with financial need.

Dr. Edna R. Main Scholarship—established through a bequest by Dr. Edna R. Main, a devoted and loyal alumna of Nebraska Wesleyan University to assist worthy and needy students.

Dr. V. Neal and Martha Maricle Scholarship— established by Dr. and Mrs. V. Neal Maricle to assist worthy students. Preference is shown to students from the Albion area.

Gladys R. Reed and Arthur R. Marquardt Scholarship—established by a gift from these devoted United Methodists and loyal alumni of Nebraska Wesleyan University in honor of the Women's Wesleyan Educational Council. Preference for the annual scholarship is given to a Nebraska United Methodist junior or senior female student whose parental or other income is inadequate to support her education.

P. Wayne and Marilyn Marsh Scholarship established by Marilyn Marsh, class of 1960, in honor and memory of her husband, P. Wayne Marsh, who graduated from Nebraska Wesleyan in 1952, earned his M.D. from the University of Nebraska Medical Center, and for 28 years had a private pediatrics practice in Omaha. Income is to be used to provide financial assistance to a worthy premedical student from rural Nebraska.

Mildred McFadden Scholarship—established by Mildred Dixon McFadden, class of 1932. As a long-time piano and violin instructor who received scholarship aid while attending Nebraska Wesleyan, Mrs. McFadden created this fund to assist students in the area of music education, with preference to those who plan to become piano instructors.

McKibbin Scholarship—established by Mrs. T. R. McKibbin in honor of her husband, Theodore R. McKibbin, and her son, Kenneth. The McKibbin family are longtime friends of Nebraska Wesleyan. Kenneth McKibbin attended Nebraska Wesleyan and was a member of Phi Kappa Tau fraternity. Income is awarded each year to students who have financial need, with preference given to graduates of Seward High School, pastors' children, or pre-pharmacy or pre-medical majors.

Frances Burtner Meier Scholarship—established in her memory by her husband, William Meier. Income is to be used to provide scholarships to pre-medical students with preference given to women.

Lloyd Mercer Scholarship—established through a bequest by Ella Mae Mercer of Seward, Nebraska. Income is to support 10 worthy students enrolled in the pre-ministerial field.

John and Grace Metcalf Scholarship—established by a gift of land in Chase County. Income is to be used for worthy students.

Robert and Dorothy Metcalf Scholarship—established by Robert A. Metcalf, class of 1950, and his wife, Dorothy. To be awarded to students with financial need.

Dr. B. Ruth Meyer Scholarship— Established by Dr. B. Ruth Meyer, Class of 1964, in honor and memory of her parents, Mr. and Mrs. Dietrich Meyer. Income shall be given to a full-time sophomore student majoring in the humanities, with a grade point of 3.5. The scholarship may be given to the same student each year, but not to exceed six semesters.

Dr. Carl A. Meyer Scholarship—established by Martha Torrey Meyer in memory of her son, class of 1913. Income is to be used to help young men preparing for the medical profession.

C. LeRoy Michaelis Scholarship Fund—established in honor of C. LeRoy Michaelis for worthy students faced with special challenges such as (but not limited to) hardship resulting from a parent with a terminal illness, a single parent situation, a student with special needs or a student with insufficient financial resources.

Dr. David H. Mickey Scholarship—established by Reverend Alberta Belle Steinmetz, class of 1983, in honor of Dr. David H. Mickey, professor emeritus of history at Nebraska Wesleyan University. Dr. Mickey, class of 1939, served as a member of the History Department from 1951-1987 and was head of the department from 1952-1978. Income is to be awarded to upperclass students majoring in history, religion or areas related to Christian service.

Mihan Scholarship—established by Violette H. Mihan in memory of her husband, Simon D. Mihan. The scholarship is awarded annually to worthy students.

George A. and Bertha A. Miller Scholarship— established through a gift by this longtime United Methodist couple of Grand Island. Income is to be used to assist deserving students to attend Nebraska Wesleyan for a Christian education.

Wilbur A. and Ruth A. Miller Scholarship established by Wilbur A. Miller, class of 1933, and his wife, Ruth. Income is to be used to assist students majoring in the area of business administration.

Donald W. Miltner, Sr. and Darlene M. Miltner Scholarship—established by Donald W. Miltner, Sr., class of 1949, and Darlene M. Miltner, class of 1969, in recognition of the contributions made to their lives by Nebraska Wesleyan University. Income is to be used to aid worthy students in need of financial assistance, with preference given to students majoring in business administration or economics. First year students with financial need will be considered for the Miltner Scholarship on the strength of their academic records. Students already attending Nebraska Wesleyan or transferring from another college or university must have a cumulative grade point average of 3.0 and must maintain this average to retain the scholarship.

Ethel Mae Moor Scholarship—established by Miss Moor of Grand Junction, Colorado. Income is to be used annually to provide a scholarship for a sophomore, junior or senior student, with preference given to a student from Fairmont, with a 3.0 grade point average or better. The recipient shall be taking private lessons in organ, piano, violin or voice, or enrolled in the liberal arts, but planning to use his or her musical education as a means to a career in music. The Director of Scholarships and Financial Aid coordinates a selection committee of designated faculty.

Karen B. Moyer Scholarship—established by Clifford A. and Martha E. Moyer in honor and memory of their daughter, Karen B. Moyer, class of 1966. Income is to be used to assist worthy students who are majoring in biology and demonstrate financial need.

Iris L. Mueller Scholarship—established by Iris L. Mueller, class of 1935, in honor and memory of her husband, John O. Mueller. Income is to be used to provide scholarship assistance to worthy and needy students.

Dr. M. Beth Murphy Scholarship—established by Dr. M. Beth Murphy, class of 1947. First consideration shall be shown to a chemistry major and second to a biology major. The scholarship funds are available in a student's sophomore year and renewable each year as long as the required grade point average is maintained. Financial need will not be a primary consideration in granting this scholarship.

Roberta and Fred Muscheites Scholarship established by Roberta Muscheites, class of 1939, and her husband, Fred Muscheites.

John M. Neff and Mary A. Neff Scholarship — established by John M. Neff, class of 1929, and his wife, Mary A. Neff, loyal friends of Nebraska Wesleyan University. Income to be used to aid worthy students in need of financial assistance with preference given to students from Dawson County.

John, Sara Ada, and Osborne Nickerson Scholarship—established through the estate of Osborne Nickerson of Eddyville, in memory of his parents. Income is to be awarded annually to a deserving student who demonstrates financial need.

Dr. Art and Glennis Nicolai Scholarship—established by Art Nicolai, professor emeritus of education, and Glennis Nicolai. Dr. Nicolai was a member of the Education Department faculty from 1966-1989 and head of the department from 1979-1989. The income is to be awarded to students majoring in secondarylevel education.

