

2014



Hastings College

2016

Academic Catalog





HastingsCollege

For more information:
www.hastings.edu

Admissions Office
Hastings College
710 N. Turner Ave.
Hastings, NE 68901-7621

Toll-free
(800) LEARN-HC
(800) 532-7642
Fax:
(402) 461-7490

Special Notice

The college reserves the right to change curriculum, course structure, calendar, graduation requirements and costs during the life of this catalog and without notice.

For the most current version, visit the Hastings College website: www.hastings.edu/catalog.

Hastings College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:
Vice President for Academic Affairs
Hastings College
710 N. Turner Avenue
Hastings, NE 68901

The College

Hastings College was founded in 1882 by Presbyterians who firmly believed that the life of the mind and the life of the spirit go hand-in-hand. They envisioned a college that would not only develop intellectual powers, but also encourage growth in spirit, character, and service to the world. Honoring the historic Presbyterian commitment to excellence in educating the whole person, the college is dedicated to the best in the arts, sciences, and culture.

Hastings College is an accredited, private, coeducational college that offers a program of study based on the liberal arts. As a private institution, the College reserves the right to withhold or to suspend the enrollment of any student.

HC Mission (Purpose and Philosophy)

Hard work. Community.

Immediate place and distant horizons.

Drawing inspiration from our Great Plains home, our Presbyterian heritage, and our Liberal Arts history, Hastings College will graduate creative, curious and caring students equipped through exceptional teaching and deliberate mentoring to thrive as citizens of their local and global communities.

Accreditation

Hastings College is a corporation organized under the laws of Nebraska with a self-perpetuating Board of Trustees. It has authority to carry on academic work, grant degrees, and perform the usual functions of a standard four-year liberal arts college. It is authorized by the State Department of Education to prepare teachers for certification for the elementary and secondary public schools. The College is affiliated with the Presbyterian Church (U.S.A.) through a covenant relationship. The Board of Trustees meets several times a year to consider College policies.

Recognized by educational accrediting agencies as a standard four-year college of liberal arts, Hastings College is accredited by the Higher Learning Commission and a member of the North Central Association (www.ncahigherlearningcommission.org, 1-800-621-7440). Its credits are accepted by the University of Nebraska and by state departments of education. Its graduates are regularly accepted to full graduate standing by leading American universities. Its graduates also are eligible for membership in the American Association of University Women.

The College holds membership in the National Association of Schools of Music, the Council of Independent Colleges, the Association of Presbyterian Colleges and Universities, the Association of Independent Colleges and Universities of Nebraska, and numerous other educational organizations.

The Teacher Education program at Hastings College is accredited by the National Council for Accreditation of Teacher Education (NCATE) on both the elementary and secondary levels.

Any student wishing to review the institution's accreditation file is welcome to do so at the Vice President for Academic Affairs' office.

Nursing Program

Students interested in studying nursing at Hastings College have two options. Students can complete their undergraduate degree at Hastings College (see the Biology section of this Catalog, Health Systems major) and then make application to Creighton University's Accelerated B.S.N. program at Creighton's Mary Lanning Campus.

The second option is through a cooperative arrangement between Hastings College, Creighton University, and Mary Lanning Memorial Hospital. Hastings College provides course work in the liberal arts and sciences for students enrolled in Creighton University's Bachelor of Science in Nursing Degree Program - Mary Lanning Campus.

Masters of Arts in Teaching

After 105 years as an undergraduate institution, Hastings College was authorized by the North Central Association, in the spring of 1987, to offer the Master of Arts in Teaching degree. That degree program is described in a separate Graduate Catalog.

Federal Disclosure Information

Federal regulation requires that certain information be made available to students on request: Graduation Rates beginning with 1991 entering students, Campus Crime statistics, and Equity in Athletics statistics. The statistics are available on the College web site www.hastings.edu, or by contacting the Business Office or Registrar's Office in Hurley-McDonald Hall. If you have questions contact the Registrar's Office at 402-461-7306 or 1-800-532-7642 EXT 7306.

Table of Contents

I. The College

HC Mission (Purpose and Philosophy)	2
Accreditation	2
Nursing Program	2
Master of Arts in Teaching	2
Federal Disclosure	2

II. Academics

Academic Calendar	4
Academic Program Options	5
Divisions and Departments	6
Liberal Arts Program	7
Directory of Majors	11
Departments and Course Descriptions	
Art	12
Biology	15
Business and Economics.....	19
Chemistry	25
Communication Studies	27
Education	28
Health Technology	35
History	36
Humanities	40
Interdisciplinary Programs	40
Journalism and Media Arts.....	42
Languages and Literatures	45
Mathematics/Computer Science	51
Music	54
Nursing	60
Perkins Library	60
Philosophy	61
Physical Education/ Human Performance	62
Physics	66
Political Science	67
Psychology	70
Religion	73
Science	76
Sociology	78
Student Services	81
Theatre Arts	82
Women's and Gender Studies (minor) ...	84

III. Academic Policies

Advising Program	85
Student Loads	85
Classification of Students	85
Student Rights under FERPA	85
Grades and Grade Point Average	86
Procedure for Challenging a Grade	86
Academic Transcript Policies	86
Pass/Fail Grading Policy	87
Academic Dishonesty	87
Satisfactory Academic Progress:	
Probation, Suspension, Dismissal	87
Dean's List	87
Alpha Chi	87
Graduation Honors	87
Advanced Placement (AP) Credits	88
International Baccalaureate	88
Transfer Credits	89

IV. Student Life

Activities and Organizations	90
Services for Students	92
Code of Conduct and Other Campus Policies	93
Residence Halls and Campus Living....	94

V. Admissions

Application Procedure	95
Summary of Costs	96
Financial Aid	97
Procedures	97

VII. Academic Directories

Board of Trustees	98
Administrative Personnel	99
The Faculty	100

Academic Calendar

2014-2015

Aug. 18-19 (Mon-Tues)	Meeting of New Faculty
Aug. 20 (Wed)	Faculty Meeting and Employee Dinner
Aug. 21-22 (Thu-Fri)	Pre-Opening Faculty and Staff Meetings 2014-2015
Aug. 22-24 (Fri-Sun)	New Student Days
Aug. 25 (Mon)	Fall Semester Classes Begin
Sept. 1 (Mon)	Labor Day Holiday
Sept. 17 (Wed)	Assessment Day
Oct. 11-14 (Sat-Tues)	Fall Break
Nov. 21 (Fri)	Last Day of Classes Before Thanksgiving
Nov. 22-30 (Sat-Sun)	Thanksgiving Vacation
Dec. 1 (Mon)	Classes Resume
Dec. 5 (Fri)	Last Day of Fall Semester Classes
Dec. 8-11 (Mon-Thurs)	Fall Semester Final Examinations
Jan. 5 (Mon)	J-Term Begins
Jan. 19 (Mon)	MLK Day Celebration
Jan. 22 (Thurs.)	J-Term Ends
Jan. 23-27 (Fri-Tues.)	J-Term Break
Jan. 28 (Wed)	Spring Semester Classes Begin
Feb. 11 (Wed)	Assessment Day (Seniors)
Mar. 13 (Fri)	Last Day of Classes Before Spring Break
Mar. 14-22 (Sat-Sun)	Spring Break
Mar. 23 (Mon)	Classes Resume
Apr. 3-6 (Fri-Mon)	Easter Break
May 8 (Fri)	Last Day of Spring Semester Classes/Honors Convocation
May 11-14 (Mon-Thurs)	Spring Semester Final Examinations
May 15 (Fri)	Baccalaureate
May 16 (Sat)	Commencement

2015-2016

Aug. 17-18 (Mon-Tues)	Meeting of New Faculty
Aug. 19 (Wed)	Faculty Meeting and Employee Dinner
Aug. 20-21 (Thu-Fri)	Pre-Opening Faculty and Staff Meetings 2015-2016
Aug. 21-23 (Fri-Sun)	New Student Days
Aug. 24 (Mon)	Fall Semester Classes Begin
Sept. 7 (Mon)	Labor Day Holiday
Sept. 16 (Wed)	Assessment Day
Oct. 10-13 (Sat-Tues)	Fall Break
Nov. 20 (Fri)	Last Day of Classes Before Thanksgiving
Nov. 21-29 (Sat-Sun)	Thanksgiving Vacation
Nov. 30 (Mon)	Classes Resume
Dec. 4 (Fri)	Last Day of Fall Semester Classes
Dec. 7-10 (Mon-Thurs)	Fall Semester Final Examinations
Jan. 4 (Mon)	J-Term Begins
Jan. 18 (Mon)	MLK Day Celebration
Jan. 21 (Thurs)	J-Term Ends
Jan. 22-26 (Fri-Tues)	J-Term Break
Jan. 27 (Wed)	Spring Semester Classes Begin
Feb. 10 (Wed)	Assessment Day (Seniors)
Mar. 18 (Fri)	Last Day of Classes Before Spring Break
Mar. 19-27 (Sat-Sun)	Spring Break
Mar. 28 (Mon)	Easter Break
May 6 (Fri)	Last Day of Spring Semester Classes/Honors Convocation
May 9-12 (Mon-Thurs)	Spring Semester Final Examinations
May 13 (Fri)	Baccalaureate
May 14 (Sat)	Commencement

Program Options

Hastings College students have two options for completing their course of study: the Liberal Arts Program and the Personalized Program.

The Liberal Arts Program of Study

Most Hastings College students complete the Liberal Arts Program that includes at least one recognized major field and a series of general education requirements.

The primary goal of the Liberal Arts Program at Hastings College is to stimulate intellectual curiosity and excitement essential to life-long learning.

Specifically, the goals propose to develop in students:

1. An understanding of the ways of inquiry and the organization of knowledge which characterize the different academic disciplines.
2. An awareness of connections among the different academic disciplines that integrate knowledge.
3. An ability to communicate effectively through listening, speaking, reading, and writing.
4. An ability to think creatively, critically, logically, and independently.
5. An experience and appreciation of the diversity of cultures in the United States and the world.
6. An ability to make good and moral judgments, judgments made consciously and defensibly.
7. A sense of personal responsibility for the cultivation of habits essential to life-long learning, community service, physical fitness, and optimum health.

Page 7 contains a list of Liberal Arts Program requirements and the courses that may be taken to satisfy them. Questions about these requirements should be directed to the academic advisor or the Registrar's Office.

Course Listings and Numbering

Courses at Hastings College are listed under a total of 35 different headings. All courses are numbered by levels. As a general rule, 100 level and 200 level courses are for first and second year students, and 300 level and 400 level (upper division) courses are for juniors and seniors. Graduation requirements include at least 42 hours of upper-division work.

The following course numbers are uniform in all departments: 270 and 370 = Directed Study, 470 = Independent Study, 280 and 480 = Seminar, 290 and 490 = Internship, 420 = Secondary Teaching Methods, and 390 = Elementary Teaching Methods. Courses numbered 500 and above may be taken for graduate credit. Graduate courses are listed in the Master of Arts in Teaching (M.A.T.) catalog.

Independent Study, Directed Study and Internship

Independent Study (course number 470 in all departments) is an important feature of the Hastings College academic program. It is required in some departmental majors and is recommended for students planning to enter graduate school. Independent Study, which is open only to juniors and seniors who have a cumulative grade point average of at least 2.5 and an average of at least 3.0 in the field in which the study is being taken, implies

original, truly independent work, with the primary initiative coming from the student.

Directed study, on the other hand, which implies greater structure and control by the instructor, is available for lower-division credit (course number 270) as well as for upper-division credit (course number 370), and does not have the same prerequisites as Independent Study.

The Internship Program (course numbers 290 and 490) provides an opportunity for students to earn academic credit for practical work experience under certain prescribed conditions. A special Internship Committee evaluates internship proposals. Eligibility is limited to full-time students with at least sophomore standing and a grade-point average of at least 2.5. Not more than 12 hours of Internship credit may be applied toward the 127 hours required for graduation. Students must have the approval of the Internship Committee before registering for the course.

January Term

One of the most successful features of the Hastings College academic program is the J-Term. Beginning early in January, this three-week term provides maximum opportunity for creative imagination in techniques and methods of instruction not always feasible in the longer 14-week semesters. Work during the J-Term includes field trips to art, music, and drama centers of the United States, study tours at home and abroad, independent study both off and on campus, and regular classes, seminars and independent research projects on campus. Many new courses are developed especially for the J-Term. January courses are listed and described in the class schedule. This information may be requested by writing to the Vice President for Academic Affairs or the Registrar. The J-Term is an integral part of the academic year, and participation is required of all full-time students. Each student may, however, request one January away from campus during the junior or senior year. (See Course Listing JAN 2015A/2016A under Individualized Study Opportunities in the Class Schedule.) Only the Vice President for Academic Affairs may make all other exceptions to this policy. Tuition and fees (except for special course assessments) for the J-Term are included with fall semester charges.

In 2011, Hastings College joined UMAIE (Upper Midwest Association for Intercultural Education) to enhance opportunities for J-Term course travel. UMAIE is a consortium of seven colleges and universities (Augustana College, Elmhurst College, Gustavus Adolphus College, Hastings College, St. Ambrose University, St. Catherine University, and University of St. Thomas) offering intercultural courses during the January Interim all over the globe (in 2014 classes are scheduled to travel to Australia, Brazil, China, Chile, Cuba, Ecuador, France, Germany, Greece, Korea, Hong Kong, India, Israel, Italy, Japan, Spain, Tanzania, Thailand, Turkey and the United Kingdom). Hastings College students are eligible to apply for entrance into any of the courses that the consortium offers during the January term (generally 20 to 30 classes). This opportunity significantly expands student options for international travel. All trips are at least 20 days in country excluding travel days. January term classes are listed on the UMAIE website in the preceding February, priority student applications are sent in April 1-15, and students find out if they have been accepted into a class in early May. All the

information on courses and the application process can be found at <http://www.umaie.org>. UMAIE's mission is "to provide high-quality short-term global education experiences in diverse locales and to encourage the development of intercultural values and understanding through intercollegiate cooperation and coordination of programming resources and expertise."

Summer Session

To make up for lost time, or reduce their course loads during the long semesters, students may wish to take advantage of the small classes and the more relaxed atmosphere of the summer session, which takes place during June and July. Independent study projects are also available. Details about the summer session may be obtained from the Registrar's Office. Hastings College students who wish to study at another institution during the summer should clear their transfer work with the Registrar in advance.

Academic Divisions and Departments

The instructional program of the College is organized into five divisions, each of which is represented in the formulation of academic policy. Divisions are composed of 19 individual departments as follows:

Education Division

Physical Education Jeffery Hoffman, Chair
 Teacher Education Kathryn Rempp, Chair

Fine Arts Division

Art Turner McGehee, Chair
 Music Robin Koozer, Chair
 Theatre Arts Jim Fritzler, Chair

Humanities Division

Languages and Literatures Antje Anderson, Chair
 History Glenn Avent, Chair
 Philosophy and Religion Gary Johnson, Chair

Science Division

Biology Dallas Wilhelm, Chair
 Chemistry Neil Heckman, Chair
 Mathematics and Computer Science David Cooke, Chair
 Physics James Dugan, Chair

Social Science Division

Business and Economics Douglas Kinnear, Chair
 Communication Studies Jessica Henry, Chair
 Journalism and Media Arts Chad Power, Chair
 Perkins Library
 Political Science Robert Amyot, Chair
 Psychology Jeri Thompson, Chair
 Sociology Robert Kettlitz, Chair

Requirement for Graduation

Requirements for graduation with the Bachelor of Arts degree or the Bachelor of Music degree include 1) the completion of 127 hours of college work, 2) a cumulative average of 2.0 or above in all work applied toward graduation, together with a minimum average of 2.0 in the major field*, 3) a total of 42 hours of upper-division work (courses numbered 300 or above) and 4) completion of the Liberal Arts Program.
*The Teacher Education Program has higher GPA Requirements.

Liberal Arts Program

Focus Area	Requirement	Discipline	Courses
#I Computer Tools	2 hrs.	Computer Science	Test Out or CSC 150 or ED 352 or MU 352*2.
#II Social Science	3 hrs. 3 hrs.	Psychology/ Sociology Political Science/ Economics	Any three-credit 100-level Psychology (PSY) Or Sociology (SOC) course. Select one from: PLS 140, 150, 160, 170*3 or ECO 140, 211*3, 213.
#III Fine Arts	4-6 hrs. (Courses from two of three areas)	Art Music Theatre	AHT 200 or any Studio or Art Hist. course, except AHT305 MU 131, 200, 263, 361, 363, 461 or eight consecutive semesters in a major ensemble.*4 THR 200 or any three-credit Theatre course, except THR 460
#IV Health & Wellness	2 hrs. (1 or 2 courses)	Physical Education	PED 102*5 or 2 hrs. of activity courses (PED 110-195).
#V Foreign Language*6	6-8 hrs.	Foreign Language	SPN 101 and 103, FRN 101 and 103, (GRK, HEB, LTN 104 and 105). *6
#VI Communication*7	Written Communication 4 hrs. Oral Communication 3 hrs.	English Communication Studies	ENG 100*11 COM 100
#VII Mathematics/Science*8	7-9 hrs. (Courses from two of three areas, one must be a lab course)	Life Science Mathematics Physical Science	BIO 100, 101/102/105 (Majors Only) 364 SCI 261, 300, 304, 311, 313, 326 MTH 150, 160, 202, 210, 308 CHM 111, 151/155. PHY 201, 211. SCI 124, 136, 222, 223, 232, 261, 262, 434.
#VIII Humanities	12-14 hrs. (4 courses: one in each area, No J-Term courses will apply)	Literature History *9 Philosophy Religion	Any ENG literature course offered by the Department of Languages and Literatures. All courses listed by the History Department (HIS), except HIS 203, 265/365, 275/375, 276/376 *10, 420. Any Philosophy (PHL) course, except PHL 401 Any Religion (REL) course, except REL 315, 391, 402, 405, 406 and 450.
#IX	3 hours	Integrated Experiences	INT 101*1a and INT 103*1b
Total	49-57 hours		

L.A.P. – Notes of Clarification

- *1a First year students are required to take this course during their first semester.
- *1b First year students are required to take this course during their second semester.
- *2 Candidates who have been admitted to the Teacher Education Program may satisfy the Liberal Arts Program requirement for demonstrated competency in use of computer tools by successful completion of ED 352 (Instructional Tools). Music majors should register for MU 352.
- *3 All Elementary Education or Elementary Ed/Special Ed majors are required to take PLS 140, PLS 160, ECO 140 or ECO 213 to partially satisfy the Focus Area III and certification requirements.
- *4 Applicable for non-music majors in the College Choir, HC Singers, HC Men's Choir, HC Band, Bell Choir, and/or Hastings Symphony Orchestra.
- *5 All Teacher Education candidates are required to take PED 102 (Issues in Wellness).
- *6 The foreign language requirement can be satisfied by two years of credit in the same foreign language at the high school level, grades 9-12. Students who have at least one year but less than two years of high school French or Spanish may satisfy the requirement with 3 hours at the intermediate level (French or Spanish 201) if a "B" average was earned in their high school language courses, or if they have the permission of the Department of Languages and Literatures. To satisfy the requirements at Hastings College, a student must complete two semesters of the same foreign language.
- *7 COM 100 and ENG 100 are required for all first-year students at Hastings College.
- *8 Special notes in Area VIII for the L.A.P. requirements:
 - (A) SCI 261 or SCI 434 count as either Life Science or Physical Science, but not both.
 - (B) For candidates majoring in Elementary Education, or Elementary Education/Special Education K-6, the Area VIII L.A.P. requirements will be satisfied with SCI 203, 390, and BIO 390.
 - (C) For candidates majoring in Special Education 7-12 or K-12 only, the area VIII L.A.P. requirements will be satisfied with SCI 203 or SCI 390, and BIO 390.
 - (D) Candidates for the Social Science Field Endorsement may satisfy the L.A.P. requirements in Physical Science with SCI 203.
- *9 Candidates majoring in Elementary Education, or Elementary Education/Special Education K-6, must take HIS 151 or HIS 153.
- *10 Some HIS 265/365, 275/375, 276/376 topics courses will satisfy the L.A.P. requirement; check the class schedule.
- *11 First-year students must take one of these courses (ENG 100 and COM 100) each semester. A student who transfers in one of the courses, must take the other course in the first year, with preference being during the first semester. If a student transfers in both courses, he or she must take one of the courses during the first year, to ensure that he or she is part of the first-year experience.

Liberal Arts Program

As part of Hastings College's Liberal Arts Program, we have a First-Year Experience for students. This experience is intended to provide a community where students can interact academically and socially. This program is both academic/curricular and co-curricular with each component integrated with the others to create a transformative experience for our students. Each incoming class year will have a theme that is both developmentally appropriate for students and integrated in terms of content with other aspects of the campus. As part the First-Year Experience, incoming first-year students will complete the following courses: STS 130, INT 101, INT 103, COM 100 and ENG 100.

Students who are not on the Personalized Program must complete the Liberal Arts Program, including at least one recognized major field and a series of general education requirements. Since the Roman Republic, the Liberal Arts ("arts necessary for a free person") has been the education that produces valuable, knowledgeable citizens who think for themselves, adapt to change, and contribute positively to their communities. The primary goal of the Liberal Arts Program at Hastings College is to stimulate the intellectual curiosity and excitement essential to life-long learning. Specifically, the goals propose to develop in students:

1. An understanding of the ways of inquiry and the organization of knowledge which characterize the different academic disciplines.
2. An awareness of connections among the different academic disciplines which integrate knowledge.
3. An ability to communicate effectively through listening, speaking, reading, and writing.
4. An ability to think creatively, critically, logically, and independently.
5. An experience and appreciation of the diversity of cultures in the United States and the world.
6. An ability to make good and moral judgments, judgments made consciously and defensibly.
7. A sense of personal responsibility for the cultivation of habits essential to life-long learning, physical fitness, and optimum health.

The Liberal Arts Program is divided into two sets of required courses, "Skills" and "Disciplinary Knowledge." The "Skills" portion of Hastings students' general education consists of courses which teach skills essential to a successful college experience. In these courses, students will learn to write clearly, speak persuasively, and use information technology effectively – all skills that a student at Hastings College will need to use in later courses regardless of major or department. This set of required courses also introduces students to a second language – once the mark of a liberally educated person, and now an essential experience to a citizen in a multicultural world – and to patterns of physical and emotional activity that set them on the path to optimum health.

SKILLS

Computer skills: CSC 150 for most students, ED 352 for candidates admitted to the Teacher Education Program, MU 352 for Music majors

Writing skills: ENG 100.

Speaking skills: COM 100.

Foreign Language Skills: SPN 101 & 103, or FRN 101 & 103, or LTN 104 & 105. Students may also satisfy the requirement with two years of high school (grades 9-12) foreign language study. Students who have at least one year but less than two years of high school French or Spanish may satisfy the requirement with FRN 201 or SPN 201 if their high school average in the language course was a "B." To pursue this option, students must receive permission from the Department of Languages and Literatures.

Health & Wellness: PED 102 or 2 hrs. of activity courses (PED 110-196).

DISCIPLINARY KNOWLEDGE.

A *discipline* (from the Latin *disciplina*, "teaching, learning") is a body of learning marked by a coherent methodology, a particular and often unique approach to the pursuit and organization of knowledge. Many students, by declaring a major, will specialize in a discipline, but an educated person understands how other disciplines work. Indeed, the best practitioners of disciplines are informed by a broader understanding of knowledge and communication: the methods of the sciences influence the social sciences, for instance, and of the social sciences influence the humanities. Every citizen will be exposed to art, learn about scientific discoveries, hear statistical reports, and make decisions based on economic data. Courses that meet disciplinary knowledge requirements introduce students to the practices and approaches to learning marked by groups of related disciplines called "divisions." Many of these courses are also introductions to academic majors, thus giving first-year and second-year students the opportunity to "try out" majors, to explore existing interests and perhaps develop new ones. Hastings College encourages students to develop personal education programs through creative course selection, perhaps culminating in a double-major, or a major-minor combination, or an interdisciplinary personalized program.

Humanities

As their name implies, the Humanities explore the human condition, often the very state of being human, through the cultural output of humankind. Students of the Humanities do a lot of reading, but even more than reading, Humanities students do a lot of reflecting, deep and critical thinking about often the most abstract and unquantifiable of human topics. Students should choose one semester course from each area: English literature, History, Philosophy and Religion. No J-Term courses will apply.

English Literature: any ENG literature course offered by the Department of Languages and Literatures.

History: any History course except HIS 203, HIS 265/365, HIS 275/375, HIS 276/376, and HIS 420. Some semesters HIS 265/365 and HIS 275/375 will satisfy the L.A.P. requirement. Check the class schedule to be certain.

Philosophy: any Philosophy (PHL) course, except PHL 401.

Religion: any Religion (REL) course, except REL 315, 391, 402, 405, 406 and 450, and any J-term course.

Mathematics and Sciences

Mathematicians and scientists observe and analyze the natural, physical world, and seek to understand the general laws and patterns that explain behavior in that world. Key to these disciplines are mathematics, so important to quantifying the relationships and patterns observed in the world, and the scientific method – the systematic pursuit of knowledge involving the collection of data through observation and experimentation, and the formulation and testing of hypotheses. Students must take courses from two of three areas: Life Sciences, Mathematics, and Physical Sciences. Because observation and experimentation in a laboratory environment is crucial to scientific practice, at least one of the two courses must be a lab course.

Life Science: select from BIO 364, SCI 261A, SCI 261B, SCI 300, SCI 304, SCI 311, SCI 313, SCI 326. Biology majors only may select from BIO 101/102/105. Majors in Elementary Education or Elementary Education/Special Education K-6 may satisfy this requirement with SCI 203, SCI 390, and BIO 390. Majors in SPED 7-12 or K-12 only may satisfy this requirement with SCI 203 or SCI 390, and BIO 390.

Mathematics: select from MTH 150, MTH160, MTH 202, MTH 210, and MTH 308.

Physical Science: select from CHM 111, CHM 120-139, CHM 151, CHM155, PHY 201, PHY 211, SCI 124, SCI136, SCI 222, SCI 223, SCI 232, SCI 261A, SCI 261B, SCI 262, and SCI 434. Majors in Social Science Education may satisfy the physical science requirement with SCI 203.

Social Sciences

Developed in the 18th century, the Social Sciences use the methods of the natural scientist to analyze human society. Social scientists seek to identify and recognize quantifiable patterns of behavior in human thinking, government, economic activity, and association (or often, its reverse, disassociation). Students should choose one course from the related fields of Psychology and Sociology, and one course from the related fields of Political Science and Economics.

Psychology and Sociology: any 3-hour, 100-level Psychology (PSY) or Sociology (SOC) course.

Political Science and Economics: select from PLS 140, PLS 160, PLS 170, ECO 140, ECO 211 or ECO 213.

Fine Arts

The Fine Arts involve the creation, performance and study of original works, pieces, and objects. In this area, students choose classes that include, among others: creating their own sculptures, prints, paintings, or blown glass; composing or performing vocal, instrumental, or dramatic works; interpreting and reflecting on their own or others' creations – their aesthetics, history, and power.

Art: AHT 200 or any Studio or Art History course, except AHT305.

Music: MU 131, 200, 263, 361 or 363, 461 or (for non-Music majors) eight consecutive semesters in a major ensemble (College Choir, HC Singers, HC Men's Choir, HC Band, Hastings Symphony Orchestra).

Theater: THR 200 or any three credit hour Theater course, except THR 460.

Directory of Majors

Please see specific department listings for availability of programs which are also available as a minor or a secondary education major.
Programs available only as minors are also listed below.

Accounting..... 19	International Studies 67
Advertising/Public Relations..... 42	Journalism 42
AgriBusiness 20	Management Information Systems (minor) 53
Art..... 12	Marketing 21
Art History 14	Mathematics 51
Biochemistry/Molecular Biology 40	Middle Grades Education..... 33
Biology 15	Molecular Biology/Biochemistry..... 40
Broadcasting 42	Music..... 54
Business Administration..... 20	Peace, Justice and Social Change 78
Business Administration and Culinary Arts Management..... 20	Personalized Program 41
Business Administration and Hospitality Management..... 21	Philosophy..... 61
Chemistry..... 25	Physical Education 62
Christian Ministry (minor) 73	Physics..... 66
Coaching Endorsement (minor) 62	Political Science 67
Communication Studies..... 27	Psychology 70
Computer Science 52	Public Relations/Advertising 42
Construction Management 20	Recreation and Sport Management..... 63
Criminology 78	Religion 73
Early Childhood Education 33	Small Business Entrepreneurship (minor)..... 20
Economics 21	Sociology..... 78
Education 28	Spanish 46
Elementary Education..... 32	Special Education..... 34
English 46	Sport Management and Recreation 63
Exercise Science 63	Studio Art 12
Health Systems 16	Teacher Education 28
Health Technology 35	Theatre Arts..... 82
History 36	Visual Media (minor)..... 12, 43
Human Resource Management 21	Web Communication Design..... 43
Human Services Administration 78	Wildlife Biology 15
	Women’s and Gender Studies (minor) 84

ART - (ART)

Turner McGehee, M.F.A., Chair
 Thomas Kreager, M.F.A.
 Steven Snell, MFA

The Art Department presents a program that emphasizes art's place in the liberal arts curriculum. The Art Department teaches skills and methods needed to articulate complex ideas in visual form, and those needed to comprehend and appreciate visual art. We believe that art is an ideal discipline in which to practice integration of all the liberal arts. Art majors are expected to demonstrate not only an accomplished set of production skills, but also an elevated capacity for intellectual analyses of the cultural context.

The curriculum is designed for:

1. Students who wish to learn about the practice and history of art to increase appreciation and use of art principles in daily living.
2. Students pursuing careers in art history, fine arts, education and related fields.
3. Students interested in the history and philosophy of art.
4. Students who wish to prepare themselves for graduate study of studio art, art history or art education.

A student can choose a major in one of three disciplines: Studio Art, Art History or Art Education. Students who are interested in graphic design are encouraged to seek a minor in Visual Media (see below).

Studio Art major: A major in Studio Art consists of a minimum of 36 hours. These hours must include the following ART courses: ART 111, 203, 331, and at least one course from three of the following areas: ceramics, printmaking, painting, sculpture, photography, and glass. Required AHT courses are: AHT 101, 102, 310, 320, 400, 405, 410 and one elective Art History course. AHT 200, 390, and 420 do not apply toward the major.

Art History major: A major in Art History consists of a minimum of 36 hours. These must include: ART 111, AHT 101, 102, 310, 320, 450, 455 and 460 and six elective art history courses. AHT 200, 390 and 420 do not apply toward the major or minor. Those Art History majors who contemplate further study in graduate programs are strongly encouraged to complete courses in foreign language beyond the L.A.P. requirement.

Art Education major: Art majors who seek an **Art Field Endorsement** to teach K-12 are required to complete the professional education requirements and take a minimum of 52 hours, including ART 111, 120, 130, 140, 150, 203, 225, 234, 235, 331 and AHT 101, 310, 320, 390, 400, 405, 410, 420, and art electives to meet or exceed the required 52 hours (must include at least one art history topic course). Art majors who seek an **Art Subject Endorsement** to teach K-6 are required to complete the professional education requirements and ART 111, 120, 130, 150, 234, AHT 101, 310, 320 and 390.

Studio Art minor: requires a minimum of 18 hours. Courses required for a minor include ART 111 (Drawing I), one Art History course, one 2-D studio course (eg., drawing, printmaking, painting, 2-D Design, photography or graphics) and one 3-D studio course (eg., sculpture, ceramics or glass). The remaining required hours consist of ART or AHT electives. AHT 200, 390 and 420 do not apply toward the major or minor.

Art History minor: requires 15 credit hours. Courses required for a minor include AHT 310, 320, and nine hours of art history electives.

Visual Media minor: recommended for those students who are interested in graphic design. It requires 21 hours.

Requirements are as follows:

- JRN 100, JMA 120 and JRN/ART 225
- Select two courses from JRN/ART 140, JRN 364, ART 353
- Select six hours from JMA 230, 395, 290/490, ART/CSC 235, AHT 101, ART 323, 341, 383, JRN 180, 230, 240, 250.

Some students have designed Personalized Program majors that involved art courses. Personalized Program majors that were successfully completed include:

- * Scientific Illustration
- * Museum Studies
- * Visual Arts Management
- * English Literature and Art
- * Graphic Design and Advertising
- * Graphic Design/ English
- * Biology/ Art
- * Art Therapy

Please see the Interdisciplinary Programs Section of this catalog for more information about the Personalized Program.

All ART or AHT courses except 390, 400, 405, 410, 420, 450, 455 and 460 will fulfill one-half of the Fine Arts L.A.P. requirements (Area IV).

Art Studio - (ART)

ART 110 Introduction to Glass **3 hours**
 An introduction to the techniques of basic glass working. Blowing, sand casting, and kiln casting techniques will be the focus of the semester. Each semester.

ART 111 Drawing I **3 hours**
 This course deals with the basic systems of representational drawing. Topics covered include the use of line, shape, value, perspective, and compositional strategies. Fall semester.

ART 120 Introduction to Ceramics **3 hours**
 Students will learn the basic techniques associated with ceramic art. They will concentrate on hand building techniques and also learn to use the potter's wheel. Basic firing and glaze techniques will be discussed in class. Each semester.

ART 130 Introduction to Sculpture **3 hours**
 This course is an introduction to traditional and non-traditional sculpture techniques. The student will use various materials, such as plastic, wood, steel, fire, and air as artistic media. There will be an emphasis on conceptualization and realization of three-dimensional art objects. Fall semester.

ART 140 Introduction to Photography **3 hours**
 (Also JRN 140)
 This is an introduction to photography, using digital cameras and digital editing software. The course will include discussions of the history and aesthetics of photography, and methods of making good photographs. A digital camera is required; a single-lens reflex model is recommended.

ART 150 Introduction to Painting **3 Hours**
 An introduction to techniques, materials and conceptual aspects in all forms of painting, using oil-based materials and water media. Lectures, class demos and critiques are key components of the class. Students will gain knowledge of both traditional and contemporary practices. Each semester.

- ART 203 Drawing II** 3 hours
Life drawing is a continuation of studies begun in Drawing I, and an introduction to drawing the human figure. Special attention is given to understanding skeletal and muscular anatomy. **Prerequisite:** Art 111. Spring semester.
- ART 225 Commercial Art and Graphic Design I** 3 hours
(Also JRN 225)
This is an introduction to the field of graphic design. The course will examine the history of graphic design, the underlying philosophy of graphics, general design principles, and elementary methods for the layout of text and image. Students will gain some experience with the standard software used to compose graphic designs on the computer.
- ART 234 Introduction to Printmaking** 3 hours
A studio course in the basic printmaking media. Students will work in woodcut, silkscreen, and etching.
- ART 235 Computer-Generated Art** 3 hours
(Also CSC 235)
No prerequisite. This course treats the computer as an art tool. Students will study computer theory, computer painting and drawing, manipulation of digital photographic images and computer animation. Photoshop, Illustrator and Flash are among the programs used. Spring semester.
- ART 327, 328, 329 Advanced Ceramics** 3 hours each
Students in Advanced Ceramics will develop basic skills acquired in Introduction to Ceramics. Students will learn to throw more complex forms, larger pieces, and sectional work. Course work includes study of glaze formulas, firing methods, and alternative claywork. As advanced technical skills are developed, students will develop content in their work by writing a series of papers. These papers will address art-versus-craft issues, personal experiences, universal themes, and out-of-character experiences. The course work will evolve into explorations of the students' interests and their philosophy of claymaking. Each semester.
- ART 311, 312, 313, 314 Advanced Sculpture** 3 hours each
These classes are for students who wish to continue study of sculpture beyond the introductory 3-D courses. They include the further exploration of techniques, materials, and aesthetics used in sculpture. Students will begin to develop their visual language through research, design and the production of sculptural works. **Prerequisite:** ART 130. Each semester.
- ART 315, 316, 317 Intermediate Glass** 3 hours each
These classes are for students who wish to continue study of glass art for a second, third or fourth semester. They involve increasingly sophisticated exploration of techniques, color, and aesthetics used in glass art. Students will begin to develop their visual language through research, design and the production of glass works. **Prerequisite:** Art 110. Each semester.
- ART 323 Commercial Art and Graphic Design II** 3 hours
This is a continuation in the study of graphic design. This course offers a more in-depth study of typography and design, and will offer a hands-on approach to design problem solving. Design in the world of advertising and media will also be explored. Additional graphics programs will be introduced in this course. **Prerequisite:** ART 225 or permission of instructor. Spring semester.
- ART 331 Drawing III** 3 hours
Advanced drawing with emphasis on drawing as an expressive medium. **Prerequisites:** ART 111 and 203. Fall semester.
- ART 341 Commercial Art and Graphic Design III** 3 hours
A continuation of the previous course, this course will explore in-depth graphic design methods, color basics, visual communication, and final production techniques. Skills in computer graphics programs will also be further developed. **Prerequisite:** ART 323 or permission of instructor. Fall semester.
- ART 347 Digital and Contemporary Media** 3 hours
This studio course investigates the use of digital and contemporary media for artistic expression and invention, studying art historical precedents in Dada, Pop, Conceptual, and Video Art. After establishing a theoretical and historical context for the use of alternative media in art, students will explore the creative potential of various digital tools and contemporary processes and practices. This course will provide introduction to various digital software, including Adobe Photoshop, Premiere, and After Effects, as well as QuickTime Pro and video production tools. Although the class will focus on time-based and video art forms, students will also be introduced to performance, site-specific installation, and other alternative art methods and practices.
- ART 353 Photography II** 3 hours
Black-and-white photography as a medium for artistic expression. **Prerequisite:** ART 140 or permission of instructor. Spring semester.
- ART 355 Printmaking: Etching** 3 hours
This is a study of the intaglio printing processes, including drypoint, engraving, line etching, soft ground, and aquatint techniques.
- ART 365 Printmaking: Woodcut** 3 hours
Relief printing (popularly known as woodcut) will be used to produce single-color and multiple-color images.
- ART 366 Printmaking: Lithography** 3 hours
This is a course in stone and plate lithography, as it is used to produce hand drawn and photographic images.
- ART 371, 372, 373 Advanced Painting** 3 hours each
For students who wish to continue study of painting beyond the "Introduction to Painting" class. Emphasis is on more individual personal expression, advanced technical processes and individual student research. Students will develop their own visual language through painting. Application of various media, including oil, acrylic and collage continued. **Prerequisites:** ART 111 and ART 150 or permission of instructor.
- ART 374 Printmaking: Silkscreen** 3 hours
This is a study of silkscreen printing. Several methods of image formation are considered. Among them are paper stencils, lacquer film, touche resist, and photographic emulsion.
- ART 375 Advanced Printmaking** 3 hours
This is a study of advanced printmaking processes. Projects may include combinations of more than one print medium—silk screen and lithography, for instance. Photographic platemaking, digital imagery and experimental approaches are considered. **Prerequisite:** At least one other printmaking course.
- ART 383 Commercial Art and Graphic Design IV** 3 hours
This is an advanced course in the study of graphic design. Emphasis will be on honing typographic skills and design disciplines. Course objective will be the extensive exploration of real world problem solving through hands-on projects. Students will also be required to seek freelance work for course assignments. **Prerequisite:** ART 341. Offered by arrangement.

ART 415, 416, 417 Advanced Glass 3 hours each

For students who wish to continue study of glass art beyond the "Intermediate Glass" classes. The emphasis of this course will be on the production of art based on the student's visual language. **Prerequisite:** Permission of instructor. Each semester.

ART 453 Photography III 1-4 hours

Students will explore an area in photography of their choice to produce a coherent portfolio of work. **Prerequisite:** ART 353 or permission of instructor. Fall semester.

Art History and Theory - (AHT)**AHT 101 Two-Dimensional Design 3 hours**

This class is recommended for art majors and minors only. No prerequisite. This course analyzes the fundamental principles of two-dimensional art, including compositional strategies, color and materials and production methods. Fall semester.

AHT 102 Three-Dimensional Design 3 hours

This class is recommended for art majors and minors only. No prerequisite. Fundamentals of three-dimensional art. This course analyzes form, composition, design principles and materials used to create three-dimensional art. Spring semester.

AHT 200 Introduction to Art 2 hours

This is an introduction to the visual arts. It is designed to develop an understanding and appreciation of two- and three-dimensional art forms. It will acquaint the student with basic tenets of art history and studio art. Each semester.

AHT 305 Theory and Critical Methods of Visual Culture 3 hours
(Also ENG 305)

Introduction to theories of visual culture and cultural studies with an emphasis on writing methods. **Does not count toward L.A.P. fine arts requirement.** Fall, odd-numbered years.

AHT 310 Art History I 3 hours

A survey of Western art from Prehistory to the Middle Ages. Fall semester.

AHT 320 Art History II 3 hours

A survey of Western art from The Renaissance to the present. Spring semester.

AHT 344 Philosophy of Art 4 hours

See PHL 344

AHT 375 Religion and the Arts 4 hours

See REL 375

AHT 384 Greco-Roman Art History 3 hours

A survey of the art and architecture of Ancient Greece and Rome. Eras covered include the Pre-Classical, Classical and Hellenistic periods in Greece, and Republican and Imperial Rome, early Byzantine and early Medieval Europe. As needed.

AHT 394 Medieval Art History 3 hours

An introduction to the art and architecture of The Middle Ages, beginning with the early Christian period and ending with the fourteenth century. As needed.

AHT 390 Art for Elementary Teaching 3 hours

This class is designed to: (1) familiarize elementary teachers with basic art concepts and their classroom applications, (2) introduce materials, concepts and techniques relevant to the elementary student, and (3) introduce measurements to evaluate children's artistic abilities and needs. This is a required course for Art Education majors. Each semester.

AHT 400 Thesis/ Exhibition, Part I 1 hour

This is the beginning of the capstone sequence for studio art majors and art education majors. The sequence should eventually lead to an art exhibition, an accompanying paper and a public lecture by the degree candidate. AHT 400 is normally taken in the spring of the Junior year. PASS/FAIL. **Prerequisite:** Junior standing. Spring semester.

AHT 405 Thesis/ Exhibition, Part II 1 hour

This is the second step in the capstone sequence for studio art majors and art education majors. Normally taken fall of the Senior year. PASS/FAIL. **Prerequisites:** AHT 400 and Senior standing. Fall semester.

AHT 410 Thesis/ Exhibition, Part III 1 hour

This course is the final required course for studio art and art education majors. Students will mount an exhibition of their work, write an accompanying analytical paper and deliver a public lecture about the thesis project. This course will normally be taken in the spring of the Senior year. PASS/FAIL. **Prerequisite:** AHT 400, 405, Senior standing and permission of instructor. Spring semester.

AHT 414 Italian Renaissance Art History 3 hours

An examination of the art of the fourteenth through sixteenth centuries in Italy. As needed.

AHT 420 Secondary Art: Methods and Measurements 3 hours

This course examines teaching techniques, course design, curriculum development, budgeting, and acquisition of materials. The course emphasizes ways of organizing Secondary education classes to include a curriculum that incorporates various art media, diverse methods and studies of art history and philosophy. Students must be admitted to Teacher Education. Spring semester.

AHT 424 Special Topics in Art History 3-4 hours

An in-depth examination of a particular artist or group of artists, or of a significant issue or theme in the history of art. Topics will vary. As needed.

AHT 434 History of Art Since 1945 3 hours

This course addresses the principal movements that have significantly influenced major tendencies in contemporary art since WW II. Examination of current artists' motivations, intentions, and processes and their relationship to general developments in contemporary culture. As needed.

AHT 450 Art History Thesis Seminar I 1 hour

This is the beginning of the capstone sequence for art history majors. The sequence should eventually lead to an extensive independent research paper and public lecture by the degree candidate. AHT 400 is normally taken in the Spring of the Junior year. PASS/FAIL. Offered by arrangement.

AHT 455 Art History Thesis Seminar II 1 hour

This is the second step in the capstone sequence for art history majors. Normally taken Fall of the Senior year. **Prerequisites:** AHT 450 and Senior standing. Offered by arrangement.

AHT 460 Art History Thesis Seminar III 1 hour

This course is the final required course for art history majors. Students will produce an extensive independent research paper and deliver a public lecture about the thesis project. This course will normally be taken in the spring of the senior year. PASS/FAIL. **Prerequisites:** AHT 450, 455, Senior standing and permission of instructor. Offered by arrangement.

BIOLOGY - (BIO)

Dallas Wilhelm, Ph.D., Chair
Bill Beachly, Ph.D.
John Bohmfalk, Ph.D.
John Kuehn, D.V.M.
Amy Morris, Ph.D.

Mission Statement: The Biology Department at Hastings College is committed to the cognitive and content-oriented preparation of students for graduate study, secondary teaching, and other health and biology professions. At the same time, we emphasize connections between science and other liberal arts areas to help students understand and develop a lifelong compassion for their role as citizens of the natural world. Our majors experience the breadth of biological knowledge by taking coursework in the cell/molecular, organismal and ecology/evolution areas and in the background areas of chemistry and mathematics. These courses are supplemented with a wide range of career-oriented electives. For the non-major we offer courses that emphasize the role of biology in society, in their own environment, and in their lifestyles and choices as members of a world community. We promote opportunities for field study, J-Term experiences, internships, clubs, pre-professional activities and student research opportunities. To accomplish this mission we have established these main learning outcomes for our majors:

1. To explain the unifying concepts and principles of biology.
2. To assess, evaluate and disseminate biological knowledge to a diverse audience.
3. To explain the diversity of biology in three main focus areas: genetic/cell/molecular, biology of whole organisms and ecology/evolution/behavior.

There are three majors offered within the Biology Department at Hastings College: a Biology major, a Wildlife Biology major, and a Health Systems major. In addition, students can earn a Biology minor. Students taking courses in the Biology Department can look forward to ongoing exposure to each of these areas, and can anticipate that learning in each of these areas will be considered vital to their development as biologists.

Departmental course offerings will meet the pre-professional requirements in the fields of medicine, pharmacy, dentistry, veterinary medicine, medical technology, cytotechnology, physical therapy, occupational therapy, dental hygiene, the physician's assistant program, inhalation therapy, nursing, forestry, wildlife management, science education and mortuary science.

The opportunity for interdisciplinary study exists between the Department of Biology and other departments for those students interested in the personalized curricular program. (See Interdisciplinary Programs.)

Assessment of student learning in the Biology Department is a continuous and on-going process. The department has created a tool to assess learning in the Core of the major which is administered annually to students in Biological Systems I or in the Biology Resource Seminar, and again during the Senior Seminar course. Additionally, students will demonstrate their ability to find, analyze, synthesize and critique data in the primary and secondary biological literature and to critique their own work and the work of their peers through the Senior Seminar capstone course. These will provide the department with a basis for making improvements to the Biology curriculum.

Biology major (38 hours): A second major in Wildlife Biology or Health Systems is not permitted.

A major in Biology begins with a two-semester sequence of courses. The first, Biological Systems I (BIO 101) and its

laboratory (BIO 105), and Seminar (BIO 102), examine the diversity of biological organisms and phenomena. The second, Biological Systems II (BIO 103) and its laboratory (BIO 107), emphasize those aspects of Biology which are common to all living organisms. These five courses (BIO 101, 102, 103, 105, and 107) are required as **prerequisites** for all other upper division Biology courses.

In order to insure that all students majoring in Biology experience the breadth of knowledge which is Biology, every student must take **at least one course** from each of the three main subdivisions of Biology: Cellular and Molecular Biology, Organismal Biology, and Ecology/Behavioral Biology. The courses from which students may choose are:

Cellular and Molecular Biology (choose 1):

- Cell Biology (BIO 371)
- Biochemistry (BIO 404)
- Genetics (BIO 474)

Organismal Biology (choose 1):

- Botany (BIO 314)
- Vertebrate Form and Function (BIO 344)
- Parasitology (BIO 354)
- Invertebrate Zoology (BIO 384)
- Mammalogy (BIO 476)

Ecology/Behavioral Biology (choose 1):

- Conservation Biology (BIO 324)
- Aquatic Ecology (BIO 362 + 363)
- Ecology (BIO 434)
- Evolution (BIO 444)
- Animal Behavior (BIO 478)

The capstone course for the Biology major, also required of all Biology majors, is the two-semester sequence of Senior Seminar (BIO 481 and BIO 483).

The remaining required hours of Biology courses may be selected from the courses offered by the Department.

Supporting coursework **required** for a major in Biology includes:

- College Chemistry (CHM 151, 155, 153, and 157)
- Mathematics (MTH 150, 210 or BIO 235)

The Chemistry courses and the Math course do not count towards the 38 hour requirement for the major.

The Biology Department recommends that Biology majors take one year of Physics (PHY 201 and 203; or PHY 211 and 213). Only one Biology J-Term trip may be applied to the major. A maximum of 16 hours of Biology transfer credit may be applied to the Biology major. Only one Anatomy & Physiology sequence (BIO 111 and 113; or BIO 414 and 424), may be applied toward the major.

Wildlife Biology major (38 hours): A second major in Biology or Health Systems is not permitted.

A major in Wildlife Biology begins with a two-semester sequence of courses. The first, Biological Systems I (BIO 101) and its laboratory (BIO 105), and Seminar (BIO 102), examine the diversity of biological organisms and phenomena. The second, Biological Systems II (BIO 103) and its laboratory (BIO 107), emphasize those aspects of Biology which are common to all living organisms. These five courses (BIO 101, 102, 103, 105, and 107) are required as **prerequisites** for all other upper division Biology courses.

Other Biology courses required for the Wildlife Biology major are: Conservation Biology (BIO 324), Ecology (BIO 434) or Aquatic Ecology Theory/Methods (BIO 362/363), Genetics (BIO 474), Senior Seminar I (BIO 481), Senior Seminar II (BIO 483), Internship (BIO 490) or Research (BIO 485-487).

In addition, students must choose 3 of the following courses: Botany (BIO 314), Parasitology (BIO 354), Birds and the Environment (BIO 364), Invertebrate Zoology (BIO 384), and Mammalogy (BIO 476).

Supporting coursework required for a major in Wildlife Biology includes:

- College Chemistry (CHM 151, 155, 153, and 157)
- Statistical analysis (MTH 210 or BIO 235)

The Biology Department recommends that Wildlife Biology majors take one year of Physics (PHY 201 and 203), ENG 383 (Advanced Composition), SOC 201 (Introduction to Justice), and MTH 150 (Calculus I).

Biology minor (Five Biology courses): A minor in Biology will consist of Biological Systems I (BIO 101, 102 and 105), Biological Systems II (BIO 103 and 107), and one course from each of the three areas of Biology described on page 15 (Cellular and Molecular Biology, Organismal Biology, and Ecology/Behavioral Biology).

7-12 Biology Subject Endorsement: In addition to Professional Education Requirements (see Teacher Education) and the Science Endorsement Core Courses (BIO 101, 102, 103, 105, 107, CHM 151, 153, 155, 157, PHY 201 or 211, SCI 203 or 223, and SCI 420), **students take:** BIO 314, 321, 111 or 414, and one of the following: SCI 311 or BIO 434 or BIO 404 (or CHM 404).

Health Systems Major: (46 hours) of Biology and Psychology courses plus additional requirements for those interested in nursing or radiology programs. A second major in Biology or Wildlife is not permitted.

A major in Health Systems begins with the two courses in Human Anatomy and Physiology, BIO 111 & BIO 113, and the two courses in General, Organic and Biological Chemistry (CHM 111 & CHM 113/117).

- BIO 111 & 113 Human Anatomy & Physiology I & II or BIO 414 & 424 Medical Anatomy & Physiology I & II
- BIO 321 Microbiology
- PSY 100 Introduction to Psychology
- PSY 201 Biopsychology
- PSY 210 Developmental Psychology
- BIO 480 Health Systems Senior Seminar
- CHM 111 & 113/117 General, Organic Biological Chemistry or CHM 151/155 & 153/157 College Chem. I & II
- SCI 313 Human Nutrition

Select one from:

- SOC 100 Introduction to Sociology
- SOC 130 Social Psychology

Select two from:

- PSY 305 Psychology of Aging
- PSY 313 Behavioral Intervention
- PSY 333 Counseling
- PSY 436 Health Psychology

Select one from:

- PHL 104 Ethics
- BIO 342 Bioethics

Select one from:

- MTH 210 Introduction to Statistics
- SOC 295 Behavioral Statistics

BIO 100 General Biology 3-4 hours

This is an elective course designed to allow students who transfer in a biology course or complete the Biology AP or CLEP Examination the opportunity to receive credit.

BIO 101 Biological Systems I 3 hours

Examines biological principles in action over evolutionary to ecological time scales, including a survey of major taxa and their adaptive innovations. Three lectures weekly. This course is intended for students continuing in the sciences or pursuing a science endorsement in education, and will not fulfill the L.A.P. requirement. Students must also enroll in BIO 102 and 105. Fall semester.

BIO 102 Biology Resource Seminar 1 hour

Students will learn critical thinking skills by working on problem sets that require higher-level thinking such as analysis, evaluation, and synthesis. Students will also be introduced to scientific writing and resources within the Biology department. Fall semester.

BIO 103 Biological Systems II 3 hours

Introducing the basic concepts of unifying principles of biology. This is a foundation course for all biology majors. Topics include scientific method, biochemistry, metabolism, cell biology, molecular and Mendelian genetics, and natural selection. Three lectures weekly. Students must also enroll in BIO 107. **Prerequisite:** C- or better in BIO 101 or permission of instructor. Spring semester.

BIO 105 Laboratory for Biological Systems I 1 hour

BIO 107 Laboratory for Biological Systems II 1 hour

BIO 110 Health Professions Seminar 1 hour

This course will investigate health careers in the context of today's health care delivery system. The undergraduate preparation for these careers, the selection and admission process, appropriate study skills, interview techniques, and course sequencing will be explored. Students will become acquainted with the various careers, and options will be provided for those unsure of their interests. Students will each develop an individual program of preparation for their particular professional school. This course is intended for first-year biology majors, or any other student planning to eventually make application for any health profession school. Spring semester.

BIO 111 Human Anatomy and Physiology I 4 hours

A general consideration of structural and functional relationships of cells, tissues, organs and organ systems in the human organism. Normal and abnormal events of the integumentary, skeletal, muscular, and nervous systems are analyzed in lecture and laboratory. Three lectures and one laboratory weekly. Fall semester.

BIO 113 Human Anatomy and Physiology II 4 hours

Continuation of BIO 111. Normal and abnormal events of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Three lectures and one laboratory weekly. **Prerequisite:** C- or better in BIO 111 or permission of instructor. Spring semester.

BIO 234 Medical Terminology 2 hours

Students will study the Latin and Greek roots of medical terms: their proper pronunciation and usage, and the places, procedures, pathologies, and phenomena they refer to. Spring, even-numbered years.

BIO 235 Biometry 3 hours

This course describes the kinds of quantitative data biologists collect and how to analyze it. We discuss examples of allometry in organism's development, measures of population growth and evolution, vital biometrics, and the interpretation of statistics. The nature of probability leads to an understanding of proper statistical methods; including ANOVA, non-parametric tests, correlation and regression. These methods are demonstrated and learned through

working problems with examples from ecology, epidemiology, physiology and genetics. May not satisfy statistics requirements for some professional schools. Spring, odd-numbered years.

BIO 242/342 Bioethics 3 hours

Objectives: To understand what ethics are (or should be) based upon and apply ethical logic to situations and controversies that arise as a consequence of new technology, biological knowledge, and societal changes. Format: Short lectures on philosophical inquiry and relevant biological perspectives. Discussions on important, current issues in both medical and broader societal ethics related to the biological sciences. Activities will involve students in the dynamics of ethical decision making. Presentations (and essays for upper-division) by students on selected topics are required. No Biology prerequisites. Spring, odd-numbered years.

BIO 304 Developmental Biology 3 hours

This course covers the development of selected organisms. Primary emphasis is on the vertebrates. J-Term, as needed.

BIO 314 General Botany 4 hours

An introduction to the plant kingdom with emphasis on gross and microscopic morphology, taxonomy, reproduction, evolution, and physiology. Three lectures and one laboratory weekly. Fall, even-numbered years.

BIO 320 Animal Nutrition 3 hours

Animal Nutrition examines the basic principles of nutritional physiology of domestic animal species. The course will include the exploration of both monogastric and ruminant nutritional physiology. In addition, emphasis will be placed on the basic principles of diet formulation and ration analysis for domestic animal species. Summer session.

BIO 321 Microbiology 4 hours

An introduction to the study of bacteria, viruses, fungi, and protozoa which are of medical or economic importance to man. Morphology, physiology, genetics, control methods, methods of culture, and general immunology are considered. Three lectures and one lab weekly. Fall semester.

BIO 324 Conservation Biology 3 hours

This course will explore man's relationship with his environment in the context of natural resource management. Topics will include wildlife, fisheries, forest, rangeland and watershed management, threatened and endangered species and the policy and laws surrounding utilizing critical habitat for T&E species. Students will develop a management plan for species of concern. Fall, even-numbered years.

BIO 344 Vertebrate Form and Function 4 hours

This course examines the comparative anatomy and physiology of the vertebrates through laboratory dissections and lectures. Emphasis will be placed on adaptive grades and phylogeny as well as the ecological significance of these adaptations. Spring, even-numbered years.

BIO 354 Parasitology 4 hours

This course will examine a variety of parasitic organisms of humans and other species. Life cycles, parasite-host interactions, epidemiology, disease processes and methods of control of these organisms will be studied. Three lectures and one laboratory weekly. Spring, odd-numbered years.

BIO 362 Aquatic Ecology: Theory 1 hour

This lecture/discussion course focuses on applications of ecology to aquatic systems and seminal studies of aquatic systems that have shaped ecological theory. Students should plan to take

the companion course, BIO 363, in the summer session. Spring, even-numbered years.

BIO 363 Aquatic Ecology: Method 3 hours

A field course based at the Nature Conservancy Preserve near Valentine, Neb. We will examine the environments and organisms of streams and lakes, with emphasis on the adaptations and interactions occurring there. We will have opportunities to study a variety of streams and rivers, natural and man-made lakes, and focus on the unique Niobrara River ecosystem. Beginning the second day after Memorial Day through the third Friday in June for 13 full days of field instruction exclusive of weekends. **Prerequisite:** BIO 362.

BIO 364 Birds and the Environment 4 hours

The study and appreciation of birds has been a lifelong hobby and passion of many, but also provides some of the most impressive examples of biological adaptation (Darwin's finches), environmental issues (Silent Spring) and extraordinary behavior (migration). Ornithology is the scientific study of birds including their anatomy, evolution, behavior, and species identification. This class will also focus on environmental impacts of habitat destruction, pollution, and global warming on this most unique order of vertebrates. Field-trips and labs will provide students with skill in identification as well as reasons and opportunities to be active in bird conservation. Satisfies L.A.P. for life science with lab. Spring, even-numbered years.

BIO 371 Cell Biology 4 hours

A detailed study of the fundamental unit of all living systems, the cell. This course will examine the structures and functions of the major components of the cell. The discovery, molecular composition, microscopic appearance, function and relationships of these cellular organelles will be investigated. Three lectures and one laboratory weekly. Spring semester.

BIO 384 Invertebrate Zoology 4 hours

Of the 1.5 million named species of animals, only about 3 percent are supported by a backbone. The rest are invertebrates. They show a great diversity of body plans, behaviors, and life histories. Many impact us medically and economically (both positively and negatively), others aesthetically (beautiful and fascinating, or simply frightening), while still others have global impacts on climate and nutrient recycling. This course surveys the many solutions to survival presented by invertebrates, including those that haven't survived. Three lectures and one laboratory weekly. Fall, odd-numbered years.

BIO 390 Biology for Elementary Teachers 4 hours

Satisfies Area VIII L.A.P. life science requirement for Elementary and Special Education majors.

This course focuses on the methods, principles, and concerns of teaching biology in the elementary school. A survey of basic biological concepts and unifying principles as well as the incorporation of professional and Nebraska K-12 Science Standards are also emphasized. Required simulated and field experience activities may also be scheduled outside of the regular course meeting times. Two two-hour lectures, and one two-hour laboratory weekly. **Prerequisite:** Candidate must be admitted to Teacher Education. Fall semester.

