



2018-2019 Catalog

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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, go to hastings.edu/catalog.

Hastings College is an equal opportunity employer and educator.

For questions regarding Title IX and associated policies, contact:

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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.

The Hastings College Mission

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 (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 at 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.

ACADEMICS

Academic Calendar - 2018-19

Aug. 19-21 (Sun-Tue)	Week of Welcome (New Student Days)
Aug. 22 (Wed)	Fall Semester Classes Begin
Oct. 13-16 (Sat-Tues)	Fall Break
Nov. 20 (Tues)	Last Day of Classes Before Thanksgiving
Nov. 21-25 (Wed-Sun)	Thanksgiving Vacation
Dec. 5 (Wed)	Last Day of Fall Semester Classes
Dec. 6 (Thu)	Reading Day
Dec. 7-8, 10-11 (Fri-Sat, Mon-Tue)	Fall Semester Final Examinations
Jan. 3, 2019 (Thu)	J-Term Begins
Jan. 21 (Mon)	MLK Day Celebration
Jan. 22 (Tues)	J-Term Ends
Jan. 23-27 (Wed-Sun.)	J-Term Break
Jan. 28 (Mon)	Spring Semester Classes Begin
Mar. 16-24 (Sat-Sun)	Spring Break
Apr. 20-22 (Sat-Mon)	Easter Break
May 10 (Fri)	Last Day of Spring Semester Classes
May 13-16 (Mon-Thurs)	Spring Semester Final Examinations
May 17 (Fri)	Baccalaureate
May 18 (Sat)	Commencement

Academic Program Options

Hastings College students have two options for completing their course of study: the Liberal Arts Program and the Honors 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 lifelong 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 8 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

Since 1966, a key component of a Hastings College education has been an innovative January term (J-term). Beginning immediately following the winter break, this three-week term provides maximum opportunity for creative imagination, by both faculty and student, in the introduction of topics, techniques and methods of instruction not always feasible in the 14-week terms. Work during this period may include field trips to art, music, and drama centers of the country, study tours at home and abroad, independent study both on and off campus, and classes, seminars, or independent research projects on campus. Departments frequently bring in specialized visiting faculty for J-term to offer students an enhanced curriculum and to expose them to a variety of new voices and views. Classes are arranged so that students will receive a full semester course credit for their J-term experience, with the workload expected of a semester-long course. Given the innovative and experimental nature of J-term courses, these courses will rarely fulfill requirements for the Liberal Arts Program, and courses will fulfill requirements for majors only when those courses meet the criteria described above ("not always feasible in the 14-week term," creative, imaginative, innovative).

J-term is an integral part of the academic year, and participation is required of all full-time students. Following the interdisciplinary ethos of the college, students should be encouraged to register for courses outside their major field during this three-week period of study. Students are also encouraged to develop more personalized J-term experiences such as supervised internships and practicums, and juniors and seniors may apply for one J-term away from campus for which they do not receive academic credit (see course listing INT94A-00). Appropriate uses of such an experience include, but are not limited to, job-shadowing, professional school visitations, and preparations for standardized tests such as the GRE and the MCAT.

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 three divisions; each of which is represented in the formulation of academic policy. Divisions are composed of 12 individual departments as follows:

Education and Social Sciences Division

Communication Studies and Political Science..... Kittie Grace, Chair
 Library Susan Franklin, Chair
 Psychology and Sociology Stephanie Furrer, Chair
 Teacher Education, Physical Education and Human Performance.. Kathryn Rempp, Chair

Arts and Humanities Division

History, Philosophy, and Religion..... Glenn Avent, Chair
 Languages and Literatures Benjamin Waller, Chair
 Music and Theater..... Byron Jensen and Annette Vargas, Chairs
 Visual Arts Thomas Kreager, Chair

Math, Science, and Business Division

Biology Amy Morris, Chair
 Chemistry and Physics..... Neil Heckman and Steven Bever, Chairs
 Mathematics and Computer Science John Schneider, Chair
 Business and Economics Jamie Logue, 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
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			PHY 201, 211. SCI 124, 136, 222, 223, 232, 261, 262, 434.
#VII Humanities	12-14 hrs (4 courses: one in each area, No J-Term courses will apply)	Literature History * ⁸ 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 * ⁹ , 420. Any Philosophy (PHL) course, except PHL 401 Any Religion (REL) course, except 391, 402, 405, 406 and 450.
#VIII	1 hour	Integrated Experiences	INT 103* ¹
Total	38-52 hours		

L.A.P. – Notes of Clarification

- *1 First year students are required to take this course during their first semester.
- *2 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 I and certification requirements.
- *3 Applicable for non-music majors in the College Choir, HC Singers, HC Men's Choir, HC Band, Bell Choir, Choral Union, and/or Hastings Symphony Orchestra.
- *4 All Teacher Education candidates are required to take PED 102 (Issues in Wellness).
- *5 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. One year of a foreign language in middle school, plus one year of same foreign language at the second-year level in high school will also satisfy the language requirement. 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.
- *6 COM 100 and ENG 100 are required for all first-year students at Hastings College.
- *7 Special notes in Area VI 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 VI L.A.P. requirements will be satisfied with SCI 203, 390 & 391, and BIO 390 & 391.
 - (C) For candidates majoring in Special Education 7-12 or K-12 only, the area VI L.A.P. requirements will be satisfied with SCI 203 or SCI 390 & 391, and BIO 390 & 391.
 - (D) Candidates for the Social Science Field Endorsement may satisfy the L.A.P. requirements in Physical Science with SCI 203.
- *8 Candidates majoring in Elementary Education or Special Education must take HIS 251 or HIS 253.
- *9 Some HIS 265/365, 275/375, 276/376 topics courses will satisfy the L.A.P. requirement; check the class schedule.
- *10 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..
- *11 For ECH students only, PSY 345 satisfies the L.A.P. Area I Psychology/Sociology requirement. This course is required for the Early Childhood endorsement.
For SPED candidates only, PSY 313 and PSY 201 satisfy the L.A.P. Area I Psychology/Sociology requirement.

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.

Students who are not on the 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

- **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 and 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 and Wildlife majors and Biology minors 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, MTH 160, MTH 202, MTH 210, and MTH 308.
- **Physical Science:** select from CHM 111, CHM 120-139, CHM 151, CHM 155, PHY 201, PHY 211, SCI 124, SCI 136, 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, PLS 220, 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 other's creations – their aesthetics, history, and power.
- **Art:** AHT 200 or any Studio or Art History course, except AHT 305.
- **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, Bell Choir, Choral Union, and/or Hastings Symphony Orchestra).

- **Theater:** Any Theater course, except THR 460.and THR 484

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	31	History	63
AgriBusiness	32	Honors Program	69
Applied Social Services	131	Human Resource Management	36
Art	14	International Peace & Security (minor)	113
Art Education	14	International Studies	112
Art History	14	Management Information Systems (minor)	89
Biochemistry/Molecular Biology	42	Marketing	36
Biology	23	Mathematics	85
Business Administration	33	Mathematics Education	86
Business Administration & Culinary Arts Management	33	Molecular Biology/Biochemistry	42
Business Administration & Hospitality Management	34	Music	91
Chemistry	42	Nonprofit Leadership (minor).....	114
Coaching endorsement (minor)	104	Peace, Justice and Social Change	131
Communication Studies	45	Philosophy	103
Computer Science	85	Physical Education	104
Construction Management	30	Physics	110
Criminology	131	Political Campaign Strategy (minor)	114
Early Childhood Education	59	Political Science	112
Economics	30	Psychology	119
Education	50	Publishing	76
Elementary Education	58	Recreation Management	106
English	74	Religion	124
English Education	75	Sociology	131
Entrepreneurship & Small Business Management (minor)	33	Spanish	77
Exercise Science	105	Special Education	60
French (minor)	77	Sport Management and Recreation	106
Global Development (minor).....	113	Strength and Conditioning (minor)	105
Global Engagement (minor)	113	Studio/Digital Art	14
Health Systems	25	Teacher Education	50
Health Technology	62	Theatre	138
		Wildlife Biology	24
		Women's and Gender Studies (minor)	141

Departments and Course Descriptions

ART - (ART, AHT, ADM) Department of Visual Arts

Thomas Kreager, M.F.A., Chair
 Turner McGehee, M.F.A.
 Sarah Swist, M.F.A.
 Aaron Badham, M.F.A.
 Brett Erickson, A.B.D.

Sara Gevurtz, M.F.A.

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/Digital Art, Art History or Art Education.

Studio/Digital Art major: A major in Studio/Digital Art consists of a minimum of 36 hours. These hours must include the following ART courses: ART 111, 203, and at least one course from three of the following areas: ceramics, digital, printmaking, painting, sculpture, photography, and glass. Required AHT courses are: AHT 101, 102, 310, 320, 400, 405, 410 and one elective Contemporary 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 PK-12 are required to complete the professional education requirements and take a minimum of 55 hours, including ART 111, 120, 130, 140, 150, 203, 234, and ART 405; ADM 225; AHT 101, 102, 310, 320, 390, 400, 410, 420, and art electives to meet or exceed the required 55 hours (must include at least one contemporary art history topic course).

Studio/Digital Art minor: requires a minimum of 18 hours. Courses required for a minor include ART 111 one Art History course, one 2-D studio course (eg., drawing, printmaking, painting, 2-D Design, photography or graphics), one 3-D studio course (eg., sculpture, ceramics or glass), and **AHT 450(Thesis 1)**. The remaining required hours consist of ART, AHT, or ADM 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.

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

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

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

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

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 Metal Sculpture

3 hours

With metal as the primary material, students examine form, mass, structure, surface and scale through problem solving assignments. This course introduces welding/fabrication methods, along with forging and shaping techniques.

ART 131 Wood Sculpture

3 hours

With wood as the primary material, students examine form, mass, structure, surface and scale through problem solving assignments. This course introduces construction methods, along with carving, bending and joinery.

ART 140 Introduction to Digital Photography

3 hours

This is an introduction to photography, using digital cameras and digital workflow software. Core concepts will include understanding the camera and image; examining light, its characteristics, and basic lighting techniques; learning basics of content, technique, composition and aesthetics; a brief history of the medium and its masters; and producing a competent beginning portfolio of images. A camera capable of manual adjustment, including focus, aperture and shutter speed is a requirement. Each semester.

ART 150 Introduction to Painting

3 hours

This course is designed as an entry level studio class for students interested in learning basic skills and techniques. Students will learn how to manipulate oil paint, mix colors, use medium, and maintain supplies. The historical significance of painting and subsequent contemporary issues will be presented and discussed. Working from direct observation is a requirement. \$200 course fee.

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 218 Typography

3 hours

This course introduces students to the history and current practice of type, including typefaces, typesetting, classification, principles of spacing, typographic contrast, hierarchy, grids, and form. Emphasis is placed on clarity, communication, and expression. Fall semester, odd-numbered years.

ART 225 Commercial Art and Graphic Design I

3 hours

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**

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 Premier are among the programs used. Spring semester.

ART 237 Intermediate Painting**3 hours**

This course is designed as an adventurous studio class for students interested in perfecting technique while exploring new materials. Students are encouraged to generate original work from a loose assignment or basic idea. Conceptual components will be as important as craftsmanship and skill. Opportunities to push the boundaries of traditional painting methods might include digital fabrication, found objects, or mixed media. \$100 course fee.

Prerequisite: Introduction to Painting

ART 311, 312, 313, 314 Intermediate Sculpture**3 hours each**

This course introduces advanced skills and processes with both traditional and alternative materials along with contemporary sculptural issues such as site-specific work. The combination of materials, scale and presentation are emphasized. **Prerequisite:** ART 130 or 131

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 319 Making and Breaking the Grid**3 hours**

This course focuses on understanding and applying the theory of typography and layout grids in traditional design as well as interactive media. Emphasis is placed on clarity, shape, grammar, composition, order, flow, and expression. **Prerequisite:** ART 218 or permission of the instructor. Spring semester, even numbered years.

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. Coursework 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 clay making. Each semester.

ART 331 Drawing III**3 hours**

Advanced drawing with emphasis on drawing as an expressive medium. **Prerequisites:** ART 111 and 203.

ART 353, 354 Intermediate Digital Photography**3 hours**

This course provides a more in-depth examination of photographic concepts while still employing the digital format, including: intermediate aesthetics; meaning and metaphor; advanced use of light; formalism; advanced composition; intent and communication; mood; digital editing and manipulation; and printing, display and presentation of a competent, cohesive body of work. **Prerequisite:** ART 140 or permission of instructor. Fall 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 356, 357 Traditional & Alternative Photography**3 hours**

This course provides an examination of historic, traditional and alternative photographic processes, such as cyanotype, salted paper, gum bichromate and black and white film. An emphasis is placed on technique, expression and artistic merit. **Prerequisite:** ART 140 or permission of the instructor. Spring semester, even-numbered years.

ART 358, 359 Light & Photographic Lighting

3 hours

An in-depth examination of the relationship between the properties of light and photographic lighting. Concepts include the behavior and characteristics of light, surface properties, reflections and reflectivity, diffusion and fundamental lighting techniques. **Prerequisite:** ART 140 or permission of the instructor. Spring semester, even-numbered years.

ART 360, 361 Commercial and Promotional Photography

3 hours

This course provides an in-depth exploration of commercial photography, including portraits, advertising, location and regulatory issues. Multiple formats and camera systems are addressed, including 35mm, medium and large format. **Prerequisite:** ART 140 or permission of the instructor. Fall semester.

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 367, 368 Photojournalism & Documentary Photography

3 hours each

This course is an overview of the history, theory, political influences, trends and masters in documentary photography. Ethics, narrative, intent, composition, and personal style are addressed while completing single- and multiple-image assignments. **Prerequisites:** ART 140 or permission of instructor. Spring semester, odd-numbered years.

ART 371, 372, 373 Advanced Painting

3 hours each

This course is designed as an upper level studio class for students looking to elevate their painting practices. The course will promote examination of influences and investigate areas of interest to maximize creative potential. Each student is expected to take creative risks while thinking critically about their work and work of others. Students will manage a personal portfolio of work and engage in professional practices. \$75 course fee. **Prerequisite:** Intermediate Painting ART 237

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 - silkscreen and lithography, for instance. Photographic platemaking, digital imagery and experimental approaches are considered. **Prerequisite:** At least one other printmaking course.

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, 454, 455 Advanced Photography

3 hours each

A course for students wishing to move beyond the intermediate level, using traditional, alternative, digital or mixed methods of image making to produce an exceptional and cohesive body of work characterized by a unique personal style. **Prerequisite:** Permission of instructor. Fall semester.

Digital Media - (ADM)

ADM 100 Professional Development**1 hour**

This course aids students in successfully navigating their major within the department, as well as focusing on preparation for success in professional media; undergraduate and graduate preparation for careers, departmental expectations, academic and professional strategies, professional writing, co-curricular work and course sequencing will be explored. Students will each develop an individual program or preparation for their unique career goals. Fall semester.

ADM 110 Audio/Video Fundamentals**3 hours**

Students will learn the basic techniques associated with audio/video production. They will concentrate on audio/video recording tools and techniques for capturing and editing audio/video productions. Fall semester.

ADM 120 Audio/Video Intermediate Production**3 hours**

Students will progress into the intermediate level of techniques associated with audio/video production. They will concentrate on sound as imagery, and visual framing and sequencing. **Prerequisite:** ADM 110 or permission of instructor. Spring semester.

ADM 130 Time and Motion Arts**3 hours**

This course will provide students the opportunity to focus on fundamental concepts of animation, including basic techniques and processes. Fall, odd-numbered years

ADM 140 Introduction to 3-D Modeling**3 hours**

This course provides an introductory study of the world of 3D modeling to give students basic problem solving skills needed for use of this tool.

ADM 160 Digital and Contemporary Media**3 hours**

This studio course is an introduction and survey of the field of Digital Art. This course investigates the use of digital and contemporary media for artistic expression and invention from a historical perspective. By studying art historical precedents such as Dada, Pop, Conceptual, and Video Art, this course will explore various current topics in the digital art field. After establishing a theoretical and historical context for the use of digital medias 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 and techniques, including Adobe Photoshop, Premier, and web. Students will also be introduced to performance, site-specific installation, and other digital and new media art methods and practices.

ADM 225 Digital Art and Graphic Design I**3 hours**

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.

ADM 230 Introduction to Online Development & Design**3 hours**

This is a foundations course which emphasizes the nature of the Internet and its messages, as well as how messages are created. The course includes a focus on standards, different types of Internet messages and their media, ethical and legal issues, and fundamentals of digital design. Fall semester.

ADM 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.

ADM 235 Computer-Generated Art
(Also CSC 235)**3 hours**

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 Premier are among the programs used.

ADM 240 COMPUTER PAINTING

3 hours

Computer Painting is designed as a hybrid studio course for students interested in learning technical skills in Adobe Photoshop, Corel Painter, & Wacom tablets for Mac. As students venture beyond the limitations of traditional methods, they will examine how the field of painting is pushed and transformed by technology. Students will be expected to embrace the versatility of tablet methods but also pay homage to the history and conceptual importance of making things by hand. \$50 course fee.

ADM 301 Television Production I

3 hours

Students participate in planning, producing, and evaluating television field productions from single camera commercial shoots to multi-camera live sports productions. Students refine critique skills, broadcast writing, on-camera presentation, videography, and advanced editing techniques. **Prerequisites:** ADM 110, 120 or permission of instructor. Fall semester.

ADM 303 Television Production II

3 hours

Students participate in planning, producing, and evaluating television studio productions including informative and persuasive messages. Students refine critique skills, broadcast writing, on-camera presentation, videography, and advanced editing techniques. **Prerequisite:** ADM 110, 120 or permission of instructor. Spring semester.

ADM 323 Digital 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:** ADM 225 or permission of instructor. Spring semester.

ADM 330 Time and Motion Arts II

3 hours

This course will provide students the opportunity interested in time and motion arts to focus on intermediate concepts and projects involving animation and motion. **Prerequisite:** ADM 130.

ADM 332 Strategic Interactive Design

3 hours

An introductory study of interactive development and design, including a primary emphasis on content concepts and the interrelationship between strategy, information architecture, data, cognition and meaning as they impact the design of interactive digital media. **Prerequisites:** ADM 230 or permission of the instructor. Fall semester, odd-numbered years.

ADM 333 Interfaces & Applications

3 hours

A study of the process of producing interactive digital media, including Web, mobile and application design. Concepts include HTML5, CSS3, media queries, human interface iOS guidelines, and mobile applications. **Prerequisite:** ADM230 or permission of the instructor. ADM332 strongly recommended. Spring semester, even-numbered years.

ADM 341 Digital Art 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.

ADM 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, Premier, 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.

ADM 350 Intermediate 3-D Modeling

3 hours

This course provides students interested in 3D modeling the opportunity for more intensive study in the area.

ADM 383 Digital 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.

ADM 395 Digital Video Editing

3 hours

Create a music video, short film, mini documentary, or develop your own video production. Students learn advanced digital nonlinear audio/video editing techniques. Premiere night concludes the course as we invite campus and the community to view our productions on the big screen in Studio B. **Prerequisite:** ADM 110, 120 or permission of instructor. J-Term, odd-numbered years.