Barbara Jean Norris Scholarship—established by Mr. and Mrs. Jack B. Norris in memory of their daughter. Income is used to award scholarships to students who have financial need. A selection committee chaired by the Director of Scholarships and Financial Aid selects the recipient or recipients each year.

Northwestern Mutual Financial Network of Nebraska— established by Michael F. Tews, class of 1986, and the Northwestern Mutual Financial Network. Preference is to be given to students majoring in business administration.

Virginia Ohlson Scholarship—established through a bequest by Virginia Ohlson, formerly of Kimball. Income is to be used in the scholarship program at Nebraska Wesleyan.

Robert W. Palme Scholarship—established by Robert W. Palme, class of 1927, in honor and memory of his wife, Dorothy Palme. This scholarship is to be given annually to a deserving and needy student.

Wayne and Margaret Bittinger Palmer Scholarship—established by Wayne C. Palmer, class of 1939, and Margaret Bittinger Palmer, class of 1936. Income is to be used annually to provide scholarships for deserving students who demonstrate financial need.

Eleanor Ware Park Scholarship—established by Eleanor Ware Park, class of 1935, in honor and memory of her mother, Gertrude Hutten Ware, class of 1908. Income is to be used to assist worthy and needy students with first preference shown to students from the Dixon County area.

Gladys S. Parsons Scholarship—established through a bequest by Miss Parsons, class of 1922, to be used for scholarships to full-time students who intend to devote their lives to the mission field.

Dr. Irvin L. and LaVernne Kelly Peterson Scholarship—established by family, friends, students, and athletes in memory of Irvin L. and LaVernne Kelly Peterson, and in recognition of Dr. Peterson's career at Wesleyan. That career included serving as Head of the Health, Physical Education and Recreation Department for 36 years and Varsity Men's Basketball coach for 20 years. This scholarship is to be awarded to a male sophomore or junior with demonstrated academic excellence.

Rosa O. Peterson Scholarship—established by a gift from the estate of Mrs. Rosa O. Peterson.

Verna B. Philips Scholarship—established by proceeds from the estate of Verna B. Philips. Scholarships may be awarded to a pre-ministerial student.

Phi Mu Scholarship—established by the Zeta Kappa chapter of the Phi Mu fraternity for women. Scholarships are to be awarded to female students who are academically deserving and in need of financial assistance.

Mr. and Mrs. J. A. Piper Scholarship—established through a bequest from Jennie Lou Piper in memory of her parents. Income is to be used to provide financial assistance to needy young women.

Dr. Wesley A. Poe Ideal Plainsman Scholarship—established in his memory by his widow, Mrs. Lowe R. Folsom, the former Mavis Ann Money, class of 1947. A veteran of World War II, Dr. Poe graduated from Nebraska Wesleyan in 1947, the same year he was selected Ideal Plainsman. Working throughout his school years, he earned a master's degree in industrial psychology from Northwestern and a Ph.D. in educational psychology at the University of Nebraska-Lincoln, where he was Director of the Junior Division and Counseling Service before his death in 1956. Income is to be awarded annually, based on scholarship and need, to an upperclass student who shows varied interests and talents.

Larry C. Price Scholarship—established by Esther Price, class of 1942, in memory of her husband, Larry C. Price, class of 1939. The scholarship honors the long association that Larry C. Price had with Nebraska Wesleyan University as a student, a coach, and a member of the Board of Governors and the Board of Trustees.

Joseph M. and Clara S. Prouty Scholarship established by Dr. Margaret J. Prouty, class of 1932, in memory of her parents, Joseph and Clara Prouty. The funds will be awarded to students who demonstrate financial need.

Purdham-Benham Scholarship—established in memory of Mr. and Mrs. Plummer Purdham, formerly of Omaha, and Mr. and Mrs. Wilbur Benham, formerly of Joliet, Illinois. The scholarship is awarded to a full-time junior or senior music major with proven academic achievement with preference given to someone with financial need. The recipient is chosen by the music faculty.

James B. and Helen M. Putman Scholarship established in 1956 by James B. Putman and Helen Whitney Putman, class of 1931, of Ogallala. Income is granted each year to worthy students.

H. Gladys Rainforth Scholarship—established through a bequest by H. Gladys Rainforth. Awards are to be made to students with financial need to assist them in their chosen field of study.

Elizabeth Reed Scholarship—established by Elizabeth Reed, loyal friend of Nebraska Wesleyan University. To be awarded to students with need majoring in religious education or music.

Esther Witzel Reeves Scholarship—established by Esther Witzel Reeves of Madison, in memory of her beloved husband, John Reeves, and beloved son, John Henry Reeves. Income is to provide scholarship assistance to deserving young men with financial need.

Estella Reid Scholarship—established by this dedicated United Methodist churchwoman from Beatrice. Her bequest makes possible scholarships which are awarded to worthy students.

Blaine and Linda Rieke Scholarship—Established by Blaine Rieke, Class of 1955, and former member of the Board of Trustees and the Board of Governors, and his wife, Linda Rieke.

Florence E. Roberts Scholarship—established by a gift from the estate of Florence E. Roberts.

Mary Lou Robinson Scholarship—established by Mary Lou Robinson, class of 1954, who enjoyed a distinguished career as a teacher and librarian in Kalamazoo, Michigan. These funds are to aid deserving and promising students with financial need.

Roe Family Scholarship—established by family and friends in memory of Reverend Joseph B. Roe, Sr., Enid Talton Roe, Reverend Dr. Phyllis Carol Roe, and Rebecca Louise Roe. Income is awarded annually on the basis of financial need with preference given to dependents of ministers or other persons working in full-time, church-related vocations of The United Methodist Church or to students who intend to enter a full-time, church-related vocation in The United Methodist Church.

Dr. and Mrs. Vance D. Rogers Scholarship established by Dr. and Mrs. Vance D. Rogers as a gift to Wesleyan's Centennial Development Program. Dr. Rogers served as President of Nebraska Wesleyan from 1957 through 1977. Income from the fund is used to award scholarships to needy and worthy students.

Essie D. Romine Scholarship—established through a bequest by Mrs. Romine to provide help for worthy students seeking education in the field of ministry.

Helen and Windom Rosene Scholarship—established through a bequest by Gordon and Margaret Rosene Axford and Robert W. and Joyce H. Rosene in honor of their parents, who had a deep interest in education. The scholarship will be reserved for juniors and seniors who have insufficient funds to complete their education.

Rural Student Scholarship—established with funds from The Hearst Foundation, Inc., the George I. Alden Trust, and the James M. Cox Foundation. This fund will provide assistance to talented students from rural areas that have financial need.

Lillian M. Rutledge Scholarship—established by Lillian M. Rutledge, class of 1995, in memory of her husband, Edward Sturgis Rutledge. Income is to be used to assist worthy and talented students who reflect an academically promising future.

