

# CEHS: Enhancing Lives - Strengthening Relationships

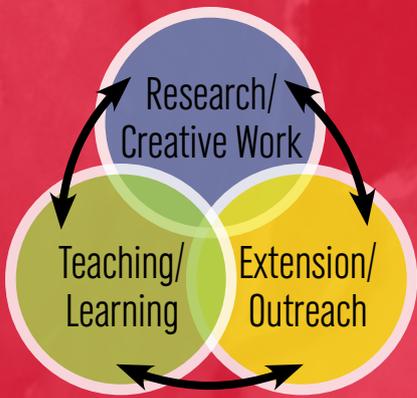


[cehs.unl.edu](http://cehs.unl.edu)

University of Nebraska-Lincoln  
College of Education & Human Sciences



## College of Education & Human Sciences



# CEHS

## Mission

**The College of Education and Human Sciences is dedicated to enhancing the lives of individuals, families, schools, and communities and to strengthening the relationships among them.**

## Values

In pursuing our mission, the faculty, staff, students and graduates of the College of Education and Human Sciences are guided by shared values that inform every aspect of our work. Specifically, we value:

- Excellence in all aspects of the life of the College;
- Innovation, creativity, and curiosity as we address the complex issues facing individuals, families, schools, and communities;
- Respect for diverse people, ideas, voices and perspectives;
- Multidisciplinary approaches to scholarship that integrate teaching and learning, research, scholarship, and creative activity, outreach, and service;
- Working together to positively impact the lives of individuals, families, schools, and communities;
- Partnering with people in the community to support the mission and vision of the College of Education and Human Sciences;
- Emphasizing both the creation of new knowledge and its application to human and community needs thereby combining the strengths of a research and land-grant university.

## Our Mission and Values in Action

The mission and values of CEHS come to life through research/creative work; teaching/learning; and extension/outreach. Each of these functions informs and affects the others. This report describes how we are enacting our mission and values as the newest college at the University of Nebraska–Lincoln.

## CEHS Programs

### Programs Ranked in the Top 20 - *U.S. News and World Report*:

Excellence in teaching and learning is a hallmark of our college. Visitors who observe our programs see that excellence manifested in our faculty, staff, students and curriculum. We are proud to have that excellence confirmed through national rankings and program accreditations.

- Educational Psychology
- Counseling Psychology
- Special Education
- Speech and Language Pathology

### Accredited Programs:

- Teacher Education program – National Council of Accreditation of Teacher Education and the Nebraska Department of Education
- Human Science programs – American Association of Family and Consumer Sciences
- Athletic Training program – Commission on Accreditation of Allied Health Education Programs
- Counseling Psychology – American Psychological Association
- Dietetic internship – American Dietetic Association
- Early Childhood Education program – National Academy of Early Childhood Programs
- Marriage and Family Therapy program – Commission on Accreditation for Marriage and Family Therapy Education
- Merchandising program – American Collegiate Retail Association (approved)
- Nebraska Internship Consortium in Professional Psychology – American Psychological Association
- School Psychology program – American Psychological Association and the National Association of School Psychologists
- Special Education Hearing Impaired program – Council for Education of the Deaf
- Speech-Language Pathology and Audiology programs – Education Standards Board of the American Speech Language Hearing Association

## CEHS Fact

CEHS graduates find success in the workplace as audiologists, athletic trainers, administrators, counselors, coaches, designers, dietitians, teachers, therapists, laboratory scientists, leaders in the restaurant and food industries, health and fitness specialists, nutritionists and special educators. Still others use their CEHS degree as the basis for graduate work at the masters or doctoral level as well as for law school or medical school.

## New Programs

CEHS faculty exemplify the values of excellence, innovation and collaboration within the academic culture of the College. Members of the CEHS community support and challenge one another to create, develop, and improve programs to meet the dynamic academic needs, career goals, and life circumstances of our students.