BIO 404 Biochemistry I 4 hours

(Also CHM 404)

The first half of a two-semester biochemistry sequence, this course will examine basic principles of biochemistry, including structures and functions of biological molecules and basic aspects of enzyme kinetics and energy metabolism. Three lectures and one laboratory weekly. **Prerequisite:** CHEM 363 or permission of instructor. Fall semester.

- BIO 405 Biochemistry II** 4 hours
(Also CHM 405)
An extension of BIO 404, this class will focus on metabolism and metabolic pathways, including detailed examination of enzyme kinetics, metabolic regulation, and biochemical aspects of gene function and regulation. The laboratory will consist primarily of long-term, problem-based research investigations. Three lectures and one laboratory weekly. **Prerequisite:** C- or better in BIO 404 or permission of instructor. Spring semester.
- BIO 410 Advanced Topics in Biology** 3-4 hours
This new course will cover an advanced biological topic in the field of Ecology/Evolution, Cellular/Molecular Biology, Organismal Biology, or Physiology. This course applies as an elective for major(s) in Biology.
- BIO 414 Medical Anatomy & Physiology I** 4 hours
Organization, function, and integration of organ systems is emphasized as well as clinical dysfunctions. Topics include tissues, skeletal, muscle, and nervous system physiology. The laboratory exposes students to details of human anatomy, focusing on skeletal and muscular structures. Three lectures and one laboratory weekly. Fall semester.
- BIO 424 Medical Anatomy & Physiology II** 4 hours
Continues a survey of major organ systems: cardiovascular, respiratory, endocrine, immune, reproductive, urinary, and digestive. Laboratory investigations focus on the principles of physiologic measurement and data interpretation. Three lectures and one laboratory weekly. **Prerequisite:** BIO 414. Spring semester.
- BIO 434 Ecology** 4 hours
A study of the interrelationships among organisms and relationships between organisms and their environment. Ecology seeks to explain both the abundance and distribution of species, and their origins. Unique to ecology is the study of communities connected by predator-prey, competitive, mutually beneficial, and parasitic interactions. We will study local flora and fauna as well. Much of ecology has implications for the survival of our species and our stewardship of others. Three lectures and one laboratory weekly. Fall, odd-numbered years.
- BIO 444 Evolution** 3 hours
A study of the factors in the continuity and modification of life through time; hereditary basis of evolution; effect of environmental change; diversity and the origin of life on earth. Theories of evolution from Lamarck and Darwin to the modern synthesis and theories on extinction will also be considered. Three lectures weekly. Spring, even-numbered years.
- BIO 459 Molecular Biology** 4 hours
A detailed examination of the structure, replication, expression, and regulation of genes in viral, prokaryotic and eukaryotic systems. **Prerequisite:** BIO 474 or permission of instructor. Spring odd-numbered years.
- BIO 464 Immunology** 3 hours
An introduction to the discipline and study of the basic mechanisms of the vertebrate immune system. Investigation will focus on the development and physiology of the immune response. The application of immunologic principles to diagnostic, therapeutic, and research techniques will be addressed throughout the course. Three lectures weekly. Spring, even-numbered years.
- BIO 474 Genetics** 4 hours
A study of the mechanisms underlying the process of heredity including classical, molecular and population genetics. The patterns of inheritance in cells, individuals and populations will be considered, with an emphasis on classical genetics and cytogenetic processes. Three lectures and one laboratory weekly. **Prerequisite:** C- or better in BIO 103 or permission of instructor. Fall semester.
- BIO 475 Cell Physiology** 3 hours
Cell Physiology is an advanced course examining the molecular and biochemical mechanisms of cellular processes, specifically those involved in coordinating the individual activities of cells in a multi-cellular organism. Special emphasis will be placed on mechanisms of cellular communication and specialization. **Prerequisite:** BIO 371. As needed.
- BIO 476 Mammalogy** 4 hours
Classification, evolution, distribution, and life history of mammals with emphasis on plains species. The laboratory will concentrate on identification of Nebraska species, collection techniques and unique life history patterns. Three lectures and one laboratory weekly. Spring, odd-numbered years.
- BIO 478 Animal Behavior** 4 hours
The behavior of the individual is a manifestation of that species' "behavioral repertoire" the "what" of behavior. The "how" involves physiology, sensory capabilities, anatomy, and biochemistry. The "why" explores the selective advantage of the behavior in ecological and evolutionary terms. Tools used in animal behavior range from DNA analysis to binoculars and notepads. Three lectures weekly. Lab meets weekly March through April and culminates in a 5-day field trip in early May. Spring, odd-numbered years.
- BIO 480 Health Systems Senior Seminar** 1 hour
This course is the capstone course for the Health Systems major. This course will be focused around case studies that students will research and present to the class. Students will be able to demonstrate their knowledge of the unifying principles in biology, health systems, and health care, as well as their skills in communicating biological knowledge and health care. Spring semester.
- BIO 481 Senior Seminar** 1 hour
This course will involve student research on an approved biological topic. Techniques of biological research, scientific writing, editing of scientific writing, and formal presentation of results will be discussed and analyzed. Fall semester.
- BIO 483 Senior Seminar** 1 hour
This course will involve formal presentation of a biological research paper and techniques of critiquing oral and written scientific works. Must be taken consecutively with BIO 481. Spring semester.
- BIO 485 Senior Research Project** 0-2 hours
This course provides an opportunity for the student to pursue a biological research subject of their own design. **Prerequisites:** Junior or Senior standing and permission of instructor. Each semester.
- BIO 486 Senior Research Project** 0-2 hours
This course provides an opportunity for the student to continue in a research project for a second semester. **Prerequisites:** Junior or Senior standing and permission of instructor. Each semester.
- BIO 487 Senior Research Project** 0-2 hours
This course provides an opportunity for the student to continue in a research project for a third semester. **Prerequisites:** Junior or Senior standing and permission of instructor. Each semester.

BUSINESS and ECONOMICS - (DBE)

Douglas Kinnear, Ph.D., Chair
 Bruce Batterson, J.D., M.B.A.
 Amy Black, Ph.D.
 David Carpenter, M.B.A., C.M.A., C.F.M., C.P.A.
 Roxann Holliday, M.B.A.
 Carol Meyer, Ph.D.
 Jamie Read, MAcc, C.P.A.

Department of Business and Economics Majors, Minors, Focus Area, and Education Endorsement*

MAJORS	MINORS and FOCUS AREA	EDUCATION ENDORSEMENT*
Accounting	Accounting Minor	
AgriBusiness		
Business Administration	Entrepreneurship and Small Business Management Minor	6-12 Basic Business Subject 6-12 Business, Marketing, Information Technology Field
Business Administration and Culinary Arts Management		
Business Administration and Hospitality Management		
Construction Management		
Economics	Economics Minor	
Human Resource Management		
Marketing		

* Contact the Chair of the Teacher Education Department if you are interested in an education endorsement.

Department of Business and Economics Mission Statement

The Department of Business and Economics, within the liberal arts tradition, provides undergraduate and co-curricular programs in business, economics, accounting and marketing. The department offers opportunities for students to explore diverse careers while acquiring the knowledge and developing the skills to become contributing members of a global society. Committed to this mission, the Department of Business and Economics challenges students to:

1. Develop the skills and knowledge to collect, analyze, synthesize, apply, and evaluate information responsibly.
2. Communicate effectively with defined audiences in multiple contexts and media.
3. Adapt to a changing world creatively, collaboratively, and ethically.
4. Develop respect and appreciation for diverse ideas and cultures.

Each Department of Business and Economics Major Requires a Senior Capstone Course

MAJORS	SENIOR CAPSTONE COURSE
Accounting	ACC 463 Senior Seminar in Accounting Issues
AgriBusiness	BUS 483 Strategic Management and Policy
Business Administration	BUS 483 Strategic Management and Policy
Business Administration and Culinary Arts Management	BUS 483 Strategic Management and Policy
Business Administration and Hospitality Management	BUS 483 Strategic Management and Policy
Construction Management	BUS 483 Strategic Management and Policy
Economics	ECO 480 Research Seminar in Economics (Fall Semester) and ECO 481 Senior Seminar in Economics (Spring Semester)
Human Resource Management	BUS 473 HRM/HSA Seminar
Marketing	MKT450 Market Research

Transfer students must complete a minimum of 12 hours of upper division course work in any Department of Business and Economics program chosen at Hastings College to complete their majors or minors.

Accounting

Mission Statement for Accounting Major

The Accounting major aspires, within the context of a liberal arts environment, to:

1. Prepare students to meet the challenges of the complex, dynamic organizational environment.
2. Help students develop computer proficiency and skills in written and oral communication, creative and critical thinking, research and problem solving, and teamwork.
3. Help students to develop a global perspective and gain sensitivity to ethical issues, and an appreciation for diversity.
4. Help students prepare for a career in public accounting (CPA), private accounting (CMA), business or other organizational settings.

The requirements to become a Certified Public Accountant (CPA) are determined by state law. Generally, applicants must pass the CPA exam and fulfill an experience requirement working for a CPA firm. The American Institute of Certified Public Accountants has adopted a 150-hour college educational requirement to sit for a CPA exam. Accounting students may fulfill this requirement at Hastings College provided they include one additional three hour upper-division accounting course; however, we encourage students to pursue master's degrees. Accounting students seeking employment in a business may become a Certified Management Accountant (CMA) by passing the CMA exam and fulfilling an experience requirement working in industry.

Accounting major (74 hours): ACC 100, 110 (required grades of C or better), 301, 303, 321, 331, 342, 351, 373, 441, 463, BUS 230, CSC 250, ECO 211, 213, ECO/MTH 374 or BUS

334, SOC 351 or BUS 330 or BUS 351, BUS 311, 313, 361, 462, 483, MKT 340, MTH 210 or SOC 295, select one of the following: COM 201 or 241 or 304 or 360. Students majoring in Accounting may not also major in Business Administration or minor in Entrepreneurship and Small Business Management.

Accounting minor (33 hours): ACC 100, 110 (required grades of C or better), 301, 321, 373, ECO 211 or 213, BUS 311, 361, CSC 250, six hours of ACC electives.

AgriBusiness

Mission Statement for AgriBusiness Major

Hastings College has collaborated with Central Community College-Hastings (CCC) to provide a course of study in business and agriculture that will give the student a balance between the decision making framework of business and the technical aspects of modern agriculture. Students in the program will receive a voucher from Hastings College starting the first semester of the sophomore year for up to four hours a semester at CCC for agriculture classes. In the agriculture program component, students will take courses in such subjects as ag commodity marketing, plant science, crop production, animal production, pesticides, chemical application, animal science, and feeds and feeding practices.

The AgriBusiness major aspires, within the context of a liberal arts environment, to:

1. Help students meet the challenges of the complex, dynamic agribusiness environment, such as agribusiness finance, agribusiness management, marketing, production supervision, and sales.
2. Help students develop computer proficiency, skills in written and oral communication, creative and critical thinking, research, problem solving, and teamwork.
3. Help students develop a global perspective, sensitivity to ethical issues, and an appreciation for diversity.
4. Combine a base of business and agriculture courses to allow students to choose a career in a dynamic agribusiness industry.

AgriBusiness major (63-67 hours): ACC 100, 110, 373, BUS 230, 311, 361, 483; CSC 250, ECO 211, 213, MKT 340, MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; and one selected from the following: MTH 150 or BUS 313 or BUS 462 or BUS/MKT 465 or COM 360.

The AgriBusiness major requires a minimum of 22 hours and a maximum of 24 hours of agriculture classes taught at Central Community College (CCC). With the approval of a CCC agricultural advisor, agricultural classes are selected to meet individual student needs. Starting the sophomore year students in the program may take up to four hours a semester of agriculture classes at Central Community College. Grades of C or better are required in all CCC classes. The classes are chosen from the following: AGRI 1310, 1320, 1330, 1340, 1350, 1410, 1530, 1550, 1700, 1860, 1990, 2010, 2110, 2560, 2640, 2700, 2720, 2730, 2780, 2860, 2990, COMH 1600 or other approved agricultural classes.

Students majoring in AgriBusiness may not major in Business Administration or minor in Entrepreneurship and Small Business Management.

Business Administration

Mission Statement for Business Administration Major

The Business Administration major aspires, within the context of a liberal arts environment, to:

1. Prepare students to meet the challenges of the complex, dynamic organizational environment.

2. Help students develop computer proficiency, skills in written and oral communication, creative and critical thinking, research, problem solving, and teamwork.
3. Help students to develop a global perspective, sensitivity to ethical issues, and an appreciation for diversity.
4. Meet many of the expectations of graduate programs in business.
5. Help students prepare for careers in profit and non-profit organizations.

Business Administration major (41 hours): ACC 100, 110, 373, BUS 230, 311, 361, 483; CSC 250, ECO 211, 213, MKT 340, MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; and one selected from the following: MTH 150 or BUS 313 or BUS 462 or BUS/MKT 465 or COM 360. Required in addition: a second major or minor. The second major may not be Professional Accounting. The minor may not be Entrepreneurship and Small Business Management.

Entrepreneurship and Small Business Management minor (27 hours): ACC 100, 110, BUS 351, 490, CSC 250, BUS/MKT 465, MKT 340; plus six hours from ACC 321, BUS 311, 361, 483, COM 304, ECO 211, 213, MKT/JMA 321 and 323, MKT 341.

6-12 Basic Business Subject Endorsement: In addition to Professional Education Requirements students take ACC 100, 373, BUS 230, 311 or 313, 330 or 351, 420, 483, COM 100 or 360, CSC 150, 250, ECO 213, 344 or 348, MKT 340, STS 200.

6-12 Business, Marketing & Information Technology (BMIT) Field Endorsement: In addition to Professional Education Requirements, students take: ACC 100, 110, BUS 230, 311 or 313, 330 or 351, 420; ECO 211, 213, and STS 200; MKT 340, and 6 hours selected from MKT 341, 362, and 450; CSC 150, 250, ED 352, and at least 4 hours selected from ACC 373, CSC 235, and JMA 230. Additional requirements include a 3-credit Coordination Techniques course transferred from UNL, Wayne State College, UNK, or Chadron State College, and 1000 verified hours of volunteer/internship/or paid work experience or at least 300 hours Hastings College supervised work experience.

Contact the Chair of the Teacher Education Department if you are interested in these endorsements.

Business Administration and Culinary Arts Management

Mission Statement for Business Administration and Culinary Arts Management Major

Hastings College has collaborated with Central Community College-Hastings (CCC) to provide a course of study in business and culinary arts management that will give the student a balance between the decision making framework of business and the specialized technical aspects of culinary arts. Students in the program will receive a voucher from Hastings College starting the first semester of the sophomore year for up to four hours a semester at CCC for culinary arts classes. In the culinary arts program component, students will take courses in such subjects as purchasing and receiving, cost controls, food preparation, beverage management, international cuisine, and other subjects.

The Business Administration and Culinary Arts Management major aspires, within the context of a liberal arts environment, to:

1. Help students meet the challenges of the complex, dynamic culinary management environment, such as organizational finance, management, marketing, supervision, and food preparation and safety.

2. Help students develop computer proficiency, skills in written and oral communication, creative and critical thinking, research, problem solving, and teamwork.
3. Help students develop a global perspective, sensitivity to ethical issues, and an appreciation for diversity.
4. Combine a base of business and culinary arts management courses to allow students to choose a career in a dynamic culinary-related industry.

Business Administration and Culinary Arts Management major (63-67 hours): ACC 100, 110, 373, BUS 230, 311, 361, 483; CSC 250, ECO 211, 213, MKT 340, MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; and one selected from the following: MTH 150 or BUS 313 or BUS 462 or BUS/MKT 465 or COM 360.

The Business Administration and Culinary Arts Management major requires a minimum of 22 hours and a maximum of 24 hours of culinary arts classes taught at Central Community College (CCC). With the approval of a CCC advisor, culinary arts classes are selected to meet individual student needs. Starting the sophomore year students in the program may take up to four hours a semester of culinary arts classes at Central Community College. Grades of C or better are required in all CCC classes. The classes include core requirements (HMRM 1240, 1250, 1260) and 16-18 credits hours chosen from HMRM 1900, 2650, 1300, 1350, 1390, 1460, 1540, 2100, 2120, 2140, 2180, 2140, 2180, 2240, 2260, 2280, 2370, 2410, 2500, 2540, 2660, 2700, 2750, or other approved culinary arts classes.

Students majoring in Business Administration and Culinary Arts Management may not major in Business Administration or Business Administration and Hospitality Management, and may not minor in Entrepreneurship and Small Business Management.

Business Administration and Hospitality Management

Mission Statement for Business Administration and Hospitality Management Major

Hastings College has collaborated with Central Community College-Hastings (CCC) to provide a course of study in business and hospitality management that will give the student a balance between the decision making framework of business and the specialized technical aspects of hospitality management. Students in the program will receive a voucher from Hastings College starting the first semester of the sophomore year for up to four hours a semester at CCC for hospitality management classes. In the hospitality program component, students will take courses in such subjects as purchasing and receiving, cost controls, hospitality law, beverage management, hospitality operations, and other subjects.

The Business Administration and Hospitality Management major aspires, within the context of a liberal arts environment, to:

1. Help students meet the challenges of the complex, dynamic hospitality management environment, such as hospitality finance, management, marketing, supervision, and sales.
2. Help students develop computer proficiency, skills in written and oral communication, creative and critical thinking, research, problem solving, and teamwork.
3. Help students develop a global perspective, sensitivity to ethical issues, and an appreciation for diversity.
4. Combine a base of business and hospitality management courses to allow students to choose a career in a dynamic hospitality industry.

Business Administration and Hospitality Management major (63-67 hours): ACC 100, 110, 373, BUS 230, 311, 361, 483; CSC 250,

ECO 211, 213, MKT 340, MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; and one selected from the following: MTH 150 or BUS 313 or BUS 462 or BUS/MKT 465 or COM 360.

The Business Administration and Hospitality Management major requires a minimum of 22 hours and a maximum of 24 hours of hospitality classes taught at Central Community College (CCC). With the approval of a CCC advisor, hospitality classes are selected to meet individual student needs. Starting the sophomore year students in the program may take up to four hours a semester of hospitality classes at Central Community College. Grades of C or better are required in all CCC classes. The classes include core requirements (HMRM 1240, 1250, 1260) and 16-18 credits hours chosen from HMRM 1900, 2650, 1300, 1350, 1390, 1460, 1540, 2100, 2120, 2140, 2180, 2140, 2180, 2240, 2260, 2280, 2370, 2410, 2500, 2540, 2660, 2700, 2750, or other approved hospitality classes.

Students majoring in Business Administration and Hospitality Management may not major in Business Administration or in Business Administration and Culinary Arts Management, and may not minor in Entrepreneurship and Small Business Management.

Construction Management

Mission Statement for Construction Management Major

Hastings College, in collaboration with Central Community College-Hastings (CCC), provides a course of study in business and construction technology that will give the student a balance between the decision making framework of business and the technical aspects of modern construction. Students in the program will receive a voucher from Hastings College starting the first semester of the sophomore year for up to four hours a semester in CCC construction classes. The construction technology component utilizes construction theories and practices from framing to cabinet construction, project management, job costing, and job site controls. Students apply their skills by building a house, providing them with "hands-on," real world experience.

The Construction Management major aspires, within the context of a liberal arts environment, to:

1. Help students meet the challenges of leadership and administration in the complex, dynamic construction environment, such as project manager, residential contractor, sales, industrial and self-employed independent construction.
2. Help students develop computer proficiency, skills in written and oral communication, creative and critical thinking, research, problem solving, and teamwork.
3. Help students develop a global perspective, sensitivity to ethical issues, and an appreciation for diversity.

Construction Management major (63-66 hours): ACC 100, 110, 373 BUS 230, 311, 361, 483; CSC 250, ECO 211, 213, MKT 340, MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; and one selected from the following: MTH 150 or BUS 313 or BUS 462 or BUS/MKT 465 or COM 360.

The Construction Management major requires a minimum of 22 hours and a maximum of 24 hours of construction classes taught at Central Community College (CCC). Starting the sophomore year students in the program may take up to four hours a semester of construction classes at CCC. Grades of C or better are required in all CCC classes. CNST 1290, 1500, 1410, 1420, 1430, 1790, 2010, 2020, 2030, 2400, 2570, BSAD 1520 and 1-3 hours of electives from: CNST 1360, 1540, 1560, 1860, 2110, 2120, 2310, 2330, 2370, 2510, 2530, 2550, 2610.

Students majoring in Construction Management may not major in Business Administration or minor in Entrepreneurship and Small Business Management.

Economics

Mission Statement for Economics Major

The Economics major aspires, within the context of a liberal arts environment, to:

1. Prepare students to meet the challenges of the complex, dynamic organizational environment.
2. Help students develop creative and critical thinking, research, problem solving, and teamwork.
3. Help students to develop a global perspective and gain sensitivity to ethical issues and an appreciation for diversity.
4. Provide a strong foundation in the knowledge and analytical skills necessary for graduate work in economics, business, policy studies, international studies and law.
5. Prepare students for careers in finance, banking, management, government service, international business, education, and other fields.

Economics major (33-37 hours): ECO 211, 213, 311, 313, 480, 481, MTH 210 or SOC 295, three courses from the following: ECO 324, 331, 344, 345, 348, 351, 373, 374, 414, and two courses from the following: ACC 100, 110, BUS 330, PLS 160 or 170 or 220, PLS 203 (prerequisite PLS 160), MTH 150, 313.

Economics minor (18 hours): ECO 211, 213, 311, 313, and two courses from the following: ECO 324, 331, 344, 345, 348, 351, 373, 374, 414.

Human Resource Management

Mission Statement for Human Resource Management Major

The Human Resource Management major aspires, within the context of a liberal arts environment, to:

1. Prepare students to meet the challenges of the complex, dynamic organizational environment.
2. Help students develop computer proficiency, skills in written and oral communication, creative and critical thinking, research, problem solving, and teamwork.
3. Help students to develop a global perspective, sensitivity to ethical issues, and an appreciation for diversity.
4. Help students to develop an understanding of current labor thought, strategies, and issues.
5. Meet many of the expectations of graduate programs in business, human resource management, or industrial psychology.
6. Help students prepare for careers in profit and non-profit organizations.

Human Resource Management major (33-34 hours): ACC 100, 110, BUS 313, 351, 473, CSC 250, ECO 211, 324, PSY 311, 413, SOC 295 or MTH 210, SOC 351.

Marketing

Mission Statement for Marketing Major

The Marketing major aspires, within the context of a liberal arts environment, to:

1. Prepare students to meet the challenges of the complex, dynamic organizational environment.
2. Help students develop computer proficiency, skills in written and oral communication, creative and critical thinking, research, problem solving, and teamwork.
3. Help students to develop a global perspective and gain sensitivity to ethical issues and an appreciation for diversity.
4. Help students develop an understanding of current marketing thought and strategies. This understanding provides the foundation for endeavors in profit and nonprofit marketing environments.

Marketing major (42-43 hours): ACC 100, 110, ECO 211 or 213, COM 304, CSC 250, MKT/JMA 321 or MKT/JMA 323, MKT 340, 341, 362, 385, 450, MKT/BUS 303, 465, MTH 210 or SOC 295. In addition, internships are strongly recommended.

Accounting - (ACC)

ACC 100 Financial Accounting 3 hours

The foundation course for Business and other organizational-oriented majors. The primary emphasis is on understanding basic accounting concepts and procedures with a special focus on constructing the income statement, balance sheet and statement of cash flows. Special problems in asset, liability, and capital reporting are studied. Each semester.

ACC 110 Managerial Accounting 3 hours

A continuation of ACC 100 with emphasis given to financial statement analysis. The managerial uses of accounting information for decision making are introduced. Cash budgets, flexible budgets, and capital budgets are studied. Costing systems and their use in manufacturing and service organizations are introduced. **Prerequisite:** ACC 100. Each semester.

ACC 301 Intermediate Accounting I 3 hours

An intensive review of theory underlying accounting practices. Analysis of financial statement items, with emphasis on current assets, property, plant, equipment, other long-lived assets, and current liabilities. **Prerequisite:** ACC 100. Fall semester.

ACC 303 Intermediate Accounting II 3 hours

A continuation of ACC 301 including a detailed study of advanced problems in investments, liability and capital reporting; special problems in income determination and reporting; and the statement of cash flows. **Prerequisite:** ACC 301. Spring semester.

ACC 321 Federal Income Tax (Preparation and Planning) 3 hours

An intensive study of federal tax laws and regulations concentrating on individual tax situations. Current tax law is applied by problem solving and tax return preparation. **Prerequisite:** ACC 100. Fall semester.

ACC 331 Auditing Principles 3 hours

The procedures used in carrying out an audit of an organization's financial statements are developed in detail. The student is exposed to the practical problems involved in interpreting accounting principles, applying auditing standards, the ethical and legal responsibilities associated with the audit and the essentials of sound internal control. **Prerequisite:** ACC 301. Fall semester.

ACC 342 Accounting for Governmental & Not-for-Profit Organizations 3 hours

A study of accounting and financial reporting for local and state governments, hospitals, colleges and universities, and other nonprofit entities. **Prerequisite:** ACC 100. J-Term, even-numbered years.

ACC 351 Cost Accounting 3 hours

The study of various accounting techniques used in business organizations. Materials, labor, and overhead are studied in both the job costing and process costing systems. Other issues examined include budgeting, inventory costing methods, price-volume relationships, performance evaluations, cost allocation, decision-making support, and inventory control. **Prerequisite:** ACC 110. Fall semester.

ACC 373 Accounting Information Systems 3 hours

A review of concepts, critical information flow and communication processes in business organization. Systems analysis, flow charting and computerization. **Prerequisites:** ACC 110, CSC 250, and Junior standing or permission of instructor. Spring semester.

ACC 424 Advanced Tax 3 hours

A continuation of the study of federal income tax concepts and principles, with emphasis on the taxation of partnerships, corporations, and advanced topics in individual income taxation. **Prerequisite:** ACC 321. As needed.

ACC 434 Advanced Audit 3 hours

The practical application of auditing standards and procedures in completing a financial statement audit are examined. Case studies and/or an audit simulation are used. **Prerequisite:** ACC 331. As needed.

ACC 441 Advanced Accounting 3 hours

Special accounting problems related to consolidated financial statements of corporations, foreign currency accounting, and partnerships. **Prerequisite:** ACC 303. Spring semester.

ACC 454 Advanced Managerial Accounting 3 hours

Advanced treatment of managerial accounting topics is covered. Analysis and problem solving is used extensively to develop an understanding of issues management encounters in the performance of the planning and control functions. The generation, communication, and use of information used to assist management are emphasized. Topics covered include variance analysis, cost systems, capital budgeting, and other quantitative techniques relevant to internal accounting. **Prerequisite:** ACC 351. As needed.

ACC 463 Senior Seminar in Accounting Issues 3 hours

The theories that underlie the practice of accounting and financial reporting are studied. Authoritative guidance is used to research and resolve professionally-oriented problems in accounting. Spring semester.

ACC 464 Advanced Professional Accounting 1-4 hours

An intensive review of topics pertinent to students preparing for CPA or CMA Exams. A course requirement is actually sitting for the exam. **Prerequisite:** Permission of instructor. As needed.

Business Administration - (BUS)**BUS 230 Business Communication** 2 hours

Students will develop competency in a range of business writing styles. The course emphasizes grammar, punctuation and spelling skills, and provides experiences in interviewing, listening information gathering and team building. Each semester.

BUS 303 Fundraising and Philanthropy 3 hours
(Also MKT 303)

A course on the practical aspects of management and fundraising for nonprofit organizations. Students will participate in an actual fundraising campaign as part of the course. Topics include: structure and organization of nonprofits, legal and tax issues, the role of strategic planning, annual fund tactics, essentials of planned giving, stewardship, donors' motivations, ethics of donor relations, special events, material design, capital campaigns, documentation of activities, relationships with the governing board, and preparation of grant applications. Spring semester.

BUS 311 The Legal Environment and the Uniform Commercial Code 3 hours

An investigation of principal ways in which law affects business relations. Legal principles as established by the Uniform Commercial Code are studied for contracts, sales, commercial paper, and secured transactions. Fall semester.

BUS 313 Commercial Law 3 hours

Business law topics other than those treated by the U.C.C.: employment, agency, partnerships, corporations, securities acts, antitrust, labor law, bankruptcy, property, professional responsibility, trusts, and wills. Spring semester.

BUS 330 Management and Leadership Principles 3 hours

A survey of the essential elements of management and leadership; theories of decision making, managerial leader functions, organizational structure, and operations management as they are applied in successful organizations; a framework for critical analysis of administrative thought with consideration of moral and social dimensions. **Prerequisite:** Sophomore standing. Spring semester.

BUS 334 Operations Management 3 hours

This course explores the transformation of materials, labor, and capital into goods and services. Particular emphasis is placed on quantitative models and their application to manufacturing and service processes. **Prerequisite:** ACC 110. Spring semester.

BUS 351 Human Resource Management 3 hours

A study of special management issues relating to human resource planning. Labor relations, legislation, and trends pertinent to the field are explored. **Prerequisites:** Junior standing and CSC 150. Fall semester.

BUS 361 Corporate Financial Management 3 hours

The study of how business corporations acquire, allocate and manage funds. Emphasis is placed on fundamental concepts of finance, financial analysis, planning, control, working capital management, investment decisions, cost of capital, and valuation. **Prerequisites:** ACC 110 and ECO 211. Fall semester.

BUS 420 Teaching Business: Methods and Measurement 3 hours

Required of all business education teaching majors. This course will introduce the pre-service teacher to the field of business education including the various subjects, teaching strategies, professional resources, tools and current trends. This will include the state and national recommendations and industry expectations. It is recommended the student take ED 350, Secondary Educational Clinical, concurrently. Students must be admitted to Teacher Education. As needed.

BUS 462 Business Ethics 3 hours

A seminar looking at issues considered to be ethically troublesome to managers of businesses. The origin of ethical notions and their application to the business environment is studied. Topics from accounting, finance, personnel, marketing and other areas will be explored in terms of their impact on the community at large and those directly involved with the business entity. **Prerequisite:** Junior standing. Fall semester.

BUS 465 Entrepreneurship and Small Business Management 3 hours
(Also MKT 465)

This course examines new venture creation and issues of particular concern to entrepreneurs and small business owners. Topics include screening venture opportunities, business plans, challenges of entrepreneurship, financial considerations, and location selection. **Prerequisite:** Junior standing. Fall semester.

BUS 473 HRM/HSA Seminar 3 hours

Seminar focuses upon legal and ethical aspects of managing human resources. Applicable statutes, administrative regulations, and judicial decisions will be surveyed. Topics include unions, equal employment opportunity, testing standards, workers' compensation and other topics of current interest. **Prerequisites:** BUS 351 and Senior standing. Spring semester.

BUS 483 Strategic Management and Policy 3 hours

Capstone course which is a study of business policy and structure. Emphasis on solving problems and decision making at the management level. The case method is utilized to explore such areas as marketing, finance, procurement, and personnel. **Prerequisite:** Senior standing. Spring semester.

Economics - (ECO)

ECO 140 Political Economics 3 hours
(Also PLS 140)

An interdisciplinary approach examining the individual's role in the economy and the polity, and how the individual influences and is influenced by the dynamics of the relationship between the political system and the economy. Service learning will be required to engage students in these dynamics. Fulfills the L.A.P. requirement. As needed.

ECO 211 Principles of Microeconomics 3 hours

The course investigates the process of production and distribution within the American economy. The effects of different market structures upon product price and output as well as the determinants of the demand for labor and other resources are examined. Each semester.

ECO 213 Principles of Macroeconomics 3 hours

The course is concerned with the aggregate level of economic activity in the American economy. It examines the determinants of the level of national income, the employment level, and the national price level. The topics of fiscal and monetary policy and money and banking are discussed. Each semester.

ECO 311 Intermediate Microeconomics 3 hours

This course utilizes the tools of economic analysis to examine consumer, producer, and resource owners' economic behavior under different product and resource market situations. **Prerequisite:** ECO 211. Fall semester.

ECO 313 Intermediate Macroeconomics 3 hours

The study of national income, employment, price level determination, and monetary and fiscal policies. An emphasis is placed on model building, policy formulation, policy analysis and policy evaluation. **Prerequisite:** ECO 213. Spring semester.

ECO 324 Labor Economics 3 hours

This course examines wage determination and the allocation of human resources. Theories of labor supply, labor demand, human capital investment, collective bargaining and related public issues such as discrimination and income maintenance are discussed. **Prerequisite:** ECO 211. Spring, odd-numbered years.

ECO 331 Economics of Money and Financial Markets 3 hours

The examination of the structure, instruments, and operation of money and financial markets. Special emphasis is placed on the role of money creation by depository institutions and its regulation by the Federal Reserve System. **Prerequisite:** ECO 140 or 213. Fall semester.

ECO 344 International Economics 3 hours

Students will study the theoretical and institutional aspects of international trade. Topics include the effects of trade and factor movements on economic welfare, barriers to trade and regional economic integration. Also considered are exchange rate determination, balance of payments and the international monetary system. **Prerequisite:** One of the following: ECO 140, 211, 213 or permission of instructor. Fall, even-numbered years.

ECO 345 Extreme Economics 3 hours

A look at periods of financial crises and other extraordinary events in the US and global economy including causes, consequences, patterns and lessons learned. **Prerequisite:** ECO 211 or 213. Fall, even-numbered years.

ECO 348 Economic Development 3 hours

An examination of the concepts, practices, and problems of economic development in Asia, Africa, and Latin America. Emphasis is placed on the interdependence of historical, social, political, and economic forces which shape lesser developed countries. **Prerequisite:** ECO 140 or 213. Spring, even-numbered years.

ECO 351 Advanced Quantitative Methods/ Econometrics 3 hours
(Also PLS 351)

This course teaches students how to apply the tools of statistical analysis to modern political and economic issues so as to generate a broader and more general understanding of human behavior. The emphasis in the course is on learning why particular statistical methods are appropriate tools for analysis and how to substantively interpret statistical results in ways that are meaningful for understanding human behavior. **Prerequisite:** MTH 210 or SOC 295, or permission of instructor. As needed.

ECO 373 Environmental Economics and Policy 3 hours

This course examines the economics of environmental issues and problems arising from society's interaction with the natural environment and use of scarce land, energy, and water resources, with particular emphasis on the economic consequences of various government policies for dealing with resource scarcity. **Prerequisite:** ECO211 or 213. Spring, even-numbered years.

ECO 374 Quantitative Techniques for Business/ Economics 4 hours
(Also MTH 374)

Analytical approaches to business/economic problems with emphasis on construction and application of mathematical models for managerial decision making. Topics include linear programming and related models, decision theory, forecasting and inventory models, queuing theory. **Prerequisite:** MTH 210 or SOC 295. Fall, odd-numbered years.

ECO 414 History of Economic Thought 3 hours

An overview of the important people and ideas in the growth of economic thought, with special emphasis on the development of modern mainstream economics vis-à-vis the evolution of political ideas and institutions, the industrial system, and cultural values. **Prerequisite:** One of the following: ECO 140, 211, 213. Fall, odd-numbered years.

ECO 480 Research Seminar in Economics 1 hour

This seminar is required for students intending to complete ECO 481: Senior Seminar in Economics. The course will assist students in the development of an independent research program including formulation of a research question, formulation of a hypothesis, completion of a preliminary survey of literature as well as investigating theoretical frameworks to support the research and methods to test the research hypothesis. The course is designed to give a concrete structure to independent research that will be completed in the Senior Seminar in Economics. **Prerequisite:** Major in Economics and Senior standing. Fall semester.

ECO 481 Senior Seminar in Economics 2 hours

Independent research and seminar presentations on current economic topics. **Prerequisites:** ECO 480, Major in Economics and Senior standing. Spring semester.

Marketing - (MKT)

MKT 303 Fundraising and Philanthropy 3 hours
(Also BUS 303)

A course on the practical aspects of management and fundraising for nonprofit organizations. Students will participate in an actual fundraising campaign as part of the course. Topics include: structure and organization of nonprofits, legal and tax issues, the role of strategic planning, annual fund tactics, essentials of planned giving, stewardship, donors' motivations, ethics of donor relations, special events, material design, capital campaigns, documentation of activities, relationships with the governing board, and preparation of grant applications. Spring semester.

MKT 321 Advertising (Also JMA 321) A study of persuasive use of media, including uses of advertising and the basics of campaign planning, creation of materials, and media buying. Highly recommended: JRN 100 or news writing experience. Fall semester.	3 hours	MKT 385 Strategic Marketing Communication This course explores the conceptual foundation and practical approaches to developing successful and strategic marketing communications that serve the “4 P’s” of marketing. Special attention is given to developing targeted marketing so as to optimize traditional and social platforms for reaching marketing goals. Students will examine elements of the marketing communications mix – including brand equity, sales promotion, relational selling processes, viral communications, ethical issues, packaging, positioning, strategic resource allocation, well-defined personas, and more. Students will learn to build, execute, and assess marketing communication initiatives. Prerequisites: MKT 340 and Junior standing. Fall semester.	3 hours
MKT 323 Public Relations (Also JMA 323) A study of the communication process as it applies to the research, planning, and implementation of public relations campaigns. Highly recommended: JRN 100 or newswriting experience, and JMA 321. Spring semester.	3 hours	MKT 450 Market Research An examination of investigative and analytical approaches utilized in gathering information necessary to make effective marketing decisions. This includes the planning, proposing, and evaluating of marketing information and marketing research efforts. Prerequisites: MKT 340, 341 and either MTH 210 or SOC 295. Spring, odd-numbered years.	3 hours
MKT 340 Marketing Principles An introduction to marketing principles and practices viewed within the context of the economic system as a whole. Topics include consumer behavior, product development, pricing strategies, the promotional mix, and channels of distribution. Fall semester.	3 hours	MKT 465 Entrepreneurship and Small Business Management (Also BUS 465) This course examines new venture creation and issues of particular concern to entrepreneurs and small business owners. Topics include screening venture opportunities, business plans, challenges of entrepreneurship, financial considerations, and location selection. Prerequisite: Junior standing. Fall semester.	3 hours
MKT 341 Consumer Behavior and Target Market Analysis Demographic indicators, behavioral tendencies, buying patterns, target marketing, and diversities are explored. Consumer affect, cognition, and behavior as well as consumer environment and marketing strategy are studied. Prerequisite: MKT 340. Spring semester.	3 hours		
MKT 362 Global Marketing A study of global and international marketing theories, strategies, and practices. Emphasis is on the influence of environmental and cultural differences on marketing decisions. The influence of international infrastructures, culture, stage of development, geography, and other factors on distribution, promotion, product, and price strategies is examined. Prerequisite: MKT 340. Spring, even-numbered years.	3 hours		

CHEMISTRY - (CHM)

Neil Heckman, Ph.D., Chair
John Bohmfalk, Ph.D.
Moses Dogbevia, Ph.D.

The mission of the Chemistry Department is to develop analytical, critical and imaginative thinking in students, as well as to present concepts, principles and knowledge in the discipline of chemistry. The department seeks to prepare its majors for graduate study and/or fulfilling careers in chemistry and related areas using their knowledge and understanding of chemistry.

The Chemistry Department serves three distinct constituencies:

1. Chemistry majors
2. Students who take two or more semesters of courses to satisfy the requirements of another major
3. Students who take one course as part of liberal arts requirement

The three groups of students share common goals of:

1. Understanding the atomic and molecular nature of matter and chemical reactions.
2. Applying that understanding by asking and answering questions using the scientific method.

The breadth and depth of that understanding is dependent on the extent of exposure to the discipline of chemistry.

Chemistry major: CHM 151, 153, 155, 157, 361, 363, 371, 384, 386, CHM/BIO 404, ; 481, 483, and any ONE additional 3 or 4-hour upper division chemistry courses; MTH 150, 160, 210; PHY 211 and 213.

Biochemistry/Molecular Biology major: CHM 151, 153, 155, 157, 361, 363, 371; BIO or CHM 404, 405 481, 483; BIO 101, 102, 103, 105, 107, 371, 459, 474, and any ONE additional course from BIO 304, 321, or 464; MTH 150, 210; Two semesters of physics are recommended, but not required.

Chemistry minor: CHM 151, 155, 153, 157, 361, 363, 371, and any ONE additional 3- or 4-hour upper division chemistry course.

7-12 Chemistry Subject Endorsement

In addition to Professional Education Requirements (see Teacher Education) and the Science Endorsement Core Courses (BIO 101, 102, 103, 105, 107, CHM 151, 153, 155, 157, PHY 201 or 211, SCI 203 or 223, and SCI 420), **students take:** CHM 361, 363, and eight hours of upper division chemistry courses (BIO 404 may be counted).

CHM 100 General Chemistry 3-4 hours

This is an elective course designed for students who transfer in coursework from credit programs where exact course equivalent is not identified in the departmental listings.

CHM 111 Introduction to General Chemistry 4 hours

Satisfies L.A.P. requirements in Physical Science.

A survey of general chemistry. Molecular and ionic compounds and their chemical reactions are studied. Quantitative relationships, states of matter, solutions and acid-base chemistry will be covered. Three lectures and one laboratory weekly. Fall semester.

- CHM 113 Introduction to Organic and Biological Chemistry** 3 hours
A survey of organic compounds and their reactions will prepare for an introduction to the chemical and physical properties of lipids, carbohydrates, proteins, and nucleic acids. Biochemical energetics and the metabolism of these biochemical compounds are studied. Three lectures weekly. CHM 117 lab is optional. **Prerequisite:** CHM 111 or CHM 151. Spring semester.
- CHM 117 Introduction to Organic and Biological Chemistry Laboratory** 1 hour
Optional weekly laboratory when enrolled in CHM 113.
- CHM 151 College Chemistry I** 3 hours
Satisfies L.A.P. requirements in Physical Science.
Discussion of the structure of matter, formulas, chemical equations, stoichiometry, periodic law, introductory thermodynamics, atomic structure and chemical bonding, and properties of selected elements. Three lectures weekly and CHM 155 required. **Prerequisites:** Fall semester.
- CHM 153 College Chemistry II** 3 hours
A continuation of CHM 151. Continuation of chemical bonding and structure, behavior of gases, solids and liquids, kinetics and equilibrium, solution chemistry, acids and bases, solubility, electrochemistry, introduction to classical quantitative methods of analysis. Three lectures weekly and CHM 157 required. **Prerequisite:** C- or better in CHM 151. Spring semester.
- CHM 155 College Chemistry I Laboratory** 1 hour
Required weekly laboratory when enrolled in CHM 151.
- CHM 157 College Chemistry II Laboratory** 1 hour
Required weekly laboratory when enrolled in CHM 153.
- CHM 320 Chemistry Research Experience** 3 hours
This course will place students in a research laboratory. Students will conduct research with graduate students, post-docs, faculty members, or other research scientists. This course is modeled after the summer undergraduate research programs in chemistry found at many research institutions. **Prerequisite:** CHM 153. J-Term.
- CHM 361 Organic Chemistry I** 4 hours
Atomic and molecular structural theory and basic chemical principles are utilized to explain the reactions of simple organic functional groups. The effect of the three-dimensional structure of organic molecules on the products of organic reactions will be considered. The basic principles of spectroscopy (IR, NMR, Mass Spec) are introduced. Three lectures and one laboratory weekly. **Prerequisite:** C or better in CHM 153 (or equivalent course) Fall semester.
- CHM 363 Organic Chemistry II** 4 hours
The principles studied in CHM 361 are applied to other functional groups including aromatics, acids, ketones, aldehydes, and acid derivatives. IR, NMR and mass spectroscopy will be used for structural analysis. Three lectures and one laboratory weekly. **Prerequisite:** C or better in CHM 361. Spring semester.
- CHM 371 Analytical Chemistry** 4 hours
Theory and practice of analytical chemistry including application of chemical equilibrium in acid-base, complexometric, potentiometric, spectrophotometric, and chromatographic determinations. Laboratory experiments emphasize volumetric methods and the instrumental methods of spectrophotometry, potentiometry, and chromatography. This course will also combine aspects of biochemistry, analytical chemistry, and physical chemistry, and will cover selected aspects of thermodynamics and kinetics. Spectrophotometric and other biochemical analytical and instrumental techniques will be discussed and employed in the laboratory. Three lectures and one laboratory weekly. **Prerequisite:** CHM 153. Spring, even-numbered years.
- CHM 384 Physical Chemistry I** 4 hours
A study of equilibrium and change which constitute macroscopic properties of matter and the changes that occur in physical and chemical systems. This also includes properties of gases, equations of state, laws of thermodynamics, and the behavior of pure systems and mixtures at equilibrium. Three lectures and one laboratory weekly. **Prerequisites:** CHM 153, MTH 150 (may be concurrent), PHY 211 (may be concurrent). Fall, even-numbered years.
- CHM 386 Physical Chemistry II** 4 hours
A study of structure, which constitutes quantum mechanics. This includes the description of atomic and simple molecular structure, and spectroscopy. Statistical thermodynamics, which constitute the explanation of thermodynamic properties from molecular properties and transport properties. Three lectures and one laboratory weekly. **Prerequisite:** CHM 384. Spring, odd-numbered years.
- CHM 404 Biochemistry I** 4 hours
(Also BIO 404)
The first half of a two-semester biochemistry sequence, this course will examine basic principles of biochemistry, including structures and functions of biological molecules and basic aspects of enzyme kinetics and energy metabolism. Three lectures and one laboratory weekly. **Prerequisite:** CHM 363 or permission from the Instructor. Fall semester.
- CHM 405 Biochemistry II** 4 hours
(Also BIO 405)
An extension of BIO/CHM 404, this class will focus on metabolism and metabolic pathways, including detailed examination of enzyme kinetics, metabolic regulation, and biochemical aspects of gene function and regulation. The laboratory for this course will consist primarily of long-term, problem-based research investigations. Three lectures and one laboratory weekly. **Prerequisite:** BIO/CHM 404. Spring semester.
- CHM 420 Chemistry Research Experience II** 3 hours
This course is designed to be a second chemistry research experience. This course will place students in a research laboratory. Students will conduct research with graduate students, post-docs, faculty members, or other research scientists. This course is modeled after the summer undergraduate research programs in chemistry found at many research institutions. **Prerequisite:** CHM 320. J-Term.
- CHM 424 Inorganic Chemistry** 4 hours
A systematic development of the concepts of modern inorganic chemistry with emphasis on the descriptive chemistry of the elements, atomic and molecular structure, the nature of the chemical bond and the principles governing chemical behavior. The laboratory work will include the preparation and characterization of inorganic compounds such as coordination compounds and transition metal organometallic compounds. Three lectures one laboratory weekly. **Prerequisite:** CHM 153. Fall odd-numbered years.
- CHM 472 Instrumental Methods** 3 hours
The qualitative and quantitative spectroscopic methods of analysis. Optical and magnetic methods (primarily FT-IR, NMR, MS) will be emphasized for the structural determination of organic compounds. A combined lecture and laboratory format will give theory and experience in modern methods. **Prerequisite:** CHM 153. J-term periodically.
- CHM 481 Senior Project I** 1 hour
Students work on an approved research project in chemistry. The course will include database searching of the chemical literature, the development of a journal-style written report and a professional oral presentation. **Prerequisite:** Junior or Senior standing. Fall semester.
- CHM 483 Senior Project II** 1 hour
This course will continue the development of a written paper and formal presentation of the student's research project. **Prerequisite:** CHM 481. Spring semester.

COMMUNICATION STUDIES - (COM)

Jessica Henry, Ph.D., Chair
Kittie Grace, Ph.D.
John Perlich, Ph.D.

Mission Statement for Communication Studies major

The Communication Studies major focuses on the pervasive role of communication in a changing global society. It bridges boundaries among interpersonal, group and public communication through the exploration and analysis of diverse communication skills. A degree in communication studies will provide students with skills and knowledge to prepare for careers in broadcasting, business, education, law, philosophy, politics, public relations, and many other related fields.

Communication Studies major (36-37 hours): COM 201, 241, 304, 314, 333, 344, 360, 433, 443, 454, and at least three of the following courses (totaling 8-9 hours): COM 320-330, 464, 490 (strongly encouraged), 150/250 (up to three credits of forensics apply), BUS 230, BUS 330, MTH 210, SOC 295, THR 414. A second major or minor is highly recommended.

Communication Studies minor (18 hours): COM 201, 241, 333, 360, 433, and three hours from the following: COM 304, 314, 320-330, 344, 454, 464, 490, 150/250 (up to three credits of forensics apply).

7-12 Speech Supplemental Endorsement (in addition to Professional Education Requirements): COM 150, 241, 333, 360, 454, 464, and either COM 321 or THR 124. Contact the Chair of the Teacher Education Department if you are interested in this Endorsement.

Pre-Law students are encouraged to take COM 304, COM 314, and COM 344. Pre-Law students should consult the list of other courses recommended by the Pre-Law Committee.

Transfer students must complete a minimum of 12 hours of applicable upper division Communication Studies course work at Hastings College to complete their majors, minors, or endorsements.

COM 100 Principles of Human Communication 3 hours

A course that introduces students to the principles of human communication, including an analysis of interpersonal, small group, and public communication. Students will develop and refine their skills in dyadic, group, and public discourse. Used to fulfill the L.A.P. oral communication requirement. Each semester.

COM 150 Practicum in Forensics 1 hour

Course designed for students actively competing on the Hastings College Speech and Debate team. Students will be expected to prepare speaking events, meet with coaches, and travel to intercollegiate contests. May be taken twice.
Prerequisite: Permission of instructor. Each semester.

COM 201 Small Group Communication 3 hours

An introduction to leadership and small group communication focusing on leadership styles and group decision-making models. Fall semester.

COM 241 Interpersonal Communication 3 hours

Designed to acquaint students with self-communication, social diversity, and formal/informal communication with others. Included in this course is the study of both conventional and understudied relationships. Spring semester.

COM 250 Advanced Practicum in Forensics 1 hour

Course designed for Juniors and Seniors actively competing on the Hastings College Speech and Debate team. Students will be expected to prepare speaking events, meet with coaches, and travel to intercollegiate contests. May be taken twice.

Prerequisite: Permission of instructor. Each semester.

COM 304 Persuasion 3 hours

This course examines the relevance of persuasion to everyday life and to the groups and societies in which one may participate. Spring semester.

COM 314 Argumentation and Debate 3 hours

An introduction to the principles of argumentation theory and procedures of debate. Fall, even-numbered years.

COM 320-330 Special Topics in Communication Studies 3 hours

These courses are designed to reflect current issues in communication studies. Previous classes have focused on the study of deception (COM 320), performance (COM 321), health professions (COM 322), gender (COM 323), instructional communication (COM 325), and directing forensics (COM 330). As needed. Sample class descriptions include:

COM 321 Performance of Literature 3 hours

Analysis of meaning, phrasing, and emotional attitude in performance situations. Includes exposure to the performance studies discipline. Readers theatre performance sometimes included. Open to first-year students. Recommended for elementary education and English majors. As needed.

COM 323 Gender Communication 3 hours

This course investigates major issues in communication and gender. The main emphasis of this course is not to explain the causality of the communication differences between men and women but to become aware of those differences and how those communication patterns affect all facets of life. As needed.

COM 326 Videogames as Learning Tools 3 hours

This course explores the pedagogical utility of a crucial segment of New Media: interactive simulations and video games. The course provides a critical approach to the evaluation of computer/video games as teaching tools within the Communication Studies discipline. The course brings together cultural, instructional, and communication studies perspectives. Students will learn the utility (and deficiencies) of this medium, as well as insights into educational impacts of interactive entertainment and communication. As needed.

COM 333 Intercultural Communication 3 hours

Application of theories related to communicating with persons from different cultures. Topics include perception, language, nonverbal communication, conflict, culture shock and cultural adaptation. Fall semester.

COM 344 Research Methods 3 hours

Students will learn about experimental and interpretive/critical methodology. Emphasis is placed on the study of paradigmatic assumptions. This course is designed to prepare students for upper-division research courses like Communication Theory and Rhetoric/Communication Criticism. Spring semester.

COM 360 Advanced Public Address 3 hours
This course provides students with an opportunity to improve upon their public speaking skills learned in the basic course (COM 100); including an in-depth analysis of speakers, messages, context, and audience. **Prerequisite:** COM 100. Each semester.

COM 433 Principles of Communication Theory 3 hours
An examination of the behavioral and the theoretical aspects of communication. Designed for all students interested in oral communication, mass communication, political communication, and/or organizational communication. **Prerequisite:** Junior standing or permission of instructor. Spring semester.

COM 443 Communication Theory Lab (for Communication Studies majors) 1 hour
Required for Communication Studies majors taking COM 433. This course is part of the capstone experience for Communication Studies majors. Spring semester.

COM 454 Rhetoric and Communication Criticism 3 hours
Students will learn a variety of approaches to the study of communication from classical to contemporary traditions. Fall, odd-numbered years.

COM 464 Organizational Communication 3 hours
Students will study the role of communication in organizations. Units include organizational networks, personality/leadership styles, power/status, and ethnographic study of organizations. Students will observe organizations in the community and will help organize and host a campus event. As needed.

COM 490 Communication Studies Internship 1-6 hours
As needed.

EDUCATION - (ED)

Kathryn Rempp, Ed.D., Chair
Ann Auten, M.Ed.
Judy Hall, Ph.D.
Jim Loch, Ed.D.
Doug Phelps, M.A.T.
Lisa Smith, Ed.S.
Barbara Sunderman, M.Ed.

The Mission and Goals of the Teacher Education Department

The Teacher Education Department holds primary responsibility within Hastings College for the preparation of teachers. In collaboration with other academic departments of the College, the department offers certification programs to prepare entry-level teacher candidates in grades pre-kindergarten through twelve. The teacher education faculty and our colleagues across campus share a commitment to quality programs that will meet the challenges facing educators in the next decades. To that end, a vision has been constructed that Hastings College prepares candidates as **developing teachers** rooted in the liberal studies.

The notion of the **developing teacher** underscores the belief that the teacher candidate continually plans for, inquires into, and reflects upon practice, through all domains of the curriculum and extending to life-long learning. This is a vision of teaching that assumes teachers continue to develop cognitively, technically and socially over time. The emphasis is on building the capacity of candidates by providing them with the necessary knowledge, skills and dispositions to continue that development. Teacher candidates can hardly be expected to be fully prepared in their initial teacher preparations, but much can be done in terms of how they will be disposed to further learning and development.

The faculty of the department acknowledges that our program is an initial preparation program. It is designed to prepare people for entry into the profession, but it is not the final step in a teacher's professional education. The **developing teacher** program provides candidates with a foundation in six major program components which promotes continuous development as an emerging professional teacher.

The six program components and candidate competencies are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards and are required of all students in all programs leading to a Nebraska Teaching Certificate:

Pillar I: Content and Standards InTASC 4 & 5
The teacher candidate demonstrates knowledge of content grounded in the liberal arts and identified in Nebraska Standards and professional standards.

Pillar II: Foundations InTASC 9
The teacher candidate demonstrates an understanding of the foundations of education, including professional ethics, laws, and policies.

Pillar III: Learning and Assessment InTASC 1,6,7 & 8
The teacher candidate designs instruction based on an understanding of the developmental characteristics of students, on an understanding of learning theory and on formal and informal assessment of student strengths and weaknesses

Pillar IV: Appreciation of Diversity InTASC 1,2, & 3
The teacher candidate will design instruction to meet the needs of a diverse student population who differ according to style of learning, cultural, ethnic, and linguistic background, and talent/ability and to help all students learn. The teacher candidate will create an environment of respect and rapport.

Pillar V: Instructional Technique InTASC 3 & 5
Utilizes and adapts a variety of instructional strategies and resources to engage students in learning and to create a positive learning environment.
Selects and integrates technology in instruction.
Reflects on the effects of his/her choices and actions on others and actively seek out professional growth activities.

Pillar VI: Field Experience InTASC 9 & 10
The teacher candidate will foster relationships with educational colleagues, families, and agencies in the community.
The teacher candidate will recognize the importance of professionalism in work in the schools and in the community.

Hastings College is a nationally accredited program and is approved by the Nebraska State Department of Education (NDE) to offer programs in teacher education. Programs are offered which prepare candidates for teacher certification at both the elementary and secondary levels.

The Title II Institutional Report is available for review on our website at www.hastings.edu.

Admission to the Teacher Education Program

Admission to Teacher Education and retention in the program are determined by the Teacher Education Policies Commission (TEPC). Candidates seeking admission to the program are required to meet the admission and retention requirements in effect at the time of their acceptance into the program. Candidates should be advised that endorsement changes might occur through subsequent action by the NDE.

The requirements for admission are listed below:

1. Submit a written application to the Chair of the Education Department.
2. Submit a formal essay with the application.
3. Complete 60 hours of college credit.
4. Have a minimum 2.75 cumulative GPA for all course work.
5. Pass all sections of the PRAXIS I/Core Academic Skills Test. Candidates failing to do so may not register for restricted professional education courses until the test is passed and full admission is granted.
6. Receive four to six satisfactory recommendations supporting the application.
7. Demonstrate proficiency in English composition by successfully completing ENG 100 or 383, with a grade of C- or better.
8. Demonstrate proficiency in speech communication by successfully completing one course selected from COM 100, 201, or 314 with a grade of C- or better.
9. Demonstrate satisfactory dispositions for effective teaching.
10. Demonstrate satisfactory progress on program outcomes by maintaining a digital portfolio which meets requirements described in the department Portfolio Handbook.
11. Undergo a criminal background check to be cleared to participate in field experiences.
12. Have no previous misdemeanor or felony convictions. If so, consult with the Chair of The Teacher Education Department to request clearance to participate. Certain convictions, outlined in NDE Rule 20, bar individuals from participation in any field experience.

NOTE: In accordance with the NDE Rule 20, persons who have felony or misdemeanor convictions must report such convictions to the Chair of the Teacher Education Department. Based upon the stipulations of Rule 20 and the nature of the conviction, a candidate may be prohibited from enrolling or continuing in the professional education program.

Rule 21 of the State Board of Education requires that teacher education candidates provide evidence of emotional and mental capacity. The candidate is required to affirm under oath that she or he does not have an order or determination currently in effect by a court or any other governmental body which finds the candidate to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage her/his property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication, or is currently an inpatient or resident in a mental facility due to a determination by a qualified health professional.

Participation in Field Experiences: Membership in the Student Education Association (SEA) is required for any teacher education candidate participating in a field experience.

Transfer Credit Policy

Professional education courses will be accepted on a course-by-course basis for transfer credit only from institutions which are accredited by the state and/or regional accrediting agency and in connection with College Bound programs approved by the College. Acceptance of credits by the Registrar of the College as transfer does not insure their application to a particular

program or endorsement. Determination of applicability is the responsibility of the Education Department and/or the specific academic department. Only credits earned with a grade of C- or better at accredited institutions will be accepted.

Policy on Repeat of Courses

A candidate who has earned a grade of D or F in any professional education course or teaching methods course may re-enroll in that course one additional time for a total of two attempts. A candidate who withdraws or is removed from any field, clinical or candidate teaching experience may repeat the experience one time.

Appeals and applications for readmission are acted upon by the TEPC.

Retention in the Program and Permission to Student Teach

For retention in the program the candidate must:

1. Demonstrate proficiency in oral and written communication by achieving a C- or better in composition and speech coursework.
2. Demonstrate proficiency in mathematics by earning a C- or better on a required course or courses according to established College policies, or by receiving a satisfactory score on the General Mathematics CLEP Test.
3. Have satisfactory physical and mental health. A physical, mental or emotional condition which might inhibit satisfactory performance in the program will be referred to the TEPC. Continuation in the program will be contingent on the action taken by the TEPC.
4. Demonstrate satisfactory dispositions for effective teaching.
5. Hold a cumulative GPA of at least 2.75, as well as a GPA of at least 2.75 in the teaching major and in the professional education courses (course work completed in the teaching major and in the professional education area are averaged together and must be 2.75 or above prior to assignment to student teaching).
6. Earn a grade of C- or better in all professional education and methods courses.
7. Maintain a portfolio that meets the requirements listed in the department Portfolio Handbook.
8. Undergo a criminal background check to be cleared to participate in field experiences.
9. Have no previous misdemeanor or felony convictions. If so, consult with the Chair of The Teacher Education Department to request clearance to participate. Certain convictions, outlined in NDE Rule 20, bar individuals from participation in any field experience.
10. Take PED 102 Issues in Wellness earning a C- or better.
11. Be recommended for assignment to student teaching by the appropriate academic department in which the teaching subject content is being taken.