Reverend William L. Ruyle, Dr. William V. Ruyle and Gladys E. Van Camp Scholarship—established by Mona V. Claybaugh, class of 1944, in honor and memory of her father-in-law, Reverend William L. Ruyle, class of 1912, her husband, Dr. William V. Ruyle, and her mother, Gladys E. Van Camp, class of 1927. This fund provides scholarships to worthy students with financial need.

Sandall Family Scholarship—established by children, family and friends in memory of Dr. Harold C. Sandall and Evelyn Sandall Grass. Dr. Sandall began his distinguished ministry in the Nebraska United Methodist Conference as a Sandhills circuit rider before graduating from Nebraska Wesleyan in 1928. Evelyn Sandall Grass served on Nebraska Wesleyan's Board of Trustees for several years. Income is to be used to assist worthy students.

Barbara Grundman Sasse Scholarship—established by Carl W. Sasse, Jr., class of 1952, in memory of his wife, Barbara Grundman Sasse, class of 1953. Income is to be used to assist deserving students majoring in music, with preference given to students from Nebraska City and Gordon.

Lewis A. Schafer and Paul H. Laursen Endowed Scholarship—established by Douglas P. and Martha S. Dennison Maxwell, members of the class of 1963. This scholarship gift honors Nebraska Wesleyan University retired faculty members Dr. Lewis A. Schafer, professor emeritus of biology, and Dr. Paul H. Laursen, professor emeritus of chemistry.

Melvin H. Schlesinger Scholarship—established by Mrs. Elaine Wolf of Albion in memory of her father, who died May 11, 1984. Mr. Schlesinger was born and educated in Lincoln and was a lifelong, enthusiastic supporter of Nebraska and Nebraska institutions. Income is to be awarded annually to a student or students from the Albion area with the first consideration scholarship and the second consideration need.

Clara M. Schlichtemeier Endowed
Scholarship—established by Clara M. Schlichtemeier,
class of 1925, to assist students with financial need.

Otilla F. Schmidt Scholarship—established by a gift from the estate of Otilla F. Schmidt.

Floyd H. Schneider Scholarship—established through a bequest by Mr. Schneider to provide aid to worthy and needy students.

Mr. and Mrs. William R. Schoch Scholarship established by a pioneer Methodist family of York, to honor a son who died in high school. Income is to be used for scholarships for needy and worthy students.

J. Oliver Schock Scholarship—established in memory of this 1939 graduate. Mr. Schock had a distinguished career in aerospace engineering management and was dedicated to academic excellence and quality education. Income from the fund is used to provide a scholarship for a physics major who has completed his or her sophomore or junior year and who demonstrates academic promise. The recipient is selected by a special committee.

Beulah M. Scott Scholarship—established through the generosity of Beulah M. Scott, class of 1934, a dedicated educator. Income is to be used annually to assist worthy and needy students entering the field of education.

Grace Shirk Endowed Scholarship—established by Grace Shirk, class of 1941, in memory of her husband, Wilmer R. Shirk, class of 1938, and her father-inlaw, Dr. Claude J. Shirk, long-time biology professor at Nebraska Wesleyan University. The funds are to assist students majoring in nursing.

Wiley Herbert Shoaf Scholarship—established by his daughter, Nellie Beth Shoaf Strand, class of 1934, in recognition of Reverend Shoaf, class of 1904, and his distinguished and devoted service to the Methodist Church in Nebraska. Income is to be used to assist worthy students who demonstrate financial need with preference being given to those intent on careers in full-time Christian service or in elementary or secondary education.

Earl R. and Virgie H. Sieg Scholarship—established by Thomas K. Sieg in honor of his parents. Income is to be used to provide a scholarship for deserving students with preference given to students from Lexington.

I. Mae Sigler Scholarship—established by a bequest from this devoted United Methodist and member of the class of 1926. Preference is given to, but not limited to, a Nebraska United Methodist female student entering into full-time Christian service.

Ernest L. Smith Scholarship—established through a trust fund by Mr. Smith, a Lincoln merchant and 1911 Nebraska Wesleyan graduate. Mr. Smith served Nebraska Wesleyan as a member of its governing boards from 1918 until his death in 1985. Scholarships are awarded annually.

Eva Bolton Smith Scholarship—established by family and friends in memory of this devoted alumna of the class of 1914.

Vera Sager Smith Scholarship—established through a bequest by Vera Sager Smith, a native of Gibbon, and 1916 graduate. Income is to be used to assist worthy and needy students.

Jennie Biggs Snocker and Boyd C. Biggs Scholarship—established by a gift from Leora Biggs Gates. Income is to be used to assist qualified premedical students preparing for a life of Christian service as medical missionaries.

Marietta Snow Scholarship—established by the estate of this beloved professor of foreign languages to assist selected students in premedical and pre-ministerial studies.

F. Vernon Sprowls Scholarship—established through a bequest from Mr. Sprowl's estate. Income is to be used for deserving students.

John Stahn Scholarship—established by John Stahn in honor of Herbert J. and Margaret A. Prouty, members of the class of 1922. The scholarship was established due to the high esteem John Stahn held for his high school basketball coach, Herbert Prouty, class of 1922. Annual income to assist worthy students in financial need.

Reverend Alberta Belle Steinmetz

Scholarship—established by Reverend Alberta Belle Steinmetz, class of 1983. Income is to be used to award scholarships to students majoring in areas related to full-time Christian service or special education.

Rosalie Kilzer Steinmetz Scholarship—established by Rosalie Kilzer Steinmetz, class of 1941. Income is to be used to award scholarships to students majoring in political science.

M. Irene Stevens Scholarship—established by M. Irene Stevens, class of 1937, who served as Registrar and Associate Dean at Nebraska Wesleyan University. Income is to be used annually to provide scholarships for worthy and needy students.

William A. and Leita E. Stevenson Scholarship—established by a generous gift from Leita E. Stevenson.

Francis Ernest Stewart Scholarship—established by his family in memory of U.S. Air Force Major Francis Ernest Stewart, class of 1953, who was killed in Vietnam on April 30, 1969. Fran loved children, had a strong faith and believed in equality. In honor of those attributes, the scholarship is to be awarded to a male preparing for a career in elementary education or a female preparing for a career in The United Methodist ministry.

Stoltz Scholarship—established by Virginia Cotton Stoltz, class of 1936, in memory of her husband, C. Rodney Stoltz, M.D., class of 1936. Income is to be used to assist deserving students with preference given to students majoring in communication and theatre arts or in the natural sciences.

Story Scholarship—established by Roy G. Story, class of 1919, and his wife, Josephine. Income from the fund is to be awarded to a junior or senior majoring in chemistry to encourage excellence in undergraduate study in the chemical-related sciences. Preference is given to students preparing for graduate study and showing promise for creative advancement in their chosen field. Recipients are recommended to the scholarship committee by the chair of the department in which the student is majoring.