ADM 430 Time and Motion Arts III

3 hours

This course will provide students the opportunity interested in time and motion arts to concentrate on advanced concepts and projects involving animation and motion. **Prerequisite:** ADM 330 or permission of the instructor.

ADM 440 Advanced 3-D Modeling

3 hours

This course provides students strongly focused in 3-D modeling the opportunity for intensive study in the area. **Prerequisite:** ADM 340 or permission of the instructor.

Art History and Theory - (AHT)

AHT 101 Art Anchors

3 hours

This class is recommended for art majors and minors only. No prerequisite. This course studies fundamental methods of planning and constructing two-dimensional art. How can the artist strategically use those methods to achieve desired outcomes or solve problems? Through conscious understanding of the varied potentials of line, value, shape, color and composition, students may learn to make articulate images that have maximum power and eloquence. Offered each Spring semester.

AHT 102 3-D Foundations

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. Fall 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 236

3 hours

(Also PUB 236)

Theories and practice of book design, including the history of fonts and page layout, writing and developing book specifications, and principles of illustrations, binding, and cover design. Students will practice designing books in multiple forms, including paperback, hardcover, and eBook, and will have access to Hastings College Press resources for their projects. **Does not count toward L.A.P. fine arts requirement.** Fall, even-numbered years.

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 309 Issues in Contemporary Art

3 hours

What is art today? This course will examine the diversity and scope of art making, criticism and philosophy as it pertains to the developing definitions of art in contemporary society. Questions of conceptual nature, production, and communication through varied forms of media will be addressed.

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 339 History of Photography

3 hours

This course gives students a tour of the path of the image, from camera obscura and Caravaggio, to the appropriated image and Richard Prince, all the while examining the role photographs have played in the world of art and media.

AHT 340 History of Graphic Design

3 hours

This course examines the history of graphic design and typography from 1455 to present, emphasizing the importance of culture, context, politics, materials, and designers. As needed.

AHT 344 Philosophy of Art

4 hours

(Also PHL 344)

This course is a philosophical exploration of questions about the nature of art, artworks, beauty, aesthetics, and the role that these issues play in human life. The work of philosophers, critics, and artists will be considered. Alternate years.

AHT 375 Religion and the Arts

4 hours

(See REL 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. Spring, even-numbered years.

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 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 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 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 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)

Amy Morris, Ph.D., Chair

Bill Beachly, Ph.D.

John Bohmfalk, Ph.D.

John Kuehn, D.V.M.

Amanda Solem, 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)
- Microbiology (BIO 321)
- Vertebrate Form and Function (BIO 344)
- Parasitology (BIO 354)
- Invertebrate Zoology (BIO 384)

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. 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 and 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), and Invertebrate Zoology (BIO 384).

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, ENG 383 (Advanced Composition), SOC 201 (Introduction to Justice), and MTH 150 (Calculus I). Wildlife Biology majors are also recommended to complete a course at a field station or that has a substantial field component.

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 (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: (48 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 234 Medical Terminology
- BIO 321 Microbiology
- PSY 100 Introduction to Psychology
- PSY 201 Biopsychology
- PSY 210 Lifespan Development
- 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
- SOC 100 Introduction to Sociology

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.

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. Every Semester.

BIO 235 Biostatistics

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 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. 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. As needed.

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. Every 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

3 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 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.

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 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**3 hours**

Satisfies Area VII 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 weekly. Candidate must be admitted to Teacher Education. Fall semester.

BIO 391 Biology for Elementary Teachers Lab**1 hour**

This course is designed to teach the pre-service elementary teacher how to incorporate activities and laboratory experiences into the elementary biological science curriculum using professional and Nebraska K-8 Science Standards. Principles and practices in selection, adaptation, instruction, assessment, and administration of hands-on biology activities are also addressed. Candidate must be admitted to Teacher Education. Fall semester.

BIO 404 Biochemistry**4 hours**

(Also CHM 404)

This course will examine basic principles of biochemistry, including the structure and function of biological molecules, enzyme kinetics, bioenergetics and metabolism. Three lectures and one laboratory weekly.

Prerequisite: CHEM 363 or permission of instructor. Fall semester.

BIO 405 Advanced Biochemistry**4 hours**

(Also CHM 405)

An extension of BIO/CHM 404, this class will deal with a variety of advanced topics in Biochemistry. A more detailed examination of additional metabolic pathways, biochemical thermodynamics, and biochemical aspects of

gene expression will be undertaken. Students will utilize the primary literature to examine the development of our understanding of biochemistry. The laboratory component of this class will consist primarily of long-term, problem-based research investigations. Three lectures and one laboratory weekly. **Prerequisite:** C- or better in BIO/CHM 404 or permission of instructor. Spring semester as needed.

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 and 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 and 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

4 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 and 1 lab. 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. Fall even-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. Fall odd-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.

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**2 hours**

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. Fall 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)

Jamie Logue, MAcc, C.P.A., C.G.M.A, 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.

Phuvadon (Ben) Wuthisatian, Ph.D.

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 Human Resource 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	
Finance		
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
	ECO 480 Research Seminar in Economics (Fall Semester) and ECO 481 Senior Seminar in Economics (Spring Semester)
Finance	FIN 48X Financial Theory and Practice Capstone
Marketing	MKT 482 Marketing Seminar Capstone

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, 250, 311, 313, 361, 462, 483; ECO 211, 213; ECO/MTH 374 or BUS 334; SOC 351 or BUS 330 or BUS 351; MKT 340; MTH 210 or SOC 295; 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 250, 311, 361; 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 precision agriculture,

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 250, 311, 361, 483; ECO 211, 213; MKT 340; MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; 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 1060, 1260, 1310, 1320, 1340, 1350, 1360, 1370, 1380, 1390, 1410, 1530, 1550, 1700, 1860, 1990, 2010, 2110, 2360, 2370, 2380, 2560, 2640, 2700, 2720, 2730, 2780, 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 (41-43 hours): ACC 100, 110, 373; BUS 250, 311, 361, 483; ECO 211, 213; MKT 340; MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; 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 Accounting. The minor may not be Entrepreneurship and Small Business Management.

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

6-12 Business, Marketing and Information Technology (BMIT) Field Endorsement*: In addition to Professional Education Requirements, students take: 24 hours in Business Administration: ACC 100 and 110, BUS 230, and 311 or 313, 330 or 351, BUS 420, ECO 211 and 213, and STS 200; 9 hours in Marketing: MKT 340, 364, and 465; 16 hours in Information Technology Systems: ADM 230, and 225 or 235, BUS 250, CSC 210, and ED 352; 3 hours in Coordination of Work-Based Learning, ED 425, and 1000 verified hours of volunteer, internship, or paid work experience or at least 300 hours Hastings College supervised work experience.

9-12 Work-Based Learning Supplemental Endorsement*: As a supplemental endorsement, this endorsement must be completed as an addition to a secondary or PK-12 endorsement in another area. Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills through

school and work-based learning opportunities. Requirements are ED 425, and 1000 verified hours of volunteer, internship, or paid work experience or at least 300 hours Hastings College supervised work experience. Candidates completing the **6-12 BMIT Field Endorsement** will also meet the requirements for this supplemental endorsement.

*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 administration 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 arts 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 250, 311, 361, 483; ECO 211, 213; MKT 340; MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; 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 1000, 1240; and 18-21 credit hours chosen from the following courses: Recommended: HMRM 1100, 1150, 1250, 1330; and select from these additional classes: HMRM 1200, 1210, 1300, 1310, 1350, 1390, 1400, 1460, 1540, 1861, 1900, 2120, 2140, 2150, 2200, 2240, 2260, 2280, 2300, 2330, 2370, 2410, 2550, 2610, 2650, 2750, 2800, 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 administration 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 250, 311, 361, 483; ECO 211, 213; MKT 340; MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; 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 requirement HMRM 1250, and 18-21 credit hours from the following courses: Recommended:: HMRM 1000, 1100, 1150, 1330; and select from these additional classes: 1200, 1210, 1240, 1300, 1310, 1350, 1390, 1400, 1460, 1540, 1861, 1900, 2120, 2140, 2150, 2200, 2240, 2260, 2280, 2300, 2330, 2370, 2410, 2550, 2610, 2650, 2750, 2800, 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 (63-67 hours): ACC 100, 110, 373; BUS 250, 311, 361, 483; ECO 211, 213; MKT 340; MTH 210 or SOC 295; SOC 351 or BUS 330 or 334 or 351; 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, 1410, 1420, 1430, 1500, 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, 170, PLS 203 (prerequisite PLS 160), 220, 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.

Finance

Mission Statement for Finance Major

The Finance 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 student develop computer proficiency and skills in written and oral communication, create 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 finance, business or other organizational settings.

Finance major (43-45 hours): ACC 100, ECO 211, 213, BUS 250, ECO/FIN 331, FIN 361, MTH 210, FIN 363, FIN 366, FIN 491; four courses from the following (one of the courses MUST be a finance course): ACC 301, 303, 351, 373; BUS 330, 462; COM 201; ECO/FIN/MTH 374; ECO/FIN 485; FIN 486.

Human Resource Management

Mission Statement for Human Resource Management Minor

The Human Resource Management minor 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 minor (18 hours): BUS 351, 473; PSY 311, 413; and two courses from the following: BUS 313, BUS/MKT 465, ECO 311, ECO 313, ECO 324, 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 (39-40 hours): ACC 100; BUS 250; ECO 211 or 213; COM 304; MKT 340, 341, 364, 385, 450, 482; MKT/BUS 303 or 465; MTH 210 or SOC 295; ADM 225 or ADM 230 or COM 360. 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

3 hours

(Preparation and Planning)

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 and 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, even numbered years.

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, BUS 250, and Junior standing or permission of instructor. Each 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, even numbered years.

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 150 Introduction to Computer Tools 2 hours

This course will introduce the student to Microsoft Windows 8 Professional and three components of Microsoft Office Professional Academic 2013: Word (word processor), Excel (spreadsheet), and Powerpoint (presentations). In addition, we will address various topics concerning information literacy, such as searching for and evaluating sources, citation systems, databases, copyright, plagiarism, and other topics as needed. As needed.

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. As needed.

BUS 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. Each semester.

BUS 303 Nonprofit Organizations and Fundraising**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, even numbered years.

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. Fall semester.

BUS/FIN 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 or 213. 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; ACC 100 and MKT 340 highly recommended. Fall semester.

BUS 473 Seminar in Human Resource Management **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:** Senior standing and BUS 351 or permission of instructor. 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**

This 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**

This 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 U.S. 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. Fall, odd-numbered years.

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:** ECO 211 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. This 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. This 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.

Finance - (FIN)

ECO/FIN 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.

BUS/FIN 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 or 213.

FIN 363 Investments

3 hours

This course introduces the basics of investments. It is designed to familiarize students with a vocabulary of concepts and theories of investments and demonstrate applications of those concepts and theories. Topics include U.S. stock markets, investment firms, Bloomberg market data service, risk and return calculation, Markowitz Portfolio Theory, Capital Asset Pricing Model, derivatives market, Market Efficiency Hypothesis, active/passive investment, and security valuation models. The course emphasizes theories, rather than practices.

FIN 366 Intermediate Corporate Finance

3 hours

This course uses a combination of case study and currently available information to establish the methodology and execution of various valuation techniques, including Free Cash Flow, Market Comparable, and Economic Profit Analyses.. Students will use these valuation techniques to value a publicly held company. Students will also research a public company and make decisions concerning capital budgeting, cost of capital, and capital structure.

FIN 485 International Finance

3 hours

This course examines the financial operations of the firm from an international point of view. It draws upon topics such as exchange rate determination; foreign exchange exposures for the multinational firm and techniques to hedge such exposures; international bond, equity and currency markets; trade documentation; and international capital budgeting.

FIN 486 Derivatives

3 hours

This class examines the structure of speculative markets and the performance of speculative assets. Topics include the institutional nature of options and futures markets; investment and hedging strategies; and valuation of options on stocks, interest rates, and futures contracts as well as analysis of commodity, interest rate, stock index, and foreign exchange futures prices.

FIN 491 Financial Theory and Practice

3 hours

This capstone course is intended to integrate and apply financial concepts and tools to financial decision-making in various situations. The course combines financial theories with practical applications using cases. The objective of this course is to enhance students' understanding of finance and how to apply finance theory in value-based financial management with technology such as Excel and other software. Topics include financial statement analysis, cost of capital, capital structure, capital budgeting, initial public offerings, and mergers and acquisitions.

Marketing - (MKT)

MKT 303 Nonprofit Organizations and Fundraising

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 340 Marketing Principles

3 hours

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. Each semester.

MKT 341 Consumer Behavior and Target Market Analysis

3 hours

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, odd numbered years.

MKT 364 Digital Marketing

3 hours

This course will introduce students to the opportunities and challenges of digital marketing. Working from a foundation of marketing theory, strategic digital marketing planning with social media and mobile technology will be explored. This course examines the use of digital technologies for marketing, data analytics, and digital storytelling.

Prerequisite: MKT 340. Spring semester, even numbered years.

MKT 385 Strategic Marketing Communication

3 hours

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, odd-numbered years.

MKT 450 Market Research

3 hours

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; and it is highly recommended to have taken MKT 341 and either MTH 210 or SOC 295 prior to taking this course. Fall semester, even-numbered years.

MKT 465 Entrepreneurship and Small Business Management

3 hours

(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; ACC 100 and MKT 340 highly recommended. Fall semester.

MKT 482 Marketing Seminar Capstone

3 hours

Current marketing tools, trends and theory form the foundation for this course. The marketing program culminates in this course as students research, analyze, and create professional reports and presentations on approved topics from the current marketing environment. A series of research projects will challenge students to relate learned marketing theory to today’s marketing environment. **Prerequisite:** Senior standing. Spring semester.

CHEMISTRY - (CHM)

Neil Heckman, Ph.D., Chair

John Bohmfalk, Ph.D.

Moses Dogbevia, Ph.D.

Amanda Solem, 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 201 and 203, or 211 and 213.

Biochemistry 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 201 or 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

4 hours

(Also BIO 404)

This course will examine basic principles of biochemistry, including the structure and function of biological molecules, enzyme kinetics, bioenergetics and metabolism. Three lectures and one laboratory weekly.

Prerequisite: CHEM 363 or permission of instructor. Fall semester.

CHM 405 Advanced Biochemistry

4 hours

(Also BIO 405)

An extension of BIO/CHM 404, this class will deal with a variety of advanced topics in Biochemistry. A more detailed examination of additional metabolic pathways, biochemical thermodynamics, and biochemical aspects of gene expression will be undertaken. Students will utilize the primary literature to examine the development of our understanding of biochemistry. The laboratory component of this class will consist primarily of long-term, problem-based research investigations. Three lectures and one laboratory weekly. **Prerequisite:** C- or better in BIO/CHM 404 or permission of instructor. Spring semester as needed.

CHM 410 Advanced Topics in Chemistry

3-4 hours

This course will cover and advanced biochemistry, molecular biology, or chemistry topic. This course applies as an elective for major(s) in Chemistry or Biochemistry.. **Prerequisite:** CHM153.

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)

Kittie Grace, Ph.D., Chair

Jessica Henry, Ph.D.,

Austin McDonald, Ph.D.

John Perlich, Ph.D.

Mission Statement for Communication Studies major

Communication is the most vital skill employers seek in new hires (Pew Research Center, 2015). Communication classes bridges boundaries among interpersonal, group and public communication through the exploration and analysis of diverse communication skills. Students and parents wonder what you will do with a communication studies degree; we ask what can't you? 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, consulting, sports, health professions, and many other related fields.

The National Communication Association (2015) published Learning Outcomes for the discipline of Communication Studies (LOC) and we align with those outcomes. They assume that students will be able to:

- Describe the communication discipline and its central questions;
- Employ communication theories, perspectives, principles, and concepts;
- Engage in communication inquiry;
- Create messages appropriate to the audience, purpose, and context;
- Critically analyze messages;
- Demonstrate the ability to accomplish communicative goals (self-efficacy);
- Apply ethical communication principles and practices;
- Utilize communication to embrace difference;
- Influence public discourse.

All Communication Studies majors take 8 core courses (with a 1 credit lab) and choose one of the following emphases: Global Communication, Health Communication, Legal Communication, Organizational/Strategic Communication, Sports Communication, or Communication Generalist. A second major or minor is highly recommended with the major in Communication Studies.

Communication Studies Core for all emphasis areas (25 hours)

COM 201 (Small Group Communication)

COM 241 (Interpersonal Communication)

COM 304 (Persuasion)

COM 314 (Argumentation and Debate)

COM 333 (Intercultural Communication)

COM 344 (Research Methods)

COM 360 (Advanced Public Address)

COM 433 (Communication Theory)

COM 443 (Communication Theory Lab--1 credit)

Communication Studies Emphasis areas:

Global Communication (15 hours): Global communication is an interdisciplinary study of communication across cultures, particularly in business and professional settings, where language and cultural barriers can impact efficiency. In addition to gaining practical skills to become more effective intercultural communicators, students will adjust to having a more global perspective in their decision making. Related job opportunities include work in broadcasting, nonprofits, business, government, and international organizations.

Required classes (6 hours):

COM 454 (Rhetoric)

COM 490 (Communication Studies Internship) or study abroad

Complete at least one of the following courses (3 hours):

PLS 220 (Introduction to Comparative Politics)

PLS 170 (Introduction to Global Politics)

SOC 110 (Race, Gender and Class)

WST 100 (Introduction to Women's and Gender Studies)
Complete at least two of the following courses (6 hours):
COM 280/380 (Communication Studies Research Assistant)
COM 320-330 (special topics courses offered in J-term)
COM 464 (Organizational Communication)
SOC 211 (Service Learning, Work and Social Change)
SOC 354 (Social Movements and Social Change)
PLS 309 (International Political Institutions PLS 170 is a prerequisite)

Health Communication (15 hours): The health communication emphasis area focuses on communication in health-related professions and caregiving situations. This is a growing field in medical establishments. This emphasis teaches students how to create social change by shifting people's attitudes and external structures within health related situations. Related jobs include healthcare advocate, community health specialist, and communication healthcare coordinator.

Required classes (6 hours):
COM 464 (Organizational Communication)
COM 490 (Communication Studies Internship in health related field)
Complete at least one of the following courses (3 hours):
PSY 229 (Developmental Disorders)
PSY 236/436 (Health Psychology)
PSY 305 (Psychology of Aging)
Complete at least two of the following courses (6 hours):
COM 280/380 (Communication Studies Research Assistant)
COM 320-330 (special topics courses offered in J-term)
COM454 (Rhetoric)
BUS 330 (Management and Leadership Principles)
MTH 210 (Statistics)
PSY 201 (Biopsychology)
PSY 333 (Counseling Theories and Process)
SCI 313 (Human Nutrition)
BIO 342 (Bioethics)

Legal Communication (15 hours): The legal communication emphasis area focuses on primary research, writing, argumentation, and thinking quickly on your feet. Top law schools look to fill their classrooms with a diverse and engaged student body which this emphasis area can provide.