NOTE: Any student who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

Prior to being recommended for teacher certification, a candidate must complete all program requirements, earn the baccalaureate degree, and achieve a passing score on the Praxis II in the content area.

Teaching Endorsements Offered by Hastings College

Hastings College is approved by the State Department of Education in Nebraska to offer teaching endorsements in the areas listed below. Candidates for certification will be recommended for endorsement only in areas in which they have completed a successful student teaching experience and have passed the Praxis II in their content field.

At least one field or subject endorsement is required for certification.

Field Endorsements:

Art K-12
 Business, Marketing, and Information Technology (BMIT)
 Field Endorsement 6-12
 Elementary K-8
 English Language Arts 7-12
 Mathematics 6-12
 Middle Grades 4-9
 Music K-12 (Vocal and Instrumental)
 Science 7-12
 Social Science 7-12
 Special Education K-6, 7-12, K-12

Subject Endorsements:

Art (General) K-6
 Basic Business 6-12
 Biology 7-12
 Chemistry 7-12
 Coaching 7-12 (supplemental)
 Early Childhood PK-3 (supplemental)
 Secondary English 7-12
 English as a Second Language PK-12 (supplemental)
 History 7-12
 Instrumental Music K-12 (K-8 and 7-12)
 Journalism and Media Education 7-12 (supplemental)
 Physical Education PK-6, 7-12, PK-12 (PK-6 and 7-12)
 Physics 7-12
 Psychology 7-12
 Speech 7-12 (supplemental)
 Theatre 7-12 (supplemental)
 Vocal Music K-12 (K-8 and 7-12)
 World Language: Spanish 7-12

NOTES:

1. The Early Childhood (PK-Grade 3) is a supplemental endorsement and may be added to the elementary endorsement.
2. The Journalism and Media Education, Speech, and Theatre endorsements are supplemental endorsements to be added to a secondary or K-12 endorsement in another area.
3. Although only one subject endorsement is required, the Teacher Education Department strongly recommends two subject endorsements.
4. The Coaching and English as a Second Language endorsements are *technically not subject endorsements*. They may be taken as an extra endorsement, in addition to a subject or field endorsement.

Liberal Arts Program - Notes of Clarification. These notes are also found in the L.A.P. section of the catalog.

1. For candidates majoring in Elementary Education, or Elementary Education/Special Education K-6, the Area VIII L.A.P. requirements will be satisfied with SCI 203, 390, and BIO 390.
2. For candidates majoring in Special Education 7-12 or K-12 only, the Area VIII L.A.P. requirements will be satisfied with SCI 203 or SCI 390 and BIO 390.
3. Candidates who have been admitted to the Teacher Education program may satisfy the L.A.P. requirement for demonstrated competency in use of computer tools by successful completion of ED 352 Instructional Tools; music education majors should enroll in MU 352.
4. All Elementary Education or Elementary Ed/Special Ed Majors are required to take PLS 140 or PLS 160 or ECO 140 or ECO 213 to partially satisfy the Focus Area III and certification requirements.

The Sequence of Professional Course Work

Each academic department offering a program in teacher education follows the same basic sequence of professional and supporting course work. This sequence is to be carefully followed by all candidates. Exceptions to the prescribed program are made by the TEPC.

To be placed in the schools or in community programs serving youth, membership in the Student Education Association (SEA) is required.

Candidates in Teacher Education begin their professional training with a field experience, ED 140, in an authentic PK-12 classroom setting. This experience is to be taken concurrently with ED 100. Membership in the Student Education Association (SEA) is required.

The clinical experience is designed to provide the candidate with an opportunity to have teaching experiences in a school setting. The Elementary Clinical (ED 340) experience is scheduled in the fall term during the junior year in connection with the junior year methods block. **Prerequisites:** ED 100/140, 300, and 310. Membership in the Student Education Association (SEA) is required. Candidates must be admitted to Teacher Education.

The Secondary Clinical (ED 350) experience is taken concurrently with, or following the completion of the respective content methods course. Concurrent enrollment in the following courses is strongly recommended: ED 342S, ED 344S, and ED 410. **Prerequisites:** ED 100/140, 300, 310. Membership in the Student Education Association (SEA) is required. Candidates must be admitted to Teacher Education.

Professional Education Requirements

All candidates in all programs leading toward teacher certification must complete the following course work.

ED 100 American School Systems 3 hours

(Taken concurrently with ED 140)

This course addresses historical and contemporary issues related to teaching and schooling. Through readings, discussion, and course activities, students will explore the organization and social aspects of schools, the teaching profession, and requirements for teacher certification. Additionally, this course serves as the introduction to the Teacher Education Program. Students are oriented to the program outcomes, requirements, and to the digital portfolio process. Through the required Ed Lab (ED 140), teacher candidates will relate course content to practical experience in a PK-12 setting. SEA and LiveText membership are required.

ED 140 Education Laboratory 1 hour

(Taken concurrently with ED 100)

Education laboratory places each Teacher Education candidate in direct observation and contact with PK-12 students and teachers in a school setting. Through required journal entries, candidates demonstrate their ability to reflect on practice and their interest in becoming a teacher. Concurrent enrollment in ED 100 American Schools and membership in LiveText and SEA are required.

ED 300 Growth and Learning 3 hours

Candidates examine concepts and issues regarding development and learning for PK-12 children and youth. This course helps to prepare candidates for methods courses, and Clinical and student teaching. **Prerequisites:** Sophomore level status and ED 100/140.

ED 310 Introduction to Special Education 3 hours

This course is a survey of the characteristics of each exceptionality including the etiological, psychological, and sociological development. Also included are the relevance of the historical development, current issues and the implications of exceptionalities for the educational process. Field experience and service learning are required in this course. **Prerequisites:** Sophomore level status and ED 100/140. Membership in SEA is required.

ED 340 Elementary Education Clinical 1 hour

This elementary education field experience course gives the candidate the initial teaching experience within the teaching major and is taken in conjunction with teaching methods courses during the Elementary Block experience. Candidates must be admitted to Teacher Education. Membership in SEA is required.

All teacher candidates enrolled in ED 340 (elementary) are assigned to a Candidate Learning Community (CLC). CLC participation is a required component of the clinical experience. CLC groups are modeled after Professional Learning Communities (PLCs). The term *Professional Learning Community* (PLC) describes a collegial group of administrators and school staff who are united in their commitment to student learning usually in a P-12 setting.

ED 342E/342S Classroom Management and Organization 2 hours

(E-Elementary Education Emphasis; S-Secondary and K-12 Emphasis) The focus of this course is to help candidates develop skills in three areas: planning, management and instruction. The course will emphasize methods of facilitating positive PK-12 student behavior and achievement. Topics include: positive PK-12 student-teacher relationships, positive peer relationships, working with parents, motivation, discipline, rules and procedures, problem solving, school violence and school-wide discipline. **Prerequisites:** ED 100/140, 300 and 310. Candidates must be admitted to Teacher Education. (Special Education majors may substitute PSY 313 for this course.)

ED 344E/344S Educational Assessment Elementary/Secondary 1 hour

This course is designed to help candidates synthesize their knowledge and skills in the area of assessment. Course topics include: linking assessment to teaching and learning; constructing and selecting high-quality classroom based assessments; interpreting test data, including group and individual standardized test data; and implementing assessments required by the state of Nebraska. Candidates must be admitted to Teacher Education. Secondary and K-12 Majors: Concurrent enrollment in ED 410 is strongly recommended. Elementary, K-6 and K-12 SPED, and Elem/SPED majors: Recommended concurrent enrollment in ED 421.

ED 350 Secondary Education Clinical 1 hour

This secondary education field experience course gives the candidate the initial teaching experience within the teaching major and is taken in conjunction with a methods course or, if this is not possible, then following a methods course. Each candidate will be assigned to a master teacher where she/he will integrate theory and practice. Candidate must be admitted to Teacher Education.

The Secondary Clinical (ED 350) experience is taken concurrently with, or following the completion of the respective content methods course (denoted by course numbers 390 or 420). Concurrent enrollment in the following courses is strongly recommended: ED 342S, ED 344S, and ED 410. **Prerequisites:** ED 100/140, 300, 310. Membership in SEA is required.

All teacher candidates enrolled in ED 350 (secondary and K-12) are assigned to a Candidate Learning Community (CLC). CLC participation is a required component of the clinical experience. CLC groups are modeled after Professional Learning Communities (PLCs). The term *Professional Learning Community* (PLC) describes a collegial group of administrators and school staff who are united in their commitment to student learning usually in a P-12 setting.

ED 352 Instructional Tools 3 hours

Effective teachers possess many diverse skills. They must be efficient in the management of administrative affairs, dynamic in instructional delivery and knowledgeable in instructional techniques to facilitate student learning. The activities of this course align with Nebraska Technology Standards and the International Society for Technology in Education (ISTE) Standards and address ways technology can be utilized to improve teacher effectiveness in all three of these critical areas. Participants will develop a portfolio that demonstrates products and skills that will serve in future contexts such as candidate teaching and professional teaching. **Prerequisites:** ED 100/140, 300 and 310. Candidate must be admitted to Teacher Education. Music Majors should register for MU 352.

ED 382 Educating a Multi-Cultural Society 3 hours

An awareness and understanding of the diversity present in a pluralistic society and an examination of how this diversity relates to the educational system. Various field experiences are required which involve observation and participation in classrooms of diverse learners. Enrollment in the J-Term requires an off-campus field experience at additional cost. **Prerequisites:** ED 100/140, 300 or 310. Membership in the Student Education Association (SEA) is required.

ED 400 Senior Seminar 1 hour

This evening course is specifically designed for seniors who are currently involved in the candidate teaching experience. Topics include classroom management and organization, health and safety, legal matters, portfolios, job search skills, working with community agencies, experimental approaches to schooling, emergency procedures, and others. Concurrent enrollment in student teaching and SEA membership is required. Any student who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

ED 410 Reading in the Content Field 1 hour
(Secondary and K-12 Art, Music, or PE)

A study of content literacy and the ability to use reading and writing to learn subject matter across the curriculum. Issues include language, literacy, reading strategies, reading/writing connections, text structure, and authentic assessment. Recommended: Concurrent enrollment in ED 344S, 350, and/or the appropriate 420 methods course, and ED 342S. Candidate must be admitted to Teacher Education.

ED 431 Early Childhood Student Teaching 3 hours

This is a three-week student teaching assignment for candidates completing the Early Childhood endorsement. Candidates will be placed in a PK-3rd grade assignment in an accredited elementary school or preschool. Candidates are placed with an experienced cooperating teacher (at least three years of successful teaching) and are assigned a Hastings College supervisor. SEA membership is required. Any candidate who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

ED 440/440m Elementary/Elementary SPED Student Teaching 10 hours

This is a full-semester assignment in an accredited elementary school for candidates completing one field or subject endorsement. Candidates are placed with an experienced cooperating teacher (at least three years of successful teaching) and are assigned a Hastings College supervisor. SEA membership is required. Any candidate who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

ED 450/450m Secondary/Secondary SPED Student Teaching **10 hours**

This is a full-semester assignment in an accredited high school or middle school for candidates completing one field or subject endorsement. Candidates are placed with an experienced cooperating teacher (at least three years of successful teaching) and are assigned a Hastings College supervisor. SEA membership is required. Any candidate who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

ED 441/441m Elementary/Elementary SPED Student Teaching I **5 hours**

This course requirement is for candidates completing more than one field or subject endorsement at the elementary level. Candidates are placed with an experienced cooperating teacher (at least three years of successful teaching) and are assigned a Hastings College supervisor. SEA membership is required. Any candidate who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

ED 451/451m Secondary/ Secondary SPED Student Teaching I **5 hours**

This course requirement is for candidates completing more than one field or subject endorsement at the middle school or high school level. Candidates are placed with an experienced cooperating teacher (at least three years of successful teaching) and are assigned a Hastings College supervisor. SEA membership is required. Any candidate who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

ED 442/442m Elementary/Elementary SPED Teaching Practicum or**ED 452/452m Secondary/Secondary SPED Teaching Practicum** **3 hours**

This is a shortened student teaching experience usually taken in J-term or summer term. Candidates are placed with an experienced cooperating teacher (at least three years of successful teaching) and are assigned a Hastings College supervisor. SEA membership is required. Any candidate who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

ED 453 Teaching Practicum **1 hour**

This is a shortened student teaching experience for candidates adding an additional subject or supplemental endorsement, or for candidates seeking additional experience in the areas of endorsement. Candidates are placed with an experienced cooperating teacher (at least three years of successful teaching) and are assigned a Hastings College supervisor. SEA membership is required. Any candidate who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience.

ED 360 Pre-Practicum Field Experience **1-3 hours**

A special exploratory and practical experience provided in the public schools under professional supervision. Areas of emphasis include observation, study of learning materials, classroom management, teaching methods, lesson design, and others. **Prerequisite:** Sophomore level in good standing. Membership in the Student Education Association (SEA) is required.

ED 474/474m Post-Practicum Field Experience **1-3 hours**

A post-candidate teaching experience which is an extension of the senior level teaching practicum. Membership in the Student Education Association (SEA) is required.

Elementary Education

All candidates who desire to earn certification to teach in the elementary schools are required to complete the B.A. degree with a major in Elementary Education. They are encouraged and strongly advised to obtain a second endorsement in Early Childhood, English as a Second Language, or Special Education.

K-8 Elementary Education Field Endorsement course requirements: ED 100, 140, 300, 310, 340, 342E, 311, 320, 321, 330, 331, 333, 344E, 352, 382, 421, 400, 440; SCI 203, 390; BIO 390; ENG 100 or 383; COM 100; MTH 110 and 120; HIS 151 or 153; AHT 390; MU 390; PED 390, and PE 102; PLS 140 or PLS160 or ECO 140 or ECO 213.

ED 311 Mathematics Methods for Elementary and Early Childhood Teaching **3 hours**

A course focusing on teaching skills involved in the process and content of mathematics for elementary and middle school teachers. Focus is on the PreK-grade 8 content and pedagogy. Emphasizes the NCTM standards, hands-on instructional strategies, problem solving, and field experience. This course is taken as part of the spring Elementary Block experience. Candidate must be admitted to Teacher Education.

ED 320 Children's Literature **3 hours**

Wide reading in the broad field of children's literature. Survey of various genres, kinds of books, authors, poets, illustrators; historical development; contemporary topics and trends. Principles and practices in selection and adaptation of literature to the needs of the child. This course is taken as part of the Elementary Block experience. Candidate must be admitted to Teacher Education.

ED 321 Methods of Teaching Social Studies **3 hours**

A study of the content and methods of teaching social studies in the elementary and middle school using professional and Nebraska K-12 Standards with emphasis on the development of knowledge, approaches, and materials. This course is taken as part of the Elementary Block experience. Candidate must be admitted to Teacher Education.

ED 330 The Teaching of Language Arts **3 hours**

The focus on elementary and middle school language arts incorporates the professional and Nebraska K-12 Standards and is designed to give emphasis to the content and methods of teaching in oral and written communication, handwriting, listening, and spelling. This course is taken as part of the Elementary Block experience. Candidate must be admitted to Teacher Education.

ED 331 Developmental Reading and Methods of Teaching Reading **3 hours**

A study of developmental perspectives, content, and methods of teaching reading which incorporates the professional and Nebraska K-12 Standards. Focus is on PreK-grade 8 content and pedagogy. Application of reading skills and methodology in simulated and field experiences. This course is taken as part of the Elementary Block experience. Candidate must be admitted to Teacher Education.

ED 333 Diagnostic and Corrective Reading **3 hours**

Diagnostic, corrective, and remedial reading strategies are applied by the regular classroom teacher within the framework of daily instruction, incorporating professional and Nebraska K-12 Standards. Practice in individual case work and survey work required. **Prerequisites:** ED 330 and 331. Candidate must be admitted to Teacher Education and have completed the fall Elementary Block semester or have instructor's permission.

ED 421 Communication/Consultation and Collaborative Partnerships 2 hours

An introduction to counseling, communication, consultation, and conferencing skills necessary in multidisciplinary approaches to work with parents and professionals for diverse and exceptional needs of children. Issues of professionalism, ethics and public policy are addressed. Taken in the fall semester before student teaching or with instructor's permission. Candidate must be admitted to Teacher Education.

Early Childhood Education

The Early Childhood Endorsement (PK-3rd Grade) is an 18-credit supplemental endorsement. Candidates complete all elementary education endorsement requirements and the following Early Childhood coursework: ED 311, 325, 331, 335, 336, PSY 345, and one ECH elective (3 hrs).

ED 311 Mathematics Methods for Elementary and Early Childhood Teaching 3 hours**ED 325 Principles and Characteristics of Early Childhood Education** 3 hours

This course has a two-fold purpose. First, this course is designed to provide the candidate with a background in the characteristics of young children aged PK-grade 3. Second, the candidate will learn about types of programs, such as preschools, Head Start, and daycare centers, which provide services for young children. Candidates will learn about characteristics of developmentally appropriate programs. Candidate must be admitted to Teacher Education and have completed the fall Elementary Block semester or have instructor's permission.

ED 331 Developmental Reading and Methods of Teaching Reading 3 hours**ED 335 Methods in Early Childhood Education** 3 hours

This course introduces and gives practice to candidates in curriculum, program planning, materials, and individualization in Early Childhood Education. **Prerequisites:** ED 325 or permission of instructor and concurrent enrollment in ED 336. Candidate must be admitted to Teacher Education and have completed the fall Elementary Block semester.

ED 336 Early Childhood Practicum 1 hour

This is a field experience component (45 clock hours minimum) in Early Childhood Education. Candidates will observe and participate in early childhood program settings serving young children aged PK-grade 3. **Prerequisites:** ED 325, permission of instructor and concurrent enrollment in ED 335. Candidate must be admitted to Teacher Education and have completed the fall Elementary Block semester. Membership in the Student Education Association (SEA) is required.

PSY 345 Early Childhood Development 3 hours**Early Childhood Electives (Choose one)****ED 334 Field Experience** 3 hours

A special exploratory and practical experience provided in schools under professional supervision. Candidates seeking the ECH endorsement will be placed in a preschool or kindergarten setting and will meet in scheduled seminar discussion groups to identify best practice. Membership in SEA is required. Candidate must be admitted to Teacher Education. J-term.

ED 338 Topics in Early Childhood 3 hours

This is a J-term course offering focusing on ECH curriculum, activities, and/or policy. Specific course description varies and is available in the J-term course schedule. Even years.

ED 431 Early Childhood Student Teaching 3 hours

This is a J-term or summer student teaching opportunity.

English as a Second Language (ESL)

ESL is a supplemental endorsement and may be taken as an extra endorsement, in addition to a subject or field endorsement. The preparation provides the candidate with the knowledge and capability to successfully teach non- or limited English speakers enrolled in his/her classes and in ESL programs. The endorsement requires 14-16 hours of education and linguistics/language courses, and, if the Hastings College L.A.P. foreign language experience has not been satisfied as an undergraduate, a sequence of eight hours of one foreign language must be taken.

ENG 360 The English Language 3 hours**FLL 411 Cross-Cultural Communication** 3 hours

This is a course which includes language and culture, relationships among languages and community, identity, beliefs and values. Field experience required. This course meets the NDE Human Relations requirement for certification. Summer only.

(or)

ED 382 Educating a Multi-Cultural Society 3 hours

(See course description above)

FLL 420 Teaching English as a Second Language 3 hours

This course emphasizes the methods, objectives, tools, and challenges of teaching English as a second language. Field experience is required. Fall only. Membership in the Student Education Association (SEA) is required.

ED 442/452 Elementary/Secondary Teaching Practicum 3 hours

(or)

ED 453 Teaching Practicum 1 hour**ED 480 Assessment & Evaluation of Second Language Learners** 3 hours

This course includes language proficiency testing, entry and placement procedures, theories of second language acquisition, and selection, development, and evaluation of curriculum based on language proficiency. Spring only.

Middle Grades

Persons with this endorsement may teach either: (a) any or all subjects in a self-contained classroom in grades 4 through 9, or (b) the content areas of specialization in any organizational pattern in grades 4 through 9.

All candidates seeking certification in the middle grades complete course work in two content areas. Nebraska Department standards require the applicant to have 18 distinct semester credit hours in each of two special areas. At Hastings College, areas may be chosen from: Art, Language Arts, Math, Natural Science, Social Science, Health & Physical Education. **SPECIAL NOTE:** The K-12 Special Education Endorsement is considered an area of specialization. Candidates completing this program may add one content area specialty to satisfy the middle school endorsement requirements related to content specialization.

Professional Education Requirements: ED 100, 140, 300, 310, 342E or S, 344E or S, 382, 352, 340 or 350, and student teaching=30 hours

Middle Grades Core Requirements: ED 327, 328, 329, 311, 410, BIO 390, one or more secondary methods courses (3)= 20 hours
*(Candidates may substitute ED 331 for 327, and ED 333 for 328.

Endorsement specialization: A minimum of 36 hours in two or more content areas of specializations with a minimum of 18 hours in each of the areas selected. Choose from two of the areas below. **NOTE:** Candidates are encouraged to meet with an Education Department Advisor early in their programs in order to schedule classes in such a way as to complete requirements in as timely a fashion as possible.

Art	Language Arts
AHT 101 2-Dimensional Design (3) ART 111 Drawing I (3) ART 130 Introduction to Sculpture (3) AHT 310 Art History I (3) AHT 390 Art for Elementary Teaching (3) AHT 420 Secondary Art Methods & Measurement (3) Total = 18 hours	ENG Literature elective (Selected from ENG 201-206) (3) ENG 357 Young Adult Literature (3) ENG 360 The English Language (3) ENG 383 Advanced English Composition (4) COM 100 Principles of Human Communication (3) ENG 420 Teaching Eng Methods & Measurements (3) Total = 19 hours
Math	Natural Science
MTH 150 Calculus I (4) MTH 313 Linear Algebra (4) MTH 302 Geometry (3) MTH 210 Introduction to Statistics (4) MTH 420 Teaching Math Methods/Measurements (4) Total = 19 hours	SCI 203 Intro to Physical Geography (4) SCI 390 Physical Science for Elementary Teachers (4) BIO 390 Biology for Elementary Teachers (4) <i>or</i> SCI 420 (3) SCI 223 Astronomy (4) <i>or</i> SCI 232 Welcome to the Atmosphere (3) SCI 108 Structure and Function (4) SCI 305 Science Safety Course (1) Total = 19-21 hours
Social Science	Health & Physical Education
HIS 120 World Civilizations to 1500 (3) <i>or</i> HIS 130 World Civilizations since 1500 (3) HIS 151 The US to 1865 (3) <i>or</i> HIS 153 The US since 1865 (3) HIS 373 Nebraska History (3) HIS 206 Survey of Environmental History (3) <i>or</i> SCI 203 Intro to Physical Geography (4) HIS 420 Methods of Teaching the Social Sciences (3) Economics or Political Science elective (3) Total = 18-19 hours	PED 101 Foundations of Physical Education (3) PED 102 Issues in Wellness (2) PED 324 Sport Sociology and Ethics (3) PED 331 Adapted Physical Education (3) PED 334 Assessment and Evaluation in PE (2) PED 341 Physical Education Activities (3) PED 352 Motor Learning (3) PED 390 <i>or</i> 420 Methods of Teaching Elementary/Secondary PE (3) PE Club or membership in NAHPERD required Total = 22 hours

ED 327 Balanced Literacy at the Middle School Level 3 hours

This course is a study of the development of reading skills in the middle grades, with particular emphasis on content area reading. Comprehension strategies and vocabulary development are emphasized within the context of a balanced literacy program. Candidate must be admitted to Teacher Education.

ED 328 Identifying Reading Problems 3 hours

This course reviews literacy instruction at the middle grades with particular focus on reading difficulties. Candidate must be admitted to Teacher Education. **Prerequisite:** ED 327 or ED 331

ED 329 Middle School Philosophy and Methods 3 hours

This course prepares candidates to work with young adolescents in a middle school setting. Topics include the characteristics of young adolescents, history and philosophy of middle level education, and strategies and methods of teaching at the middle level. Candidate must be admitted to Teacher Education.

ED 350

NOTE: Candidates will be placed at the middle level for a 1-hour (45 contact hours) clinical experience. (Secondary candidates adding a middle grades endorsement should register for ED 340.)

Special Education

The special education program emphasizes the development of educators who are leaders capable of creating and implementing practices relevant to the provision of integration, inclusion, transition, and integrated service delivery. Candidates will be trained to create and advocate for environments conducive to and supportive of innovation, research, and best practices in the field.

Candidates will master performance-based competencies in these areas: special education knowledge and skills related to characteristics of mild-moderate disabilities; traditional, performance-based, functional, and authentic assessment skills; age and developmentally appropriate instructional and behavioral planning and intervention skills in all the disability areas; consultation, collaboration, and communication skills; technology; and inclusive education practices.

Upon satisfactory completion of prescribed courses, candidates will receive a field endorsement to teach children and youth with mild-moderate disabilities who are verified as students with specific learning disabilities; speech language impairments (language verification only); mild mental handicaps; emotional disorders; behavior disorders; orthopedic impairments; autism; other health impairments; and traumatic brain injury. Persons with this endorsement may also teach verified children and youth who are placed in multi-categorical programs.

Hastings College has a cooperative arrangement with the Hastings Public Schools and Education Service Unit No. 9 for placement of field experiences that are appropriate to the Special Education Endorsement.

K-6 Mild/Moderate Disabilities Field Endorsement: ED 100, 140, 300, 310, 340, 352; 382, 311, 320, 323, 330, 331, 333, 344E, 351, 353, 361, 364, 400, 421 and 440m; PSY 201 and 313, SCI 203, SCI 390; BIO 390; ENG 100 or 383, COM 100, MTH 110 and 120, HIS 151 or 153, AHT 390, MUS 390, PED 390, PED 102, PLS 140, or 160, or ECO 140 or 213.

7-12 Special Education Field Endorsement: ED 100, 140, 300, 310, 352, 382, 311, 323, 331, 333, 341, 344E, 350, 351, 353, 362, 364, 400, 410, 421, 450m; HIS 151, 153, MTH 110, MTH 120, PSY 201, PSY 313, SCI 203, SCI 390, BIO 390, ENG 100 or 383, COM 100, PED 102, PLS 140, or 160, or ECO 140 or 213.

K-12 Mild/Moderate Disabilities Field Endorsement: ED 100, 140, 300, 310, 340, 352, 382, 311, 323, 330, 331, 333, 341, 344E, 351, 353, 361 and 362 (total of 3 hours), 364, 400, 421, 440m, 450m, AHT 390, HIS 151, 153, MTH 110, MTH 120, PSY 201, PSY 313, SCI 203 or 390, ENG 100 or 383, COM 100; PED 102, 390; MU 390, PLS 140, or 160, or ECO 140 or 213.

ED 310 Introduction to Special Education 3 hours

See ED 310 in Professional Education requirements. Prerequisite to all subsequent courses in special education.

ED 323 Instructional Content and Practice for Children and Youth with Disabilities 3 hours

Implementation of comprehensive individualized education programs. Emphasis on selection and implementation of age/developmentally appropriate instructional methods and

intervention strategies (including affective and behavioral) selection and adaptation of materials to support candidates' learning, behavior and social adjustment in inclusive classroom settings. Practicum Lab ED 364 is to be taken during the J-Term immediately before or during the semester with ED 323. Candidate must be admitted to Teacher Education.

ED 341 Transitional Service & Career & Vocational Education for the Student with Disabilities **2 hours**

Emphasis is on preparing leaders in special education who will implement or develop practices relevant to the provisions of special integration, inclusion, transition, and integrated service delivery. The curriculum is designed to provide background information in vocational/career education for the student with special needs. Vocational services, vocational evaluation, vocational counseling, work-study programs, job placement and follow-up, lesson plans, and current models and materials used are included in the curriculum. Candidate must be admitted to Teacher Education.

ED 351 Characteristics of Children and Youth With Disabilities **2 hours**

Social, cognitive, behavioral, educational and medical aspects of development used to establish etiology, characteristics, and best practice intervention strategies for children and youth with disabilities will be covered. Issues of referral identification, placement, and inclusive programming are presented. Candidate must be admitted to Teacher Education.

ED 353 Assessment, Diagnosis, and Evaluation for Elementary and Secondary Students **3 hours**
(Also PSY 353)

Survey and analysis of individual tests and curriculum-based measures applicable to diagnosing and planning instructional programs for children and youth with disabilities. Emphasis on the development of individual portfolios through data collection, administration, and interpretation of multi-sourced educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of IEP plans. Candidate must be admitted to Teacher Education.

ED 361 Pre-Practicum K-6 **1-3 hours**

Candidate is provided early field experience in the Special Education major at the K-6 level. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required.

ED 362 Pre-Practicum 7-12 **1-3 hours**

Candidate is provided early field experience in the Special Education major at the 7-12 level. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required.

ED 364 Practicum I **3 hours**

Field experiences are tied to assessment, behavior intervention, and methods as related to special education. Placement to include inclusive regular education settings. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required.

ED 421 Communication/Consultation and Collaborative Partnerships **2 hours**

See ED 421 in Elementary Education. Candidate must be admitted to Teacher Education.

Student Teaching **3, 5, or 10 hours**

Senior level teaching practicum/student teaching with placement at the K-6 or 7-12 level in a specific resource or inclusive classroom. Required of all candidates seeking K-6, 7-12 or K-12 endorsement for the student with mild/moderate disabilities. Candidate must be admitted to Teacher Education. SEA membership is required. Any student who is registered to student teach must undergo a criminal background check prior to beginning the student teaching experience. See professional education coursework for further information.

Secondary Education

Candidates desiring to teach at the secondary level (grades 7-12) must complete all Professional Education Requirements plus one subject or one field endorsement. Secondary endorsements are listed under TEACHING ENDORSEMENTS OFFERED BY HASTINGS COLLEGE and described in the appropriate departmental sections. Although only one subject endorsement is required, candidates are strongly encouraged to complete two endorsements.

NOTE: SOC 295 meets the mathematics proficiency requirement for secondary education, but does not meet the L.A.P. requirement for mathematics.

HEALTH TECHNOLOGY - (RAD)

This major is a partnership between Hastings College and Mary Lanning Healthcare. Students will earn a Bachelor of Arts in Health Technology from Hastings College. Students take at least 4 semesters of course work at Hastings College, earn 67 credit hours at Hastings College and must complete all graduation requirement and then finish the remaining 60 hours of course work through the Mary Lanning program. In order to graduate students must have 42 hours of upper division

course work which is defined as courses at the 300 or 400 level, complete all Liberal Arts requirements and earn 127 credit hours of course work. Students are required to file a Request for Special Academic Consideration before enrolling into the Mary Lanning for the Registrar's Office to complete a graduation audit.

Recommended courses at Hastings College: CHM 111/113 or PHY 201, BIO 234, BIO 242/342, BIO 321, SCI 313.

Mary Lanning Radiology Program: Students are required to take the following courses: RAD 201, 210, 215, 221, 225, 230, 235, 241, 245, 301, 320, 326, 341, 346, 351, 360, 365 and 401.

HISTORY - (HIS)

Glenn Avent, Ph.D., Chair
Robert Babcock, Ph.D.
Michella Marino, Ph.D.

“The past is essential and inescapable. Without it we would lack any identity, nothing would be familiar, and the present would make no sense.”

– from David Lowenthal, *The Past is a Foreign Country*

Students who undertake a major in History at Hastings College operate at the very heart of the liberal arts tradition that is the foundation of Hastings College. The wonder of history is that students may confront the past – and in so doing, redefine their present and perhaps even their future.

Majors will polish reading, writing, and discussion skills as they practice the historian's craft. History courses, while widely varied in their subject material and approach to the past, require students to analyze primary sources, synthesize secondary sources, and express their ideas in written and oral form. History at Hastings, then, gives the student a deeper understanding of the past of one's country, culture and world while also developing skills that students will use productively throughout life.

Students majoring in History at Hastings College will be asked to demonstrate each of these requirements and skills by writing a senior thesis. In the process, they will define and then ask a fundamental question about an important historical problem. Students will then research that problem, analyze the consequent data within the context of extant historical theory and write a persuasive interpretive account that explains historically the nature of that problem in answer to the central question.

The department participates in the **Advanced Placement and MAT Programs** and encourages **directed and independent study projects** by its majors. Participation in **internships** is encouraged but **must have prior approval** by the History Department Chairperson. Through the formal Personalized Program (see Interdisciplinary Program), students may also use many courses in History in creative ways tailored to their own individual interests. In the past, students have used History courses as a successful foundation for informal personalized programs in such areas as Archives, Museum Studies, and Pre-Law. It is also possible to combine a core of History courses with Humanities and Social Science courses to develop a rich personalized program in area studies (American, European, Latin American) or as a preparation for Law School. Courses in literature, philosophy, religion, and language are especially useful supplements to a strong major in History. All History majors should consider taking ENG 383: Advanced Composition at least the semester before they take HIS 481: Senior Research Seminar.

All History majors and minors must take at least 12 hours of coursework from the History Department at Hastings College. A major must take HIS 481: Senior Research Seminar and HIS 482: Senior Research Project at Hastings College. All formal courses offered by the department are 3 credits in value and involve significant writing components.

Majors, Minors and Endorsements

History major (33 hours): HIS 100 or 120, 110 or 130, 151, 153, 286, 287, 481 and 482. The student must select the remaining 9 hours from departmental offerings, preferably at the 300 or 400 level. History majors must also complete two semesters (6-8 hours) of a foreign language at the college level.

History minor (18 hours): HIS 100 or 120, 110 or 130, 151 and 153. The student must select the remaining six hours from departmental offerings, preferably at the 300 or 400 level. **Graduate Credit:** Many classes can be taken for graduate credit. See current graduate catalog for accurate information.

7-12 History Subject Endorsement: This program is intended for those wishing to teach high school history and consists of the History major and language requirement above in addition to the Education requirements. Students in this program must take HIS 120 and 130 (rather than HIS 100 and 110). Electives should include HIS 355 and one 300-level World History class chosen from HIS 317, 319, 343, 347, 348, 371, or 372. HIS 420 and two courses (6 hours) from Anthropology (SOC 113), Economics, Geography, Political Science, Psychology, or Sociology, are also required.

7-12 Social Science Field Endorsement: This program is intended for those wishing to teach high school social studies and requires 67 hours of coursework in addition to professional education requirements. The endorsement requires (I) 24 hours in History (HIS 120, 130, 151, 153, 481, & 482; one 300-level U.S. History class, ideally HIS 355; and one 300-level World History class chosen from HIS 317, 319, 343, 347, 348, 371, or 372), (II) 34 hours in introductory social science classes (PLS 160 & 266, PSY 100 & 210, SOC 100, 113, and 244, HIS 203, SCI 203, ECO 211 & 213), (III) 6 additional social science specialization hours (Political Science option: PLS 220 and either 302 or 305; Psychology option: two of PSY 201, 313, or 331; Sociology option: six additional hours in SOC), and (IV) HIS 420: Methods of Teaching Social Sciences.

History courses in the 100-level range are broad civilizational studies. In addition to introducing students to the concepts and methodologies of the historian, these courses introduce students to the themes and ideologies that underscore and distinguish the Earth's great civilizations.

HIS 100 Western Civilization to 1648 3 hours

A survey of the ancient Near East, Greece, Rome, the Middle Ages, the Renaissance, the Reformation and the origins of the Modern State system. Fall.

HIS 110 Western Civilization Since 1648 3 hours

A survey of the origins of the modern European state, the Enlightenment, French Revolution, Industrial Revolutions, 19th century Europe, World War I, World War II and the period since 1945. Spring.

HIS 120 World Civilizations to 1500 3 hours

A survey comparing the development of West European, African, East Asian, Indian, Near Eastern, Meso-American and Native American Civilizations, emphasizing political, religious, and cultural developments. Fall.

HIS 130 World Civilizations Since 1500 3 hours

A survey comparing modern development of West European, African, Asian, Near Eastern, Central and South American, and Native American Civilizations. Special attention is placed on the interaction between the West and non-Western societies as well as the creation of multi-cultural societies. Spring.

HIS 151 The U.S. to 1877 3 hours

This course will survey the first half of American history ranging from the Native societies of the Americas and the first contact of the Native peoples with the European explorers to the creation of a new American nation, the expansion of this nation, its near demise with the Civil War, as well as its reconstruction. Fall.

HIS 153 The U.S. Since 1877 3 hours

This course will survey the second half of American history beginning in the year 1877 through the first decade of the new millennium. We will study the political, economic, cultural, and social influences behind the ideas, people, and events that helped shape the trajectory of modern American history, while keeping a focus on the idea of the “Good Society,” also known as “American exceptionalism. Spring Semester.

200-level courses survey the development of a single society over a long period of time. As such, these are also introductory courses, appropriate for interested first-semester first-year and encouraged for second-semester students and sophomores. Juniors and seniors may take most 200-level History courses at the 300-level, but those courses will require significant additional work.

HIS 203 World Regional Geography 3 hours

An introduction to the discipline of Geography and also to the major geographic qualities of human society on the planet Earth. Particular attention is paid to the breakdown of the globe and its peoples into definable regions, and to the interaction between physical features of the landscape and human activity that has given those regions such definition. Designed primarily to serve students planning to pursue a career in social studies education, this course cannot be used to fulfill history requirements in L.A.P. Fall, alternate years.

HIS 206 Survey of Environmental History 3 hours

An historical overview of the reciprocal interaction between human beings and the non-human world, their natural environment. How have such things as climate, plants and animals affected human history and how has human history affected them? The focus is primarily but not exclusively on the experiences and attitudes of Europeans in the period after the Columbian voyages of discovery. As needed.

HIS 207 Introductions to Oral History 3 hours

Oral history is specifically defined as an oral interview recorded for the purpose of collecting historical memories, personal testimony, recollections of historical events, or life stories. This course is designed to explore the methodologies behind oral history and the complexities of practicing and utilizing this type of history. This course will cover the basic theories behind oral history, analyze the concrete uses of this type of history, examine both academic and community examples of oral history, and utilize the proper techniques of practicing, preserving our own oral history projects. Fall, alternate years.

HIS 214/314 Survey of Russian History 3 hours

A survey of Russian history, with forays into eastern Europe and central Asia, from the foundation of Kievan Rus to the present. As needed.

HIS 217/317 Conquistadors and the Colonial World of Latin America 3 hours

An introduction to the history of Latin America from Pre-Columbian times, through the colonial period, to Independence. The class will address the social, cultural, political, and economic development of the region. Topics considered will include institutions and social control, resistance and accommodation, gender and family life, and popular culture. Fall, alternate years.

HIS 218/318 Survey of British History 3 hours

A survey of the English, Irish, Scottish, and Welsh peoples from the Roman invasion of Britain to the present. As needed.

HIS 219/319 Modern Latin America 3 hours

An introduction to the history of Latin America from Independence to the present. The class will explore the origins of the social inequality, persistent poverty, political instability, and chronic violence of the region. The course will also attempt to situate Latin America within the broader context of world history, and to provide perspective on the process of globalization. Spring, alternate years.

HIS 223/323 History of Canada 3 hours

An overview of Canada’s social, political and economic development from colonial times to the present, with the emphasis on the period since 1867. The class will focus on the connection between social developments and political change. Problems such as the status of Quebec, the position of native peoples, relations with the United States, and the presumed existence of a unique Canadian culture will provide issues for investigation. Spring, alternate years.

HIS 228 Piracy in World History 3 hours

Pirates have captured the popular imagination, but how close to reality are the images reproduced in movies and literature? This class will explore the history of piracy in the context of sea trade and maritime conflict. While the class will be global in scope, special attention will be paid to the “golden age of piracy” in the Atlantic world. As needed.

HIS 230/330 Practicum in Archives Management 3 hours

Practical experience in the operations of local historical societies. **Prerequisites:** HIS 151, 153 and permission of instructor. As needed.

HIS 243/343 Islamic World 3 hours
(Also REL 343)

A survey of the development of the Islamic faith, its spread to the people of the Arabian peninsula, North Africa, Spain, Central Asia, Asia, and of Islam’s subsequent relationship with the West. As REL 343, this course meets a requirement for the Religion major. Fall, alternate years.

HIS 255/355 Natives and Nebraskans 3 hours

This course focuses on the social, cultural, and political history of the land and peoples of Nebraska, including Native Americans, and analyzes the impact of our state on the past and present history of the larger United States. Spring, alternate years.

HIS 265/365 Religion in America 3 hours
(Also REL 365)

An historical analysis of the role played by religion in the United States, especially by the major Protestant, Catholic, and Jewish denominations and movements as well as by the Native American tradition. Alternate years.

HIS 267/367 Women in the U.S. to 1890 3 hours

This course utilizes gender as a primary category of analysis and explores the history of the United States through the diverse experiences of women. We will examine issues of race, class, sexuality, reproductive politics, feminism, and political identities as well as women’s role within the family from the colonial beginnings of America through 1890. Fall, alternate years.

HIS 268/368 Women in the U.S. Since 1890 3 hours

Beginning with the Woman’s Suffrage movement in the last decade of the 19th century and spanning to the Post-Feminist backlash of the 1990s and new millennium, this course explores American history by utilizing gender as a primary category of analysis. It also investigates the diverse experience of women during the long and tumultuous 20th century. Spring, alternate years.

HIS 269/369 Race, Class and Gender in American Sports 3 hours

Beginning with the rise of American baseball in the mid-19th century to the revival of modern Roller Derby in 2001, this course explores the important yet complicated relationship between sports and culture in American history by paying close attention to the interplay between race, class and gender. Fall, alternate years.

HIS 272/372 Topics in Latin American History 3 hours

A course which offers topics not ordinarily part of the Latin American history curriculum, including but not limited to special topical studies and national or subnational histories. Depending on the topic, this course may not always be offered at both the 200 and 300 levels, and it may not always count toward L.A.P. requirements. As needed.

HIS 275/375 Topics in European History 3 hours

A course which offers topics not ordinarily part of the European history curriculum, including but not limited to special regional surveys, topical studies, or national and subnational histories. Depending upon the topic, this course may not always be offered at both the 200 and 300 levels, and it may not always count toward L.A.P. requirements. As needed.

HIS 276/376 Topics in the History of the United States 3 hours

A course which offers topics not ordinarily part of the American history curriculum, including but not limited to local surveys and special topical studies. Depending upon the topic, this course may not always be offered at both the 200 and 300 levels, and it may not always count toward L.A.P. requirements. As needed.

HIS 281 The Aztec and Maya 3 hours

This class examines the Aztec, Maya, and Inca civilizations in the time before European contact. Topics covered will include social organization, the development of native religions, and the emergence of powerful states. The class will also investigate the artistic, literary, and scientific achievements of these societies, and the native experience of conquest and colonization. As needed.

HIS 286 Introduction to Historical Methods 3 hours

An introduction to the way historians think about and “do” history. Students will become acquainted with a variety of approaches to the past while considering various philosophical and methodological issues in the historian’s craft. This is a required class for history, history subject endorsement and social science field endorsement, and a prerequisite for Senior Seminar. Transfer students, or those declaring a history major late in their academic career, must complete this class prior to taking Senior Seminar. Corequisite: HIS 287. Spring.

HIS 287 Collaborative Research Project 3 hours

This course provides an opportunity for students to work alongside faculty in an ongoing research project. This is a required class for all history majors and a prerequisite for HIS 482 Senior Seminar. Transfer students, or those declaring a history major late in their academic career, must complete this class prior to taking Senior Seminar. Corequisite: HIS 286 Introduction to Historical Methods. Spring.

HIS 291/391 History of Slavery 3 hours

Slavery is an amazingly durable institution. Evident since ancient times, it persists today in various disguises. This class surveys the long history of slavery, with particular emphasis on the Americas and the Atlantic World. Course themes will include assessment of the economic basis of the slave system, the development of slave-holding societies, and the role of slavery in the creation of the modern global economy. The class will also address the issues of slave culture, identity, and resistance. Fall, alternate years.

300-level History courses delve deeply into specific moments and periods in the human past. While these courses rarely have a prerequisite, reading, writing, and analytical expectations will be higher in courses with upper division credit, and sophomore status or permission of instructor is recommended for HIS 300-level courses.

HIS 306 The Greek and Roman World 3 hours

A history of the civilization of the ancient Mediterranean: Minoan and Mycenaean Greece, the Age of Homer, Archaic Greece, Classical Greece, the Hellenistic World, the Roman Republic, the many ages of the Roman Empire, culminating in its conversion to Christianity. Fall, alternate years.

HIS 307 Topics in Oral History 3 hours

Students must have taken History 207 prior to taking History 307. This course is the application of the oral history methods and techniques students learned in Intro to Oral History. Students will create their own semester-long oral history research project in which they will conduct traditional background historical research in preparation for multiple oral history interviews, which will then be combined into a final course project. Spring, alternate years.

HIS 316 Medieval Europe 3 hours

A history of Europe from the Fall of Rome to the Renaissance which focuses on Late Antiquity, the Early Medieval West, Byzantium, the High Middle Ages, the Black Death, and the Late Middle Ages. Spring, alternate years.

HIS 320 History of Sexuality 3 hours

This class explores the ways in which diverse people have thought about and experienced sexuality over the past 200 years. At issue will be the manner in which concepts of sexuality have been constructed in relation to various social identities, struggles to resist or impose social control, and the production of meaning. The class will also address questions relating to scientific knowledge, technology, and urban space. Fall, alternate years.

HIS 324 Renaissance, Reformation, and Baroque 3 hours

A history of Europe c. 1300-1714, including the Italian Renaissance, Northern Humanism, the Protestant Reformation, the Wars of Religion, and the absolutist monarchies of the early modern period. Fall, alternate years.

HIS 326 The U.S.-Mexican War and the Borderlands 3 hours

Focusing on the military conflict between the United States and Mexico, this class examines the history of the U.S.-Mexican borderlands from social, political, cultural, and economic perspectives. As needed.

HIS 334 Europe in an Age of Revolution 3 hours

A history of Europe from the 30 Years War to the Revolutions of 1848, emphasizing the political and social consequences of the French and Industrial Revolutions. Spring, alternate years.

HIS 344 Modern Europe 3 hours
(Also PLS 344)

This course investigates the progression of European politics from the revolutions of 1848 to efforts at European union today. Europe has undertaken and still is undertaking dramatic changes in economic and political relationships among its many nations. The current unresolved questions of integration are rooted in a European history that includes the liberal revolutions of the 19th century, the major European ideologies including nationalism, the World Wars, and the development of the European Union. **Suggested Prerequisite:** Introduction to Political Science (PLS 170), Political Economics (PLS/ECO 140) or Western Civilization since 1648 (HIS 110). Spring, even-numbered years.

- HIS 345 Modern Ireland** 3 hours
A study of Ireland and the Irish from the rising of 1798 to the present, with particular emphasis on the processes of identity formation that have produced two distinct and conflicting Irish identities. As needed.
- HIS 347 Modern Mexico** 3 hours
(Also PLS 347)
An examination of the history of Mexico from the late-18th century to the present. The class will consider the evolution of Mexican government, the development of political ideologies, and the class between church and state, in light of the nation's social and economic development. Relations with the United States and issues of popular culture will also be considered. **Suggested Prerequisite:** Introduction to Political Science (PLS 170), Political Economics (PLS/ECO 140) or Modern Latin America (HIS 219). Fall, alternate years.
- HIS 348 Race, Class and Gender in Latin America** 3 hours
Investigates the development of notions of Race, Class, and Gender in Latin America since the colonial era. The class will also touch on related concepts such as Nationality, Ethnicity, and Sexuality. The goal of the class will be to examine the social and cultural processes involved in the creation and negotiation of identities. Examples will be drawn from different regions in Latin America. Spring, alternate years.
- HIS 357 Medieval Christianity** 3 hours
(Also REL 357)
A history of Christianity from its development during the Roman Empire to the eve of the Reformation, emphasizing spiritual, intellectual, and institutional aspects of the Christian experience in the Middle Ages. Fall, alternate years.
- HIS 364 The American Revolution and Early Republic, 1756-1848** 3 hours
This course will focus on the social, institutional, and intellectual development of the United States of America from its colonial roots in the French and Indian War to its inception in the American Revolution and as it expanded across the North American continent throughout the Early Republic. Close attention will be paid to the emerging ideas that helped shape our nation and how these ideas, in theory and in practice, influenced the lives of not just our nations' leaders and elite citizens but also the common, everyday people and the disadvantaged groups that formed the backbone of the nation during the early national period. Fall, alternate years.
- HIS 371 History of Brazil** 3 hours
A survey that explores the historical development of Brazil from the time of first European contact to the present. Course themes will include economic development, social change, and the creation of national identity. Fall, alternate years.
- HIS 373 Nebraska History on the Great Plains** 3 hours
A history of Nebraska from the earliest times to the present, focusing on the social, cultural and political history of the state, and on the state's relationship with the Great Plains. As needed.
- HIS 374 Repression and Revolution in Latin America** 3 hours
In the years following the Cuban revolution, Latin America experienced increasing levels of political violence. This class will explore the rise of repressive military governments and origins of armed revolutionary movements in the period from the 1960s to the 1980s. As needed.
- HIS 382 Rebels, Robber Barons, and Reformers, 1848-1914** 3 hours
This American history course spans the years of 1848 to 194, but we will delve deeply into three different eras/events-the American Civil War and Reconstruction, the Gilded Age, and the Progressive Movement. Throughout the exploration of these topics, we will look closely at the constant reimagining of American society, politics, and economics by specific groups of people. Spring, alternate years.
- HIS 383 America in War and Depression, 1914-1945** 3 hours
Throughout this course we will explore the political, social, cultural, diplomatic, and economic themes throughout the dramatic upheaval in American history from 1914-1945. We will look to these themes as we assess the American role in two devastating world wars and a worldwide economic depression that brought the United States to its knees. As Americans continually reassessed their role within the larger world, many questioned if the United States was even in any position to actually spread democratic ideals when in many ways America was not living up to these values at home. Fall, alternate years.
- HIS 386 America Post -1945** 3 hours
This course will delve deeply into the social and political struggles of post-war America. We will examine the evolving American social and political culture during the Cold War era, the Civil Rights struggle, the tumultuous political movements of the 1960s including but not limited to women's rights, gay rights, and Chicano rights, the Vietnam War, the conservative backlash, and the rise of the new millennium. Fall every other year.
- HIS 420 Methods of Teaching the Social Sciences** 3 hours
Required of all history education and social science education majors. Cannot be used to fulfill History requirements in L.A.P. Students must be admitted to Teacher Education. Fall, alternate years.
- HIS 481 Senior Research Seminar** 3 hours
A capstone course for senior history majors taught in rotation by members of the department. The subject matter will be based on areas of specific interest to the instructor. **Corequisite:** HIS 482 Senior Research Project. **Prerequisite:** HIS 286 Introduction to Historical Methods and permission of the instructor. Fall semester.
- HIS 482 Senior Research Project** 3 hours
A writing-intensive class designed to provide additional support for majors taking the Senior Seminar. **Corequisite:** HIS 481 Senior Seminar Research Seminar. **Prerequisite:** His 286 Introduction to Historical Methods and permission of the instructor. Fall Semester.

HUMANITIES - (HUM)

HUM are interdepartmental courses offered by the Humanities Division. These courses may be scheduled any semester according to the topics that are approved, but generally these courses are offered in the J-Term.

HUM 260 Washington Center Program (Bridge Course) 6 hours

HUM 360 Washington Center Program (Bridge Course) 6 hours

A one semester domestic exchange opportunity in Washington,

D.C., consisting of an internship (minimum of 35 hours a week, evaluated through a student portfolio), an evening course (evaluated through essays, examinations, and a research paper), a Washington Forum experience in the nation's capitol, and additional credit by directed study, case study examination, and/or a research paper. Applications are filed through the Vice President for Academic Affairs Office, and articulation of coursework to the Hastings College transcript is determined upon completion of the program.

INTERDISCIPLINARY PROGRAMS - (INT)

John Bohmfalk, Ph.D., Biochemistry/Molecular Biology

Elizabeth Frombgen, Ph.D.,

First-Year Student Seminars I and II

Robert Kettlitz, Ph.D., Chicago Center

John Kuehn, D.V.M., Personalized Programs

The sustaining philosophy of Hastings College is a dedication to academic endeavor within the broad perspective of the liberal arts and the Christian faith. For most students, that endeavor will take place within the Liberal Arts Program (L.A.P.), which includes at least one recognized major field and the series of general education requirements listed in the front of this catalog. The Liberal Arts Program is by its very nature interdisciplinary, emphasizing connections among the different academic disciplines, emphasizing wide-ranging inquiry across a variety of departments and divisions, and emphasizing creative, logical and critical thinking whatever major a student decides to choose. Most students at Hastings College will take more courses outside their major than within it, and many students add a second major or minor in the course of their study. Many departments have listed second majors, minors or interdisciplinary possibilities that work well with a given departmental major.

In the course of their study, however, some students will find interests and connections which they wish to pursue but which cannot be fulfilled within the rubric of a single major or even within the limitations of multiple majors. That is to be encouraged – that is what liberal learning is all about. Those students may choose to pursue an interdisciplinary course of study, a course of study that blends creatively offerings from a number of departments into a coherent and recognizable pursuit of learning. Some interdisciplinary programs have proven so popular and so effective that a full description of them may be found in this section of the catalog. Other students may find an interest in developing their own interdisciplinary major and may thus pursue a Personalized Program.

Biochemistry/Molecular Biology

Biochemistry/Molecular Biology is an interdisciplinary major aiming at an in-depth understanding of living systems at the molecular level. Students in this program learn about cell structure, and characteristics from biological, chemical, and biochemical perspectives. To this end, this major includes courses from various disciplines in the Natural Sciences, including Biology, Chemistry, and Mathematics. The major prepares undergraduate students interested in pursuing careers in medicine and those considering graduate programs in biochemistry or molecular biology, or interdisciplinary graduate programs, such as genetic engineering, genomics, proteomics and bioinformatics.

The major consists of the following courses:

BIO 101 Biological Systems I
 BIO 105 Biological Systems I Lab
 BIO 102 Biology Resource Seminar
 BIO 103 Biological Systems II
 BIO 107 Biological Systems Lab
 BIO 371 Cell Biology
 BIO 459 Molecular Biology
 BIO474 Genetics

AND one course from:

BIO 304 Developmental Biology
 BIO 464 Immunology
 BIO 475 Cell Physiology Or other approved course.

CHM 151 College Chemistry I
 CHM 155 College Chemistry I Lab
 CHM 153 College Chemistry II
 CHM 157 College Chemistry II Lab
 CHM 361 Organic Chemistry I
 CHM 365 Organic Chemistry I Lab
 CHM 363 Organic Chemistry II
 CHM 367 Organic Chemistry II Lab
 CHM 374 Bio-Analytical Chemistry

BIO or CHM 404 Biochemistry I
 BIO or CHM 405 Biochemistry II

EITHER BIO 481 and 483 OR CHM 481 and 483

MTH 150 Calculus I
 MTH 210 Introduction to Statistics

Two semesters of Physics are recommended.

First-Year Seminar I and First Year Seminar II - Introduction to the Liberal Arts

(Fall semester -INT 101—2 credits

Spring semester—INT 103—1 credit)

INT 101 and 103

The purpose of the consecutive semesters of the First Year Seminar is to provide a common experience for all first-year students, designed to enhance students' journey of learning how to learn, to develop both personal connections and a love of learning that will last a lifetime, while helping students adjust to college. Students will be exposed to the intellectual traditions of the Liberal Arts (humanities, mathematics, natural, social and behavioral science), as well as how to deal with health and wellness issues, manage finances, and begin to career plan. The courses also introduces students to the rich traditions of the college and highlights the many opportunities for involvement beyond the classroom including glass blowing, theatre and music, intramurals, student government, TV and radio, study abroad, internships and volunteer service. These courses will also encourage students to appreciate and value the integrative nature of the Liberal Arts as these relate to academic success, personal growth, social interaction, and the development of the whole person.

Personalized Program

The Personalized Program provides an opportunity for students to plan their own course of study. This course of study must be in keeping with the guiding philosophy and purpose of the college, and students may not enter the Personalized Program until they have completed at least two semesters, nor may they enter the Program with fewer than three semesters left before graduation. A formal proposal, listing all courses to be taken, including L.A.P. courses, and an essay which explains the rationale for the student's program must be worked out with a faculty advisor(s) chosen by the student. The essay and rationale are then submitted to a faculty committee, called the Personalized Program Board, for approval. The Personalized Program is not an interdisciplinary option for everyone; seldom are there more than 10 to 15 students enrolled at any given time. It does provide a unique opportunity for a creative and resourceful student who wishes to tailor-make a course of study to pursue his or her own personal, academic, and professional needs outside the framework of departmental majors.

Personalized Program Guidelines

- 1) **Eligibility.** The personalized program is open to students who have completed two semesters and who have at least three semesters remaining in their undergraduate education.
- 2) **Advisor(s).** The personalized program board requires an advisor or advisors in the discipline or disciplines represented in the program. The chair of the department(s) of the advising faculty member must also sign for approval of any submission.
- 3) **Requirements.** All Personalized Programs must include: (1) a minimum of 42 semester hours of 300-400 level courses, and (2) a minimum of 127 semester hours. Students must adhere to all official college academic policies, including the 30 hour rule, requirements for full time students, and transfer articulations.
- 4) **Breadth.** Because the Personalized Program leads to a liberal arts degree, it is imperative that a personalized program reflect the breadth of experience and formal study consistent with the standards such a degree implies. The statement of philosophy and purpose of the College reinforces this concept.

Therefore, the student and advisor(s) should plan a program that reflects these academic values. It is expected that all Personalized Programs will adhere to the Liberal Arts Program as outlined in the College Catalog. The program or student's background should exhibit:

- a) Proficiency in basic learning and communication skills—reading, speaking, writing, listening, and foreign language.
 - b) Study of the nature of human beings and human values—philosophy, religion, literature, history, and the fine arts.
 - c) Study of human society—the social and behavioral sciences.
 - d) Study of human beings in relation to nature and the environment—the natural and physical sciences.
 - e) A physical education experience.
 - f) A capstone experience.
- 5) **Narrative statement.** In addition to completing the Program of Study, each student must prepare a narrative statement setting forth the rationale for the personalized program, goals and objectives. This statement should (1) express reasons for choosing the proposed personalized program, (2) discuss why existing major and minor programs will not meet the student's needs, (3) show relationships between courses and subject areas, and (4) provide a clear presentation of how such a program will better serve the student's personal, academic, and career plans. The Personalized Program Board will judge the seriousness of purpose as well as the student's ability to express himself or herself clearly. Faculty advisors are urged to insist that the narrative statement be carefully prepared and accurate. A carefully prepared proposal is the primary evidence on which the committee can base its decision to accept a student's program.
 - 6) **Elective and supporting courses.** In selecting courses to complete 127 semester hours, it is important to choose elective courses which support the proposal. For example, such courses might include electives in philosophy, statistics, foreign language, and courses in other academic areas which might enhance the personalized program.
 - 7) **Concentration of courses.** While no maximum number of hours in any area is specifically mandated, advisors should caution students against a concentration of too many courses in one academic division. The board recommends a maximum of 48 semester hours in any one discipline.
 - 8) **Specificity of courses.** It is acceptable in certain instances to include courses in a program, especially at the senior level, which are not identified by catalog number and title. This may permit some leeway for minor changes and decisions later in the program. For instance, excellent courses may be offered whose titles and course numbers are not available at the time of filing the program. Such courses might be described as "3 hours of 300-400 level sociology or history, etc." This may help prevent some schedule conflicts later and give the student the opportunity to exercise some minor options and perhaps avoid the feeling of being "boxed in" academically.
 - 9) **Program title.** The student should also carefully compose a brief, to-the-point phrase as a title for the personalized major. Long program titles may seem at first informative or even impressive, but can have the unintended opposite effect. Titles longer than 20 spaces are abbreviated when filed electronically.
 - 10) **Education majors.** Any student who chooses a personalized program and who also intends to major in elementary, secondary, or special education will be expected to meet the requirements stated in the catalog for Education and must include these requirements. Also, in addition to the advisor's approval and signature, these students must obtain the approval and signature of the Chair of the Department of Education.

JOURNALISM AND MEDIA ARTS - (JMA) (JRN)

Chad Power, M.A.T., Chair
 Sharon Behl Brooks, M.A.
 Brett Erickson, M.A.