Stowater Scholarship —established by Seattle A. Stowater of San Diego, California. Mr. Stowater, class of 1922, did his graduate work at Columbia and Union Theological Seminary and was a strong advocate of a liberal arts education available at a church-related college. The annual earnings provide scholarships for deserving upperclass students who have academic promise. Preference is given to students who will be pursuing graduate work in religion, education, sociology or psychology.

James and Barbara Stuart Scholarship—established by James Stuart, a member of the Board of Governors, and his wife, Barbara Stuart. Recipient selection will be based on sophomore, junior, or senior students maintaining a 3.0 or better grade point average who are committed to obtaining a degree from Nebraska Wesleyan University. Extra consideration will be given to students who have demonstrated leadership skills.

Fred O. and Lillian M. Swan Scholarship—established by Lillian M. Gibb Swan, class of 1936. Income is to assist students who are residents of Nebraska and majoring in music with emphasis in choral conducting and/or singing.

Jean C. Swinbank Memorial Finance **Scholarship**—established in memory of Jean C. Swinbank. Funds are to provide assistance to graduates of Nebraska high schools who are enrolled in the Department of Business Administration, Accounting, and Economics and who demonstrate academic ability and financial need.

Dr. Robert L. and Dolores A. Taylor Scholarship—established by a gift from Dr. Robert L.

Taylor, class of 1947. Special consideration to be shown first to graduates of Palmer High School or to students from Merrick or Hall counties.

Hazel Stolte Tegeler Scholarship—established by family and friends in memory of this Nebraska Wesleyan graduate. Income from the fund is awarded annually to a junior or senior majoring in elementary education. Preference is given to students who show financial need. Recipients must be in good standing and are chosen by the scholarship committee upon recommendation by the director of the elementary education program.

Dr. James E. and Lois M. Thayer/Dean W. Hagemeister Scholarship—established by Dr. James E. and Lois M. Thayer, members of the class of 1949, in memory of Dean W. Hagemeister, a member of the Board of Trustees from 1955-1967. Preference is to be given to students from western Nebraska.

Reverend and Mrs. S.B. Thomas Scholarship established by their children to honor their parents and memorialize a long and deep interest in Christian higher education. Income is to be used to benefit deserving upperclass students with above-average grades.

Mayma Thompson Scholarship—established through a bequest from Mayma Thompson. Income is to be used to assist needy and worthy students with preference given to graduates of Alma High School.

Fletcher N. Throckmorton Scholarship—established in honor and memory of Fletcher N. Throckmorton, class of 1923, by his wife, Evelyn Throckmorton. This scholarship shall be awarded to deserving and needy students.

Dale and Helen Heiszenbuttel Thuman Scholarship—established by Helen Heiszenbuttel Thuman, class of 1937, and Dale Thuman. Scholarships are to be awarded annually to worthy and promising upperclass students. First preference shall always be shown to students from Hitchcock and Madison counties.

F. Darlene Sampson Tipton and Ervin C. Tipton Scholarship—established by Mrs. Tipton in memory of her husband, Reverend Ervin C. Tipton, both members of the class of 1934. Income is to be used to award scholarships annually to deserving students who have financial need. Preference will be given to students studying for careers of Christian service in religious education, the ministry, missionary service or teaching.

Ernest Treptow Scholarship—established by a gift from his estate. The income is awarded at the discretion of the President to provide assistance to one or more worthy students having demonstrated financial need. Preference is given to students preparing for careers in Christian service, including the full-time ministry, social service, physical and mental health services and related fields.

Dr. Roy A. and Gertrude M. Trowbridge Scholarship—established by a gift from Dr. Roy A. Trowbridge, class of 1918, and Gertrude M. Towbridge. Income is to be used to assist worthy and needy young women to prepare for a career of Christian service in religious education, the ministry, missionary service or teaching.

Dr. Leland A. Underkofler Scholarship—established through a bequest by Dr. Leland A. Underkofler, class of 1928. Given in memory of his mother, Laona Hobson Underkofler, class of 1931, his brother, Oliver Harlan Underkofler, class of 1933, his sister-in-law, Mary Ellen Kay Underkofler, class of 1933, and in honor of his brother, Galen William Underkofler, class of 1929, and niece, Nancy G. Underkofler Ruter, class of 1969. Income is to be used for worthy and needy students.

Ervin and Carolyn Unvert Scholarship—established by Ervin, class of 1953, and Carolyn Unvert, class of 1955, in honor of special friends Dr. John W. White, Jr., past president of Nebraska Wesleyan University, his wife, Marty, and Dick Hahn, past director of planned giving. Funds are to be awarded to worthy and needy students wishing to attend Nebraska Wesleyan.

Unvert Family Scholarship—established in memory of Reverend Ervin H. and Diana L. Unvert by their children, family and friends. Reverend Unvert served the Nebraska Annual Conference of The United Methodist Church. The Unvert family is very active in the life of Nebraska Wesleyan University and committed to private higher education. Income is to be used annually to provide scholarships to aid worthy and deserving students who demonstrate financial need. Preference is given to students majoring in music and religion, two areas of interest to Reverend and Mrs. Unvert.

Warren K. and Joyce M. Urbom Scholarship established in 2005 by Judge Urbom's former law clerks to commemorate his 35th anniversary on the federal bench and to honor his wife, Joyce Urbom, class of 1951. Judge Urbom is a member of the class of 1950.

Valentino's Free Enterprise Scholarship—established by Anthony O. Messineo, Jr. Income is to be used to provide an annual scholarship for students intending to major in Business Administration with an indicated preference for marketing, economics or management. Preference given to, but not limited to, African American Students Lucille Van Steenberg Scholarship—established by her husband, Ivan Van Steenberg, class of 1930. Income is to be used annually for a deserving student who demonstrates financial need.

Vaughan Family Scholarship—established by Mr. and Mrs. Albert W. Hoesch in memory and honor of the Jim Vaughan family and grandson, Dr. Lawrence E. Vaughan. The scholarship is given annually with preference shown to a premedical student.

Venell-Rudd Family Scholarship—established in memory of Leslie R. and Julie V. Venell Rudd by their children, family and friends. The couple's two daughters and many other family members are Nebraska Wesleyan graduates. Mr. and Mrs. Rudd also had an abiding interest in private higher education and Nebraska Wesleyan in particular. Income is to be used to aid a deserving student who demonstrates financial need.

Mike Vosik Scholarship—established by Mr. and Mrs. Robert Vosik in memory of their son, Mike, a graduate of Millard North High School and a member of the class of 1986. He was a member of Theta Chi fraternity and a National Merit Finalist. Income is to be awarded each year to a graduate of Millard North High School in Omaha. Preference is given to students who have financial need. The annual recipient is chosen by the scholarship committee at Millard North High School.

Wake Family Scholarship—established by Mary Ann Wake Banghart. Income is to be used for scholarships to students of good character and promising achievement who demonstrate financial need.

Wakelin Family Scholarship—established in memory of Zelda M. Wakelin, class of 1922, and Leta A. Wakelin, class of 1922, early residents of University Place. Income is to assist worthy and needy students.