Required classes (9 hours):
COM 454 (Rhetoric)
PLS 333 (Judicial Politics and Constitutional Law)
PHL 204 (Logic)
Complete at least two of the following courses (6 hours):
COM 150/250 (up to three credits of forensics apply)
COM 280/380 (Communication Studies Research Assistant)
COM 320-330 (Special Topics courses offered in J-term)
COM 490 (Communication Studies Internship in legal related field)
ACC 100 (Accounting)
BUS 313 (Commercial Law)
ENG 383 (Advanced Composition)
HIS 304 (US History and Executive Branch)
PLS 303 (US Congress and the Pressure System prerequisites are PLS160 and PLS251)
PLS 484 History of Political Thought

Organizational/Strategic Communication (15 hours): Strategic Communication is one of the most cutting edge areas of Communication Studies. The goal is to train students to work in corporate businesses, non-profit agencies, or government agencies to design and communicate effective messages. Students will learn theory, research, and practical skills needed to become communication professionals. Employment opportunities include Director of Marketing Communications, Social Engagement Manager, and Communication Consultant.

Required classes (6 hours):

- COM 464 (Organizational Communication)
- COM 490 (Communication Studies Internship)
- Complete at least one of the following classes (3 hours):
 - BUS 330 (Management and Leadership Principles)
 - MKT 340 (Marketing Principles)
- Complete at least two of the following courses (6 hours):
 - COM 150/250 (up to three credits of forensics apply)
 - COM 280/380 (Communication Studies Research Assistant)
 - COM 320-330 (Special Topics courses offered in J-term)
 - COM 454 (Rhetoric)
 - BUS 303/MKT 303 (Nonprofit Organizations and Fundraising)
 - PLS 203 (Public Policy)
 - PSY311 (Industrial/Organizational Psychology)
 - PUB 235 (Copy Editing)

Sports Communication (15 hours): The sports communication emphasis area focuses on the use of communication in sports-related professions. The combination of our curriculum, an internship (or several), and a senior research project equips students for a variety of careers as professional sports communicators. This area constitutes a large and growing industry with an expanding need for professional communicators; from after school programs, fitness training, gym classes, amateur leagues or professional leagues that fill stadiums, newspaper columns, radio/television, retail sales, video games, and fantasy sports.

- Required courses (9 hours):
 - COM 334 (Sports Communication)
 - COM 490 (Communication Studies Internship in sports communication)
 - PED 115 (Introduction to Sport and Recreation)
- Complete at least two of the following courses (6 hours):
 - COM 150/250 (up to three credits of forensics apply)
 - COM 280/380 (Communication Studies Research Assistant)
 - COM 320-330 (special topics courses offered in J-term)
 - COM 454 (Rhetoric)
 - COM 464 (Organizational Communication)
 - ADM 233 (Sportscasting)
 - ART 225 (Graphic Design 1)
 - BIO 111 (Human Anatomy and Physiology)
 - PED 234 (Sports and Rec Prog.)

Communication Studies Generalist (15 hours):

A generalist degree in Communication Studies allows students to focus on a core of classes specific to the systematic study of human interaction. As students complete the core classes, they are welcome to pick and choose from the elective courses in Communication Studies to tailor their own program. While we do recommend emphasis areas, a generalist degree allows each student the opportunity to create a COM major that works for him or her.

- Required courses (6 hours):
 - COM 454 (Rhetoric)
 - COM 490 (Communication Studies Internship)

- Complete at least three of the following courses (9 hours):
 - COM 150/250 up to three credits of forensics apply
 - COM 280/380 (Communication Studies Research Assistant)
 - COM 320-330 (special topics courses offered in J-term)
 - COM 464 (Organizational Communication)
 - BUS 230 (Business Communication)
 - BUS 330 (Management and Leadership Principles)
 - MTH 210 (Statistics)

THR 410 (Performance Studies)

Communication Studies minor (18 hours): COM 201, 241, 333, 360, 433, and three hours from the following: COM 304, 314, 320-330, 334, 344, 454, 464, 490, 150/250 (up to three credits of forensics apply).

Pre-Law students who are not majoring in Communication Studies are encouraged to take COM 304, COM 314, and COM 344. *Page 49.*

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 or minors.

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 280/380 Communication Studies Research Assistant **1-3 hours**

This course enables students to be involved in communication research on a wide range of topics. Students work as research assistants on projects managed by a faculty member in the Department of Communication Studies. This experience will help students more fully understand how communication 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.

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 Video Games 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 334 Sports Communication

3 hours

In the U.S. sport has become an integral part of our culture. Sport influences our identity, our consumption choices, our relationships, and our media selections. No profile of contemporary culture is complete without the inclusion of sport. How we *communicate about* sport, how sport is *communicated to* us, and what is *communicated by* sport each represent critical opportunities to evaluate, critique, and improve our public culture. This course is grounded in a rhetorical approach to sport that views it as an institution through which culture is produced, maintained, and contested. As needed.

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

1 hour

(for Communication Studies majors)

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., Ed.S.

Doug Phelps, M.A.T.

Jessica Allen-Pickett, M.A.

Darci Karr, Ph. D.

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 standards that guide the Teacher Education program were developed by the Interstate Teacher Assessment and Support Consortium (InTASC), a consortium of state education agencies and national educational organizations dedicated to the on-going professional development of teachers. The ultimate goal of our program, guided by the InTASC standards, is the impact our candidates will have on P-12 students and their learning. The ten InTASC standards comprise the program outcomes for Hastings College. All coursework and experiences in the program are designed to enhance candidates' proficiency in the InTASC standards, which articulate the basic competencies that should be mastered by a beginning teacher.

InTASC Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 COM 100, with a grade of C- or better.
9. Demonstrate satisfactory dispositions for effective teaching.
10. Undergo a criminal background check.
11. 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 and prevent an individual from admission to the program.

Multiple convictions revealed on a background check point to serious dispositional concerns. An individual with multiple convictions on his or her criminal record will not be cleared to participate in field experiences, nor be admitted to the Teacher Education Program. A candidate denied the opportunity to participate may appeal the decision to the Teacher Education Policies Commission (TEPC) whose decisions are final.

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. Undergo a criminal background check.
8. 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 and will result in removal from the program.
9. Take PED 102 Issues in Wellness earning a C- or better.
10. Be recommended for assignment to student teaching by the appropriate endorsement area academic department.
11. Prior to beginning the student teaching (clinical) experience, a candidate must have attempted the Nebraska Department of Education required Praxis II in the content area.

NOTE: Any teacher candidate 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 and earn the baccalaureate degree. (In Nebraska, a teacher candidate must achieve a passing score on the required Praxis II content test to be certified to teach.)

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 PK-12
Business, Marketing, and Information Technology (BMIT) 6-12
Elementary K-8
English Language Arts 7-12
Health and Physical Education PK-12
Mathematics 6-12
Music PK-12 (Vocal and Instrumental)
Science 7-12
Social Science 7-12
Special Education K-12

Subject Endorsements:

Biology 7-12
Chemistry 7-12
Secondary English 7-12
History 7-12
Physical Education PK-6, 7-12, PK-12
Physics 7-12
Special Education K-6, 7-12
Vocal Music PK-12
World Language: Spanish 7-12

Supplemental Endorsements:

Coaching 7-12
Early Childhood PK-3
English as a Second Language PK-12
Theatre 7-12
Work-Based Learning 9-12

NOTES:

1. The Early Childhood (PK-Grade 3) is a supplemental endorsement and may be added to the elementary endorsement.
2. The Work-Based Learning endorsement is a supplemental endorsement to be added to a secondary or PK-12 endorsement in another area.
3. The Theatre endorsement is a supplemental endorsement to be added to a secondary endorsement in another area.
4. The Coaching and English as a Second Language endorsements are supplemental endorsements which may be taken as extra endorsements, in addition to a subject or field endorsement.
5. Although only one subject endorsement is required, the Teacher Education Department strongly recommends two subject endorsements.

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 VI L.A.P. requirements will be satisfied with SCI 203, 390 & 391, and BIO 390 & 391.
2. For candidates majoring in Special Education 7-12 or K-12 only, the Area VI L.A.P. requirements will be satisfied with SCI 203 or SCI 390 & 391, and BIO 390 & 391.
3. All Teacher Education candidates are required to take PED 102 (Issues in Wellness).
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 I and certification requirements.
5. Candidates for the Social Science Field Endorsement may satisfy the L.A.P. requirements in Physical Science with SCI 203.
6. Candidates majoring in Elementary Education or Special Education must take HIS 251 or HIS 253.
7. For ECH students only, PSY 345 satisfies the L.A.P. Area I Psychology/Sociology requirement. This course is required for the Early Childhood endorsement.

8. For SPED candidates only, PSY 313 and PSY 201 satisfy the L.A.P. Area I Psychology/Sociology requirement.

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 InTASC Standards. Through the required Ed Lab (ED 140), teacher candidates will relate course content to practical experience in a PK-12 setting. Membership in the Student Education Association (SEA) is 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. Membership in the Student Education Association (SEA) is 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 PK-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 PK-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. 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, and 300 or 310, or concurrent enrollment in ED 300 or 310. 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, and 300 or 310, or concurrent enrollment in ED 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 teacher candidate 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 PK-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 420 General Secondary Methods

3 hours

This general secondary methods course is designed for students planning to teach at the middle and/ or high school level. It provides background in practical and theoretical approaches to curriculum and lesson planning, policy issues, and professional concerns. Required course activities, such as 7-12 classroom visits or field trips, may take place outside of the regular course meeting times. Taken concurrently with Secondary Block Courses. With department approval, a teacher candidate may substitute this course for special content methods (a 420 course in the teaching major). 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 3 hours
or

ED 452/452m Secondary/Secondary SPED Teaching Practicum

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 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, 311, 320, 321, 330, 331, 333, 340, 342E, 344E, 352, 382, 421, 400, 440; SCI 203, 390 & 391; BIO 390 & 391; ENG 100 or 383; COM 100; MTH 110 & 120; HIS 251 or 253; AHT 390; MU 390; PED 390 & PED 102; PLS 140 or PLS 160 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 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. Knowledge of response to intervention, curriculum-based measure and analysis of scores to determine reading intervention is the learning focus. Practice on individual case work is also required in a classroom setting. **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 Collaborative Partnerships 2 hours

An introduction to counseling, communication, consultation, and conferencing skills necessary in a multidisciplinary approach to work with parents and professionals for diverse and exceptional needs of children. Issues of professionalism, ethics and public policy are addressed. Candidates will know components of the co-teaching model, including strategies for differentiation. Taken in the fall semester before student teaching or with instructor's permission. Candidate must be admitted to Teacher Education and have completed the fall Elementary Block semester or have instructor's permission. Membership in the Student Education Association (SEA) is required.

Early Childhood Education

The Early Childhood Endorsement (PK-3rd Grade) is an 19-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)

PK-12 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 15 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****ED 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 and 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.

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 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 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 Special Education Generalist Subject Endorsement: ED 100, 140, 300, 310, 340, 352, 382, 311, 320, 321, 323, 330, 331, 333, 342E, 344E, 351, 353, 360, 361, 400, 421 and 440m; PSY 201 and 313, SCI 203, SCI 390 & 391, BIO 390 & 391, ENG 100 or 383, COM 100, MTH 110 and 120, HIS 251 or 253, AHT 390, MU 390, PED 390, PED 102, PLS 140 or PLS 160 or ECO 140 or ECO 213.

7-12 Special Education Generalist Subject Endorsement: ED 100, 140, 300, 310, 352, 382, 311, 323, 331, 333, 341, 342S, 344E/S, 350, 351, 353, 360, 362, 400, 410, 421, 450m; HIS 251 or 253, MTH 110, MTH 120, PSY 201, PSY 313, SCI 203 or 390 & 391, BIO 390 & 391, ENG 100 or 383, COM 100, PED 102, PLS 140 or PLS 160 or ECO 140 or ECO 213.

K-12 Special Education Generalist Field Endorsement: ED 100, 140, 300, 310, 340, 352, 382, 311, 323, 330, 331, 333, 341, 342E, 344E/S, 351, 353, 360, 361, 362, 400, 421, 441m, 451m (recommended but not required, ED 442m or 452m); AHT 390, HIS 251 or 253, MTH 110, MTH 120, PSY 201, PSY 313, SCI 203 or SCI 390 & 391, BIO 390 & 391, ENG 100 or 383, COM 100, PED 102, 390, MU 390, PLS 140 or PLS 160 or ECO 140 or ECO 213. Students also take one of the following: PED 331, PSY 221, PSY 334, or PSY 245, or approved J-Term elective.

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 students' learning, behavior and social adjustment in inclusive classroom settings. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required. Concurrent enrollment in ED 361.

ED 333 Diagnostic and Corrective Reading

3 hours

See ED 333 in Elementary Education. **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 341 Transitional Services and Career and 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. Membership in the Student Education Association (SEA) is required. Concurrent enrollment in ED 362.

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. Membership in the Student Education Association (SEA) is required.

ED 353 Assessment, Diagnosis, and Evaluation for Elementary and Secondary Students 2 hours

Survey and analysis of individual tests applicable to diagnosing and planning instructional programs for children and youth with disabilities. Emphasis on the development of individual educational plans through data collection, administration, and interpretation of multi-sourced educational information, test results, and personal records to develop appropriate goals and objectives for learning. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required.

ED 360 Sped Pre-Practicum

3 hours

Beginning exploratory field experience in the area of special education. Candidates will be assigned a cooperating resource teacher for this experience. Membership in the Student Education Association (SEA) is required. **Prerequisite:**

ED 310. J-Term and spring semester.

ED 361 Sped Practicum K-6

1 hour

Candidate is provided field experience in the Special Education major at the K-6 level to develop a working knowledge of special education processes. Field experiences are tied to assessment, behavior intervention, and methods as related to mild/moderate disabilities. Placement to include inclusive regular education settings. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required. Concurrent enrollment in ED 323 and ED 353.

ED 362 Sped Practicum 7-12

1 hour

Candidate is provided field experience in the Special Education major at the 7-12 level to develop a working knowledge of special education processes including transition procedures and integrated services delivery. Field experience includes working in a variety of special education programs at the secondary level. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required. Concurrent enrollment in ED 341.

ED 421 Collaborative Partnerships

2 hours

See ED 421 in Elementary Education. Candidate must be admitted to Teacher Education. Membership in the Student Education Association (SEA) is required.

Work-Based Learning

9-12 Work-Based Learning Supplemental Endorsement: As a supplemental endorsement, this endorsement must be completed as an addition to a secondary or PK-12 endorsement in another area. Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills through school and work-based learning opportunities. Requirements are ED 425, and 1000 verified hours of volunteer, internship, or paid work experience or at least 300 hours Hastings College supervised work experience. Candidates completing the **6-12 BMIT Field Endorsement** will also meet the requirements for this supplemental endorsement.

ED 425 Coordination of Work-Based Learning

3 hours

This course will prepare candidates in developing and implementing a work-based learning program in their discipline. Candidates will understand and articulate the role and purpose of work-based learning and demonstrate ability to coordinate school and work-site learning experiences. The course is required for the Work-Based Learning Supplemental Endorsement that provides for coordinating, teaching, and supervising programs of instruction that develop career and life skills. 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 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)

Amy Morris, Ph.D.

This major is a partnership between Hastings College and Mary Lanning Healthcare. The Mary Lanning Healthcare School of Radiologic Technology is a Radiography program accredited by the Joint Review Committee on Education in Radiologic Technology and is approved by the State of Nebraska Department of Education.

Students will earn a Bachelor of Arts in Health Technology from Hastings College. Students take at least 4 semesters of coursework at Hastings College, earning 67 credit hours at Hastings College. Students must complete all graduation requirements and then finish the remaining 60 hours of coursework through the Mary Lanning Radiologic Technology program. In order to graduate students must have 42 hours of upper division coursework which is defined as courses at the 300 or 400 level, complete all Liberal Arts requirements and earn 127 credit hours of coursework. Students are required to submit a Request for Special Academic Consideration before enrolling into Mary Lanning for the Registrar's Office to complete a graduation audit.

Required courses at Hastings College for the Health Technology major: CHM 111/111L, BIO 111/111L and BIO 113/113L, BIO 234, BIO 342, PSY 100, PSY 436 (or other upper-division psychology class).

Mary Lanning Radiology Program: Students are required to take the following courses and transfer them to Hastings College to complete the major: RAD 201, 210, 221, 225, 235, 241, 245, 301, 320, 326, 341, 346, 351, 360, 365 and 400.

Additional classes required for entry into Mary Lanning Healthcare's program include: ENG 100, COM 100, and MTH 210 (or college algebra earned through another institution).

HISTORY - (HIS)

Glenn Avent, Ph.D., Chair

Robert Babcock, Ph.D.

Catherine Biba, 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 (*page 118*). 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 before taking 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. All majors must take HIS 286, HIS 287, HIS 481 and HIS 482 at Hastings College. All formal courses offered by the department are 3 credits in value and involve significant reading, writing and primary document analysis.

Majors, Minors and Endorsements

History Major (33 hours):

- Two classes (6 hours) in **U.S. History** chosen from HIS 207, HIS 251, HIS 253, HIS 255/355, HIS 265/365, HIS 267/367, HIS 268/368, HIS 304, HIS 364, HIS 382, HIS 383, HIS 386, or designated J-term classes.
- Two classes (6 hours) in the **European History** chosen from HIS 218/318, HIS 306, HIS 316, HIS 320, HIS 324, HIS 334, HIS 344, HIS 345, HIS 357, or designated J-term classes.
- Two classes (6 hours) in **World History** chosen from HIS 214/314, HIS 219, HIS 228, HIS 243/343, HIS 281, HIS 291, HIS 326, HIS 347, HIS 350, or designated J-term classes.
- HIS 286 and 287, ideally taken in spring sophomore year.
- HIS 481 and 482, taken simultaneously in fall senior year, although double majors may elect to take these classes a year early with departmental approval.
- One additional class (3 hours) chosen from departmental offerings, preferably at the 300-level.
- Two semesters (6-8 hours) of a foreign language at the college level.

History Minor (18 hours):

- Two classes (6 hours) in **U.S. History** chosen from: HIS 207, HIS 251, HIS 253, HIS 255/355, HIS 265/365, HIS 267/367, HIS 268/368, HIS 304, HIS 364, HIS 382, HIS 383, HIS 386, or designated J-term classes.
- Two classes (6 hours) in the **European History** chosen from HIS 214/314, HIS 218/318, HIS 306, HIS 316, HIS 320, HIS 324, HIS 334, HIS 344, HIS 345, or designated J-term classes
- Two classes (6 hours) in **World History** chosen from HIS 219, HIS 228, HIS 243/343, HIS 281, HIS 291, HIS 326, HIS 347, HIS 350, or designated J-term classes.