Since CEHS came into being 3 years ago, we have inaugurated the following new academic programs:

### Undergraduate:

**Hospitality, Restaurant and Tourism Management** prepares individuals to serve as general managers and directors of hospitality operations by integrating hospitality marketing strategies, communications and financial management into a curriculum focused on managing facilities and operations that provide hospitality services to the public. This program was created in collaboration with the College of Agricultural Sciences and Natural Resources.

**Inclusive Early Childhood Education** is a multidisciplinary program, combining the areas of early childhood education, special education and elementary education. The program prepares students to become licensed teachers of children from birth to grade 3.

**Nutrition, Exercise and Health Science** is designed for those students interested in planning, conducting and managing health-related fitness and wellness programs in a variety of health/fitness/recreation settings.

**Special Education/Elementary Education** dual major leads to an endorsement in elementary education as well as a mild/moderate elementary special education endorsement. It prepares individuals to work both in regular education classrooms as well as resource rooms and other settings for children with special needs.

### Graduate:

The **Doctorate in Audiology (Au.D.)** is a four-year program that prepares students to work with individuals in need of assessment and rehabilitation of hearing disorders. Practitioners work in a variety of settings including hospitals, private medical practices, private audiology practices, schools, private industry and government.

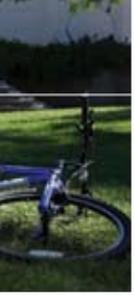
**Youth Development** graduate specialization supports positive development of youth to make them socially, emotionally and cognitively competent adults. This program is conducted in collaboration with the Great Plains Interactive Distance Education Alliance (GPIDEA).

**Community College Leadership Certificate Program** serves those who seek to be better prepared for leadership responsibilities in America's community colleges by providing a professional development program in leadership for community college faculty, administrators, and others with graduate degrees in non-leadership areas.

**College Learning Center** option students complete course work in Cognition, Learning and Development; Special Education; Educational Administration; Counseling; and Research Methods. Students also complete a six hour practicum.

**Health Behavior** option is designed for students interested in epidemiological, developmental, and cognitive foundations of health-related behaviors. Students will develop skills in the specification of behaviors and in the development and evaluation of theory-based interventions to reduce health-related risks.





## CEHS Fact

CEHS is a one-of-a-kind college in Nebraska. No other institution of higher education in the state combines the fields of individual and family development, family financial planning, leadership and administration, nutrition and health, teacher education, educational psychology, special education and communication disorders, as well as textiles, clothing and design into a single college aimed at improving people's lives.

# Doctoral Specializations and Masters Programs

## Department of Educational Administration

- Educational Leadership & Higher Education (EdD and PhD)
- Higher Education Educational Administration (MA and MEd)
- Joint UNL/UNO Educational Administration (EdD)
- K-12 Educational Administration (MA and MEd)

## Department of Educational Psychology

- Cognition, Learning & Development (MA, PhD)
  - College Learning Center specialization (MA)
  - Health Behavior specialization (MA)
- Counseling Psychology (MA, PhD)
- Quantitative, Qualitative, & Psychometric Methods (MA, PhD)
- School Psychology (EdS, PhD)

## Department of Child, Youth and Family Studies

- Child Development/Early Childhood Education (MS)
- Child, Youth and Family Studies (PhD)
- Family and Consumer Sciences Education (MS)
- Family Science (MS)
  - Family Financial Planning specialization (MS)
  - Marriage and Family Therapy specialization (MS)
  - Youth Development specialization (MS)

## Department of Nutrition and Health Sciences

- Nutrition—Interdepartmental (MS, PhD)
- Nutrition & Health Sciences (MS, PhD)
  - Community Nutrition and Health Promotion specialization (MS)
  - Nutrition and Exercise specialization (MS)
  - Nutrition Outreach Education specialization (MS)

## Department of Special Education and Communication Disorders

- Audiology (AuD)
- Audiology & Hearing Sciences (PhD)
- Special Education (MA and MEd, EdS, EdD and PhD)
- Speech Language Pathology (MS, PhD)