Mr. and Mrs. Max I. Walker Scholarship—established by Mr. and Mrs. Max I. Walker, of Omaha, for students preparing for the ministry or a life devoted to religious education.

Raymond A. Walker Scholarship—established in memory of this long-time member of The United Methodist Church by Mr. and Mrs. M. S. Westerhoff of Alexandria. Income is to be used to provide an annual scholarship for an academically qualified student majoring in the Department of Business Administration, Accounting, and Economics.

Wylie R. and Helen M. Ward Scholarship established by Helen Ward, class of 1915, and Wylie Ward, class of 1916, through an estate gift. The Wards of Lexington were generous benefactors of Nebraska Wesleyan. Income from the fund is to be used to provide scholarships for needy and worthy students.

Marion and Marian Weary Scholarship—established by Marion M. Weary, class of 1936, and Marian O. Johnson Weary, class of 1939, of Mesa, Arizona, as an expression of their gratitude to Nebraska Wesleyan and their commitment to the liberal arts. Income is to be used to assist deserving, needy students, with preference given to those planning a career in the teaching profession or those who are majoring in the fields of the natural sciences, economics, or business.

Westover Scholarship—established by family and friends in memory of Raymond Westover and his son, Steven Westover, to assist an upperclass student with a demonstrated commitment to excellence in the classroom.

Sarah J. Wilke Endowed Scholarship—established by Stephen L. Wilke in honor and memory of his daughter, Sarah J. Wilke, class of 2000. Income from this gift is to provide a scholarship to a junior or senior biology major interested in medicine and planning to attend medical school following graduation.

Rick Wilson Scholarship—established by D. Lloyd Wilson in memory of his son, Rick Wilson. Awards will be made to students who maintain a 3.0 grade point average, are good citizens and show evidence of financial need. First preference will always be shown to Nebraska or Colorado residents, with special consideration given to students from Cozad, Gothenburg and Lexington, or to those residing in Dawson County.

Dr. F. Loren Winship Scholarship—established in honor and memory of Dr. Enid Miller Hoffman, former head of the Department of Speech and Theatre and a faculty member for more than 30 years. The fund is also a memorial to Dr. Winship, class of 1928. Income is to be given annually to a student majoring in the Department of Communication and Theatre Arts who has demonstrated creative ability and scholastic achievement. The recipient is to be recommended by a committee selected by the department chair.

Dr. and Mrs. Ray S. Wycoff Scholarship—established by Dr. and Mrs. Wycoff of Lexington to provide aid to worthy students.

Elaine M. and Norman C. Yates Scholarship established by Elaine M. Yates, class of 1948, and Norman C. Yates. First preference is to be given to students from Fillmore County.

Paul D. Zabel Scholarship—established by L. Fred Zabel, class of 1941, and Sarah Zabel in memory of their son, Paul, a graduate of the class of 1966. Income is to be used to provide scholarships for deserving students with preference given to students from the Western and Cambridge areas.

Jesse W. Ziegler Endowed Scholarship—established by William and Candace Ziegler in honor and memory of their son, Jesse W. Ziegler, who was a student at Nebraska Wesleyan in 2003. Income from this gift will provide scholarships to students from Nebraska, with preference given to students from the Ord area.

Named Scholarship Funds

Pop Bennett Scholarship—scholarship honoring Oscar "Pop" Bennett, former head of the Music Department. Awards are made annually to outstanding music students.

Marion C. and Elaine Bonham Scholarship established by Marion C. Bonham, class of 1939, and Elaine Embree Bonham, class of 1941.

Linda M. Frank Bruning Scholarship—established in memory of Linda Mae Frank Bruning, class of 1962, by her husband and children. The scholarship is to assist junior and senior female students who might not be able to complete their degree without financial assistance. The recipients should be majoring in the areas of mathematics or science and be planning careers in occupations typically requiring post-graduate training such as medically related fields, scientific research, or areas of education and counseling.

Chism Scholarship—established by family and friends in memory of Dr. Neal A. Chism, former chair of the Business Administration and Economics Department. Awarded annually to a student in the economics or finance area.

Class of 1921 Scholarship

Class of 1923 Scholarship

Class of 1927 Scholarship

Class of 1934 Scholarship

Bill and Shirley Dauer Scholarship Fund—established by Bill Dauer, class of 1950, and his wife, Shirley Dauer.

First Federal Savings and Loan Association of Lincoln Scholarship—provided annually for a student entering his or her senior year that is a resident of Nebraska and demonstrates financial need.

Clarence H. "Clink" Folsom Scholarship—established by Adolf and Margaret Folsom May in honor of Clarence "Clink" Folsom's distinguished service in the field of medicine. Funds will go towards supporting the education of a promising pre-medical student.

William A. Fry Scholarship—established through an agreement between Mr. Fry and the Lincoln Foundation. Nebraska Wesleyan receives income from a trust for scholarships which are to be awarded to students of good character with financial need who are majoring in fields other than drama.

Mildred M. Gaddis Scholarship—established by Mildred M. Gaddis, class of 1932.

Paul Guszak Memorial Scholarship—established in 1983 by Fry, White & Guszak, Certified Public Accountants, to provide a scholarship to a deserving student majoring in business administration with an emphasis in accounting. The firm later became Strain, Guszak & Co., P.C., then Strain Slattery Barkley & Co., CPA's, P.C. The scholarship honors Paul Guszak, a founding partner of the firm.

The Reverend Leonard F. Hartwig Scholarship established through the generosity of Leonard F. Hartwig, class of 1944. Income is to be used to award an annual scholarship to a worthy and needs student. Preference is to be given to students majoring in religion, pre-theology or a discipline in the humanities.

Merritt A. and Naomi Hull Scholarship—an annual gift from the Hull family provides a scholarship for a superior student.

Krause Scholarship—established by Charlene Steinmeier Krause, class of 1947, and her husband, Wayne Krause. This scholarship is dedicated to the memory of Edythe Dyer, Charlene's aunt. Preference is to be given to music students.

M. Lucile Lathrop Scholarship—established by M. Lucile Lathrop, class of 1940.

Lincoln Management Society Endowed

Scholarship—Lincoln Management Society (LMS) was a professional non-profit association in the community of Lincoln, Nebraska for over 50 years. LMS provided educational and networking opportunities for managers and those aspiring to become managers. Members met monthly to exchange business ideas, build business relationships and plan community involvement events that allowed LMS members to better the community while enhancing the image of their business within the community. LMS was actively involved in Junior Achievement (JA) by annually judging and selecting the "Outstanding Young Businessperson" Award; in Future Business Leaders of America (FBLA) by judging various categories in the state contest; and awarding scholarships to college business majors at Nebraska Wesleyan University, University of Nebraska Lincoln and Union College. LMS also hosted an annual Education Night at which outstanding high school students were recognized; an annual College Night to introduce students to businesses and LMS; and an annual Golf Outing and other fundraisers to raise money for the scholarship fund. With the dissolution of LMS in 2006, it

was desired that the tradition of designating annual scholarships to college business majors be continued. LMS thereby gifted part of its assets to Nebraska Wesleyan University for a permanent scholarship endowment.