Journalism and Media Arts Department Mission Statement

The Journalism and Media Arts Department, within the liberal arts tradition, provides undergraduate and co-curricular programs in advertising and public relations, broadcasting, journalism, and web communication design. The department offers opportunities for students to explore diverse careers while acquiring the knowledge and developing the skills to become contributing members of a global society. Committed to this mission, the department challenges students to:

1. Develop the skills and knowledge to collect, analyze, synthesize, apply, and evaluate information responsibly.
2. Communicate effectively with defined audiences in multiple contexts and media.
3. Adapt to a changing world creatively, collaboratively, and ethically.
4. Develop respect and appreciation for diverse ideas and cultures.

Transfer Students

Transfer students must complete a minimum of 12 hours of upper division course work in any Journalism and Media Arts Department program chosen at Hastings College to complete their majors or minors.

Advertising/Public Relations Mission Statement for Advertising/ Public Relations Major

The Advertising/Public Relations major aspires, within the context of a liberal arts environment, to prepare students:

1. To meet the social and technological challenges of the rapidly evolving fields of advertising and public relations.
2. To develop computer proficiency and high-level skills in written and spoken persuasive message communication.
3. To individually and collectively develop and apply research in problem solving.
4. To understand and support legal and ethical parameters of the profession.

Advertising/Public Relations major (59 hours): BUS 230, CSC 250, MKT 340, BUS/MKT 303; JMA 100, 100L, 230, 343, 344, 482; COM 304, 360, 433; JMA/MKT 321, 323, JRN 100, SOC 295; Select 6 hours from ART/JRN 225, ART 323, 341, 383; Select 6 hours from JMA 110 & 110L, 120 & 120L; ART/JRN 140, JRN 331. Also required: a second major or minor (may not minor in Advertising/Public Relations). Recommended: JMA 490 for 1-3 hours.

Advertising/Public Relations minor (27 hours): JRN 100, JMA/MKT 321, 323; BUS 340; COM 304; plus 12 hours chosen from: MKT 341; BUS/MKT 303; ART/JRN 225, ART 323, 341; JMA 230, 290/490; PLS 203; COM 241.

Broadcasting

Mission Statement for Broadcasting Major

The Broadcasting major empowers students to be liberal artists capable of adapting in a world where media forms are in transition. Fundamental research, analysis, and expression skills are of primary importance. The major focuses on written, spoken, and visual literacies. Emphasis options add specific content competency.

Broadcasting major (48 or 66 hours): BUS 230, JMA 100, 100L, 110, 110L, 120, 120L, 205, 301, 301L, 303, 303L, 343, 480, CSC 250, COM 360, 433, JRN 100, 213, 384. Choose one from: JMA 395, COM 321, THR 306, Take 4 practicums from JRN 180/380, 230/430, 240/440, 250/450, 260/460.

Choose one of three content emphasis options:

Content Emphasis Option I: Public Affairs.

15 hours from: JMA 290/490, ECO 211, 213, PLS 203, 301, 314, 374, SOC 110, 314, 334, HIS 343, 344, 347, 386.

Content Emphasis Option II: Sports.

15 hours from: JMA 233, 290/490, JRN 305, PED 251, 262, 263, 324, 342, SOC 210.

Content Emphasis Option III: Minor or Second Major.

The minor may not be Journalism and Media Arts or Visual Media. Students may pursue a second major in Journalism, but it will not satisfy the Option III requirement of a minor or second major. JMA 290/490 is strongly recommended.

Journalism and Media Arts Minor (21 hours): JMA 110, 110L, 120, 120L, 230, JRN 100, 213, plus six hours of JMA or JRN 300/400 level courses.

Journalism

Mission Statement for Journalism Major

The Journalism major empowers students to be liberal artists capable of adapting in a world where media forms are in transition. Fundamental research, analysis, and expression skills are of primary importance. The major focuses on written, spoken, and visual literacies. Emphasis options add specific content competency.

Journalism major (52 or 66hours): BUS 230, JMA 100, 100L, 110, 110L, 120, 120L, 230, 343, 480, CSC 250, COM 360, 433, ART/JRN 140, JRN 100, 213, 331, 364, 384. Take 4 practicums from JRN 180/380, 230/430, 240/440, 250/450, 260/460.

Choose one of three content emphasis options:

Content Emphasis Option I: Public Affairs.

15 hours from: JMA 290/490, ECO 211, 213, PLS 203, 301, 314, 374, SOC 110, 314, 334, HIS 343, 344, 347, 386.

Content Emphasis Option II: Sports.

15 hours from: JMA 233, 290/490, JRN 305, PED 251, 262, 263, 324, 342, SOC 210.

Content Emphasis Option III: Minor or Second Major.

The minor may not be Journalism and Media Arts or Visual Media. Students may pursue a second major in Broadcasting, but it will not satisfy the Option III requirement of a minor or second major. JMA 290/490 is strongly recommended.

Web Communication Design

Mission Statement for Web Communication Design Major

With the emergence of the World Wide Web as a complex and dominant force of communication in the twenty-first century, the major requires course work in diverse areas: mass media, communication theory, web communication and design, studio art, media law, persuasion, and computer science. The mission of the major is as follows:

1. To empower students to be liberal artists capable of adapting in a world where media forms are in transition.
2. To help students understand that fundamental research, analysis, and expression skills are of primary importance.
3. To help students understand Web communication and its theoretical, practical, and ethical elements.
4. To prepare students for success in the professional realm of Web communications or other organizational settings.

Web Communication Design major (56 hours): BUS 230, JMA 100, 100L, 110, 110L, 120, 120L, 230, 332, 333, 343, 480; AHT 101 or ART/JRN 225; COM 360, 433, CSC 210, 354, 366, JRN 100; one from COM 304 or JMA/MKT 321 or-SOC295. Students must select at least three hours from the following: ART/JRN 140, ART 111, 323; BUS 330, 462; MKT 341, COM 326. Students are encouraged to pursue a second major or minor; JMA 290/490 is strongly recommended.

Visual Media minor (21 hours): JRN 100, JMA 120, 120L, ART/JRN 225, Select two courses from ART/JRN 140, JRN 364, ART 353. Select six hours from JMA 230, 395, 290/490, ART/CSC 235, AHT 101, ART 323, 341, 383, JRN 180, 230, 240, 250.

Journalism and Media Arts - (JMA)

JMA 100 Introduction to Mass Communication Literacy 3 hours

Students will explore key theories and issues concerning mass media, both critical and empirical. Students must enroll in JMA 100L. Spring semester.

JMA 100L News Lab

Teams will organize and integrate news gathering, production, and circulation of information. Required lab for students enrolled in JMA 100. Spring semester.

JMA 110 Audio Fundamentals 3 hours

Messages are created introducing the student to the basic operations of audio tools and the regulations and history associated with the operations. Students must also enroll in JMA 110L. Each semester.

JMA 110L Audio Fundamentals Lab

Audio Fundamentals students concentrate on producing basic messages for radio production and audio production on the web. Required lab for students enrolled in JMA 110. Each semester.

JMA 120 Video Fundamentals 3 hours

Messages are created introducing the student to the basic operations of video tools and the regulations associated with the operations. Students must also enroll in JMA 120L. Fall semester.

JMA 120L Video Fundamentals Lab

Concentration on beginning level video production for television and web. Students will make up the crew for television productions and video productions for the web. This lab is the time period television productions are produced. Required lab for students enrolled in JMA 120. Fall semester.

JMA 205 Broadcast and Web 3 hours

A continuation of audio and video principles, with special attention paid to advanced editing skills, regulatory practices, and distribution of content via a variety of media, including, but not limited to cable, over-the-air broadcasting and web distribution. **Prerequisites:** JMA 110 and JMA 120. Spring semester.

JMA 230 Web Fundamentals 3 hours

A foundations course which emphasizes the nature of the Web and its messages, as well as how Web messages are created. The course includes a focus on Web standards, different types of messages and their media, and basic ethical issues. **Prerequisite:** JRN 100. Each semester.

JMA 233 Sportscasting 3 hours

Students will take an in-depth look at live sports broadcasting. All aspects of production elements will be covered for converged media productions. The course includes participation with live broadcasts of HC Bronco Basketball games. Evening and weekend productions are required. J-Term, even-numbered years.

JMA 301 Broadcast Production I 3 hours

Each student learns and participates in planning, producing, and evaluating broadcast productions including informative and persuasive messages. Students learn and practice critique skills, interview techniques, broadcast writing, on-camera presentation, videography, and advanced editing techniques. Students must also enroll in JMA 301L. **Prerequisites:** JRN 100, 213, JMA 110, 120. Fall semester.

JMA 301L Broadcast Production I Lab

Broadcast productions are created during this lab. Required lab for students enrolled in JMA 301. Fall semester.

JMA 303 Broadcast Production II 3 hours

Each student learns and participates in advanced planning, producing, and evaluating of broadcast productions including informative and persuasive messages. Students refine critique skills, interview techniques, broadcast writing, on-camera presentation, videography, and advanced editing techniques. Students must also enroll in JMA 303L. **Prerequisite:** JMA 301. Spring semester.

JMA 303L Broadcast Production II Lab

Broadcast productions are created during this lab. Required laboratory for students enrolled in JMA 303. Spring semester.

JMA 321 Advertising 3 hours

(Also MKT 321)
A study of persuasive use of media, including uses of advertising and the basics of campaign planning, creation of materials, and media buying. **Highly recommended:** JRN 100 or news writing experience. Fall semester.

JMA 323 Public Relations 3 hours

(Also MKT 323)
A study of the communication process as it applies to the research, planning, and implementation of public relations campaigns. **Highly recommended:** JRN 100 or newswriting experience, and JMA/MKT 321. Spring semester.

JMA 332 Web Communication 3 hours

An intensive study of the basis for Web communication and information structure, including a primary emphasis on content concepts and the interrelationship between information architecture, data, and meaning. The course includes meta-analysis of current messages and redesign of the structures supporting them. **Prerequisite:** JMA 230 and junior standing, or permission of the instructor. Fall semester.

JMA 333 Web Design 3 hours
The study of the complete message process in Web communication, beginning with abstract elements including architecture, theme and concept, and progressing to concrete application of those abstractions. Emphases include information architecture, message process theory, uses and gratifications, color, layout, typography, and social systems. JMA 332 strongly recommended before taking this course. **Prerequisites:** JMA 230 and junior standing, or permission of the instructor. Spring semester.

JMA 343 Communication Law 3 hours
Study of the historical development of freedom of expression and the body of law pertaining to communication will include ethics codes as well as the foundations of federal and state regulations. Spring semester.

JMA 344 Copywriting and Design 3 hours
Students will practice writing forms and design principles specific to persuasive message production, including but not limited to advertisements in mass media formats, news releases and PSAs. **Prerequisites:** JRN100 and one from the following: JMA/MKT 321 or 323, or JMA 230. Spring, odd-numbered years.

JMA 394 Audio Production 3 hours
Beyond the fundamentals of audio production, this course will focus on message production using advanced analog and digital techniques and technologies. Included will be both live and recorded pre-production, production, and post-production. **Prerequisite:** JMA 110. As needed.

JMA 395 Digital Video Editing 3 hours
Create a music video, short film, mini-documentary, or develop your own video production. Students learn advanced digital non-linear editing techniques and apply them on state-of-the-art equipment to create video productions. Premiere night concludes the course as we invite campus and the community to view our productions on the big screen in Studio B. **Prerequisite:** JMA 120. J-Term, odd-numbered years.

JMA 480 Journalism and Media Arts Seminar 3 hours
Capstone course taken at the senior level, this course examines issues in the structure of contemporary mass communication processes. Preparation for collegiate to professional transition is included. Fall semester.

JMA 482 Advertising/Public Relations Seminar 3 hours
Capstone course examining the role of persuasive messages in the context of integrated communication campaigns. Course includes preparation of materials and portfolio for transition into the professional environment. **Prerequisites:** Major in Ad/PR, senior status or permission of the instructor. Fall semester.

Journalism - (JRN)

7-12 Journalism and Media Education Supplemental Endorsement (in addition to Professional Education Requirements): JRN 100, and 420; JMA 100, 100L, 110, 110L, 120, 120L; ART/JRN 140. Contact the Chair of the Teacher Education Department if you are interested in this Endorsement.

JRN 100 Newswriting Fundamentals 3 hours
Introduction to the fundamentals of newsgathering and writing, with emphasis on journalistic writing style and technique for print and broadcast. Each semester.

JRN 105/305 Sports Reporting and Writing 3 hours
An introduction to sports media. Focuses on reporting and writing about sports. Students will write game stories, sports features and columns, and learn to use media guides and manage sports media relations. J-Term.

JRN 140 Introduction to Photography 3 hours
(Also ART 140)
This is an introduction to photography, using digital cameras and digital editing software. The course will include discussions of the history and aesthetics of photography, and methods of making good photographs. A digital camera is required; a single-lens reflex model is recommended. Each semester.

JRN 180 New Media Practicum 0-1 hour each
JRN 230 Bronco Practicum 0-1 hour each
JRN 240 Collegian Practicum 0-1 hour each
JRN 250 HCTV Practicum 0-1 hour each
JRN 260 KFKX Practicum 0-1 hour each
Practicums are supervised work with identified staff, based on a written contract between student and appropriate advisor. Media Desk involvement required for one hour per week. Maximum of 1 hour credit each long term. Only four hours of practicum credit can be counted toward the 127-hour graduation requirement. Each semester.

JRN 213 Research and Reporting 3 hours
An intensified study of information gathering and analysis techniques, this course will concentrate on reporting for broadcast, new media and print. Concentration will be on computer-assisted reporting, source analysis, ethics, and beats. **Prerequisite:** JRN 100. Spring semester.

JRN 225 Commercial Art and Graphic Design I 3 hours
(Also ART 225)
This is an introduction to the field of graphic design. The course will examine the history of graphic design, the underlying philosophy of graphics, general design principles, and elementary methods for the layout of text and image. Students will gain some experience with the standard software used to compose graphic designs on the computer. Each semester.

JRN 235 Basics of Publishing and Copyediting 3 hours
(Also ENG 235)
Fundamentals of book and magazine production for both electronic and print publications. We will explore every stage of production, from the initial copyedit of a manuscript to the final quality-control check on the finished product. **Prerequisites:** ENG 100. JRN 100 highly recommended for JRN majors. Does not count toward L.A.P. literature requirement. Spring, odd-numbered years.

JRN 331 Advanced Editing and Specialty Writing 3 hours
Intensive experience in advanced editing and AP style. Students will practice specialty writing forms such as headlines, captions, editorials, cartoons, ads, blogs, and explore ethical issues surrounding the publication of such messages. **Prerequisites:** JRN 100, 213, and JMA 230, and either JMA/MKT 321 or 323. Spring, even-numbered years.

JRN 364 Photojournalism 3 hours
Students will study the techniques and masters of photojournalism, including visual narratives, composition, cutlines, and ethical issues. The course emphasizes the creation of single- and multiple-image stories on deadline, as well as development of personal style. **Prerequisite:** JRN 100 and JRN/ART 140. Fall semester.

JRN 384 News Bureau 3 hours
 A collaborative production experience, the News Bureau involves planning and producing news and public affairs segments for contemporary media. Teams will organize and integrate news gathering, production, and circulation of information. **Prerequisite:** JMA 100, 100L and JRN 100, 213. Fall semester.

JRN 380 New Media Practicum 1-3 hours
JRN 430 Bronco Advanced Practicum 1-3 hours
JRN 440 Collegian Advanced Practicum 1-3 hours
JRN 450 HCTV Advanced Practicum 1-3 hours
JRN 460 KFKX Advanced Practicum 1-3 hours

JRN 420 Journalism & Media Education Methods:
Advising High School Media
English Language Arts Field Endorsement – 2 hours
Journalism & Media Education Supplemental Endorsement - 3 hours
 The basics of organizing, supervising, and budgeting for the high school media sponsor. **Prerequisite:** Permission of instructor and admission to Teacher Education program. As needed.

Advanced practicum is an alternative to JRN 180, 230, 240, 250, 260 intended for advanced students in leadership roles in the JMA expanded curriculum. Students will negotiate a written contract with the appropriate supervisor to determine the requirements of the practicum. Only four hours of practicum credit can be counted toward the 127-hour graduation requirement. Each semester.

LANGUAGES AND LITERATURES

Antje Anderson, Ph.D., Chair
 Constance Malloy, Ph.D.
 Patricia Oman, Ph.D.
 Eric Tucker, M.A.
 Pedro Vizoso, Ph.D.
 Benjamin Waller, Ph.D.

The Department of Languages and Literatures offers majors, minors, and teaching endorsements in English and Spanish, as well as beginning courses in languages such as French, Greek, Hebrew, Russian, and Latin.

Department Mission

The study of languages and literatures starts with words but encompasses a wide variety of written, visual, and performed texts. It is the study of philosophical thought and historical realities—creative minds and diverse perspectives—individual genius and cultural trends. In short, it is the study of people and the way they express ideas.

In the foreign languages, the department offers a major, a minor, and a teaching endorsement in Spanish. Courses are designed for majors and minors (as well as for non-majors with advanced language skills) and cover topics such as current events, film, and literature. The department also offers a varying range of beginning courses in a number of languages that can serve as background for undergraduate and graduate academic studies.

In the area of English, the department offers studies in literature, visual culture, and writing. The department serves all

undergraduate students in L.A.P.-required courses designed to develop their skills in writing, reading, and analyzing literature and film.

As a department, we highly encourage all our majors, but especially our foreign-language majors, to study abroad with one of Hastings College's options. Further information is available at study-abroad info sessions, regularly offered each semester, and from the department chair and the Academic Dean's Office.

A Note on L.A.P. Literature and Language Requirements

When choosing an English or language course to satisfy an L.A.P. requirement, students should be aware of the following notes:

- 1) The writing requirement can be satisfied only with ENG 100.
- 2) The literature requirement can be satisfied with any English course, except as noted in the course description.
- 3) The foreign language requirement can be satisfied by two years of credit in the same foreign language at the high school level, grades 9-12, or by taking two semesters of the same beginning language (French, Spanish, Latin, Russian, Greek, or Hebrew) at the college level. Students who have at least one year but less than two years of high school French or Spanish may satisfy the requirement with 3 hours at the intermediate level (French or Spanish 201) if a "B" average was earned in their high school language courses, or if they have the permission of the Department of Languages and Literatures.
- 4) The department's J-Term courses **do not** satisfy L.A.P. requirements for writing, language, or literature.

Spanish Program Mission

The Spanish program is designed to help its students master the four basic language skills—speaking, listening, reading and writing—in an immersion setting, where the classroom language is Spanish. By the end of their course of studies, students will have gained advanced proficiency in Spanish (as defined in the ACTFL's *Proficiency Guidelines*). The program also offers students a wide range of opportunities to study the culture of Spain and Latin America as well as Hispanic culture in the U.S. through courses that combine language instruction with the analysis of literature, film, and cultural history of the Spanish-speaking world.

Spanish Major (30 hours)

The Spanish major consists of 10 courses of Spanish beginning at the 200 level. 100-level courses **do not** count toward the major.

SPN 201 Intermediate Spanish I*

SPN 203 Intermediate Spanish II*

Seven (7) electives at the 200, 300, or 400 level**

One (1) capstone seminar from the following:***

SPN 405 Senior Seminar in Hispanic Literature

SPN 406 Senior Seminar in Spanish Language Studies

SPN 407 Senior Seminar in Hispanic Film and Popular Media

SPN 408 Senior Seminar in Hispanic Culture and Civilization

* Or placement exam proficiency beyond the intermediate level.

** The maximum number of Directed or Independent Study hours (SPN 270/370/470) that can be applied toward the major is 10.

*** Additional capstone seminars may be counted as electives.

7-12 World Language Subject Endorsement in Spanish (30 hours + SPN 420 + Education Requirements)

The 7-12 World Language Subject Endorsement in Spanish consists of 10 courses of SPN beginning at the 200 level, in addition to Professional Education Requirements. 100-level courses do not count toward the major. SPN 420 is required but does not count toward the subject endorsement hours.

SPN 201 Intermediate Spanish I*

SPN 203 Intermediate Spanish II*

SPN 306 Advanced Spanish Grammar

Six (6) electives at the 200, 300, or 400 level**

One (1) capstone seminar from the following:***

SPN 405 Senior Seminar in Hispanic Literature

SPN 406 Senior Seminar in Spanish Language Studies

SPN 407 Senior Seminar in Hispanic Film and Popular Media

SPN 408 Senior Seminar in Hispanic Culture and Civilization

* Or placement exam proficiency beyond the intermediate level.

** The maximum number of Directed or Independent Study hours (SPN 270/370/470) that can be applied toward the major is 10.

*** Additional capstone seminars may be counted as electives.

Spanish Minor (18 hours)

The Spanish minor consists of 6 courses (18 hours) beginning at the 200 level. 100-level courses do not count toward the minor. SPN 201 and 203 (or placement exam proving proficiency beyond the intermediate level) are required.

English Program Mission

The English program embraces the play between textual and visual cultural production, embodying the best of a traditional Liberal Arts education, in which canonical literary works are foregrounded, while also welcoming the expansion of the discipline to more contemporary media such as graphic novels, film, and television. Students work closely with faculty to explore texts from the ancient world to contemporary popular culture—from Homer to horror films.

In particular, English students gain

- 1) Historical understanding of the primary movements, forms, and themes of Anglophone texts from their origins in ancient Western literature to contemporary British and American texts
- 2) Strong, critical writing skills
- 3) Ability to apply multiple, up-to-date critical and theoretical approaches to texts
- 4) Knowledge of a focused area of study within the discipline of English (literature, writing, or visual culture)

English Major (35-38 hours)

All English majors take 7 core courses and choose one of the following emphases: Literature, Writing, or Visual Culture. ENG 100 and ENG 420 do not count toward the total hours for any emphasis or endorsement in English.

Core Courses (7 courses = 23 hours)

Four (4) historical surveys from the following:

ENG 201 Survey of Western Literature I (Beginnings to 1500)

ENG 202 Survey of Western Literature II (1500 to Present)

ENG 203 Survey of British Literature I (700 to 1700)

ENG 204 Survey of British Literature II (1700 to Present)

ENG 205 Survey of U.S. Literature I (Precolonial to 1865)

ENG 206 Survey of U.S. Literature II (1865 to Present)

ENG 360 The English Language

ENG 383 Advanced Composition

ENG 400 Senior Seminar

Emphases

Literature Emphasis (4 courses = 12-15 additional hours)

ENG 300 Literary Theory and Critical Methods

Three (3) additional literature courses, two of which must be at the 300 level

Writing Emphasis (4 courses = 12-13 additional hours)

Two (2) writing courses from the following options:

ENG 384 Creating Writing: Fiction

ENG 385 Creative Writing: Poetry

ENG 387 Creative Writing: Nonfiction

THR 387 Playwriting

ENG 235 Basics of Publishing and Copyediting

One (1) additional ENG course

Visual Culture Emphasis

(4 courses = 12-15 additional hours)

ENG 305 Theory and Critical Methods of Visual Culture

Three (3) additional film, television, graphic novel or combined literature and film courses

English Education Majors (35-45 hours + Education Requirements)

In addition to the 7 core English courses, English Education majors take the following courses alongside their Education requirements. Please note that **ENG 420 Teaching English: Methods and Measurements** is required, but does not count toward the total hours in the subject or field endorsement.

7-12 Secondary English Subject Endorsement (4 courses = 12-13 additional hours)

ENG 300 Literary Theory and Critical Methods
ENG 354 Literature of North American Diversity
ENG 357 Young Adult Literature
One (1) additional ENG course

7-12 English Language Arts Field Endorsement (7 courses = 21-22 additional hours)

ENG 300 Literary Theory and Critical Methods
ENG 354 Literature of North American Diversity
ENG 357 Young Adult Literature
One (1) additional ENG course
COM 100 Principles of Human Communication
JMA 100 Introduction to Mass Communication Literacy
THR 221 Fundamentals of Acting

English Minor (18-24 hours)

Students with a minor in English must take 6 courses (18-24 hours), with no more than 1 course at the 100 level. ENG 100 and ENG 420 do not apply toward the minor.

M.A.T Students

Many of the department's courses numbered 300 and above may be taken for graduate credit. For graduate credit, students enroll in courses numbered 300-399 as 500-599, and courses numbered 400-499 as 600-699. Please consult the Handbook for the M.A.T. regarding eligible courses.

English - (ENG)**ENG 099 Developing Your Writing 3 hours**

Developmental work on writing ability to improve fluency and control before entering ENG 100. No prerequisites. Please note: This course does not count toward the 127 credits needed to fulfill the graduation requirement; however, the course does count toward semester credit hours and toward the GPA.

ENG 099W Developing Your Writing - Workshop Component 1 hour

Workshop for ENG 099. Please note: This course does not count toward the 127 credits needed to fulfill the graduation requirement; however, the course does count toward semester credit hours and toward the GPA.

ENG 100 Composition 4 hours

Expository and critical writing related to reading and class discussion. Introduction to academic discourse and the MLA-style research paper. Fulfills the Written Communication requirement of the L.A.P. **Does not count toward L.A.P. literature requirement, the English major, the English minor, or the subject or field endorsements.** Each semester

ENG 110 Introduction to Literature 3 hours

An introduction to reading literary texts, with emphasis on varying genres and topics. Themes may include, but are not limited to, contemporary short fiction, fantasy, children's literature, science fiction, nature writing, sports writing, love and hate poetry, and one-act plays. Each semester.

ENG 201 Survey of Western Literature I (Beginnings to 1500) 3 hours

An overview of key literary masterpieces of the Western world, from the *Odyssey* to Dante's *Inferno* and the late Middle Ages. Fall semester.

ENG 202 Survey of Western Literature II (1500 to Present) 3 hours

An overview of the key literary masterpieces from the post-medieval Western world, from Molière and Montaigne to modernist and postmodern fiction. Spring semester.

ENG 203 Survey of British Literature I (700 to 1700) 3 hours

Survey of British literature from Old English literature through the Renaissance, with an emphasis on *Beowulf*, Chaucer, Shakespeare, and Milton. Fall semester.

ENG 204 Survey of British Literature II (1700 to Present) 3 hours

Survey of British literature from the Enlightenment to late 20th century, from Pope and Swift to contemporary British writers like Salman Rushdie and Alan Moore. Spring semester.

ENG 205 Survey of U.S. Literature I (Precolonial to 1865) 3 hours

Survey of U.S. literature from precolonial times to the end of the Civil War. Texts may include drama, fiction, poetry, nonfiction, and folklore. Fall semester.

ENG 206 Survey of U.S. Literature II (1865 to Present) 3 hours

Survey of U.S. literature from the end of the Civil War to the present. Texts may include fiction, drama, poetry, popular genres, serialized magazines, and online fan fiction. Spring semester.

ENG 235 Basics of Publishing and Copyediting (Also JRN 235) 3 hours

Fundamentals of book and magazine production for both electronic and print publications. We will explore every stage of production, from the initial copyedit of a manuscript to the final quality-control check on the finished product. **Prerequisite:** ENG 100. JRN 100 highly recommended for JRN majors. **Does not count toward L.A.P. literature requirement.** Spring, odd-numbered years.

ENG 245 Introduction to Film 4 hours

Introduction to reading films as texts, focusing on formal analysis and issues of technology, production, authorship, genre, and stardom. Topics vary but may include Hollywood's Golden Era, science fiction, film festival darlings, animation, and specific artists. Required weekly film viewing outside of class. As needed.

ENG 246 Introduction to Comics and the Graphic Novel 3 hours

An introduction to the formal analysis of comics, focusing on key themes in the contemporary graphic novel in the context of its historical and cultural development. As needed.

ENG 300 Literary Theory and Critical Methods 3 hours

Introduction to a range of methodologies in literary criticism and literary analysis, including their practical application in writing about literary texts. Fall, even-numbered years.

- ENG 305 Theory and Critical Methods of Visual Culture** 3 hours
(Also AHT 305)
Introduction to theories of visual culture and cultural studies with an emphasis on writing methods. **Does not count toward L.A.P. fine arts requirement.** Fall, odd-numbered years.
- ENG 307 Literature by Women** 3 hours
Analysis of women writers who pay attention to women's shared experiences and to the diversity of their experiences. Varying emphases, but usually with a focus on 20th-century women writers. As needed.
- ENG 311 Medieval Literature and the Film** 4 hours
A comparison of influential works of medieval literature, such as *Beowulf*, Chaucer's *Canterbury Tales*, and Malory's *Morte Darthur*, with modern film adaptations, such as *The Thirteenth Warrior*, *A Knight's Tale*, and *Monty Python and the Holy Grail*. Required weekly film viewing outside of class. Varying emphases. As needed.
- ENG 313 Shakespeare and the Film** 4 hours
Study and analysis of selected Shakespearean comedies, histories, and tragedies, often with an emphasis on film adaptations. Required weekly film viewing outside of class. As needed.
- ENG 316 Topics in Anglophone Literature** 3 hours
A topics course with varying emphases on British, North American, and other Anglophone writers from the 18th to the 21st centuries. Topics may include Twentieth-Century American poetry; postcolonial fiction; modernism in Ireland; Joyce and Woolf. Students may repeat the course for credit if the topic differs. As needed.
- ENG 318 Topics in Film and Television** 4 hours
A topics course in film and/or television, focusing on a genre, studio, artist, or specific medium. Topics may include documentaries, the Disney Corporation, Steven Spielberg, or U.S. television history. Required weekly film viewing outside of class. Students may repeat the course for credit if the topic differs. As needed.
- ENG 323 Topics in World Literature** 3 hours
A topics course with emphasis on different national literatures, literary periods from antiquity to the present, genres, authors, and themes. Topics may include literature of Ancient Greece and Rome, literature of Ancient India, and international short stories. Students may repeat the course for credit if the topic differs. As needed.
- ENG 324 Topics in the Novel** 3 hours
A study of the history and the form of the novel. Emphasis on different national literatures, literary periods from the 18th century to the present, subgenres, authors and themes. Topics may include the Victorian novel, the novel and the city, the Gothic novel, modernism and the novel, and the marriage-plot novel. Students may repeat the course for credit if the topic differs. As needed.
- ENG 326 Great Plains Literature and Popular Culture** 3 hours
Selected topics in Great Plains literature and popular culture. Topics may include myths of the Great Plains, Native American writers, and the Great Depression. Students may repeat the course for credit if the topic differs. As needed.
- ENG 328 Regional Modernisms** 3 hours
An interdisciplinary approach to modernism as a regional and/or rural phenomenon. Primary texts may include poetry, fiction, architecture, painting, music, and film. As needed.
- ENG 342 History of Motion Pictures** 4 hours
A survey of the international history of film from the 1890s to the present. Required weekly film viewing outside of class. As needed.
- ENG 353 Topics in Literature and Film** 4 hours
The analysis of literary texts and their adaptation into film, with an emphasis on adaptation studies, film theory, and narrative theory. Varying subtopics, periods, and genres. Required weekly film viewing outside of class. Students may repeat the course for credit if the topic differs. As needed.
- ENG 354 Literature of North American Diversity** 3 hours
20th-century literature of American ethnic diversity and diverse religious backgrounds and sexual orientations. Varying emphases and writers. Fall semester.
- ENG 357 Young Adult Literature** 3 hours
Selected topics in young adult literature with an emphasis on theories of literacy and pedagogy. Authors may include J.K. Rowling, Neil Gaiman, Stephanie Meyer, Ray Bradbury, and Sherman Alexie. Spring, even-numbered years.
- ENG 360 The English Language** 3 hours
A survey of the history, dialects, and grammatical structure of the English language, with an introduction to the methodology and terminology of linguistics as a discipline. **Does not count toward L.A.P. literature requirement.** Fall semester.
- ENG 366 Introduction to Old English** 3 hours
Grammar basics, historical contexts, and translation of literary texts. As needed.
- ENG 367 Introduction to Middle English** 3 hours
Grammar basics, historical context, and translation of literary texts. As needed.
- ENG 383 Advanced Composition** 3 hours
Development of writing skills, using principles from contemporary rhetoric. Must be taken in conjunction with ENG 383W. **Prerequisite:** Junior or senior standing. **Does not count toward L.A.P. literature or communication requirement.** Spring semester.
- ENG 383W Advanced Composition Workshop** 1 hour
Workshop time for individual and group work with instructor feedback. Accompanies ENG 383. Spring semester.
- ENG 384 Creative Writing: Fiction** 3 hours
Instruction and practice in fiction writing, including the short story, novelette, and one-act play. **Does not count toward L.A.P. literature requirement.** Fall, odd-numbered years.
- ENG 385 Creative Writing: Poetry** 3 hours
Instruction and practice in poetry writing, including lyric, narrative, and dramatic forms of poetry. **Does not count toward L.A.P. literature requirement.** Spring, even-numbered years.
- ENG 387 Creative Writing: Nonfiction** 3 hours
Instruction and practice in writing creative nonfiction, with varying emphases on memoir, biography, and the essay. **Does not count toward L.A.P. literature requirement.** As needed.
- ENG 400 Senior Seminar** 4 hours
Capstone course for all English majors, with a substantial research and writing requirement. Intensive study of a literary or filmic

theme, writer or period. Examples: Arthurian literature; apocalyptic literature; classic and contemporary fairy tales; contemporary women's literature; the Victorian novel; Charles Dickens' *Great Expectations*; beyond Hollywood; theories of children's literature; and popular culture and small town, U.S.A. **Prerequisite:** English majors with senior standing and graduate students. Juniors and non-majors by permission. Limited to 15 students. Spring semester.

ENG 420 Teaching English: 3 hours

Methods and Measurements

Emphasis on modern approaches to teaching literature, language, composition, and reading. **Prerequisite:** Students must be admitted to Teacher education to enroll in this course. **Does not count toward L.A.P. literature requirement. Does not count toward the hours in the English majors or endorsements, but toward the ED hours in the endorsement.** Spring semester.

Foreign Languages and Literature - (FLL)

FLL 100-105/300-305 Foreign Language Credit 1-6 hours each

Credit to be awarded for pre-approved transfer courses in speaking, reading, and writing in languages not offered at Hastings College (example: Intermediate German).

FLL 106-111/306-311 Study Abroad Experience 1-6 hours each

Credit for pre-approved study abroad courses that have no direct articulation at Hastings College.

FLL 480 International Studies Seminar 3 hours

The topics in this course vary from term to term and may be offered by any of the college faculty participating in the International Studies program. Fall semester, as needed.

FLL 260/360 Directed Study Abroad 3-16 hours

This is an opportunity to participate in one of several programs designed for American students abroad or in Hastings College exchange programs with Ireland, England, Holland, Germany, Spain, and Russia. Transfer credit is arranged in consultation with the Director of International Study, Registrar, and Chair of the Languages and Literatures Department. Each term.

FLL 265/365 Directed Study International Consortium 3-16 hours

This is an opportunity to participate in one of several programs designed for American students abroad. Transfer credit is arranged in consultation with the Associate Vice President for Academic Affairs, Registrar and Chair of the Languages and Literatures Department. Each term.

French - (FRN)

FRN 101-103 French 4 hours each

This course is an introduction to the fundamentals of understanding, speaking, reading, and writing the language with an introduction to the cultural life of French-speaking people. **This course fulfills the L.A.P. language requirement.** FRN 101 is generally a prerequisite for FRN 103. FRN 101 each fall, FRN 103 each spring.

FRN 201-203 Intermediate French 3 hours each

This course is a review and progress course with concentration on conversation, writing, grammar, vocabulary building, and cultural materials. FRN 201 is generally a prerequisite for FRN 203. FRN 201 each fall, FRN 203 each spring.

FRN 270 Directed Study in French 3 hours

In this course students may choose topics covering aspects of language, literature, history, and culture. As needed.

FRN 304 Advanced French Composition and Conversation 3 hours

This course is designed to improve aural, oral, and written proficiency in the language through conversation, translation, and original compositions. As needed.

FRN 314 Studies in French Literature and Civilization 3 hours

This course is a study of varying topics of French literature and culture, with readings and discussions of representative masterpieces and aspects of French and Francophone civilization. May be repeated for credit with permission of the instructor. As needed.

German - (GER)

GER 270/370 Directed Study in German 3 hours

In this course students may choose topics covering aspects of language, literature, history, and culture. As needed.

Greek - (GRK)

GRK 104-105 Greek 4 hours each

This course is an introduction to New Testament Greek, with drills on forms, syntax, vocabulary, and with some reading in the Greek New Testament. **This course fulfills the L.A.P. language requirement.** Greek 104 is generally a prerequisite for Greek 105. As needed.

Hebrew - (HEB)

HEB 104-105 Hebrew 4 hours each

This course is an introduction to classical Hebrew, its vocabulary, grammar, and literature, with selected readings in the Hebrew Bible. **This course fulfills the L.A.P. language requirement.** Hebrew 104 is generally a prerequisite for Hebrew 105. As needed.

Latin - (LTN)

LTN 104-105 Latin 4 hours each

This course is an introduction to Latin, with drills on forms, grammar, syntax, and vocabulary. **This course fulfills the L.A.P. language requirement.** LTN 104 is generally a prerequisite for Latin 105. LTN 104 fall, even-numbered years, LTN 105 spring, odd-numbered years.

Russian - (RUS)

RUS 101-103 Russian 4 hours each

This course is a two-semester intensive introduction to Russian language and culture. While students will acquire vocabulary and experience conversational language, the main emphasis will be on grammar, with the goal of introducing students to all Russian grammatical forms by the completion of the second semester. **This course fulfills the L.A.P. language requirement.** RUS 101 is generally a prerequisite for RUS 103. RUS 101 fall, odd-numbered years, RUS 103 spring, even-numbered years.

Spanish - (SPN)

SPN 101-103 Spanish 4 hours each

This is an introductory course in the fundamentals of understanding, speaking, reading, and writing the language—with an introduction to the cultural life and history of Spanish-speaking people. **This course fulfills the L.A.P. language requirement.** SPN 101 is generally a prerequisite for SPN 103. SPN 101 each fall, SPN 103 each spring.

SPN 201-203 Intermediate Spanish 3 hours

This is a review course with emphasis on conversation, writing, vocabulary building, and cultural materials. SPN 201 is generally a prerequisite for SPN 203. SPN 201 each fall, SPN 203 each spring.

SPN 270/370 Directed Study in Spanish 3 hours

In this course students may choose topics covering aspects of language, literature, history, and culture. As needed.

SPN 284/SPN 384 Culture and Civilization of Spain 3 hours

This course consists of a journey through the history, geography, and major cultural achievements of Spain from its beginnings to the present. The course provides an analysis of Spanish identities, traditions, and ways of life. J-Term as needed, offered either in Seville, Spain, or on campus.

SPN 304 Topics for Advanced Spanish Conversation and Composition 3 hours

This course emphasizes oral and written proficiency, reading and listening skills, and vocabulary-building, using examples from contemporary and popular Hispanic culture. Offered with varying topics; students may repeat the course for credit if the topic differs. Fall, even years.

SPN 306 Advanced Spanish Grammar 3 hours

This course is designed to study Spanish grammar from the standpoint of the functionality and usage of Spanish. Its aim is to cover certain difficult but highly important problems in grammar, sentence structure, pronunciation, morphology, set phrases, sentence analysis, and many other points related to the field of linguistics. Spring, even years.

SPN 308 Spanish for Your Job 3 hours

Focus on translation, conversation, and vocabulary building for various professions. The course provides a wide range of methodological tools and can be variably targeted toward technical Spanish, business Spanish, medical Spanish, legal Spanish, etc. **Prerequisite:** SPN 201-203 or permission of the instructor. As needed.

SPN 321 Reading in Literary Genres 3 hours

This course offers an elementary yet comprehensive introduction to literary analysis, essential for an adequate appreciation of Spanish and Spanish-American literature. This course provides students with intermediate proficiency in Spanish methods for discussing literary texts and the technical vocabulary to debate literary issues effectively. **Prerequisite:** SPN 201-203 or permission of the instructor. Spring, as needed.

SPN 322 Topics in Contemporary Hispanic Film 3 hours

Emphasis on film theory and analysis of Spanish-language film. Movies are set in their cultural background, showing the changes in society (family, community, politics, economics, sexuality, urban life). Offered with varying topics; students may repeat the course for credit if the topic differs. **Prerequisite:** SPN 201-203 or permission of the instructor. J-Term, as needed.

SPN 323 Topics in and around the Hispanic World 3 hours

This course addresses the history, politics, geography, and culture of Spanish-speaking countries, with varying emphases. Students may repeat the course for credit if the topic differs. **Prerequisite:** SPN 201-203 or permission of the instructor. Spring, as needed.

SPN 324 Topics in Contemporary Hispanic Media 3 hours

This course is designed to increase vocabulary, language skills, and cultural knowledge in Spanish-speaking countries using contemporary media such as newspapers, magazines, television, film, digital media, and social networks. Students may repeat the course for credit if the topic differs. **Prerequisite:** SPN 201-203 or permission of the instructor. Fall, as needed.

SPN 405 Senior Seminar in Hispanic Literature 3 hours

This is one of four options for the required capstone course for the SPN major, with a substantial research and Spanish-language writing requirement. Sample topics: Hispanic modernismo, Spanish-American theater, New York and Hispanic literature, Spanish romanticism, Don Quixote, and the Spanish detective novel. **Prerequisite:** SPN 201-203 and at least one 300-level SPN course, or placement exam. Spanish majors and minors of junior and senior standing, or by permission. Spring, as needed.

SPN 406 Senior Seminar in Spanish Language Studies 3 hours

This is one of four options for the required capstone course for the SPN major, with a substantial research and Spanish-language writing requirement. Sample topics: the history of the Spanish language, Spanish linguistic theory, literary translation, and technical translation. **Prerequisite:** SPN 201-203 and at least one 300-level SPN course, or placement exam. Spanish majors and minors of junior and senior standing only. Spring, as needed.

SPN 407 Senior Seminar in Hispanic Film and Popular Media 3 hours

This is one of four options for the required capstone course for the SPN major, with a substantial research and Spanish-language writing requirement. Sample topics: the Spanish short film; the Spanish graphic novel; telenovelas; and Spanish film and the novel of the 1970s. **Prerequisite:** SPN 201-203 and at least one 300-level SPN course, or placement exam. Spanish majors and minors of junior and senior standing only. Spring, as needed.

SPN 408 Senior Seminar in Hispanic Culture and Civilization 3 hours

This is one of four options for the required capstone course for the SPN major, with a substantial research and Spanish-language writing requirement. Sample topics: history of Spain, the Spanish Civil War, Spain under Franco, pre-Columbian civilizations, and colonial Spanish America. **Prerequisite:** SPN 201-203 and at least one 300-level SPN course, or placement exam. Spanish majors and minors of junior and senior standing only. Spring, as needed.

SPN 420 Spanish Teaching Methods 3 hours

This course focuses on the methods, objectives, tools, problems, and assessment of teaching Spanish as a foreign language at the pre-college level. **Prerequisite:** Students must be admitted to Teacher education to enroll in this course. As needed

SPN 434 Special Topics in Spanish Grammar 3 hours

This course is designed to cover certain difficult but highly important problems in grammar, sentence structure, vocabulary, pronunciation, intonation, and other areas of mastering the Spanish language. As needed.

SPN 470 Independent Study in Spanish Variable hours

In this course, students may develop topics covering aspects of language, literature, history, and culture. As needed.

MATHEMATICS - (MTH) COMPUTER SCIENCE - (CSC)

David Cooke, Ph.D., Chair
Bobbi Buchholz, Ph.D.
Mark Hall, Ph.D.
John Schneider, Ph.D.

Mathematics - (MTH)

The objective of the department is that all students completing a major in mathematics shall be able to demonstrate:

1. A solid base of mathematical skills: symbol manipulation, model construction and interpretation, application of definitions and theorems to particular instances.
2. Ability to apply mathematics to problem-solving in realistic situations.
3. Facility in use of computer and calculator tools to support and extend analysis and presentation of mathematical work.
4. Understanding of the nature of mathematics as a logical system and ability to develop and present valid mathematical arguments and proofs.
5. Ability to research, organize, and deliver a presentation (oral and written) on a topic in mathematics.
6. Preservice mathematics education students will recognize and develop effective classroom practices, founded in competence and impactful teaching, and applied in the context of state and national mathematics standards.

An overriding goal of the department is to assist each student of mathematics in assessing his or her own interests, achievements, and potential. The students choosing to major in mathematics may design a program emphasizing pure or applied mathematics, statistics and actuarial science, preparation for teaching, and/or preparation for graduate work. A major or minor in mathematics also provides a valuable complement to a variety of other majors offered at Hastings College.

Transfer coursework into the Mathematics or Computer Science majors will be handled as follows: Students wishing to transfer a course for MTH 251 for credit towards the Mathematics or Mathematics Education major must pass a departmental test before receiving such credit. Students who wish to take CSC 250 must either pass CSC 150 at Hastings College, or pass the Hastings College CSC 150 test out exam.

Mathematics major core (32-34 hours): MTH 150, 160, 251, 308, 313, 334, 404, and 484; CSC 210.

Pure and Applied Mathematics emphasis (11-12 hours): MTH 323; two additional upper-division mathematics content courses selected from MTH 302, 314, 344, 354, or 406.

Pre-Actuarial Science emphasis (12 hours): MTH 314, 384; one additional upper-division mathematics content course selected from MTH 344, 354, or 374.

Mathematics Education major – 6-12 Mathematics Field Endorsement (44-46 hours): MTH 150, 160, 210, 251, 302, 308, 313, 334, 404; 484, one of 310 or 320; CSC 210. In addition, students must meet professional education requirements, including MTH 420.

Mathematics minor (18-19 hours): MTH 150, 160, 308, and 313 or 323; one additional upper division mathematics content course selected from 302, 313, 314, 323, 334, 344, 354, 374, 404, or 406.

Mathematics courses numbered below 150 will not be calculated in the major or minor cumulative grade point average.

MTH 100 General Mathematics 3 hours

This is an elective course designed to allow students who complete the CLEP Examination in General Mathematics the opportunity to receive credit. The Mathematics Department will review the test scores and the written essays according to college standards and make a credit recommendation to the Academic Dean and the Registrar.

MTH 110 Math Foundations-Numbers, Patterns & Statistics 4 hours

A course designed for pre-service elementary teachers. Mathematical reasoning, sets, Venn diagrams, whole numbers, integers, rational numbers, decimals, elementary algebra, percentages, elementary probability, descriptive statistics, and numeration systems of other cultures and time periods are studied. Emphasis is placed on how these topics are learned and taught in the elementary schools. Open only to Elementary Education majors. Fall semester.

MTH 120 Math Foundations-Geometry & Algebra 4 hours

A course designed for pre-service elementary teachers. Beginning geometry, congruence, symmetry, measurement, and introductory algebra are studied. Emphasis is placed on how these topics are learned and taught in the elementary schools. Open only to Elementary Education majors. Spring semester.

MTH 150 Calculus I 4 hours

The first course in the calculus sequence. Functions and their graphs, limits and continuity, derivatives and their applications, antiderivatives, and definite integrals. **Prerequisites:** High school algebra and trigonometry. Fall semester.

MTH 160 Calculus II 4 hours

Continuation of Calculus I. Techniques of integration, applications of the definite integral, polar coordinates, parametric equations, and infinite series. **Prerequisite:** MTH 150 (with C or better) or equivalent. Spring semester.

MTH 202 Discrete Mathematics 3 hours

An introduction to mathematical ways of thinking about discrete systems, and using them to model reality. Topics may include: counting principles, logic, circuits, theory of codes, machine scheduling, voting methods, and graph theory. **Prerequisite:** High school algebra. J-term.

MTH 210 Introduction to Statistics 4 hours

A study of descriptive and inferential statistics, including analysis and presentation of data, basic probability, random variables and their distributions, statistical inference, estimation and hypothesis testing, regression and correlation analysis, and one-way ANOVA. **Prerequisite:** High school algebra. Each semester.

MTH 251 Calculus III 4 hours

The final course in the calculus sequence. Vectors and vector-valued functions, functions of two or more variables, partial derivatives, multiple integrals, applications of calculus to curves and surfaces in Euclidean three-space, Green's, Stokes', and the Divergence Theorem. **Prerequisite:** MTH 160 (with C or better). Fall semester.

MTH 302 Geometry 3 hours

A study of advanced topics in Euclidean geometry and a survey of topics in modern geometries, including finite geometries, the projective plane, and groups of transformations of the plane. **Prerequisite:** MTH 160 (with C or better). J-Term, odd-numbered years.

MTH 308 Logic, Sets and Methods of Proof 3 hours
 Theory and practice of mathematical proof and its foundation in symbolic logic. Construction of proofs about sets, relations, functions, real numbers, and integers. **Prerequisite:** MTH 150 (with C or better). J-Term.

MTH 310 Teaching Math Foundations: Numbers & Patterns 1 hour
 Course for prospective teachers of mathematics. Students will participate in all aspects of MTH 110 and will assume responsibility for teaching at least two segments of the course under supervision of the instructor. **Prerequisite:** Permission of instructor. Concurrent with MTH 110.

MTH 313 Linear Algebra with Applications 4 hours
 A study of systems of linear equations, matrices, determinants, vector spaces, inner product spaces, eigenvalues, eigenvectors, and linear transformations, all with applications. **Prerequisite:** MTH 150 (with C or better). MTH 308 recommended. Spring semester.

MTH 314 Probability Theory 4 hours
 A calculus-based study of discrete and continuous probability distributions, combinatorial methods, conditional probability, and multivariate distributions with applications. **Prerequisite:** MTH 251 (with C or better). Spring, odd-numbered years.

MTH 320 Teaching Math Foundations: Geometry & Algebra 1 hour
 Course for prospective teachers of mathematics. Students will participate in all aspects of MTH 120 and will assume responsibility for teaching at least two segments of the course under supervision of the instructor. **Prerequisite:** Permission of instructor. Concurrent with MTH 120.

MTH 323 Differential Equations with Applications 4 hours
 Solution of differential equations with applications. Differential operators, Laplace transforms, and power series. Linear algebra as it applies to theory, solutions and systems of differential equations. **Prerequisite:** MTH 160 (with C or better), MTH 313 recommended. Spring semester.

MTH 334 Abstract Algebra 4 hours
 Study of algebraic structures: introduction to theory of groups and rings, properties of the complex number system, polynomial and matrix rings. **Prerequisite:** MTH 308 (with C or better). Fall, odd-numbered years.

MTH 344 Numerical Analysis 4 hours
 Numerical approximation techniques: location of roots, differentiation, integration, solution of differential equations, curve fitting, and solution of systems of equations. **Prerequisites:** MTH 160, 313 or 323, CSC 210 (all with C or better). Spring, odd-numbered years.

MTH 354 Mathematical Modeling 4 hours
 Using fundamental calculus concepts in a modeling framework to investigate meaningful and practical problems chosen from the mathematical sciences, operations research, engineering, and management and life sciences. **Prerequisites:** MTH 160 and CSC 210 (both with C or better). As needed.

MTH 364 Mathematical Physics 4 hours
 See PHY 364

MTH 374 Quantitative Methods in Business/Economics 4 hours
 (Also ECO 374)
 Analytical approaches to business/economic problems with emphasis on construction and application of mathematical models for managerial decision making. Topics include linear programming and related models, decision theory, game theory, time series, queuing theory. **Prerequisite:** MTH 210 or SOC 295. Fall, odd-numbered years.

MTH 384 Financial Mathematics for Actuarial Science 4 hours
 Application of mathematics to problems involving valuation of financial transactions; equivalent measures of interest; rate of return on a fund; discounting or accumulating a sequence of payments with interest; yield rates, length of investment contributions or amounts of investment returns for various types of transactions; loans and bonds. Calculations involving yield curves, spot rates, forward rates, duration, convexity, and immunization. **Prerequisite:** MTH 251 (with C or better). Spring, even-numbered years.

MTH 404 Real Analysis 4 hours
 A rigorous development of properties of the real number system and functions of a real variable. Topics include limits, continuity, differentiation, Riemann integration, and number sequences. **Prerequisite:** MTH 308 (with C or better). Fall, even-numbered years.

MTH 406 Introduction to Complex Analysis 4 hours
 A study of functions of a complex variable. Topics include properties of the complex field, analytic functions, integration, and the calculus of residues. **Prerequisite:** MTH 308 (with C or better). As needed.

MTH 420 Teaching Mathematics: Methods/Measurements 4 hours
 Capstone course for prospective secondary mathematics teachers. Topics include: curriculum/course design, textbook selection and use, teaching strategies, and assessment theory and practice. Emphasis on student presentations. **Prerequisites:** Junior status and admission to Teacher Education or permission of instructor. Fall, even-numbered years.

MTH 474 Advanced Topics in Mathematics 2 hours
 Seminar approach to one or more advanced mathematical topics, depending on faculty and/or students' interests. Topics which have been or may be covered include Real Analysis II, Abstract Algebra II, and Advanced Mathematical Statistics. **Prerequisites:** Advanced standing and permission of department. As needed.

MTH 484 Senior Project in Mathematics 1-3 hours
 Student will work with a faculty member to research a mathematical topic, and will make a public presentation of the results of the study during the semester in which credit is awarded. **Prerequisites:** Advanced standing and permission of department.

Computer Science - (CSC)

The objective of the department is that all students completing a major in Computer Science shall demonstrate:

1. Competence in programming: problem analysis, solution design, debugging, documentation.
2. Broad knowledge of the historical origins and current state of the art of computing technology, including computer architecture, operating systems, and applications software.
3. A strong work ethic, including the commitment to meeting deadlines, accepting and responding to critiques and suggestions, and working effectively as a member of a team.

4. Ability to work and learn independently.
5. Effective communication and presentation skills.
6. Understanding of the organizational context in which information systems operate (information systems emphasis) and/or ability to develop and apply mathematical models to solve problems (mathematical emphasis).

The Computer Science major is designed for that student who wishes to develop a broad understanding of computer applications as well as demonstrated skills in software development and systems design. The computer science core is supplemented by one of two concentrations: an Information Systems emphasis, focusing on the use of information technology as a tool to support the missions of formal organizations, and a Mathematics emphasis, focusing on the use of computing technology to solve mathematical, engineering, and scientific problems. A major or minor in computer science also provides a valuable complement to other majors.

Computer Science major core (28-31 hours): CSC 210, 331, 344, 354, 366, 464, 484 or 490, MTH 210 or SOC 295, and one of the following emphases:

Information Systems Emphasis (22-23 hours): ACC 100, 110, 321 or 342 or 351 or 373, BUS 330 or BUS 351 or SOC 351, CSC 250, MTH/ECO 374, one additional upper division computer science course.

Mathematics Emphasis (23-24 hours): One additional upper division computer science course, MTH 150, 160, 313 or 323, 344, 354.

Computer Science minor (20 hours): CSC 210, 331, 344, 354, 366.

Management Information Systems minor (32 hours): CSC 210, 250, 331, 344, 354; ACC 100, 110, MTH 210 or MTH/ECO 374; CSC 464 or ACC 373.

CSC 150 Introduction to Computer Tools 2 hours

An introduction to computer application software to be used as tools for problem solving. Emphasis on integrated use of word processing, database, and spreadsheet software. Each semester.

CSC 210 Introduction to Computer Science 4 hours

The foundation course for computer science. All subsequent courses in Computer Science require a C or better from this course. Topics include HTML, web page design, algorithm structure, introductory structured programming using Javascript, functions, arrays, and basic sorting and searching algorithms. Parallel coverage of topics in discrete mathematics and computer architecture. Fall semester.

CSC 235 Computer-Generated Art 3 hours
See ART 235

CSC 250 Advanced Computer Tools 3 hours

Problem solving using an integrated computer software application package. Use of advanced features in spreadsheet, presentation, and word processing software. Introduction to relational databases, queries, and web page design and development. **Prerequisite:** CSC 150 or proficiency exam. Each semester.

CSC 272 PC Hardware and Architecture 3 hours

An introduction to contemporary PC hardware and how it is integrated to form a complete, self-contained system. Topics include system architecture, microprocessors, memory, buses, disk drives, graphics hardware, networking, and basic digital logic. **Prerequisite:** CSC 210 (with C or better). J-Term or as needed.

CSC 331 Structured Programming 4 hours

Basic algorithms and data structures in C#. Graphical user interface layout. Strings and simple file I/O. Object oriented programming, including classes, methods, operator overloading, inheritance, and polymorphism. Linked lists, stacks, and queues. **Prerequisite:** CSC 210 (with C or better). Spring semester.

CSC 333 Data Structures 4 hours

Design and implementation of abstract data types. Review of linked lists, stacks, and queues. Binary trees, balanced trees, and B-trees. Directed and undirected graphs. Hash tables and dictionaries. Additional topics as time allows. **Prerequisite:** CSC 331 (with C or better). As needed.

CSC 344 Operating/Networking Systems 4 hours

An introduction to the basic concepts of operating systems and networking, including security considerations. Topics include hardware and OS architecture, traps and interrupts, processes, memory management, and file systems; network protocols and layers, addressing, routing, DNS, transport, and NAT; authentication and authorization. **Prerequisite:** CSC 331 (with C or better). Fall, odd-numbered years.

CSC 354 Database Concepts 4 hours

Relational database design and implementation. Emphasis on keys, class or ER diagrams, database normalization, SQL, and application development using current development tools. **Prerequisite:** CSC 210 (with C or better). Fall, even-numbered years.

CSC 366 Programming Network-Based Systems 4 hours

Programming web-based applications, including databases, using such tools as HTML, XML, ASP, Javascript, MySQL, and PHP. **Prerequisite:** CSC 354 (with C or better). Spring, odd-numbered years.

CSC 454 Machine Learning 3 hours

Understanding machine learning problems and systems. Topics include system design, concept learning, decision tree learning, neural networks, hypothesis evaluation, Bayesian learning, and genetic algorithms. **Prerequisite:** CSC 331 (with C or better). J-Term.

CSC 464 Systems Analysis and Design 4 hours

Methods for the analysis, design, and implementation of computer-based information systems, including modification of existing systems. Topics include methodologies, requirements determination, analysis, system design, implementation considerations, deployment, testing, and project management. **Prerequisite:** CSC 331 (with C or better). Spring, even-numbered years.

CSC 474 Advanced Topics in Computer Science 2-4 hours

Seminar approach to one or more advanced computer science topics, depending on faculty and/or students' interests. **Prerequisites:** Advanced standing and permission of department. As needed.

CSC 484 Senior Project 1-3 hours

Student will work with the guidance of a faculty member to apply skills to solve a real problem for a real-world user. During the semester in which credit is awarded, the student will make a public presentation of the results of the project. **Prerequisites:** Advanced standing and permission of department.

MUSIC - (MU)

Robin Koozer, D.M.A., Chair
 Byron Jensen, Ph.D.
 Deb Johnson, M.A.T.
 Marc LaChance, D.M.A.
 Daniel Laing, Ph.D.
 Ruth Moore, M.A.
 Fritz Mountford, D.M.A.
 Cindy Murphy, B.M.
 Debra Rhodes, D.A.
 Charles Smith, D.M.A.
 Jonathan Sokasits, D.M.A.
 Hillary Watter, D.M.A.

The Mission of the Department of Music

The Music Department strives to:

- instill in all students a respect and love for music;
- broaden all students' musical horizons by introducing them to new and diverse realms of music;
- teach students the discipline required to achieve excellence in this field, both as teachers, performers, and consumers;
- instill a positive attitude and responsibility toward sharing their talents with others through performance;
- inspire students to be creative and to express their creativity through teaching and performing;
- emphasize that hearing music performed, especially in live performance, is an integral part of a musician's growth; and
- teach students that music is an expression of their own God-like nature, and that through music they can reach others, thus enriching their own lives.

The music faculty hopes to inspire (by example and in practice) the highest standards of musical expertise and to help each student grow as a human being through music.

The Department of Music (accredited by the National Association of Schools of Music (NASM) since 1946) prepares students for professional careers in public and private school music teaching and private studio teaching, and for graduate school through the Bachelor of Music degree. The Department of Music also offers instruction in music to non-majors and offers a Bachelor of Arts in Music degree. The Bachelor of Arts in Music provides students who have strong music ability a degree option and may also provide an option for students to double major in music and another area. Another program, the Personalized Program, offers a student the chance to design an individualized program centered around an aspect of music study. Viable combinations with the Bachelor of Arts in Music degree and the Personalized Program include: business, technology, arts management, music theatre, and music therapy. Students should confer with the department chair and their advocate/ advisor before electing their program of study. It is strongly suggested that students who major in music be advised within the Department of Music.