## Department of Teaching, Learning and Teacher Education

- Instructional Technology (EdD and PhD)
- Internet-Based Education (EdD and PhD)
- Teaching, Curriculum & Learning (EdD and PhD)
- Teaching, Learning and Teacher Education (MA and MEd)

## Department of Textiles, Clothing and Design

- Textiles, Clothing and Design (PhD)
- Merchandising (MS)
- Textile—Apparel (MA)
- Textile History/Quilt Studies (MA)
- Textile Science (MS)



## CEHS Facts

CEHS enrolls 1/4 of all graduate students at UNL.

In addition to our on-campus programs, CEHS offers via distance education

- 11 masters degrees
- 6 specialist degrees
- 2 doctoral degrees
- 5 graduate certificates

Last year, CEHS graduate students received academic awards for:

- Outstanding dissertation in a discipline
- Outstanding paper at an international conference
- Outstanding paper at a national conference
- Outstanding poster at a national conference
- Outstanding article in an edited journal



## Undergraduate Programs

### Child, Youth and Family Studies

- Child Development/Early Childhood Education
- Inclusive Early Childhood Education: Birth to Grade 3
- Family and Consumer Sciences Education
- Child, Youth and Family Studies/Journalism and Mass Communications
- Family Science

### Nutrition and Health Sciences

- Athletic Training
- Culinary Science (Culinology™)
- Dietetics
- Dietetics/Journalism and Mass Communications
- Nutrition, Exercise and Health Science
- Hospitality, Restaurant and Tourism Management
- Nutrition Science
- Pre-Physical Therapy
- Restaurant and Foodservice Administration

### Special Education and Communication Disorders

- Mild/Moderate Dual Program—Elementary Education and Special Education (K-6)
- Mild/Moderate Special Education (7-12)
- Audiology—Pre-professional
- Deaf Ed—Pre-professional
- Speech-Language Pathology—Pre-professional

### Teaching, Learning and Teacher Education

- Elementary Education (K-6)
- Middle Grades Education (4-9)
- Secondary Education (7-12)

### Textiles, Clothing and Design

- Merchandising
- Textile and Apparel Design
- Textiles, Clothing and Design/Journalism and Mass Communications
- Textile Science

## CEHS Facts

CEHS awards 38 teaching endorsements

Since 2003, CEHS has graduated over 1,000 new teachers for the nation's schools

Our college graduates are in every Nebraska county and in all 50 states

100% of CEHS undergraduate students complete a practicum, internship or field experience for their degree



## CEHS Research and Study Centers

Within the seven departments that make up the College of Education and Human Sciences, faculty and students engage in nationally recognized research and scholarship across a broad range of interests. CEHS Research and Study Centers support this work.

- **Bureau of Educational Research and Field Services** provides services to school districts and policy makers in Nebraska directed toward facilities planning, school re-organization and educational policy issues.
- **Buros Center for Testing** provides national leadership in the advancement of testing practice.
  - **Buros Institute for Assessment Consultation and Outreach** is an independent monitor of quality for commercially available and proprietary tests and testing programs.
  - **Buros Institute of Mental Measurements** provides professional assistance, expertise, and information to users of commercially published tests, and promotes meaningful and appropriate test selection, utilization and practice.
- **Center for At-Risk Children's Services** is a research center comprised of a team of experienced professionals committed to evaluating and developing services for children, families and communities.
- **Center for Instructional Innovation** applies basic research from cognitive psychology, linguistics, and cognitive science to the design and evaluation of educational practices in the nation's schools.
- **International Quilt Study Center's** mission is two-fold: to study those past and present who have practiced the tradition, the objects they have made and the materials they have used, and to collect, conserve and exhibit quilts and associated textiles.
- **Nebraska Evaluation and Research Center** supports faculty and students with research projects by providing consultation and assistance with statistical analysis.
- **Office of Qualitative and Mixed Methods Research** provides consultation and assistance with statistical analysis to faculty and students with research projects.