Northwestern Nebraska Scholarship—established by Blanche Coffee Griot.

Marie H. Odgers Scholarship—established by Marie H. Odgers, class of 1955. Funds to be awarded to students with financial need.

Winona Peterson Scholarship—established in her memory by the Women's Society for Christian Service of First United Methodist Church in Lincoln to assist young people of potential leadership who plan to enter full-time church-related service. Scholarships are available annually to three sophomore men and three sophomore women and may be continued through the junior and senior years if qualifications are met.

Presser Foundation Scholarship—under the will of Theodore Presser, Nebraska Wesleyan is an institution whose music students may be considered for a scholarship which is awarded for use in the student's senior year. The recipient is known as the Presser Scholar.

Dr. LaVerne C. Rudell Human Resources Scholarship—established by the Lincoln Human Resources Management Association (LHRMA) in honor of Dr. LaVerne Rudell, professor emerita of business administration. The scholarship will be awarded to a student with a desire to pursue a career in human resource management.

J.C. Seacrest Scholarship—established in 1965 by a Trustee and administered by the Lincoln Foundation.

Floyd and Charlotte Sells Endowed

Scholarship—established by Dr. Richard R. Patrick, faculty member, in honor of his grandparents, Floyd and Charlotte Sells. The scholarship will be awarded to an upperclass student with a major or minor in economics or an emphasis in marketing, management or human relations.

Kazuo and Justyn Tada Scholarship—Established by Kazuo Tada, class of 1946, and Justyn Wada Tada, class of 1949. First preference is to be given to students majoring in art and second preference is to be given to students majoring in music or theatre.

Tavlin Scholarship—established by the Woods Charitable Foundation of Lincoln, Nebraska, in recognition of Michael J. Tavlin's years of service on the Foundation's board of directors. The scholarship is to be given to students from Lincoln who are majoring in music.

Mildred E. Thomas Scholarship—established by Mildred E. Thomas, member of the class of 1931.

Turner Scholarship—established by Samuel and Rose Turner in honor of their son, Dr. Richard D. Turner, class of 1960. Dr. Turner was awarded an honorary Doctor of Divinity degree from Nebraska Wesleyan in 1987 and was a member of the Board of Governors from 1986 to 1992. Preference is to be given to United Methodist students and/or minority students.

United Methodist Scholarships—scholarships for students who are members of The United Methodist Church provided by part of the Student Day offerings. Awards are made to students who have achieved academic excellence upon application through an accredited United Methodist college.

Woman's Wesleyan Educational Council Scholarships—presented to juniors and seniors. (Application deadline is March 15; WWEC Scholarship Committee interviews applicants the fourth Monday in March.) Scholarships are as follows:

Edith Bolton Baker Scholarship

Mrs. E. Glenn Callen Scholarship

Reverend and Mrs. Richard E. Carlyon Scholarship

Evelyun R. Casey Scholarship

Nettie M. Clark Scholarship

Gladys W. Coatman Scholarship

Mrs. Eunuch Darrow Scholarship

Betty Eberhart Scholarship

Bertha Lee Green Scholarship

G. E. Green Scholarship

Luther Haserman Scholarship

(for male premedical students)

Bernice N. Halbert Scholarship

Nellie E. Carey and Clara A. Johnson Scholarship

Ethel M. Johnson Scholarship

Carol White Mortensen Scholarship

Earl Norcross Scholarship

(for male premedical students)

Alice E. Paine Scholarship

Mr. and Mrs. J. F. Spivey Scholarship

Hazel Strasser Scholarship

(for female premedical students)

Gladys VanCamp Scholarship

Beatrice Vaughan Memorial Scholarship

Ruth Norton Vaughan Scholarship

(for elementary education students)

WWEC Anniversary Scholarship

WWEC Life Member Scholarship

WWEC Life Patron Scholarship

Woman's Wesleyan Educational Council

Scholarship

Wesleyan Women Scholarship
Jennie Rinker Wilson Scholarship
(for female students in Christian service)

Lois J. and Joseph Woodward Scholarship established by Lois J. Woodward, class of 1946, and Joseph Woodward. Funds to be awarded to students with financial need.

Loan Funds

Emma Bath Fund

Paul Critchett Fund

Donahue Student Emergency Loan—established in memory of Thomas H. Donahue by family and friends. Students may borrow up to \$75 for up to 90 days for personal, unspecified needs.

Edwards Loan Fund—established in honor of Clarence A. and Vina L. Edwards, a couple who homesteaded in Dawson County, Nebraska, in 1885, and were interested in the growth of the state, its conservation, churches and the education of youth.

George and Anna Halstead Loan Fund—available to worthy students at a very low rate of interest.

H. B. and Mc. Fund—established by three loyal alumni who wish to help other Nebraska Wesleyan students.

Bertram E. Hall Fund

Henry Methodist Church Fund

Venia M. Kellar Loan Fund—available to needy students of proven academic ability.

Grace E. Lenfest Fund

Annie K. Leonard Fund

Bishop William C. Martin Fund

Dr. J. M. McLeod Trust Loan Fund—available to advanced students of high standards at a low rate of interest. The money must be used strictly for college purposes.

Mr. and Mrs. Earl C. Mead Loan Fund—available at a low rate of interest to premedical juniors of high standing and to pre-ministerial juniors or seniors, with preference to seniors.

N. Y. A. Fund—established by a group of students who received aid from the N.Y.A. project.

O. G. C. Fund—available to non-sorority women during their last semester.

Lulu Grant Parr Fund

Seacrest Trust Loan Fund—available to juniors and seniors.

Samuel B. Shively Loan Fund—established in memory of this Biology Professor by his family and friends, and available to worthy students, preferably biology and premedical majors.

Student Volunteer Fund

Gerald L. Summers Loan Fund—established by alumni in memory of Mr. Summers, a missionary to Borneo. Funds are available to Christian students from foreign countries or students who plan to spend their lives in foreign countries, especially as missionaries.

Harry Lee Upperman Fund

Harold E. and Irene E. Weary Loan Fund—established by Harold E. Weary, class of 1933, and his wife, Irene Weary. This fund is to provide loan assistance to students with financial need studying in the area of business administration.

Annetta Wilson Loan Fund—established through her estate for loans with preference to students from Cass County, Nebraska.