7-12 History Subject Endorsement (33 hours in addition to Professional Education requirements):

- All Professional Education requirements and ED 420
- Three classes (9 hours) in **U.S. History** including HIS 255/355 and two additional classes chosen from HIS 207, HIS 251, HIS 253, HIS 265/365, HIS 267/367, HIS 268/368, HIS 304, HIS 364, HIS 382, HIS 383, HIS 386, or designated J-term classes.
- One class (3 hours) in **European History** chosen from HIS 218/318, HIS 306, HIS 316, HIS 320, HIS 324, HIS 334, HIS 344, HIS 345, HIS 357, or designated J-term classes.
- Three classes (9 hours) in **World History** chosen from HIS 214/314, HIS 219, HIS 228, HIS 243/343, HIS 281, HIS 291, HIS 326, HIS 347, HIS 350, or designated J-term classes. At least one must be 300-level.
- HIS 286 and 287, ideally taken spring sophomore year.
- HIS 481 and 482, taken simultaneously in fall senior year, although double majors may elect to take these classes a year early with departmental approval.
- Two courses (6 hours) chosen from Anthropology (SOC 113), Economics, Geography, Political Science, Psychology, or Sociology, to meet state endorsement requirements. These classes may also be counted towards the L.A.P.

- Two semesters (6-8 hours) of a foreign language at the college level.

7-12 Social Science Field Endorsement (64 hours in addition to Professional Education requirements):

- All Professional Education requirements and ED 420
- Three classes (9 hours) in **U.S. History** including HIS 255/355 and two additional classes chosen from HIS 207, HIS 251, HIS 253, HIS 267/367, HIS 268/368, HIS 304, HIS 364, HIS 382, HIS 383, HIS 386, or designated J-term classes.
- Three classes (9 hours) in **World History** chosen from HIS 214/314, HIS 219, HIS 228, HIS 243/343, HIS 281, HIS 291, HIS 326, HIS 347, HIS 350, or designated J-term classes. At least one must be 300-level.
- HIS 481 and 482, taken simultaneously in fall of senior year.
- 34 hours of introductory social science classes (PLS 160 & PLS 303 or 304, PSY 100 & 210, SOC 100, 113, and 244, HIS 203, SCI 203, ECO 211 & 213)
- Two classes (6 hours) of social science specialization (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).

Graduate Credit: Many classes can be taken for graduate credit. See current graduate catalog for accurate information.

HIS 100 Western Civilization to 1648

3 hours

AP and transfer credit. Counts towards European History component of the major and History LAP.

HIS 110 Western Civilization Since 1648

3 hours

AP and transfer credit. Counts towards European History component of the major and History LAP.

HIS 120 World Civilizations to 1500

3 hours

AP and transfer credit. Counts towards World History component of the major and History LAP.

HIS 130 World Civilizations Since 1500

3 hours

AP and transfer credit. Counts towards World History component of the major and History LAP.

200-level courses are introductory courses, appropriate for students in their first and second years. Juniors and seniors may take 200-level classes only with the permission of the instructor.

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, even-numbered 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. Spring, odd-numbered 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. Spring, even-numbered years.

HIS 219 Latin America in World History

3 hours

An introduction to the history of Latin America in local and global perspective. Fall, even-numbered 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. Fall, odd-numbered years.

HIS 230/330 Practicum in Archives Management**3 hours**

Practical experience in the operations of local historical societies. 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, odd-numbered years.

HIS 251 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, even-numbered years.

HIS 253 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, odd-numbered 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, odd-numbered 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. Fall, odd-numbered 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, odd-numbered 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, even-numbered years.

HIS 281 World of the Aztec and Maya**3 hours**

This class examines civilizations of Mesoamerica 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. Spring, odd-numbered years.

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 and the History Subject Endorsement. It is also a **prerequisite** for HIS 481 and HIS 482. 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 Sophomore Research Project**3 hours**

This course provides the opportunity for students to gain experience in planning and executing an historical research project. This is a required class for History and the History Subject Endorsement. It is also a **prerequisite** for HIS 481 and HIS 482. 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. Spring.

HIS 291 Slavery in World History**3 hours**

Slavery has been 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. Spring, even-numbered years.

300-level History courses are challenging classes designed primarily for students in their Junior and Senior years. Reading, writing, and analytical expectations will be substantially higher than in 200-level classes. Sophomore standing and above, or permission of the instructor, is required.

HIS 304 The US Presidency and Executive Branch**3 hours**

(Also PLS 304)

This course looks at the role, structure, and functions of the U.S. Executive Branch. The course reviews the political development of the presidency and the executive departments and agencies and its tendency to increase executive autonomy, and examines the complex structure of the executive branch and federal bureaucracy today. **Prerequisite** (for PLS 304 only): PLS 160 and PLS 251, or permission of instructor. Fall, even-numbered years.

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, odd-numbered years.

HIS 316 Barbarians and Crusaders**3 hours**

A history of Europe from the Fall of Rome to the thirteenth century, emphasizing how the warrior aristocracy of the Germanic peoples of Europe transformed from barbarian invaders into the governing, Christian nobility of medieval Europe. Spring, even-numbered 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, odd-numbered years.

HIS 324 Renaissance, Reformation, and Baroque**3 hours**

A history of France in the eighteenth and early nineteenth centuries, from the era of the Enlightenment through the upheavals of political and social revolution to the end of the Napoleonic Wars. Student who take this course as partial fulfillment of the French minor will engage with some sources in French. Fall, even-numbered years.

HIS 326 The US-Mexican Borderlands**3 hours**

Focusing on the relationship between the United States and Mexico since the 19th century, this class examines the history of the U.S-Mexican borderlands from social, political, cultural, and economic perspectives. Spring, even-numbered years.

HIS 334 The French Revolution**3 hours**

A history of the great intellectual and spiritual movements of Europe from c. 1300-c. 1700, and of the political and social developments behind them: the Italian Renaissance, Northern Humanism, the Protestant Reformation and its Catholic counterpart, the Wars of Religion, and the rise of absolute monarchies. Spring, odd-numbered

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). Spring, odd-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. Fall, odd-numbered years.

HIS 347 Mexico in World History

3 hours

(Also PLS 347)

An examination of the history of Mexico from the late-18th century to the present in local and global perspectives. 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. Fall, even-numbered years.

HIS 350 The Making of the Modern World

3 Hours

This class examines key moments in the creation of the modern world from the 18th century to the present. Spring, odd-numbered 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, even-numbered years.

HIS 364 The Revolution and American Identity

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 nation's 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, odd-numbered years.

HIS 382 Lincoln and the American Dream

3 hours

This course serves as an in-depth exploration and analysis of Abraham Lincoln—the man, the myth, and the legend—set in the context of an expanding yet increasingly fractured nation. Specifically we will examine Lincoln's idea of the American dream during his presidency and in wake of his assassination as the nation struggled to rebuild and redefine itself. Fall, even-numbered years.

HIS 383 The American Experience In WWII

3 hours

Every American was affected by what has been dubbed "the good war," yet the war impacted Americans in diverse and often contradictory ways. This course will examine a variety of different experiences of both individuals and groups of people on the American homefront and abroad ranging from young children to combat-weary soldiers to interned Japanese-American citizens in order to gain a deeper understanding of the larger "American experience" in the Second World War. Spring, odd-numbered years.

HIS 386 America in the 60s and 70s**3 hours**

In 1964, Bob Dylan wrote the lyrics “There’s a battle outside and it is ragin...For the times they are a-changin.” These lines aptly describe the social and political turmoil and unrest that have characterized the history of the Sixties and Seventies. Thus, this course will look at the roots and forces behind the unrest of the era that led to a challenge of the status quo through social and political movements that forced America to live up to its ideals. We will look closely at the Civil Rights Movement, Women’s Liberation, the Anti-War Movement, and the Gay Rights Movement, among others. Fall, odd-numbered 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.

Prerequisites: HIS 286 and HIS 287 (waived for Social Science Field Endorsement), and permission of the instructor. Fall semester.

HIS 482 Senior Research Workshop**3 hours**

A writing-intensive class designed to provide additional support for majors taking the Senior Seminar.

Corequisite: HIS 481 Senior Seminar Research Seminar. **Prerequisites:** HIS 286 and HIS 287 (waived for Social Science Field Endorsement), and permission of instructor. Fall Semester.

HONORS PROGRAM

Mission

The mission of the Hastings College Honors Program is to provide an experiential learning community for high-achieving students committed to interdisciplinary scholarly inquiry and campus, civic, and global engagement.

Vision

The Hastings College Honors Program will be committed to achieving the following goals:

1. Maintaining a program composed of no more than 5% of the student body
2. Providing small, seminar-style classes in which high-impact teaching and learning practices are utilized
3. Producing a cohort of students who are committed to interdisciplinary scholarly inquiry, civic and global engagement, and community service as lifelong pursuits
4. Encouraging honors students to adopt their own effective leadership philosophy and style for personal growth
5. Facilitating student participation at regional and national academic conferences
6. Supporting study abroad programs for developing second language skills
7. Promoting the development of second-language skills
8. Mentoring for success after graduation and/or placing students in competitive graduate programs
9. Establishing a program that will be recognized nationally as a leader in innovative honors education.

Admission to the Honors Program

Hastings College acknowledges that outstanding students come in many different forms. However, Hastings College Honors Students tend to share certain characteristics. They are high-achieving, engaged, curious, self-starting, creative, and community-minded.

Admission Criteria

Admission to the HC Honors Program is highly competitive and the number of positions is limited. The Honors Program Committee looks for well-rounded students with a combination (though not necessarily all) of the following criteria:

1. Content and rigor of recent coursework (high school coursework for incoming first-year students, college coursework for transfer students and current HC students)
2. Current GPA of at least 3.75 (high school GPA for incoming first-year students, college GPA for transfer students and current HC students)
3. ACT score of 28 or higher
4. Outstanding talent/achievement in at least one activity or discipline
5. Strong commitment to one or more of the following: social activism, community service, global engagement, scholarly inquiry, and/or leadership
6. Ability to take initiative (self-starter)
7. Good fit with the mission of the Honors Program
8. Quality of work

Because of the inquiry-based nature of the HC Honors Program, admission is based on evidence that a student is not only a high-achiever but also a self-motivated and lifelong learner. High GPA and test scores therefore do not guarantee admission to the program.

Admission Process

There are three possible entry points to the HC Honors Program: incoming first-year students, students transferring to HC from another institution, and current HC students. Students must be enrolled in the Honors Program by the end of their second year. All must submit an application packet and interview with an Honors Program Committee representative.

The materials submitted as part of the application to the Honors Program include:

1. Letter of recommendation from recent teacher or professor
2. Copies of recent transcripts
3. ACT scores (if not on transcript)
4. Resume or CV listing recent activities and accomplishments
5. Application essay
 - a. **Guidelines for the Personal Essay:** You should first read the Mission Statements of Hastings College and its Honors Program (explore the www.hastings.edu website). Write your essay as you would for class, with proper grammar and a relatively formal tone (400-500 words).
 - b. **Essay prompt:** How would your talents and passions contribute to the Hastings College Honors Program? What do you hope to gain by being a member of this learning community?
6. Optional: Portfolio of 2-4 documents/videos demonstrating talents and/or best academic work

Honors Program Curriculum

All first-year honors students will take INT 103 and two first-year honors seminars, one with a focus on writing, the other with a focus on oral communication.

During the following three years, honors students must take three HNR seminars, and a capstone HNR seminar during their senior year. They must also take three 3+ credit hour courses, each in two divisions other than the one in which the student chooses his or her major.

In putting together their curriculum, students in the Honors Program will create an **individualized program of study** outside of their major field of study **that addresses an interdisciplinary question of their choice**. Students will submit a proposal for the individualized program of study in their sophomore year, and the individualized program leads ultimately to an honors thesis or culminating project to be completed in a Senior Honors Capstone course. The individualized program takes the place of the LAP for honors students, but it must still meet all the goals of the LAP. Sophomore Proposals and Senior Honors projects are subject to approval by the Honors Program Committee.

Summary of Honors Program Curriculum Requirements	
Total credit-hours:	39-45
First Year Requirements:	INT 103
	First-year 3-credit honors seminar (writing focus)

	First-year 3-credit honors seminar (speaking focus)
Taken during Remaining Semesters:	Three 3+credit courses in a division other than that of the major
	Three 3+credit courses in another division other than that of the major or the first elective
	Three 3-credit honors seminars
Senior Year:	Capstone honors seminar

Benefits of Participation in the Honors Program

Hastings College Honors Students are able to take advantage of a number of benefits for participating in the program, including the following:

1. Smaller class sizes in which students and faculty have more of an opportunity to participate in extended class dialogue and unique activities.
2. Additional mentoring and advising from an Honors Program advisor (in addition to your major advisor).
3. Participation in off-campus trips and activities.
4. Priority class registration (registration on the first day with seniors).
5. Honors Program designation on your HC college transcripts.

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)

Robert Amyot, PhD., 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.

First Year Seminar

(Fall semester—INT 103—1 credit)

INT 103

The purpose 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 Liberals 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, including a list of all courses to be taken and an essay which explains the rationale for the student's program, must be put together with a faculty advisor(s) chosen by the student. The proposal is then submitted to the Personalized Program Board for approval.

The Personalized Program is not an interdisciplinary option for everyone; seldom are there more than 10 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 student must have 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.** Students graduating with a Personalized Program major must have:
 - a. Successfully completed a minimum of 42 semester hours of 300-400 level courses;
 - b. Successfully completed a minimum of 127 semester hours;
 - c. Met all requirements of the Liberal Arts Program;
 - d. Successfully completed a capstone course appropriate to the Personalized Program;
 - e. Adhered to all official college academic policies, including the 30 hour rule (see Academic Policies, p.144), requirements for full time students, and transfer articulations.

4. **Concentration of courses.** A Personalized Program should be a truly creative blending of two or more disciplines. 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.
5. **Specificity of courses.** It is acceptable in certain instances to include alternate courses in a program, especially at the senior level. (For example, listing “PLS371 or PLS374”.) 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.
6. **Courses from other institutions.** The student should not include more than 24 credits of courses taken at other institutions in a Personalized Program.
7. **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.
8. **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.
9. **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.

LANGUAGES AND LITERATURES

Benjamin Waller, Ph.D., Chair
Maggie Callahan, Ph.D.
Constance Malloy, Ph.D.
Patricia Oman, Ph.D.
Eleanor Reeds, Ph.D.
Eric Tucker, M.A., M.F.A.
Pedro Vizoso, Ph.D.

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

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 & diverse perspectives – individual genius and cultural trends. In short, it is the study of people and the way they express ideas.

In the area of English, the department offers studies in literature 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.

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.

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. One year of a foreign language in middle school, plus one year of same foreign language at the second-year level in high school will also satisfy the language requirement. 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.

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 (38-41 hours)

All English majors take 7 core courses and choose one of two emphases: Literature and Writing. ENG 100 does not count toward the total hours for any emphasis or endorsement in English.

Core Courses (8 courses = 26 hours)

ENG 200 Introduction to the English Major
 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
 PUB 235 Copy Editing
 One (1) additional ENG course

English Education Majors (38-48 hours + Education Requirements)

In addition to the 8 core English courses, English Education majors take the following courses alongside their Education requirements. Please note that **ENG 420 Teaching English: Methods and Measurements** or **ED 420 General Secondary Methods** is required.

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
ED 370 Journalism Practicum (by arrangement)
THR 121 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.

Publishing Major (36-39 hours)

The Publishing major combines courses on the primary skills of the publishing industry with courses in the larger field of literature and media. It is designed to prepare students for publishing careers that require both technical proficiency in publishing (copy editing, production, and book design) and strong communication skills.

Core Courses (6 courses, 18 hours)

- ART 217 Typesetting (3)
- ENG 360 The English Language (3)
- ENG 383 Advanced Composition (3)
- PUB 218 Typography (3)
- PUB 234 Book Production (3)
- PUB 235 Copy Editing (3)

Senior Internship (1 course, 3 hours)

- PUB 490 Senior Internship (3)

English Electives (3 courses, 9–12 hours)

- Three additional ENG courses (3–4), only one of which may be at the 100 level
[ENG 100 does not count toward the Publishing major. PUB 335 Literary Editing may be counted as an English elective.]

Art and Digital Media Electives (2 courses, 6 hours)

Two courses from the following:

- ADM 230 Web Fundamentals (3)
- ADM 332 Web Communication (3)
- ADM 333 Web Design (3)
- ART 140 Introduction to Photography (3)
- ART 225 Commercial Art and Graphic Design I (3)
- ART 235 Computer-Generated Art (3)
- ART 319 Making and Breaking the Grid (3)
- ART 323 Commercial Art and Graphic Design II (3)
- PUB 336 Journal/Magazine Production (3)

Publishing Minor (6 courses, 18 hours)

Core Courses (4 courses, 12 hours)

- PUB 217 Typesetting (3)
- PUB 235 Copy Editing (3)
- PUB 234 Book Production (3, J-Term)
- PUB 290/490 Internship (3)

Electives (2 courses, 6 hours)

- ADM 332 Web Communication (3)
- ADM 333 Web Design (3)
- ART 225 Commercial Art and Graphic Design I (3)
- ART 319 Making and Breaking the Grid (3)
- ART 323 Commercial Art and Graphic Design II (3)
- PUB 218 Typography (3)
- PUB 336 Journal/Magazine Production (3)

Note: Because of the number of shared courses between an English major and a Publishing major, students may not major in one and minor in the other. Students may, however, double major in English and Publishing.

French Program

French Minor (18 hours)

The French minor consists of 6 courses (18 hours) beginning at the 200-level. FRN 201 and 203 (or placement exam proving proficiency beyond the intermediate level) are required. FRN J-Term classes and HIS 334: The French Revolution will count toward the minor.

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 430 Advanced Spanish Grammar and Language Studies

SPN 431 Reading in Literary Genres in Hispanic Literature

SPN 432 Topics in Contemporary Hispanic Film and Popular Media

SPN 433 Topics in Hispanic Culture and Civilization

SPN 434: Spanish Translation in Theory and Practice

* 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 330 Advanced Spanish Grammar and Language Studies

Six (6) electives at the 200 , 300 , or 400 level**
 One (1) capstone seminar from the following:***
 SPN 430 Advanced Spanish Grammar and Language Studies
 SPN 431 Reading in Literary Genres in Hispanic Literature
 SPN 432 Topics in Contemporary Hispanic Film and Popular Media
 SPN 433 Topics in Hispanic Culture and Civilization
 SPN 434: Spanish Translation in Theory and Practice

* 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 - (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. As needed.

ENG 100 Composition

3 hours

Expository and critical writing related to reading and class discussion. Introduction to academic discourse, argumentative writing, and the MLA citation style. 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. Students may repeat the course for credit if the topic differs. Each semester.

ENG 200 Introduction to the English Major

3 hours

Introduction to writing, research, and presentation methods for English majors, including intensive study of a theme, topic, period, or writer. Examples: fairy tales, contemporary women's literature, Victorian novels, forgotten texts, Arthurian legends, and children's literature. Prerequisite: English majors. Non-majors by permission. Limited to 15 students. Spring 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, odd-numbered years.