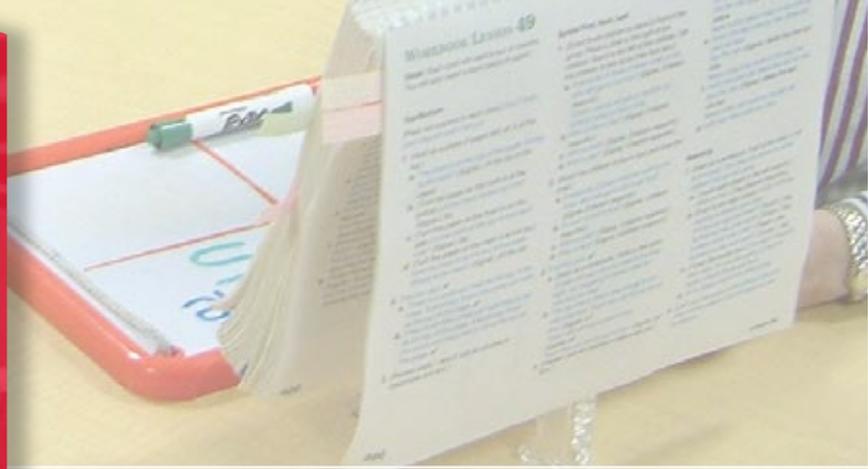




## CEHS Facts

Our college holds an annual student research conference to give undergraduate and graduate students an opportunity to showcase their work and dialogue with faculty and peers.

CEHS partners with the Institute of Agriculture and Natural Resources to conduct federally mandated research through the UNL Agricultural Research Division.



# Our Newest Research Center



CYFS



# The Nebraska Center for Research on Children, Youth, Families and Schools

To understand children and their unique circumstances, it is necessary to understand the systems within which they live – family, classroom, school, and community.

Likewise, to find effective solutions for complex systemic issues requires research that integrates multiple disciplines, translates meaningfully to practice, and embraces culturally and ecologically diverse realities within and across systems. This is what the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS) is about.

## Vision

The vision of the Center is to: improve understanding of how children and youth learn and adjust intellectually, socially, emotionally, physically and behaviorally; investigate the ecological contexts that influence the lives of children and youth; and explore interactions among them to create meaningful responses to research priorities.

## Collaborations and Connections

The collective strength of the Center is in its collaborations and connections. Researchers from the University of Nebraska campuses affiliate actively with the Center, including the University of Nebraska–Lincoln, the University of Nebraska Medical Center, and the University of Nebraska at Omaha. The disciplinary perspectives of CYFS faculty affiliates are broad, encompassing communication studies, educational administration, educational psychology, family and consumer sciences, geosciences, mathematics, public policy, nutrition, health sciences, psychology, sociology, social work, special education, communication disorders, teaching, teacher education, women’s studies, youth development, and law.

The work of researchers in the Center addresses “real life” issues affecting children, families, and schools in regional, national, and international contexts. Strengths of faculty affiliates encompass four main themes: Early Childhood Education and Intervention; Academic Interventions and Learning; Youth Risk

Factors and Behaviors; and Child and Youth Health Promotion. The Center’s connections extend beyond the university to incorporate issues of importance to a diverse array of stakeholders. Multiple agencies and community stakeholders are involved in research that builds their capacity for delivering state-of-the-art educational, developmental, and social services, and informs researchers of critical issues and realities facing the field. Thus, the integration of research and practice, and reciprocal relationship between the two, defines the nature of the translational research occurring in the Center.

## Mentorship and Support

The excellence within a developing Center also lies in its ability to build the research capacity of the home institution through mentorship and support. The capacity of faculty to compete successfully for extramural funding is strengthened. The Center on CYFS provides one-stop shopping for all researchers by providing assistance in conceptualizing research projects, scouting grants, summarizing grant opportunities, maintaining a grant library, consulting on research design and methodology, and providing support in grant writing, budget development, proposal submission, and post-award management.