Memorial and Honor Scholarship Funds

Mr. and Mrs. Roscoe C. Abbott Scholarship Mr. and Mrs. A. F. Ackerman Scholarship Wilma Adams Scholarship Walter Aitken Scholarship

Eugene and Mary Banghart Scholarship
Grace Banghart Scholarship
Jessie Banghart Scholarship
William Banghart Scholarship
L. M. Baylor Scholarship
Stella Beers Scholarship
Reverend V.R. Bell Scholarship
Mrs. Ella Blakeslee Scholarship
Mrs. Ella Blakeslee Scholarship
Mr. and Mrs. George C. Blinco Scholarship
Reverend W.B. Bliss and J. L. Smith Scholarship
Reverend and Mrs. John Franklin Boeye Scholarship
Ethel L. Booth Scholarship
Flora and May Boydston Scholarship
Joseph Burger Scholarship
Glenn Bush Scholarship

Gussie E. Cadwallader Scholarship Mr. and Mrs. J. H. Cannon Scholarship Nettie Clark Scholarship Mr. and Mrs. Arthur Conser Scholarship Lenora Penny Cook Scholarship John Michael Cory Scholarship Ilus and Charity B. Couch Scholarship Ida Bell Craig Scholarship

Emile J. Deuser Scholarship Wilma Dixson Scholarship Howard A. Durham Scholarship

Benjamin W. Emmett Scholarship

Mr. and Mrs. W.A. Fellers Scholarship Henry Figard Scholarship Silas Figard Scholarship

Leora E. Gates Scholarship W. Max and Emily Gentry Scholarship Dr. William J. Gentry Scholarship James R. Gettys Scholarship Gladys Burger Gilmore Scholarship Reverend E. T. George Scholarship Greeno-Peterson Scholarship Mr. and Mrs. W. H. Greenslit Scholarship Sara Grimes Scholarship Mrs. Blanche C. Groit Scholarship Rose A. Hagemeister Scholarship Hazel R. Hanna Scholarship Blanche Henkle Scholarship Mary L. Heuermann Scholarship Walter M. Holmes Scholarship Otto Hueftle Scholarship Mrs. Merle Humphries Scholarship Merlin C. Hunt Scholarship

M. P. Jensen Scholarship Mr. and Mrs. Alex Johnson Scholarship Charles E. Jones Scholarship

Alice Kellogg Scholarship
E. C. Kimball Scholarship
Mrs. Miriam Kline Scholarship
Mr. and Mrs. George A. Knight Scholarship
Florence and Merrill Koser Scholarship
Grace Koser Scholarship
Verne Krausnick Scholarship

Erma B. Lansing Scholarship Samantha E. Leininger Scholarship George and Ruth Lemon Annie K. Leonard Scholarship Elmer Elsworth Lesh Scholarship Robert B. Littrell Scholarship Dr. and Mrs. F. Lundberg Scholarship Gladys Lux Scholarship

Dr. A. D. Mahaffay Scholarship C. Ned Mahlman Scholarship Reverend George and Adeline Main Scholarship Salina E. Malmsten Scholarship Hazel Ruth Mannon Scholarship

Martha Graves McKelvie Scholarship Margaret Miller Scholarship Mr. and Mrs. E. W. Miskell Scholarship Mr. and Mrs. Ray Mitchell Scholarship Lulu B. Moore Scholarship Ethel Murray Scholarship

Clara and Lawrence Newell Scholarship B. F. Norval Scholarship B. S. Norval Scholarship Mr. and Mrs. Charles E. Noyes Scholarship

Reverend Norman R. Olsen Scholarship S. B. Otto Scholarship Clarence Paulsen Scholarship Melvin A. Pixley Scholarship Reverend Joseph M. Prouty Scholarship Miss Ruth E. Pyrtle Scholarship

Genevieve Richmond Scholarship Barbara Rogers Scholarship Vance D. Rogers Scholarship Walker V. and Essie D. Romine Scholarship Pearl Rosekranz Scholarship Joseph L. and Rebecca J. Ryons Scholarship

Reverend and Mrs. F. E. Sala Scholarship
Harold C. Sandall Scholarship
E. S. Schiefelbein Scholarship
Dorothy Embree Schrack Scholarship
Mr. and Mrs. George Schwanke Scholarship
Clio D. Shigley Scholarship
Earle J. Smith Scholarship
Elizabeth Jane Smith Scholarship
Guy W. and Dora G. Smith Scholarship
James E. and Sadie Smith Scholarship
Joseph Stanton Scholarship
John M. Stewart Scholarship
Marie L. Story Scholarship
Vera H. Swift Scholarship

Mr. and Mrs. Roy L. Terhune Scholarship George E. Tozer Scholarship Major Harman M. Turner Scholarship N. B. Turner Scholarship

Guy Van Steenberg Scholarship J. Gordon Vaughan Scholarship

Ursula Wade Scholarship
Merle G. Walters Scholarship
Irvin C. Werner Scholarship
Mrs. George Whipperman Scholarship
Mrs. George Whipperman Scholarship
Martha B. White Scholarship
Raymond W. Wilhelmi Scholarship
Harold E. Willey Scholarship
Harold E. Willey Scholarship
Allison T. Wilson Family Scholarship
Pauline Winter Scholarship
Anna F. Wright Scholarship
Delia D. Wright Scholarship
Reverend George I. Wright Scholarship
James Wulf Scholarship
William Harper Wyman and Marian B. Wyman Scholarship

Named Endowed Chairs

Alumni and friends of the University have made gifts for the endowment of the academic program. Endowment funds for distinguished professorial chairs provide compensation and funds for research or scholarly activities to senior faculty members.

Huge/Kinne Endowed Chair in History—established in 1984 by Harry and Reba Kinne Huge in honor of their parents, Mr. and Mrs. Arthur Huge and Mr. and Mrs. Walter Kinne. Harry Huge received a bachelor's degree from Nebraska Wesleyan in 1959. An attorney, he is a member of the Board of Governors and a former member of the Board of Trustees of Nebraska Wesleyan University.

Charles W. and Margre H. Durham Endowed Chair in Business Administration and

Economics—established in 1986 by Steven H. and Barbara Durham of Omaha in honor of Mr. Durham's parents and in recognition of the significance of the free enterprise system in American society. Steven Durham is president of Durham Resources, Inc., and a former member of the Board of Governors of Nebraska Weslevan University.

Anderson-Trimble-Maurer Endowed Chair in Mathematics and Computer Science—established in 1987 by Keith J. and Judith Trimble Maurer, both 1969 graduates of Nebraska Wesleyan, in honor of their parents. The Maurers live in Tampa, Florida. Keith Maurer is past president of the Nebraska Wesleyan University Alumni Association and both have served on the University's Board of Trustees.

Ralph W. and Esther E. Petersen Endowed Chair in Art—established in 1987 by Jan Petersen Johnson of El Prado, New Mexico, class of 1961, and a former member of Nebraska Wesleyan's Board of Trustees, in honor of her parents, Esther E. Petersen, class of 1935, and Ralph W. Petersen of DeWitt, Nebraska

Special Endowed Funds

Alumni, friends, and foundations have made gifts to the endowment of special programs and activities.