The Department of Music relies on its relationships with several organizations outside of the campus for various aspects of the educational program and experience. These organizations include (but are not limited to) area public and private pre-school, elementary, and secondary schools; The Hastings Symphony Orchestra; The South Central Nebraska Children's Chorale; The Chorus of the Plains; and area churches.

Annually, The Department of Music publishes the *Department of Music Handbook*, which serves as an addendum to the Hastings College Catalog. This addendum provides specific rules, regulations, degree program/credit requirements, and policies which pertain to the work of the Department of Music.

Examinations/Assessments/Juries

All music majors must be examined each semester in their major performance areas by faculty-graded Juries/Assessments. These will be graded and will count as one-third of the final grade in applied music. A student giving an approved public recital may be excused from a jury examination for the term during which the recital is given. All music majors in the Bachelor of Music degree must satisfactorily complete Basic Keyboard Skills IV and pass a piano proficiency exam. Following the Sophomore Assessment (required of all students in the Bachelor of Music degree and the Bachelor of Arts in Music degree), the music faculty will recommend at the close of the sophomore year whether a student should continue as a music major. Transfer students will perform an Assessment/Jury following their second semester of attendance at Hastings College. In both circumstances if the student's ability and record do not justify continuance as a music major, the music courses may be utilized as graduation electives.

Recitals

Recital and recital jury requirements for the various degree programs are stipulated in the *Department of Music Handbook*. All degree and non-degree recitals must be approved by a specially convened faculty committee. All music majors are required to perform a sophomore assessment for the Music Faculty at the end of the sophomore year to determine eligibility for continuing a music degree.

Ensembles

A variety of ensemble experience is provided for music majors and non-majors. Ensembles include bell choir, marching band, symphonic and wind ensembles, jazz ensemble, orchestra, college choir, singers (women's choir), men's choir, Entertainment Arts Ensemble, and various small percussion, brass, woodwind, vocal and string chamber ensembles.

MAJOR PROGRAMS

The detailed **credit requirements and required coursework** of the majors in music are published in the *Music Department Handbook* available from the Music Office or online at www.hastings.edu/musicforms. **Majors** are offered in Music Education, Piano Pedagogy and Applied Music Performance in the Bachelor of Music program. A Bachelor of Arts degree with major in music is available to students interested in a liberal arts non-professional experience. Although the curriculum is designed with degree completion in four years, students in a double major, music education, or a personalized program may extend studies into an additional year. A minimum grade of C- is required in each music course required in the Bachelor of Music Degree or Bachelor of Arts in Music Degree. A student may repeat a required music class only once.

I. MUSIC EDUCATION - The following emphases endorsements (in combination with requirements of the Teacher Education Department) lead to certification requirements as set by the Department of Education and the Nebraska Department of Education. The Department of Music values and requires field work in conjunction with music education courses.

- A. **K-12 (K-8 and 7-12) Vocal Music Subject Endorsement:** 101; 131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 141/143; 241/243; 433; 351/353; 161/163; 420; 303; 310; 480a or 102/302; 380a-d; 111-413d; 311-413b; 230a/430a or 480f; 470f; 260/460. 1/2 Recital required. Not required but recommended beyond 127 hrs: 111k/113k; 211k/313k.
- B. **K-12 (K-8 and 7-12) Instrumental Music Subject Endorsement:** 101; 131/133; 131a/133a; 231/ 233; 231a/233a; 352; 263/361/363/461; 141/143; 241/243; 341a, b; 343a, b; 351/355; 161/163; 420; 303; 111-413 (a, b, c, e, f, or g); 435; 480b, 480g; 100/300, 250/450, 250a/450a. 1/2 Recital required. Not required but recommended beyond 127 hrs: 480a-d.
- C. **K-12 Music Field Endorsement (Vocal and Instrumental):** 101; 131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 141/143; 241/243; 111-413 (primary instrument: a, b, c, d, e, f, g, or h); 161/163; 341 a, b; 343a,b; 433 or 435; 351/353 or 355, 111-413 (secondary instrument: a, b, c, d, e, f, g or h); 420; 303; 480b or 480g; 310; 100, or 250 or 250a and 260 (first two years). 1/2 Recital required. Choice between 300, 450, 450a, or 460 the last two years. Not required but recommended beyond 127 hrs: 411; 413; 431; 230a.

II. APPLIED MUSIC PERFORMANCE

- A. **Voice**
131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 141/143; 241/243; 111-413d; 111k-213k; 310; 351/353; 380a-d; 311b-413b; 433; 470j; 480a or 102/302; 1½ Recitals required; 260/460.
- B. **Piano**
131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 111b-413b(24); 111bL-413bL; 380a,b,c,d(4); 210/410(2); 371/373; 391/393; 351; 470j(2); 470a,b,c, or d(3); 111a-413a(2); 111aL-413aL; 111j-413j(2); 1 ½ Recitals (Performance based[graded]); 100/300; 250/450; 260/460; or 250a/450a.
- C. **Stringed Instrument**
Violin, Viola, Cello, String Bass
131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 141/143; 241/243; 111c-413c; 111-411j; 351/355; 435; 210/410; 470j; 470g; 311-413b; 470 a, b, c, or d; 1½ Recitals required; 250a/450a.
- D. **Wind Instrument / Percussion**
Flute/Piccolo, Clarinet, Bass Clarinet, Oboe, Bassoon, Saxophone, Trumpet, Horn, Euphonium, Trombone, Tuba, Percussion 131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/465; 141/143; 241/243; 351/353; 435; 210/410; 470j; 111-413j; 470h; 470 a, b, c, or d; 111-413 (primary instrument: e, f, g); 111-413 (secondary instrument: b, e, f, g); 1½ Recitals required; 250/450.
- E. **Organ**
131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 351; 380 a, b, c, and d; 111a-413a; 470j; 111j-413j; 210/410; 470a, b, c, d, or o; 411-413 b, c, d, e, f, g, or h; 470i; 470k; 1½ Recitals required; 100/300; 250/450; 260/460 or 250a/450a. Not required but recommended beyond 127 hrs: 371/373; 391/393.
- F. **Collaborative Piano**
131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 351; 380a,b,c, and d(4); 111a-413a(2); 111aL 413aL; 371/373; 391/393; 111b-413b(18); 111bL-413bL; 111j-413j(4); 470j(2); 111k-213k(2); 470q, r, or s(4); 1 ½ Recitals(Performance based [graded]), ½ (collaborative with voice[graded]); ½ (collaborative with instrument [graded]; 100/300; 250/450; 260/460; or 250a/450a.

III. PIANO PEDAGOGY

101; 131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 111b-413b(16); 111bL-413bL; 391/393/394; 290/490(6) Internship; 380a,b,c, and d(4); 371; 373; 470a,b,c,d, or e(3); 470j(3); 1 ½ Recitals required (1 Lecture/Performance and ½ Performance); 100/300; 250/450; 260/460; or 250a/450a and supporting courses MU303 and ED310. The Department of Music values and requires field work in conjunction with piano pedagogy coursework.

IV. BACHELOR OF ARTS IN MUSIC

- A. **Option 1 (Performance Emphasis)** 131/133; 131a/133a; 352; 263/361/363/461; 141/143; 241/243; 111-313; 433 or 435; 351; ½ Recital required; 100/300, 250/450, 250a/450a or 260/460; 470j.
- B. **Option 2 (Elementary Music Education Emphasis)** 101; 131/133; 131a/133a; 352; 263/361/363/461; 141/143; 241/243; 111-313; 161/163; 303; 351; 100/300, 250/450, 250a/450a or 260/460.
- C. **Option 3 (History, Literature & Theory Emphasis)** 131/133; 131a/133a; 231/233; 231a/233a; 352; 141/143; 241/243; 111-213; 263/361/363/461; 470a-s 100/300, 250/450, 250a/450a or 260/460.
- D. **Option 4 (Sacred Music Emphasis)** 131/133; 131a/133a; 352; 263/361/363/461; REL402; 470p; 480m; 433 or 435; 1-413a-h; 351; 353 or 355; 100/300, 250/450, 260/460, or 250a/450a; 141-243 or 111-413a or b; 161/163 or 111h-413h; 380a-d; 290/490.

Minor in Music

The Minor in Music is offered by the Department of Music for students who have a serious interest in music but do not wish to major in either the Bachelor of Music or the Bachelor of Arts in Music degrees. The music minor may be used to enhance a student's previous music study beyond mere participation in ensembles. An audition is required for entrance into the Minor in Music program. All music courses in the Minor of Music must be passed with a grade of C- or above.

Requirements						
Credits	Theory/ Ear Training	History	Applied	Keyboard	Ensemble	Electives
24*	8	3	4	2	4	3
Courses	MU131, MU131a, MU133, MU133a	MU263, MU361, MU363, MU461	MU1-413, MU1-413L	Mu141, MU143 or MU1-413B	**See Notes	Any Upper Division Music Course***
*Open to all students by audition						
**Four consecutive semesters of same large ensemble (MU260A, B, or C/MU250/MU250a/MU100)						
***May not include ensembles						
Four semesters of Recital Attendance taken concurrently with Applied Lessons + may not include non-major lessons. Must be in same applied area of study.						

Musicianship

MU 131f Fundamentals of Music I 1 hour

Basic preparation for Music 131/131a for students with no theory background. **Prerequisite:** Placement exam. Fall semester.

MU 133f Fundamentals of Music II 1 hour

Continuation of MU 131f (Fund. of Music I). Fall semester.

MU 131 Basic Musicianship I 3 hours

The development of basic skills in melodic and harmonic writing and analysis. Development of aural skills through the study of sightsinging, ear training, and music technology. (Ear Training Lab required-MU 131a) Fall semester.

MU 131a Basic Musicianship Lab I 1 hour

Fall semester.

MU 133 Basic Musicianship II 3 hours

The development of basic skills in melodic and harmonic writing and analysis. An introduction to musical form. Ear training, sightsinging, and music technology. A continuation of Basic Musicianship I. **Prerequisite:** MU 131. (Ear Training Lab required-MU 133a.) Spring semester.

MU 133a Basic Musicianship Lab II 1 hour

Spring semester.

MU 231 Basic Musicianship III 3 hours

Music 231 is the continuation of 131/133. Emphasis is placed on the study of chromatic harmony and a review of two and three part form. **Prerequisite:** MU 133. (Ear Training Lab required-MU 231a.) Fall semester.

MU 231a Basic Musicianship Lab III 1 hour

Fall semester.

MU 233 Basic Musicianship IV 3 hours

Music 233 is a continuation of Music 231. The emphasis is on form and analysis. **Prerequisite:** MU 231. (Ear Training Lab required MU 233a, Spring semester.

MU 233a Basic Musicianship Lab IV 1 hour

Spring semester.

MU 352 Instructional Tools 3 hours (Also ED 352)

Performers and educators in music possess many diverse skills. They must be efficient in the management of administrative affairs, dynamic in instructional delivery and knowledgeable in instructional techniques to facilitate student learning, and acquainted with the applications of technology to music. The activities of this course align with Nebraska Technology Standards, ISTE Standards, and standards established by the National Association of Schools of Music. Participants will develop a portfolio that demonstrates products and skills that will serve in future contexts such as teaching, music research, and music technology application. For music majors only – this course is best taken concurrently with MU131 or MU133. (Meets requirements for L.A.P. and ED 352.) Each semester.

MU 433 Choral Arranging 2 hours

Scoring and arranging for choral ensembles. Study of ranges and characteristic timbres, and utilization of music technology. Some original work required. **Prerequisite:** MU 233 or permission of instructor. Fall semester.

MU 435 Instrumentation/Orchestration 2 hours

Scoring and arranging for band, orchestra, and smaller instrumental ensembles and/or choral ensembles. Study of ranges and characteristic timbres, and utilization of music technology. Some original work required. **Prerequisite:** MU 233 or permission of instructor. Spring semester.

Music History and Literature/ Performance Practices

MU 200 Introduction to Music 2 hours

A course designed to introduce representative musical masterworks to the non-music major. A study of the materials of music, including basic elements, mediums, styles, and form, is presented as an aid to understanding and enjoying musics of varied cultures. Each semester.

MU 263 History and Literature I: Medieval/Renaissance Music 3 hours

The course serves as both an introduction to the study of music history and a thorough investigation of music from the ancient eras to 1600. The course will include the study of composers, compositions, genres, stylistic principles and performance practices in societal, political and cultural contexts as well as an introduction to music research, bibliography, and writing style as it pertains to music. Spring semester.

MU 361 History and Literature II: Baroque/Classic Music 3 hours

This course is a thorough investigation of Western art music from approximately 1600 to 1850. The course will include the study of composers, compositions, genres, stylistic principles and performance practices in societal, political and cultural contexts. **Prerequisite:** MU 263. Fall semester.

MU 363 History and Literature III: Romantic/20th Century/Contemporary Music 3 hours

This course is a thorough investigation of Western art music from approximately 1850 to the present. The course will include the study of composers, compositions, genres, stylistic principles and performance practices in societal, political and cultural contexts. **Prerequisite:** MU 361. Spring semester.

MU 461 Cultural Perspectives and World Music 3 hours

This course will investigate World Music (music of different cultures) and its relationship to various facets of human existence and the “human experience.” Fall semester.

MU 371 Piano Literature I 2 hours

A study of piano literature through the time of Beethoven. **Prerequisite:** Permission of instructor. Fall semester, odd-numbered years.

MU 373 Piano Literature II 2 hours

A continuation of Music 371. A study of piano literature of the Romantic Era through the 20th century. **Prerequisite:** Permission of instructor. Spring, even-numbered years.

MU 470 Independent Study: Music Literature 1-3 hours

Independent research culminating in a research paper and/or a public presentation/performance/lecture. Individual project to be selected by the student in collaboration with the instructor and department chair. Offered by arrangement. Credit determined by specific program requirements.

- a. Baroque Period
- b. Classical Period

- c. Romantic Period
- d. 20th Century Period
- e. Keyboard Literature
- f. Vocal/Choral Literature
- g. Strings Literature
- h. Winds Literature
- i. Organ Literature
- j. Recital Literature
Recital Literature: Major Performance Literature—a study of the literature for the student's degree recital. The student should register concurrent with semester of scheduled recital performance.
- k. Special Topics
- l. World Music
- m. Technology
- n. Chamber Music
- o. Church/Sacred Music
- p. Improvisation
- q. Art Song/Song Cycle Literature
- r. Operatic Literature
- s. Instrumental duo/sonata Literature

Prerequisite: Permission of the instructor and department chair.

MU 480 Seminars 3 hours (Mainly J-Term Offerings or Arranged)

- a. Opera Workshop
- b. Marching Band Techniques
- c. Survey of American Music
- d. Science of Sound/Music Technology
- e. Instrumental Music Seminar
- f. Choral Seminar
- g. Jazz Techniques: Literature & History
- h. Women in Music
- i. Advanced Conducting
- j. Directed Reading in Music
- k. World Music
- l. Commercial/Business Music
- m. Church Music
- n. Improvisation
- o. Music Education
- p. Popular Music
- q. Vocal Literature

Music Education and Pedagogy

MU 101 Introduction to Music Education 1 hour

An introduction to the profession of music education. The course investigates the history and philosophies of music education in the United States, assessment in music education, national and Nebraska curricular standards, age appropriate instruction, basic diction applications for choral music, as well as other special topics related to music education. MU101 should be taken concurrently with ED100 American School Systems and will share the ED140 Education Laboratory experience. Each semester.

MU 303 Elementary/Middle School Music Methods 3 hours

Methods and material used for teaching and supervising music in elementary and middle schools. For music majors only. Includes pre-student teaching experiences in the public schools. Spring semester.

MU 310 Voice Pedagogy & Literature 2 hours (Bachelor of Music in Music Education) 3 hours (Bachelor of Music in Vocal Performance)

Techniques and materials for teaching voice. Demonstrations and readings in physiology of voice and voice classification. Includes pre-student teaching experiences. Offered spring, odd-numbered years. Credit determined by specific program requirements. Spring, odd-numbered years.

MU 380 Accompanying 1 hour each

- a. General: A course to give training in the art of accompanying. Specific assignments will be made to prepare for class and studio accompanying. Each semester.
- b. Vocal: A course to give training in the art of accompanying vocal performers. **Prerequisite:** MU 380a. Each semester.
- c. Instrumental: A course to give training in the art of accompanying instrumental performers. **Prerequisite:** MU 380a. Each semester.
- d. Ensembles: A course to give training in the art of accompanying ensembles. **Prerequisite:** MU 380a. Each semester.

MU 391 Piano Pedagogy I 2 hours

Techniques and materials for teaching piano with emphasis on pre-college levels. Observation of both class and private lessons. Fall, even-numbered years.

MU 393 Piano Pedagogy II 2 hours

A continuation of Piano Pedagogy I with emphasis on practice teaching of both class and private lessons. **Prerequisite:** MU 391. Spring, odd-numbered years.

MU 394 Advanced Piano Pedagogy 3 hours

Advanced techniques and materials for teaching piano, with emphasis on advanced repertoire. **Prerequisite:** MU 391 and 393. Fall, odd-numbered years.

MU 290/490 Internship 1-3 hours

The internship is a field experience in an organizational setting determined jointly by the faculty sponsor, the student, and approved by the Music Department Chair and the HC Internship Committee. Arranged. Credit determined by specific program requirements.

MU 161 Fretted Instruments 1 hour

Basic Instrument is Guitar. Open to all students. Fall semester.

MU 163 Fretted Instruments 1 hour

Basic Instrument is Guitar. Open to all students. **Prerequisite:** MU 161 or placement audition. Spring semester.

MU 341a Strings Methods 2 hours

A survey of the pedagogical problems associated with teaching stringed instruments through actual use in the class; survey of solo and study literature. Fall, even-numbered years.

MU 341b Woodwinds Methods 2 hours

A survey of the pedagogical problems associated with teaching woodwind instruments through actual use in the class; survey of solo and study literature. Fall, odd-numbered years.

MU 343a Brass Methods 2 hours

A survey of the pedagogical problems associated with teaching brass instruments through actual use in the class; survey of solo and study literature. Spring, odd-numbered years.

MU 343b Percussion Methods 2 hours

A survey of the pedagogical problems associated with teaching percussion instruments through use in the class; survey of solo and study literature. Spring, even-numbered years.

MU 351 Basic Conducting 2 hours

A course in the techniques of training and conducting vocal and instrumental ensembles. Emphasis is placed on basic conducting patterns, gestures and score reading. Fall semester.

MU 353 Choral Conducting **2 hours**

Continuation of Basic Conducting. Emphasis on score reading and analysis, rehearsal procedures, choral techniques, and repertoire. **Prerequisite:** MU 351. Spring semester.

MU 355 Instrumental Conducting **2 hours**

Continuation of Basic Conducting. Emphasis on score reading and analysis, memorization, use of the *baton*, and *orchestral and/or band technique*. **Prerequisite:** MU 351. Spring semester.

**MU 390 Music for Elementary/
Middle School Teaching** **2 hours**

A course in methods of teaching music in elementary and middle schools designed for classroom teachers who are not majoring in music. Required for all elementary education majors. **Prerequisite:** ED 300. Each semester.

MU 420 Teaching Music: Methods Measurements **3 hours**

Methods and materials used for teaching and supervising music in middle school, junior high and senior high schools. Includes a minimum of 10 hours of pre-student teaching experiences in the public schools and video-taped lab sessions. **Prerequisite:** MU 233 /Students must be admitted to Teacher Education. Fall semester.

Performance/Applied Music Study

For students pursuing the Bachelor of Music, Bachelor of Arts in Music, Music minor, or Personalized Program with Music as a primary component. These courses are designed to fill the performance demands of each student's major or secondary performing area. **All registrations for performance courses are approved through the chair of the department.** Students must register according to the semester of instruction. Detailed course requirements are available from the individual teacher. Offered each semester by arrangement unless indicated. Variable credit (1-3 hours [see below]) based on degree requirements and department chair approval.

Performance instruction, literature, study of historical performance practices, and basic pedagogical concepts are offered in the following areas:

a = *organ* [1 hour/Bachelor of Arts in Music or Bachelor of Music in Music Education; 3 hours/Bachelor of Music in Organ Performance]

b = *piano* [1 hour/Bachelor of Arts In Music or Bachelor of Music in Music Education; 2 hours/Bachelor of Music in Piano Pedagogy; 3 hours/Bachelor of Music in Piano Performance]

c = *strings* (violin, viola, cello, bass viol) [1 hour/Bachelor of Arts in Music or Bachelor of Music in Music; 2 hours/Bachelor of Music in Strings Performance]

d = *voice* [1 hour/Bachelor of Arts in Music or Bachelor of Music in Music Education; 2 hours/Bachelor of Music in Voice Performance]

e = *brass* (trumpet, horn, euphonium, trombone, tuba) [1 hour/Bachelor of Arts in Music or Bachelor of Music in Music Education; 2 hours/Bachelor of Music in Brass Performance]

f = *woodwind* (flute/piccolo, clarinet, bass clarinet, oboe, bassoon, saxophone) [1 hour/Bachelor of Arts in Music or Bachelor of Music in Music Education; 2 hours/Bachelor of Music in Woodwind Performance]

g = *percussion* [1 hour/Bachelor of Arts in Music or Bachelor of Music in Music Education; 2 hours/Bachelor of Music in Percussion Performance]

h = guitar [1 hour/Bachelor of Arts in Music or Bachelor of Music in Music Education]

* i = composition [1 hour/Bachelor of Arts in Personalized Program or Bachelor of Music]

j = chamber music [1 hour/ Music or Bachelor of Music in Performance]

** k = diction [1 hour/ Bachelor of Music]

*** m = conducting [1 hour/Bachelor of Music]

n = improvisation [1 hour/ Bachelor of Music]

Italics indicate Lab is required

*Composition: **Prerequisite:** MU131-233 or permission of Department Chair

**Diction: An introduction to IPA (International Phonoetic Alphabet) and usage in the art of singing.

Italian 111k Offered fall, odd-numbered years;

English 113k Offered spring, even-numbered years;

German 211k Offered fall, even-numbered years;

French 213k Offered spring, odd-numbered years.

***Conducting: 411m, 413m (**Prerequisite:** MU 351, 353 or 355)

MU 111=1st semester of instruction

MU 113=2nd semester of instruction

MU 211=3rd semester of instruction

MU 213=4th semester of instruction

MU 311=5th semester of instruction

MU 313=6th semester of instruction

MU 411=7th semester of instruction

MU 413=8th semester of instruction

For students who are not pursuing a major in the discipline of music (non-music majors).

Within the philosophy of the Liberal Arts, the Hastings College Department of Music encourages any student to enroll in the applied lesson program. Non-music majors, with the pre-approval of the Music Department chair, may enroll under the following conditions/regulations:

1. Non-majors are limited to a total of sixteen credits.
2. Non-major lessons will receive only one credit per lesson/course per semester.
3. Students may enroll in no more than two lessons per semester.
4. Lessons will be graded A-F and credited accordingly.
5. Non-major lessons do not require the laboratory experience, however, applied studio teachers may require participation in these experiences.
6. Transcripts will not indicate the specific applied area of study.
7. In the event a non-music major auditions and is accepted as a major in music, non-major lessons will not meet the requirements set forth in the Bachelor of Arts in Music or the Bachelor of Music degrees.
8. Non-major lessons will only be approved on a space-available basis.

MU121 (non-major)	Fall 2014
MU122 (non-major)	Spring 2015
MU123 (non-major)	Fall 2015
MU124 (non-major)	Spring 2016
MU271 (non-major)	Fall 2014
MU272 (non-major)	Spring 2015
MU273 (non-major)	Fall 2015
MU274 (non-major)	Spring 2016

MU 141 Basic Keyboard Skills I 1 hour

A course to provide beginning piano students with functional keyboard skills. Objectives: harmonization of melodies with primary chords, transposition, sight-reading, chord and interval studies, ensemble playing and playing lower elementary piano literature. Fall semester.

MU 141F Keyboard Fundamentals I 1 hour

Designed to provide the non-music major or the major with limited keyboard background an opportunity to develop the skill of playing the piano. The student will explore a variety of literature, develop music reading skills, and develop the ability to harmonize familiar tunes. Fall semester.

MU 143 Basic Keyboard Skills II 1 hour

Continuation of Basic Keyboard Skills I. Objectives: harmonization of major-minor modes with primary and secondary chords, playing by ear, sight-reading, transposing, ensemble playing, analysis and playing Grade 2 piano literature. Spring semester.

MU 143F Keyboard Fundamentals II 1 hour

A continuation of MU 141F for the non-music major or the major with limited keyboard background an opportunity to develop the skill of playing the piano. The student will explore a variety of literature, develop music reading skills, and develop the ability to harmonize familiar tunes. Spring semester.

MU 151 Beginning Voice for the Non-Major 1 hour

Designed to provide the non-music major an opportunity to study voice/singing. The student will explore vocal techniques, literature, and develop his/her singing ability. Each semester.

MU 241 Basic Keyboard Skills III 1 hour

Continuation of Basic Keyboard Skills II. Objectives: harmonization of melodies with secondary dominants, sight-reading, playing by ear, ensemble playing, more difficult transpositions, score reduction (vocal and instrumental) and playing upper elementary piano literature. Fall semester.

MU 243 Basic Keyboard Skills IV 1 hour

Continuation of Basic Keyboard Skills III. Objectives: harmonization of melodies, advanced sight-reading, score reading (vocal and instrumental). Modulation, analysis, advanced transposition, development of style concepts and repertoire study. Spring semester.

Ensembles

Music majors are required to register for eight consecutive semesters of large ensemble appropriate to their degree program. Credit for all ensembles is optional.

MU 100/300 Bell Choir NC/1 hour

A select ensemble utilizing English/Dutch hand bells. Open to all students: students may participate for credit or no credit. Auditions/placement will occur in the first two weeks of the semester as needed. Each semester.

MU 210/410 Chamber Ensemble NC/1 hour

Small woodwind, brass, percussion, keyboard and string ensembles. **Prerequisite:** Audition. Offered by arrangement.

MU 250/450 Band NC/1 hour

Open to all students: Students may participate for credit or no credit. **Prerequisite:** Audition. Each semester.

MU 260a/460a Choir NC/1 hour

Open to all students: Students may participate for credit or no credit. **Prerequisite:** Audition. Each semester.

MU 260b/460b Singers NC/1 hour

Open to all students: Students may participate for credit or no credit. **Prerequisite:** Audition. Each semester.

MU 260c/460c Men's Chorus NC/1 hour

Open to all students: students may participate for credit or no credit. **Prerequisite:** Audition. Each semester.

MU 250a/450a Orchestra NC/1 hour

Open to all students: May participate for credit or no credit. **Prerequisite:** Audition. Each semester.

MU 230a/430a Entertainment Arts Ensemble NC/1 hour

A select ensemble performing music from music theatre, film, vocal jazz, and operetta. Open to all students. **Prerequisite:** Audition. Each semester.

MU 230al/430al Entertainment Arts Ensemble Lab NC**MU 230/430 Jazz Ensemble** NC/1 hour

A select ensemble: Students may participate for credit or no credit. **Prerequisite:** Membership in College Band/Audition. Each semester.

Additional Three-Hour J-Term Courses

(offered at the discretion of the Department of Music)

MU 102/302 (Also THR 102/302) Music Theatre Workshop

MU 152 So You Want to Be Singer?

MU 222 American Music to 1950

MU 232 Learn to Play the Piano in Three Weeks

MU 265 Guitar from Scratch

MU 292 (Also PED 292) Discovery of Music Theatre in NYC

MU 402 (Also REL 402) Survey of Sacred Music

MU 480 (Also BUS 323) Organization, Leadership, and the Art of Entertainment

NURSING - (BSN)

Dallas Wilhelm, Ph.D.
Neil Heckman, Ph.D.

Students interested in studying nursing at Hastings College have two options. Students can complete their undergraduate degree at Hastings College (see the Biology section of this Catalog, Health Systems major) and then make application to Creighton University's Accelerated B.S.N. program at Creighton's Mary-Lanning Campus or other Accelerated Nursing Program.

The Creighton University School of Nursing offers undergraduate study in nursing to qualified high school graduates. Liberal arts and support science courses are provided through Hastings College. The Bachelor of Science in Nursing (B.S.N.) degree consists of eight semesters of study.

PERKINS LIBRARY

Susan Franklin, M.A., Public Services Librarian
Billie Cotterman, M.A., Technical Services Librarian

Perkins Library opened its doors at the beginning of the fall 1964 semester. The red brick neo-Georgian structure was a gift to the students of Hastings College from Mr. and Mrs. Edwin E. Perkins, who believed strongly in the importance of libraries to students' development of lives of service and distinction. Edwin E. Perkins was the inventor of Kool-Aid™.

Perkins Library is open 92.5 hours per week to provide resources useful to students as they research and write papers, prepare projects, study, read for their own information, or relax. There are comfortable spaces for students to work alone or in groups, twenty-four computers (including notebook computers that students can borrow), approximately 100,000 books, current subscriptions to 450 popular and scholarly magazines

and journals (including many online journals that are accessible after hours), nearly 3,500 DVDs, and free coffee. There is also a curriculum collection of 2,400 children's books and related materials. Students have access to more than 35 databases including encyclopedias, dictionaries, reference works, books, films, and journals through the library's home page. The library's databases contain approximately 14,000 full-text magazines, journals, and newspapers, well over 95,000 electronic books, and more than 4,000 academic films. All of these databases are accessible to Hastings College students anywhere, at any time, on or off campus. The library's catalog is fully automated.

Perkins Library faculty and staff provide full library services including personalized reference service, interlibrary loan (millions of books and articles not held in Perkins Library can be obtained quickly from other libraries), circulation, reserve, and audio-visual equipment services. The college archives are maintained in Perkins Library.

PHILOSOPHY - (PHL)

Emily Bennett, M.A.R.
Daniel Deffenbaugh, Ph.D.
Patty Kingsley, M.A.

Philosophy, as the name implies, is the love of wisdom. Philosophy concerns itself with the examination of fundamental questions such as: What is truth? What is beauty? What is goodness? What is justice? The study of Philosophy is always both a study of historical thought as well as a study of society and our ways of experiencing the world. Students of Philosophy develop the ability to think clearly and critically about knowledge, being and value and how such ideas connect with the wide range of human experiences. By examining original texts in the history of philosophy, students are presented with groundbreaking perspectives of past thinkers as well as current philosophical inquiry.

Philosophy major (31 hours): including Philosophical Ethics (104) or Topics in Applied Ethics (214), Logic (204), Ancient and Medieval (311), Modern and Contemporary (310), Advanced Topics (401), Senior Project (411), and at least 5 additional Philosophy courses.

Philosophy minor (18 hours): including Philosophical Ethics (104) or Topics in Applied Ethics (214), Logic (204), Ancient and Medieval (311), Modern and Contemporary (310), and at least two additional Philosophy courses. PHL 401 (Advanced Topics) is recommended but not required.

PHL 100 Introduction to Philosophical Ideas 3 hours
A survey of the scope of philosophy, a sampling of typical problems encountered and some of the more famous solutions proposed. Each year.

PHL 104 Introduction to Philosophical Ethics and Contemporary Moral Ideas 3 hours
What does it mean to have a good character? What is a virtuous action? What does free will mean? Do consequences matter? What is a good life? This class is a challenging and thought-provoking philosophical analysis of these classical ethical issues as well as how moral theories can be applied to current ethical issues. Readings include Aristotle, Plato, Nietzsche, Kant, Mill and others. Each year.

PHL 204 Logic 3 hours
This course develops a student's ability to reason. In addition to studying argumentation and how both language and argument structure can deceive, students will also study methods for evaluating arguments, symbolizing natural language arguments, formal deductive proofs and the history and application of logic across disciplines. The study of logic cultivates analytical thinking, sound argumentation, and well-reasoned presentation of ideas – skills that are invaluable in today's marketplace, especially for students planning careers in medicine, law and business. Each year.

PHL 214 Topics in Applied Ethics 3 Hours
This course focuses on the practical application of philosophical reasoning to questions in public and private life that are subject to ethical or moral judgment. Topics will vary from year to year, and might include Environmental Ethics, Bioethics, Animal Ethics, etc. Students may take the course two times, provided that the topic is different. As needed.

PHL 220 World Philosophical Traditions 3 hours
This course is a survey of non-Western approaches to the study and application of philosophical ideas. As needed.

PHL 274 Philosophy of Religion 3 hours
(Also REL 274)
This course examines arguments for and against traditional Judeo-Christian beliefs, such as immortality, the existence of God, miracles, and the validity of faith. It also involves some consideration of non-Western religious beliefs and philosophical methods. Each year.

PHL 275 Philosophy of Science 3 hours
A study of the philosophical assumptions undergirding the scientific enterprise, and the more influential philosophies of science. As needed.

PHL 304 Metaphysics 3 hours
Metaphysics is an examination of the nature of reality. What is really real? What is merely appearance and illusion? The course examines the more influential metaphysical positions including Idealism, Realism, Materialism, and Subjectivism. As needed.

PHL 305 Feminist Philosophy 3 hours
This course approaches the discipline of Philosophy from a feminist perspective and introduces students to important feminist philosophers and concepts. The course might both seek to critique traditional, male-centered philosophical ideas and approaches and to find the intellectual means to aid the cause of various feminist movements. As needed.

PHL 306 Philosophy of Mind 3 hours
This course explores the relationship between the mind and the brain. Are "mind" and "brain" the same? Or is there a difference between the mental (mind) stuff and the physical (brain) stuff? We will tackle these questions, along with related ones, such as: what is consciousness? In what way is artificial intelligence intelligent? And what is the nature of mental representation? As needed.

PHL 310 Modern and Contemporary Philosophy 3 hours
An historical survey of the most important philosophies in Western culture from Descartes to the present. Spring semester.

PHL 311 Ancient and Medieval Philosophy 3 hours
An historical survey of the most influential philosophies in Western culture through the Middle Ages and Renaissance. Fall semester.

PHL 314 How We Know What We Know 3 hours
Analysis of the philosophical problems involved in knowing something and knowing that we know it. This course will consider some of the more influential epistemologies in Western philosophy. As needed.

PHL 320 Thinkers and Ideas 3 hours
This topics course allows for the in-depth study of one or two critical figures in the history of Philosophy or of a significant philosophical theme, problem, or concept. Students may take the course two times, provided that the topic is different. As needed.

PHL 341 Philosophy of Language 3 hours
This course focuses on the philosophical nature of language, questions of meaning, the relationship between language and reality, and the relationship between language and truth. As needed.

PHL 344 Philosophy of Art 3 hours
(Also AHT 344)

This course will survey ways in which philosophers, artists and critics have asked what is art and how does art relate to beauty and to society. This investigation will help students consider new ways of understanding, critiquing and, to an extent, creating art. As needed.

PHL 346 Philosophy and Literature 3 hours
(Also ENG 346)

A comparison of a variety of topics as they are portrayed in philosophy and literature. Topics may include the good life, the relationship of individuals to God, the responsibility of an individual to society. As needed.

PHL 401 Advanced Topics 3 hours

An advanced level Philosophy class, usually taught in the seminar format, that will examine a particular philosopher or theme in depth. The topics will be chosen by the professor each year. The course may be repeated if the topic has changed. While this course is primarily intended to prepare majors for the senior project, philosophy minors and students who have an interest in the topic are welcome to take it. **Prerequisite:** Any Philosophy course or permission of instructor. Fall semester.

PHL 411 Senior Project 0-1 hour

The senior project gives Philosophy majors the opportunity to further refine and deepen the research completed in the Advanced Topics Seminar. The completed project will be a polished research paper of moderate length that will be defended in front of the department and then presented publicly. Not for L.A.P. Spring semester.

PHYSICAL EDUCATION & HUMAN PERFORMANCE - (PED)

Jeff Hoffman, D. P. E., Chair

Matt Buttermore, M.A.

Bill Gavers, M.S.

Carrie Hofstetter, M.S.

Becky Hamik, M. A.

Tony Harper, M.A.

Chris Kranjc, M.A.T.

John Kuehn, D.V.M.

Adam Long, M.S.

Ryan Mahoney, M.S.

Pat McCauley, M.A.T.

The mission of the Department of Physical Education & Human Performance is two-fold. First the department strives to provide the knowledge and experience base necessary for students to be successful in directing life-long experiences in teaching, coaching, recreation, sport management, or other health and sport related professions. Secondly, the department strives to provide opportunities for all students to develop an appreciation of physical fitness and participation in physical activity as it contributes to one's quality of life.

PEHP Majors:	PEHP Minors:
Physical Education Subject Endorsement	7-12 Coaching Endorsement
Exercise Science	Strength & Conditioning
Recreation & Sport Management	Athletic Training

Physical Education Subject Endorsement

The Physical Education program prepares future teachers for public and private schools in the State of Nebraska. In collaboration with the Teacher Education Department, certification programs are available to prepare entry-level teacher candidates to teach grades pre-kindergarten through grade 12. Committed to this mission, students within the major will be challenged to:

1. Understand the history, philosophy and purpose of physical education as it relates to general education.
2. Acquire a sound knowledge base of physical education concepts with the ability to think critically when applying and communicating those concepts.
3. Construct an appropriate curriculum with diverse learners in mind.
4. Acquire evaluative, technological and classroom management skills.
5. Develop an appreciation of the need for continued professional growth and personal skill development in the pursuit of lifelong service, creativity, curiosity and change.

PK-6 Physical Education Subject Endorsement (34 hours) in addition to Professional Education requirements: SCI 108; PED 101, 102, 201, 301, 331, 334, 341, 352, 362, 390 and 454.

7-12 Physical Education Subject Endorsement (34 hours) in addition to Professional Education requirements: SCI 108; PED 101, 102, 201, 301, 331, 334, 341, 352, 362, 420 and 454.

PK-12 Physical Education Subject Endorsement (PK6 and 7-12 38 hours) in addition to Professional Education requirements: SCI 108; PED 101, 102, 201, 301, 331, 334, 341, 352, 362, 390, 420, 454 and one hour of elective from selected courses in physical education.

7-12 Coaching Supplemental Endorsement/Coaching minor (24-25 hours): SCI 108, PED 301,342, and 454. Eight or nine hours must also be selected from the following: PED 351, 353, 361, 363, 365, 369 and 373. The coaching endorsement/coaching minor is not a teaching endorsement and successful completion of these hours does not apply to teacher certification requirements. Those students

who are not Teacher Education majors and have not taken ED 382, are required to take an additional class in human relations in order to be certified to coach in the State of Nebraska. See the chair of the Department of Physical Education & Human Performance for a list of approved classes offered in the State of Nebraska.

Exercise Science

The mission of the Exercise Science major is in line with the philosophy of the Department of Physical Education & Human Performance and the Liberal Arts Program at Hastings College. This mission, and the policies of this program, are and shall always remain compatible with the mission of Hastings College. Specifically, the following objectives have been established for Exercise Science majors:

1. Prepare competent entry-level Exercise Science professionals in the cognitive, psychomotor and affective learning domains.
2. Prepare competent entry-level Exercise Science professionals to evaluate health behaviors and risk factors, conduct fitness assessments, design appropriate exercise prescriptions and motivate individuals to initiate healthy behavior change.
3. Prepare competent entry-level Exercise Science professionals with the ability to articulate the underlying principles and concepts of Exercise Science in both written and oral formats.
4. Help competent entry-level Exercise Science professionals prepare for careers in the health and physical fitness fields.

Exercise Science major (43-44 hours): CHM 111, SCI 108, SOC 295 or MATH 210, PED 201, 271, 301, 315, 330, 339, 342, 343, 352, 362, 483.

Strength & Conditioning minor (25 hours): SCI 108, PED 199, 282, 301, 315, 339, 343, 362, 484. As part of the Strength & Conditioning minor students are encouraged to register for and take the certification exam from one of several organizations explored in class upon the completion of PED 484.

Athletic Training minor (23 hours): BIO 111 or SCI 108, PED 201, 231, 301, 315, 320, 362, 443. Students who wish to apply to Athletic Training graduate schools will need the following classes to satisfy possible program prerequisites: BIO 113, PSY 100 and PED 102.

Recreation & Sport Management

The mission of the Recreation & Sport Management major is in line with the philosophy of the Department of Physical Education & Human Performance and the Liberal Arts Program at Hastings College. This mission and the policies of this program are and shall always remain compatible with the mission of Hastings College. Specifically, the following objectives have been established for Recreation & Sport Management majors:

1. Strive to be a leader in the creation and dissemination of knowledge and skills in the recreation and sport industry.
2. Seek opportunities for student development, practical experiences and problem solving within the recreation and sport industry.
3. Articulate the underlying principles and concepts of recreation and sport management in both written and oral formats.
4. Help students prepare for a career in the recreation and sport industry

Recreation & Sport Management major - Students can choose from two emphases as a Recreation & Sport Management major:

Recreation Emphasis (34 hours): This emphasis is designed for the student interested in pursuing a career in community or commercial recreation. Requirements include: PED 102, 115, 234, 251, 304, 314, 331, 339, 342, 352, 454 and - MKT 303.

Sport Management Emphasis (52-53 hours): This emphasis is designed for the student interested in pursuing a career in the sports industry. Requirements include courses taken from the Critical Skills Core (BUS 230, COM 360, CSC 250), Business Core (ACC 100, 110, BUS 311, 340, 351 or 473, ECO 213), Sport Management Core (PED 115, 234, 304, 314, ; 324, 342 and 454) in addition to SOC 295 or MATH 210 and - MKT 303.

Physical Education Activity Courses: a description of these courses is available in the Physical Education & Human Performance Department. The course offerings are:

PED 111 Individual Fitness: Pilates	1 hour
PED 113 Intro to SCUBA	1 hour
PED 130 Bicycling	1 hour
PED 140 Running Awareness	1 hour
PED 150 Racquet Sports	1 hour
PED 151 Dance Conditioning	1 hour
PED 160 Aerobics	1 hour
PED 174 Stage Combat (Also THR 174)	1 hour
PED 183 Dance Techniques I	1 hour
PED 184 Dance Techniques II	1 hour
PED 190 Beginning Weight Training	1 hour
PED 194 Advanced Weight Training	1 hour
PED 195 Cross Training	1 hour
PED 196 Yoga	2 hours
PED 199 Strength & Cardiovascular Conditioning	1 hour

PED 100/200 Major Sport Participation 1 hour

Participation in the major sports. The student must be academically eligible to participate and must meet all conference and national requirements of participation in order to be eligible for credit. PED 100 must be completed prior to enrolling in PED 200. A maximum of two credit hours will be awarded for all major sport participation.

PED 101 Foundations of Physical Education 3 hours

Designed to inform students of the breadth, scope and nature of the fields of physical education and to present the history, philosophies, principles and objectives of the discipline. Fall semester.

PED 102 Issues in Wellness 2 hours

Designed to give students a general background in all areas of wellness, including fitness and health promotion, sex and drug education, disease prevention and stress management, that will enable them to live a more healthy and productive life. The course includes both a lecture and activity component. This course may be taken as an elective or be used to fulfill the undergraduate physical education core requirement. Each semester.

PED 108 Outdoor Pursuits 3 hours

Designed as a hands-on class that covers the basics of outdoor skills such as camping, outdoor cooking, shooting, orienteering, and survival techniques including fire, shelter and tracking. This class will involve moderate physical activity outside in potentially adverse weather conditions. As needed.

PED 115 Introduction to Sport & Recreation 2 hours

Designed as an introduction to the four primary areas of recreation as a profession: community, commercial, outdoor, and therapeutic. The significance of the recreation industry in today's world and exposure to various professional opportunities are discussed. Fall semester.

- PED 199 Strength & Cardiovascular Conditioning** 1 hour
Designed to expose students to the methods of strength and cardiovascular conditioning. Specifically, proper technique and advanced concepts for strength and cardiovascular training will be discussed. Fall semester.
- PED 201 First Aid** 2 hours
Designed as an introduction to basic first aid and emergency care procedures. American Red Cross adult, child, and infant CPR certification is included, as well as an introduction to AED use. Each semester.
- PED 231 Introduction to Athletic Training** 2 hours
Designed to introduce student to the athletic training profession and the role and function of the athletic trainer as a member of the sports medicine team. Athletic training history, career opportunities, certification requirements, theoretical bases and practical techniques will be discussed during the course. Observation and practical experience opportunities will be required under the direct supervision of a certified athletic trainer. **Prerequisite:** PED 201. Course Fee: \$25.00. Fall semester.
- PED 234 Sport & Recreational Programming** 3 hours
Designed to familiarize students to programming recreation and leisure services for various populations including the handicapped, elderly, young, social groups, within a variety of settings. Students will learn how to develop, lead, and evaluate activities as well as make adaptation based on environment, participation numbers, and interest levels. Spring semester.
- PED 250 Cheerleading and Dance** 1 hour
Designed to encourage participation in cheerleading and dance precision. May be taken for credit only twice and no more than one time per year.
- PED 251 Sports Officiating** 3 hours
Designed to provide a background and understanding of rules and techniques of officiating in flag football, basketball, soccer, softball, baseball and volleyball for youth and adults. Spring semester.
- PED 262 Issues in Sport** 3 hours
Designed as an examination and discussion of issues prevalent in sports found on the daily sports pages of newspapers, magazines, on television, and in the movies. J-Term.
- PED 263 History of Baseball** 3 hours
Designed as a review of the national pastime from its origins to present day. Focus will be primarily on professional baseball but will include amateur levels. J-Term.
- PED 271 Foundations of Exercise Science** 3 hours
Designed as an introduction to the basic principles of movement, effects of exercise on the body, values of exercise, training factors, athletic diets, and the teaching of exercise to build the major components of fitness. Strongly recommended: SCI 108. Fall semester.
- PED 272 Performance Dance** 2 hours
(Also THR 272)
Designed as an introduction to cinema and theater Dance styles: Dance styles in musicals such as "Cats", "West Side Story" and MTV. Students will also be introduced to performance ballroom dancing (swing, waltz, and tango), and hip hop. Performance experience available to advanced students. Spring semester.
- PED 282 Personal Fitness** 2 hours
Designed to enhance fitness levels and to develop the knowledge and skills required to organize a safe and effective physical fitness program. Spring semester.
- PED 301 Biomechanics/Kinesiology** 3 hours
Designed as a study of human movement through the application of mechanical analysis to the structural components of the human body, including bones, muscles, and joints. The course will predominantly focus on the analysis and study of movements common to human performance and sport. **Prerequisite:** SCI 108 or equivalent. Spring semester.
- PED 304 Park & Facility Planning** 3 hours
Designed to introduce the basic concepts related to community master planning for recreation services; planning and design of recreation areas and sites; and planning, design and construction of recreation facilities. Primary focus will be on outdoor education, management and risk management. Spring semester.
- PED 314 Facility Management & Budgeting** 3 hours
Designed to introduce the basic budgetary principles and procedures for recreation service agencies. Development of conceptual and human relations skills necessary to the successful management of recreation or leisure service facilities is covered. Fall semester.
- PED 315 Sport and Exercise Nutrition** 3 hours
Designed to examine the study of nutrition and how it applies to the human performance in sport and exercise. Students are introduced basic nutrition concepts in addition to nutrient bioenergetics, thermoregulation and fluid balance, the use of ergogenic aids and behaviors impacting body composition, weight control and disordered eating. Fall semester.
- PED 320 Upper/Lower Extremity Evaluation** 3 hours
Designed to provide the student with a thorough understanding of upper and lower extremity injuries and conditions as well as proper documentation techniques. A complete overview of specific areas of the upper and lower extremity will be examined. Content will be presented in lecture and laboratory format and students will participate in practical experiences under direct supervision of a certified athletic trainer. **Prerequisite:** PED 231: Introduction to Athletic Training and either BIO 111: Anatomy & Physiology I or SCI 108: Structure & Function (students are allow to take PED 320 while enrolled in Anatomy & Physiology course the same semester). Spring semester.
- PED 324 Sport Sociology and Ethics** 3 hours
Designed to examine the role and influence sport plays in our society. Emphasis will be placed on the social and cultural structures, patterns, and organizations or groups engaged in sport. Major moral/ethical issues within sport will also be researched and discussed. Fall semester.
- PED 330 Exercise for the Aging Adult** 3 hours
Designed to familiarize students with the effects exercise, or the lack of exercise, has on the aging adult. Special attention will be given to the physiological aspects of aging, exercise programming, and health and safety concerns specific to the older adult population. Spring semester.
- PED 331 Adapted Physical Education** 3 hours
Designed to analyze the common handicapping conditions and the adaptation of physical education activities, games, sports, and rhythms. The course also briefly explains the laws, policies, and processes that effect handicapped students. Spring semester.
- PED 334 Assessment and Evaluation in Physical Education** 2 hours
Designed as an application of basic principles and techniques of assessment and evaluation based on state and national standards in the field of Physical Education. Students discuss the concepts of test construction, administration, and evaluation, using a

classroom theory with opportunities to apply learned concepts to an elementary or secondary classroom setting. Recommend completion of, or concurrent enrollment with PED 390 or 420. Spring semester.

PED 339 Exercise Evaluation and Prescription 3 hours

Designed to introduce the methods and means of evaluating individuals to determine personal fitness and the manner and methods of prescription available to help individuals improve their level of fitness. Spring semester.

PED 341 Physical Education Activities 3 hours

Designed as an introduction to the techniques for teaching fundamental movement concepts, skill themes, fitness, games of low-organization, rhythmic activities, and lead-up activities that pertain to the elementary age child. The course also introduces the concepts of fitness development and individual and team activities that pertain to secondary school students. This course is a suggested prerequisite for Physical Education majors enrolling in PED 390 and 420. Spring semester

PED 342 Sports Psychology 3 hours

Designed to examine psychological theories and research related to sport and exercise behavior. Students are introduced to several psychological factors that underlie successful participation in sport and exercise. Attention will be given to how sport psychology concepts can be applied to other parts of the student's lives. Course content will surround the understanding of participant characteristics, group dynamics, the enhancement of performance and the enhancement of health and well-being. Each semester.

PED 343 Care & Prevention of Athletic Injuries 3 hours

Designed as a study of anatomy and pathophysiology of athletic injury. Content involves fundamentals of assessment and evaluation of injuries inherent to athletics. Included is the study of injury mechanisms and treatment techniques. **Prerequisite:** PED 201. Spring semester.

PED 351 Theory of Coaching Football 3 hours

Designed as a detailed study of the game of football including offensive, defensive and special teams concepts and football officiating. Instruction is provided in scouting techniques, practice organization and strength conditioning for football. Fall semester.

PED 352 Motor Learning 3 hours

Designed as an examination of perceptual-motor development in children and adults and the role of play in learning. Students will observe developmental and perceptual-motor activities at various pre-school, recreation and/or elementary school locations. The course is a combination of lecture and application. Strongly recommended: Previous completion of SCI 108 (Human Biology) or the equivalent. Fall semester.

PED 353 Theory of Coaching Track and Field 3 hours

Designed as an introduction to the theories and methods of coaching the events of track and field and the organization and administration of a track and field program and meet officiating. Spring semester.

PED 361 Theory of Coaching Basketball 3 hours

Designed as an introduction to the theories, methods, techniques, strategies, and officiating of the sport of basketball as well as the organization and administration of a basketball program. Fall semester.

PED 362 Exercise Physiology 3 hours

Designed as a study of the physiological response of the human body to exercise and the physiologic adaptation of organ systems to training. Emphasis is placed upon the changes of consequence to human health and performance. **Prerequisite:** SCI 108 or equivalent. Fall semester.

PED 363 Theory of Coaching Volleyball 3 hours

Designed to introduce the philosophy of coaching, conditioning, analysis of skills, strategies, team selection process, conduct of practices, and officiating as related to volleyball. Fall semester.

PED 365 Theory of Coaching Baseball/Softball 3 hours

Designed to introduce the theories, methods, techniques, strategies, and officiating of the sport of baseball/softball as well as the organization and administration of a baseball/softball program. J-Term.

PED 369 Coaching Practicum 2 hours

Designed as a practical coaching experience in a junior high, high school, or collegiate setting under the supervision of a well-qualified coach. **Prerequisite:** Permission of instructor. Each semester.

PED 373 Theory of Coaching Soccer 3 hours

Designed to introduce the theories, methods, techniques, strategies, and officiating of the sport of Soccer as well as the organization and administration of a soccer program. Spring semester.

PED 390 Methods of Teaching 3 hours

Elementary Physical Education
Designed as a study of curriculum development and implementation of developmentally appropriate activities for children in the elementary schools. Includes supervised field experience in a Hastings elementary school. Physical Education majors are encouraged to enroll in PED 341 and PED 390 during the same semester. Each semester.

PED 420 Methods of Teaching Secondary 3 hours

Physical Education
Designed as a study of curriculum development and implementation of activities for secondary school students. Includes a supervised field experience in a Hastings secondary school setting. Physical Education majors are encouraged to enroll in PED 341 and PED 420 during the same semester. Students must be admitted to Teacher Education. Fall semester.

PED 443 Athletic Training Practicum 3 hours

This course is a clinically based course in which athletic training students observe and provide health care under the direct supervision of a certified Athletic Trainer. The athletic training student performs one clinical rotation during the semester for a minimum of 150 hours. The athletic training student is encouraged to take a leadership role while performing injury evaluations, designing an implementing rehabilitation programs, providing treatments and preventing injuries to the athlete/patients in their charge. **Prerequisites:** PED 443 serves as a capstone for the Athletic Training minor and all other Athletic Training minor coursework must be completed. Spring semester.

PED 454 Administration of Physical Education & Sport 3 hours

Designed to examine administrative techniques for programs, policies, personnel and public relations within the fields of physical education, sport, and recreation. Each semester.

PED 483 Seminar in Exercise Science 3 hours

Designed as a capstone course that allows students to develop knowledge and skills in the area of Exercise Science and to integrate and apply findings from the scientific literature in Exercise Science. Class format will involve group discussion, seminar presentation and interaction, and a class project. Spring semester.

PED 484 Seminar in Strength & Conditioning 3 hours

Designed to prepare students for certification as a personal trainer and strength and conditioning specialists. Students will research organizations that offer certification programs and spend time reviewing certification exam. Fall semester.

PHYSICS - (PHY)

James Dugan, Ph.D., Chair
Steven Bever, Ph.D.

The Physics Department offers a comprehensive 44 hour program. Courses meet requirements for pre-engineering of all types, as well as those in the health related pre-professional fields. Advanced courses prepare the student for graduate school, secondary teaching or physics related employment. For further information concerning pre-engineering, refer to the Science section of this catalog.

Physics major (11 courses): PHY 211, 213, 314, 334, 344, 354, 364, 374, 384, 422 and PHY 481/483, Senior Project I and II. For those planning on graduate studies, PHY 324 is required. Majors attending graduate school will take the Graduate Record Examination (GRE) their senior year.

Allied requirements: (1) Five courses of MTH, including Differential Equations, (2) Two courses in chemistry, CHM 151/155 and 153/157. (3) Two courses in computer science, CSC 210 and 331. The program for pre-engineering students (except chemical engineering) parallels that for physics majors.

7-12 Physics Subject Endorsement

In addition to Professional Education Requirements (see Teacher Education) and the Science Endorsement Core Courses (BIO 101, 102, 103, 105, 107, CHM 151, 153, 155, 157, PHY 211, SCI 203 or 223, and SCI 420), students take: PHY 213, 314, 334, 344, 354, 374, and 422.

PHY 100 Introduction to Physics 4 hours

This is an elective course designed for students who transfer in coursework from CLEP, AP, or other credit programs where exact course equivalent isn't identified in the departmental listings. The Physics Department will review test scores, written essays, and course content according to college standards and make a credit recommendation to the Academic Dean and the Registrar.

PHY 201 General Physics 5 hours

Meets pre-professional requirements in the health professions, and the physical science requirements for L.A.P. Topics include: mechanics, momentum, energy, and fluids. Three lectures per week, one recitation, plus a laboratory. Fall semester.

PHY 203 General Physics 5 hours

Continuation of 201 with emphasis placed on the fundamentals of vibrations and waves, electricity, magnetism, light, and modern physics. **Prerequisite:** PHY 201. Spring semester.

PHY 211 College Physics 5 hours

Pre-engineering students, physics and chemistry majors. Principles of mechanics, heat, wave motion, and sound. Three lectures per week, one recitation, plus a laboratory. **Prerequisite:** MTH 150 (taken concurrently). Fall semester.

PHY 213 College Physics 5 hours

Continuation of 211, with emphasis on the fundamentals of electricity, magnetism, light, and selected topics from modern physics. **Prerequisite:** PHY 211. Spring semester.

PHY 312 Statics 4 hours

The study of objects at rest: Equilibrium of rigid bodies in two and three dimensions; deformation and stress; distributed force systems; moments of inertia; frictional forces. Spring semester.

PHY 314 Analytical Mechanics 4 hours

Formal development of the principles of Newtonian mechanics. Topics: Particle dynamics, central force problems, oscillatory motion, rigid body motion and Lagrangian dynamics. **Prerequisites:** PHY 213 and MTH 323. Spring, even-numbered years.

PHY 324 Thermodynamics 4 hours

Studies in theory of heat, first and second laws, entropy, Carnot cycle and statistical mechanics. **Prerequisites:** PHY 213 and MTH 323. Fall, odd-numbered years.

PHY 334 Electricity and Magnetism 4 hours

Development of Maxwell's equations. Microscopic descriptions of electric and magnetic properties of matter. Theory of electrostatic potential, dielectrics, and field theory. Laboratory included. **Prerequisites:** PHY 213 and MTH 323. Fall, odd-numbered years.

PHY 344 Electronics 4 hours

Introduction to the physical principles of electronic devices. Topics: Semi-conductor and circuit theory, digital techniques, and special types of integrated circuits. Laboratory included. **Prerequisites:** PHY 213 and MTH 160. Spring, even-numbered years.

PHY 354 Physical Optics 4 hours

Topics: Interference, diffraction, polarization, origin of spectra, and electromagnetic wave theory. Laboratory included. **Prerequisites:** PHY 213 and MTH 323. Fall, even-numbered years.

PHY 364 Mathematical Physics 4 hours

(Also MTH 364)

Emphasis placed on the role of mathematics in the development of physical principles. Topics: Series, complex variables, variational calculus, special functions, special differential equations, and transforms. Spring, odd-numbered years.

PHY 374 Modern Physics 4 hours

Provides a broad foundation in the fundamentals of atomic principles. Topics: Relativity, atomic theory of matter, and quantum theory. Laboratory included. **Prerequisite:** PHY 213. Fall, even-numbered years.

PHY 384 Modern Physics 4 hours

Continuation of PHY 374 with emphasis on fundamental concepts of quantum mechanics. Topics: Schroedinger's Equation, barrier potential problems, and nuclear models. Laboratory included. **Prerequisite:** PHY 374. Spring, odd-numbered years.

PHY 422 Advanced Laboratory 3 hours

Unique experiments in physics. Experiments in the physics laboratory including topics in mechanics, optics, spectroscopy, nuclear excitation and modern physics not covered in the regular courses. **Prerequisite:** PHY 374. J-Term, odd-numbered years.

PHY 481 Senior Project Part I 2 hours

All majors must complete a senior project involving proposal development in the fall, followed by research, experimental design and construction, measurement and analysis, concluding with a presentation at the Nebraska Academy of Science spring meeting. (Part I, fall of senior year. Part II, spring of senior year).

PHY 483 Senior Project Part II 2 hours

POLITICAL SCIENCE - (PLS)

Robert Amyot, Ph.D., Chair
Ingrid Bego, Ph.D.
Elizabeth Frombgen, Ph.D.

The mission of the Political Science Department is to provide a theoretical and empirical understanding of the origin, structure, and purpose of government and the importance of political participation in the United States and around the world. Through rigorous study, students learn how to analyze political systems, dissect public policies, participate in modern politics, and understand what it means to be a responsible citizen. The study of political science establishes a strong foundation for graduate study in the social sciences as well as professional careers in law, government, and public service.

Political Science

A major in Political Science requires 42 hours of coursework, a minor 24 hours. Required courses for both the major and the minor are PLS 160, 170, 220, 251, 203, and 266. In addition, majors and minors must choose either PLS 301, 306, or 333, and either PLS 302, 305, or 371. Majors must also complete PLS 480 and 484, and MTH 210; a practicum (PLS 460) or internship (PLS 490) in some area of the student's interest, taken for 1-6 credits, completes the major and is usually taken during the summer or J-Term of junior year.