In addition, special attention is paid to researchers who are developing new grant writing skills. The Center is committed to enhancing the next generation of researchers and grant writers through the support of junior faculty and graduate students. Special grant-writing coursework, seminars, and support meetings are held to formalize the Center’s commitment for mentorship.

The synergy apparent among faculty affiliates, graduate students, and staff opens many doors with unparalleled opportunities for research excellence. Increased connections within the university and across local, regional, national, and international circles will serve to strengthen research efforts and yield the broadest and most positive outcomes for children, youth, families and schools.

## CEHS Projects Supported through External Funding

**Building Nebraska Families**, Nebraska Department of Health and Human Services; Koszewski, Schnepf (Nutrition and Health Sciences), Birnstihl (Institute of Agriculture and Natural Resources Cooperative Extension)

**Center for Behavior and Reading**, U.S. Department of Education; Epstein, Nelson (Special Education and Communication Disorders)

**Collaborative Research on Small Business Network Creation and Outcomes for Change and Innovation**, National Science Foundation; Miller (Textiles, Clothing and Design)

**Consulting Services/Assist Oklahoma Commission for Teacher Preparation**, Oklahoma Office of Public Affairs; Impara, Buckendahl (Educational Psychology)

**Early Childhood Mental Health Project**, U.S. Department of Education; Epstein (Special Education and Communication Disorders)

**Early Speech Motor Development**, U.S. Department of Health and Human Services, National Institutes of Health, and National Institute of Child Health and Human Development; Green (Special Education and Communication Disorders)

**Entrepreneurial Center Development for Food & Textile Small Scale Business in Tajikistan**, U.S. Department of State Bureau of Educational and Cultural Affairs; Albrecht (Nutrition and Health Sciences) and Prochaska-Cue (Child, Youth and Family Studies)

**Evaluation of Efficacy of CBC for Addressing Disruptive Behaviors of Children-at-Risk for Academic Failure**, U.S. Department of Education; Sheridan, Glover (Center for Children, Youth, Families and Schools)

**Evaluation of Promising Models and Delivery Approaches to Child Care Provider Training**, Iowa State University; Torquati, Raikes (Child, Youth and Family Studies), Wilcox (Center on Children, Family and the Law)

**Evaluation of the National Assessment of Educational Progress**, U.S. Department of Education; Buckendahl, Davis (Educational Psychology)

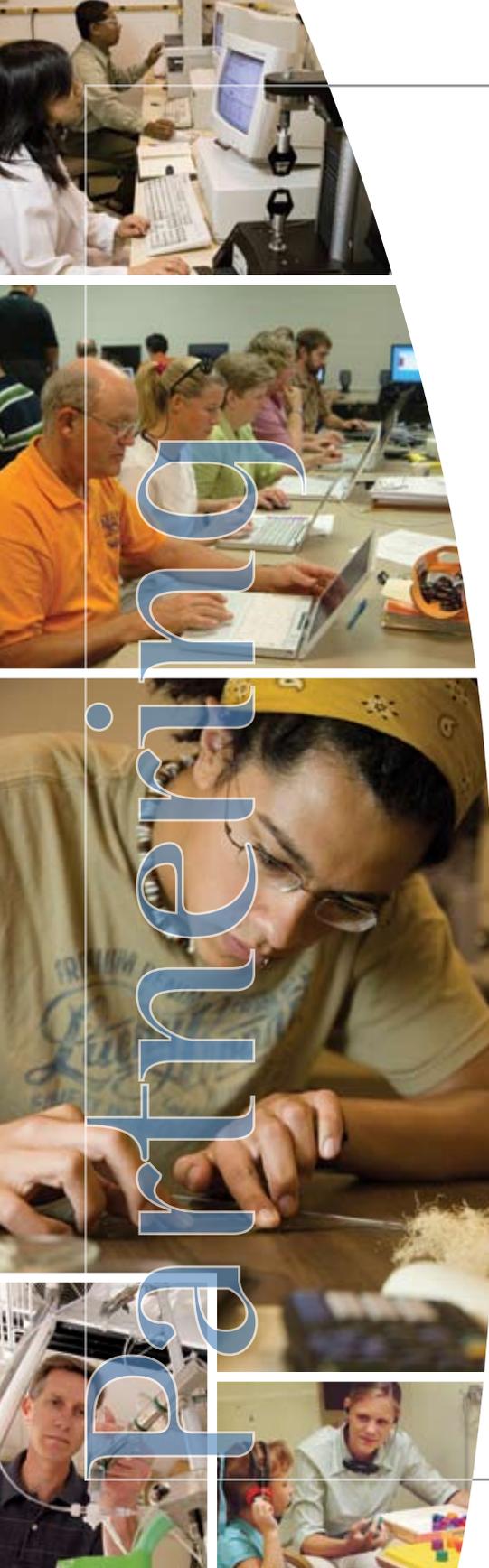
**High Plains Regional Technology in Education Consortium**, University of Kansas; Steckelberg (Special Education and Communication Disorders)