Enron Foundation Faculty Professional Growth—established by the Enron Foundation to support faculty professional growth and development.

First Amendment Fund—established by Frank Zappa in 1986 to support University Forum programs dealing with the First Amendment to the Constitution (freedom of speech).

The Kenneth R. Holder Fellowship for Instructional Improvement—established in 1991 in memory of Kenneth R. Holder. The fellowship is an annual grant designed to encourage individual instructional innovation and teaching excellence. The fellowship honors Dr. Holder who, as Provost of Nebraska Wesleyan University from 1987 to 1991, stimulated, supported and gave leadership to faculty efforts to improve classroom instruction and thereby enrich the educational experience of all Nebraska Wesleyan students. Dr. Holder died in 1991.

Morton Fund—established by Sterling Morton as a memorial to his grandfather, J. Sterling Morton. This fund supports special projects and library acquisitions in the department of history.

Dr. Roy G. Story Award—established in 1989 by Dr. Roy G. Story of Tucson, Arizona. The award allows Nebraska Wesleyan's president to recognize individuals or groups of faculty members, administrators, staff members, students, or volunteers whose accomplishments have significantly enhanced the national stature of Nebraska Wesleyan University.

White Endowment for Internationalization—Upon Dr. John White's retirement as president of Nebraska Wesleyan in 1997, this endowment was established to honor John and Marty White in appreciation for their many years of dedicated service. In keeping with Nebraska Wesleyan's mission to prepare its students for global citizenship, the University recognizes the importance of international studies that integrate a worldview. The recipient of this award is selected based on contributions to the University that have furthered the internationalization of the campus, its curriculum, its students and faculty.

Lectureships

Endowed lectureships are gifts by alumni and friends of the University that bring speakers of regional, national and international acclaim to campus to expose students to a variety of perspectives and subjects.

Named Endowed Lectureships

Senator Carl T. Curtis and Mildred M. Curtis Lecture on Public Leadership—established by Mildred M. Curtis in honor of her late husband, Senator Carl T. Curtis, class of 1928. Speakers shall include public service leaders such as federal and state office holders, diplomats, and academic leaders in the areas of political science, history, human relations and communications.

Amos Fetzer and Alice Fetzer Memorial Lectures—established by Dr. W. R. Fetzer (class of 1917) and Mrs. Fetzer in memory of Dr. Fetzer's parents, Amos and Alice Fetzer. The lectureship is designed to bring to the campus distinguished scholars in science, mathematics, computer science and the environment.

Dwight P. Griswold Lectureship in Political

Science—established in honor of the late Nebraska Governor and U.S. Senator by his widow, Mrs. Henry L. Bomgardner. The Griswold lectureship is designed to illuminate the meaning of public service in local, state, national and international life.

Kenneth R. Holder Lecture—established by members of the Department of English in memory of Dr. Kenneth R. Holder, Provost and Vice President for Academic Affairs and Professor of English. Held in the spring to coincide with the publication of the campus literary magazine, The Flintlock, the lecture features a distinguished scholar in the field of language, English education or composition theory.

Clifford L. Fawl Lecture—formerly the Psychology Fair Lecture, this series was renamed in honor of Dr. Clifford L. Fawl, long-time professor and chair of the Department of Psychology. The series brings in nationally-recognized speakers in the area of psychology.

Mattingly Visiting Distinguished Scholars Program—established by an anonymous gift from a family of dedicated lay people of the United Methodist Church in Nebraska and named for Dr. E. L. Mattingly, Professor Emeritus of Religion, in recognition of his service to Nebraska Wesleyan and its students. Dr. Mattingly died in 1985. The University brings scholars to campus each year, typically one each semester. These persons, designated as Mattingly Visiting Distinguished Scholars, are selected either on the basis of scholarship in the field of religion and/or theology or because of personal and/or scholarly connections to the United Methodist Church—its origins, history, and/or its teachings. At a minimum, each scholar delivers a lecture to which the entire campus community is invited.

The Swan Lectures—established in 1984 as the Ralph E. Swan Endowed Lectureship by Vyrl W. Swan, class of 1937, and his sister, Marjory Swan Ball, in memory of their father to present scholars who emphasize the importance of the teaching of Jesus to our present and future civilization. Following the death of Vyrl Swan, Marjory Ball requested that the lectureship be renamed The Swan Lectures to honor both her father and her brother.

Named Lectureships

Willson Lectures—established in 1954 through a gift by Mr. and Mrs. J. M. Willson of Floydada, Texas, to bring outstanding Christian scholars to campus.

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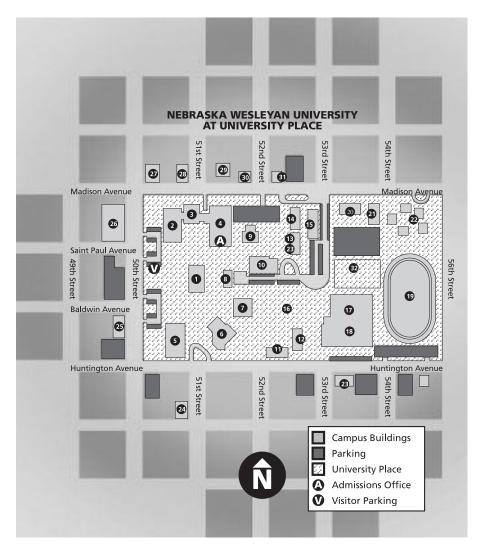
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Campus Buildings

- 1 Old Main
- 2 Olin Hall of Science
- 3 Olin Lecture Halls & Planetarium
- 4 Smith-Curtis Classroom Administration Building
- 5 Vance D. Rogers Center for Fine Arts
- 6 Elder Memorial Speech and Theatre Center
- 7 Cochrane-Woods Library
- 8 Heating Plant/Security Office
- 9 Rachel Ann Lucas Hall
- 10 Roy G. Story Student Center
- 11 Plainsman Hall (coed)
- 12 Burt North Residential Community(coed) and Burt South (University College)
- 13 Pioneer Hall (coed) and
 - Student Health and Wellness Center
- 14 Johnson Hall (women)
- 15 Centennial Hall (coed)

- 16 Taylor Commons
- 17 Marion and Marian Weary Health and Fitness Center
- 18 George A. Knight Field House
- 19 Abel Stadium, Woody Greeno Track, and Weary Field
- 20 White Hall (Suite Style)
- 21 Heim Hall (Suite Style)
- 22 Townhouse Village
- 23 Phi Kappa Tau Fraternity
- 24 Delta Zeta Sorority
- 25 Alpha Gamma Delta Sorority
- 26 First United Methodist Church
- 27 Theta Chi Fraternity
- 28 Omega Alpha Chi Fraternity
- 29 Willard Sorority
- 30 Zeta Psi Fraternity
- 31 Omega Chi Ro Sorority
- 32 Harold G. Chaffee Practice Field