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, odd-numbered years.
- 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 242 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 248/348 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 255/355 Introduction to Comics** **3 hours**
 An introduction to the formal analysis of comics, focusing on key themes in the contemporary graphic novel, including memoir and the superhero, 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. As needed.
- 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 late 19th to early 21st-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 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 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**

Late 20th- and early 21st-century literature of American ethnic diversity and diverse religious backgrounds and sexual identities. 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**

Workshop-based instruction and practice in fiction writing, with an emphasis on the short story.

Does not count toward L.A.P. literature requirement. Fall, odd-numbered years.

ENG 385 Creative Writing: Poetry**3 hours**

Workshop-based 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**

Workshop-based 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. Students may repeat the course for credit if the topic differs. Limited to 15 students. Spring semester.

ENG 420 Teaching English: Methods and Measurements**3 hours**

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 major or minor.** 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 270-275/370-375 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 Topics for 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. Students may repeat the course for credit if the topic differs. As needed.

FRN 314 Topics 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. Students may repeat the course for credit if the topic differs. 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.

Publishing - (PUB)

PUB 217 Typesetting

3 hours

Introduction to the history and practice of typesetting, including reading and writing type specifications, conventions of page layout, printing and binding types, paper, and fundamentals of Adobe InDesign. Fall, even-numbered years.

PUB 234 Book Production**3 hours**

This course simulates an actual press working environment, focusing on the production side of book publishing, with students serving as proofreaders, typesetters, production assistants, and project managers. Includes instruction in advanced features of Microsoft Word, Adobe InDesign, and Adobe Photoshop to produce books and e-books for Hastings College Press. No experience necessary. Every J-Term.

PUB 235 Copy Editing**3 hours**

Introduction to copy editing, manuscript creation, major style guides, style key marking, advanced features of Microsoft Word, and advanced English grammar. The course will also cover methods for attaining freelance copy editing work. Spring, odd-numbered years.

PUB 335 Literary Editing**3 hours**

Theories and practice in developmental editing and editorial apparatuses such as introductions, footnotes, and indexes. Student projects might include creating a critical edition of a chosen text or reading submissions for Plainsongs. As needed.

PUB 336 Journal/Magazine Production**3 hours**

Principles of running a periodical, such as developmental editing, design, advertising, project management, and subscription management. Students will gain experience working on Plainsongs and will create their own periodical. As needed.

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 Beginning 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 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 284/384 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 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 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 330/430 Advanced Spanish Grammar and Language Studies**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. At the 400 level, the course fulfills the capstone requirement for the SPN major, with a substantial research and Spanish-language writing requirement. Students at the 400 level will be concurrently working in specific senior projects and portfolios. Sample topics: the history of the Spanish language; Spanish linguistic theory; literary translation; and technical translation. 330: As needed; 430: Spring, as needed.

SPN 331/431 Reading in Literary Genres in Hispanic Literature**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. At the 400 level, the course fulfills the capstone requirement for the SPN major, with a substantial research and Spanish-language writing requirement. Students at the 400 level will be concurrently working in specific senior projects and portfolios. Sample topics: Hispanic *modernismo*; Spanish-American 20th-Century literature, New York and the Hispanic literature, Spanish romanticism, Don Quixote, or the Spanish detective novel. **Prerequisite (331):** SPN 201-203 or permission of the instructor. **Prerequisite (431):** 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. 331: As needed; 431: Spring, as needed.

SPN 332/432 Topics in Contemporary Hispanic Film and Popular Media**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. At the 400 level, the course fulfills the capstone requirement for the SPN major, with a substantial research and Spanish-language writing requirement. Students at the 400 level will be concurrently working in specific senior projects and portfolios. Sample topics: Hispanic film and short film; Hispanic graphic novel; telenovelas and miniseries; Hispanic crime film. **Prerequisite (332):** SPN 201-203 or permission of the instructor. **Prerequisite (432):** SPN 201-203 and at least one 300-level SPN course, or placement exam; Spanish majors and minors of junior and senior standing only. 332: As needed; 432: Spring, as needed.

SPN 333/433 Topics in Hispanic Culture and Civilization**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. At the 400 level, the course fulfills the capstone requirement for the SPN major, with a substantial research and Spanish-language writing requirement. Students at the 400 level will be concurrently working in specific senior projects and portfolios. Sample topics: history of Spain, the Spanish Civil War, Spain under Franco, pre-Columbian civilizations, and colonial Spanish America. **Prerequisite (333):** SPN 201-203 or permission of the instructor. **Prerequisite (443):** SPN 201-203 and at least one 300-level SPN course, or placement exam; Spanish majors and minors of junior and senior standing only. 333: As needed; 433: Spring, as needed.

SPN 334/434 Spanish Translation in Theory and Practice**3 hours**

This course is designed to help students at the intermediate low level in perfecting their language skills through the challenges that poses translation of different texts and documents, with various emphasis: technical, literary, or for specific professions (medical, business, sports, legal, etcetera). Translation compensates in some way the learner's

dependence on circumlocution. Translation requires a lot of attention to detail and to the study and analysis of structures, at the same time it benefits from the learners' knowledge of their own native language. Translation reinforces vocabulary building. Translation is not only a linguistic activity; it is also a cultural endeavor in a very substantial way. Translation is fun. Students at the 400 level will be concurrently working in specific senior translation projects and portfolios. **Prerequisite (334):** SPN 201-203 or permission of the instructor based in a personal interview in Spanish. **Prerequisite (434):** SPN 201-203 and at least one 300-level SPN course, or placement exam; Spanish majors and minors of junior and senior standing only. 334: As needed; 434: 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) and COMPUTER SCIENCE - (CSC)

David Cooke, Ph.D.

Bobbi Buchholz, Ph.D.

Mark Hall, Ph.D.

John Schneider, Ph.D., Chair

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. Additionally,
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 and 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 and 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 140 Pre-Calculus

4 hours

A study of analytic geometry and functions (rational, trigonometric, logarithmic and exponential) and their graphs, for those students needing additional preparation prior to taking calculus. **Prerequisite:** Two years of high school algebra. As needed.

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 precalculus with a Math ACT of at least 24, or permission of instructor. 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 and 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 150 (with C or better). Spring, odd-numbered years.

MTH 320 Teaching Math Foundations: Geometry and 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 150 (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 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 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)

Byron Jensen, Ph.D., Chair**Louie Eckhardt, 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 a respect and love for music;
- broaden musical horizons through new and diverse realms of music;
- achieve excellence as music educators, performers, and consumers of music;
- develop an attitude of responsibility to share talents with others through performance;
- inspire creativity and expressivity through teaching and performing;
- appreciate and acknowledge the importance of live music within a community and musician's growth; and
- appreciate the spiritual beauty of music and the power to enrich other people's lives through the art of music.

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 as music educators in public and parochial school, and as private studio teachers, along with preparation for graduate school through the Bachelor of Music degree. The Department of Music also offers music instruction 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 students

the chance to design a degree 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. The Department of Music also offers a Minor in Music that is more exploratory in nature and allows students to gain some insights to the art of music. *Students should confer with the department chair and their advisor before selecting their program of study in music. 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 preschools, 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. PK-12 Vocal Music Subject Endorsement: 131/133; 131a/133a; 231/233; 231a/233a; 352; 361/363/461; 141/143; 241/243; 433; 351; 161/163; 420; 303; 310; 480a or 102/302; 380a-b; 111-413d; 311-413b; 230a/430a or 230/430; 480f; 470f; 260/460; 111k/113k. 1/2 Recital required.

B. PK-12 Music Field Endorsement (Vocal and Instrumental): 131/133; 131a/133a; 231/233; 231a/233a; 352; 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; 343 a, b; 433 or 435; 351, 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.

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; 380a,b,c,d; 210/410; 371/373; 391/393; 351; 470j; 470a,b,c,or d; 111j-413; 1½ Recitals required; 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. Collaborative Piano

101; 131/133; 131a/133a; 231/233; 231a/233a; 352; 263/361/363/461; 351; 380 a, b, c, and d; 111b-413b (primary instrument); 111b-413b (secondary instrument); 373/373; 391/393; 111j-413j; 210/410; 470j (2 @ 1 credit), k, q, r, s; 1½ Recitals required; 100/300, 250/450, 260/460; or 250a/450a.

III. PIANO PEDAGOGY – The Department of Music values and requires field work in conjunction with piano pedagogy courses 101; 131/133; 131a/133a; 231/233; 231a/233a; 352; 265/361/363/461; 111b-413b; 391/393/394; 290/490 (Internship); 380a, b, c, d; 371; 373; 470a, b, c, d, e; 470j; 1½ Recitals required; 100/300; 250/450, 260/460 or 250a/450a and supporting courses MU 303 and ED 310.

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 (History, Literature and 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.

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, sight singing, 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 MU 131 or MU 133. (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 (Mainly J-Term Offerings or Arranged)**3 hours**

- 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 and 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 and Music Technology **1 hour**

An introduction to the profession of music education consisting of history and philosophy of music education in the United States, assessment in music, national and Nebraska curricular standards, and other related topics. The course will also serve as an introduction to the application of technology associated with and designed specifically for music production, education, and composition.

MU 303 Pre-School/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 and 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 Pre-school/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:

- 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]

l* = conducting** [1 hour/Bachelor of Music]
***m* = improvisation** [1 hour/ Bachelor of Music]

- *Italics* indicate Lab is required
- *Composition: **Prerequisite:** MU 131-233 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 2016
MU122 (non-major) Spring 2017
MU123 (non-major) Fall 2017
MU124 (non-major) Spring 2018

MU271 (non-major) Fall 2018
MU272 (non-major) Spring 2019
MU273 (non-major) Fall 2019
MU274 (non-major) Spring 2020

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 230a/430a 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**

PERKINS LIBRARY

Susan Franklin, M.A., Director of Libraries

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 four notebook computers that students can borrow), approximately 96,500 books, current subscriptions to over 11,000 popular and scholarly magazines and journals (including many online journals), over 5,000 DVDs/BluRays, and free coffee/other beverages. There is also a curriculum collection of over 3,600 children's books and related materials. Students have access to more than 30 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 212,000 electronic books, and access to more than 24,000 academic films. All of these databases are accessible to Hastings College students anywhere, at any time, on or off campus.

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, and course reserves. Perkins Library also maintains the archives, the Bellevue College Collection, the Brown Collection of Western Americana, the Susan and Gerald Holcomb Lewis & Clark Collection, the Dr. Michael Moody Collection, and Harrold Shiffler's Theatre Philatca Collection.

PHILOSOPHY - (PHL)

Ali Beheler, Ph.D.

Patty Kingsley, M.A.

The purpose of philosophy is to deepen our understanding of ourselves and our world. Courses in philosophy raise and explore critical questions about the meaning and value of all aspects of human identity and experience. More traditional questions explored by philosophy include "What is justice? What is truth? What is the self? What is the best form of government? Is freedom possible? How is knowledge possible?" More recently, philosophy has incorporated exploration of questions about the nature and meaning of sexuality, gender, race, identity, power and its social manifestations, and even technology and sport – any significant phenomenon or practice can be explored philosophically.

The study of philosophy encourages, above all, a commitment and ability to think critically about one's life and impact on the world. It helps students to develop a more thoughtful and critical understanding of who they are and

wish to be, their beliefs and values, and the world and worldviews around them. Philosophy as a discipline emphasizes clarity of thought and expression (both oral and written), skills in reasoning and argumentation, and careful engagement with texts and the ideas of others. Because of the complexity that philosophical exploration can take, thoroughness and generosity in the approach to others' positions are emphasized.

Philosophy builds skills that are directly applicable to every other major and to almost any vocation, including skills in critical thinking, problem solving, moral judgment, reading and textual analysis, writing, and communication. Thus, a philosophy minor is a strong supplement to almost any major, and a major or minor in philosophy is one of the best preparations available for those who wish to pursue business school, law school, or graduate studies in a variety of fields.

Note on courses listed as both 200- and 300-level: Courses with both a 200- and 300-level designation may be taken at either of the two levels, selected by the student at the time of registration. The two course levels are distinguished by differences in the assignments and expectations, to be clarified by the instructor of each course.

Note on the L.A.P. Philosophy requirement:

- 1) The department's J-term courses **do not** satisfy L.A.P. requirements for Philosophy.
- 2) A PHL course cross-listed with another department may be used to fulfill the philosophy L.A.P. **only** in cases in which it is offered by an instructor in the Philosophy and Religion department.

Philosophy major (30 hours): Ten courses comprising the following, at least five of which must be taken at the 300-level or higher:

At least one of the following courses:

Introduction to Philosophy (100)

Introduction to Ethics (104)

At least one of the following courses:

Ancient and Medieval Thinkers (210/310)

Modern and Contemporary Western Thought (211/311)

At least one of the following courses:

Logic (204)*

Critical Thinking (105)

**If you are considering graduate work in philosophy, it will be recommended that you take the Logic option.*

Senior Seminar (411)

And at least six additional philosophy courses.

Philosophy minor (15 hours): Any five philosophy courses, at least two of which must be taken at the 300-level or higher.

PHL 100 Introduction to Philosophy

3 hours

Philosophy, meaning "the love of wisdom," helps students to think deeply and critically about themselves, their societies, and fundamental questions of human meaning. This course is an introduction to that practice and its history, offering a survey of key themes, ideas, and texts in philosophy, with attention to its relevance to contemporary society. Each semester.

PHL 104 Introduction to Ethics

3 hours

What does it mean to be a good person? How do we determine the right thing to do in difficult situations? Do we owe anything to fellow humans and creatures, and if so, how do we know this? What makes a truly good society, and a truly good life? This class is a thought-provoking exploration of these classic ethical questions and the major philosophical theories that have been developed to answer them. In addition to the historically important theories, attention is given to ethical issues in our contemporary world and to applying philosophical theories to these issues. Readings include Plato, Aristotle, Kant, Mill, and others. Fall semester.

PHL 105 Critical Thinking

3 hours

This course will introduce the student to the many skills involved in critical thinking and reasoning, with a special emphasis on the application of these techniques to issues in contemporary society. The student will learn to evaluate positions, frameworks of belief systems, controversial issues, and to construct well-reasoned arguments on a variety

of topics. The work practiced in this class is meant to provide a foundation to scholarship and citizenship pursued across all disciplines, and throughout life. It is an excellent choice for those planning to take any entrance exam for graduate study, including the GMAT, LSAT, or GRE. Spring semester.

PHL 204 Logic

3 hours

This course develops a student's analytic reasoning skills. In addition to studying argumentation and how both language and argument structure can deceive, students will study methods for 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 business, health care fields, or law. It is an excellent choice for those planning to take any entrance exam for graduate study, including the GMAT, LSAT, or GRE. Fall semester.

PHL 210/310 Ancient and Medieval Thinkers

3 hours

A survey of the variety of fundamental ideas that shaped the birth and development of Western thought. Special attention is given to the ongoing significance of Ancient thought, from the Pre-Socratics, Plato, and Aristotle to the Roman thinkers. Spring, odd-numbered years.

PHL 211/311 Modern and Contemporary Western Thought

3 hours

A survey of major thinkers and ideas in Western thought from Descartes in the 17th century to the present. The course will typically work to trace a theme of contemporary relevance through its development in the thinkers and texts we cover. Such themes might include one of the following: the self and identity, freedom, power, prison and punishment, the relation between the body and the mind, the relation between humans and animals, madness, knowledge, etc. Spring, even-numbered years.

PHL 213 Applied Ethics: Topics

3 hours

This course focuses on the practical application of philosophical reasoning to ethical questions in public and private life. Topics will vary from year to year and may include, but are not limited to, the following: Medical Ethics, Bioethics, Animal Ethics, Sports Ethics, Technology and Ethics, Environmental Ethics, etc. Students may take the course twice, provided the topics are different. Spring semester.

PHL 215/315 Sex and Gender

3 hours

A philosophical investigation of the nature of sex and gender and their role in shaping identity at the individual and social level. Spring semester.

PHL 218/318 Self and the Meaning of Existence

3 hours

An exploration of the key ideas regarding the human condition developed by existential literature and philosophy: the self/the other, freedom, authenticity, alienation, angst, absurdity, death, God. As needed.

PHL 250/350 Topics in Philosophy

3 hours

This topics course allows for the in-depth study of one or two important figures in philosophy or of a significant philosophical theme, problem, or concept. Students may take the course twice provided that the topic is different. 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. Spring semester.

PHL 305 Feminist Philosophy

3 hours

This course explores feminist approaches and contributions to philosophy and theory of the 20th century, feminist critiques of traditional philosophy, and introduces students to important feminist philosophers and concepts. As needed.

PHL 344 Philosophy of Art

3 hours

(Also AHT 344)

This course is a philosophical exploration of questions about the nature of art, artworks, beauty, aesthetics, and the role that these issues play in human life. The work of philosophers, critics, and artists will be considered. 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 384 History of American Political Thought

3 hours

(Also PLS 384)

In this course we will explore texts that have contributed to the political idea of America and its ideals, focusing on themes such as federalism, civil rights and civil liberties, ideology, religion, and democracy. Spring, even-numbered years. **Does not fulfill any LAP requirement.**

PHL 411 Seminar in Philosophy

3 hours

This seminar, open to majors and non-majors, serves as a capstone course for philosophy majors and an intensive seminar in a selected topic area for others. Students will have the opportunity to create knowledge in the context of ideas and research in the topic area of the course; majors will develop a project that deepens and refines skills and interests gained in the course of the major. As needed.

PHL 414 History of Economic Thought

3 hours

(Also ECO 414)

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.

PHL 484 History of Political Thought

3 hours

(Also PLS 484)

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.

PHYSICAL EDUCATION & HUMAN PERFORMANCE - (PED)

Becky Hamik, M.Ed. Chair

Nick Dinan, M.S, CSCS

Casey Molifua, M.A.T

The mission of the Department of Physical Education and 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 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	Health Endorsement
Exercise Science	Strength and Conditioning With Certification

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 (37 hours) In addition to Professional Education requirements, students take: PED 102, 201, 210, 301, 308, 317, 331, 334, 352, 362, 390, 400, and 454.

7-12 Physical Education Subject Endorsement (37 hours) In addition to Professional Education requirements, students take: PED 102, 201, 210, 301, 308, 317, 331, 334, 352, 362, 400, 420 and 454.

PK-12 Physical Education Subject Endorsement (42 hours) in addition to Professional Education requirements, students take: PED 102, 201, 210, 301, 308, 317, 331, 334, 352, 362, 390, 400, 420, 454 and 2 hours of elective. Recommend taking a class from the following list: PED 315, PED 330, PED 339, PSY 236, or any of the coaching classes. ED classes can count with approval from the department chair.

PK-12 Health and Physical Education Field Endorsement (55 hours) In addition to Professional Education requirements, students take: PED 102, 201, 210, 301, 308, 315, 317, 330, 331, 334, 339, 352, 362, 390, 400, 420, 430, 454, and PSY 236.

7-12 Coaching Supplemental Endorsement/Coaching minor (22 hours): PED 301, 308, 343, and 454. Nine hours must also be selected from the following: PED 351, 353, 360, 361, 363, 365, and 373. This endorsement is a supplemental endorsement and may be taken as an extra endorsement, in addition to a subject or field endorsement. **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 and 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 and 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, PED 308 or BIO 111 (for students interested in a post-secondary degree), SOC 295 or MATH 210, PED 201, 210, 301, 315, 330, 339, 343, 352, 362, 483.