**Indigenous Roots Teacher Education Program**, U.S. Department of Education; Engen-Wedin, McGowan (Teaching, Learning and Teacher Education)

**Inspiring Inquiry: Science Instruction Model for Teachers in Rural, Culturally Diverse Schools**, U.S. Department of Education; Doll, Bruning, Horn (Educational Psychology), Bonnsetter (Teaching, Learning and Teacher Education)

**Leadership Training in Emotional Disturbance Disorders**, U.S. Department of Education; Epstein (Special Education and Communication Disorders)

**Leadership Training in Interdisciplinary Collaboration**, U.S. Department of Education; Sheridan (Educational Psychology)



**Math in the Middle Institute Partnership**, National Science Foundation; Lewis, Heaton, McGowan (Teaching, Learning and Teacher Education); Jacobson (Lincoln Public Schools)

**Midwest Child Care Research Consortium**, Department of Health and Human Services Administration for Children and Families; Torquati (Child, Youth and Family Studies), Wilcox (Center on Children, Family and the Law)

**Mountain-Prairie Upgrade Partnership – Early Childhood**, U.S. Department of Education; Eccarius, Marvin (Special Education and Communication Disorders)

**Nebraska Department of Education School-Based Assessment: STARS**, Nebraska Department of Education; Isernhagen (Educational Administration)

**Nebraska Partnership for American History Education**, Educational Service Unit #7; Wunder (Teaching, Learning and Teacher Education)

**Parent Engagement and Learning Birth to Five**, U.S. Department of Health and Human Services, National Institutes of Health, and National Institute of Child Health and Human Development; Sheridan (Educational Psychology) and Edwards (Child, Youth and Family Studies)

**Portales a Aprender Leer (PAL)**, U.S. Department of Education; Nelson (Special Education and Communication Disorders)

**Postdoctoral Training in Emotional and Behavioral Disorders**, U.S. Department of Education; Epstein (Special Education and Communication Disorders)

**Project NETS: Nebraska Educational Transition Specialists**, U.S. Department of Education; Vasa, Scheffler (Special Education and Communication Disorders)

**Project PROMOTE**, U.S. Department of Education; Scheffler, Sanger (Special Education and Communication Disorders)

**Project Support: Speech-Language Pathologists Supporting Literacy Instruction**, U.S. Department of Education; Scheffler, Sanger (Special Education and Communication Disorders)

**Purification Process Influences on Structural and Nutritional Function of Grain Sorghum**, Department of Agriculture National Research Initiative Competitive Grants Program; Carr, co-PI (Nutrition and Health Sciences), Weller, Wang (Biological Systems Engineering), Schlegel, Cuppett (Food Science and Technology), Hwang (Industrial Ag Products Center)