Students who plan to do graduate study should also take PLS 351 and/or MTH 374. The department also encourages majors to take courses and develop concentrations in closely related fields of social science, such as economics, history, communication studies, marketing, sociology, and journalism, or in mathematics.

International Studies

A major in International Studies requires a core curriculum and an emphasis area, which together total 39 hours of coursework. It also requires a stay abroad, an internship or practicum, and a high level of foreign language competency (see below).

Core Curriculum (24 hours): The core curriculum includes the following classes: either HIS 110 or 130; PLS 170, 220, 251, and 309; HIS 203; either ECO 211 or 213; and one of the following: PLS 302, 305, 307, 344, or 347.

Language Competency (18+ hours): A student majoring in International Studies must demonstrate a high level of foreign language competency; therefore a second major in a foreign language is highly recommended. In any case, the student must complete at least 18 hours in the same foreign language at the 200-level or above. (A placement test proving advanced language proficiency can also take the place of the requirement. In special cases, 18 hours of language instruction in one or two languages including courses at the 100-level can be approved in lieu of this requirement. Either of these alternatives must be approved by the Chair of the Department of Languages and Literatures.)

Experiential Component (1-6 hours): The major requires a stay abroad, which can be a semester, a J-term excursion, or a summer program, pending the approval by the Chair of the Political Science Department. The major also requires an internship/practicum of 1-6 credits with an international component, which can be combined with the experience-abroad requirement or fulfilled separately. In cases of special hardship, a student can petition to have the stay-abroad requirement waived. This is not the case for the internship requirement.

Emphasis Area (15-16 hours): Apart from these core courses, students will specialize in one, and only one, emphasis area. Note that courses taken to meet the core requirements cannot also be used to meet emphasis area requirements.

There are two areas of emphasis offered within International Studies: International Political Economy, and International Relations. Students wishing to specialize in specific regions are encouraged to major in Political Science or International Studies and minor in History, or major in History and minor in Political Science. Students interested in international or regional topics and culture may also want to take other courses in the following fields: Art History, Business, Communication Studies, English, Foreign Languages (French, Russian, or Spanish), Music, or Religion. For those interested in international careers, proficiency in at least one other language is highly recommended, regardless of major.

International Political Economy (IPE) emphasis (16 hours):

Required courses: PLS 302 or 305, ECO 311 or 313, ECO 344, MTH 210 and either PLS 480 or ECO 481 as the capstone. An IPE emphasis cannot be combined with a Political Science or Economics major or minor, or with the IR emphasis.

International Relations (IR) emphasis (15 hours): Required courses: PLS 371 and 374; two of the following: HIS 318, 319, 323, 343, 344, 347, 348, 371, or PLS 407; and PLS 480 as the capstone. An IR emphasis may not be combined with a Political Science major or minor, or with the IPE emphasis.

PLS 100 American Government and Politics 3 hours

This is an elective course designed to allow students who complete the AP or CLEP exams in American Government the opportunity to receive credit.

PLS 140 Political Economics 3 hours (Also ECO 140)

An interdisciplinary approach examining the individual's role in the economy and the polity, and how the individual influences and is influenced by the dynamics of the relationship between the political system and the economy. Service learning will be required to engage students in these dynamics. Fulfills the L.A.P. requirement. As needed.

PLS 150 Introduction to Political Science 3 hours

This course serves as the introduction to the discipline by exposing students to the sub-fields of American Political Science and acquainting them with theories and research on political institutions, political participation, public opinion, and political culture, etc. Fulfills the L.A.P. requirement. As needed.

PLS 160 Introduction to U.S. Politics 3 hours

An introduction to the political institutions, ideologies, issues, and key actors of United States politics. We will examine such topics as: the origin, role, and current interpretation of the U.S. Constitution; the role of lobbyists, interest groups and political parties in influencing policy-making; the functions of, and balance of power between, the various branches of government; the role of the media in shaping both citizens and the political agenda; and the process of making public policy in a polarized America. Fulfills the L.A.P. requirement. Each semester.

PLS 170 Introduction to Global Politics 3 hours

The course explores political power and human connections on a global scale. The course covers concepts and ideas on the interaction of governments, organizations, and peoples across regions, cultures, and communities. This course will concentrate on

understanding and explaining the major problems of international politics and how they have changed (or remained the same) over time. We will utilize international relations theory to examine issues such as causes of war and armed conflict, the relationship between state and non-state actors, the use of force and military power, international human rights, global economy and migration. By the end of the term students should be familiar with the majority of cases in world politics, should have developed their own views on controversial issues of our time, and should be able to apply a basic analytical framework to answer the central questions raised in the realms of international relations and foreign policy. Fulfills the L.A.P. requirement. Each semester.

PLS 203 Public Policy Analysis 3 hours

This course examines the origins and consequences of public policy, the process by which it is formed, and the ways in which it is analyzed. The course also examines the rationale for government policy, the circumstances under which policy undergoes significant change, who may be excluded from the benefits of policy, and the players who attempt to shape policy. **Prerequisite:** PLS 140, 150, 160, or 170. Spring semester.

PLS 220 Introduction to Comparative Politics 3 hours

For Political Science and International Studies majors. This course introduces students to one of the subfields of political science, comparative politics, which systematically studies and compares political systems throughout the world. This course will introduce students to key concepts, theories and methods that help us better understand how the political world works. Utilizing multiple cases, students will gain a greater understanding of concepts such as the state, national identity, political economy and the variety of regime types. The mixture of theoretical concepts and case studies will provide students with applicable knowledge of government and politics in the 21st century. **Prerequisite or taken concurrently:** PLS 170. Fall semester. Does not meet any L.A.P. requirement.

PLS 251 Research Process & Methods 3 hours
(Also SOC 251)

For Political Science, International Studies, and Sociology majors. One of the essential characteristics of all the social sciences is a commitment to empirical research as the basis for knowledge. In this course, students will develop a critical appreciation for and understanding of the research methods commonly used in social science research, and will be introduced to the skills necessary to conduct their own research. Students will learn about various methods used in sociology and political science, with an emphasis on the rationale, potential, and limitations of each method for furthering our understanding of social reality. We will focus on topics such as the relationship between theory and research, the logic of research design, issues of conceptualization and measurement, and methods of both data collection and data analysis. This course includes extensive reading, lectures, discussions, hands-on exercises and activities, library research, and writing. By the end of the course, students will be able to design a research project, evaluate the strengths and weaknesses of various research strategies, and understand published accounts of social science research. **Prerequisite:** PLS 140, 150, 160, or 170. Each semester.

PLS 266 American Political Institutions 3 hours

This course systematically examines the structure and function of the institutions of the American Congress, the Presidency, and the bureaucracy. Theories of how political institutions are structured, how they change, what their structure means for representation, and how they create public policy in a democratic system are explored. **Prerequisite:** PLS 140, 150, or 160. Fall semester.

PLS 301 Public Opinion, Voting and Elections in America 3 hours

This course focuses on the central theories of how and why citizens develop political opinions and how these opinions influence their voting behavior and shape the outcomes of elections. Additionally, the role of political parties in elections is examined, as are the ways in which political candidates use media strategies and fundraising as tools for winning elections and holding on to government office. Finally, how elections impact public policy is examined. **Prerequisites:** PLS 251 and 266, or permission of instructor. Fall, even-numbered years.

PLS 302 Comparative Politics I: Political Development 3 hours

This course provides a interdisciplinary explanation of the European impact on a number of developing countries and how this experience has affected the internal political condition of these countries since World War II. **Prerequisites:** PLS 220 and 251, or permission of instructor. Spring, even-numbered years.

PLS 305 Comparative Politics II: Politics in the Developed World 3 hours

This course provides an interdisciplinary approach to domestic and regional politics in a number of developed countries, focusing on European and North American countries. The course will examine issues such as: the citizen and the state, political participation, political parties, interest groups, structures of government, etc. **Prerequisites:** PLS 220 and 251, or permission of instructor. Fall, even-numbered years.

PLS 306 Interest Groups and Social Movements in America 3 hours

This course examines the forces outside of political institutions that strive to shape how public policy is made in the United States. How citizens find representation through interest groups and how they engage in collective action through lobbying, social movements and protests is examined. **Prerequisites:** PLS 251 and 266 or permission of instructor. Spring, odd-numbered years.

PLS 307 Women and Politics 3 hours

This course examines the role of women in various political systems using a comparative framework. Specifically, the status of women in different types of societies, ranging from less developed societies to advanced industrialized societies, and how this affects the ways in which women participate in and influence the political system will be examined. We will analyze women's participation in grass-roots political movements, state and local politics, interest groups, national politics, international politics, and revolutionary movements. **Prerequisite:** PLS 140, 150, 160 or 170. Fall, odd-numbered years.

PLS 309 International Political Institutions 3 hours

This course examines how international political institutions such as the United Nations, the International Criminal Court, and the International Court of Justice operate, by using simulations. Specifically, this course will use a model United Nations simulation, and a model War Crime Tribunal simulation, among other role-playing activities. **Prerequisites:** PLS 170, or permission of instructor. Spring, even-numbered years.

PLS 314 Advanced Policy: Issues and Analysis 3 hours

This course examines, in complex settings, issues of policy and the analysis of policy implementation, enforcement and regulation. **Prerequisite:** PLS 203 or permission of instructor. Spring, odd-numbered years.

PLS 333 Judicial Politics and Constitutional Law 3 hours

This course examines the institutions of the U.S. judicial system, with particular emphasis on the Supreme Court, and the policy-making role that judges and justices play in U.S. politics. We also explore how the courts have interpreted the Constitution in applying judicial review to federal and state laws, and use court procedures and case law to reach our own conclusions about current cases and issues before the court. **Prerequisites:** PLS 160, or permission of instructor. Fall, odd-numbered years.

PLS 344 Modern Europe 3 hours
(Also HIS 344)

This course investigates the progression of European politics from the revolutions of 1848 to efforts at European union today. Europe has undertaken and still is undertaking dramatic changes in economic and political relationships among its many nations. The current unresolved questions of integration are rooted in a European history that includes the liberal revolutions of the 19th century, the major European ideologies including nationalism, the World Wars, and the development of the European Union. **Suggested Prerequisite:** Introduction to Global Politics (PLS 170), Introduction to Comparative Politics (PLS 220) and/or Western Civilization since 1648 (HIS 110). Fall, even-numbered years.

PLS 347 Modern Mexico 3 hours
(Also HIS 347)

An examination of the history of Mexico from the late-18th century to the present. The class will consider the evolution of Mexican government, the development of political ideologies, and the class between church and state, in light of the nation's social and economic development. Relations with the United States and issues of popular culture will also be considered. **Suggested Prerequisite:** Introduction to Global Politics (PLS 170), Introduction to Comparative Politics (PLS 220), and/or Modern Latin America (HIS 219). As needed.

PLS 351 Advanced Quantitative Methods 3 hours
(Also ECO 351)

This course teaches students how to apply the tools of statistical analysis to modern political and economic issues so as to generate a broader and more general understanding of human behavior. The emphasis in the course is on learning why particular statistical methods are appropriate tools for analysis and how to substantively interpret statistical results in ways that are meaningful for understanding human behavior. **Prerequisites:** PLS MTH 210 or SOC 295, or permission of instructor. As needed.

PLS 371 International Relations Theory 3 hours

This course reviews the main strands of the theoretical literature in international politics and is designed to give students the intellectual tools to understand the fundamental debates and broad patterns of international relations. Theories including Realism, Liberalism, Constructivism, and more 'critical' theories such as Marxist, Postcolonial, and Feminist theories will be thoroughly examined. The course aims to encourage students to think critically in comparing the assumptions and explanatory power of each theoretical approach being studied. Major current events will be utilized to assess and illustrate the ideas raised in the literature. **Prerequisite:** PLS 170. Fall, even-numbered years.

PLS 374 American Foreign Policy 3 hours

This course is designed to help students understand and interpret American foreign policy. It examines the assumptions used by decision makers and the process by which American foreign policy is formulated and executed. Particular attention is paid to recent foreign policy goals, the instruments of foreign policy, and the relationship between foreign policy and international politics. **Prerequisites:** PLS 170, or permission of instructor. Spring, odd-numbered years.

PLS 407 Topics in International Relations 3 hours

This course explores different topics within International Relations. The course will challenge students of International Relations to critically assess the role of global politics in domestic policies and events in the 21st century. Issues such as environmental degradation, order in post-conflict societies, extreme poverty and international development will be some of the topics for this course. **Prerequisite:** PLS 371, or permission of instructor. As needed.

PLS 460 Practicum in Political Science Varied credit

The practicum program in political science is meant to provide students with the opportunity to take practical training and obtain practical experience in an area of particular interest to them in the field. The Political Science Department takes the broadest possible interpretation of what constitutes an internship- the purpose of the course is to work with the student in their interest area rather than to compel them to complete something rigid and onerous. Students have completed standard internships with Nebraska (or home state) Senators, House and state legislative members, worked for public nonprofit organizations, interned at government agencies and pursued rigorous field studies for presentation at conferences. All practicums contain some type of written assignment (a journal, paper, completed research design and so on) and must meet the standards of the overseeing professor.

PLS 480 Topics in Political Science 3 hours

The capstone course to be completed by all senior majors requiring a review of literature and a major research project on a topic approved by the department. All students in this class are required to present their capstone project at an all-campus forum, and are encouraged to submit the abstract of the project to a national conference or meeting early in the process. **Prerequisites:** Senior student PLS or IS majors and minors only, or permission of instructor. Spring semester.

PLS 484 History of Political Thought 3 hours

An appraisal of important political thinkers from Plato to the present day. Emphasis is placed on the variety of normative thought they postulate concerning the relationship of the state, the community and the individual to one another. Designed to place current political thought in historical perspective. Fall, even-numbered years.

Pre-Law

This is not a major; students interested in attending law school after graduation may major in any field. However, the Pre-Law Committee recommends the following courses as being especially helpful for pre-law students:

Business & Economics:

ACC 100: Financial Accounting (many law schools require an accounting course that may be skipped if taken as an undergraduate) *

BUS 313: Commercial Law

ECO 211: Principles of Microeconomics

Communication Studies:

COM 241: Interpersonal Communication

COM 304: Persuasion

COM 314: Argumentation and Debate *

COM 344: Research Methods in Comm. Studies

COM 433: Principles of Communication Theory

COM 454: Rhetoric and Comm. Criticism

Languages & Literatures:

Any ENG 300+ literature course

ENG 383: Advanced Composition

History:

HIS 151: U.S. History to 1865
 HIS 153: US History since 1865
 HIS 286: Introduction to Historical Methods w/
 HIS 287: Collaborative Research Project
 Any 300-level HIS course, especially:
 HIS 318: Survey of British History
 HIS 365: Religion in America

Journalism:

JMA 343: Communication Law

Philosophy:

PHL 100: Introduction to Philosophy
 PHL 104: Ethics
 Any 200+ Philosophy course, especially:
 PHL 204: Logic *
 PHL 314: Theory of Knowledge

Political Science:

PLS 160: Introduction to American Government
 PLS 203: Public Policy Analysis
 PLS 251: Research Process & Methods
 PLS 266: American Political Institutions
 PLS 333: Judicial Politics & Constitutional Law *
 PLS 484: History of Political Thought *

Psychology:

PSY 130: Social Psychology
 PSY210: Developmental Psychology
 PSY 311: Industrial/Organizational Psychology
 PSY 334: Cognitive Psychology

Religion:

REL 365: Religion in America

Sociology:

SOC 324: Sociological Theory
 SOC 334: Criminology
 SOC 469: Qualitative Research Methods

* highly recommended

PSYCHOLOGY - (PSY)

Jeri Thompson, Ph.D., Chair
 Lee R. Wigert, Ph.D., D.Min.
 Stephanie Furrer, Ph.D.
 Mark Zajack, Ph.D.

The mission of the Psychology Department at Hastings College is to promote intellectual and personal growth, and to promote effective living in the global community. Specifically, the department's academic curriculum and co-curricular activities will help students (1) acquire a broad base of knowledge regarding human behavior and mental processes, (2) acquire the intellectual tools, problem-solving abilities, and communication skills necessary to contribute to psychological science and the well-being of society in general, and (3) develop characteristics that encourage creativity, curiosity, change, and responsible citizenship.

OBJECTIVES OF COURSES REQUIRED FOR THE PSYCHOLOGY MAJOR

(100, 200, 373, 375, 491, and MTH210 or SOC 295)

As a result of the courses, activities, and experiences provided, students completing a major in psychology will:

Knowledge Base

1. Demonstrate an understanding of the goals, methods of knowing, areas of study, and assumptions that characterize the field.
2. Demonstrate an awareness of the various psychological schools of thought and be able to compare/contrast them.
3. Demonstrate an understanding of the career options available to graduates and ways of obtaining these positions.

Intellectual Skills

4. Demonstrate critical thinking in evaluating and designing research.
5. Demonstrate effective use of technology in navigating the body of psychological knowledge and in designing research.
6. Demonstrate effectiveness in communicating orally and in writing with the scientific community and the general public about psychological principles, theories, and findings.

Interpersonal Skills and Values

7. Demonstrate the ability to work effectively with others to achieve group goals.
8. Demonstrate the development of self-awareness in interpersonal and intrapersonal domains.
9. Demonstrate concern for and action towards social justice.

Psychology major (34 hours): PSY 100, 200, 373, 375, 491, and SOC 295 or MTH 210, and 18 hours of electives.

Electives: Students may select from any of the psychology courses, but at least one course must be selected from each of Groups A, B, C, and D.

- | | | |
|----------|-------------|-----------------------------|
| Group A: | PSY 245 | Psychology of Adolescence |
| | PSY 305 | Psychology of Aging |
| | PSY 345 | Early Childhood Development |
| Group B: | PSY 201 | Biopsychology |
| | PSY 334 | Cognitive Psychology |
| Group C: | PSY 213 | Positive Psychology |
| | PSY 409 | Selected Topics in I/O |
| | PSY 413 | Work Motivation |
| Group D: | PSY 231/331 | Abnormal Psychology |
| | PSY 261 | Personality Theories |
| | PSY 331 | Cross-Cultural Psychology |
| | PSY 333 | Counseling Theories |

Psychology minor (21 hours): PSY 100, 200 and 15 hours of electives; at least one course must be selected from each of Groups A, B, C, and D.

7-12 Psychology Subject Endorsement : In addition to Professional Education Requirements (see Teacher Education), students are required to take PSY 100, 201, 221, 261, 313, 373, 375, 420, 491, and one 3-hour psych elective; SOC 130 or PSY 130, SOC 295 or MTH 210, and one Social Science elective; and one of the following: COM 201 or 241. Students interested in this teaching endorsement should contact the Chair of the Teacher Education Department.

To achieve M.A.T. credit in a 300-level course, students should enroll in the equivalent 500-level course. To achieve M.A.T. credit in a 400-level course, students should enroll in the equivalent 600-level course. See the M.A.T. catalog for a list of available courses and their descriptions.

PSY 100 Introduction to Psychology **3 hours**

This course is an introduction to the principles of psychological science and inquiry. Major topics (e.g., research methods, biological processes, sensation/perception, sleep, learning, memory, motivation, social behavior, personality, stress/health, psychological disorders and treatment) are examined, with emphasis on different theoretical perspectives, research, and application. Each semester.

PSY 130 Social Psychology **3 hours**

Social psychology is the scientific study of how people think about, relate to and influence one another. Specific topics include: the self in a social world, behavior and attitudes, genes, culture and gender, conformity and obedience, persuasion, group influence, prejudice, aggression, attraction and intimacy, helping, conflict and peacemaking, and social psychology in the court. *This course fulfills a Social Science L.A.P. requirement. However, it is NOT a substitute for PSY 100 Introduction to Psychology in the requirements for the psychology major.* Each semester.

PSY 200 Professional Development **3 hours**

This course assists students in successfully meeting major/minor requirements and prepares them for a career within psychology and/or related fields. The focus will be on undergraduate course sequencing, study skills, job interview techniques, and the graduate school application process. Students will develop an individualized program of preparation for their unique career goals. Students will also become familiar with empirical journal articles and learn to write in APA style. This course should be taken in the sophomore year and/or after the major has been declared. Fall semester only.

PSY 201 Biopsychology **3 hours**

This course is an introduction to methods and concepts useful in analyzing the biological basis of behavior. A major emphasis is on explaining typical and atypical human behavior in terms of the structure/action of, and damage to, the central nervous system. General behaviors of interest: sensory and perceptual systems (especially vision and hearing), motivation, emotion, learning and memory, language, and abnormal behavior/mental illness.

Preferred pre-requisite: PSY 100. Each semester.

PSY 210 Lifespan Development **3 hours**

This course involves the exploration of the process of human development from biological, physical, cognitive, and social perspectives from conception through death, with particular emphasis on typical development. Emphasis will be placed on theoretical perspectives, guiding principles/themes, and

specific topics: such as research methods, prenatal development, language acquisition parenting, technology and nature, bullying/cyberbullying and optimal aging. Spring semester only.

PSY 213 Positive Psychology **3 hours**

Positive psychology is the scientific study of what enables individuals and communities to thrive. This course reviews the history of this relatively new field and serves as an introduction to a focus on the cultivation of positive experiences, positive traits, and positive institutions. Students will be encouraged to explore how research in positive psychology may be applied to their own lives. Fall semester only.

PSY 221/321 Abnormal Psychology **3 hours**

This course is a survey of modern concepts of psychopathology with emphasis upon; 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. Each semester.

PSY 229 Developmental Disorders **3 hours**

Students in this course will examine disorders that are usually diagnosed in childhood, including Pervasive Developmental Disorders (e.g., Asperger's, autism), Behavioral Disorders (e.g., attention deficit hyperactivity disorder (ADHD), conduct disorder), Feeding/Elimination Disorders (e.g., pica, encopresis), and Tic Disorders (e.g., Tourette's syndrome). Discussion will focus on classification and epidemiology, diagnosis, treatments and outcomes, and developmental resilience. Spring semester only.

PSY 236/436 Health Psychology **3 hours**

This course is 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. Each semester.

PSY 245 Psychology of Adolescence **3 hours**

Students in this course will examine the biological, cognitive, and social transitions of adolescent development, with particular emphasis on *typical* development. In addition to theoretical perspectives and basic issues, major topics may include: family relationships, peer relations/friendships, identity, autonomy, and psychosocial problems (e.g., internalizing/externalizing problems, drug/alcohol abuse). Fall semester only.

PSY260/360 Psychology Lab Assistant **1-3 credits**

This course enables students to be involved in psychological research on a wide range of topics. Students work as research assistants on projects managed by a faculty member in the Department of Psychology. This experience will help students more fully understand how psychological research is conducted, provide hands-on experience with data collection and analysis/interpretation, help students determine if they want to pursue a research-related career and/or graduate school, develop contacts for letters of recommendation and job references, and enhance competitiveness for graduate school/employment. Permission of instructor required. Only 6 credit hours can be graded; additional hours must be taken on a pass/no pass basis and do not apply toward graduation requirements. Course does not fulfill elective requirements for Psychology major or minor.

- PSY 261 Personality Theories** 3 hours
In this course, students will survey leading theories of personality and supporting research. The course is designed to acquaint the student with the major personality theories including psychoanalytic, phenomenological, humanistic, cognitive, and behavioral. Students will learn the clinical interview method of personality assessment; and write case studies. Modern day applications, personality testing, and basic methods of personality research will be explored. In addition, students will take the MBTI and apply it to themselves. **Prerequisite:** Three hours of Psychology courses. Spring semester, alternate years.
- PSY 305 Psychology of Aging** 3 hours
Students in this course will examine current research on adult development and aging, with special emphases on demographics, biological, cognitive, and social factors. Focus will be on normative age-related changes (e.g., physical, cognitive, social) as well as non-normative age-related changes (e.g., Alzheimer's disease). To fulfill the service learning component, students are expected to engage one-on-one with aging residents at a local retirement community. Fall semester only.
- PSY 311 Industrial/Organization Psychology** 3 hours
This course is an examination of 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. Fall semester only.
- PSY 313 Behavioral Intervention** 3 hours
This course is a study of the important theories of learning and their application to behavioral change (will substitute for ED 342 in the K-6, K-9 Special Ed. Field Endorsement). Each semester.
- PSY 315 The Psychology of Religion** 3 hours
(Also REL 315)
This course is designed to explore religious thought and behavior from a psychological perspective. Examination of the empirical research and predominant 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. Spring semester only. Neither version of this course fulfills the L.A.P. requirements.
- PSY 331 Cross-Cultural Psychology** 3 hours
This class will provide a multicultural perspective on the understanding of human behavior. It is the study of how and why culture, ethnicity, and ecological factors affect human behavior at the level of the individual and the group. Specific emphases will be on cultural metaphors, individualist and collectivist cultures, high-context and low-context cultures, and on cultural comparisons. Fall semester only.
- PSY 333 Counseling Theories and Process** 3 hours
This course is designed to acquaint the student with the major counseling theories, and their theoretical roots and application. Emphasis is placed on the use of these strategies and techniques in the clinical setting and on skill development and application. Spring semester, alternate years.
- PSY 334 Cognitive Psychology** 3 hours
Students will conduct an in-depth study of the theories and empirical research on human thought processes. The following topics will be discussed from an information-processing perspective: perception, attention, memory, imagery, language, decision-making, and problem-solving. Spring semester only.
- PSY 345 Early Childhood Development** 3 hours
Students in this course will examine theories of developmental psychology, as well as seminal and current research focusing on various topics in infancy and early childhood. Students are required to write a research paper related to a topic based on their interests and/or engage in research projects (for which laboratory work may be required). **Preferred prerequisite:** PSY210 or Permission of instructor. Spring semester only.
SPECIAL NOTE: This course is required for the **Early Childhood Education (ECH) Endorsement**. For **ECH students only**, this course satisfies the L.A.P. Area III Psychology/Sociology requirement. **ECH Prerequisite:** ED 300 (Growth and Learning).
- PSY 373 Psychological Research Methods and Statistics** 3 hours
This course is designed to provide theoretical knowledge and practical skills related to the most common descriptive and experimental designs in psychological research. Students will work in small groups on all aspects of research projects, from conceptualization to data analysis to writing APA-style manuscripts. Students must also enroll in PSY 375 (Lab). **Prerequisite:** SOC 295 or MTH 210. Each semester.
- PSY 375 Psychological Research Methods Lab** 1 hour
This lab is an extension of PSY 373, and involves the direct implementation of psychological research methods. This course must be taken concurrently with PSY 373. Each semester.
- PSY 409 Selected Topics in Industrial/Organizational Psychology** 3 hours
This course is taught as a seminar in Industrial/Organizational Psychology. A special topic will be announced in the Class Schedule each time this class is offered. Topics will include, Leadership, Consumer Psychology, Judgment and Decision Making. Spring semester, alternate years.
- PSY 413 Work Motivation** 3 hours
This class is an exploration of the motives underlying human behavior in the workplace. We explore individual and organizational factors that affect employee motivation. In turn, the relationship between employee motivation and job performance, job satisfaction, and well-being are discussed. The evidence for various contemporary theories of motivation is critically examined. Spring Semester, alternate years.
- PSY 420 Teaching Methods** 3 hours
Students in this course will develop a theory of education, and learn to structure materials, and the classroom. This course is only for Teacher Education students intending to teach Psychology at the secondary level (Psychology Subject Endorsement). Students must be admitted to Teacher Education. Arranged.
- PSY 450 Field Work Practicum** 1 - 3 hours
This course is designed to provide personal, on-the-job experience in a student's interest area. Each academic credit hour requires 40 clock hours of on-site, documented work. **Prerequisite:** 6 hours of Psychology courses or permission of instructor. Each semester.

PSY 473 Advanced Research Methods

1 - 3 hours

This course allows students to work in the laboratory or field to develop competencies in the following areas: (1) statistical concepts and techniques beyond the initial course in statistics; (2) field or laboratory research design and implementation involving bivariate or multivariate designs; and (3) publication writing using APA format. **Prerequisite:** SOC 393 or PSY 373 and PSY 375. As needed.

PSY 491 Senior Seminar

3 hours

This is the psychology major capstone course. This course requires that students explore historical and current issues in the field of psychology. In a research-based paper, students will describe their views on the major theoretical perspectives and the basic issues in psychology, and will discuss how their “philosophy of psychology” relates to their chosen career path. The paper will also include a research proposal based on a literature review related to their area of interest/career goals. Students will also develop their resumé/vita, personal statement, and graduate school/job application materials. **Prerequisite:** Senior standing. Fall semester only.

RELIGION - (REL)

Daniel G. Deffenbaugh, Ph.D.

Jean Heriot, Ph.D.

David B. McCarthy, Ph.D.

The department of religion affirms the historical connection that Hastings College has enjoyed with the Presbyterian Church (USA) for over a century and endeavors in each of its courses to maintain a balance between an academically informed reflection on human religious experience, and the need for students to develop their own faith perspectives. Traditionally this has been referred to as *fides quaerens intellectum*, “faith seeking understanding,” an approach that affirms the mutually supportive connection between intellectual inquiry and spiritual reflection. The study of religion at Hastings College therefore employs the methods and insights of philosophy, comparative literature, history, and the social sciences to illuminate the religious beliefs and spiritual practices of cultures from around the world and across time. A major or minor in religion enhances a student’s ability to study all subjects in the humanities and social sciences, including language, literature, cultural studies, and law. A major also prepares a student to pursue graduate or professional studies in religion.

Religion major with an emphasis in Religious Studies (30 hours): Since there are a variety of courses offered in this discipline, students are encouraged to choose classes that best suit their interests, from the investigation of world religions to an emphasis on biblical studies. Majors are required to complete REL 191 (Introduction to World Religions) plus one more course at the 100 level; REL 291 (Ways of Understanding Religion), plus three more courses at the 200 level, including at least one at 271 or above; and REL 391 (Senior Research Seminar), plus three more courses at the 300 level, including at least one at 371 or above. Supporting courses in philosophy, psychology, history and art are cross-listed with

their respective departments providing a variety of options for personalized research. Prospective seminary students are advised concerning courses that will best prepare them for study at the professional level.

Religion major with an emphasis in Christian Ministry (33 hours): Three emphases are offered. Required core courses include Religion 125; 135; 245 or 246; and an additional course in one of three concentrations – Christian Education and Youth Ministry (REL406 or ED300), Pastoral Care (PSY 333), or Sacred Music (REL/MU402) – plus REL 191 or REL 291, REL 391, and three additional 300-level classes.

Religion minor with an emphasis in Religious Studies (18 hours): Minors are required to complete REL 191 (Introduction to World Religions), REL 291 (Ways of Understanding Religion), plus four more courses, including at least one additional course at the 200 level and two additional courses at the 300 level. Six courses will complete the minor requirements.

Religion minor with an emphasis in Christian Ministry (18 hours): Three emphases are offered. Required core courses include Religion 125; 135; 245 or 246; 405; 450, and an additional course in one of three concentrations – Christian Education and Youth Ministry (REL 406 or ED 300), Pastoral Care PSY 333), or Sacred Music (REL/MU 402).

REL 125 Introduction to the Old Testament

3 hours

A survey of the literature of the Hebrew Bible from the perspective of contemporary biblical scholarship: its genres, its sources, and its importance as reflecting the history and developing beliefs of ancient Israel. Fall semester.

REL 135 Introduction to the New Testament 3 hours

A survey of New Testament literature from the perspective of contemporary biblical scholarship: its genres, its sources and authors, its importance as reflecting the history and beliefs of early Christian faith. Spring semester.

REL 191 Introduction to World Religions 3 hours

An introduction to the role that religion plays in particular cultures and societies from around the world. Students will learn about the practices and beliefs of at least one indigenous religious tradition (for example, a Native American culture), one Eastern tradition (Hinduism, Buddhism, Taoism), and one Abrahamic faith tradition (Judaism, Christianity, Islam). Every year.

REL 245 Introduction to the History of Christianity 3 hours

An analysis of Christian faith through an historical overview of theological developments in the Christian encounter with the world, this course looks at critical “turning points” in the Christian tradition from the spread of Christianity after the 1st-century destruction of the Jerusalem temple, through early debates about the nature of the trinity, the 16th-century Protestant Reformations, to 20th-century developments such as Vatican II and the rise of feminist theology. Fall semester.

REL 246 Basic Christian Thought 3 hours

This course focuses on questions that many Christians face in the modern world, such as the authority of Scripture, the nature and existence of God, the meaning of Christ’s death on the cross, the work of the Holy Spirit, the sacraments, and beliefs about the end times. Alternate years.

REL 274 Introduction to Philosophy of Religion 3 hours
(Also PHL 274)

A philosophical analysis of arguments for and against traditional Jewish or Christian beliefs, such as those relating to immortality, the existence of God, miracles, and the validity of non-Western religious beliefs and philosophical methods. Each year.

REL 275 World Spiritual Practices 3 hours

A course focusing on spiritual practices from the world’s religious traditions, including the Native American vision quest, Buddhist meditation, yoga, Tai Ch’i, Christian contemplative prayer, and various food rituals of fasting and feasting. Students will be offered a first-hand experience of some of the practices considered. Every year.

REL 291 Ways of Understanding Religion 3 hours

Religion can be studied using a variety of methodological approaches. This course examines the diverse ways that religion can be understood and asks students to assess religious phenomena from perspectives as diverse as psychology, sociology, anthropology, philosophy, history, and theology. The course serves as an introduction to methodology in religious studies. Alternate years.

REL 293/393 Jewish Life and Culture 3 hours

This course introduces students to the history, beliefs, and spiritual practices of the Jewish faith tradition with special emphasis placed on the varieties of twentieth-century Jewish experience through the use of literature, music, and art. The course will conclude with a consideration of the religious questions posed by the founding of the modern state of Israel. Alternate years.

REL 295/395 Native American Life and Culture 3 hours

Explores the history of Native American religions in North America, paying particular attention to the myths, symbols, and rituals that inform specific cultural traditions (for example, the Lakota, or the Hopi). Students will have the opportunity to read contemporary Native American authors and consider the ways that Native religions and Native identity have been transformed as a result of European contact. Alternate years.

REL 298/398 Buddhist Life and Culture 3 hours

A survey of the life and cultural heritage of the Buddha and the religious traditions, spiritual practices, and visual art that have grown out of his teachings. Students will be introduced to the major schools of Buddhism – Theravada, Zen, Pure Land, Tibetan – and will consider the ways that such figures as the Dalai Lama and Zen Master Thich Nhat Hanh have influenced the development of Buddhism in the West. Alternate years.

REL 309 Death and Dying 3 hours

This class uses novels, field trips, videos, interviews and readings to survey Christian and other perspectives on death and dying, including aspects of care for the dying, grief and bereavement, and funeral services. Spring, alternate years.

REL 315 Psychology of Religion 3 hours
(Also PSY 315)

This course is designed to explore religious thought and behavior from a psychological perspective. Examination of the empirical research and predominant 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. Spring semester. Does not fulfill L.A.P. requirement.

REL 325 Hebrew Prophets Then and Now 3 hours

An examination of the message and impact of the minor and major Hebrew prophets, with particular attention paid to the socio-political issues with which they were concerned. The course concludes with a consideration of some of the men and women who have kept the Hebrew prophetic tradition alive in the 20th and 21st centuries. **Prerequisite:** REL 125 or permission of the instructor. As needed.

REL 335 Jesus in History and Tradition 3 hours

In recent years scholars have delved into the life of the historical Jesus, asking intriguing questions about his early development and his relationship with Jewish and Roman culture. This course examines the figure of Jesus as he is portrayed in the literature of the New Testament and in the theological doctrines of the church, and then explores the recent research on what history can tell us about the person himself. **Prerequisite:** REL 135 or permission of the instructor. Alternate years.

REL 336 The Apostle Paul 3 hours

A consideration of the life, conversion, mission and theology of the Apostle Paul with particular attention paid to the effect that his Epistle to the Romans had on the early church. **Prerequisite:** REL 135 or permission of the instructor. As needed.

- REL 343 Islamic World** 3 hours
(Also HIS 243/343)
A survey of the development of the Islamic faith, its spread to the people of the Arabian peninsula, North Africa, Spain, Central Asia, Asia, and of Islam's subsequent relationship with the West. Fall, alternate years.
- REL 345 Women and Religion** 3 hours
Using autobiographies, films, first-hand accounts, and secondary sources by and about women, this course uses comparative sociological and historical approaches to study the many and varied roles of women in religion, including their practices, experiences, leadership, and participation. We will consider the role of women in religion cross-culturally as well as in American culture. As needed.
- REL 357 Medieval Christianity** 3 hours
(Also HIS 357)
A history of Christianity from its development during the Roman Empire to the eve of the Reformation, emphasizing spiritual, intellectual, and institutional aspects of the Christian experience in the Middle Ages. Fall, alternate years.
- REL 365 Religion in America** 3 hours
(Also HIS 265/365)
An historical analysis of the role played by religion in the United States, especially by the major Protestant, Catholic, and Jewish denominations and movements, as well as by Native American traditions. Alternate years.
- REL 368 New Religious Movements** 3 hours
This class will survey a variety of new religious movements such as the Nation of Islam, Wicca, Scientology, and New Age religions. Students will be asked to visit and report on current groups in the area. Alternate years.
- REL 371 Myth, Symbol, and Ritual** 3 hours
A cross-cultural study of the ways that symbols, myth, and rituals are incorporated into the religious traditions of the world. Americans often talk about "belief" but most cultures talk about "practice." We consider how cultures enact religion, especially in the ways that religious symbols, rituals, and myths make and remake our worlds. Students will be expected to reflect on the ways that myth, symbol, and ritual are still embedded in, and relevant to, contemporary secular culture. Alternate years.
- REL 375 Religion and the Arts** 3 hours
(Also AHT 375)
This course examines the ways that religions around the world have produced and utilized art and other aspects of material culture in their architecture, rituals, and symbolic artifacts. Topics of discussion may include paleolithic cave art at Chauvet and Lascaux, Navajo and Buddhist sand paintings, representations of religious ideas in two-dimensional Christian art, Islamic calligraphy, and the creation of sacred space in Europe's Gothic cathedrals. Alternate years.
- REL376 Religion and Film** 4 hours
A study of the ways in which religious themes have been utilized in film, paying special attention to the way that cinematic narrative helps to illuminate the spiritual insights of the world's religious traditions. Students will be expected to view films during one weekday evening each week in addition to the regularly scheduled class period. As needed.
- REL 384 Special Topics** 3 hours
A focused study on a particular aspect of one or more world religious traditions as determined by the instructor. Such topics may include, but are not limited to, the idea of life after death in Western religion; a historical and/or biographical study of one or more religious figures; science and religion; or religion, violence, and non-violent conflict resolution. As needed.
- REL 386 Christianity and Social Justice** 3 hours
This course looks at Jesus' understanding of the Kingdom of God and the Christian's responsibility in working for social justice. Particular attention is paid to examining the individual's and the church's role in addressing such contemporary social problems as poverty, hunger, ecological destruction, consumerism and globalization. As needed.
- REL 391 Senior Research Seminar** 3 hours
The senior research seminar serves as the capstone course for all religion majors. Special attention is paid to scholarly research methods and the development of a project to be presented during the spring semester of the senior year. **Prerequisite:** permission of the instructor. Fall semester. Does not fulfill L.A.P. requirement.
- REL 402 A Survey of Sacred Music** 3 hours
(Also MU 402)
An exploration of the musical history of hymnody and its relationship to the history of the church. Students will explore the role of music in worship with emphasis on developing and planning music programs in worship services and in Christian Education. The course will include field trips, guest lectures, and participation in church music programs. J-term. As needed. Does not fulfill L.A.P. requirement.
- REL 405 Church Leadership: Preaching, Worship, Polity, and Program** 3 hours
A study of preaching, worship, lectionary use, hymnody, polity/ church government, and interpersonal and organizational skills. The polity segment will be taught ecumenically and comparatively, incorporating special projects so students can develop an understanding of their particular denomination. **Prerequisites:** One 200-level Religion course and permission of instructor. Spring, alternate years. Does not fulfill L.A.P. requirement.
- REL 406 Christian Education and Youth Ministry** 3 hours
An introductory course in the theologies, methods, and models of Christian Education in faith communities. Particular attention will be paid to issues of gender, race, and class in ministry to youth. **Prerequisites:** One Religion course and permission of instructor. Alternate years. Does not fulfill L.A.P. requirement.
- REL 450 Student Ministry Practicum** 3 hours
A ministry practicum in an approved church or Christian organization for 10 to 12 hours per week during the fall or spring semester, or 20 hours per week for eight weeks in the summer, preferably during the junior or senior year. Students will be required to attend a seminar every other week to discuss and reflect on their service. Does not count toward a Religion major or minor. **Prerequisites:** Permission of instructor. Each year. Does not fulfill L.A.P. requirement.

SCIENCE - (SCI)

Pre-Engineering

Hastings College has a 3-2 pre-engineering program which leads to degrees in Mechanical, Electrical, Civil, Chemical and Aeronautical Engineering. This formal program is an arrangement between Hastings College and Washington University in St. Louis, Mo., or Georgia Institute of Technology in Atlanta, Ga. A similar program is available for the University of Colorado, Colorado State University, Kansas State University, and Iowa State University. Under this program, the student spends the first three years at Hastings College taking the basic pre-engineering courses, and L.A.P. requirements, and the last two years are completed at one of the engineering schools. At the conclusion of the fifth year, the student is awarded baccalaureate degrees both by the engineering school and by Hastings College. Another option available for students is to graduate from Hastings College with a major in Physics and continue their engineering work at one of the designated schools and finish after two years of study with a master's of science (M.S.) degree. For further details on pre-professional training in engineering, consult the pre-engineer advisor.

Pre-Health Professions

With selected courses in Biology, Chemistry, Mathematics, and Physics, the student is prepared to meet pre-professional requirements in medicine, dentistry, pharmacy, medical technology, physical therapy, occupational therapy, veterinary medicine, mortuary science, chiropractic, and physician's assistant programs. Over the years, Hastings has achieved a distinguished record in placing its students in professional schools. Students who enter a professional school after three years at Hastings College may graduate from Hastings with their class if they have satisfied L.A.P. and major field requirements and if they can demonstrate satisfactory progress during their first year in professional school.

Secondary Teaching Endorsements

7-12 Biology Subject Endorsement

In addition to Professional Education Requirements (see Teacher Education) and the Science Endorsement Core Courses (BIO 101, 102, 103, 105, 107, CHM 151, 153, 155, 157, PHY 201 or 211, SCI 203 or 223, and SCI 420), **students take:** BIO 314, 321, 111 or 414, and one of the following: SCI 311 or BIO 434 or BIO 404 (or CHM 404).

7-12 Chemistry Subject Endorsement

In addition to Professional Education Requirements (see Teacher Education) and the Science Endorsement Core Courses (BIO 101, 102, 103, 105, 107, CHM 151, 153, 155, 157, PHY 201 or 211, SCI 203 or 223, and SCI 420), **students take:** CHM 361, 363, and eight hours of upper division chemistry courses (BIO 404 may be counted).

7-12 Physics Subject Endorsement

In addition to Professional Education Requirements (see Teacher Education) and the Science Endorsement Core Courses (BIO 101, 102, 103, 105, 107, CHM 151, 153, 155, 157, PHY 211, SCI 203 or 223, and SCI 420), **students take:** PHY 213, 314, 334, 344, 354, 374, and 422.

7-12 Science Field Endorsement

In addition to Professional Education Requirements (see Teacher Education) and the Science Endorsement Core Courses (BIO 101, 102, 103, 105, 107, CHM 151, 153, 155, 157, PHY 201 or 211 and PHY 203 or 213, SCI 203, 223, and SCI 420),

students take: BIO 314 and 434, CHM 361, PHY 374, SCI 232 (+232L) or 300 or 311. Students who complete the Science Field Endorsement may also add a science subject endorsement by completing the following options:

- **Option 1 – Biology Endorsement:** Students take BIO 321, 404 [or CHM 404] and 111 or 414
- **Option 2 – Chemistry Endorsement:** Students take CHM 363 and an additional eight hours of upper division chemistry courses (BIO 404 may be counted).
- **Option 3 – Physics Endorsement:** Students take PHY 344, 354, and 422.

SCI 108 Structure and Function

4 hours

Does not satisfy any L.A.P. requirements.

A survey of the structural and functional relationships of organs and organ systems in the human body. Special emphasis will be placed on the muscular and skeletal systems. Normal functioning as well as common disease and injury states will be discussed. This course is designed for those who require one semester of human anatomy and physiology for their major. Three lectures and one laboratory weekly. Fall semester.

SCI 124 Chemistry and Society

4 hours

Satisfies L.A.P. requirements in Physical Science.

Chemistry will be introduced within the context of our society. Selected examples will provide a better understanding of the influence of chemistry upon our society in order to develop scientific literacy. No previous chemistry is required. Three lectures weekly plus laboratory. This is a course designed for students who transfer in coursework from credit programs where exact course equivalent is not identified in the departmental listings however a chemistry laboratory experience was completed.

SCI 136 Fundamentals of Chemistry

3 hours

Satisfies L.A.P. requirements in Physical Science without a lab.

A study of the nature of science and chemistry. Atoms, molecules, formulas and chemical reactions will be discussed. There are three lectures per week. No previous exposure to chemistry is required.

SCI 203 Intro to Physical Geography

4 hours

Satisfies Area VIII L.A.P. requirements only for K-12 Special Education and Social Science Education majors. This course is also required for Elementary Education majors.

A study of the physical elements and processes affecting the earth's atmosphere, biosphere, lithosphere, and hydrosphere. Topics include maps, meteorology, astronomy, landforms and processes of change, rocks, and minerals, and basic Earth Science. Emphasis is on the relevance of physical geography, including human impact on the environment. Students will be expected to take part in field trips and workshops during the course, some of which may extend outside the usual meeting times. Three lectures and one laboratory weekly. Spring semester.

SCI 222 Introduction to the Night Sky

3 hours

Satisfies L.A.P. requirements in Physical Science without a lab.

This course is similar to SCI 223 but with no laboratory experience. J-Term.

SCI 223 Astronomy

4 hours

Satisfies L.A.P. requirements in Physical Science.

Designed for students who want to gain a perspective on the character of the astronomical universe. Topics will include our solar system, star birth and death, galaxies and cosmology. The observatory will be used for the laboratory activities. Spring semester.

- SCI 232 Welcome to the Atmosphere** 3 hours
Satisfies L.A.P. requirements in Physical Science without a lab.
 A study of the atmosphere and all the phenomena that occur within it. The students will learn about the causes and explanations for lightning, tornadoes, hurricanes, and rainbows. Included will be discussion of the variations of temperature, pressure, and moisture on a day-to-day basis, the experience we call weather, and what causes these changes. Fall semester.
- SCI 232L National Weather Service Lab** 1 hour
Satisfies L.A.P. requirements in Physical Science for a laboratory
 Students spend ten weeks at the National Weather Service (NWS) station in Hastings working with the NWS staff on a variety of laboratories
- SCI 261 Humans and the Environment with Lab** 4 hours
Satisfies L.A.P. requirements in Life Science or Physical Science.
 Provides the foundation for understanding human interaction with his environment. The basic principles of ecology serve as an introduction to the study of population growth, resource use, food production, and energy consumption. Societal issues such as pollution (air, water, solid waste, noise) are discussed. Potential solutions to our environmental problems are discussed including political, technical and social solutions. As needed.
- SCI 262 Science of Sound** 3 hours
Satisfies L.A.P. requirements in Physical Science without a lab.
 A study of the acoustical foundations of music, its transmission and reproduction, and the analysis of the quality and fidelity of sound equipment. The course will include laboratory experiences with stereo systems and a field trip to sound and recording studios. J-Term as needed.
- SCI 300 Biology and Society** 4 hours
Satisfies L.A.P. requirements in Life Science.
 A survey of basic biological principles and their application to current issues in society. Topics include cells, genetics, evolution, nutrition, disease, ecology, and scientific method. Emphasis is placed on students connecting biology to aspects of their lives outside class and their career choices. Three lectures weekly plus laboratory. As needed.
- SCI 304 Plants and Society** 4 hours
Satisfies L.A.P. requirements in Life Science with Lab.
 This course begins with an overview of the process of science and includes history of plant sciences. SCI 304 covers a variety of plant topics such as pharmaceuticals; production of coffee, tea, and chocolate; among other examples. The focus is on plants that have made impacts on the societies, economies, and histories in different cultures. Three weekly lectures plus Laboratory. Spring.
- SCI 305 Science Safety** 1 hour
Does not satisfy any L.A.P. requirements.
 This course will prepare students to design and manage safe and supportive learning environments reflecting high expectations for the success of all students, including being able to: manage physical spaces within which science learning occurs; demonstrate proper treatment and ethical use of living organisms; and demonstrate safety in all areas related to science instruction.
- SCI 311 Natural History of Sandhills and Pine Ridge Areas of Nebraska** 4 hours
Satisfies L.A.P. requirements in Life Science.
 A field study of the ecology and natural history of the Nebraska sandhills and adjacent Pine Ridge including origin and geology, wet lands, riparian areas, grasslands, national forest, rivers, lakes and streams, land use, museums and historical sites. Students will research and present an oral report. The course will include a seven-day field-trip before the start of the first semester and three 50-minute lectures a week during the fall semester. Fall, even-numbered years.
- SCI 313 Human Nutrition** 3 hours
Satisfies L.A.P. requirements in Life Science without a lab.
 A study of dietary requirements of the human body. The assimilation, storage, and utilization of nutrients by the body, and the effects of nutritional deficiencies and excess will be examined. Does not apply to the Biology major. Spring semester.
- SCI 326 Genetics and Society** 3 hours
Satisfies L.A.P. requirements in Life Science without a lab.
 Genetics and genetic technologies have an ever-increasing impact on our health and on our society. This class will begin with an introduction to the basic concepts of inheritance, the inheritance of human traits and genetic diseases, and their diagnoses and possible treatments. We will investigate the impact that genetics has had on society, examining some misconceptions that have surrounded genetic traits and disorders, and some of the attempts which have occurred to control human heredity. Finally, we will consider some of the legal and bioethical issues raised by the Human Genome Project and by the rapid expansion of genetic technology. Fall, odd-numbered years.
- SCI 390 Physical Science for Elementary Teachers** 4 hours
Satisfies Area VIII L.A.P. requirements only for Elementary Education majors when BIO 390 and SCI 203 are also completed.
 A basic laboratory science course designed to meet the needs of persons preparing to teach in elementary schools. The student is provided with a broad foundation in the basic physical sciences including such topics as matter, energy, light, heat, chemistry, and machines. Scientific method, applications of science, and technology will also be addressed. Students will gain skills in the practice of teaching and awareness of related policy issues. Students will be expected to take part in several field trips and special workshops during the course, some which extend outside the usual meeting times. Two two-hour lectures and -one two-hour laboratory per week. **Prerequisite:** Candidate must be admitted to Teacher Education. Spring semester
- SCI 420 Secondary Science Education Methods** 3 hours
 This course is designed for students planning to teach any science at the middle and/or high school level. It provides background in practical and theoretical approaches to curriculum planning, policy issues, and professional concerns. Other required course activities may also take place outside of the regular course meeting times. This course should be taken concurrently with ED 350 and ED 410. One three-hour class weekly. **Prerequisite:** Candidate must be admitted to Teacher Education. Fall semester.
- SCI 466 Advanced Medical Biology** 3 hours
 An intensive review of topics in medical biology pertinent to students preparing for medical admissions exams (MCAT, DAT, OAT, PCAT, and VCAT). A course requirement is actual sitting for the exam. **Prerequisite:** Permission of instructor. As needed.

SOCIOLOGY - (SOC)

Robert Kettlitz, Ph.D., Chair
 Laura S. Logan, Ph.D.
 Jean Heriot, Ph.D.
 James Boeve, M.S.

Mission Statement

The Sociology Department at Hastings College guides students toward mastery of the sociological perspective; social theory, and research methods. Our instructional mission involves generating awareness of how power and meaning affect the complex relationships between individuals and social institutions. Students develop practical skills in research and data interpretation that are applicable in a wide variety of fields, such as government, criminal justice, organizational behavior, human services, education, marketing research, and law. In addition, students are prepared to serve as engaged citizens able to function effectively in an increasingly global and information-intensive world.

Departmental Emphases

The Sociology Department offers four areas of emphasis: 1) General Sociology, 2) Criminology, 3) Peace, Justice and Social Change, and 4) Human Services Administration.

The **General Sociology** emphasis serves students pursuing careers where knowledge of sociology and sociological methods is useful (such as social services, industrial and personnel counseling, teaching, ministry, law, management, applied research and marketing), and those who intend to pursue graduate studies in sociology.

The **Criminology** emphasis serves students interested in careers related to criminal justice (such as law, law enforcement, probation, corrections, and juvenile delinquency), and those who intend to do graduate work in sociology or criminology.

The **Peace, Justice, and Social Change** emphasis serves students interested in careers involving principled social action (such as conflict resolution, ministry, law, politics, social services, advocacy work in human rights, minority groups, and the environment); and those who intend to pursue graduate studies in sociology.

The **Human Services Administration (HSA)** emphasis serves students interested in careers in public service organizations such as government agencies, service institutions (hospitals and schools), and nonprofit organizations that develop and deliver services involving the elderly, community development, income security, mental health, and other social services. The HSA emphasis is firmly based on fundamental social science skills. It develops competencies in public policy, managerial and organizational processes, diversity issues, direct nonprofit organizational experience, and fundraising and accounting. The HSA emphasis crosses departmental lines. It combines appropriate information and skills from Communication Arts, Business and Economics, Political Science, Psychology, and Sociology to provide a solid foundation for employment upon completion of the bachelor's degree, or for advanced study in graduate school.

Transfer students must complete a minimum of 12 hours of upper division coursework in their sociology major at Hastings College to complete their major. Several 300-400 level courses may be taken for graduate credit. See the graduate catalog for listings and descriptions.

All emphases within the Sociology Department are required to complete the Core courses listed below:

SOC 100 Introduction to Sociology
 SOC/PLS251 Research Process Methods
 SOC 295 Behavioral Statistics
 SOC 324 Sociological Theory
 SOC469 Qualitative Research Methods
 SOC471 Quantitative Research Methods
 SOC 490 Internship

Students with a General Sociology emphasis are also required to complete 18 hours of course work selected from Sociology Department offerings.

Students with a Criminology emphasis are also required to complete:

SOC 201 Introduction to Criminal Justice
 SOC260 Victimology
 SOC334 Criminological Theory
 SOC 390 Gender and Crime

and ONE of the THREE following courses

SOC304 Juvenile Justice
 SOC314 Corrections
 SOC364 Law Enforcement

and 3 hours of course work from selected Sociology Department offerings which complement your particular focus.

Students with a Peace, Justice and Social Change emphasis are also required to complete:

SOC 110 Race, Gender and Class
 SOC 203 Non-Violent Alternatives
 SOC211 Service Learning, Work and Social Change
 SOC244 Social Problems and Solutions
 SOC354 Social Movements and Social Change

and two courses from the following list of courses:

PHL104 Introduction to Philosophical Ethics and Moral Ideas
 PHL214 Topics and Applied Ethics
 PHL310 Modern and Contemporary Philosophy
 REL386 Christianity and Social Justice
 SOC384 Gender, Sexuality and Culture
 SOC394 Social Stratification

Students with a Peace, Justice and Social Change emphasis are strongly encouraged to add a concentration focusing on a specific topic (e.g., environment justice, women's studies, social movements, non-violent social change, conflict resolution, organizing for social change, etc.) which will include the addition of three or four related courses. The concentration would be organized in consultation with the student's advisor and approved by the department chair.

Human Services Administration emphasis requires students to complete Sociology Core and are also required to complete the following:

PLS 203 Public Policy Analysis
 SOC244 Social Problems and Solutions
 SOC303 Applied Sociology In Human Services
 SOC384 Gender, Sexuality and Culture

and complete one course in each of the two areas below

Area 1 (Managerial and Accounting Competency), choose one:

ACC 100 Financial Accounting
 ACC 110 Managerial Accounting
 ACC 342 Accounting for Governmental & Not-for-Profit Organizations
 BUS 330 Management and Leadership Principles
 MKT 303 Fundraising and Philanthropy
 SOC 351 Organizational Behavior
 SOC 344 Group Dynamics

Area 2 (Diversity Competency), choose one:

COM 333 Intercultural Communication
 PSY 331 Cross-Cultural Psychology
 SOC 110 Race, Gender and Class
 SOC 113 Cultural Anthropology
 SOC 376 Chicago Center*
 SOC 394 Social Stratification

*The Sociology Department cooperates with the Chicago Center to provide students opportunities for study in an urban environment.

***Sociology minor** (21 hours): SOC100, SOC251, SOC295, SOC469 or SOC471 and 9 hours of Sociology Department electives.

SOC 100 Introduction to Sociology 3 hours

An introduction to the perspectives and methods of sociology in studying human social behavior. Review of the basic issues of the field, both historical and current. Each semester.

SOC 110 Race, Gender and Class 3 hours

A survey of the major structures of inequality in American society with particular emphasis on the role of social structural determinants, major theories of minority groups and evaluation of these theories with data. Each semester.

SOC 113 Cultural Anthropology 3 hours

An examination of how culture affects the way societies solve the problems of food, shelter, love, and other facets of life. Primary concern with evaluation of tribal, peasant, and complex industrial societal models. Fall, even-numbered years.

SOC 130 Self and Society 3 hours

The study of behavior as influenced by social variables, with emphasis on the formation of groups, the dynamics of group behaviors, and intra- and inter-group relations. Topics include: attitude formation and change, self-concept, language, and perception. As needed.

SOC 201 Introduction to Criminal Justice 3 hours

A survey of the elements of the criminal justice system. Topics include the police, courts, corrections, theories of deviance, juvenile delinquency, and terrorism. Fall semester.

SOC 203 Non-Violent Alternatives 3 hours

An introduction to peace studies, conflict resolution, history of non-violent action, civil rights movements and the philosophy of non-violence. Spring semester.

SOC 210 Sociology of Sport 3 hours

An introduction to the sociological analysis of sport in the United States. Topics include historical and theoretical concepts of sport, scientific methods and research conducted regarding the social analysis of sport, social and cultural basis of sport, influence of athletics and sport on individuals, groups, and organizations, the functions of athletics and sport for individuals and society, and problems associated with athletics and sport. As needed.

SOC211 Service Learning, Work and Social Change 3 hours

An introduction to the principles and practices of service learning. Students will work with non-profit agencies to address needs of concern to the community such as hunger, abuse, poverty, housing, and community assessment. Each student chooses a placement and connects their project with classroom learning and with analyses of the various ways that people can work for social change at the individual level, the community level, and the societal level. As needed.

SOC 244 Social Problems and Solutions 3 hours

A sociological examination of contemporary social problems and solutions. Topics include: family violence, crime and delinquency, environmental pollution, sexism, racism, ageism, substance abuse, inequality, urbanization, and population. Spring, odd-numbered years.

SOC/PLS 251 Research Process Methods 3 hours

One of the essential characteristics of all the social sciences is a commitment to empirical research as the basis for knowledge. In this course, students will develop a critical appreciation for and understanding of the research methods commonly used in social science research, and will be introduced to the skills necessary to conduct their own research. Students will learn about various methods used in sociology and political science, with an emphasis on the rationale, potential, and limitations of each method for furthering our understanding of social reality. We will focus on topics such as the relationship between theory and research, the logic of research design, issues of conceptualization and measurement, and methods of both data collection and data analysis. This course includes extensive reading, lectures, discussions, hands-on exercises and activities, library research, and writing. By the end of the course, students will be able to design a research project, evaluate the strengths and weaknesses of various research strategies, and understand published accounts of social science research. Fall and Spring Semesters.

SOC 254 Deviance 3 hours

The sociological study of deviant behavior is the scientific study of causes and consequences of social deviance. Topics include: theories of deviance, individual and societal reactions to deviance, rationalizing deviance, identity management and social stigma. This course is oriented to students NOT majoring in Criminal Justice. Fall, even-numbered years.

SOC260 Victimology 3 hours

A survey class focused on the social scientific study of criminal and/or violent victimization. This course is designed to help students learn about victimization research and theory, consequences of victimization, and practical responses to victimization including the history and development of the "victims' rights movement" as well as social policy and services aimed at restoring victims. Community and media responses to victimization are also explored. The course is designed to assist students in relating to victims of crime and violence in a professional manner. Spring, even-numbered years.