Strength and Conditioning minor (25 hours): PED 308, 2 hours from the following: (PED 190,194 199) and 301, 315, 339, 343, 362, 484.

As part of the Strength and Conditioning minor students are encouraged to register for and take the certification exam from the National Strength and Conditioning Association upon the completion of PED 484.

Recreation Management

The mission of the Recreation Management major is in line with the philosophy of the Department of Physical Education and 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 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 Management (31 hours): This major 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, 352, 454 and BUS 303. **Strongly suggest a minor in business or strength and conditioning as well as a coaching endorsement.**

Physical Education Activity Courses: a description of these courses is available in the Physical Education and Human Performance Department. The course offerings are:

PED 111 Individual Fitness: Pilates	1 hour
PED 160 Aerobics	1 hour
PED 190 Beginning Weight Training	1 hour
PED 194 Advanced Weight Training	1 hour
PED 199 Movement and Mobility	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 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 online

PED 111 Pilates **1 hour**

Course is designed to introduce student to the benefit of Pilates Matwork as a way to enhance core strength, flexibility and overall fitness. Students will perform a variety of exercises while learning how to modify those movements for individual fitness levels. Difficulty of exercises will progress throughout the semester as participants become more proficient in their abilities. Spring Semester

PED 115 Introduction to Sport and 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 160 Aerobics**1 hour**

Course is designed to introduce students to a variety of formats in aerobic group exercise while improving their personal fitness level. Fall semester

PED 190 Beginning Weight Training**1 hour**

Beginning Weight Training offers instruction and practice in proper training techniques. Emphasis is placed on the application of scientific principles and methods used to build, improve and maintain proper muscle fitness. Each Semester

PED 194 Advanced Weight Training**1 hour**

This course is designed to provide the students with the opportunity to evaluate individual needs and develop a Strength and Conditioning program based on those individual needs. Students must work to develop an understanding of the major muscle groups and how to develop a proper program that ensures proper balance, lifting techniques, flexibility, and safety .Spring Semester

PED 199 Movement and Mobility**1 hour.**

Movement and Mobility is designed to teach students how to perform basic human maintenance on themselves. Mobility exercises, proper body movement and proper posture will be the major focus of this class. 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. Summer.

PED 210 Foundations of PEHP**3 hours**

Designed to inform students of the breadth, scope and nature of the fields of physical education and exercise science and to present the history, philosophies, principles and objectives of the discipline. Fall semester.

PED 234 Sport and 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 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:** PED 308 and 352 or equivalent. Spring semester.

PED 304 Park and 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 308 Structure and Function

4 hours

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 are majoring in Physical Education, Coaching and Health. **This does not satisfy the LAP requirement.** Fall semester

PED 314 Facility Management and 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 Exercise and 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 317 Lifetime Activities

3 hours

This course will cover rules and procedures for teaching lifetime activities from upper elementary to high school students. This aligns with the National PE standards, specifically 3 and 5. This is a required course for the PK-12 PE major and health endorsement. **Must have permission to enroll if not a PE major.** Spring semester

PED 330 Exercise for Special Populations

3 hours

Designed to familiarize students with the effects exercise, or the lack of exercise, has on the aging adult and special populations. Special attention will be given to the physiological aspects of aging, exercise programming, and health and safety concerns specific to the older adult and special populations. Prerequisite: 301,308,362. Spring semester.

PED 331 Adapted Physical Education

3 hours

Designed to analyze the common handicapping conditions and the adaptation of physical education and sport activities, games, and rhythms. The course also briefly explains the laws, policies, and processes that affect handicapped students. Fall 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. **Required completion of, PED 390 or 420. Must be taken concurrently with PED 400/600.** 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. Focus will be on both Aerobic and Anaerobic conditioning. Lab time outside of class will be required. Prerequisite: 301,308,362. Spring semester.

PED 343 Care and 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 PED 308 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 360 Theory of Coaching Wrestling

3 hours

Designed to introduce the theories, methods, techniques, strategies, and officiating of the sport of wrestling as well as the organization and administration of a wrestling program. Fall 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. Each 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:** PED 308 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 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 Elementary Physical Education

3 hours

Designed as a study of curriculum development and implementation of developmentally appropriate activities for children in the elementary schools. Teaching methodologies, assessment, and current standards will be addressed. Each semester.

PED 400 Physical Education Curriculum and Essentials

3 hours

This is the culminating class for the PE major. You will be required to do a Physical Education Portfolio to use as a teaching tool during your student teaching experience. Time will be spent in preparation for the Praxis II. PED 390 and or 420 are required. Must be taken concurrently with PED 334/534. Spring Semester

PED 420 Methods of Teaching Secondary Physical Education

3 hours

Designed as a study of curriculum development and implementation of activities for secondary school students. Teaching methodologies, assessment, and current trends and standards will be addressed. **Students must be admitted to Teacher Education.** Fall semester.

PED 430 Methods of Teaching Health

3 hours

This class is required for students seeking to be endorsed to teach health. It will cover current topics and prepare students to write a coordinated school health plan. Students must also be endorsed to teach Physical Education. Field experience will be required. J –Term

PED 454 Administration of Physical Education and Sport

3 hours

Designed to examine administrative techniques for programs, policies, personnel and public relations within the fields of physical education, sport, and recreation. Spring 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. Senior year. Prerequisites: 301 308, 330, 339, 352, 362. Spring semester.

PED 484 Seminar in Strength and Conditioning

3 hours

Designed as a capstone course to prepare students for certification as a personal trainer and strength and conditioning specialists. Specifically, this class will serve as a preparation course for the certified strength and conditioning certification (CSCS) offered through the national strength and conditioning association (NSCA). Course content includes exercise science concepts, nutrition, exercise techniques, and program design. Recommend completion of, or concurrent enrollment in PED 301 and 362. Senior year. Fall semester.

PHYSICS - (PHY)

Steven Bever, Ph.D., Chair

Maria Becker, Ph.D.

Brad Peterson, Ph. D.

The Physics Department offers a comprehensive 45 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: Newton's laws of motion, conservation laws, rotational dynamics, fluids, and waves. 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 heat, electricity, magnetism, light, and selected topics from modern physics. Three lectures per week, one recitation, plus a laboratory. **Prerequisite:** PHY 201. Spring semester.

PHY 211 College Physics

5 hours

Introductory physics course appropriate for pre-engineering students, physics and chemistry majors. Topics include: Newton's laws of motion, conservation laws, rotational dynamics, fluids, and waves. Three lectures per week, one recitation, plus a laboratory. **Prerequisite or corequisite:** MTH 150. Fall semester.

PHY 213 College Physics

5 hours

Continuation of 211, with emphasis on the fundamentals of heat, electricity, magnetism, light, and selected topics from modern physics. Three lectures per week, one recitation, plus a laboratory. **Prerequisite:** PHY 211. 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: Semiconductor 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

Sabina Pavlovskaja-Hilail, 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, 203 and 251. In addition, majors and minors must choose either PLS 301, 303, 304, 306, or 333, and either PLS 302, 305, or 371. Majors must also complete PLS 351, 480 and 484; either SOC 295 or MTH 210; and a practicum (PLS 460) or internship (PLS 490) in some area of the student's interest, taken for 1-6 credits, usually during the summer or J-Term of junior year.

Students who plan to do graduate study in Political Science or Public Policy should also take MTH 374, and seriously consider earning a minor in Mathematics. The department also encourages majors to take courses and develop concentrations in closely related fields such as economics, history, communication studies, marketing, and sociology.

Students planning on attending law school will find the Political Science major to be very helpful in preparing them for a career in the law. It is just one of many possible paths, however; see the Pre-Law Program on page 118 for more details.

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: PLS 170, 220, 251, and 309; HIS 203; either HIS 218/318, 219, 228, or 243/343; either ECO 211 or 213; and one of the following: PLS 302, 305, 307, 344, or 347.

Language Competency (18+ hours): Because anyone interested in an international career should be proficient in at least one other language, a student majoring in International Studies must demonstrate a high level of foreign language competency. While a second major in a foreign language is highly recommended, an IS major 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, and courses taken at the 200-level for the core cannot be taken again at the 300-level in an emphasis area.

There are two areas of emphasis offered within International Studies: International Political Economy, and International Relations.

- **International Political Economy (IPE) emphasis (16 hours):** Required courses: PLS 302 or 305; ECO 311 or 313; ECO 344; SOC 295 or 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 314, 318, 326, 343, 345, 347, or PLS 344, 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.

Related Fields: International Studies majors who plan to apply to the US Foreign Service should also take HIS 383, HIS 386 and BUS 330. 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, Languages (French, Russian, or Spanish) and Literature, Music, or Religion.

Complementary Minors

These minors are designed for students majoring in a field outside the department, who wish to develop a competency in a subset of political knowledge and skills. (Students majoring or minoring in Political Science, or majoring in International Studies, may not minor in one of these complementary areas.)

Global Development (18 credits): PLS 170 Intro to Global Politics; PLS 220 Intro to Comparative Politics; PLS 302 Political Development; PLS 307 Gender and Politics or PLS 314 Advanced Public Policy; ECO 213 Principles of Macroeconomics; and ECO 348 Economic Development.

Global Engagement (18 credits): PLS 170 Intro to Global Politics; either PLS 220 Intro to Comparative Politics or HIS 203 World Regional Geography; PLS 307 Gender and Politics; PLS 309 International Institutions; COM 333 Intercultural Communication; and either PSY 331 Cross-cultural Psychology or ED 382 Educating a Multicultural Society.

International Peace and Security (18 credits): PLS 170 Intro to Global Politics; PLS 220 Intro to Comparative Politics; either PLS 302 Political Development or 305 Politics in the Developed World; PLS 309 International Institutions; either HIS 343 Islamic World or PLS 344 Modern Europe; either PLS 371 International Relations or PLS 374 US Foreign Policy.

Nonprofit Leadership (18 credits): PLS 160 Intro to US Politics; PLS 306 Interest Groups and Social Movements; either ACC 100 Financial Accounting or PLS 203 Public Policy Analysis; COM 201 Small Group Communication; BUS 303 Nonprofit Organizations and Fundraising; and either COM 304 Persuasion, COM 464 Organizational Communication or PSY 409 Special Topics in Industrial Organizational Psychology.

Political Campaign Strategy (18 credits): PLS 160 Intro to US Politics; PLS 251 Research Methods; PLS 301 Public Opinion Campaigns and Elections; PLS 351 Advanced Quantitative Methods; either PLS 203 Public Policy Analysis, PLS 303 US Congress or PLS 304 US Presidency; and either BUS 303 Nonprofit Organizations and Fundraising or COM 360 Advanced Public Address.

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. Most J-terms.

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 Spring 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. Fall, even-numbered years.

PLS 220 Introduction to Comparative Politics

3 hours

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. Fulfills the L.A.P. requirement. Each Fall semester.

PLS 251 Research Process and Methods

3 hours

(Also SOC 251)

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. **Does not fulfill any LAP requirement.** Each 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 160, 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 303 The US Congress and the Pressure System 3 hours

This course systematically examines the structure and function of the US Congress, and the impact of outside pressures on them. Theories of how legislatures 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 160 and PLS 251, or permission of instructor. Fall, odd-numbered years.

PLS 304 The US Presidency and Executive Branch 3 hours

(Also HIS 304)

This course looks at the role, structure, and functions of the U.S. Executive Branch. The course reviews the political development of the presidency and the executive departments and agencies and its tendency to increase executive autonomy, and examines the complex structure of the executive branch and federal bureaucracy today. **Prerequisite (for PLS 304 only):** PLS 160, or permission of instructor. Fall, 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 160 and 251 or permission of instructor. Spring, odd-numbered years.

PLS 307 Gender and Politics 3 hours

This course examines the role of gender in various political systems using a comparative framework. A specific focus is 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, and the corresponding policies that such systems generate. We will analyze the role of gender in grass-roots political movements, state and local politics, interest groups, national politics, international politics, and revolutionary movements. **Prerequisite:** PLS 140, 160 or 170, 220. As needed.

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. As needed.

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. Spring, even-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. **Strongly recommended:** Introduction to Global Politics (PLS 170), Introduction to Comparative Politics (PLS 220) and/or Western Civilization since 1648 (HIS 110). As needed.

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. **Strongly recommended:** Introduction to Global Politics (PLS 170), Introduction to Comparative Politics (PLS 220), and/or Modern Latin America (HIS 219). Fall, even-numbered years.

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 251 or SOC 251, and MTH 210 or SOC 295, or permission of instructor. Fall, odd-numbered years.

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. Spring, odd-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. **Prerequisite:** PLS 170, or permission of instructor. Fall, odd-numbered years.

PLS 384 History of American Political Thought

3 hours

(Also PHL 384)

In this course we will explore texts that have contributed to the political idea of America and its ideals, focusing on themes such as federalism, civil rights and civil liberties, ideology, religion, and democracy. Spring, even-numbered years. **Does not fulfill any LAP requirement.**

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

1-6 hours

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 a practicum -- 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 practica 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. For each hour of credit earned, students must acquire at least 40 hours of practical experience. In addition, all practica have an academic component consisting of both academic reading and writing assignments, 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

(Also PHL 484)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. **Note that PHL 484 does not meet the Philosophy LAP requirement.**

PRE-LAW

Bruce Batterson, J.D., M.B.A., Pre-Law Advisor

Robert Amyot, Ph.D., Co-Advisor

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:

<p><i>Business and Economics:</i> ACC 100: Financial Accounting (many law schools require an accounting course that may be skipped if taken as an undergraduate) * BUS 311: The Legal Environment and the Uniform Commercial Code BUS 313: Commercial Law</p> <p><i>Communication Studies:</i> COM 304: Persuasion COM 314: Argumentation and Debate * COM 344: Research Methods in Comm. Studies</p> <p><i>Languages and Literatures:</i> Any ENG 300+ literature course ENG 383: Advanced Composition</p> <p><i>History:</i> 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 HIS 368 Women in the U.S. Since 1890 HIS 386 America the in 60s and 70s</p>	<p><i>Philosophy:</i> PHL 100: Introduction to Philosophy PHL 104: Ethics PHL 105: Introduction to Critical Thinking Any 200+ Philosophy course, especially: PHL 204: Logic * PHL 314: Theory of Knowledge</p> <p><i>Political Science:</i> PLS 160: Introduction to American Government PLS 203: Public Policy Analysis PLS 251: Research Process and Methods PLS 303: US Congress and Legislative Process PLS 333: Judicial Politics and Constitutional Law * PLS 484: History of Political Thought *</p> <p><i>Psychology:</i> PSY 130: Social Psychology PSY 311: Industrial/Organizational Psychology PSY 334: Cognitive Psychology</p> <p><i>Religion:</i> REL 365: Religion in America</p> <p><i>Sociology:</i> SOC 324: Sociological Theory SOC 334: Criminology</p> <p>* highly recommended</p>
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PRE-NURSING - (BSN)

Amy Morris, Ph.D.

Neil Heckman, Ph.D.

Students interested in pursuing a career in nursing at Hastings College. 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.

PSYCHOLOGY - (PSY)

Stephanie Furrer, Ph.D., Chair

Lee R. Wigert, Ph.D., D.Min.

Jeri Thompson, 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.

In order to align itself with national standards, the department has adopted the American Psychological Association's Guidelines 2.0 for the Undergraduate Major. These guidelines include the following general learning goals and their associated outcomes:

Goal	Students completing a major in psychology will be able to
1. Knowledge Base in Psychology	1.1 Describe key concepts, principles, and overarching themes in psychology 1.2 Develop a working knowledge of the psychology's content domains 1.3 Describe applications of psychology
2. Scientific Inquiry and Critical Thinking	2.1 Use scientific reasoning to interpret psychological phenomena 2.2 Demonstrate psychological information literacy 2.3 Engage in innovative and integrative thinking and problem solving 2.4 Interpret, design, and conduct basic psychological research 2.5 Incorporate sociocultural factors in scientific inquiry
3. Ethical and Social Responsibility in a Diverse World	3.1. Apply ethical standards to evaluate psychological science and practice 3.2 Build and enhance interpersonal relationships 3.3 Adopt values that build community at local, national, and global levels
4. Communication	4.1 Demonstrate effective writing for different purposes 4.2 Exhibit effective presentation skills for different purposes 4.3 Interact effectively with others
5. Professional Development	5.1 Apply psychological content and skills to career goals 5.2 Exhibit self-efficacy and self-regulation 5.3 Enhance teamwork capacity 5.4 Develop meaningful professional direction for life after graduation

Psychology major (34 hours): The following 16 hours of courses are required of all majors, and are to be taken in this order: PSY 100, PSY 200, Statistics (either SOC 295 or MTH 210), PSY 373 & 375, PSY 491. (See table below for the suggested semester-to-semester sequence.)

An additional 18 hours of electives must be taken to reach 34 hours; students may select from any of the psychology courses, but must select at least one from each of Groups A, B, C, and D (see below).

Psychology minor (21 hours): PSY 100 and 18 hours of electives; at least one course must be selected from each of Groups A, B, C, and D.

Recommended Sequence of Courses in the Psychology Major

FALL

SPRING

1. PSY 100 Introduction to Psychology	PSY 100 Introduction to Psychology 200-level Group Elective
2. PSY 200 Professional Development (fall only) MTH 210 or SOC 295 statistics 200-level Group Elective	MTH 210 or SOC 295 statistics 200- or 300-level Group Elective
3. PSY 373/375 Research Methods and Statistics+Lab 300-level Group Elective	PSY 373/375 Research Methods and Statistics+Lab 300- or 400-level Group Elective
4. PSY 491 Senior Seminar (fall only) 300- or 400-level Group Elective	300- or 400-level Group Elective

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 311 Industrial/Organizational Psychology

PSY 413 Work Motivation

Group D: PSY 221/321 Abnormal Psychology

PSY 261 Personality Theories

PSY 331 Cross-Cultural Psychology

PSY 333 Counseling Theories

To achieve Master of Arts in Teaching (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. This is the 1st in the sequence of core courses in the major; if necessary, can be taken concurrently with PSY 200. 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.* Spring semester only.

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, professional activities and skills, 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 is the 2nd in the sequence of core courses in the major. If possible, this course

should be taken in the sophomore year, and/or as soon as possible after the major has been declared. **Prerequisite or corequisite:** PSY 100. 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), emotion, stress, learning and memory, language, and abnormal behavior/mental illness. 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 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.

PSY 260/360 Psychology Research 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. Arranged.

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 only, 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 demographic, 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/Organizational 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 well being and organizational effectiveness. Fall semester only.

PSY 313 Behavioral Intervention

3 hours

Behavioral Intervention focuses on theories of learning, their application to behavioral change strategies, and intervention for maladaptive behaviors. The class will focus on applied behavior analysis and behavior therapy. Techniques that will be applied include behavioral modeling and classical and operant conditioning. Each semester.

SPECIAL NOTE for students in K-6 and K-12 Special Education Field Endorsements only: This course substitutes for ED 342, and the combination of this course and PSY 201 Biopsychology satisfies the L.A.P. Area II Psychology/Sociology requirement.