**Randomized Clinical Trial of Wraparound Services for Elementary School Students in School Settings**, U.S. Department of Education; Epstein (Special Education and Communication Disorders)

**Rehabilitation Engineering Research Center on Communication Enhancement**, Duke University Medical Center; Beukelman (Special Education and Communication Disorders)

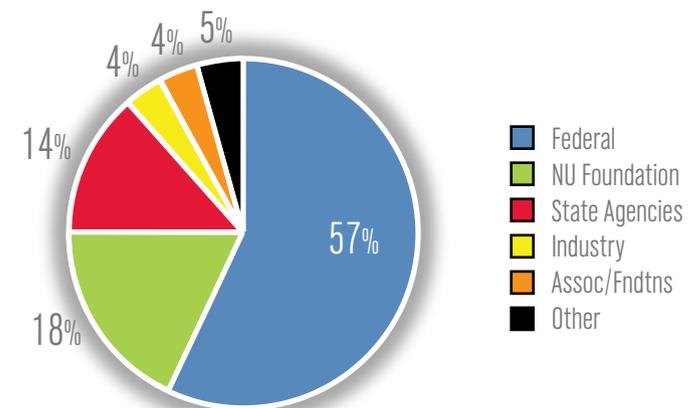
**Resistance of Sulfur Dyed Fabrics to Oxidative Bleaching and Acidic Tendering: Improvement and Application**, Proctor and Gamble; Yang (Textiles, Clothing and Design)

**School Psychology Leadership Specialization in Response-to-Intervention Research & Systems Change**, U.S. Department of Education; Daly, McCurdy, Sheridan, Kunz (Educational Psychology)

**Socially Constituted Food Consumption of Adolescents**, U.S. Department of Agriculture Cooperative State Research, Education and Extension Service; Stanek Krogstrand, co-PI (Nutrition and Health Sciences), Kennedy (Marketing), McCarvey (Economics)

**Vitamin-Dependent Modifications of Histones**, U.S. Department of Health and Human Services, National Institutes of Health, and National Institute of Diabetes and Digestive and Kidney Diseases; Zemleni (Nutrition and Health Sciences)

## Source of Extramural Funds



## CEHS Outreach Programs, Clinics and Galleries

The College of Education and Human Sciences provides outreach at the local, state and national level putting our experience and expertise to practical use.

- **Barkley Center Speech-Language & Hearing Clinic** provides services for individuals with speech, language, hearing and other disabilities. Services available include hearing evaluations, hearing aid selection, habilitation and rehabilitation for persons who are deaf and hard of hearing. The center also houses the Sertoma Hearing Aid Bank which is available to assist clients who need hearing aids but lack the resources to buy them.
- **Counseling and School Psychology Clinic** conducts psychological and educational evaluations of children and youth to address referral questions from parents/caregivers and/or schools.
- **Family Resource Center** is a non-profit family therapy center located on campus providing counseling and therapy for individuals, couples and families from the community. The center provides real-life training experiences for students.
- **Great Plains Center for Reading and Writing** provides the tools and guidance leading to the achievement of critical literacy in the local community, the Great Plains Region and the nation at-large through research, training, and service. The institute includes a reading center designed to serve elementary, middle, and high school students who are reading 1-3 years below grade level, and whose primary difficulties in school result from reading problems.
- **Nebraska Career Information System** facilitates the career development of children, adolescents, and adults in Nebraska. This is accomplished by providing current and accurate occupational and educational information to schools and agencies throughout Nebraska in order to help young people and adults make informed career choices.
- **Nebraska Human Resources Institute's (NHRI)** mission is translated into action by UNL student volunteers who act as "counselors" under the direction of NHRI professional staff. Acting as role models, the UNL students are matched in one-to-one relationships with children in the Lincoln Public Schools. This unique program is designed to enhance each child's leadership potential.
- **Robert Hillestad Textiles Gallery** is the only gallery of its kind in the region devoted exclusively to the exhibition of textiles—from art to apparel, from the Occident to the Orient, from past to present, and from emerging artists to the acclaimed.
- **Ruth Staples Child Development Laboratory** provides students the opportunity to observe and work with children directly. The Laboratory serves 100 children and families from the United States and around the world.
- CEHS partners with **UNL Extension** to create educational programs that impact citizens throughout the state. Focus areas are Building Strong Families; Nutrition, Health and Food Safety; 4-H and Youth Development; Community Resource Development; and Community and Residential Environments.