SOC 264 Family 3 hours

An examination of the family both in its internal relationships and in its position in the society. Topics include: dating and courtship, marriage, sexuality, widowhood, and divorce. Spring, even-numbered years.

SOC 295 Behavioral Statistics 3 hours

An introduction to the basic statistics employed in data analysis, including measures of central tendency, measures of variability, correlation, and inferential statistics. Emphasis upon applying and understanding the proper use of statistics and statistical problems. Also taught as a graduate course SOC 595. This course does not fulfill the L.A.P. math requirement. Each semester.

SOC303 Applied Sociology in Human Services 3 hours

The focus of this course is the development, practice, and theory of human services. Students will focus on social welfare and human services, ethics, teambuilding, fundraising, grant-writing, strategic planning, and the field of non-profit organizations. Students will examine the development and function of human services in a variety of fields, settings, and contexts, including shelter, mental health and/or addiction treatment, correctional services, victim services, medical services, services for the aged, and community services. **Prerequisite:** SOC 100. Fall even-numbered years

SOC 304 Juvenile Justice 3 hours

This course is an examination of the juvenile justice system and theories of the causes of juvenile delinquency with special attention to those aspects that distinguish juvenile from adult cases. **Prerequisite:** SOC 201 or permission of instructor. Spring, even-numbered years.

SOC 314 Corrections 3 hours

The history and current organization of corrections including sentencing, probation, prisons, and alternative treatments. **Prerequisite:** SOC 201 or permission of instructor. Spring, odd-numbered years.

SOC 324 Sociological Theory 3 hours

This course provides students with a comprehensive introduction to the historical developments in the field of sociological thought with special attention to the dominant modes of contemporary sociological thought and theory. **Prerequisite:** SOC 100 or permission of instructor. Spring semester.

SOC 334 Criminological Theory 3 hours

This course provides students with an examination of the sociological theories of criminal behavior, the historical roots of criminology, contemporary theories of criminal causality and future directions of criminological theory construction. **Prerequisite:** SOC 201 or permission of instructor. Fall, odd-numbered years.

SOC 351 Organizational Behavior 3 hours

The literature and research from sociology and psychology applied to the individual, social, and formal systems of organizational life. **Prerequisite:** SOC 100 or permission of instructor. Fall, odd-numbered years.

SOC 354 Social Movements and Social Change 3 hours

This course is a continuation of SOC 244: Social Problems and Solutions. There are two areas of emphasis for this course. The first emphasis is sociological theories of social change. The second emphasis involves the development and implementation of a plan of action designed to reduce the severity of a negative social phenomena affecting people in the community of Hastings. **Prerequisite:** SOC 244 or permission of instructor. Fall, odd-numbered years.

SOC 364 Law Enforcement 3 hours

A survey of domestic police operations to include theory and current practices. **Prerequisite:** SOC 201. Fall, even-numbered years.

SOC 374 Human Ecology 3 hours

Human communities evolve, and because of this it is possible to bring the insights of ecology to sociological advantage. The field of ecology builds upon evolutionary theory to study how living organisms adapt to their environments. Amongst other topics, ecologists study food and resource acquisition, population dynamics, the properties of ecosystems, and the interaction between different populations. *Human* ecologists, who may be social scientists or natural scientists, analyze these same sorts of topics, but typically in relation to the development issues of cities, towns, and rural populations. This course explores the concepts and approaches of human ecology and community development. This is a hands-on, project-based course in which students will be asked to apply what they have learned to support a local community. Fall, odd-numbered years.

SOC 384 Gender and Sexuality and Culture 3 hours

This course focuses on the social construction of gender and sexuality. Students learn theories and concepts related to gender, sex, sexuality, intersectionality, and the systematic subordination of women and girls. Among the topics covered are masculinities and femininities; heterosexuality, homosexuality, and bisexuality; and social issues related to gender and sexuality (such as health, crime, family, class, or victimization). As needed.

SOC 390 Gender and Crime 3 hours

This course is designed to explore the important and understudied intersection between gender, women and girls, and crime. We will be looking at such topics as gender differences in offending; empirical and theoretical explanations for female

offending; women and girls as victims of crime and violence; the sexualization and criminalization of women's and girls' bodies; corrections and female offenders; and women working in the criminal justice system. Spring, odd-numbered years.

SOC 394 Social Stratification 3 hours

An examination of the unequal distribution of social power and social rewards in society and the consequences of that inequality. **Prerequisite:** SOC 100 or permission of instructor. Spring, even-numbered years.

SOC 469 Qualitative Research Methods 3 hours

This course is designed to teach students how to conduct qualitative research in sociology and the social sciences. Students will learn about the major debates, issues, and theories related to qualitative methods, as well as various types of qualitative methodologies. Course work is designed to give students direct experience conducting qualitative research, with an emphasis on interview research. Students will gather and analyze qualitative data and write a research report detailing their qualitative findings and scientific contribution. Fall Semester.

SOC 471 Quantitative Research Methods 3 hours

This course is designed to teach students how to conduct quantitative research in sociology and social sciences. Students will learn about the major debates, issues and theories related to quantitative methods, as well as various types of quantitative methodologies. Course work is designed to provide students with direct experience conducting quantitative research, with an emphasis on various forms of survey research. Students will conduct a client based research project as well as original research. These projects will involve questionnaire construction, data collection, quantitative data analysis, the interpretation of statistical results and presentation of findings. Spring Semester.

SOC 490 Internship 3 hours

This internship is a field experience in an organizational setting determined jointly by the faculty sponsor, the student, and the Internship Committee. Each semester.

Chicago Center

Chicago Center programs offer Hastings students an opportunity to live and learn in America's third largest city while earning credit toward graduation through an internship and two experience-based seminars. Seminars combine classroom work with experiential activities focusing on urban issues, urban art and culture, and the dynamics of urban life. Internships are coordinated with CCULC staff based on the student's interest, skills and career goals. Students work in a variety of settings including businesses, arts organizations, schools, social service agencies and health clinics. **Housing** - Students live cooperatively in furnished apartments in a diverse Chicago neighborhood. **Credit** - Academic credit is arranged on an individual basis with Hastings College departments and tailored toward the student's interests and credit needs. Up to 16 credit hours may be earned for the fall or spring semester and nine for summer session.

SOC 276/376 Chicago Center Internship 6 -9 hours

See description in Interdisciplinary Programs section of this catalog. **The Chicago Center internship** combines practical experience and training within an academic framework through a placement in an agency or organization. Students must complete an internship contract and a daily journal, as well as a summary paper on the internship. Varied placements available for all majors with departmental approval. Internship listing available at www.chicagocenter.org. Fall, Spring and Summer terms at the Chicago Center.

SOC 300 Chicago Communities and Cultures Seminar 4 hours
 Study the ethnic, religious, sexual and racial make-up, of Chicago's diverse communities. Along with reading and written analysis of assigned texts, students will visit the city's neighborhoods and meet with community leaders to examine how race segregation, economic displacement and violence, as well as immigration and identity politics impact the city. A reflection journal, text responses and a media watch project are required. Every term at the Chicago Center for Urban Life and Culture.

SOC 400 Chicago Practicum

An internship experience in Chicago, combines practical experience and training within an academic framework through a placement in an agency or organization. Students must complete an internship contract and a daily journal, as well as a summary paper on the internship. Varied placements available for all majors with departmental approval. Internship listing available at www.urbanlifecenter.org.

SOC 401 Chicago Field Research 4 hours
 Design and implement a field study research project in Chicago. Utilize the resources of the city to do primary research through interviews, observation, surveys and/or other research methods. Students complete a group research project as well as an individual field study related to their respective majors. Each semester at the Chicago Center.

STUDENT SERVICES - (STS)

Elizabeth Funkey, M.A.T.
 Kittie Grace, Ph. D.
 Kim Graviette, B.A.
 Elizabeth Littrell, R.N., B.C., M.A., L.M.H.P.

STS 110 Learning Strategies 2 hours
 A class designed to assist the student in learning effectively at the college level. A full range of options, ideas, techniques, and strategies are presented. Topics include identification of learning styles, time management, reading textbooks, note taking, stress management, and taking exams. Each semester.

STS 121 Fellowships Seminar 1 hour
 A seminar for all students, first-years through seniors, who may be interested in applying for highly selective fellowships. The seminar explores various issues in contemporary thought from differing perspectives. It is team-taught by Student Fellowships Committee members and other faculty. The seminar also addresses reading, writing, and interview skills that students need in applying for these fellowships. As needed.

STS 150-159 Service Learning Courses 1 hour

STS 160-169 Adv. Service Learning Courses 1 hour
 These courses have been established to provide credit to students who meet the academic standards set by campus organizations or groups that provide a service to the community on an annual basis. The Faculty Senate Curriculum Committee reviews course proposals. If established criteria are met the proposal is forwarded to the Faculty Senate for approval. The courses listed below have been approved. Up to two credits can be applied towards graduation requirements.

STS 150 Peer HIV Education Organization (PHIVE-O) 1 hour

STS 160 Advanced PHIVE-O 1 hour
 An opportunity for students to learn information about HIV/AIDS and other STDs. Students use this information to educate a variety of different groups. Students enrolling in this course must be members of PHIVE-O and a Certified Peer Educator.

STS 151 College Acquaintance Rape Educators (CARE) 1 hour

STS 161 Advance CARE 1 hour
 An opportunity for students to learn information about acquaintance rape, sexual assault, healthy relationships, communication and other related topics. Students use this information to educate a variety of different groups. Students enrolling in this course must be a member of CARE and a Certified Peer Educator.

STS 152 BACCHUS 1 hour

STS 162 Advanced BACCHUS 1 hour
 An opportunity for students to learn information about healthy decisions concerning the use or non-use of alcohol and other drugs. Students use this information to educate a variety of different groups. Students enrolling in this course must have been a BACCHUS member for at least one year and must be a Certified Peer Educator.

STS 170 Learning Lab 1 hour

STS 171 Learning Lab II 1 hour
 Students work with mentors to reinforce writing, time management, and study skills. Students enrolling in a Learning Lab must have been accepted in the Excel Program and have permission of the Learning Center Director.

STS 200 Job Search Strategies 1 hour
 Job Search Strategies will help students prepare for a self-directed internship or job search. Covered topics include: career assessment and goal setting, job search strategies, networking, writing resumes and cover letters, interviewing, using job application technology and job readiness. This course is recommended for juniors and seniors. Eight-week course.

THEATRE ARTS - (THR)

Jim Fritzler, M.F.A., Chair
Annette M. Vargas, M.F.A.
Margaret Marsh, B.A.

The Theatre Arts Program at Hastings College prepares students to appreciate and understand the relationship between the theatre and society, and skills in performance, design, direction, and construction that will enable expression within the mediums of theatre and film. Each major will have a first-year assessment through audition, a mid-major assessment in the Theatre History course which must be passed for the student to remain a major, and a final assessment with the Capstone Project which must be satisfactorily completed for the student to graduate with a Theatre Arts major. Theatre majors and minors are expected to actively participate in all major productions and to attend strike for all productions. Failure to participate will result in the student's being dropped as a departmental major or minor.

The Department of Theatre presents four to five major productions each year and a musical every other year during J-Term in conjunction with the Department of Music. Additionally, students are encouraged to develop original scripts and stage public-domain historical plays during the noon-hour as part of the Brown Bag Series and to create short films for showings throughout the school year. All productions are open to participation by the entire campus community. Any three hour course in theatre will satisfy one-half of the Liberal Arts requirement in the Fine Arts. (EXCEPT: THR 460 - Theatre Management.)

The Department of Theatre also presents Summerstage, a semi-professional paid experience for students and community theatre artists each summer.

Theatre major (39 hours):

- 12 hrs basic skills: THR 124, 134, 121, 334
- 6 hrs design selected from: THR 304, 305, 306
- 9 hrs theatre history and theory: THR 410, 444, 454,
- 9 hrs of THR electives selected from any additional THR courses except THR 200
- 1 hr theatre production selected from: THR 480, THR102/302 (J-term only)
- 3 hr capstone course: THR 484

Theatre minor (25 hours):

- 12 hrs basic skills: THR 124, 134, 121, 234
- 3 hrs design selected from: THR 304, 305, 306
- 3 hrs history or criticism selected from: THR 410, 444, 454
- 1 hr theatre production selected from: THR 480, THR102/302
- 6 hrs of THR electives selected from any additional THR courses including THR 200.

7-12 Theatre Supplemental Endorsement (18 hours).

In addition to Professional Education requirements, students take THR 121, 124, 134, 306, 334, and 420.

THR 102/302 Theatre Studies 3 hours

An intensive study of some aspects of the art and/or craft of Theatre. May be repeated once for credit. Odd numbered J-Terms Only.

THR 121 Fundamentals of Acting 3 hours

This course is designed to develop an awareness of self and to overcome inhibitions placed by society that block the artistic process. The course focuses on training and control of physical, vocal and mental aspects of creating stage characters. Fall semester each term.

THR 124 Stagecraft/Stage Management 3 hours

The course teaches the basic skills, techniques, tools, and materials used for the construction of scenic elements for stage and film and basic organization for theatrical production. The course will require extra laboratory hours for the college theatre productions. Fall, even-numbered years.

THR 134 Costume Construction 3 hours

A study of the various sewing techniques used in building stage costumes. A thorough familiarization with the tools and equipment used, the qualities of fabric, realizations of designs through the techniques used in drafting patterns, etc. Extra-class laboratory hours for college theatre productions are required. Fall odd-numbered years.

THR 200 Introduction to Theatre 2 hours

A survey of the theatre which explores the stage and society, past and present. It does not apply toward the major but may be applied as a minor elective. The course fulfills one-half of the Fine Arts requirement for the Liberal Arts Program. Open to first-year students. Each term.

THR 232 Stage Make-up and Masks 3 hour

A study in the techniques and materials used in stage and film make-up and basic mask making materials and techniques. Includes design elements as well as application skills. Spring, odd-numbered years.

THR 236 Theatre of Diversity 3 hours

Using texts and video, the class will focus on special-interest theatre scripts and styles of performance dealing with such issues as race, gender, economics, age, etc. Fall, even-numbered years.

THR 272 Performance Dance 2 hours

(Also PED 272)

Designed as an introduction to cinema and theater Dance styles: Dance styles in musicals such as "Cats", "West Side Story" and MTV. Students will also be introduced to performance ballroom dancing (swing, waltz, and tango), and hip hop. Performance experience available to advanced students. Spring semester.

THR 277 Introduction to Musical Theatre 3 hours

The course is an introduction to what it would take to have a career in Musical Theatre. Included will be a discussion of historical context; a look at the different musical styles developed over time; exploration of scenes, songs and scores from the different genres; and exploration of the unique acting challenges for the performer in musical theatre. Spring, even numbered years.

THR 303 Dance Composition/Improvisation 3 hours

(Also PED 303)

Designed to introduce students to theories that enhance any composition or choreography. Students will create and perform their own dances. **Prerequisite:** Permission of instructor. As needed.

THR 304 Scenic Design 3 hours

This course is a survey of design styles and approaches and a study of the necessary theory and skills required to execute a scenic design. It includes drafting and color theory. Extra class laboratory hours for college productions are required. Spring, odd-numbered years.

THR 305 Costume Design 3 hours

This course surveys historical styles in costumes and includes a study of theory and practice of theatrical costuming (design elements, rendering techniques and practices, and considerations of construction). Extra class laboratory hours for college productions are required. Spring, odd-numbered years.

THR 306 Lighting and Sound Design 3 hours

A study of the skill and aesthetics associated with sound and lighting design. The course includes a limited study of physics as it applies to stage lighting and sound as well as work with computer assisted drafting. Fall, odd-numbered years.

THR 309 Prop Design and Construction 3 hours

This course introduces students to property design, tools, construction, and techniques commonly used in professional theatre today. We will explore methods of research techniques, managing a budget, and problem solving. The majority of the semester will be devoted to the creation and execution of different property projects, including but not limited to: set dressing, light fixtures, foam carving, multi-media software, molding and casting, and upholstery. Fall, odd-numbered years.

THR 334 Directing 3 hours

This class focuses on principles and theories of directing for the theatre and its relationship to work in film and TV. Included will be the presentation of a final 10-minute realistic scene. Extra class hours are required for final rehearsals. Spring semester each term.

THR 387 Playwriting 3 hours

An introduction to the basic theories and practices of writing for theatre. The focus of the course is on structure in playwriting. Included will be: writing exercises, script reading, critique of writing, analysis of other playwright's work and the development of a one-act play. Spring, even-numbered years.

THR 407 Scene Painting 3 hours

The purpose of this course is to introduce students to scene painting media, tools, and techniques commonly used in professional theatre today. The majority of the semester will be devoted to the reproduction of surfaces. We will explore methods of creating a variety of textures and applying these techniques in simulating wood grains, brick, marble, concrete, and metal. We will also work on techniques in creating the illusion of three dimensions in the above listed surfaces, and in the layout and copying of a pictorial source. This course meets for three hours once a week. Spring, odd-numbered years.

THR 410 Performance Studies 3 hours

An introduction to the history, theory, and creation of various forms of live performance outside the context of traditional theatre including: performance art, self-narrative, dance/movement, adaptation of other literary forms into performance, etc. The class will work on developing techniques for creating live performances; practicing these theories in writing, designing and developing in-class performances; learning the process of the critique of performance; and studying performance "texts." Fall, odd-numbered years.

THR 420 Teaching Theatre: Methods and Measurements 3 hours

Modern approaches to the teaching of theatre in the secondary school. This course is required of all Theatre Education majors. Students must be admitted to Teacher Education. As needed.

THR 424 Advanced Acting 3 hours

The course presents the major prevailing theories of acting through readings from various acting texts. Monologues and scenes will be performed testing these theories. A monologue or scene will be filmed and critiqued relating film and stage acting. Finally, the career choices for a professional actor will be discussed. **Prerequisite:** THR 221. Fall, even-numbered years.

THR 444 Theatre History I 3 hours

A study of the theatre as an expression of life and culture from primitive ritual to Elizabethan Era theatre. The course requires historical playscript readings and historical research. A final presentation in conjunction with a paper is used as mid-assessment for Theatre majors. Fall, odd-numbered years.

THR 454 Theatre History II 3 hours

A study of the modern theatre and its influences. This course begins with the English Restoration Era theatre and proceeds to the theatre of today. The course requires historical playscript readings, historical research and a final project/presentation. Spring, even-numbered years.

THR 460 Theatre Management 3 hours

Acknowledging that current theatre depends more on starting a company than waiting for one to put your talents to work, this course goes through the steps necessary to begin a theatre company and maintain it. The course includes business principles unique to the arts, non-profit and for-profit business models, and theatre space adaptation/design. The course will end with an oral pitch for a theatre project designed during the course. Fall, even-numbered years.

THR 480 Theatre Laboratory 1 hour

The central focus of the course is work in one of the shops: scenic, properties, lighting, sound, or costuming. Credit granted upon completion of assignments during the semester. This class may be taken three times for credit. Each semester.

THR 484 Capstone Project 3 hours

A performance, directing or design project open to majors in their junior or senior year which is intended to draw together the student's talent and experiences. Future career choices will also be discussed. This course is intended as a final assessment for Theatre majors. **Prerequisites:** Junior or senior standing and approval of department. Spring semester each term.

WOMEN'S and GENDER STUDIES MINOR

Women's and Gender Studies Advisory Board

Ingrid Bego, Ph.D.

Stephanie Furrer, Ph.D.

Kittie Grace, Ph.D.

Jessica Henry, Ph.D., WST Director

Jean Heriot, Ph.D.

Laura Logan, Ph.D.

Michella Marino, Ph.D.

John Perlich, Ph.D.

Jeri Thompson, Ph.D.

A minor in Women's & Gender Studies provides a unique interdisciplinary program. This training appeals to employers and higher education programs as students become well-rounded members of the academic community. A Women's and Gender Studies minor provides students an opportunity to take courses from a variety of disciplines. Students gain a wider perspective about the lives of women through analyzing the social, political, economic, psychological, and educational structures that influence women's lives. Students also critically examine how gender and sexuality are constructed and defined. This knowledge is gained while students develop skills in reading, writing, and analysis.

Mission of the Women's and Gender Studies Program

The mission of the Women's and Gender Studies Minor at Hastings College is to

- Promote gender equity in an academic climate that hears and respects differences.
- Ensure that educational opportunities related to gender and women's issues are available in the academic community.
- Provide research opportunities related to gender and women's issues for students.
- Offer networking for students.

Description of the Minor (6 courses, 18-22 hours)

Students must take the WST 100—Intro to Women's and Gender Studies course and the WST 400—Women's and Gender Studies Capstone course. Students will also take four elective courses from the following list of courses, one of which must be 300-level or above.

WST 100 Introduction to Women's and Gender Studies 3 hours

The goal of this course is to enlarge your understanding of how gender shapes our world. We will explore a variety of topics, including the socialization of gender, reproduction, sexuality, gender in the media, and the influence of gender on economics. This is NOT a course focusing only on women, but on gender. Therefore, we will also study the history and development of both the Women's movement and the Men's movement. In addition, we will also consider multicultural perspectives of gender in our global community.

WST 400 Women's and Gender Studies Capstone 3 hours

As a capstone course for the women and gender studies minor, students bring together the work they have done in courses addressing gender issues. The course includes a seminar format to address contemporary feminist and gender issues; an opportunity to reflect on students' undergraduate experiences studying in an interdisciplinary field; and a research and writing project that explores a particular women or gender studies issue in greater depth.

Four electives from the following:

- COM 323 Gender Communication - 3 hours
- COM 333 Intercultural Communication - 3 hours
- ECO 348 Economic Development - 3 hours
- ENG 307 Literature by Women - 3 hours
- ENG 354 Literature of the North American Minorities - 3 hours
- HIS 267/367 Women in the U.S. to 1890 - 3 hours
- HIS 268/368 Women in the U.S. since 1890 - 3 hours
- HIS 269/369 Race, Class and Gender in American Sports - 3 hours
- HIS 320 History of Sexuality - 3 hours
- HIS 348 Race, Class and Gender in Latin America - 3 hours
- MU 260/460B Singers (Women's Choir) - up to 3 hours
- MU 480h Women in Music - 3 hours
- PHL 305 Feminist Philosophy - 3 hours
- PLS 307 Women and Politics - 3 hours
- PSY 210 Developmental Psychology - 3 hours
- PSY 245 Psychology of Adolescence - 3 hours
- PSY 331 Cross-cultural Psychology - 3 hours
- REL 345 Women and Religion - 3 hours
- SOC 110 Race, Gender and Class - 3 hours
- SOC 260 Victimology - 3 hours
- SOC 264 Family - 3 hours
- SOC 384 Gender, Sexuality, and Culture - 3 hours
- SOC 390 Gender and Crime - 3 hours
- SOC 394 Social Stratification - 3 hours
- THR 410 Performance Studies - 3 hours
- THR 336 Theatre of Diversity - 3 hours

Academic Policies

Academics

Hastings College grants two undergraduate degrees: the Bachelor of Arts and the Bachelor of Music. Students may meet academic requirements for a degree as set forth in any catalog in use during the period they are in college, provided the catalog was not issued more than five years before graduation. The final 30 hours for a degree must be earned at Hastings College. The Vice President for Academic Affairs may make exceptions to this policy.

Requirements for graduation with the Bachelor of Arts degree or the Bachelor of Music degree include the completion of 127 hours of college work, with a cumulative average of 2.0 or above in all work applied toward graduation, together with a minimum average of 2.0 in the major field, and a total of 42 hours of upper-division work (courses numbered 300 or above). Included in a minor must be a minimum of 15 hours, including 6 hours of upper-division, as well as a 2.0 grade-point average in all courses applied toward the minor.

Degrees are awarded at commencement exercises in May. Students who complete requirements during the summer session or at mid-year may receive a statement from the Registrar's Office certifying that requirements for the degree have been met and that the degree will be awarded at the next regularly scheduled commencement.

In order to become official candidates for a degree (B.A., B.M., or M.A.T.), students must file an application-for-degree form in the Registrar's Office during the fall semester of the academic year of anticipated graduation. A list of candidates for graduation, limited to those students who can reasonably expect to complete degree requirements before the conclusion of the spring semester, will be kept current throughout the academic year by the Registrar's Office. Students whose names are on the graduation list at the time the commencement program goes to the printer will be permitted to march in the commencement ceremony. Students on the list who fail to complete all degree requirements prior to the spring deadline will receive an empty folder instead of a diploma, and will not be eligible for official conferral of the degree until the commencement ceremony one year later. The official list of Hastings College degree recipients for each year is printed in subsequent issues of the Hastings College Catalog, and a statement to that effect appears in the commencement program.

Before registration each spring, the Registrar's Office will furnish advisors a current summary sheet for each of their advisees. Although the Registrar's Office and the advisors will assist students with their planning, final responsibility for meeting degree requirements lies with the student.

Minimum requirements for majors and supporting areas can be found in the departmental listings. The number of hours required for a major ranges from 27 to 45, although students may apply as many as 48 hours in a single discipline toward the 127 hours required for graduation. For purposes of this requirement, each of the following will be counted as two separate disciplines: Business Administration/Economics, Business Administration/Accounting, and Studio Art/Art History. This requirement does not apply to the Bachelor of Music degree. Requirements for minors can be found in the departmental listings.

Advising Program

All new, full-time, first-year students are assigned an academic advisor by the Director of Advising. The advisor is assigned once all admissions procedures are completed and the new student requests an appointment to register. The academic advisor is a faculty member who serves as a guide to the student.

Transfer students will be assigned an advisor in their major interest area. Students who are deciding on a major will be assigned to an advisor who works well with undecided students. Students may request a new advisor by completing a Request for Change of Advisor form in the Registrar's Office.

Student Loads

A full-time student load is defined as 12-16 hours during the fall and spring semesters and three hours during the J-Term. Students carrying fewer than 12 hours during the fall and spring semesters are considered part-time. Students who wish to exceed 16 hours during the long semesters or three hours during the J-Term must have the permission of the Vice President for Academic Affairs and will be assessed overload charges. The only exception to this overload provision is STS 121, which is a one-hour class for first-year students.

Classification of Students

Students are classified according to hours completed as follows:

First-Year	0-26 hours
Sophomore	27-56 hours
Junior	57-86 hours
Senior	87+ hours
Special	Not pursuing a degree

Students Rights under FERPA

The Federal Education Rights and Privacy Act (FERPA) affords students certain rights and protection with respect to their education records. They are:

1. The right to inspect and review the student's education record within 45 days of the day the College receives a request for access. Students should submit to the Registrar, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where records may be inspected.
2. The right to request the amendment of the student's education record that the student believes is inaccurate or misleading. Challenging a grade does not fall under the purview of FERPA regulations. The student may ask the College to amend a record that he/she believes is inaccurate or misleading. The student should make the request in writing to the Registrar clearly identifying the part of the record he/she wants changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. A request for a hearing must be made in writing to the Vice President for Academic Affairs, who, within a reasonable amount of time, will inform the student of the date, place and time of the hearing. The panel will include the Vice President for Academic Affairs, Associate Vice President for Academic Affairs and Vice President for Student Affairs.
3. The student may not inspect certain records according to FERPA including the following:
 - a. Financial information submitted by his/her parents.
 - b. Confidential letters and recommendations associated with admissions criteria, employment or job placement.
 - c. Honors to which the student has waived his/her rights of inspection and review.
 - d. Education records containing information about more than one student.

4. The right of consent in writing to disclose personally identifiable information contained in the student's education records, except where FERPA authorizes disclosure without consent. The exceptions relate to:
 - a. School officials who have a "legitimate educational interest" as defined by FERPA.*
 - b. Parents of a dependent may request access as defined by the Internal Revenue Code.
 - c. A judicial order or subpoena which allows the College to release records without the student's consent.
 - d. A person, company or organization providing financial aid or contracted by the College.
 - e. An accrediting agency carrying out their accreditation function.
 - f. Persons in an emergency in order to protect the health and safety of students or other persons.

*A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

5. The right to notify the College in writing (within two weeks of the beginning of each semester) if the student does not want any or all of the information designated as directory information to be released internally or externally. Hastings College designates the following as directory information:
 - Name
 - Local address
 - Local phone number, extension, or cell phone
 - E-mail address
 - Dates of attendance
 - Permanent address
 - Parent/Guardian's name
 - Date and place of birth
 - Previous educational institution most recently attended
 - Level of education classification (first-year through Grad.)
 - Academic major(s) and minor(s)
 - Degree/honors/awards received
 - Participation in collegiate activities/athletics
 - For athletes: weight, height and athletic statistics
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hastings College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Ave. SW
Washington, D.C. 20202-4605

Credit Hour

In accordance with federal guidelines, Hastings College adopts the following definition of a credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that entails not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different period of time; or
2. At least an equivalent amount of work as required above for other academic activities, including laboratory work, internships, practica, studio work, service learning, undergraduate research, and other work leading to the achievement of learning objectives.

Faculty supervising service learning courses, undergraduate research, studio work, practica, and other out of class academic work leading to the awarding of credit must report scheduled meeting times to the Academic Dean's office for records and verification.

Faculty teaching courses that do not meet in the traditional format — including "arranged courses," directed and independent study courses, and summer courses—must demonstrate how those courses satisfy the spirit of the requirements listed above. All such courses must be approved by the Academic Dean.

Grades and Grade Point Average

Grades are determined on the basis of A, excellent; B, good; C, average; D, poor; F, failure.

Change of Grade: Once grades have been reported to the Registrar's Office, they may be changed only if the instructor has made an error.

Incompletes: A student who has done satisfactory work but because of illness or circumstances beyond his or her control is unable to complete all course requirements may be given a grade of Incomplete. The instructor, not the student, makes this decision. Incompletes must be removed within the first six weeks of the following semester for credit to be allowed. Otherwise, a grade of F will be submitted by the instructor and entered on the transcript. Extensions of time for urgent reasons may be made by the Vice President for Academic Affairs.

A student may retake a course in an attempt to earn a higher grade. For retakes prior to Fall 2011, the second attempt will count for credit, and only the second grade will count in the grade point average. For retakes after Fall 2011, the better of the two grades will count for credit and in the grade point average. A student's grade point average is calculated by dividing the total number of hours of credits into the total grade points received according to the following table:

A	4 grade points
B	3 grade points
C	2 grade points
D	1 grade point

Pluses and minuses are recorded on the transcript but do not affect the grade-point average.

Procedure for Challenging a Grade

The idea of challenging a grade awarded by a course instructor is a very serious matter because it may imply a questioning of the professional judgment and/or the integrity of a faculty member. These matters are not taken lightly at Hastings College. Therefore, the following procedure is established.

1. A one-on-one conference between the course instructor and the student. Prior to the conference, both individuals will review their records and make sure that there has not been an error in computing the grade or a misunderstanding concerning course requirements and expectations.
2. If the matter cannot be resolved in the one-on-one conference, the student may file a Request for Special Academic Consideration (R-SAC) form, in which he/she indicates what the grade should have been and supplies a full rationale.
3. The Request for Special Academic Consideration must be signed by the student's academic advisor, the course instructor, and the chair of the department concerned. All three of these individuals may make recommendations as to how the matter should be resolved, and course instructor will provide a complete rationale for leaving the grade as it is.
4. A Request for Special Academic Consideration goes to the Registrar, who verifies the accuracy of any faculty information in the request, makes comments as necessary, and passes the request on to the Academic Dean.
5. The Academic Dean does one of three things:
 - a. Approves the request.
 - b. Denies the request.
 - c. Refers the request to the Academic Affairs Committee. Whether the dean approves the request or denies the request, the matter may then be appealed by the course

instructor or by the student to the Academic Affairs Committee.

6. The Academic Affairs Committee then meets, if necessary, and makes the final decision. All interested parties are invited to the Academic Affairs Committee meeting.
7. Grade challenges may not be filed more than one year after the grade was originally awarded.

Academic Transcript Policies

An alumnus/alumna, previous student, or current student may request an official transcript at the Registrar's Office, in person, by mail, or by FAX. Transcript request forms are available online at www.hastings.edu/transcripts. Official transcripts directed to the student will be stamped ISSUED TO STUDENT. To send a transcript to a third party, the request must include student's name (at the time of attendance), social security number, approximate dates of attendance, and signature, along with the address where the transcript is to be sent. The FAX number is (402) 461-7490. For additional clarification call (800) 532-7642 and ask for the Registrar's Office.

Students transferring to Hastings College must send all official transcripts to the Admissions Office. A FAX transcript is not acceptable for the permanent file but can be used for assessment of transfer credit. International students must submit all official transcripts translated into English or be charged a fee for translation by authorized sources prior to being accepted to Hastings College.

Pass-Fail Grading Policy

Full-time students with a grade point average of 2.0 and above may participate in a limited pass-fail program of up to four hours in the sophomore year and up to four hours in any term of the junior and senior years, to a total of 16 hours. The decision to take a particular course pass-fail must be made at the Registrar's Office by the end of the fourth day of the semester. The pass-fail option may not be taken in any course applied to the L.A.P., major field or minor field, nor is it open to students on academic probation. Students may not retake a course pass-fail unless the course was taken pass-fail the first time.

Academic Dishonesty

Matters of ethics concern a liberally educated individual, and institutions dedicated to the education of these people should make clear the concern for ethical behavior. The ethical person assumes responsibility for her or his own behavior while giving credit to others for their ideas and accomplishments.

Academic plagiarism and cheating will not be tolerated, and violators are subject to disciplinary action. Faculty members are encouraged to discuss plagiarism and cheating with their classes at the start of each term and to emphasize the value of academic integrity and honesty. In the event that academic dishonesty is suspected, the following procedure is recommended.

1. Hold a private conference with the student. It would be desirable that the problem be resolved at this point to the satisfaction of both the faculty member and the student.
2. Some possible consequences a faculty member might exercise:
 - Redo the assignment.
 - Fail the assignment.
 - Fail the course.
3. If penalties are imposed by the faculty member, he/she should file a written report of the incident, with the Associate Vice President for Academic Affairs who will verify the offense by letter to the student.
4. Any repeat offenses will be addressed by the Associate Vice President for Academic Affairs and the Academic Affairs Committee.
5. Some possible consequences the Associate Vice President for Academic Affairs and the Academic Affairs Committee might exercise:

- A notation made in the student's personal file.

- Probation.

- Suspension.

6. The appeal process for the student is through a hearing with the Academic Affairs Committee.
7. Final appeal may be made through the President of the College.

Satisfactory Academic Progress: Probation, Suspension, and Dismissal

Full-time students are expected to make satisfactory progress toward completion of the degree. Minimum standards of satisfactory academic progress are as follows:

1. Completion of at least 12 semester hours for each semester enrolled as a full-time student.
2. Minimum cumulative and semester grade point averages as follows:
 - 1.65 after one semester
 - 1.8 after two semesters
 - 1.9 after three semesters
 - 2.0 after four or more semesters

Students who do not meet these minimum standards will be placed on academic probation. At the conclusion of each semester the record of students on academic probation will be carefully reviewed. One of the following three actions will be taken:

1. The Associate Vice President for Academic Affairs will remove the student from academic probation if the student now meets the standards of satisfactory academic progress,
2. The Associate Vice President for Academic Affairs will continue the student on academic probation for another semester, or
3. The Associate Vice President for Academic Affairs will refer the student to the Academic Affairs Committee for possible academic suspension.

There is one exception to the practice of allowing students at least one semester on academic probation prior to an academic suspension. Students who earn a 1.25 or below grade-point average in any semester are referred to the Associate Vice President for Academic Affairs and Academic Affairs Committee for possible immediate academic suspension. Each case will be decided individually and on its own merits.

1. Students placed on probation may be restricted to a reduced course load, provided structured study hours, or directed to meet with their academic advisor and/or the Learning Center on a regular basis.
2. Students on probation may not take advantage of the pass-fail option.
3. Students placed on academic suspension may apply for re-admission after one semester. Readmission is by act of the Academic Affairs Committee or by the Associate Vice President for Academic Affairs on behalf of the Academic Affairs Committee. Such readmission will always be on academic probation.
4. Students who cannot qualify for removal from probation after a suspension will be subject to academic dismissal.

Dean's List

The Dean's List, issued twice during the academic year, includes those students who achieve a 3.7 grade point average or higher in a minimum of 12 hours graded on the traditional A-F scale. J-Term and summer-school grades are not used in compiling the Dean's List. Students with grades of Incomplete pending are not eligible for the Dean's List.

Alpha Chi

The official national scholastic honorary society at Hastings College is Alpha Chi, a local chapter of which was established in 1949. Membership is limited to the top 10 percent of each of the junior and senior classes. Those eligible must have been on campus

at least one year, completed at least 12 hours of course work in the semester in which they are eligible, and meet the academic standards established by the organization and Hastings College. Students with grades of Incomplete pending are not eligible for Alpha Chi.

Graduation Honors

Graduation honors are awarded annually at Commencement Exercises to those students with outstanding academic records in their undergraduate work, who have been in residence at Hastings College for at least two years, and who have a minimum of 100 hours of credit on the A-F grading scale.

Degrees with distinction are awarded to the top 12% of the graduating class as follows: Summa Cum Laude, top 3%; Magna Cum Laude, next 4%; Cum Laude, next 5%. The minimum grade point average for graduation honors is 3.7.

Departmental honors with high distinction are awarded to graduating seniors who have earned a 3.85 in their major area of study; departmental honors with distinction go to those with a 3.7 average in their major area of study.

Articulation Agreements

In addition to articulation agreements reached with several individual institutions, Hastings College is a participant in the Nebraska Association of Collegiate Registrars and Admissions Officers Articulation Agreement and the Nebraska Transfer Initiative. Details are available at the Registrar's Office.

Credit for Special Activities

Four hours of credit, made up of each of the following three groups of activities, may apply toward the 127 hours required for a degree: Collegian/Bronco/HCTV/KFKX/New Media, forensics/theatre, and musical groups. Information on such activities may be obtained from the departments concerned. When applicable, lower-division activity credit must be completed prior to enrolling in advanced/upper-division activity credit. In all cases, students must register for these activities in order to receive credit for them. Students must also do their work under faculty supervision and be recommended for credit by their instructors.

Credit by Examination

Students may earn as many as 30 semester hours of credit through one or more of the following: (1) The Advanced Placement Program of the College Board (AP), (2) The College Level Examination Program (CLEP), also of the College Board, (3) International Baccalaureate (IB) North America, and (4) Hastings College's own testing out program.

Policies on Advanced Placement are described below. Under CLEP, scores above the 50th percentile are normally acceptable, although most departments require satisfactory performance on an additional essay examination. Under IB, scores of 4 or above in the examinations will normally qualify for up to four hours of credit, subject to the approval of the department concerned. IB Theory of Knowledge and extended essay examinations are also awarded credit if passed with a grade of C or higher. Students receiving an IB diploma should read the Special Transfer Policies section. No additional tuition charge is made for the acceptance of AP, CLEP, or IB credit.

Advanced Placement

Advanced Placement (AP) is a program of the College Board and the Educational Testing Service whereby students may earn college credit for work completed in high school. Credit is granted automatically to students whose scores on AP examinations are 4 or 5. Credit is not granted to students whose scores are 1, 2 or 3. In special circumstances there may be a need for Hastings College to determine credit based on evaluation of the student's free response booklet. Inasmuch as AP will not provide free response booklets directly to colleges and universities, students will need to request free response

booklets from AP and then either send them or bring them to the Hastings College Academic Dean's Office. The AP mailing address for this purpose is AP Services, P.O. Box 6671, Princeton, NJ 08541-6671. Telephone (888) 225-5427. As of this writing, AP is charging \$7.00 for each booklet requested. Students will be reimbursed for this amount when the booklet is received in the Dean's Office.

Following is a list of the AP examinations most frequently presented for college credit and the corresponding Hastings College courses in which credit is given. The grade on the transcript will be Px, which means "Passed by Examination." Such grades are not computed in the grade-point average.

International Baccalaureate

Hastings College will accept the International Baccalaureate Diploma, including standard level and higher-level performance in the course of study. Credit is granted to students whose scores on the IB examinations are 4 or higher. Theory of Knowledge and extended essays will be granted credit if passed with grades of C or higher. All examinations need to be verified by the International Baccalaureate North America, and coursework will be articulated on a course-by-course basis according to the description provided by the IB high school. A maximum of 30 hours will be applied to the student's HC program of study.

Following is a list of the IB courses most frequently presented for college credit and the corresponding Hastings College course in which credit is given. The grade on the transcript will be Px, which means "Passed by Examination." Such grades are not computed in the grade-point average.

Advanced-Placement Examination	Corresponding Hastings College Course	Credit Hours
Art—General Design	AHT 101, Two-Dimensional	3
Art History	AHT 310, Art History I, or AHT 320, Art History II	3
Biology	BIO 100, General Biology	4
Calculus AB	MTH 150, Calculus I	4
Chemistry	CHM 151, College Chemistry I, and CHM 155, College Chemistry I Laboratory	4
Economics	ECO 211, Principles of Micro-Economics, or ECO 213, Principles of Macro-Economics	3
English Language/Composition	ENG 100, Composition	4
English Literature/Composition	ENG 110, Introduction to Literature	3
European History	HIS 100, Western Civilization to 1648, or HIS 110, Western Civilization since 1648	3
French Language	FRN 104, Elementary French	4
German Language	GER 101, Elementary German	4
Government & Politics/U.S.	PLS 100, American Government and Politics	3
Physics B	PHY 100, General Physics	4
Psychology	PSY 100, Introduction to Psychology	3
Spanish Language	SPN 101, Elementary Spanish	4
US History	HIS 151, The US to 1865, or HIS 153, The US since 1865	3

IB Course	Corresponding Hastings College Course	Credit Hours
Theatre S-L	THR 200	2
Theatre H-L	THR 200 + 270	3
Dance S-L	PED 180	1
Dance H-L	PED 180 + 181	2
Film S-L	Elective	2
Film H-L	Elective	3
Music S-L	MU 200	2
Music H-L	MU 200 + MU 270	3
Visual Arts (A) S-L	AHT 101	3
Visual Arts (A) H-L	AHT 101	3
Visual Arts (B) S-L	AHT 200	2
Visual Arts (B) H-L	AHT 200	3
Math Studies S-L	MTH 100	4
Math Studies H-L	MTH 210	4
Mathematics S-L	MTH 100	4
Biology S-L	BIO 100	4
Biology H-L	BIO 100 + BIO 270	5
Chemistry S-L	SCI 124	4
Chemistry H-L	SCI 124 + SCI 270	5
Physics S-L	PHY 100	4
20th Cen. World		
History S-L	HIS 276	3
History of Americas H-L	HIS 151	3
Psychology S-L	PSY 100	3
Psychology H-L	PSY 100	4
English S-L	ENG 100 + 110	7
English H-L	ENG 100 + 200	7
French S-L	FRN 270	3
French H-L	FRN 101	4
German S-L	GER 270	3
German H-L	GER 101	4
Latin S-L	LTN 270	3
Latin H-L	LTN 270	4
Spanish S-L	SPN 270	3
Spanish H-L	SPN 101	4
Theory of Knowledge	Department 270	1
Extended Essay	Department 270	Up to 3 hrs

Transfer Credit

Transfer students are welcome at Hastings College, and the College will make every effort to see that all transferable credit is accepted. The Registrar, with the advice and consent of the academic departments concerned, makes final determination. Transfer work from other institutions will not be officially credited to the Hastings College record until the student has been officially accepted for admission and declared a candidate for a Hastings College degree. Official, raised-seal transcripts must be received directly from all high schools and colleges attended. Carry-in transcripts are not acceptable. Transcripts of any AP, CLEP or IB work must be received directly from the organization. Any transfer work applied toward teacher certification requirements is subject to the approval of the TEPC.

Each transfer student will receive a summary of credits, indicating which courses have been accepted for transfer. Any transfer work applied toward a major is subject to approval by the department concerned. The summary should be examined closely, and any appeals must be brought to the attention of the Registrar before the end of the first full semester as a full-time student at Hastings.

When examining work for possible transfer credit, the Registrar will consider the following:

1. Whether the institution is accredited by one of the regional accrediting associations: North Central, New England, Middle States, Northwest, Southern, or Western. Acceptance of credit from unaccredited institutions cannot be assured, although exceptions are frequently made in the case of certain special purpose institutions: Bible colleges accredited by the American Association of Bible Colleges and nursing schools accredited by the National League for Nursing. In certain situations transfer credit may be accepted provisionally and then validated by additional evidence, such as satisfactory work in residence. The Registrar makes final determination.
2. Whether the work is comparable to work offered at Hastings College and applicable to a Hastings College degree program.
3. Whether the grades are C or above. Grades below C do not transfer unless accepted as part of an Associate of Arts degree (see below). For graduation, transfer students must achieve a 2.0 average in all work taken at Hastings College. Official grade point averages are based on all work taken at Hastings College and all acceptable transfer credits. If the grading system at the institution from which the credit is accepted is clearly not comparable to the grading system at Hastings College, then the grades will go on the Hastings record as P's.

Hastings College awards credit in semester hours. Credit from quarter-hour institutions will be accepted at the rate of two-thirds of a semester hour per quarter hour. When transferring courses, upper-division credit hours will be determined based on the level the course was completed (usually related to the transferring institution's policy on course numbering). In most cases, transfer courses completed at a community college will not earn upper-division credit hours.

Special Transfer Policies

Registered Nurses who have completed their work at a school of nursing accredited by the National League for Nursing may earn a B.A. degree in Nursing from Hastings College by completing 65 additional hours (at least 28 in upper-division courses) and by meeting all core requirements.

Hastings College will accept the Associate of Arts degree from an accredited junior college or technical-community college and all work, regardless of grade, for which credit was allowed toward the A.A. degree. To earn the bachelor's degree from Hastings College, transfer students with the Associate of Arts degree must complete a minimum of 65 additional hours (at least 35 in upper-division courses) all L.A.P. requirements, major field requirements, and the 127-hour graduation requirement.

Adding and Dropping Classes

During the first week of the semester, students may add a course with just the advisor's signature. During the second week, the course instructor's signature is also required. This is a signature of acknowledgement, not of permission. Students may not add a course after the end of the second week.

Students can withdraw from class during the first four weeks with no notation on their transcript.

Students can withdraw from class during the fifth through the tenth week of classes with a “W” notation on their transcript. A “W” is neutral in a student’s grade point average.

After the tenth week, a student cannot withdraw from class. A student who completes the tenth week will take the grade earned in that class.

The drop/add procedure must take place through the Registrar’s office.

Withdrawing from the College

Students who are registered for classes at Hastings College must go through an official withdrawal process in order to withdraw from the College. This official process involves the completion of a Withdrawal Form. Withdrawal Forms are available at the Registrar’s Office located in Room 108 on the main floor of Hurley-McDonald Hall.

To complete the Withdrawal Forms correctly, students will be required to visit several administrative and academic offices in order that they may be cleared to withdraw. These offices are listed in the Official Clearance section of the Withdrawal Form.

In order to make the withdrawal process go as smoothly as possible, it is imperative that all sections of the Withdrawal Form be completed. Failure to complete the form in its entirety could delay the forwarding of grade reports and academic transcripts, and hamper the student when applying for financial aid at subsequent schools.

If students have questions concerning the withdrawal process, they should visit with the Associate Vice President for Academic Affairs, the Registrar or the Director of Financial Aid (Hurley-McDonald 100).

Students who are unable to complete a term at Hastings College as a result of being called for national service or being drafted and ineligible for deferment, are eligible for benefits under the policy. The student’s options are:

1. Cancel registration in all classes. Receive a full refund of tuition and fees.
2. Request an incomplete for all classes and arrange to complete the courses later.
3. Request a grade and course credit depending on the extent of the course completed.
4. Withdraw from selected courses and receive a pro-rated refund, while also requesting an incomplete or a grade in other courses.

Financial aid issues will be addressed on an individual basis.

Medical Withdrawal

If a student believes extenuating circumstances merit a departure from the tuition refund schedule because of medical reasons, they may appeal in writing to the Vice President for Student Affairs for special consideration. Students requesting special consideration for medical reasons will be required to provide written documentation from the attending physician and/or licensed mental health professional. This documentation must be received by the Student Affairs Office no later than 10 days from the date of the request for a medical withdrawal. If a student applies for re-admission, Hastings College reserves the right to require the student to provide written verification from a physician and/or licensed mental health professional that the student is physically and emotionally ready to return to Hastings College.

Class Size

The College reserves the right to cancel any course for which fewer than 10 students are registered. Exceptions may be made for courses required of the major field and offered less frequently than once a year.

Class Attendance

It is essential that each student consult directly with the course instructor prior to each and every absence from class. While

class attendance policies of individual faculty members may vary, regular class attendance is expected of Hastings College students. Students should miss class only when absolutely necessary. Faculty members have the authority to request that students with excessive absences be withdrawn from their classes. If removed from all courses, the student will also be withdrawn from the college.

A student who must be absent because of illness or other important personal reasons should inform their instructors or their faculty members as soon as possible by e-mail and/or telephone.

Hastings College students have the opportunity to participate in a variety of college-related activities which may occasionally take students away from regularly scheduled classes. As a courtesy, faculty and staff sponsors file, with the Academic Dean’s Office, a list of the students who will be absent and the dates and times of the absences. The Dean’s Office sends this information to faculty so they understand the nature of the absence when evaluating a student’s classroom performance. The Dean’s Office communication does not excuse the student from responsibility for material covered in the class.

Participation in Extra Curricular Activities

To be eligible to participate in intercollegiate contests such as forensics, or athletics, students must be registered for a minimum of 12 hours and doing satisfactory work in them at the time of participation. Athletes who are certified to participate in January must be registered for a course during the J-Term.

Graduation Rates

In accordance with the Student Right-to-Know Act, Hastings College makes available on an annual basis to students and potential students the graduation rates of all first-time, full-time students who matriculate at Hastings College. An annual report is available in the Registrar’s Office after November 1 of each year.

Service Learning

Students gain valuable life experience when they link their academic course work with service to meet identified community needs. Service Learning allows students to make real world connections between the learning in the classroom and its application in the community. For example, students in a social change course can design and implement policy changes for a local agency. Students in a communication studies class can tutor elementary students in speaking about making a difference. Through such partnerships, students gain deeper understandings of their coursework, themselves, their community, and the process of problem solving.

Classes with significant service learning components are listed with the designation “S-L” in the in the schedule of classes distributed each semester. Students can find out more about service learning course opportunities by contacting the Director of Service Learning in Daugherty center room 12. Opportunities are available locally, nationally, and Internationally. Students are also encouraged to design their own projects in consultation with faculty members.

Student Life

Activities and Organizations

Hastings College recognizes that student involvement in campus activities and organizations is an important part of a well-rounded college education. Opportunities abound for involvement in music groups, forensics, student government, religious groups, theatre, community service, media, peer education, honorary societies, sororities and fraternities and intercollegiate and intramural athletics.

Some campus-based organizations focus on specific areas of interest such as art, business, Bible study, or science. Others, such as the Music Educators National Conference and the Student Education Association, are professional in nature and affiliated on a state and national level. The campus has five fraternities and six sororities, all of

which are local and have no national affiliation. The Public Relations Ambassadors work closely with the Admissions and Marketing and Communications offices. The Hastings College Peer Umbrella Network (PUN) is a nationally recognized campus group that provide comprehensive peer education to campus through the six different peer education groups--SHAC, Alliance, BACCHUS, C.A.R.E., PHIVE-O and Active Minds at Hastings College. The Multicultural Student Union (MSU) works to promote understanding among all students. Students with wide-ranging interests will easily find groups which interest them on the Hastings College campus.

Athletics

Hastings College is committed to providing equitable athletic opportunities for its male and female students.

A member of the Great Plains Athletic Conference (GPAC) and the National Association of Intercollegiate Athletics (NAIA), Hastings College offers an intercollegiate program in football, basketball, baseball, track and field, cross country, tennis, softball, volleyball, soccer, golf, and wrestling.

In accordance with the Equity in Athletics Disclosure Act, Hastings College makes available to students, potential students and the public, on an annual basis, financial, participation and other information concerning its men's and women's intercollegiate athletics program. This information is available for review in the Athletic Director's Office.

Lifetime Sports and Rodeo

Hastings College offers teams sports not in the NAIA conference in Archery, Bowling, Cheer, Dance, Rodeo and Trap Shooting.

Intramural Athletics

Intramural activities are very popular at Hastings. Students can compete in a variety of programs, including Flag Football (4 on 4), 5 on 5 Basketball, Sand Volleyball (coed), Pitch, Volleyball (coed), Putt-Putt Golf, Pool, Bowling, Paintball and 3 on 3 Basketball.

Forensics

Hastings College has had a long tradition in forensics and its students are frequent award winners in district and national competitions. On June 9, 1920, Hastings College became one of the first colleges in the nation to become a member of Pi Kappa Delta, the national forensics fraternity. Since then, the HC forensics team has distinguished itself as among the best in the nation.

Honorary Societies

Hastings College is proud to sponsor about 13 campus honorary societies which recognize and encourage excellence in academics and other areas of leadership. The societies give students the opportunity to work closely with faculty advisers and to connect with students who have similar interests. Among the honorary societies are the Nebraska Alpha Chapter of Alpha Chi at Hastings College, whose students rank in the top 10 percent of the junior and senior classes, and the Hastings College Circle of Omicron Delta Kappa, which recognizes both academic excellence and campus leadership. A complete listing of the honorary societies is in the Hastings College Student Handbook/Planner and on the Hastings College website.

Media

Students interested in media may choose to participate in Hastings College's award-winning student media organizations, which include: The Collegian student newspaper, KFKX Radio, (BNN) Bronco News Now, HC Media Online, Bronco yearbook, and Spectrum literary magazine. The college has received national attention for its converged approach that allows students to collaborate on stories and develop a range of reporting skills for different types of media.

Music Groups and Ensembles

The Music Department has an enviable reputation throughout the Midwest for its quality programs, dedicated faculty, and talented students. Students from across the campus – whether or not they are music majors or music minors – are invited to participate in the college's many ensembles – The Hastings College Choir, Hastings College Band, Hastings Symphony Orchestra, Men's Choir, H.C. Singers (women), Hastings College Bell Choir, Jazz Band, entertainment arts groups and other ensembles. Many of these ensembles have traveled internationally and made special appearances at music conferences, schools and churches.

Peer Education

Student peer educators at Hastings College promote a positive campus community that reflects the attitudes, behaviors, and values of a healthy lifestyle. The peer educators are trained and given ongoing supervision in a specific health topic area.

There are six groups in the nationally recognized Peer Umbrella Network (PUN) each working to educate campus on their specific health topic.

- Active Minds at Hastings College works to educate the campus community about mental health issues and is changing the conversation about mental health.
- Alliance promotes and educates about safety, dignity and respect for persons of all sexual orientations.
- BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students) organization at Hastings encourages responsible decision-making concerning the use or non-use of alcohol.
- C.A.R.E. (College Acquaintance Rape Educators) works to prevent sexual violence and assault and educates the campus on healthy/unhealthy relationships.
- PHIVE-O (Peer HIV Education Organization) provides accurate information about HIV/AIDS and other STIs.
- SHAC (Student Health Advisory Council) a student organization designed to link the health concerns of students with the college administration promotes healthy living choices when it comes to smoking, stress reduction, diet, sleep, and exercise.

Religious Life

Hastings College was established in 1882 by Presbyterians who firmly believed that the life of the mind and the life of the spirit go hand in hand. Today, Hastings College continues its strong relationship to the Presbyterian Church (U.S.A.), while at the same time embracing students, faculty and staff of all denominations and beliefs.

The Chaplain's Office and the Religious Organizations Committee of the Student Association coordinate a variety of religious activities on campus, including organizations such as Chapel Worship Band, Chapel Committee, Habitat for Humanity, A Catholic Thing (ACT), Fellowship of Christian Athletes, Revive/Campus Crusade for Christ, and Common Grounds.

Every Wednesday throughout the semester, the Hastings College community gathers in French Memorial Chapel for worship at 10:00 a.m. No other campus activities are scheduled during this hour. The ecumenical Chapel worship service is rooted in its Presbyterian heritage but open to all people of faiths. Students, faculty, and staff — spanning the theological spectrum from conservative to liberal — find a welcome home in the religious life of Hastings College.

Service Opportunities

Since its founding Hastings students have been actively involved in service to the local community, to the Great Plains region and to the world. Each year, students volunteer thousands of hours for homeless shelters, youth programs, domestic violence programs, medical facilities, hunger programs, churches and schools and other

agencies. Students have volunteered in 13 states and assisted along the hurricane-ravaged Gulf Coast, in Appalachian communities, on the U.S.-Mexico borderlands. They have also served in Guatemala, the Dominican Republic, Uganda, Kenya, India and the Philippines.

Sororities and Fraternities/Greek System

Hastings College has about five fraternities and five sororities. Membership in a sorority or fraternity is an outstanding way for students to build friendships and gain leadership skills at Hastings College. Most of the College's Greek organizations are local, however, Sigma Alpha Iota and Phi Mu Alpha (Sinfonia) are two music based groups that are nationally affiliated. The Governing board of all Greek Organizations is the Inter-Greek Council.

Student Government

The governing principle that underlies campus life at Hastings College is the maximum amount of individual freedom commensurate with responsible living. To aid in achieving this objective, Hastings College shares its responsibility of governance with the entire campus community.

The Student Association seeks to represent and govern the students and to promote the academic, social, cultural and spiritual life of the campus. Governing responsibilities of the S.A. are divided into two categories: legislative responsibilities, which are handled by the Executive Cabinet and the Student Senate, and the judicial responsibilities, which are addressed by the Student Judiciary Council.

The Student Association President oversees the Executive Cabinet, which is the primary governing body dealing with all student government matters except budget appropriations. This body also plans the student activities on campus and is composed of executive officers, standing executive committee chairpersons, and one to three members of the faculty or administration. The Student Senate, headed by the Student Association Vice President, is the governing body which oversees the appropriation of student funds and policies that govern the student body.

Theatre

The Department of Theatre Arts invites students from across the campus to participate in three to four large productions each year. The productions vary from Greek classics to original scripts to musicals and are performed in the versatile Scott Studio Theatre complex. In addition to these large annual productions, several student directed plays are performed throughout the year. All costumes and sets are made in the Scott Studio Theatre by students and staff.

Traditional Events

New Student Days – is held the weekend before classes start in the fall. This orientation weekend is filled with activities designed to help new students feel more comfortable on campus as well as provide the opportunity to meet new people which will help ease the transition into college.

Homecoming/Family Weekend – is the biggest and most colorful event during the fall term. A wide variety of activities ranging from skit night, to free movie night and a bonfire are offered. The week continues on with the crowning of Homecoming royalty, a parade, a tailgate barbecue, home athletic events, and a homecoming dance.

Artist Lecture Series Symposium – is organized and planned by a student committee. A topic is selected for the entire year and nationally known speakers are brought to campus to enhance the regular academic curriculum.

Hispanic Heritage month – is remembered with special invited lectures and other events.

Hunger and Homelessness Awareness Week – is planned to raise awareness of these issues on campus. Events include a hunger awareness dinner, service projects and a campus vigil.

Native American Heritage Month – is recognized with special lectures, discussions and a chapel service.

World AIDS Day – is remembered with round table discussions, a chapel service and a campus vigil. Pieces of the AIDS quilt are displayed on campus during the week.

Christmas Events – are held in early December, the celebration includes musical events, readings, and a campus lighting ceremony. Students, faculty, and administration join the city of Hastings in kicking off the holiday season, with the downtown "Celebration of Lights."

Boar's Head Dinner – is a formal, sit-down dinner served by faculty and administration. Pre-dinner festivities include Christmas music and the traditional walk through the candle-lit dining hall by students carrying the boar's head.

Bronco Freeze – is a fun yet chilly tradition of jumping into Lake Hastings the week before Spring Break. Bronco Freeze is organized by the Public Relations Ambassadors.

Martin Luther King, Jr. Day – J-Term classes are shortened for the day so students may attend the annual MLK lecture and other events.

Religion in Life Week – is held under the auspices of the Chaplain's Office and the Religion in Life Committee of the Student Association. The week is intended to introduce a relevant topic to the college community and to stimulate intellectual and spiritual development through guest speakers at a series of special convocations, as well as other more informal activities.