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 only,

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, 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: PSY 210 or Permission of instructor. Spring semester only.

SPECIAL NOTE: This course is required for the **Early Childhood Education (ECH) Supplemental Endorsement**. For ECH students only, this course satisfies the L.A.P. Area II 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 enroll in PSY 375 (Lab) concurrently. **Prerequisites:** PSY 200, junior standing, and Statistics (either 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 is a discussion-based course in which a narrow topic within I/O will be explored in depth. Planned topics are announced in the Class Schedule each time this class is offered. Topics may include Leadership, Consumer Psychology, Judgment and Decision Making. Spring semester only (alternates with PSY 413).

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 only (alternates with PSY 409).

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 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: PSY 373 and PSY 375. Fall semester only, alternate years.**

PSY 491 Senior Seminar 3 hours

This is the psychology major capstone course. Students will explore the history of and current issues in the field of psychology. In a paper based on current literature in the field, students will identify and describe, within the framework of the Biopsychosocial Model, a problem or issue in their chosen career field, and suggest a method for addressing this problem. Students will also develop their resumé/vita, personal statement, and graduate school/job application materials. **Prerequisites: Senior standing and all other core major courses. Fall semester only.**

RELIGION - (REL)

Jean Heriot, 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 quarens 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.

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 (30 hours): 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 two more courses at the 200 level; REL 391 (Research Seminar), plus three more religion (REL) courses at the 300 level. Students will choose one additional religion (REL) course at any level (100-300) to complete the major.

Religion major with an emphasis in Christian Ministry (30 hours): Required core courses include REL125; 135; 191 or 291; 245 or 246; 391; 405; and one of the following: REL/MU402, REL 406, ED300, or PSY 333. Four additional religion (REL) courses at the 300 level complete the major.

Religion minor (15 hours): Minors are required to complete REL 191 (Introduction to World Religions) or REL 291 (Ways of Understanding Religion), plus four more courses, including at least one course at the 200 level, and at least one course at the 300 level. Five religion (REL) courses complete the minor.

Religion minor with an emphasis in Christian Ministry (15 hours): Required courses include REL 125; 135; 245 or 246; and one of the following: REL/MU402, REL 406, ED300, or PSY 333. One additional religion (REL) course at the 200-300 level completes the minor.

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). Each semester.

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 246/346 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. Students enrolled in REL 346 will be required to write a final research paper. Spring, even-numbered years.

REL 274 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. Spring, odd-numbered years.

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. Fall, odd-numbered 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. Students enrolled in REL 393 will be required to write a final research paper. Fall, odd-numbered 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. Students enrolled in REL 395 will be required to write a final research paper. Fall, even-numbered 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. Students enrolled in REL 398 will be required to write a final research paper. Spring, odd-numbered 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 semester.

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. 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 man himself. **Prerequisite:** REL 135 or permission of the instructor. Fall, even-numbered 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, odd-numbered 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. Spring, even-numbered years.

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, even-numbered 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. Fall, odd-numbered 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. As needed.

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. Spring, even-numbered years.

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. Spring, odd-numbered years.

REL 391 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. **Does not fulfill L.A.P. requirement.** Fall semester.

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. **Does not fulfill L.A.P. requirement.** J-term. As needed.

REL 406 Youth Ministry and Christian Leadership

3 hours

An introductory course in the theologies, methods, and models of youth ministry and Christian leadership in faith communities. Attention will be paid to issues of gender, race, and class in ministry to youth.

Prerequisites: One REL course. **Does not fulfill L.A.P. requirement.** Spring, odd-numbered years.

REL 450 Student Ministry Practicum

1-3 hours

A ministry practicum in an approved church or Christian organization for 3 hours per week per credit hour for fifteen weeks during the fall or spring semester, or 5.5 hours per week per credit hour 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. **Prerequisites:** Permission of instructor. **Does not count toward a Religion major or minor. Does not fulfill L.A.P. requirement.** Each semester and summer by arrangement.

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 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, and PHY 374.

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 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 VII 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. As needed.

SCI 305 Science Safety

1 hour

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. **Does not satisfy any L.A.P. requirements.**

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, wetlands, 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.** Fall semester.

SCI 326 Genetics and Society

4 hours

Satisfies L.A.P. requirements in Life Science

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. Three lectures plus one lab weekly. As needed.

SCI 390 Physical Science for Elementary Teachers

3 hours

Satisfies Area VII 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. Candidate must be admitted to Teacher Education. Spring semester.

SCI 391 Physical Science for Elementary Teachers Lab **1 hour**

This course is designed to teach the pre-service elementary teacher how to incorporate activities and laboratory experiences into the elementary physical science curriculum using professional and Nebraska K-8 Science Standards. Principles and practices in selection, adaptation, instruction, assessment, and administration of hands-on physical science activities are also addressed. 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.

"Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts." (American Sociological Association)

Mission Statement

The mission of the Department of Sociology is to provide a rigorous and engaging program of study that allows students to develop intellectually, professionally, and personally. Coursework and internships prepare students for responsible citizenship in global communities, and for advanced study and careers in nonprofit or nongovernmental organizations, law, medicine, social work, city planning, criminal justice, journalism, community organizing, government and more.

Departmental Concentrations

The Sociology Department offers four areas of concentration: 1) General Sociology, 2) Criminology, 3) Peace, Justice and Social Change, and 4) Applied Social Services.

A minimum grade of C- is required for all core classes as well as required courses for each concentration.

The General **Sociology** concentration 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** concentration 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** concentration 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 **Applied Social Services** concentration serves students interested in the study of public and social services, with a focus on applied sociology, social problems and social welfare.

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 concentrations within the Sociology Department are required to complete the Core courses listed below.

SOC 100	Introduction to Sociology
SOC/PLS 251	Research Process Methods
SOC 295	Behavioral Statistics OR MTH 210 Introduction to Statistics
SOC 324	Sociological Theory
SOC 469	Qualitative Research Methods OR SOC 471 Quantitative Research Methods
SOC 490	Internship

Students with a **General Sociology** concentration are also required to complete 18 hours of coursework selected from Sociology Department offerings.

Students with a **Criminology** major are also required to complete:

SOC 201	Introduction to Criminal Justice
SOC 260	Victimology
SOC 304	Juvenile Justice
SOC 314	Punishment and Crime
SOC 334	Criminological Theory
SOC 364	Policing and Society
SOC 390	Gender and Crime

Students with a **Peace, Justice and Social Change** concentration are also required to complete:

SOC 110	Race, Gender and Class
SOC 203	Non-Violent Alternatives
SOC 211	Service Learning, Work and Social Change
SOC 244	Social Problems and Solutions
SOC 354	Social Movements and Social Change
SOC 394	Social Stratification

and one course from the following list of courses:

PHL 214	Topics and Applied Ethics
PHL 310	Modern and Contemporary Philosophy
SOC 384	Gender, Sexuality and Culture
REL 386	Christianity and Social Justice

Students with a **Peace, Justice and Social Change** concentration are strongly encouraged to add a concentration focusing on a specific topic (e.g., environmental 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.

The **Applied Social Services** concentration requires students to complete Sociology Core and also the following:

SOC 244	Social Problems and Solutions
SOC 303	Applied Sociology in Human Services
SOC 354	Social Movements and Social Change
SOC 384	Gender, Sexuality and Culture

SOC 394 Social Stratification

and complete one course in each of the two areas below

Area 1 (Managerial and Accounting Competency), choose one:

ACC 100	Financial Accounting
PLS 203	Public Policy Analysis
MKT 323	Public Relations
BUS 330	Management and Leadership Principles
ACC 342	Accounting for Governmental and Not-for-Profit Organizations
SOC 351	Organizational Behavior

Area 2 (Diversity Competency), choose one:

SOC 260	Victimology
PSY 331	Cross-Cultural Psychology
COM 333	Intercultural Communication
SOC 376	Chicago Center*
SOC 390	Gender and Crime

*The Sociology Department cooperates with the Chicago Center to provide students opportunities for study in an urban environment.

***Sociology minor** (21 hours): SOC 100, SOC 251, SOC 295, SOC 469 or SOC 471 and 9 hours of Sociology Department electives.

***Criminology minor** (21 hours): SOC 100, SOC 201, SOC 260, SOC 334, SOC 390, SOC 490 and either SOC 304, SOC 314, or SOC 364.

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 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, even-numbered years.

SOC 211 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. Fall, odd-numbered years

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. Each semester.

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.

SOC 260 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, widowing, 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.

SOC 303 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, team building, 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

Examines the nature and extent of juvenile crime in the United States and the system's response to juvenile crime. Particular attention is given to how police, courts, and correctional agencies respond to juvenile offenders, and the effectiveness of these responses. **Prerequisite:** SOC 201 or permission of instructor. Spring, even-numbered years.

SOC 314 Punishment and Prisons

3 hours

This course introduces students to the sociology of punishment, crime control, and prisons, as well as theories and philosophies of corrections. The course explores the development and current status of the correctional system, including jails, prisons, probation, parole, and other forms of community corrections. To understand how and why we punish, coursework will examine the ways that historical processes, social structures, institutions, and culture shape penal practices as well as how systems of punishment shape society. The causes and consequences of mass incarceration, racial disparities, the drug war, changes in policing, and the politicization of crime will also be considered. **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 Policing and Society 3 hours

This class introduces students to the foundational roles that policing has played, and continues to play, in our political communities, our social institutions, and our everyday lives. The course includes the historical understanding of policing, social control, and the penal state. Holistic and contemporary perspectives are used to explore the ways in which policing influences (and is influenced by) the social forces of the modern world.. **Prerequisite:** SOC 201 or permission of the instructor. Fall, even-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). Fall, odd-numbered years.

SOC 390 Gender and Crime 3 hours

This course is designed to explore the important and under-studied 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 resources 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. Coursework 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, even-numbered years.

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. Coursework 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. Fall, odd-numbered years.

SOC 499: Special Topics

3 hours

The course will explore specific, identified topics in the discipline of sociology. The subject matter will be selected prior to registration. As needed.

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

3-8 hours

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)

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**

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 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 - (THR)

Annette M. Vargas, M.F.A., Chair**Kara Wooten, Ph.D.**

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 including two student produced productions of Theatre for Youth and One-Act Plays 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 and THR 484-Capstone Project.)

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 121, 124, 134, 334
- 6 hrs design selected from: THR 304, 305, 306, 309, 407
- 9 hrs theatre history and theory: THR 410, 444, 454,
- 9 hrs of THR electives selected from any additional THR courses
- 3 hr capstone course: THR 484

Theatre minor (24 hours):

- 12 hrs basic skills: THR 121, 124, 134, 234
- 3 hrs design selected from: THR 304, 305, 306, 309, 407
- 3 hrs history or criticism selected from: THR 410, 444, 454
- 6 hrs of THR electives selected from any additional THR courses

7-12 Theatre Supplemental Endorsement (18 hours). This is a supplemental endorsement which must be

attached to a secondary or PK-12 subject or field endorsement. 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. J-terms when Musical Theatre is offered and by permission of Theatre Faculty during any semester or J-term.

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. Every other Semester.

THR 124 Stagecraft

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. Every other Semester.

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 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 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.

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. Open to Theatre Majors Only.

THR 484 Capstone Project**3 hours**

A performance, directing or design project for Theatre 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:** Open to Theatre Majors Only.

WOMEN'S and GENDER STUDIES MINOR

Women's and Gender Studies Advisory Board

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 and 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	C	2 grade points
B	3 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 from the Registrar's Office by visiting www.hastings.edu/Transcripts. If you have questions about the process please call the Registrar's Office at 402-461-7306.

Students transferring to Hastings College must send all official transcripts to the Admissions Office. Official transcripts must be sent to us electronically or by mail from the previous institution. Unofficial transcripts sent to us by the student will only 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, 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. Successful completion of at least 12 semester hours for each semester enrolled as a full-time student. Part time students must successfully complete 67% of their courses.
2. Minimum cumulative and semester grade point averages as follows:
 - 1.65 after one semester • 1.9 after three semesters
 - 1.8 after two 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 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 Vice President for Academic Affairs will continue the student on academic probation for another semester, or
3. The 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 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 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 coursework 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 as follows: Summa Cum Laude, overall cumulative GPA of 3.97 or above; Magna Cum Laude, overall cumulative GPA of 3.94 or above; Cum Laude, overall cumulative GPA of 3.85 or above.

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 (AP) Credits

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.

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 and Politics/U.S. Government and Politics	PLS 160 Introduction to US 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 251, US to 1877, or HIS 253, US Since 1877	3
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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.

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

IB Course	Corresponding Hastings College Course	Credit Hours
Chemistry H-L	SCI 124 + SCI 270	5
Physics S-L - 20th Cen. World	PHY 100	4
History S-L	HIS 276	3
History of Americas H-L	HIS 251	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 Credits

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 taken at Hastings College and all acceptable transfer credits. If the grading system at the work 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 withdrawal deadline or tuition refund schedule because of medical reasons, they may appeal in writing to the Vice President for Student Life for special consideration. Refund exceptions are rare and typically only made in the event of unavoidable and unexpected situations beyond the control of the student. Exits occurring as a result of neglected physical or mental health needs are not usually granted an exception to the refund schedule. Students requesting special consideration for medical reasons will be required to provide written documentation from the attending physician and/or licensed medical professional providing a summary of the medical issue and how it commands an immediate and necessary exit from the institution. This documentation must be received by the Office of Student Life no later than 10 days from the date of the request for a medical withdrawal. If a student applies for re-admission, Hastings College will require the student to provide written verification from a physician and/or licensed medical 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 Extracurricular 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. Numerous opportunities exist for involvement in student organizations ranging from music groups, forensics, student government, spiritual life, theatre, 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, science, and spirituality. Others, such as the Music Teachers National Association and the Student Education Association, are professional in nature and are affiliated on both state and national levels. The campus has six fraternities and six sororities. Five of the fraternities and five of the sororities are local and have no national affiliation while Sigma Alpha Iota and Phi Mu Alpha Sinfonia are national groups grounded in music. The Hastings College Peer Umbrella Network (PUN) is a nationally recognized campus group that provides comprehensive peer education to the campus through the six different peer education groups – SHAC, Alliance, BACCHUS, C.A.R.E., PHIVE-O and Active Minds. 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

Hastings College offers team sports not in the NAIA conference in Bowling, Cheer, Dance and Trap Shooting.

Intramural Athletics

Intramural activities are very popular at Hastings College. Students can compete in a variety of programs, including Flag Football, 5-on-5 and 3-on-3 Basketball, Sand and Court Volleyball (coed), Mini and Disc Golf, Bowling, Kickball, Ping Pong, Indoor Soccer, Ultimate Frisbee, and even Quidditch.

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 14 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 can be found 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, video livestreams and other productions, and Spectrum literary magazine.

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 – even those not majoring in music – are invited to participate in the college's many ensembles – The Hastings College Choir, Hastings College Band, Hastings Symphony Orchestra, Men's Choir, Hastings College Bell Choir, Jazz Band, entertainment arts groups and other ensembles.

Peer Education

Student peer educators at Hastings College promote a positive campus community that reflect 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.

- Alliance promotes and educates about safety, dignity and respect for persons of all sexual orientation.
- BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students) encourages responsible decision-making concerning the use or non-use of alcohol.
- CARE (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 STI's.
- SHAC (Student Health Advisory Council) links the health concerns of students with the college administration and helps promote healthy living choices when it comes to smoking, reducing stress, diet, sleep, exercise and mental health.

Spiritual Life

Hastings College was established in 1882 by Presbyterians who firmly believed that the life of the mind and the spirit go hand-in-hand. Hastings College still maintains its strong relationship with 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 coordinates a variety of spiritual activities on campus, including organizations such as Chapel Band, Chapel Committee, Habitat for Humanity, A Catholic Thing (ACT), Fellowship of Christian Athletes and Revive.

Every Wednesday at 10 am, the Hastings College community gathers in the Calvin French Memorial Chapel for fellowship; no other campus activities are scheduled during this hour. The ecumenical worship service is rooted in the Presbyterian heritage but open to people of all beliefs. Students, faculty, and staff – spanning the theological spectrum from conservative to liberal — find a welcome home in the spiritual life of Hastings College.

Service Opportunities

Since its founding, Hastings College 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 at homeless shelters, youth programs, domestic violence programs, medical facilities, hunger programs, churches and schools, and other agencies. Students have volunteered in multiple states and even globally and have assisted along the hurricane-ravaged Gulf Coast, in Appalachian communities, and on the U.S.-Mexico borderlands. Countries served include Guatemala, the Dominican Republic, Uganda, Kenya, India, and the Philippines.

Sororities and Fraternities/Greek System

Hastings College has six fraternities and six sororities. Membership in a sorority or fraternity is a great way for students to build friendships and gain leadership skills at Hastings College. All but two of the College's Greek organizations are local; Sigma Alpha Iota and Phi Mu Alpha (Sinfonia) are the two national, music based organizations. 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:

program planning; which is handled by the Executive Council, and student fee allocation; which is handled by the Student Senate.

The Student Association President oversees the Executive Cabinet, which is the primary governing body dealing with all student government matters. This body also plans works closely with the Executive Council co-chairs to ensure student activities are planned for students. 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 Association.

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

Week of Welcome (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 bed-races. The week wraps up with the crowning of the Homecoming royalty at the formal banquet, a parade, tailgate barbecue, home athletic events, and a dance.

Hastings College Lecture Series Student 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 where students are 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.

Martin Luther King, Jr. Day – J-Term classes are shortened for the day so students may attend the annual MLK lecture and other events.

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 and a chapel service.

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, 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.

Honors Convocation – is held in conjunction with Academic Showcase Day. 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.

May Fete – is the longest running tradition on campus and is planned by the Student Association. The spring festival traditionally includes outdoor entertainment, the presentation of the May Fete Court at a formal banquet, and a dance.

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. There are opportunities for informal conversations between students and faculty and staff, but the College also has a number of services which provide intentional 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 Life 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 their first-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 8 am-12 pm and 1 pm-5 pm in 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 Hastings College 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 from their preferred insurance agent. 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 intercollegiate 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. In addition, the College Chaplain is available for spiritual counseling. Counseling services fees are covered by the general fee assessed by the College.

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 Life Office.

Campus Safety Services

The Campus Safety department is responsible for maintaining a safe and secure campus during evening hours, weekends and campus holidays. The department is staffed by professional staff members and 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 a Safe Walk service on campus. Campus Safety staff 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. Campus Safety 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 suspend or otherwise administratively withdraw any student whose conduct is deemed to be an affront to the history and traditions of the College or whose behavior brings discredit to the College or who poses by reasonable assumption a threat of danger or harm to self or any member of the College community.

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; harassment or bullying; sex or gender based discrimination, harassment or sexual misconduct; stalking; threats; theft; hazing; failure to comply with directions of college staff; unauthorized use of college keys; violations of the campus policies on possession and use (including distribution) of alcohol and drugs; 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; theft or abuse involving computers, telephones, cell phones, electronic devices or equipment; 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 sanction a student for activities that take place off campus when those activities adversely affect the interests and/or reputation of the College or cause injury or harm to any person.