## CEHS Facts

CEHS outreach programs serve more than 4,200 individuals and families each year through our on-campus facilities.

CEHS faculty and students work in every Lincoln school and 250 schools outside of Lincoln.

CEHS faculty and students have partnerships with communities in all 93 Nebraska counties, and in communities across the nation and internationally.



## Journals, Annual Conferences and Speaker Series

CEHS is home to the following journals:

- Community College Exemplary Initiatives (Brent Cejda, editor)
- Educational Psychology Review (Ken Kiewra, editor)
- Human Resources Development Review (Rich Torraco, editor)
- Instructional Leadership Abstracts (Brent Cejda, editor)
- Journal of Emotional and Behavioral Disorders (Michael Epstein, editor)
- Journal of Medical Speech Language Pathology (Dave Beukelman, co-editor)
- Journal of Mixed Methods (John Creswell, co-editor)
- Journal of School Psychology (Ed Daly, editor elect in 2007)
- Journal of Women in Educational Leadership (Marilyn Grady and Barbara LaCost, co-editors)
- School Psychology Review (Sue Sheridan, editor)

CEHS sponsors the following Annual Conferences and Speaker Series:

- Building Family Strengths (international conference)
- International Quilt Study Center Symposium (international conference)
- Women in Educational Leadership (national conference)
- Food and Nutrition Update (state conference)
- Student Research Conference (collegiate conference)
- Annual Research Methodologies Series
- CEHS Signature Speaker Series
- Youth Violence and Aggression in Families, Schools and Communities: Research and Policy Implications (speaker series)

## Contributions to the College of Education and Human Sciences

The College of Education and Human Sciences received more than \$6 million in gifts from alumni and friends in 2005. These funds support students in the College and have enabled us to enhance our programs and facilities.

### Scholarship and Fellowship Support

The College of Education and Human Sciences provided more than \$600,000 in scholarships and fellowships to CEHS students this past year. Through the generosity of CEHS supporters, 42 new scholarships and fellowships have been established in the University of Nebraska Foundation since 2003.

### Facilities and Program Enhancement

A new building for the **International Quilt Study Center** is the most recent College project established through private gifts. A groundbreaking ceremony was held in spring, 2006; the completion of the building is expected fall, 2007.

The new International Quilt Study Center facility is the latest building initiative funded in a tradition of donor support for capital improvements to education and the human sciences. Examples of such projects include:

- The **Alumni Learning Technologies Center (ALTC)**, which provides computers and technology support to faculty, staff and students in the College of Education and Human Sciences.

- The **Angeline Anderson Children's Garden**, which transformed the playground of the Ruth Staples Child Development Laboratory into a state-of-the art outdoor environment.
- The **Barkley Memorial Center**, which prepares teachers and other professionals to educate children and adults with speech and hearing disabilities and which provides clinical services to individuals with speech and hearing impairments.
- The **Buros Center for Testing**, which provides leadership in improving measurement and testing practices.
- The **Robert Hillestad Textiles Gallery**, which is the only gallery of its kind in the region devoted exclusively to the exhibition of textiles.
- The **Ricketts Computer Classroom**, which provides an instructional space for active student participation in computing.





233 Mabel Lee Hall  
P.O. Box 880234  
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## For More Information

**Phone:** 402/472-2913

**Fax:** 402/472-2895

**Web:** [cehs.unl.edu](http://cehs.unl.edu)