Black History Month – is remembered with special invited lectures, a student round table and a chapel service planned in coordination with the Multicultural Student Union.

Women's History Month – is recognized with special invited lectures, a chapel service and a concert.

Mr. and Ms. Bronco – showcases the talents, knowledge, and humor of representatives from campus organizations. This spoof of the traditional beauty pageant brings the campus together for an evening of fun and concludes with the official crowning of Mr. and Ms. Bronco.

Academic Showcase – Held every April, this is a campus wide celebration of the liberal arts. Classes are cancelled for the day and students give presentation on their work ranging from research to study abroad.

May Fete – is the longest running tradition on campus and is planned by the Student Association. The spring festival traditionally includes outdoor games, evening entertainment, picnics, dances, and the presentation of the May Fete Court.

Honors Convocation – is held on the last day of classes. During the convocation, students are recognized for outstanding accomplishment in departmental studies, co-curricular activities, and scholastic achievement. The convocation culminates in the naming of graduating seniors to Who's Who at Hastings College and the presentation of the Bronco Award, the College's highest non-academic honor. The recipient of the Bronco Award, established in 1924, is chosen from the Who's Who membership. Both honors are determined by a student-faculty committee, which makes its selections based on outstanding contributions of nominees selected by the campus community through a voting process.

Commencement Ceremonies – include the Baccalaureate and Commencement ceremonies. Baccalaureate is held at the First Presbyterian Church in Hastings the Friday evening after final examinations. Commencement exercises are conducted in Lynn Farrell Arena at the Osborne Family Sports Complex the following Saturday morning.

Services for Students

One of the advantages of a small liberal arts college is the opportunity for interaction between students and the faculty and administration. Opportunities abound for informal conversations between students and faculty and staff, but the College also has a number of services which provide support for students while they are on campus.

Advising Program

All new, full-time, first-year students are assigned to an academic advisor. The academic advisor is a faculty member who serves as a guide to the student primarily for academic matters.

Student Affairs staff work closely with students and their advisors in connection with registration, grades, academic emphasis, vocational objectives, spiritual needs, and personal concerns.

Career Services

Career Services provides assistance and guidance to students seeking information about careers, summer jobs, internships, and full-time employment. The office offers talent/interest assessments and career coaching; part-time, summer, internship and full-time vacancy listings; career fairs; resume, interview and job search assistance; and employment programs (resume referral, campus interviews and an interviewing consortium). Students begin working with Career Services in the freshman year and continue to use its services throughout their college years. Make an appointment in Career Services to:

- Identify interests, skills, and personality traits relevant to career satisfaction.
- Explore majors and careers.
- Clarify potential career pathways.
- Seek leads for part-time and summer jobs.
- Obtain information about internships and guidance for applying to and securing internships.
- Develop and write resumes, cover letters, applications, and personal statements.
- Prepare for interviews and practice interviewing skills (mock interviews).
- Gain leads for full-time employment (JobZone, Accounting Interview Day, Spring Career Fair).
- Plan, organize, and begin implementing job search strategies.
- Network to make connections with Hastings College alumni and friends of the College.

Health and Insurance Services

The Charles L. Stone Health Center provides health services under the direction of registered nurses. The college nurses are supervised by a consulting physician. The services of the college nurses are available Monday – Friday (whenever the residence halls are open) from 8am-12pm & 1-5pm at the Health Center. In case of illness in which advanced medical services are required, the nurses will assist students in obtaining appropriate care. Information and other resources relating to student health issues are available through the Health Center.

A portion of the General Fee assessed by the Business Office covers all Health Center costs. Common over the counter medications and first aid supplies recommended by the consulting physician are available to students who visit the Health Center. Hastings College does not assume any share of the charges made by physicians, dentists, or other specialists; or for treatment or medications other than those recommended by the college nurses. Hastings College assumes no share of costs incurred while the student is under treatment in a hospital or facility other than the Stone Health Center.

Hastings College urges students to have their own primary health insurance coverage, either as an individual or as part of their family's plan. Athletes are required to have primary health insurance coverage and must provide proof that they are covered by such a policy. Students who do not already have primary insurance coverage are strongly encouraged to purchase such coverage. Contact information for a local insurance agent is available in the College Business Office. Students whose health insurance is through an out-of-state HMO should contact their provider regarding coverage while at Hastings College.

Hastings College maintains student accident policies for all full-time students during the regular school year. In addition, the athletic department provides catastrophic insurance coverage on all students participating in inter-collegiate athletics. Specific information regarding the college's health and accident policies is available in the Business Office.

Counseling Services

The Hastings College Counseling Services are located in the Health Center. Licensed Mental Health Practitioners are available full-time for mental health counseling and the Chaplain is available for spiritual counseling.

Learning Center Services

The Learning Center is designed to provide support services for students at Hastings College. The Center is intended to assist students in reading, writing, and study skills and is staffed by a qualified professional, graduate assistants, and peer tutors who provide academic counseling, tutorial assistance and help with learning skills. The Center also provides a course in learning strategies emphasizing skills and techniques for personal and academic success in college and throughout life.

Services for Students with Disabilities

Hastings College will attempt to make appropriate and reasonable academic adjustments to accommodate the needs of students with disabilities. Students who believe they have a disability that may require academic adjustments or housing accommodations should contact the Learning Center or the Student Affairs Office.

Public Safety Services

The Public Safety department is responsible for maintaining a safe and secure campus during evening hours and on weekends. The department is staffed by four professional staff members and a number of trained student officers. Officers perform driving and walking patrols of the campus at regular intervals during the hours that administrative offices are closed and can provide escort assistance on campus. Officers are available to respond to requests for assistance to lock or unlock rooms or buildings on campus and are trained to respond to campus emergencies. Appropriate outside emergency medical or law enforcement assistance is called in as needed. Officers also provide transportation for students to and from the Hastings Amtrak train station before and after vacation breaks.

Code of Conduct and Other Campus Policies

Hastings College is an educational institution in which there is an atmosphere of learning, as well as a sense of community. The College prides itself upon the principles of academic integrity, self-respect, and individual responsibility.

Hastings College strives to provide a community environment that will reflect the finest traditions of our Western-Christian Heritage. It seeks to do this through the example of its administration and faculty, the philosophy and quality of its educational program, its deliberate attempt to apply the Christian Gospel to everyday life, and the high expectations it holds for all its students.

Student Code of Conduct

Students who enroll at Hastings College assume an obligation to conduct themselves in a manner compatible with commonly accepted moral and ethical standards and in a manner which will bring credit to themselves and to the College. The College Administration reserves the right to withdraw administratively any student whose conduct is perceived as an affront to the traditions of the College or whose behavior brings discredit to the College's reputation.

The Student Code of Conduct includes minimal regulations for Hastings College students. Many aspects of student conduct are deliberately not covered by the Code of Conduct since the College expects its students to exercise common sense in

observing commonly accepted moral and ethical standards. Specific misconduct outlined in the Code of Conduct includes acts of dishonesty (including academic dishonesty); disruption or obstruction of teaching; physical and verbal abuse; threats; theft; hazing; failure to comply with directions of college staff; unauthorized use of college keys; violations of the campus alcohol policies; possession, use or distribution of narcotic or other controlled substances; illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals; participation in campus demonstrations which disrupt the normal operations of the college; disorderly conduct; abuse of the computer and telephone systems; abuse of the college judicial system; violation of Hastings college policies, rules or regulations including rules adopted from time to time governing campus residential facilities; and violations of local, state and federal law. The Code of Conduct applies to all students, as well as their guests. The complete Code of Conduct is in the Hastings College Student Handbook/Planner and on the Hastings College website.

Generally, Hastings College jurisdiction and discipline shall be limited to conduct which occurs on college premises or which adversely affects the Hastings College community and/or the pursuit of its objectives. Hastings College does have jurisdiction to discipline a student for activities that take place off-campus when those activities adversely affect the interests and/or reputation of the College.

Students violating the Code of Conduct or commonly accepted moral and ethical standards may be subject to disciplinary proceedings by one of the college judicial bodies (the respective Residence Hall Councils, Apartment Village Board, the Student Judiciary Council, the Judicial Review Board, and/or the Administration of the College) depending on the type of infraction and where the violation occurs. All students are expected to comply with the procedures and decisions of these judicial bodies. Sanctions may include: warning, probation, loss of privileges, fines, restitution, discretionary sanctions (such as service or work assignments), campus housing suspension or expulsion, and college suspension or expulsion.

Alcohol Policy

Alcoholic beverages are prohibited in all buildings on the main campus of the college including the residence halls. Alcoholic beverages are allowed in individual apartments of Hastings College if all residents of that particular apartment are of legal drinking age. If an individual apartment houses four roommates; all of whom are of the legal drinking age, each student will be required to sign a form acknowledging college policies regarding alcohol use. Alcohol is allowed in the campus houses if all residents of a particular house are of legal drinking age. As with the apartments, each resident of the house will be required to sign a form acknowledging college policies regarding alcohol use. In locations where alcohol is allowed, students are expected to observe all laws and to exercise mature judgment and social responsibility when making decisions regarding its use. The College's policy on "Possession and Use of Alcohol and Other Drugs" is in the Hastings College Student Handbook/Planner and on the Hastings College website. The college reserves the right to adjust its alcohol policies governing residential areas as situation warrant.

Vehicle and Bicycle Registration

The use of automobiles, motorcycles, bicycles and other vehicles on the College campus is considered a privilege. Students operating such vehicles must register them with the Student Affairs Office at the beginning of the school year and must obey all parking and driving regulations as set forth by the College and the City of Hastings. Gas-powered scooters may not be stored inside campus buildings.

Other Campus Policies

Hastings College is concerned about the safety and welfare of all campus members and guests, and is committed to providing a safe and secure environment. In pursuit of these objectives,

and in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act, Hastings College collects and publishes safety and crime data. Additionally, a Drug-Free Schools and Campus Policy is distributed in accordance with the Drug-Free Schools and Communities Act Amendments of 1989.

Residence Halls and Campus Living

Hastings College believes traditionally-aged, college first-year students, sophomores and juniors benefit from living in an on-campus, residential environment. To this end, the college maintains five residence halls, five campus academic honors houses and six campus apartment buildings. The college firmly believes that significant growth and development takes place through a campus residential community experience. Opportunities exist for leadership, involvement, and community life in an on-campus environment that are not available in off-campus housing. Upper-class students become role models for younger students and relationships evolve into deep and long-lasting friendships.

The residence halls at Hastings College are under the supervision of competent and caring resident directors who are assisted by student leaders serving as resident assistants. The staff in all campus residential facilities works to create and maintain a living environment in which the greatest educational, social, and cultural opportunities are realized.

Residency Requirement

The Hastings College residency requirement reflects a commitment to personal growth through on-campus residency and serves to uphold the overall mission of the college.

All first-year, sophomore and junior students, including Hastings area students, are required to live on campus unless they:

1. Reside with their parent or legal guardian in their primary residence within Adams County, Nebraska (the county encompassing the college);
2. Have senior class standing (87 hours of credit or more by the first day of classes) and have lived on campus six semesters;
3. Will be a part-time student;
4. Are married or a single, custodial parent;
5. Are 23 or older by the first day of classes in the academic year under consideration; or are in the 22-Plus Program;
6. Have their Associate's degree.

Any students requesting to commute due to any of the exceptions above must submit a Residency Exemption/Commuter Form to the Student Affairs Office. The Residency Exemption/Commuter Form must be notarized and signed by a parent or legal guardian if the student is requesting to live with a parent or legal guardian in the parent's/guardian's primary residence. Students who violate the college residency requirement and live off campus without authorization from the Student Affairs Office can be charged for full board and room. Any student living on campus who later, due to special circumstances, receives authorization from the Student Affairs Office to move off campus may be assessed a penalty of \$200 for residence halls and houses, and \$400 for apartments.

The college does not provide housing facilities for married students or for students who are custodial parents. The college does not ordinarily provide housing for those enrolled in the 22-Plus Program, however, requests for housing from those in the program are reviewed on a case-by-case and space-available basis.

The Student Affairs Office makes assignments to campus housing. When demand for campus housing exceeds available space, priority will be given to those students with the earliest date of matriculation at the college.

Incoming transfer students must have junior status and/or two years of previous campus residency to be considered for placement in the Bronco Village apartments. Any existing sophomore openings at the apartments are reserved for returning Hastings College students who meet eligibility requirements.

Regulations in Campus Residential Facilities

The college has a set of basic regulations for students residing in campus facilities. The intent of these regulations is to insure a healthy and comfortable living environment for all students. These basic regulations are given in detail in the Student Handbook/Planner which is available on the Hastings College website. Each residence hall is governed by a Residence Hall Council which is part of the college judicial system. Students residing in the campus apartments have additional community policies and are governed by a Village Board, which is also part of the judicial system.

Visitation in the Residence Halls

The outside entries to the residence halls and apartments are closed to the public and locked 24 hours per day. Residents access their buildings using an electronic key fob entry system. The residence halls are open for visitation during designated hours: Sunday - Thursday, 10 a.m. – midnight; Friday and Saturday, 10 a.m. - 2 a.m.

Vacation Housing Policy

Room and board charges for the residence halls cover the entire academic year with the exceptions of Thanksgiving and Christmas vacations and spring break. The residence halls are closed during these three vacations and no food service is provided. Only students who are participating in college-sponsored activities may stay in the residence halls during these vacations and breaks. The campus apartments and houses are open during the entire academic year, with the exception of Christmas Break.

Personal Property Insurance

The college does not insure residents of campus housing for personal property damage or loss. Students are encouraged to purchase renter's insurance or add a rider to their homeowner's policy to cover their personal property.

Admissions

General Policy

Hastings College students come from a variety of geographic regions and socio-economic backgrounds, and they bring to campus a variety of academic interests and co-curricular talents. Admission to Hastings College is based on academic achievement, seriousness of purpose, character, and other qualifications. Hastings College provides equal educational opportunity to all qualified students without regard to race, religion, age, sex, creed, physical disability, marital status, or national or ethnic origin.

Application Procedure

The application for admission should be completed and submitted as early as possible to the Office of Admissions, Hastings College, 710 N. Turner Ave., Hastings, Nebraska 68901. These are recommended application deadline dates for the following enrollment terms: Fall Term, July 1; J-Term, December 1; Spring Term January 1.

Hastings College requires applicants to provide all official transcripts of high school and previous college work and the results of the ACT or the SAT examinations. For transfer students, failure to list ALL college/universities attended on the application for admission may affect admission to the College, athletic eligibility, scholarships, and/or financial aid.

The Office of Admission considers a variety of factors to determine admission into Hastings College. These factors include, but are not limited to, high school transcript, cumulative GPA, a core grade-GPA and standardized test scores. For unconditional acceptance, a student's minimum academic profile should be at least a 3.0 GPA and a 20 ACT composite (1000 SAT combined). For students that do not meet unconditional acceptance standards, the Admissions Committee will evaluate the file more thoroughly and may require additional information from the student.

All admitted students must demonstrate successful completion of all graduation requirements from an accredited high school or satisfied high school graduation requirements through the GED or special official arrangements.

Any academic, social or legal incidents could affect your admission to Hastings College.

Excel Program

Hastings College offers a distinctive plan that provides an opportunity for students whose entrance examination scores and high school records indicate that they have academic needs. The Excel Program offers individualized support services and affords a limited number of students the opportunity to be successful who might not otherwise qualify for admission to Hastings College. A personal interview is required before admittance is granted.

22 Plus (Non-Traditional Age Students)

Hastings College offers undergraduate admission to the non-traditional age student through the 22 Plus program. To be eligible, applicants must be at least 22 years old on or before the first day of classes, and a first-time Hastings College student. See the section on Summary of Cost for tuition information.

International Students

Hastings College encourages students from other countries to apply for admission. The following information is required:

1. A completed international student application
2. Official, certified copy of all secondary school work, translated into English by World Education Services.
3. Submit a 300 word essay
4. Results from TOEFL or ACT/SAT exams
5. Complete financial affidavit

ConAP (Concurrent Admissions Programs)

Hastings College has aligned itself with the Service members Opportunity College (SOC) and offers the Concurrent Admissions Program (ConAP) to increase the college enrollment of Army veterans. Upon enlistment for active or reserve service, new soldiers are referred by Army recruiters to ConAP colleges in their home area. Eligible soldiers can be admitted to a college on a full or provisional basis, with enrollment deferred for up to two years after completion of active military service. This program is designed to allow maximum use of benefits available for higher education, and to allow for a quick and smooth transition from soldier to student.

Application Fee and Housing/Registration/Financial Aid Non-Refundable Deposit

A tuition (housing/registration) deposit of \$200 is payable any time after admission to establish priority in selecting a residence hall and registration for classes. The tuition deposit of \$200 is due two weeks after the candidate has received the financial aid notification from the Financial Aid Office. This deposit is credited to the student's account and is refundable up until May 1st.

Readmission of Former Students

Hastings College students who have been absent for at least one regular semester must complete an application for readmission.) This application form is obtained from the Office of Admissions. No former student may be permitted to register for classes until officially readmitted.

Student Expenses

Hastings College seeks to provide education of a high quality at a moderate cost. The annual tuition each student pays covers only about 70% of the total cost expended by Hastings College to educate that student. The remaining 30% of each student's educational cost is provided by income from endowment and gifts from alumni and friends of the College. Whenever possible the College assists students who desire part-time employment on the campus or in

town. Scholarships, loans and other assistance helps to reduce expenses in many cases, though emphasis is placed on self-support.

Academic Year

The Academic Year at Hastings College is divided into three parts: Fall Semester, J-Term and Spring Semester. The J-Term is an integral part of the Fall Semester. One registration and one tuition charge automatically covers both the Fall Semester and J-Term. The Spring Semester is charged separately.

Normal Registration

Normal registration is 12 to 16 hours for each of the Fall and Spring Semesters and 3 hours for the J-Term.

Summary of Costs

Initial Tuition deposit (housing/registration) \$200.00
(required within two weeks after candidate has received a financial aid award beginning with any of the terms below; credited to student account)

- Fall Semester Registration
- J-Term Registration
- Spring Term Registration

SEMESTER COSTS – CATEGORICAL BREAK DOWN

(Annual Schedule of Costs is available on request from the Admissions Office or the Business Office)

TUITION – Full-time student (12 through 16 credit hours per term plus 3 credit hours during J-Term) is charged as a set rate.

- Part-time student (less than 12 credit hours) is charged on a per-credit hour basis.
- Overload (more than 16 credit hours per semester or 3 credit hours during J-Term) is charged on a per credit hour basis.
- Summer session is charged on a per-credit hour basis.
- J-term (An Additional charge does not apply to students enrolled full-time during the regular academic year.
- Graduate courses (undergraduate degree required) are charged on a per-credit hour basis.
- Creighton School of Nursing-Mary Lanning Program; (Creighton University is charged on a per-credit hour basis)

HOUSING

- Residence Halls and Houses—charged by semester
Based on Occupancy
- Double room rate
- Single room (when available) rate
- J-Term (an additional charge does not apply to students enrolled during the regular academic year)
- Apartments – charged by semester
- Damage deposit required for all campus housing.

BOARD (MEALS)

- Residence Halls and Honors Houses require meal plan
- J-Term (an additional charge does not apply to students enrolled during the regular academic year.)
- Apartments - optional meal block

GENERAL FEE (includes *The Bronco* yearbook charge for full-time students)

- Charge is based on credit hours of enrollment
 - 0-3 credit hours no charge
 - 4-11 credit hours partial charge
 - 12+ credit hours full charge

REGISTRATION CHARGE

If the student registers and decides not to return for either the fall or spring term, he/she must officially withdraw at the Registrar's

Office before the first week of classes. If not, the student will be charged a \$200.00 registration fee.

MISCELLANEOUS FEES

- Teacher Education fee
 - Audit or non-credit fee, per-credit hour.
 - Credit by examination – examination fee, if credit is desired tuition per-credit hour.
 - Late registration fee (payable by upper class students who do not complete registration for fall and spring semesters during the dates set by the College - \$50.00)
- OTHER** fees including art fees, dorm fees, and J-Term or field trip charges are not listed, but may be applicable.

Terms of Payment

Student charges are calculated on a semester basis. Each student is responsible for making arrangements for payment with the Business Office before the first day of classes each semester. Students are not admitted to classes until they have paid or made arrangements to pay all charges in the Business Office. Our primary objective is to make your investment in a Hastings College education an affordable one; consequently, we offer the following payment options:

1. **Full payment** – Tuition, fees, room and board are due on or before the end of the first week of each semester.
2. **Five Month Payment Plan per semester** – Payments are due on the first of each month beginning in August and includes a service charge in the amount of 1% of the total amount financed. If you are interested in this plan, you must notify the Business Office by July 15.
3. **Other Arrangements** – We realize that unforeseen financial difficulties can occur; consequently, every effort will be made by our Business Office to work out any reasonable financial plan for students demonstrating unusual financial difficulties. In all financial arrangements made with students, the College reserves the right to require written guarantees from parents, guardians, or other responsible persons. Transcripts and diplomas are released only after financial obligations are met.

Student Association Fee

For the support of various student enterprises a fee is paid by all students carrying more than three credit hours. This fee entitles the student to membership in Student Association, subscription to the Collegian, admission to athletic contests and to some of the social activities. This fee is included in the General Fee under Course and Living Costs.

Withdrawing from the College

Students are responsible for officially withdrawing through the Registrar's Office. Those students making monthly payments are subject to the same requirements as all other students. The monthly payment plan, arranged for the convenience of students, in no way affects liability for any unpaid portion of the full term's tuition whether the student withdraws officially or unofficially before the end of the term.

Inasmuch as the educational advantages offered by Hastings College are provided much below cost, the following principles will be observed in regard to requests for refunds of institutional charges (tuition, fees, room and board) for both full-time and part-time students who withdraw. If federal financial aid has been credited to a student's account, the student may have to pay back all or part of the federal aid, depending on the amount of aid earned at the time of withdrawal. Detailed policies and procedures for refunds and examples of the application of the refund policies are available at the Business, Financial Aid, and Registrar's offices of the College.

Refunds will be based on the full term's institutional charges. If a student officially withdraws prior to the end of the first

week of classes, Hastings College will charge only the \$200.00 late withdrawal fee. If a student officially withdraws after the first week of classes, the following refund schedule will apply.

2 weeks	80%
3-4 weeks	70%
5 weeks	60%
after the 5th week.....	no refund

Refunds on the basis of summer school tuition will be figured as follows for the period of time a student has been enrolled.

1 week or less after start of the session	80%
2 weeks	60%
after the 2nd week.....	no refund

In computing refunds the College will use the date of the first official class day of the term. The computation of any refund will be based on the date in the upper right hand corner of the withdrawal form, which must be completed by the student, when withdrawing from classes.

Financial Aid

Financial Assistance

Hastings College maintains scholarships and loan funds to assist needy students, talented students, and those students who maintain a high scholastic average. All applicants should submit the Hastings College Application for Admission and Financial Aid. Students applying for federal/state aid (Federal Pell Grant, FSEOG, TEACH Grant, Federal Perkins Loan, Federal Direct Loan, Federal Work-Study, Nebraska Opportunity Grant) also need to complete a Free Application for Federal Student Aid (FAFSA). **Award preference will be given to those FAFSA forms processed and received by the Financial Aid Office prior to May 1.**

Financial assistance may be in the form of federal or state grants, Hastings College grants, merit scholarships, talent scholarships, employment, or loans. The specific categories and amounts are determined by the Scholarship Committee. Only full-time students are eligible for institutional financial assistance. All financial aid is granted on a yearly basis, though institutional grants and scholarships are automatically renewed. At the beginning of the spring semester, returning students should file a FAFSA for the next academic year in order to be considered for any federal or state financial aid.

At no time will students be permitted to use any financial assistance if they fail to observe the rules of attendance and the rules of good conduct consistent with the ideals and regulations of the College or fail to make satisfactory academic progress.

Satisfactory Academic Progress Policy for Federal & State Financial Aid at Hastings College

Federal regulations mandate that institutions of higher education establish minimum standards of "satisfactory academic progress" for students receiving federal and state financial aid (Federal Pell Grant, F.S.E.O.G., TEACH grant, Federal Work Study, Federal Perkins Loans, Subsidized and Unsubsidized Direct Loans and Direct PLUS Loans).

Satisfactory Academic Progress (SAP) tests three components:

- Minimum cumulative and semester grade point average as follows:
 - After one semester, 1.65
 - After two semesters, 1.8
 - After three semesters, 1.9
 - After four or more semesters, 2.0
- The number of credit hours earned divided by the number of attempted credit hours each academic term must be at least 67%
- Maximum time for the completion of a student's academic progress is 190 hours.

The guidelines are established to encourage students to

successfully complete courses for which aid is received. Successful completion is defined as receiving one of the following grades, A, B, C, D, or P. Courses transferred from other institutions during the period of matriculation at Hastings College will be included in the number of semester hours earned. Courses with grades of W, I, or F are counted as hours attempted.

Procedures

Hastings College will check SAP for all students at the end of each academic term.

Warning Semester

Students who fail to meet one or more of the requirements will be notified by HC email and receive an automatic warning semester. Students will be able to receive their federal financial aid (if they are otherwise eligible) during their warning semester while they work to restore their academic progress standing.

Suspension

At the end of the warning semester, if a student does not meet the SAP requirements where they were deficient, the student will have their federal financial aid suspended. The Financial Aid Office will notify the student by HC email.

Appeal

Students in suspension status may appeal their suspension by completing a Satisfactory Academic Progress Appeal Form. It should be submitted to the Financial Aid Director via HC email or regular mail by the deadline designated in the notification letter (usually two weeks). A successful appeal must be based on significant mitigating circumstances that seriously impacted academic performance (for example, serious illness or injury of the student, or death of a close relative). In the appeal, the student is expected to demonstrate an understanding of what SAP measures were failed and what has changed that will allow the student to meet SAP at the next evaluation. The Satisfactory Academic Progress Committee will determine whether a probation semester will be granted. Please note that merely filing a SAP appeal does NOT guarantee continued eligibility for Federal financial aid.

Appeal Approval (Probation)

If a student's appeal is approved by the Committee, the student will be notified and given a probationary semester. For the probationary semester the student will be considered academically eligible for federal aid for which the student has applied and is otherwise eligible.

Once a probationary semester has concluded, the student may re-establish eligibility to be considered for federal aid for their next semester of enrollment by taking action that brings him or her into compliance with the requirements of Hastings College's SAP policy.

Once a probationary semester has concluded in cases where it is not possible to meet all SAP standards in one semester, the student will be given an individualized academic plan. The student must demonstrate in a timely fashion the meeting of the academic plan and standards as established by the Appeals Committee in order to re-establish eligibility for the next semester of enrollment.

Appeal Denial

If an appeal for a probationary semester is denied by the Academic Progress Committee, the Financial Aid Office will notify the student by HC email. Notice will also be mailed to the student's most recent permanent mailing address on file in the Financial Aid Office. The decision is final for that semester. The student may re-establish eligibility to be considered for federal aid for a subsequent semester by taking action that brings him or her into compliance with requirements of Hastings College's SAP standard.

Hastings College Board of Trustees Hastings, Nebraska

Clayton C. Anderson (2009)
U.S. Astronaut, Mission
Specialist, Retired
President, Astro Clay,
L.L.C.
League City, Texas

William C. Barrett (2007)
Vice President of Tax,
Global Foundries
Cupertino, California

James C. Creigh (2007)
Partner, Kutak Rock, LLP
Omaha, Nebraska

J. T. Daugherty (1995)
Retired Executive Director,
The Daugherty
Foundation
Omaha, Nebraska

Kim West Dinsdale (2010)
Community Volunteer
and Philanthropist
Grand Island, Nebraska

Harold E. Dittmer (1999)
Chairman of the Board
President, Wellhead
Electric Company
Sacramento, California

Lyle C. Fleharty
(1995-97, 2000)
Self-Employed Investor
Hastings, Nebraska

Bruce Gulliver (1997)
Founder and President,
Jefferson Research
Portland, Oregon

Mark L. Herbek (2010)
Senior Research Analyst/
Partner, Cleveland-
Research Company
Sagamore Hills, Ohio

John C. Hewitt (2013)
Attorney at Law, Cline
Williams Johnson &
Oldfather LLP
Omaha, Nebraska

Calvin R. Johnson (1987)
President, Johnson
Imperial Homes, Inc.
Hastings, Nebraska

Paul R. Krieger (2009)
President, Krieger Electric
Hastings, Nebraska

William D. Langford (2014)
Global Head of Compliance
Architecture and
Strategy, Citigroup
New York, New York

Richard A. Loutzenheiser
(2014)
President, Phoenix Casting
and Machining, Inc.
Hastings, Nebraska

William W. Marshall III
(2000)
Chairman/President of
Five Points Bank
Grand Island, Nebraska

Jessica A. Meeske (2007)
Pediatric Dentist,
Lockwood and Meeske
Pediatric Dentistry, P.C.
Hastings, Nebraska

Michael Moody (2010)
Retired Executive,
Raytheon Corporation
Upland, California

Rick J. Moore (2010)
President of the Consumer
Marketing Division,
Performance Matters
Associates
Springfield, Illinois

Glen A. Moss (1996)
Chief Financial Officer,
Commonwealth Electric
Company of the Midwest
Lincoln, Nebraska

Justin C. Osborne (2013)
President, Industrial
Irrigation
Hastings, Nebraska

**Rev. William G. Nottage-
Tacey** (1999-2012, 2013)
Senior Pastor, First
Presbyterian Church
Hastings, Nebraska

Rhonda S. Pauley (2000)
Principal, Pauley Group
Hastings, Nebraska

Roland Penner (2013)
Vice President, Mid-
Continent Properties, Inc.
Omaha, Nebraska

Rudy M. Thomas (2000)
President, Fairway Asset
Management
Omaha, Nebraska

Robert A. Unger (2007)
CFA Founder & Chief
Investment Officer,
Platte River Capital
Denver, Colorado

Douglas S. Usher (1991)
President, IDEVCO, Inc.
Los Altos Hills, California

Philip F. Werner, Jr. (2003)
President, Werner
Construction, Inc.
Hastings, Nebraska

Gordon D. Whitten, Jr.
(2009)
Founder and CEO,
I See It Ventures
Omaha, Nebraska

Honorary Members of the Board

William E. Barrett
Lexington, Neb., 1974-2007

Timothy J. Boyd,
Hastings, Neb., 1994-2006

David Burkholder
Cozad, Neb., 1995-2013

Robert L. Foote, Sr.
Hastings, Neb., 1980-2007

Frederick H. Hawkins, Jr.
Omaha, Neb., 1990-2008

Charles R. Hermes
Hastings, Neb., 1976-2003

Gerald R. Holcomb
Rochester, Minn. 1965-1999

Lawrence R. James
Omaha, Neb., 1986-1994

Robert E. Julian
Omaha, Neb., 1992-2007

Jerrold C. Kerr
Hastings, Neb., 1965-1983

Kenneth L. Morrison
Hastings, Neb., 1981-1999

John C. Osborne
Hastings, Neb., 1992-2004

Tom W. Osborne
Lincoln, Neb., 2007 -2010

Judith A. Owen
Omaha, Neb., 1995-2004

Anne T. Pratt
Omaha, Neb., 2010-2012

Walter Scott, Jr.
Omaha, Neb., 1982-1997

Donald R. Seaton
Hastings, Neb., 1989-2006

Richard J. Spady
Hastings, Neb., 1972-1984

Charles L. Stone, Jr.
Brooksville, Me., 1974-1981

James L. Thom
Hastings, Neb., 2000-2012

LeRoy W. Thom
Hastings, Neb., 1981-1999

Gretchen K. Vondrak
Omaha, Neb., 1997-2012

James M. Wilkins
Denver, Colo., 1986-2004

KEY: Name, (Year Joined Board) Professional Title, Location

Administrative and Service Personnel

Officers of the President

President of the College	Donald Jackson, M.S.
Chief Information Officer	Steve Hutchinson, M.B.A.
Chief of Staff	Matt Fong, B.A.

Academic Affairs

Vice President for Academic Affairs and Dean of the Faculty	Gary Johnson, Ph.D.
Associate Vice President for Academic Affairs	Elizabeth Frombgen, Ph.D.
Director of Libraries	
Public Services Librarian.....	Susan Franklin, M.A.
Assistant Professor of Library Science and Technical Services Librarian.....	Billie Cotterman, M.A.
Director of Benefits and Compensation	Kristi Rippe, B.S.
Director Human Resources	Margo Busboom, PHR

Student Affairs

Vice President for Student Affairs and Dean of Students	Gilbert Hinga, Psy. D.
Associate Vice President for Student Affairs.....	Joan McCarthy, M.Div.
Director of Career Services.....	Kimberly Graviette, B.A.
Director of Student Activities.....	Pat McCauley, M.A.T.
Director of the Learning Center	Elizabeth Funkey, M.A.T.
Director of Housing	
Director of Public Safety.....	John Silvester
Director of Campus Health Services.....	Beth Littrell, R.N.-B.C., L.M.H.P.
Director of Counseling Services	Jon Loetterle, M.S.Ed., L.M.H.P.
Counselor	Stephanie Pershing, M.A.
Director of Student Life and Leadership	Colt Kraus, M.S.
Director of Life-time Sports	Ron Hergott, B.A.
Director of Food Service	Mark Weber
Chaplain	

Finance and Administration

Vice President for Finance and Administration and Treasurer.....	Gary Freeman, M.S.
Director of Student Accounts.....	Rhonda Hinrichs
Director of Physical Plant Services.....	James Ruzicka, B.S.
Manager of Bronco Bookstore.....	Nicole Haywood

Admissions

Vice President for Enrollment and Marketing.....	Susan Meeske, M.B.A.
Director of Admissions.....	Traci Boeve, B.A.

Financial Aid

Director of Financial Aid	Terri Graham, B.A.
Assistant Director of Financial Aid.....	Angie Pinkerman, A.A.

Marketing and Communications

Vice President for Enrollment and Marketing.....	Susan Meeske, M.B.A.
Director of Marketing	Mike Howie, B.S.
Graphic Designer and Publisher	Camille Kastl, B.S.
Communications Director.....	Alicia O'Donnell, B.A.

Development and Alumni

Vice President for College Advancement.....	Gary Freeman, M.S.
Associate Vice President of Advancement.....	Mike Karloff, B.A.
Associate Vice President of Advancement.....	Judee L. Konen, B.A.
Associate Vice President of Development.....	Patty Sitorius, M.A.
Senior Director of Alumni Relations.....	Hauli Sabatka, B.A.
Associate Vice President of Athletic Development	Mike Trader, M.A.T.
Director of Operations, Hastings College Foundation.....	Valerie Phillips

HASTINGS COLLEGE ACADEMIC CATALOG 2014-2016

The Faculty

ROBERT P. AMYOT, Associate Professor of Political Science and Chair of the Department, 2006. B.A., University of Massachusetts at Amherst; Ph.D., George Washington University.

ANTJE S. ANDERSON, Professor of English and Chair of the Department, 2001. M.A., Bowling Green State University; M.A., University of Hamburg; Ph.D., Rice University.

ANN AUTEN, Instructor of Teacher Education, 2013. B.A., Hastings College; M.A., University of Nebraska-Kearney; Ph.D. candidate, University of Nebraska-Lincoln.

GLENN AVENT, Associate Professor of History and Chair of the Department, 2005. B.A., M.A., University of British Columbia; Ph.D., The University of Arizona.

ROBERT S. BABCOCK, The Dorothy Weyer Creigh Distinguished Professor of History, 1992. B.A., Beloit College; M.A., University of Missouri-Columbia; Ph.D., University of California-Santa Barbara.

BRUCE BATTERSON, Assistant Professor of Business Administration, 2013. B.A., Ripon College; M.B.A., University of Nebraska-Omaha; J.D., University of Minnesota.

WILLIAM M. BEACHLY, Professor of Biology, 1997. B.S., M.S., Ph.D., University of Nebraska-Lincoln.

INGRID BEGO, Assistant Professor of Political Science, 2012. B.A., Washburn University; M.A. and Ph.D., Washington State University.

EMILY A. BENNETT, Instructor of Philosophy/Religion, 2011. B.A., Carleton College; M.A.R., Yale University Divinity School; Ph.D. candidate, Claremont Graduate University.

STEVEN J. BEVER, The Elvina and Hattie Holling Distinguished Professor of Physics, 2003. B.S., Manchester College; M.S., Ph.D., Purdue University.

AMY BLACK, Professor of Economics, 2001. B.A., Hastings College; Ph.D., University of Notre Dame.

JAMES BOEVE, Assistant Professor of Sociology and Coordinator of Institutional Research, 1989. B.A., Northwestern College; M.S., University of Nebraska-Lincoln.

JOHN F. BOHMFALK, Professor of Biology, 1993. B.S., Southwestern University; Ph.D., University of Texas Medical Branch at Galveston.

SHARON BEHL BROOKS, Associate Professor of Communication Arts and English, 1979. B.A., Hastings College; M.A., University of Leicester, Great Britain; M.A., University of Nebraska-Lincoln.

BOBBI BUCHHOLZ, Associate Professor of Mathematics/Computer Science, 2009. B.A., Hastings College; M.S., Ph.D., University of Nebraska-Lincoln.

DAVID E. CARPENTER, Professor of Accounting, 1997. B.A., Hastings College; M.B.A., University of Wyoming; Certified Management Accountant; Certified in Financial Management; C.P.A. (Inactive).

DAVID COOKE, Professor of Mathematics and Computer Science and Chair of the Department, 1989. B.S., University of Nebraska-Lincoln; Ph.D., University of Minnesota.

BILLIE COTTERMAN, Assistant Professor of Library Science, 2012. B.A., Florida State University; M.A., University of Florida; M.A., and M.A., University of Iowa.

DANIEL G. DEFFENBAUGH, Professor of Religion, 2001. B.A., Hope College; M.Div., Western Theological Seminary; M.A., Ph.D., Vanderbilt University.

MOSES DOGBEVIA, Associate Professor of Chemistry, 2006. Bsc., Cape Coast, Ghana; Ph.D., University of Nevada-Reno.

JAMES M. DUGAN, Professor in Physics and Chair of the Department, 1995. B.S., M.S., Northern Illinois University; Ph.D., University of Arizona.

BRETT L. ERICKSON, Associate Professor of Journalism and Media Arts, 2003. B.A., M.A.T., Hastings College; M.A., University of Nebraska-Lincoln.

SUSAN FRANKLIN, Associate Professor of Library Science and Public Services Librarian, 2007. B.A., Hastings College; M.A., Texas A&M; M.A., University of Missouri.

JAMES FRITZLER, Professor of Theatre Arts, 1999. B.A., Hastings College; M.F.A., University of Texas-Austin.

STEPHANIE D. FURRER, Associate Professor of Psychology, 2005. B.A., M.A., San Jose State University; M.S., Ph.D., Purdue University.

KITTIE GRACE, Professor of Communication Studies and Director of Forensics, 2003. B.A., Hastings College; M.A., Kansas State University; Ph.D., University of Nebraska-Lincoln.

JUDY A. HALL, Professor of Teacher Education, 2001. B.S., University of Nebraska, Lincoln; M.A., University of Colorado, Colorado Springs; Ph.D., University of Colorado, Denver.

MARK E. HALL, The Richard B. and Dorothy K. Tickler Distinguished Professor of Mathematics and Computer Science, 2001. B.S., California Institute of Technology; M.A., Ph.D., University of Wisconsin, Madison.

NEIL L. HECKMAN, Professor of Chemistry and Chair of the Chemistry Department, 2003. B.S., Chadron State College; M.S., Ph.D., University of Nebraska-Lincoln.

JESSICA HENRY, Professor of Communication Studies and Chair of the Department, 1999. B.A., Moorhead State University; M.A., Arizona State University; Ph.D., University of Nebraska-Lincoln.

M. JEAN HERIOT, Director of Service Learning and Associate Professor of Sociology & Religion, 2003. B.A., University of South Carolina; M.A., University of California; M.Div., Pacific School of Religion, Ph.D., University of California.

JEFFERY D. HOFFMAN, Associate Professor of Physical Education and Chair of the Department, 2006. B.A., University of Nebraska-Omaha; M.A. and Ph.D., Springfield College.

ROXANN HOLLIDAY, Instructor of Business and Economics, 2013. B.S. and M.B.A., University of Nebraska-Lincoln.

BYRON W. JENSEN, Distinguished Professor of Music, 2003. B.M.E., University of Northern Colorado; M.M., Ph.D., Kansas State University.

DEBORAH S. JOHNSON, Assistant Professor of Music, 2003. B.M., M.A.T., Hastings College.

ROBERT E. KETTLITZ, JR., Professor of Sociology and Chair of the Department, 2000. B.S., M.A., New Mexico State University; Ph.D., University of North Texas.

DOUGLAS KINNEAR, The Edgar and Frances Reynolds Distinguished Lecturer of Business and Economics, Professor of Economics, and Chair of the Department, 2004. B.S. Mankato State University; M.S., Ph.D., Colorado State University.

ROBIN R. KOOZER, Professor of Music and Chair of the Department, 1989. B.M., Hastings College; M.A., Kearney State College; D.M.A., Arizona State University.

THOMAS R. KREAGER, Professor of Art, 1990. B.F.A., Ohio State University; M.F.A., University of Illinois.

JOHN L. KUEHN, Professor of Biology, 2004. B.A., Hastings College, D.V.M., Kansas State University.

MARC H. LaCHANCE, Professor of Music, 2000. B.M.E., University of Northern Colorado; M.M., Bowling Green State University; D.M.A., University of Illinois.

DANIEL LAING, Associate Professor Music and Director of Bands, 2007. B.M.E., The University of Mississippi; M.M., Louisiana State University; Ph.D., The University of Missouri.

JAMES L. LOCH, Associate Professor of Teacher Education, 2005. B.A., Nebraska Wesleyan University; M.M., ED.D., University of Nebraska-Lincoln.

LAURA LOGAN, Assistant Professor of Sociology, 2013. B.S., University of Nebraska-Kearney; M.A. and Ph.D., Kansas State University.

CONSTANCE A. MALLOY, Professor of English, 1998. B.A., University of the Pacific; M.A., California State University-Sacramento; Ph.D., University of California, Davis.

MICHELLA MARINO, Assistant Professor of History, 2012. B.A., Hanover College; M.A., University of Louisville; and Ph.D., University of Massachusetts-Amherst.

DAVID B. McCARTHY, Professor of Religion, 2001. B.A., Carleton College; A.M., Duke University; M.Div., Harvard University; Ph.D., Duke University.

TURNER McGEHEE, The Morton and Ella S. Steinhart Distinguished Professor of Art and Chair of the Department, 1983. B.A., Washington and Lee University; M.F.A., University of North Carolina at Greensboro.

CAROL A. MEYER, Professor of Business Administration, 1990. B.S., Kearney State College; M.A., Ph.D., University of Nebraska-Lincoln.

RUTH MOORE, Professor of Music, 1988. B.M., Hastings College; M.M., Southern Methodist University.

AMY N. MORRIS, The Waldean C. McIntire Distinguished Professor of Biology, 2001. B.S., Bethany College; M.S., Marshall University; Ph.D., Idaho State University.

FRITZ A. MOUNTFORD, Professor of Music and Director of Choral Activities, 2000. B.M., Hastings College; M.M., University of Miami; D.M.A., University of Missouri-Kansas City.

CYNTHIA L. MURPHY, Assistant Professor of Music, 2003. B.M., Hastings College.

ROBERT NEDDERMAN, Director of Libraries and Professor of Library Science, 1990. B.A., M.A., University of Iowa.

PATRICIA OMAN, Assistant Professor of English, 2012. B.A., University of Illinois; M.A., University of Leicester, UK; and Ph.D., University of Oregon.

JOHN PERLICH, Professor of Communication Arts, 1999. B.S., M.A., Minnesota State University, Mankato; Ph.D., University of Nebraska-Lincoln.

DOUGLAS V. PHELPS, Associate Professor of Education, 2003. B.A., M.A.T., Hastings College.

CHAD C. POWER, The Dr. Larry James Distinguished Assistant Professor of Journalism and Media Arts and Chair of the Department, 2003. B.A., M.A.T., Hastings College.

JAMIE READ, Assistant Professor of Accounting/Finance, 2012. BBA, MAcc, Abilene Christian University; C.P.A.

KATHRYN J. REMPP, Professor of Teacher Education and Chair of the Department, 1999. B.A., Yankton College; M.Ed., South Dakota State University; Ed.D., University of South Dakota.

DEBRA J. RHODES, Professor of Music, 1992. B.M., B.M.E., University of Northern Colorado; M.M., University of Texas at Austin; D.A., University of Northern Colorado.

JOHN SCHNEIDER, Professor in Mathematics, 1985. B.S., M.S., Ph.D., University of Nebraska-Lincoln.

NANETTE SHACKELFORD, Instructor of Journalism and Media Arts, 2013. B.S., Kearney State College; M.B.A., University of Nebraska-Kearney.

CHARLES M. SMITH, Professor of Music, 1989. B.S.Ed., M.M., University of Nebraska-Lincoln; D.M.A., Ohio State University.

LISA SMITH, Assistant Professor of Teacher Education, 2013. B.S., University of Nebraska-Lincoln; M.A., M.E., and Ed.S. candidate, Doane College.

STEVEN SNELL, Assistant Professor of Art, 2012. B.S. and B.F.A., Miami University; M.F.A., University of Massachusetts-Amherst.

JONATHAN F. SOKASITS, Professor of Music, 1997. B.M., Ithaca College; M.M., D.M.A., University of Wisconsin-Madison.

BARBARA SUNDERMAN, Associate Professor of Teacher Education, 2007. B.A., M.Ed., Doane College.

JERI L. THOMPSON, Professor of Psychology and Chair of the Department, 2006. B.A. M.A. and Ph.D., University of Nebraska-Lincoln.

ERIC TUCKER, Instructor of English, Journalism and Media Arts, 2012. B.A., University of Illinois; MS., University of Oregon.

ANNETTE VARGAS, Assistant Professor of Theatre, 2012. B.F.A., University of South Florida; M.F.A., The Pennsylvania State University.

PEDRO VIZOSO, Assistant Professor of Spanish, 2010. M.A., new Mexico State; Ph.D., The University of Arizona.

BENJAMIN S. WALLER, Assistant Professor of English, 2007. B.A., The University of California; M.A., California State University; Ph.D., University of Oregon.

HILLARY WATTER, Professor of Music, 1990. B.S., University of Maryland; M.M., Eastman School of Music; D.M.A., University of Kansas.

LEE R. WIGERT, Professor of Psychology, 1989. B.A., Hastings College; M.A., University of Nebraska-Omaha; M.Div., Union Theological Seminary; D.Min., Drew University; Ph.D. University of Nebraska-Lincoln.

DALLAS E. WILHELM, JR., Professor of Biology and Chair of the Department, 1979. B.A., M.S., Ft. Hays State University; Ph.D., Texas Tech University.

MARK ZAJACK, Assistant Professor of Psychology, 2010. B.A., Colgate University; M.S., San Jose State University; Ph.D., Clemson University.

Faculty with Emeritus Standing

GILBERT L. ADRIAN, Professor of Biology, 1962-1993. B.A., M.S., Ft. Hays Kansas State College; Graduate Study, University of Kansas, University of Arizona, University of Oregon; Sc.D., Hastings College.

DALE W. BEHRENS, Director of Computer Services, 1974-2009. B.A., University of Northern Colorado; M.S., Western Washington University; Ph.D., Montana State University.

ELIZABETH BEHRENS, Professor of Mathematics and Computer Science, 1976-2009. B.A., MacMurray College; M.S., Western Washington University; Ph.D., Montana State University; M.B.A., University of Missouri, St. Louis

LADD L. COCHRANE, Professor of Teacher Education and Chair of Department, 1982-1996. B.A., Hastings College; R.P.T., Mayo Clinic; M.A., Western Michigan University; Ph.D., Arizona State University.

FRED J. CONDOS, Professor of Teacher Education and Chair of the Department, 1996-2005. B.A. Midland Lutheran College; M.A., Ed.D., University of Northern Colorado.

JEANENE M. DODGE, Professor of Teacher Education, 1989-1999. B.A., Warner Pacific College; M.Ed., Ed.D., University of Cincinnati.

ROGER W. DOERR, Professor of Business Administration & Economics, Men's Golf Coach, and President Emeritus, HC Foundation, 1969-2013. B.S., University of Nebraska-Lincoln; M.B.A., Creighton University.

PHILLIP L. DUDLEY, JR., President of the College and Professor of Economics and Business Administration, 1973-2011. B.A., Southwestern College; M.A., Wichita State University; Ph.D., University of Nebraska-Lincoln.

CHARLES R. EIGENBERG, Professor of Psychology and Chair of the Department, 1974-2010. B.A., Ohio State University; M.A., Ph.D., University of Cincinnati.

CHARLES H. EVANS, Professor of Political Science and Chair of the Department, 1966-1997. B.A., Hastings College; M.A., University of Oregon; Ph.D., University of Kansas; Post-Doctoral Study, University of Minnesota, University of Wisconsin-Madison; L.H.D., Hastings College.

ANNE FAIRBANKS, Associate Vice President for Academic Affairs and Professor of English, 1985-2012. B.A., Carleton College; M.A.T., Brown University; M.A., Ph.D., University of Nebraska-Lincoln.

LEONARD L. FARRELL, Athletic Director, Professor of Physical Education and Chair of the Department, 1962-1988. B.S., M.S., Kansas State College at Pittsburg; Ed.D., University of Arkansas; LL.D., Hastings College.

CHARLES A. GARDNER, Director of Libraries and Professor of Library Science, 1965-1990. B.A., University of Arizona; M.A., University of Denver; L.H.D., Hastings College.

DONALD E. GOODRICH, Associate Professor of Education, 1973-1991. B.A., Doane College; M.M., Ed.D., University of Nebraska-Lincoln.

KATHLEEN HAVERLY, Director of the Learning Center and Special Associate for Student Services, 1986-2011. B.A., M.S., Kearney State College; Ed.D., University of Nebraska-Lincoln.

FRANK J. HOWARD, Professor of Economics, 1987-2004. B.A., M.A., Ph.D., Northern Illinois University.

PATRICE HUGHES, Technical Services Librarian and Professor of Library Science, 1985-2010. B.S., M.Ed., University of Nebraska-Lincoln; M.L.S., Emporia State University.

DUANE E. JOHNSON, Associate Professor of Music, 1967-2000. B.A., Hastings College; M.S.Ed., Chadron State College; Additional Graduate Study, Kansas State University, Emporia State University.

MICHAEL P. JOHNSON, Professor of Spanish and French, 1989-2010. B.A., M.A., Ph.D., University of Minnesota.

PHILIP D. JORDAN, Professor of History and Chair of the Department, 1985-2005. B.A., Alfred University; M.A., University of Rochester; Ph.D., University of Iowa.

MARCELLA J. KNUDSON, Instructor of Mathematics and Computer Science, 2000. B.A., Viterbo College; M.A.T., Hastings College.

JACK R. KRAMER, Professor of Business Administration and Economics, and Chair of the Department, 1978-2012. B.A., Hastings College; M.B.A., University of Nebraska-Lincoln; Certified Public Accountant.

DENNIS KRIENERT, Vice President for Financial Affairs and Treasurer and Business Manager, 1978-2008. B.A., M.A., University of Nebraska-Lincoln.

DARREL W. LLOYD, Professor of English, 1964-2000. B.A., Kearney State College; M.A., University of Wyoming; Graduate Study, University of Wyoming, University of Nebraska-Lincoln, University of Arkansas.

WILLIAM A. LOCKE, Professor of Teacher Education, 1991-2006. B.A., Hastings College; M.Ed., University of Kansas; Ph.D., University of Nebraska-Lincoln.

DAVID LOVEKIN, Professor of Philosophy and Chair of the Department, 1987-2012. B.A., M.A., Northern Illinois University; Ph.D., University of Texas at Dallas.

DWIGHT C. MARSH, Professor of English and Chair of the Department, 1966-1997. B.A., Hastings College; M.A., Ph.D., University of Nebraska-Lincoln; L.H.D., Hastings College.

FREDERICK H. MATTES, Professor of Chemistry, 1976-2004. B.S., Carroll College; Ph.D., Indiana University.

SCOTT McCORMICK, Jr., Professor of Religion and Chair of the Department, 1970-1992. B.A., Davis and Elkins College; B.D., Th.M., Th.D., Union Theological Seminary.

ROLAND MYERS, Associate Professor of Theatre Arts, 1988-99. B.A., M.A., Ph.D., Texas Tech University; M.F.A., University of Georgia.

THOMAS J. REEVES, President of the College, 1985-1995. B.A., Presbyterian College; B.D., Columbia Theological Seminary; Ph.D., University of Aberdeen, Scotland; Hum.D., Hastings College.

KENNETH R. RHODUS, Vice President for Student Affairs and Dean of Students, 1973-2005. B.S., Peru State College; M.S., University of Nebraska-Omaha; Ed.D., University of Nebraska-Lincoln.

MARIE H. RUSSELL, Public Services Librarian and Assistant Professor of Library Science, 1970-1977. B.A., Mississippi State College for Women; M.A. in L.S., University of Minnesota.

CLYDE C. SACHTLEBEN, Professor of Physics, 1960-2001. B.A., Nebraska Wesleyan University; M.A., University of Nebraska; Ph.D., State University of Iowa; Postdoctoral Study, Oak Ridge Institute of Nuclear Studies, Sc.D., Hastings College.

ROBERT L. SCHALOCK, Professor of Psychology and Chair of the Department, 1967-2000. B.A., Whitworth College; M.S., Ph.D., Washington State University.

SUSAN SCHALOCK, Associate Professor of Physical Education and Women's Tennis Coach, 1967-2000. B.S., Washington State University; M.A., University of Puget Sound; Graduate Study, University of Nebraska-Lincoln, University of Washington.

DANIEL L. SCHMIDT, Professor of Music and Director of Bands, 1994-2007. B.M.E., University of Nebraska-Lincoln; M.M., University of Northern Colorado; D.M.A., University of Cincinnati.

JAMES G. SMITH, Registrar and Assistant Professor of Physical Education, 1982-2007. B.S., Kansas State University; M.A., University of Northern Colorado; Additional Graduate Study, Concordia University, North Dakota State University.

WILLIAM G. SPEARMAN, College Chaplain and Assistant Professor of Religion, 1982-1992. B.S., M.A., University of Oklahoma; B.D., D.Min., Princeton Theological Seminary; Graduate Study, Pittsburgh Theological Seminary, Kent State University.

CHARLES SPRINGER, Professor of Biology, 1972-1996. B.S.Ed., Indiana University of Pennsylvania; M.S., Ph.D., Pennsylvania State University; Sc.D., Hastings College.

ROBERT STOCKTON, Professor of Sociology and Chair of the Department, 1972-2000. B.A., University of Texas at Austin; M.A., Ph.D., University of Nebraska-Lincoln.

KATHRYN STOFER, Professor of Communication Arts, 1988-2010. B.A., Hastings College; M.A., University of Nebraska-Lincoln.

CAROLE STORER, Public Services/Media Services Librarian and Associate Professor of Library Science, 1977-2000. B.A., Baker University; B.L.S., McGill University.

DENNIS C. STORER, Professor of Political Science and Sociology and Chair of Political Science, 1968-2001. B.A., Baker University; M.S.F.S., Georgetown University; Ph.D., McGill University; Research Fellow, University of Ibadan, Nigeria; Postdoctoral Study, University of Oregon.

DWAYNE S. STRASHEIM, Dean Emeritus and Professor of English and Linguistics, 1965-2014. B.A. Ed., Wayne State College; M.A., University of Washington; Ph.D., Ohio University; Graduate Study, Montana State University, University of Texas at Austin, Harvard University Institute for Educational Management.

CARL R. THROCKMORTON, Professor of Physics and Mathematics, 1963-1995. B.A., Hastings College; M.A., University of South Dakota; M.S., Ph.D., Colorado State University; Sc.D., Hastings College.

BERNARD TUSHAUS, Instructor of Communication Arts and Theatre, 2007-2014. B.A., St. Mary's College; M.A., University of Colorado at Boulder.

VICTORIA VALENTINE, Assistant Professor of Teacher Education, 2007-2013. B.A., M.A., University of Nebraska-Kearney; Ph.D., University of Nebraska-Lincoln.

JANICE R. WATKINS, Professor of Teacher Education, 1976-1997. B.A., Westmar College; M.S.Ed., University of Kansas; Additional Graduate Study, University of Texas, University of Kansas; Ped.D., Hastings College.

GEORGE W. WHITE, Professor of Theatre Arts and Chair of the Department, 1976-2012. B.A., Baldwin-Wallace College; M.A., Bowling Green State University.

JAMES WIEST, Professor of Sociology, Director of Hastings College Social Research Center, and Chair of the Department, 1977-2010. B.A., M.A., Ph.D., University of Nebraska-Lincoln.

JOACHIM WUNDERLICH, Professor of German and Chair of the Department, 1968-2010. B.A., University of Nebraska; M.A., University of Wisconsin-Madison; Graduate Study, University of Nebraska-Lincoln.

Index

A

Academic Calendar: 4
Academic Dishonesty: 87
Academic Divisions: 6
Academic Policies: 85
Academic Progress: 97
Accounting: 19, 21
Accreditation: 2
Activities: 90
Adding Classes: 89
Administrative Personnel: 99
Admissions: 95
Advanced Placement: 88
Advising Program: 85
AgriBusiness: 20
Alcohol Policy: 94
Alpha Chi: 87
Application Procedure: 95
Art: 12
Articulation Agreements: 87
Athletics: 90

B

Biochemistry: 40
Biology: 15
Board of Trustees: 98
Business Administration: 20, 22

C

Career Services: 92
Chemistry: 25
Chicago Center: 80
Class Attendance: 90
Classification of Students: 85
Class Size: 90
Code of Conduct: 93
Communication Studies: 27
Computer Science: 52
Construction Management: 20
Costs: 96
Credit by Examination: 88
Culinary Arts Management: 20

D

Dean's List: 87
Departments: 6
Directed Study: 5
Disabilities, Services for Students: 93
Divisions: 6
Dropping Classes: 89

E

Early Childhood Education: 33
Economics: 21, 23
Education, Physical: 62
Education, Teacher: 28
Elementary Education: 32

English: 46
English as a Second Language: 33
Excel Program: 95
Exercise Science: 63
Extracurricular Activities: 90

F

Faculty: 100
Federal Disclosure: 2
Financial Aid: 97
Foreign Language: 49

G

Grades and Grade Point Average: 86
Grade (Challenging a Grade): 86
Graduation Honors: 87
Graduation Rates: 90

H

Health Services: 93
Health Systems: 16
History: 36
Honorary Societies: 91
Hospitality Management: 21
Humanities: 40
Human Resources Management: 21
Human Services Administration: 78

I

Independent Study: 5
Insurance: 93, 95
Interdisciplinary Programs: 40
International Baccalaureate: 88
International Studies: 67
Internship: 5

J

Journalism: 42
J-Term: 5
Judicial Systems: 93

L

Learning Center: 93
Liberal Arts Program: 7

M

Majors: 11
Masters of Arts: 2
Mathematics: 51
Media Arts: 42
Molecular Biology: 40
Music: 54

N

Nursing: 2, 60

O

Organizations: 90

P

Pass-Fail: 87
Perkins Library: 60
Personalized Program: 41
Philosophy: 61
Physical Education: 62
Physics: 66
Political Science: 67
Pre-Engineering: 76
Pre-Health Professions: 76
Pre-Law: 69
Psychology: 70
Purpose and Philosophy: 2

R

Recreation and Sports Management: 63
Religion: 73
Religious Life: 91
Residence Halls: 94
Residency Requirements: 94
Requirement for Graduation: 7

S

Satisfactory Academic Progress: 87, 97
Science: 76
Secondary Education: 35
Service Personnel: 99
Sociology: 78
Special Education: 34
Strength and Conditioning: 63
Sport Management: 63
Student Government: 91
Student Life: 90
Student Loads: 85
Students Rights Under FERPA: 85
Student Services: 81, 92
Summer Session: 6

T

Teacher Education: 28
Theatre Arts: 82
Traditional Events: 92
Transcripts: 86
Transfer Credit: 89
Transfer Policies: 89

V

Vacation Housing Policy: 95
Vehicle Registration: 94
Visitation: 95

W

Withdrawing: 89, 96
Women and Gender Studies: 84