Students violating the Code of Conduct or commonly accepted more and ethical standards may be subjected to disciplinary proceedings by one of the Student Judicial System's judicial bodies, (the respective Residence Hall Councils, the Student Judiciary Council, 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, loss of privileges, fines, restitution, discretionary sanctions (such as service or work assignments), administrative or conduct probation, campus housing suspension/withdrawal or expulsion, and college suspension/withdrawal 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 within the confines of individual Hastings College Bronco Village apartments or campus houses only if all residents of that particular apartment/house are of legal drinking age and have applied for, been granted and display alcohol permit. Alcoholic beverages may not be consumed in individual Hastings College Bronco Village apartments or campus houses if minors are present. 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 Life 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. Bikes, longboards, scooters and other wheeled transportation are not to be used 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, six campus 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) or in the Hastings surrounding area;
2. Have senior class standing (87 hours of credit or more by the first day of classes) or 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 Life 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 Life 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 Life Office to move off campus may be assessed a penalty of \$400 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 Office of Student Life 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 in the Office of Student Life. 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 the Bronco 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 including Thanksgiving and Christmas vacations and spring break. While the residence halls and Bronco Village apartments are open during these three vacations, no food service is provided.

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. Application forms and submission information can be found at www.hastings.edu/apply. 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.

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 or if a student athlete, Incred.
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 available online.

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.

Withdrawing from the College

Students are responsible for officially withdrawing through the Registrar's Office. Students must obtain a withdrawal form from the Office of the Registrar or at <http://www.hastings.edu/exit> and complete the withdrawal process. The completed form must be returned to the Registrar's Office (Note: if a student completes a term, does not graduate, and has never registered for a subsequent term, the withdrawal form will be considered a declaration of "Intent to Not Return").

Official Withdrawal: A student who completes the withdrawal form and clearly states their intent to withdraw from the college is considered to have officially withdrawn. The DATE OF WITHDRAW is the date that the student completed the withdrawal process, unless the student indicates that the withdrawal is to be effective at the completion of the current academic session.

Unofficial Withdrawal: Students who enroll in a class and never participate, or remain enrolled in a class but at some point cease participation, are potential risks for an unofficial withdrawal. Such students may receive a grade of "F" for the course, or, per Class Attendance Policy in the Hastings College Catalog, may be removed from the class by request of the course instructor.

If a student never participates or ceases to participate in *all classes* in which they are enrolled for an academic session, that student is considered to be unofficially withdrawn. THE DATE OF WITHDRAW is the last day the student participated in an "academically-related activity".

Drop: A student is considered to be "dropped" from a class when they cease "academically-related activity" in the class during the drop period of each academic session. This period is typically two weeks from the start of the semester (or the equivalent for shorter terms). Dropping in this timeframe erases the student's record of being enrolled in the class causing necessary adjustments to the student's enrollment status, any financial aid based on the prior enrollment status, and eligibility for extracurricular activities.

Faculty are required to certify their class lists by the 8th day of classes (regular semester; adjusted for shorter terms). Students who have not met the definition of an "academically-related activity" will be contacted by the Registrar's Office and reminded to start attending class. Students who do not officially drop the class by the 10th day of classes (semester) will be removed from the course by the Registrar's Office. The Registrar's Office will notify the Financial Aid Office of any such removals.

As defined by the U.S. Department of Education, an "academically-related activity" includes, but is not limited to:

- Physically attending the class
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution

- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studies in the course.

Participation is NOT:

- Student's self-certification of attendance or participation
- Living in Hastings College housing or having a Hastings College meal plan
- Logging into class to view class materials
- Receiving academic counseling or advising

If there is no documented attendance or "academically-related activity", the student is considered to have not begun attendance for that course. If there is no documented attendance or "academically-related activity" for any class, the student is considered to have not begun attendance for that term.

Medical Withdrawal: If a student is unable to begin the withdrawal process due to extenuating circumstances beyond their control, the withdrawal date may be a date related to the circumstance that caused the student to leave school. For example, if the student was in a serious car accident, the school could use the date of the accident as the withdrawal date. Other circumstances that may be beyond the student's control include illness or grievous personal loss.

If a student believes extenuating circumstances merit a departure from the withdrawal deadline or tuition refund schedule because of medical reasons, they may appeal in writing to the Vice President for Student Life for special consideration. Refund exceptions are rare and typically only made in the event of unavoidable and unexpected situations beyond the control of the student. Exits occurring as a result of neglected physical or mental health needs are not usually granted an exception to the refund schedule. Students requesting special consideration for medical reasons will be required to provide written documentation from the attending physician and/or licensed medical professional providing a summary of the medical issue and how it commands an immediate and necessary exit from the institution. This documentation must be received by the Office of Student Life no later than 10 days from the date of the request for a medical withdrawal. If a student applies for readmission, Hastings College will require the student to provide written verification from a physician and/or licensed medical professional that the student is physically and emotionally ready to return to Hastings College.

Service: 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 College's withdrawal 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.

Withdraw from selected courses and receive a prorated refund, while also requesting an incomplete or a grade in other courses.

Important Dates:

End of week 2	Last day to ADD a course
End of week 2	Last day to DROP a course with no notation on transcript
End of week 9	Last day to DROP a course with a "W" on transcript (after this point, students will receive a grade for the course)

Dates are adjusted for academic sessions which are not regular semesters such as J-term or summer sessions.

Institutional Charges Refund Policy: see Financial section in this catalog

FINANCIAL

Financial Aid

Purpose of Financial Aid Office

Hastings College seeks to provide its high quality education at a moderate cost. The annual tuition each student pays covers only a percentage of the total cost expended by Hastings College to educate that student. Hastings College maintains scholarship funds to assist needy and talented students. If scholarships and financial aid do not cover the total direct charges, the College has the expectation that parents have the primary responsibility to cover these charges, while students contributing their own savings, including borrowing federally sponsored student loans, have a secondary responsibility. Hastings College cannot meet the need of every student and makes every effort through its institutional scholarship program to make Hastings College affordable.

Financial Aid Offers (Incoming and Returning Students)

1. All institutional financial aid will be renewed annually provided the student is meeting the renewal requirements. Institutional merit scholarships and institutional need-based grants are renewed for any student eligible to return. Talent scholarships are renewed based on the requirements of the athletic team or activity sponsor. Students that also wish to receive federal or state financial aid, should complete the FAFSA by April 1st.
2. All new applicants should submit the Hastings College Application for Admission and Financial Aid. Students applying for federal and state aid must also submit the 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 April 1st.
3. Returning students will be sent a notification to their Hastings College email address when their award letter, for the following year, is ready to be viewed and accepted. Students will log in to their financial aid portal to confirm their awards. Incoming students will be mailed an award letter with instructions on how to confirm their award in their financial aid portal.
4. Changes in enrollment status, financial status, residence or marital status should be reported to the financial aid office.
5. The amount of institutional financial aid is based on full time enrollment status and may be prorated for part time enrollment based on the number of credit hours per semester. Changes in enrollment status after the original award was presented, may result in changes in eligibility.
6. The entire financial aid award may be voided if intentional false information is provided on the FAFSA.
7. A student's financial offer can be reviewed and possibly changed due to unforeseen or special circumstances. Examples include, but are not limited to, death of a parent or spouse, job loss or job change, one time distribution of income, etc.

Basic Responsibilities for Student Financial Aid Recipients

1. Finish financial aid applications (FAFSA or Hastings College Application for Admission and Financial Aid) on time and honestly. Intentional false statements or misinformation on any application or supporting documentation, may subject the FAFSA filer to a fine, or imprisonment, or both, under provisions of the United States Criminal Code.
2. Understand the deadlines each year for renewing financial aid.
3. Understand and follow the policy for Satisfactory Academic Progress
4. Understand and review your billing statement. If it does not show financial aid that you have accepted in your financial aid portal or is missing from your financial aid award, call or email the financial aid office to determine if there are missing documents or another reason why your financial aid is not ready to be disbursed to the Business Office.

Institutional Charges - Refund Policy

The following principles will be observed in regard to requests for refunds of institutional charges (tuition, fees, room and board) for both fulltime 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.

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 weeks	70%
4 weeks	60%
5 weeks	50%
after the 5th week.....	no refund

Refunds on the basis of academic sessions which are not regular semesters 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

Return of Title IV Aid Policy

Financial Aid is disbursed to the student's account and the College assumes that the student will complete the entire period of enrollment for that term. If a student withdraws prior to completing 60% of the weeks for the period of enrollment, the College is responsible for returning the unearned portion of the Title IV aid which was credited or the amount of aid that could have been credited to their account at the time of their withdrawal.

For students that withdrawal after 60% of the weeks have been completed, all federal aid is considered earned aid and no Title IV funds will be returned.

The institutional refund policy is determined by the number of weeks a student has completed. The return of Title IV aid policy is determined by the number of days, rather than weeks, when determining the amount of federal aid that has been earned by the student. Scheduled breaks of five consecutive days or longer are excluded from the calculation but weekends are included when calculating the percentage of enrollment.

Hastings College is required to determine the amount of Title IV financial aid that was 'earned' by a student that officially or unofficially withdraws. The calculation must be completed within 30 days of the date that the student officially withdraws. Hastings College is then required to return any unearned funds within 45 days. The calculation is completed by the Financial Aid Office.

Title IV funds and the order in which they are returned:

- Federal Direct Loan, unsubsidized
- Federal Direct Loan, subsidized
- Federal Perkins Loan
- Direct (parent) PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- TEACH Grant

Notification of the Return of Title IV funds: Students will receive a letter, along with an updated statement (provided by the Business Office), to their permanent address, indicating the amount of aid that will be returned. These documents will also be emailed to the student's Hastings email account. The student is responsible for all charges resulting from this calculation and return. In the situation where a military service obligation has resulted in

the student not able to continue their education, Hastings College will work with that student to identify solutions that will not result in a student debt for the returned portion.

Students that unofficially withdrawal are typically discovered during the satisfactory academic progress review at the end of the fall, spring or summer term. When 0 credit is earned for all enrolled courses, a last date of attendance is the last day that a student participated in an “academically-related activity”. This date will be determined and used for the calculation of the return of Title IV funds and for the institutional refund policy.

As defined by the U.S. Department of Education, an “academically-related activity” includes, but is not limited to:

- Physically attending the class
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studies in the course.

Students who are enrolled, but do not begin attendance, must repay all financial aid, both federal and institutional that was disbursed for the period of enrollment.

Cost of Attendance

The Financial Aid Office uses a variety of resources in determining the College's annual cost of attendance (COA). Regional and state averages, along with student survey results are used for the following categories: books and supplies, travel and personal expenses. The actual tuition and fees will be used, based upon full time for undergraduates and 24 credit hours per year for graduate students.

2018-2019 On Campus (Undergraduate)

Item	Semester	Year
*Tuition	\$14,300	\$28,600
*Fees	\$ 725	\$ 1,450
*Room and Board	\$ 4,850	\$ 9,700
Books/Supplies	\$ 567	\$ 1,134
Transportation	\$ 479	\$ 958
Personal Expenses	\$ 1,418	\$ 2,836

*Direct, billable charges based on two semesters plus J-term. Double room cost, 19 meal plan.

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

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 require a meal plan
- J-Term (an additional charge does not apply to students enrolled during the regular academic year.)

- Apartments - optional Bronco Bucks

GENERAL FEE

- 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 prior to the end of the first week of classes. If not, the student will be charged a \$200.00 late withdrawal 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, lab fees, and J-Term or field trip charges are not listed, but may be applicable.

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.

Billing Policy

Student charges are calculated on a semester basis. Each student is responsible for making payment arrangements prior to the first day of classes each semester.

Payment Options:

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 the first day of each semester. To make a payment on your account, login to ourHC.hastings.edu, Self-Service, Finances tab, select Balance. You will select the term to apply the payment to and the amount of the payment. You will be directed to Official Payments website, our online payment provider. There is no fee for payments made by electronic check, however, debit and credit card payments are assessed a 2.5% courtesy fee by Official Payments. All payments received will be applied to the previous or current semester before any payments will be applied to future semesters.
2. Five Month Payment Plan per semester – A monthly payment plan is available from Official Payments, our online payment provider. There is a \$35 fee per semester for utilizing payment plans. This allows you to make five monthly installments each semester using an electronic check or debit/credit card. There is no fee for payments made by electronic check, however, debit and credit card payments are assessed a 2.5% courtesy fee by Official Payments. Payments are due on the tenth of each month beginning in August (for the fall semester) and January (for the spring semester). To sign up, you will need to go to <https://payplan.officialpayments.com/Default.aspx>.

We realize that unforeseen financial circumstances can occur; consequently, every effort will be made by our Business Office to work out a reasonable financial plan for students with extraordinary circumstances. In all financial arrangements made with students, the College reserves the right to require written guarantees from parents, guardians, or other responsible persons.

Interest:

Interest will be assessed at 10% per annum, or 0.83%, per month on any past due unpaid balance.

Future registration may be refused for any student whose previous or current term account is not in good standing. In good standing is defined as the student's balance being paid in full or having a current payment plan set up. For instance, if a student is registered for J-Term but is delinquent for Fall, their J-Term registration may be cancelled until their Fall semester is paid in full. Consequently, they will not be allowed to register for Spring classes until their Fall semester is paid. Once the term(s) are in good standing the student will be allowed to register.

At the discretion of the administration of Hastings College, a student may be suspended for non-payment of any outstanding charges. In addition, if the student's outstanding charges are not taken care of by the last day of the semester, they may not be allowed to return the following semester. The student may be withdrawn from the institution and removed from registered courses. If the student lives on campus, the student's housing may be suspended and asked to move off campus.

If a student's charges are referred to a collection agency the student will be responsible for all interest and collections fees associated with the outstanding charges.

A transcript or diploma will not be issued to a student who has failed to pay all outstanding charges to Hastings College.

Statements:

Billing statements can be viewed online at ourHC.hastings.edu, Self-Service, Finances Tab, select Statements. In addition, statements will be mailed to your permanent address prior to the start of the semester and periodically throughout the term.

J-Term:

Although undergraduate tuition for J-Term classes is included in the regular fall or spring term, some classes have additional fees and will be billed separately. Any J-Term travel fees must be paid in full prior to the first day of J-Term. A monthly payment plan is available from Official Payments, our online payment provider. There is a \$35 fee for each payment plan utilized per semester. This allows you to make five monthly installments using an electronic check or debit/credit card. There is no fee for payments made by electronic check, however, debit and credit card payments are assessed a 2.5% courtesy fee by Official Payments. Payments are due on the tenth of each month beginning in August. To sign up, you will need to go to <https://payplan.officialpayments.com/Default.aspx>.

If travel is not paid in full prior to the first day of J-Term the student will not be allowed to travel and will be responsible to pay for any travel arrangements made on the student's behalf.

Satisfactory Academic Progress Policy for Federal & State Financial Aid

Hastings College is required to establish minimum academic standards that students must meet in order to maintain eligibility for federal and state aid. These guidelines are established to encourage students to successfully complete courses for which aid is received.

Below are the required minimum standards for students who are receiving financial aid or for those who seek financial aid in the future.

Qualitative Requirements

Minimum cumulative AND semester grade point average:

After one semester, 1.65

After two semesters, 1.8

After three semesters, 1.9

After four or more semesters, 2.0

Quantitative Requirements

The quantitative requirement is based upon your enrollment status on the last day to drop a course with no notation on your transcript. You must successfully complete the number of hours for which your financial aid was awarded.

Full time enrollment is defined as 12 or more credit hours; a minimum of 12 hours must be earned after each regular term.

Part time enrollment is defined as 11 credit hours or less; a minimum of 67% attempted vs completed hours must be earned after each regular term.

The pace requirement is a component of the policy that is measuring the pace at which a student must progress through their program of study to ensure completion within the maximum time frame permitted. Pace is calculated by determining the cumulative number of credit hours the student has successfully **completed** divided by the number of cumulative credit hours the student has **attempted**. To meet the pace requirement, the student's cumulative completion rate must be 67% or higher. Credit hours transferred in from another institution are included in BOTH attempted and completed credits.

Successful completion is defined as receiving one of the following grades, A, B, C, D, or P. Credit hours that will not count as successfully completed include the following, F (fail), I (incomplete), or W (withdraw) AND their credit hours count in a student's attempted hours.

Maximum Time Frame Requirement

The maximum time for the completion of a student's academic program is 190 hours. Maximum time frame is based on total credit hours attempted at Hastings College plus any transfer credits accepted. These limits apply regardless of whether or not the student received federal financial aid for any or all of the credits attempted. Students will be suspended from financial aid eligibility the semester following the semester their attempted hour exceed their limit. There is NO warning semester for maximum time frame.

Warning Semester

Students who fail to meet one or more of the requirements will be placed on financial aid warning status for the following semester. Notification will be sent to your Hastings College email account. 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. If you fail to meet one or more of the requirements again in the subsequent semester, the student will be placed on financial aid suspension and no longer eligible for financial aid.

Suspension of Federal Financial Aid

At the end of the warning semester, if a student does not meet the SAP requirement, the student will have their federal financial aid suspended. The Financial Aid Office will notify the student by HC email and mail to their permanent address.

Regaining Eligibility

Students can still enroll without financial aid and regain eligibility for financial aid in subsequent semester by meeting all quantitative and qualitative standards listed above in the policy. (Term and cumulative GPA, based upon number of semesters having attended Hastings College; completing 12 hours, if enrollment status is full time; and by bringing their pace requirement up to 67% or higher)

Academic standing is reviewed after each semester. If a student believes that they have met the minimum standard in order to have their financial aid re-instated, they should notify the Financial Aid Office.

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 by the deadline designated in the notification letter (usually two weeks). A successful appeal must be based on significant extenuating circumstances that seriously impacted academic performance. (for example, serious illness or injury of the student, 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. Supporting documentation is highly recommended and may be required depending on the circumstances for the appeal. The Satisfactory Academic Progress Committee will determine whether a probation semester will be granted. Please note that merely filing an 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 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.

Additional Information

Academic Affairs

The Academic Affairs Office has its own process and policy standards with regards to academic progress. If a student has been academically suspended and does not successfully appeal, the student will not be eligible to return.

Return of Federal Funds

Students who receive federal financial aid, but fail to complete any coursework will be subject to a Return of Federal Funds calculation and may be required to repay a portion of the aid that has been awarded. Your last day of attendance, in one of the enrolled classes, will be used as the date for the Return calculation.

Frequency of Academic Progress Evaluation

The Financial Aid Office will review student's academic record for satisfactory progress at the end of each term: Fall, Spring and Summer.

Academic Plans

Sometimes it is mathematically impossible for a student to meet the minimum policy standard at the end of the semester. In those cases, the student will be required to meet with their academic advisor and develop an academic plan. The academic plan must be included with the appeal form and it should include the point in time at which student will be able to meet the standard.

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'72
Hastings, Neb.,
1993-2012; 2013-2015

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Hastings, Neb., 1992-2004

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Hastings, Neb., 2000-2012

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Jerrold C. Kerr ‘52 Hastings, Neb., 1965-1983		

The Faculty

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